

Scaddan Primary School



Strategic Plan 2017-2019

Our School

Scaddan Primary School is a Level 3 school located 50kms from Esperance in the Goldfields Region. The student population is drawn from the Scaddan and Grass Patch farming communities. Students come from surrounding farms and travel some distance on one of two buses servicing the school.

The school has a passionate and active P&C and School Council who work closely with the school to ensure that their children are provided with the best educational opportunities.

Vision and Values

Scaddan Primary School is a caring and positive environment. High quality explicit teaching enables our children to become 21st century problem solvers who actively contribute to the local and global community. We nurture pride, excellence and respect to grow independent and confident children who value themselves and others. We are a unique and proud community built on positive relationships.

Pride ~ Excellence ~ Respect ~ Nurturing

Department of Education Plans

Classroom First
Strategic Plan for WA Public School 2016-2019 – High Performance-High Care
Focus Documents
The School Improvement and Accountability Framework
Aboriginal Cultural Standards Framework

Priority 1: Successful Students

Literacy

- Continued implementation of whole school synthetic phonics and spelling programs- Letters and Sounds (Junior Primary and SAER students) and Sound Waves (Middle and Upper Primary).
- Explicitly teach text types in writing with emphasis on Narrative and Persuasive texts in Term 1 in preparation for NAPLAN.

Numeracy

- Implementation of ORIGO Stepping Stones as the core Mathematics program.
- Implement whole school strategies to ensure students are able to retain and recall addition and multiplication facts.
- Explicitly teach problem solving and mental calculation strategies.

Social Emotional Learning (SEL)

- Utilise Promoting Alternative Thinking Strategies (PATHS) to build and sustain social and emotional competence in our students.

STEM

- Emphasise instruction in Science, Technology, Engineering and Mathematics (STEM) with particular focus on creative problem solving.
- Continue to utilise Genius Hour to support inquiry, critical and creative thinking skills.

Assessment

- Utilise systemic assessments such as NAPLAN and On Entry and normed baseline assessments such as PAT Mathematics and PAT Comprehension to monitor student achievement and set individual targets.
- All students achieving below the expected standard for their year level to be placed on an Individual Education Plan using the SEN Planning Tool.

Priority 2: Effective Teaching and Leadership

Teaching and Learning

- Implementation of the Western Australian Curriculum Phase 2 & 3 to reflect the timelines established by the School Curriculum and Standards Authority (SCSA).
- Implementation of the Instructional Framework which makes evident a shared understanding of what effective teaching and learning is in the context of Scaddan Primary School. The Instructional Framework will also be used as a tool for staff induction and to maintain high levels of teacher accountability.
- Ongoing implementation of the iSTAR Model for effective classroom instruction.
- Planning to demonstrate use of Early Years Learning Framework and Kindergarten Guidelines.

Workforce Development

- Australian Professional Standards for Teachers and Principals to be used to set growth targets for Performance Management.
- Utilise Classroom Observation process to work alongside Performance Management to allow staff to continually reflect on their practice.
- Encourage and support the provision of professional learning to meet the priorities of the school and Department.
- Continue to be active participants in the Mallee Network (Teachers) and Esperance Regional Schools Network (Principal).



System Initiatives

- National Quality Standards (NQS) used to reflect on quality practice and drive school improvement in Early Childhood.
- Complete audit and verification process with staff from the Office of Early Childhood Development and Learning (OECDL).
- Utilise the Aboriginal Cultural Standards Framework to reflect on our practice in relation to Aboriginal Education.

Priority 3: ICT

Resources and Infrastructure

- Maintain a small ratio of school owned iPads per student.
- Improve ICT infrastructure within the school to ensure reliable provision.

Teaching and Learning

- Integrate digital technologies into all learning areas across the curriculum.
- Explicit teaching of ICT skills to contribute to develop 21st Century Learners.
- Emphasis on coding as part of the digital technologies curriculum.



Priority 4: Community Partnerships

School Community as Partners

- Maintain high attendance and involvement of the P&C and School Council.
- Work towards implementing See-Saw across the whole school as a tool to communicate student achievement with parents.
- Maintain the Our Education Network Committee to continually drive school improvement with community involvement.
- Develop own survey questions to accompany the National School Opinion Survey to gather performance data that is contextual to the work undertaken at the school.

Broader Community as Partners

- Maintain partnerships with town and Mallee schools to continue to provide unique learning opportunities for our students.
- Promote the school and its successes through articles published in the local newspaper.

Improvement Targets

Over the next three years, we will measure student academic achievement using systemic assessments such as NAPLAN and On Entry and normed baseline assessments such as PAT Mathematics and PAT Comprehension.

NAPLAN Targets

We aspire across all areas of NAPLAN;

- Students will achieve a minimum of 40 NAPLANs above the National Minimum Standard.
- A minimum of 25% of students will achieve in the top 20% of all schools.
- The achievement of Year 5 students will indicate moderate to very high progress in comparison to their achievement in Year 3.

PAT Testing Targets

We aspire across both PAT Maths and PAT Comprehension;

- The group average for each year level is 3 points above the normed national average for the year level.
- Each student will show progress that is equivalent or higher to the increase of the normed national average for each year level.

On Entry Testing

We aspire across all areas of On-Entry;

- Year 2 students will achieve a VELS score of 1.6 or above in the term 1 testing cycle.

Attendance Target

Maintain high levels of attendance of 95% and above.



Endorsed by the School Council on 9 December 2016.