



# Falcon Primary School

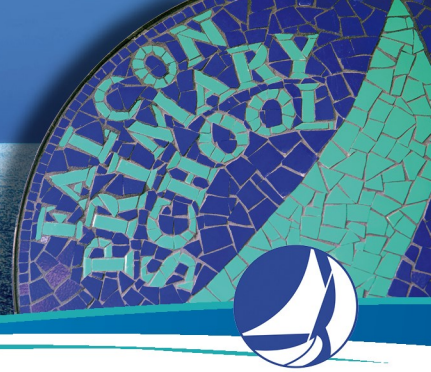
[www.falconps.wa.edu.au](http://www.falconps.wa.edu.au)



# Business Plan

## 2022-2024





*We aim to achieve our vision through alignment of the Department Strategic Direction  
with the school's vision through the development of the three **R**s:*

### **Respect Responsibility Resilience**

## School Vision

We have a clear vision and purpose to provide each student the best education that recognises the development of the whole child. We set high expectations for student success so each child can reach their full potential.

We aim to equip our students with the skills and core values that allow them to contribute positively to their community and connect with a constantly changing world.

We achieve this through whole school expectations of three R's: Respect, Responsibility and Resilience.

## Values and Beliefs

### **STUDENTS**

Our community believes our students should:

- Develop a desire to strive for excellence and to achieve to their full potential academically, socially and emotionally.
- Become creative, critical and reflective thinkers who can use higher order thinking strategies to solve problems.
- Be prepared for the world in which they live, both now and for the future, by building resilience, perseverance, and tolerance; and equipping them to be life-long learners and independent citizens.

### **STAFF**

Our staff believe in:

- Supporting one another to strive for excellence in education.
- Working collaboratively to achieve positive learning outcomes for all students.
- Acting as positive role models to the whole school community.
- Ensuring that our students work in a safe, positive and caring environment.

### **PARENTS**

Our parents believe that:

- Education is the responsibility of all stakeholders in the school community and that we all have a part to play in educating our students.

### **COMMUNITY**

Our community believes in :

- Fostering mutual respect within our whole school.
- Encouraging all members of the school community to contribute to the school.

## Whole School Expectations

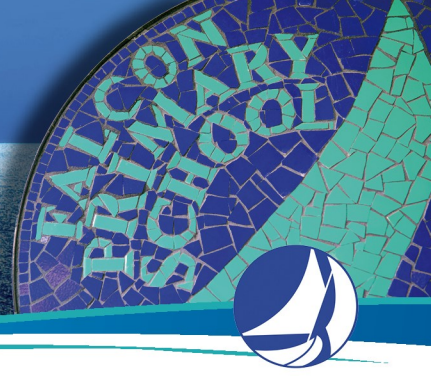
**Be Respectful**

**Be Responsible**

**Be Resilient**







# Literacy and Numeracy

## Targets

1. Progression Letters/Sounds: 80% or more students from Pre Primary 2022 will achieve 80% accuracy with spelling the Letters and Sounds tricky words as per scope and sequence by Year 3 (Phase 5).
2. At least 50% all students in Year 3 will achieve at or above like schools mean in all NAPLAN domains.
3. At least 60% all students in Year 5 will achieve at or above like schools mean in all NAPLAN domains.
4. At least 65% of students in Years 4-6 will achieve average progression at or above national average progression over a 12 month period in PAT Reading and Grammar & Punctuation.
5. Progression NAPLAN: During 2023 and 2024 the Year 5 cohorts will achieve minimum effect size 0.8 for a 2 year progress in Literacy and Numeracy.
6. Progression PAT: All year levels will achieve minimum effect size 0.4 over a 12 month period in Reading/ Grammar and Punctuation.

## Literacy and Numeracy Key improvement Strategies:

- Ensure that at least 50% of teaching time is spent on Literacy and Numeracy.
- Teachers continue to explicitly teach and whole school Literacy and introduce Numeracy Warm ups.
- Collaborative planning by Classroom Teachers to enhance student capabilities in Reading, Writing, Number.
- Investigate academic extension programs and gifted and talented programs for possible implementation.
- Continue to develop critical and creative thinkers in Literacy using Higher Order Thinking Skills (HOTS).
- All Teachers to continue to collaboratively plan in year levels using the Western Australian Curriculum and Falcon Primary School English and Mathematics Scope and Sequences.
- Student achievement is monitored through the use of longitudinal data using Ed Companion
- Continue monitoring student achievement through the use of standardised assessments including PAT; On-Entry and NAPLAN as per Data Schedule.

## Literacy:

- Refocus the FPS Literacy block for Kindy to Year 2 (and Year 3) to incorporate focusing on high quality, evidence-base instruction in Literacy through implementation in Letter/Sounds; and continued use of Talk4Writing.
- Implement FPS Vocabulary List (Phonic based) in early childhood to enhance student capabilities in oral language, grammar and vocabulary. (as per Letters and Sounds)
- Develop a FPS K-6 Spelling and Phonics sequence incorporating Letters and Sounds and Sound Waves.
- Focused Literacy intervention using Letter/Sounds in Kindergarten, Pre-Primary, Year One and with Tier 3 students to improve Literacy student outcomes.

## Numeracy:

- Refocus the FPS Numeracy block for Kindy to Year 2 to incorporate Oxford Mathematics and play-based learning.
- Continue to embed the Concrete, Pictorial, Abstract approach within whole school numeracy instruction with a focus on problem solving.
- Implementation of West Australian syllabus in Mathematics across K-6 using a staggered approach by 2024.
- Consider use of Oxford Maths online as alternative resource for PP, Year 1-6 text book.





# Technologies (Integrated STEM approaches)

## Targets:

1. Maintain a 1:4 student ratio of devices throughout the school.
2. Introduce opportunities for creative exploration through integration of D&T with Digital Technology with a focus on STEM and HOTS.
3. Integrate sustainability at Falcon PS through three focus areas curriculum, operations and infrastructure.

## Key Improvement Strategies:

- Classroom teachers to collaboratively plan to enable students to integrate learning in a technology context.
- Technology teacher to liaise with classroom teachers to integrate D&T and Digital Technologies with a focus on STEM and HOTS.
- Support students, staff and the FPS school community to gain awareness and understanding of the far reaching impact of global and cyber technology.
- Explicitly teach and apply social and ethical protocols and practices when using ICT.
- Annually ensure school readiness for NAPLAN online assessment.
- Continue to embed explicit IT programmes including online writing for NAPLAN Online and Coding in Primary Schools.
- Continue to build expertise through mentoring and coaching staff to use technology, as a tool for learning.
- Ensure adequate financial reserves are accurately maintained, regularly monitored and adjusted accordingly.
- Work alongside the P&C to implement recycling of common items to provide funds for the school eg. Containers for Cash.
- Continue to develop the natural environment in the school and surrounding community (sand dune restoration, Clean up Australia Day).
- Integrate initiatives for students to learn about and take action for sustainability.



# Early Childhood

## Targets

1. At least 50% Pre Primary students will be at/above mid year target for Reading in On Entry.
2. At least 80% Pre Primary students will be at/above mid year target for Speaking and Listening in On Entry.
3. At least 90% Pre Primary students will be at/above mid year target for Numeracy in On Entry..
4. 80% of Pre Primary students identified as at risk in Reading using On Entry Assessment in 2022 will achieve above the National Minimum standards by Year 3, 2025.

## Key Improvement Strategies:

- Screen all Pre-Primary students using On Entry to determine readiness to learn and to inform planning and track and monitor student progress.
- The National Quality Standards, Early Years Learning Framework and the Kindergarten Guidelines are used to guide Kindergarten collaborative planning.
- The National Quality Standards, Early Years Learning Framework and the Western Australian Curriculum are used to guide Pre-Primary collaborative planning.
- Incorporate play-based learning in a balanced curriculum for Kindergarten and Pre-Primary students.
- Develop a partnership with local play groups eg: Waratah, Small Friends to improve early data collection practice for Kindergarten.
- Continue to reflect upon the National Quality Standards Framework, Australian Early Development Census and develop a Quality Improvement Plan to improve FPS's Kindergarten to Year 2 environment.





# Safe and Supportive Learning Environment

## Targets

1. To maintain the National Education Initiative in Mental Health and become a “Be You” (Kidsmatter) school by 2024.
2. To improve the percentage of staff / parents opinion on meeting the Social and Emotional Needs of our students (65% of staff and 72% of parents in agreeance).
3. The number of students judged by their teachers as demonstrating (consistently and often) positive attitude, behaviour and effort will be at least 80% of each cohort (to align with PBS Universal Tier 1).
4. To maintain student attendance rate equal to or above WA Public Schools attendance percentages for all Yearlevels from PP – Year 6.
5. To increase the percentage of students attending regularly from Semester 1 2023 to Semester 1 2024.

## Key Improvement Strategies:

- Implement Block meetings (in place of Student Assembly) to address concerns specific to cohorts
- Timetable ‘Relationship Building time’ each day to address social emotional needs of students using PBS strategies, Zones of Regulation etc....
- Build staff capacity and understanding in “Zones of Regulation”.
- All Teachers to collaboratively plan for social and emotional learning in year levels using Personal and Social Capability, WA Health Curriculum and Positive Behaviour Schools (PBS).
- Implement fortnightly interest based clubs as part of PBS to reward Good Standing in place of Student assembly.
- Continue to provide alternative play options at lunchtime through SRC run events, staff run Clubs with a focus on social and emotional opportunities and building friendships.
- Investigate and develop staff understanding of the new “Australian Student Wellbeing Framework”.
- Consolidate Tier One PBS Support by embedding our school wide expectations, our behaviour matrix and our lesson sequence.
- Investigate and develop whole school approaches for Tier 2 of PBS Support.
- Increase student attendance through school based strategies.



# Community Partnerships & Relationships

## Targets

1. Increase the number of responses to parent surveys—to have 50% of families responding by 2024.
2. Increase parent opinions through the parent opinion survey on 61% to ensure a greater number of parents feel heard, valued and have the opportunity to contribute to real change at the school.
3. By 2024 75% or more responses agree/strongly agree to student behaviour is well managed.
4. Increase the "Students social/emotional needs are being met at this school" from results in 2022.

## Continued Focus Areas

1. Increased opportunities for parent workshops offered by the school.
2. Increased parent and caregiver attendance at "Meet the Teacher" information sessions.
3. Increased parent and caregiver attendance at Open Afternoon.
4. Increased parent and caregiver attendance at Kindy Parent Information session.
5. Further partnerships are developed with outside agencies to increase student and staff support.

## Key Improvement Strategies:

- Continuation of School Chaplaincy Program through Youth Care Partnership.
- Continuation of Breakfast Club through Foodbank and West Aus Partnership.
- Continue partnership with Story Dogs for Year 2 students.
- Continuation and review possible further extension of School Psychology Service.
- Maintain service delivery agreements with the School of Special Education Needs: Disability, Behaviour and Engagement for Positive Behaviour Support.
- Maintain partnerships with Notre Dame University, Edith Cowan University and The University of Western Australia for hosting pre-service teachers/Physical Education Assistants/Work Experience.
- Continue to build upon relationship with TheirCare and Waratah Church.
- Maintain existing relationships with the City of Mandurah, Mandurah Toyota and other local businesses to develop student leadership through representation at the Mandurah Junior Council and in Environmental Science projects .
- Continue to build and foster professional partnerships with local schools in the Mandurah area.
- Maintain established Year Six transition practices and curriculum links with Halls Head Secondary College.
- Parent workshops, professional learning and information sessions are developed and offered to the community.
- Provide on site opportunities for parents to use technology to respond to surveys and/or troubleshoot Compass issues.





# Leadership

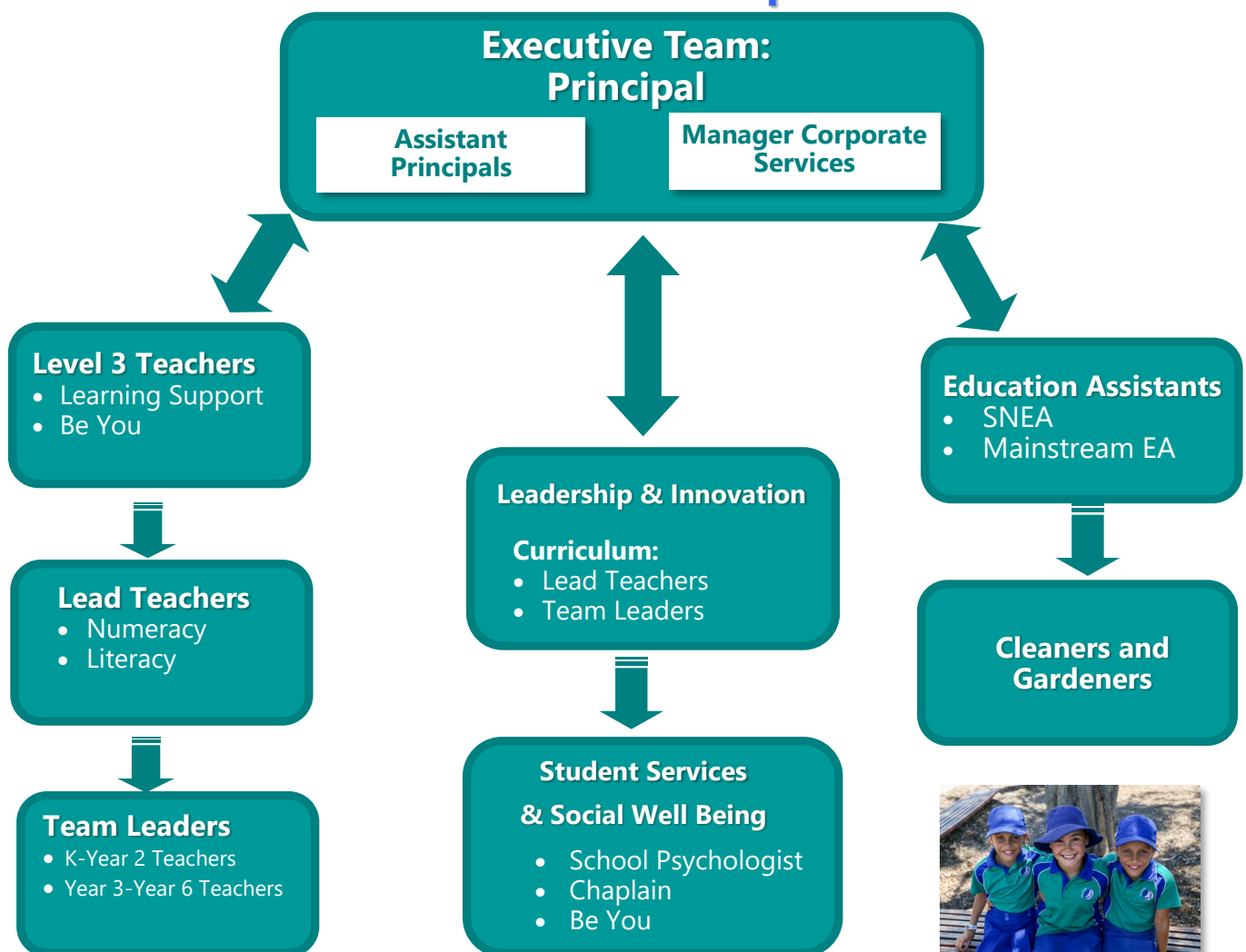
## Targets

1. Continue succession planning, provide opportunities for internal leadership pathways.
2. Maintain distributed leadership model to enable whole staff ownership of working toward school vision.
3. Utilise staff development days to develop staff expertise linked to performance management to provide opportunity for personal/professional growth.
4. All staff participate in regular observations/feedback to support each other collaborative and improve teaching practice.
5. Staff wellbeing shared responsibility of all school leaders.

## Key Improvement Strategies:

- Provide leadership opportunity Team Leader, Lead Teacher, Leadership & Innovation, Level 3, Senior Teacher
- Create opportunities for staff to develop and share their skills and interests in rewarding students with Creative Club time or through initiatives such as Environmental Science Club.
- Ensure staff utilise distributed leadership structure to focus on student outcomes through weekly leadership/team meetings, team collaboration for planning, teaching and assessing.
- Provide opportunity for student to be leaders Year 6 Student Representative Council, Faction Captains and Vice Captains, Year 6 duties, work shadow to Year 5 cohort, PBS leadership, Waste Wise.
- Staff support through Social Club events weekly and wellbeing, soup/salad roster, morning tea.

## Distributed Leadership Model





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