

Every student, every classroom, every day, inspiring futures



Business Plan 2020 - 2025



Oberthur Primary School is located in the suburb of Bull Creek about 10 km south of Perth City. The school opened in 1979.

At the time of developing the 2020- 2025 Business Plan, the school enrolment was approximately 640 students.

The school's Index of Community Socio-Educational Advantage (ICSEA) is 1173, compared to 1164 at the time of the IPS Review in 2021, and 1152 in 2016.



Our School Vision

At Oberthur Primary School we aim to inspire a life long love of learning through our motto:

"Inspiring Futures"

Our school is committed to four core principles:

- Opportunity
- Belonging
- Innovation
- Community

Our school vision, beliefs and planning for improvement align to the Strategic Directions for Public Schools 2020 - 2024 of ***"Every student, every classroom, every day."***

Based on a process of rigorous self assessment, our school has identified four **Key Focus Areas for 2020 to 2025:**

KFA1 Teacher Quality: Teachers use data effectively to inform planning and differentiation.

KFA2 Learning Environment: Teachers implement Visible Learning processes with a focus on SOLO taxonomy, feedback and student voice.

KFA3 Teacher Quality: An effective Chinese Language Immersion Program is embedded in to school culture.

KFA4 Relationships and Partnerships: Communication processes are well established and connected.

KFA5 Learning Environment: Develop a STEM program that provides opportunities for students to apply knowledge and critical thinking in creative and innovative ways.

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We believe in preparing our students for life



We celebrate our diversity



We always look to innovate



We strive to ensure everyone feels included



We believe there are endless possibilities and no limits



We give our students freedom to create and be themselves



We are developing empowered students

An annual review process will be undertaken to analyse data and reflect on progress towards the Overarching Targets. Data analysis and case management processes will consider NAPLAN, On Entry and Student Achievement Data.



Overarching Targets

English

EOT1: Increase the percentage of Year 5 students at Excellent/A level in Reading and Viewing.

EOT2: Increase the percentage of students in Year 3 achieving Band 6 or above in Writing to a minimum of 60%.

EOT3: Increase the percentage of students above the Achievement Standard across all year levels in Speaking and Listening.

EOT4: Students make a minimum of average progress between PP to Year 2 in Writing and Reading as determined by On Entry scores.

EOT5: All Year 3 students achieving Band 6 or above across NAPLAN Literacy areas, make a minimum of one band progress between Year 3 to Year 5.

EOT6: All students below Band 6 in NAPLAN Literacy areas make two band progress between Year 3 to Year 5.

Mathematics

MOT1: Increase the percentage of students at Excellent/A level across all year levels in Number and Algebra.

MOT2: Increase consistency of achievement of Excellent/A level in Measurement and Geometry across year levels.

MOT3: All Year 3 students achieving Band 6 or above in NAPLAN Numeracy, make a minimum of one band progress between Year 3 to Year 5.

MOT4: Use On Entry data to identify and plan for achievement progress between PP to Year 2.

MOT5: All students below Band 6 in NAPLAN Numeracy make two band progress between Year 3 to Year 5.

Science

SOT1: Increase the percentage of students at Excellent/A level in Years 3 to 6 in Science Understanding to a minimum of 50%.

SOT2: Increase the percentage of students at Excellent/A level in PP to Year 2 in Science Understanding to a minimum of 70%.

Design and Technology

DTOT1: Increase the percentage of Year 2 to Year 6 students above the Achievement Standard in Design and Technologies.

Attitude, Behaviour and Effort

ABE1: Decrease the percentage of students achieving “sometimes” across the eight attitude, behaviour and effort categories so that our school ABE results are relative to our school ICSEA.

ABE2: Achieve alignment between our ABE Teacher Judgements and the school ICSEA as determined by School Performance Monitoring.

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KFA1 Teacher Quality:

Teachers use data effectively to inform planning and differentiation.

Judgement	Planning	Evidence
Increase the capacity of teachers to use a variety of data sets to inform planning and differentiation.	Explore available data and assessment tools to determine purpose and effective use. Develop a case management approach to data improvement and impact. Provide ongoing and regular tailored professional learning in improvement planning across the school. Use the DIIE model and Teaching Sprints to further increase effectiveness of program.	Pre and post survey data literacy of teachers Conduct sample case studies of teachers in relation to KFA. Planning for improvement documents utilising Achievement Standards data end Semester 1 and 2 in English and Mathematics. Case Management plans. NAPLAN, On Entry, PM Benchmarks.

KFA2 Learning Environment:

Teachers implement Visible Learning processes with a focus on SOLO taxonomy, feedback and student voice.

Judgement	Planning	Evidence
All classrooms demonstrate a visible implementation of SOLO Taxonomy. Increase the capacity of teachers to understand and use SOLO Taxonomy as part of lesson design. Increase the capacity of teachers and students to effectively utilise the three forms of feedback (teacher to student, student to student and student to teacher). Develop a school wide understanding of how to incorporate student voice in to learning opportunities.	Through classroom walkthroughs and coaching, ensure every classroom has a visible approach to SOLO Taxonomy. This includes environmental print and clear learning intentions and success criteria. Use the DIIE and Teaching Sprints to research and implement approaches to feedback and student voice. Provide professional learning and opportunities for sharing of expertise in the three levels of feedback and incorporating student voice.	Classroom observations. Teacher journals that demonstrate the journey through the DIIE model and teaching sprints in regards to SOLO Taxonomy, feedback and student voice. Pre and post student survey information and reflections.

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KFA3 Teacher Quality:

An effective Chinese Language Immersion Program is embedded in to school culture.

Judgement	Planning	Evidence
All students access the curriculum to achieve year level standards in learning areas delivered in Chinese: • Chinese Language • Measurement & Geometry • Science The Chinese Immersion program is embedded in to school culture.	Utilise Achievement Standard data effectively to identify impact and increase the consistency of summative judgements. Ensure a whole school cohesive and shared understanding of Content and Language Integrated Learning (CLIL). Use the DIIE model and Teaching Sprints to further increase effectiveness of program. Conduct research and develop a case study of the effectiveness of the program and the extent to which it is embedded.	Achievement Standard data across the three immersion based learning areas. Measurement & Geometry NAPLAN achievement. Staff and parent survey information. DIIE and Teacher Sprint reflections. Research and case study.

KFA4 Relationships and Partnerships:

Communication processes are well established and connected.

Judgement	Planning	Evidence
Develop a clear approach to communication that aligns school needs with community needs at the three interrelated levels: school, community, students. Increase the knowledge and skills of students to utilise communication tools for a desired purpose. Communicate and connect with the community ways to support school approaches.	In collaboration with the community, review communication tools and seek feedback. Develop a communications strategy. Provide professional learning in regards to tools such as CONNECT for staff and parents. Develop a whole school approach for students that develops their ability to communicate using tools such as CONNECT and student email. Develop an approach to digital citizenship and online communication. Provide regular workshops for parents to share school approaches and how they can support their child/ren at home. “Shout” about the effective programs at our school and the impact on students.	School and community consultation. School survey feedback.

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KFA5 Learning Environment:

Develop a STEM program that provides opportunities for students to apply knowledge and critical thinking in creative and innovative ways.

Judgement	Planning	Evidence
Increase the knowledge of teachers in regards to the organisation, terminology and content of the Design and Technology curriculum to guide STEM planning. Increase the capacity of teachers to design and deliver STEM programs that provide opportunities for students to demonstrate knowledge across learning areas in creative, critical and innovative ways. Improve student achievement and progress in Design and Technology.	Engage teachers with the “Ways of Teaching” Design & technology materials from SCSA to assist with the “how”. Develop a teacher skill set for Design and Technology curriculum. Provide PL in Design and Technology curriculum. Develop curriculum planning and assessment tools for D&T. Target setting aligned to D&T achievement standard data. Engagement with STEM designated classrooms and materials.	Teacher competence and confidence survey undertaken pre and post PL. Student achievement data in D&T. Curriculum planning. Open ended assessment tasks aligned to Achievement Standard rubrics.