

Rossmoyne Primary School



**2022—2024
Business Plan**





Our School Values

Integrity

Respect

Courage

Belonging

*Integrity—Doing the right thing,
even when no-one is watching.*

*Respect—Caring for self, others,
the community and the environment.*

*Courage—Facing challenges,
showing resilience and doing our
personal best.*

*Belonging—Being an active and
valued member of our communities.*



School Context

Rossmoyne Primary School currently caters for 410 students from Pre Primary to Year 6. The school also enjoys a close working relationship with the nearby Rossmoyne Community Kindergarten.

Students at the school participate in a broad and balanced curriculum, including several specialist subject areas and extra-curricular activities. Through a clearly articulated School Vision and the professional commitment of all staff, Rossmoyne Primary School continues to strengthen its reputation in the local community for its pursuit of academic excellence, social-emotional well being and a focus on each individual student.

A strong sense of community exists within the school with relationships between children, parents and staff based on care, mutual respect and open communications in a safe, supportive environment.

The Business Plan

The 2022-2024 Business Plan is the school's medium term strategic plan, which outlines the direction of Rossmoyne Primary School over the next 3 years. The Business Plan describes key Priority Areas for development, which are intended to have maximum impact on both student and overall school performance.

Two of the Priority Areas, "Excellence in Teaching" and "Successful Students", focus mainly on academic contexts, while the other Priority Areas of "Health and Wellbeing" and "A Connected Community" focus on the non-academic areas for improvement.

The Business Plan contains the achievement targets the school will strive to reach by 2024, as well as the broad strategies that will be employed at a school and classroom level. The school's Operational and Learning Area Plans provide more detailed planning, outlining key strategies, programs and methods of data collection.

Our Vision

"Together we empower global citizens"



Pedagogical Framework

Developed by the staff in 2022, The Pedagogical Framework underpins the decisions, processes and goals of Rossmoyne Primary School and its community.



At Rossmoyne Primary School we believe in providing an engaging and inclusive learning environment that caters to developing the whole child. We believe that high quality intentional teaching which encourages curiosity, fosters collaboration and nurtures creativity, will allow children to reach their potential. We believe that children learn best when there is a strong relationship between school and home that acknowledges diversity and is culturally responsive. Our beliefs are underpinned by our School Values of Integrity, Respect, Courage and Belonging

At Rossmoyne Primary School we are committed to following whole school, research-based processes. Our consistent approach ensures safe, predictable processes are implemented across the school, allowing staff and students to focus on the core business of teaching and learning.

At Rossmoyne Primary School we are committed to collecting and using data to make evidence based decisions that reflect best practice. Data is used to guide whole school operational and strategic directions with a focus on continuous improvement. We use the teaching, learning and assessment cycle to inform, plan and reflect.

Practices

At Rossmoyne Primary School we are committed to providing effective and impactful teaching and learning opportunities for all students. We believe the relationship between what is taught and how it is taught is critical in order to maximise student learning. Our school-wide approach to implementing research-based practice creates the conditions for student achievement to exceed expectations.

Priority Area 1:

Excellence in Teaching

Broad Strategies:

- Develop school-wide approaches to teaching Literacy and Numeracy.
- Develop a school-wide lesson design for use by classroom teachers.
- Improve data literacy of teaching staff, to inform planning.
- Interrogate whole school data to improve students' academic performance.



Priority Area 1: Targets

- All classroom teachers are planning, teaching and assessing student work using the school-wide approaches to Literacy and Numeracy.
- All classroom teachers are using the school wide lesson design in Literacy and Numeracy.
- All teachers are using student performance data to inform their teaching and learning programs.

Priority Area 2:

Successful Students

Broad Strategies:

- Implementation of school-wide approaches to teaching English and Maths.
- Provide differentiated instruction and support to meet the needs of all students.
- Foster classroom environments that cultivate a culture of inquiry learning, critical thinking and student collaboration.
- Interrogation of student performance data to inform planning and targeted support.



Priority Area 2 : Targets

- Student NAPLAN performance to match or exceed that of statistically similar schools in Reading, Writing, Spelling and Numeracy.
- The school's NAPLAN mean to be above WA Public schools in Reading, Writing, Spelling and Numeracy.
- To increase the percentage of students making moderate to very high progress in On Entry—Year 3 NAPLAN and Year 3—Year 5 NAPLAN.
- To achieve above the national mean in Year 2-6 PAT Assessments in Reading, Spelling and Maths.

Priority Area 3:

Health and Wellbeing

Broad Strategies:

- Maximise the impact of the Mental Health in Schools Project in the school community.
- Provide quality Student Services initiatives that are responsive to the needs of students, staff and families.
- Use a range of high impact strategies to build the capacity of parents to support their children's health and wellbeing.
- Establish a physical environment that promotes positive health and wellbeing.



Priority Area 3: Targets

- Demonstrated annual improvement against Australian schools in the overall results of the ACER Social Emotional Wellbeing Survey.
- Overall score of 4.0 or higher across the 5 domains of the Families ACER Social Emotional Wellbeing Survey.
- Overall score of 4.0 or higher across the 5 domains of the Educator ACER Social Emotional Wellbeing Survey.

Priority Area 4:

A Connected Community

Broad Strategies:

- Develop a school-wide Communication Plan.
- Actively encourage parents to participate in school life through School Board, P&C or volunteering.
- Provide a variety of avenues for parents and students to provide opinions and feedback.
- Promote and enhance cultural respect and responsiveness across the school.



Priority Area 4 : Targets

- 80% of respondents 'strongly agree' or 'agree' with the 2022 NSOS statement: "The activities and environment of the school are becoming increasingly culturally responsive"
- To achieve a score of 4.0 or higher on the NSOS statement, "This school takes parents' opinions seriously."
- To achieve a score of 4.0 or higher on the NSOS statement, "This school has a strong relationship with the community."



Rossmoyne Primary School

90 Second Ave

ROSSMOYNE WA 6148

Ph: (08)9237 2800

Rossmoyne.ps@education.wa.edu.au

www.rossmoyneps.wa.edu.au