



PIARA WATERS

PRIMARY SCHOOL

COMMUNITY · COLLABORATION · CONTEMPORARY



Strategic Plan 2015 - 2017



This Plan serves as a guide for all members of our school community on how we can achieve our vision.

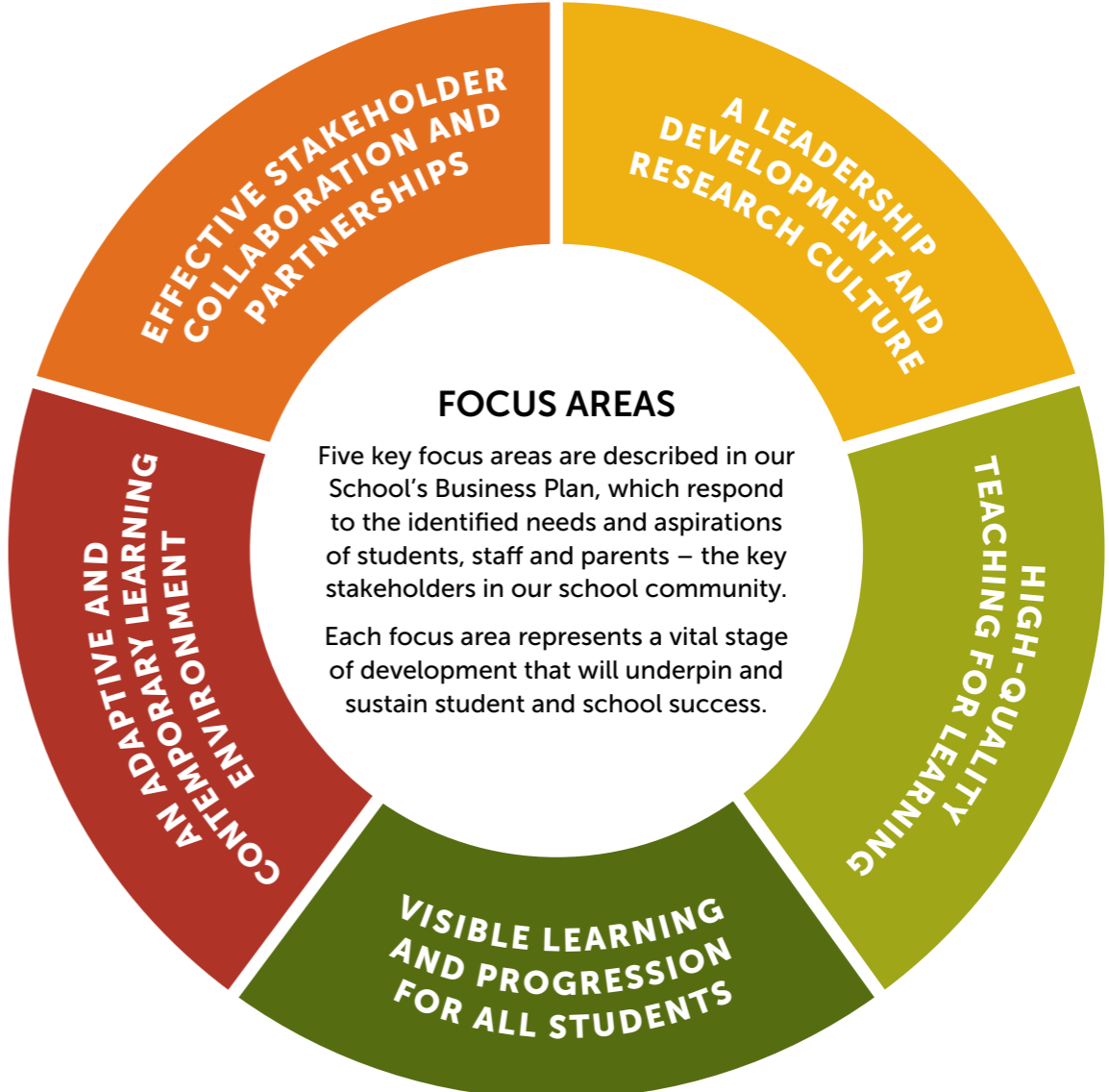
OUR VISION

Our school will be a contemporary learning environment that empowers students to learn, grow and thrive as active citizens who will contribute to their community.

OUR PLAN

This Plan sets the direction for Piara Waters Primary School from 2015 to 2017.

Through a strategic approach to school improvement, guided by the development of capable leaders, we will build a distinctive and inviting place for our students, their families and our staff, where learning and personal and collective achievement are fostered.



We understand that it is in everyone’s interests to have a highly-functioning school, and that all members of our community have an important role to play in our future success.

The Piara Waters Primary School community is ever-evolving. Stakeholder connections are growing across various aspects of school life - between students, teachers, parents and the local neighbourhood. By creating a culture of collaboration and partnerships, we will generate a place where everyone unifies to engage and invest in the development of our students and their school.



KEY OBJECTIVES	CORE STRATEGIES	PERFORMANCE INDICATORS
<i>Together, we will seek to:</i>	<i>To achieve this, we will:</i>	<i>We will demonstrate our success through:</i>
Ensure our Contemporary Learning Framework is understood and valued by students, staff, parents and other stakeholders.	Create environments where parents and other stakeholders can develop knowledge, and support the implementation of the Framework.	Stakeholders and the community being proactive partners in contributing to students’ learning.
Ensure effective school governance through a high-functioning School Board and a contemporary business model.	Establish a strong School Board and business model to lead, manage and account for the successful implementation of the Strategic Plan on behalf of the community.	The school community engaging with and participating in the successful implementation of the Strategic Plan.
Develop a connection through effective communication that engages all stakeholders.	Create relevant and mutually-beneficial partnerships serving the interests of stakeholders and the school.	A responsive flow of communication, illustrating positive and productive relationships throughout the community.
Grow external partnerships to create mutual benefit for the school and the community.	Develop a networked communication structure with multi-modal methods to foster community participation. Develop a progressive investment menu for partners and sponsors.	Diverse partnerships and investment, which will be nurtured to address needs and realise aspirations.

We seek to invest in developing our staff. We recognise that motivated and capable teachers, with a commitment to being the best educators they can be, have the greatest positive impact on student learning.

Central to their professional development is identifying and growing leadership skills, enabling staff to make sound decisions that are informed by contemporary research and proven best practice.



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<i>Together, we will seek to:</i>	<i>To achieve this, we will:</i>	<i>We will demonstrate our success through:</i>
Enhance the career continuum across the school, to embrace new models of leadership.	Build the capacity of the Leadership Alliance to lead specified foci of the Strategic Plan.	Implementing an interdependent leadership alliance model that will positively impact on school operations and effectiveness.
Embed 'leadership for learning' as an intentional school-wide practice.	Establish and resource a diverse and interconnected professional learning environment, enabling staff to engage and collaborate with peers to influence and lead school improvement at team and classroom levels.	Staff being able to demonstrate their active participation and professional advancement in a whole school leadership and learning culture.
Support teachers to actively engage in a peer-assisted professional improvement process.	Support and challenge all staff to track the impact of their peer-assisted collaboration on their professional growth (with reference to their personal goals and the school's aims) measured against the Aitsl Standards.	All teachers creating and maintaining a portfolio as evidence of their peer-assisted performance, and being able to articulate their professional progress and the impact it has on their pedagogy and their peers.
Extend external leadership networks, to strengthen the school as a professional networked learning community with a high level of intellectual capital.	Provide professional learning, research evidence and literature across multiple environments, to enable networked professionals to learn from and apply in their work.	Networks of teachers and leaders using and articulating research evidence and literature to inform self-improvement and school development.

The delivery of relevant and motivating educational experiences are central to student engagement and learning.

By supporting our staff to be life-long learners who seek continual performance improvement, we will ensure they give our students the best opportunities to achieve true potential.

Our teams will ensure all strategies and actions enhance student achievement and are informed by valid and reliable data.



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<i>Together, we will seek to:</i>	<i>To achieve this, we will:</i>	<i>We will demonstrate our success through:</i>
Develop and deliver a connected Australian Curriculum through a team-based approach.	Create team structures and models to empower staff to collaboratively plan, teach and assess all curriculum areas.	Implementing a new model of connected curriculum practice, where all teachers take responsibility for design and delivery of all Australian Curriculum areas.
Ensure all teachers share a common language for teaching and learning.	Extend and refine the whole school common metalanguage for: <ul style="list-style-type: none"> planning, teaching, learning and assessment classroom observations professional collaboration 	All staff displaying an understanding and use of a common language for teaching and learning in conversations with peers and parents.
Support staff to effectively interpret and respond to a wide range of student data to inform their practice.	Initiate a whole-school self-assessment and review cycle that focuses on systematic analysis of data for intervention at the whole school, team, class and individual levels.	High-level impact on improving student outcomes - linked to planning and teaching for targeted groups of students.
Articulate and employ whole-school connected practices for teaching and learning.	Develop and use common and explicit approaches to teaching and learning.	Implementing effective whole-school practices that are consistently applied within and across each learning phase.
Develop the capacity for high-quality teaching and learning across all career stages.	Engage staff in multiple professional development opportunities that foster peer-assisted action learning as a means of improving their work.	All teachers using data and additional evidence to explain what they do, why they do it and the impact it has on student learning.

Learning is the primary focus of everything we do at Piara Waters Primary School. Our overriding aim is to develop successful and confident students who seek to advance their academic, physical, social and emotional capabilities.

Through a strong focus on 'personal best' and the development and implementation of motivating educational programs, we can support each child to be an inspired and engaged learner, who takes responsibility for their own progress.



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<i>Together, we will seek to:</i>	<i>To achieve this, we will:</i>	<i>We will demonstrate our success through:</i>
Ensure all teachers adopt iStar, to enable students to articulate themselves as self-regulated and self-directed learners.	Adopt the language of the visible learner, to assist students to understand how they learn.	Students being able to articulate what, how and why they are learning, plus describe their learning progress.
Ensure all teachers adopt iStar as an effective way to sequence experiential learning.	Plan for a process of experiential learning at the unit and daily level, through the adoption of iStar, with a focus on show and share.	Consistency in the quality of learning and lesson design across the school, with evidence of experiential teaching to enhance learning.
Support and encourage students to take ownership for their learning goals and progress for further improvement.	Inform students of the lesson purpose, whole-class goals, expected success criteria and how to achieve the learning outcomes.	Students being able to articulate their own learning goals and next steps for improvement.
Provide students with effective learning feedback to inform their learning goals.	Adopt and articulate teacher-student learning feedback at the task level, so as to influence self-regulation.	Students being able to articulate how the feedback supported them in the learning process.
Engage students with opportunities to apply their learning across multiple contexts.	Provide multiple opportunities in classrooms, within a cycle of experiential learning, to try and transfer their learning together.	Students visibly seeking out and articulating the multiple opportunities they have to learn together.

Piara Waters Primary School strives to provide a vibrant and supportive learning environment that responds to each child's unique qualities, supporting them to achieve their potential.

In this setting, we seek to develop students and staff who are brave and confident to tackle and embrace challenges, by exposing them to diverse learning opportunities that nurture their skills and enhance their knowledge, preparing them for life in an ever-changing world.



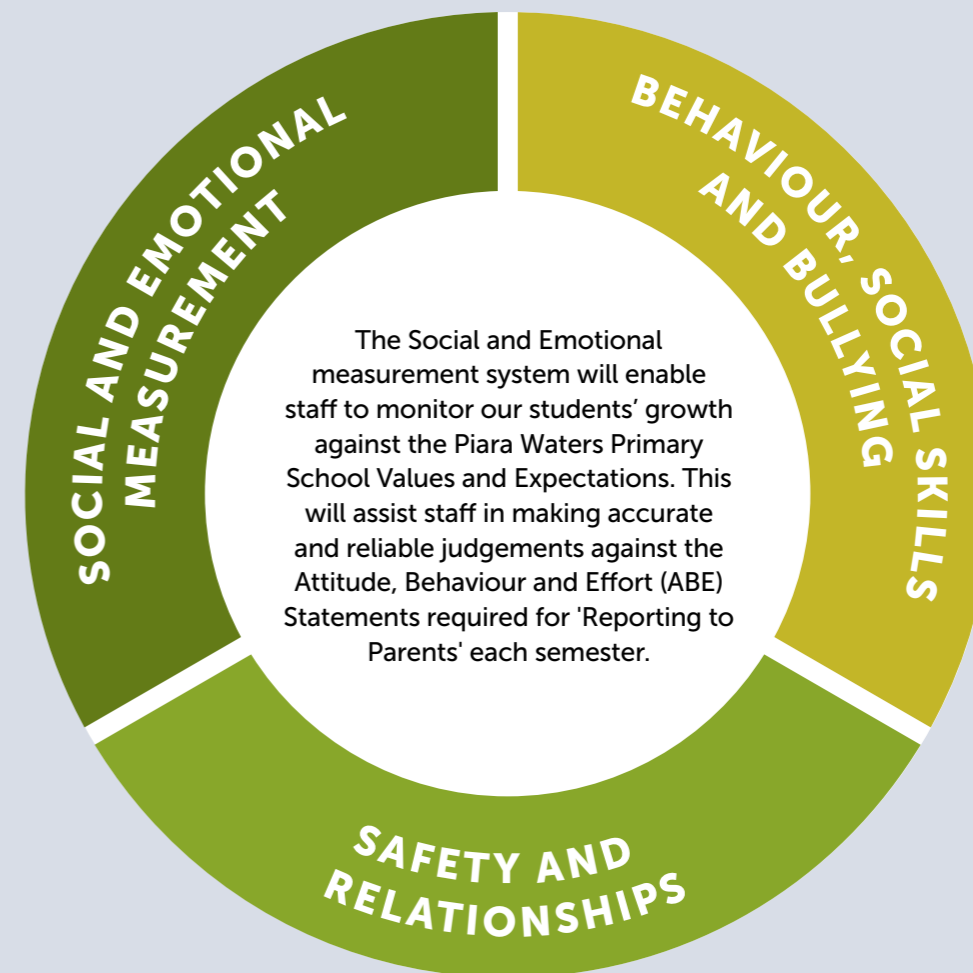
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<i>Together, we will seek to:</i>	<i>To achieve this, we will:</i>	<i>We will demonstrate our success through:</i>
Present high-quality physical and digital personalised learning experiences and environments.	Provide a conscious learning design that is led, managed and supported for varied teaching and learning experiences.	Successfully delivering a mix of physical and digital spaces for students and teachers to engage in contemporary and individual interaction.
Encourage and enable adaptive learning practices and behaviours.	Embed iStar as a model for experiential and action learning in all environments.	All students and staff adopting action learning and experiential practices to enable contemporary and personalised work behaviours.
Strengthen teachers' capacity to articulate personal and professional learning beliefs.	Establish environments, support and tool kits to enable staff to engage with each other in a professional discourse, to share and account for their practices.	All staff and students being able to engage collaboratively in a disciplined discussion regarding the conditions for best practice personalised learning.
Embed an adaptive and resilient cultural mindset that is safe and open to risks, challenges and change.	Provide a clear whole-school process and protocol for change, which is proactive and empowering for all staff to lead and manage.	All staff and students being able to demonstrate a proactive and solutions-focused approach to the challenge of change or development.

KEY STUDENT ACADEMIC PERFORMANCE TARGETS

The following represents student academic targets to be reached by 2017:

MEASURING NON-ACADEMIC PERFORMANCE

The following represents how the students' performance in non-academic areas will be measured from 2015 to 2017:



READING, WRITING & NUMERACY

SCIENCE

MIDDLE YEARS

OVERALL PROGRESS

Increase student performance to be equal to or above like schools.

Increase student performance in year 5 to be equal to like schools.

Improve the level of growth between years 3 & 5 in all NAPLAN areas to be equal to or above like schools.

Improve the number of students in years 3 & 5 represented in the highest two National Bands in NAPLAN.

SOCIAL AND EMOTIONAL MEASUREMENT

Social and emotional measurement tracking assessments will be conducted, which combine the scores of student self-evaluation and teacher evaluation into an average score.

We will record the average scores for each student and monitor their social and emotional progress each year, which will be communicated and accessed by relevant teaching staff.

MEASURED: TWICE A YEAR (SEMESTERS 1 AND 2)

BEHAVIOUR, SOCIAL SKILLS AND BULLYING

Emails to parent, student and teacher of the Friendly Schools Plus surveys. These surveys will allow us to identify the current ideas, understandings and experiences of those involved in our school community around behaviour, social skills and bullying.

MEASURED: ONCE A YEAR IN SEMESTER 2

SAFETY AND RELATIONSHIPS

Our staff will complete the 'Map the Gap' screening tool, which will allow us to rate different aspects of the school that promote safety and positive relationships. This tool will then allow us to determine areas considered strengths, and areas requiring appropriate actions.

MEASURED: ONCE EVERY 2 YEARS

*Each day we
learn to live,
create to **grow**,
inspire to **thrive**.*

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