



# Business Plan

## 2017 - 2019

*Learning Together Every Day*



**Hammond Park**  
PRIMARY SCHOOL



# Hammond Park Primary School is a joyful place to be.

We are committed to building genuine partnerships with our community. These relationships continue to support the development of a strong culture of collaboration now and in the future at our school.

**Jennifer Lee**

FoundationPrincipal



## Vision

Our school motto “Learning Together Every Day” symbolises our lasting commitment to each other and the learning of all students.

We work together to ensure that our students become lifelong learners.

Teachers at Hammond Park Primary School are professional and hard working. They support each other and work and learn together in a collaborative and professional way.

## Beliefs

We believe that:

- Every student is capable of successful learning
- Developing self-discipline and working and learning cooperatively with others are essential skills for lifelong learning
- Knowing the families of the children we teach and working with them as partners is essential
- All members of our collaborative learning community should regularly reflect on their words and actions towards each other
- We are enriched by the cultural diversity that exists within our school

## Values

We have high social and academic expectations of all students.

We work together to ensure that we have a safe, respectful and tolerant learning environment that supports and promotes academic rigour.

We endorse and commit to professional learning for our teachers and support staff. Our teachers engage in professional dialogue. This learning is anchored in their daily work and supports the culture of our school.

# Student Achievement

## GOALS

Strategic targets are set using system assessment data

Operational and Focus Area Targets (FAT) are informed by system and whole-school assessment data

Student performance data is used to inform whole-school planning

Whole-school assessment data informs year level and classroom targets

Planning is informed by the West Australian Syllabus and includes essential content, skills and achievement standards at each year level PP- Year 6

Planning is informed by the National Quality Standards, the Early Years Learning Framework and the Kindy Curriculum Guidelines where relevant



How we will

## MEASURE OUR SUCCESS

- Student performance information measured annually against whole-school targets:
  - > NAPLAN (Year 3 and Year 5):
    - Year 5 performance in band seven and beyond is equal to or above Like Schools in all areas tested (Reading, Writing, Spelling, Grammar and Punctuation and Numeracy)
    - Year 3 performance in band five and beyond is equal to or above Like Schools in all areas tested (Reading, Writing, Spelling, Grammar and Punctuation and Numeracy)
    - performance in all areas tested is equal to or above like schools
    - 80% of our stable cohort make 'moderate' to 'very high' progress in Year 3 NAPLAN (Numeracy and Reading) compared to On-Entry
    - IEP targets set and monitored using SMART goals
  - > Progress towards and achievement of Focus Area Targets at year level gathered and analysed regularly
- All staff engaged in performance review and ongoing analysis to inform improvement targets
- In term 4 of each year School Board members engage with all staff to analyse NAPLAN data.
- Staff re-set targets for the following year in Term 4
- During Employee Performance meetings teachers reflect on, analyse and demonstrate how they use student data to inform teaching and learning for individuals and groups

## CORE STRATEGIES

System data (NAPLAN and On-Entry) and our whole-school assessment data informs each layer of planning: strategic, operational, year level and class

Strategic targets are articulated in our Business Plan (2017 - 2019) and our Annual Reports for corresponding years

Whole-school assessment data is regularly collected and analysed to track progress towards the achievement of Focus Area Targets (FAT)

Case management groups established to provide targeted intervention in focus areas for identified groups of students

Documented plans established to include SMART goals that are regularly reviewed and adjusted

Moderation tasks across Learning Areas inform achievement of year level achievement standards as articulated in the West Australian Syllabus

Teachers learn together with teachers from other schools in the CCEN (Cockburn Central Education Network)





# 2 PRIORITY TWO: High Quality Teaching

## GOALS

Whole-school approaches are embedded in all classroom practice

Classroom management is consistent across all year levels

Employee Performance processes for all teaching staff are aligned with the AITSL Standards and include conversations that describe:

- classroom Observation and Reflections
- assessment for learning and planning for improvement
- differentiated learning opportunities

An embedded culture of high expectations is evident across the school

Operational Plans for curriculum areas and other focus areas articulate achievable and targeted goals based on our self-assessment findings each year

Operational targets set for each year level (K – year 6) in all curriculum areas from the West Australian Syllabus guide classroom planning and teaching and learning

## CORE STRATEGIES

Differentiated learning opportunities are provided for groups of students in all classes every day

Documented Plans (IEPs, IBPs and Case Management Plans) are developed using SMART targets

IEPs reviewed, signed, collected and filed

Team Leaders ensure consistency of planning in each phase of learning through the collaborative development of year level planning documents

CMS training and implementation

Teachers actively participate in classroom Observation and Reflection.

Observation and Reflection findings are discussed during Employee Performance meetings

AITSL resources and the coaching model is used as a reflection and goal-setting tool

Teachers and Education Assistants work together on targeted professional learning on Tuesday afternoons at point of need

HPPS Positive Behaviour Support (PBS) provides a framework for teaching students whole school expectations:  
We are learners; We are safe; We are responsible; We are respectful

Data is collected and analysed in all academic and affective domains that are reported on in Semester 1 and 2 each year (Reporting to Parents)

Whole-School Approaches are non-negotiable across all year levels

Lead teachers and School Board members regularly use a Disciplined Dialogue process to analyse data collected from system assessments, our Whole School Assessment Schedule, Learning Area Operational targets and Focus Area Targets (FAT)

Operational plans are in place for all curriculum areas and other focus areas including EAL/D, PBS, ICT, ECE and STEM

Transparent, researched and effective allocation of resources based on self-review findings are in operational plans



How we will

## MEASURE OUR SUCCESS

- Professional Learning for teachers and education assistants at point of need
- IEPs on shared drive and in files
- IEP, CMG and extension students identified on cohort data sheets and progress tracked throughout the year
- Teachers use the AITSL Standards to measure their competency to differentiate the curriculum at a proficient level or above
- Observation and reflection data is analysed
- Professional Learning is logged
- Progress towards the achievement of Strategic Targets, Operational Targets and Focus Area Targets is analysed
- Seamless and comprehensive ICT processes are responsive to student and staff needs
- SIS data is regularly analysed and is reported on in the Annual Report



## GOALS

Distributed leadership model is established across the school

Embed and support a leadership strategy that identifies, nurtures and develops existing and aspiring leaders across the school

All staff embrace professional learning opportunities

Whole School Approaches (WSA) embedded through team 'buy in'

## CORE STRATEGIES

Latest innovative research and effective pedagogy embedded in Operational Plans

Teachers have the opportunity to lead teams, learning areas and identified focus areas

Leaders adhere to a co-constructed role statement

Leaders use Operational Plans to formulate agendas

Build leadership capacity through targeted professional learning

Leaders manage and deliver self-review processes to support the reflection of data, year level targets, WSAs and Focus Areas

Leadership days to analyse data and drill down to identify Focus Area targets (FAT Targets)

Whole Staff data day



How we will

### MEASURE OUR SUCCESS

- Operational Plans adjusted and distributed annually
- Number of teachers applying for leadership opportunities
- Leaders analyse data collected through staff surveys and actions from team minutes
- Leaders regularly self reflect and identify areas for growth
- Achievement of strategic targets and operational targets



# 4

## PRIORITY FOUR:

# Collaborative Partnerships & Learning Communities

## GOALS

Maintain effective and collaborative relationships with the Cockburn Central Education Network (CCEN)

Formalise Board members' understanding of their role and responsibilities and raise their profile in the community

Maintain effective collaborative relationships with the Parents & Citizens' Association

Reflect on and refine school events

Collaborative teams work together to achieve identified goals



## CORE STRATEGIES

Incorporate the perspectives of staff, students, parents and the community as active participants in school improvement planning

Develop the capacity and leadership of staff to provide opportunities to become Network Curriculum Leaders (NCLs)

Participate in CCEN initiatives to build cohesiveness and capacity through network ie Science Initiatives, SCSA Moderation, Art Exhibitions, interschool carnivals, Year 6 transitions, PEAC, Atwell College Zone Extension, university partnerships and Observation and Reflection models.

School Board to review and endorse business plan, annual report and Delivery and Performance Agreement (DPA)

Name badges for School Board members and encourage them to liaise with community through surveys, school events and enrolment orientations

Liaise with and support the P&C and its committees, including the Fundraising Committee, the Canteen Committee and School Banking

Minutes from Committee meetings are tabled and saved on the S:Drive

Reflect on success, purpose and outcomes of school events and make necessary refinements for growth, development and change ie ICT EXPO, School Carnivals, assemblies, Runners' Club, kindergarten orientation, incursions and P&C events

Comprehensive minutes from meetings are published in a timely manner and easily accessible to team members

Meeting minutes generate ongoing collaboration and discussion of progress towards targets

CONNECT is used as sharing and collaboration tool

Google Drive is used for shared composition of plans, documents and policies

Morning Message Boards



How we will

## MEASURE OUR SUCCESS

- Monitoring attendance at CCEN Meetings
- Percentage of HPPS staff presenting at CCEN School Development days
- Percentage of Network Curriculum Leaders from HPPS
- Results of School Board surveys
- School Board meeting minutes
- School Community Surveys distributed and analysed annually as required by the Department
- Staff observations and reflections are part of Employee Performance
- Staff survey information used to make adjustments to school events
- Transition of students in Kindergarten and Year 6



## GOALS

General Capabilities and Cross-Curricular Capabilities are embedded in all teaching and learning opportunities

A culture of social and civic responsibility is evident across the school

Embed Visible Learning pedagogy across the school

Provide opportunities for the HHPS community to embrace intercultural understanding

Overall attendance of PP-Year 6 students is above like schools

School community supports our vision of 'Learning Together Every Day'



## CORE STRATEGIES

Critical thinking skills are embedded into classroom teaching

Integrated Literacy and Numeracy

Peer tutoring

General Capabilities Operational Plan

ICT Operational Plan

Focus on developing SMART targets for extension students using General Capabilities

Visible Learning components included in Planning Document templates on CONNECT

Visible Learning a key component of Employee Performance

Intercultural Understandings integrated into relevant learning areas

Teachers use Progress Maps for teaching, planning and assessment

Celebrate special days with the community such as Harmony Day and NAIDOC week

Students leaders ie PBS, ICT, Faction Captain, Prefects and Green Guardians

Review attendance data each semester and at point of need

Attendance policy

Implement individual attendance plans when necessary

How we will

### MEASURE OUR SUCCESS

- The number of students who perform in the top 20% of all NAPLAN areas tested will be higher than Australian Schools
- Surveys from students leaders
- Community communications i.e. skoolbag, newsletters, message boards, communication apps
- Success of programs through analysis and reflection
- Orientations and graduations
- EAL/D Reporting to Parents
- Schools Online overall attendance data





*Learning Together Every Day*



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