

Osborne Primary School



A community nurturing children to achieve their personal best

Business Plan 2022-2024



We acknowledge the Wadjuk Noongar people; custodians of the land on which we have the privilege to learn, teach and meet every day.

Introduction

- **Our Vision**
- **Our Mission**
- **Our Values**

Our School

Osborne Primary School is an Independent Public School of excellence, serving a dynamic, multicultural community. We partner with our community to ensure best outcomes for our students.

The 2022-2024 Business Plan sets out our strategic vision and targets. Department of Education system priorities and documents guide our planning and accountability. We proactively cater for the unique needs of our community. The following interrelated domains of effective schools are addressed in our Business Plan:

Success—Leadership—Community—Environment

Our Vision

We aim to develop curious passionate life-long learners

Our Mission

We are a community nurturing children to achieve their personal best

Our Values

Our values underpin the behaviour expectations of our students, our staff and our community. We work in a harmonious culture of high expectations and high care.

- Do Your Best
- Resilience
- Responsibility
- Honesty
- Respect



Our School Beliefs

Our leaders of teaching and learning developed the following belief statement:

Successful Students

- Students learn in different ways
- Every experience is an opportunity for growth
- Students learn best when they are actively engaged in their learning
- The whole school community has a shared responsibility for our students' success

Leadership in Teaching and Learning

- High expectations, high care
- Provide students with the opportunities and skills to develop into autonomous learners
- Teachers provide quality differentiated programs, aligned with student performance and other data
- To reflect upon and refine our teaching practices, using contemporary research and practices in our field and maintain our professional passion

Community

- Effective learning occurs where the school community has a shared vision
- The school values parents/guardian as partners
- The school community interacts positively and respectfully, and
- All stakeholders are mutually supportive

Learning Environment

- Orderly, inclusive and responsive learning environment
- Motivating and stimulating physical environment
- Student, teacher and parent/guardian relationships are best based on mutual trust and respect

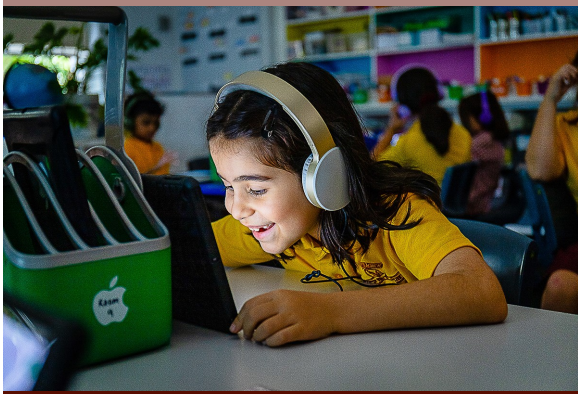
■ Successful Students

■ Leadership in Teaching and Learning

■ Community

■ Sustainable Environment





Target

Progress all attendance rates to above 80%



Target

Stable Cohort to progress at a rate equal to or greater than Australian Mean

Successful Students

We plan for success and monitor our progress

Strategies

- Positive engagement through purposefully selected classroom programs
- Individual attendance plans for students at attendance risk
- Daily attendance monitoring with OUTREACH message sent for any unexplained absences
- Follow system endorsed process for students at Attendance Risk
- Promotion of benefits of regular attendance to community
- Strategies specific to First Nations
- Increased AIEO time
- Incentive programs for individuals in which student is able to control the variables
- First Nations family Breakfast Club

Monitoring

- Percentage analysis report from Integris
- Internal Students at Attendance Risk monitoring tool

Strategies

- Early identification and intervention for students at educational risk (SAER)
- Whole School evidence based programs are used in Literacy and Numeracy to support student success
- Whole School English as an Additional Language (EAL) learning strategies embedded in classroom practice
- Intervention in addition to classroom support
- Extension opportunities for high performing students

Monitoring

- Measure stable cohort through Pre Primary On- Entry Assessments to Year 3 and 5 NAPLAN data



Leadership in Teaching and Learning

Strategies

- Quality Professional Development to further understand student mental health
- Consistent whole school practices and agreements to support trauma-informed practice
- All staff to understand each individual’s Escalation Profile and use professional knowledge to gauge and apply appropriate action

Monitoring

- Teacher Performance and Development Cycle

Strategies

- Develop STEAM, Digital Technologies and ICT skills in staff through sharing internal expertise, collaboration and employing external agencies for professional learning.
- STEAM committee to research and oversee implementation of STEAM approach across the school
- General Capabilities to underpin approach to curriculum
- Leadership development in STEAM
- STEAM and ICT is embedded in all Learning Area Operational plans

Monitoring

- Teacher ICT skill checklist at end of each year
- STEAM committee to lead and track reflection cycle of embedded practises in classrooms
- Teacher Performance and Development Cycle

Strategies

- Familiarisation, mapping self and setting personal targets against ACSF continuum
- Accessing support from AIEO
- Professional development

Monitoring

- ACSF continuum individual map

Target

All teachers to strengthen and deepen their knowledge of trauma-informed practice and student mental health

Target

All teachers to develop skills and integrate STEAM and ICT across the curriculum

Target

All teachers to progress on the Aboriginal Cultural Standards Framework (ACSF) continuum



Community Partnerships

Strategies

- Apply for available grants
- Network with other STEAM focus schools
- Engage with Social Support agencies

Monitoring

- Number of successful grants
- Increased participation and collaboration with schools and agencies
- Student Attendance targets

Strategies

- Facilitation of effective communication and connection (e.g. Interpreters)
- Create opportunities for cultural acknowledgement and knowledge sharing to celebrate and represent the cultures of the school

Monitoring

- Increased presence of our families at school and working in partnership with the school
- Progress on the Aboriginal Cultural Standards Framework continuum

Strategies

- Increase knowledge of cultural and linguistic inclusive practices
- Clear guidelines and expectations of Circle of Success partnership (parent, school, child)

Monitoring

- Teacher feedback
- Parent Survey

Target

Promote community partnerships with an emphasis on STEAM and Student Wellbeing

Target

Build effective partnerships with all cultures within our community

Target

Strengthen home and school partnerships



Learning Environment: Wellbeing

Strategies

- Professional development for staff
- Make resources available to parents through all available platforms
- Teachers and students access resources from library and shared drive
- Professional consultant to support students in their learning through workshops

Monitoring

- Confident use of non-binary language e.g. pronouns
 - Staff feedback
 - Teacher Performance and Development
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Strategies

- Mental health programs
- Chaplain supports individuals and class
- Volunteers support individuals and small groups
- External agencies support

Monitoring

- Bi-annual measurement of student wellbeing
 - Informal feedback from students and consultants
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Strategies

- Stable conditions of employment
- Mental health coordinator
- Organise social and health promoting activities

Monitoring

- Bi-annual measurement of staff wellbeing

Target

Increase student and staff knowledge around gender diversity

Target

Improve student wellbeing along continuum of ACT-DO-BELONG-COMMIT

Target

Improve staff wellbeing and promote a positive school culture



Target

Whole-school, flexible spaces for increased cooperative learning

Target

Continue to develop infrastructure flexibility to support potential multi-modal delivery

Learning Environment: Physical

Strategies

- Promotion and implementation of pedagogical values of cooperative learning through flexible spacing
- Furniture budgeting

Monitoring

- Evidence of all teachers using a range of settings to support engagement of students (e.g. flexible seating, indoor/outdoor learning)
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Strategies

- Investigate, evaluate and progress appropriate software licences as identified by staff
- Systematically develop platforms to familiarise families with applications at home

Monitoring

- Survey home support environment

Improvement and Accountability Framework

Self-Reflection

Ongoing reflection improves our teaching and learning



Summary of Multi-Layered Planning

OSBORNE PRIMARY BUSINESS PLAN

Broad outline of triennial targets, strategies and integrated priorities

Successful Students

Leaders of Teaching and Learning

Community Partnerships

Learning Environment

Annual Operational Plan

Begins with reflection on previous achievement and plans to progress our identified school and system priorities.

Leaders of Teaching and Learning Agreements

Phase of learning program agreements and whole school agreements of specific teaching programs and assessments.

Core Classroom Program - TIER 1

Individual teachers own planning cycle for cohort with consideration of system and school documents

Core Classroom Program - TIER 2

Includes Targeted Instruction

Differentiated small group practice with small group interventions

Student Plans TIER 3

Withdrawal
Intervention

Intensive evidence based instruction in a case-management approach. Each student closely tracked and monitored with IEP. SAER coordinator, intervention specialist and often school psychologist and/or external agency involved. School works closely with parent

Small group work still occurs within the classroom using intensive evidence-based programs. E.g. Education Assistants working on guided reading programs, EAL instruction and IEPs and GEPS. Special Needs Assistants who also work with the most at-risk students on their specialised SEN IEPs

- ✓ **Plan**
- ✓ **Act**
- ✓ **Assess**
- ✓ **Reflect**



Australian Government
Department of Education



Osborne Primary

Supporting Documents

<https://www.scsa.wa.edu.au/>

<https://www.acecqa.gov.au/nqf/national-quality-standard>

<https://www.nap.edu.au/home>

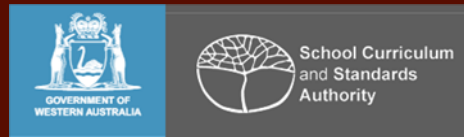
https://www.det.wa.edu.au/schoolsonline/overview.do?school-ID=5365&pageID=SO01&resetSearchType=ONE_SCHH

https://www.aitsl.edu.au/docs/default-source/apst-resources/australian_professional_standard_for_teachers_final.pdf

<https://www.acer.org/school-improvement/improvement-tools/national-school-improvement-tool>

<http://www.des.wa.gov.au/schooleducation/independentpublicschools/review/Pages/default.aspx>

<http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/strategic-documents/aboriginal-cultural-standards-framework-.en?cat-id=3457058>



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