

Only Our Best

COMO PRIMARY SCHOOL



BUSINESS PLAN 2015- 2017



Welcome to Como Primary School

Inspired to learn and empowered to excel: We are an inclusive community where all are valued. We strive for social and academic excellence where every child is supported to reach their full potential as independent life long learners.

Como Primary is an inner suburban school situated near the Swan River. It was opened in 1916.

The school is a traditional U-shaped brick and tile building and is fully air-conditioned. The grounds have been pleasantly landscaped, with grassed areas, gardens and shady trees. There are ten classrooms plus a music and art room, a library, a purpose built Kindergarten and Pre-Primary building, an undercover area (that houses the canteen) and a multi-purpose room used for EAL/D support lessons, as well as a uniform shop. An old hall sits on the eastern boundary of the school which is used for school assemblies and by the community. A small building has been converted into a before and after school care facility.

Como PS parents are very supportive of the school. The School Board and an active P&C Association undertake activities such as: running the uniform shop, school canteen, fundraising and providing support across the school. Local businesses and past students are also most supportive of our school.

The students at Como Primary School have a positive attitude to school, they are confident, articulate and self-motivated. Student behaviour is generally very good. Our 'Whole of School' Behaviour Management Policy places the onus on students who misbehave to 'own their behaviour'. This, together with an active anti-bullying policy and a strong Virtues and Values program, makes Como a safe, caring and positive place in which to learn.

Our staff consists of both beginning and experienced teachers who are working together to provide our students

with the best possible education for the 21st Century. School administrators are very positive and fully support the staff in planning, delivering and implementing the Western Australian Curriculum.

Technology is progressive with classroom computers being available for class use and supported by the availability of iPads. Both our senior classrooms have adopted a bring your own device approach and iPads are used on a daily basis. Each classroom also has between three and seven computers while the Library/Resource Centre has a further twenty computers, all of which are networked.

Special Programs available at Como Primary School include: Perceptual Motor Program, LOTE French Years 2-6, PEAC, School Virtues Program, School Buddy program and a Robotics program. The Arts are well catered for with both a Visual Arts and a Music specialist teacher. Both our Junior and Senior choirs perform with distinction at various venues. Year 5 and 6 students have the opportunity to learn clarinet or a brass instrument.

School student leadership is encouraged with prefects, school captains and other school student leaders performing important roles in the everyday life of our school.

Our motto is 'Only Our Best' and this is well reflected in all areas of school life at Como Primary School.

Excellence in Teaching and Learning

Teachers provide vibrant learning opportunities where students are fully engaged and able to reach their potential.

STRATEGIES

TARGETS / MILESTONES

DIGITAL FLUENCY

Strengthen digital fluency across all year levels and learning areas, as appropriate.

- Provide opportunities for professional learning to enhance pedagogy.
 - Promote intentional teaching to develop skill, competency and application across all year levels and learning areas.
 - Reinforce the relationship between ICT and the critical and creative thinking General Capabilities.
 - Plan for the sustainability of ICT to meet future needs.
 - Increase student access to availability of ICT.
- Australian Curriculum and Assessment and Reporting Authority (ACARA) General Capabilities in Information and Communication Technology (ICT) and Critical and Creative Thinking are used as a framework for 2015 until Phase 3 – Digital Technologies Syllabus for PP – Year 6 of the Western Australian Curriculum is introduced in 2016 and is evident in classroom teaching.

STAFF CAPACITY

Build staff capacity to meet the diverse and changing needs of the student base.

- Provide opportunities to attend and share evidence-based professional learning that is relevant to school planning.
 - Share teacher expertise through staff and learning team meetings, mentoring and coaching to encourage ongoing staff professional learning.
 - Promote differentiation of curriculum delivery and student assessment.
 - Staff will use student performance data in planning for improvement and the identification of students at educational risk.
- Full implementation of the Western Australian Curriculum Phase 1. Teaching staff prepare for the full implementation of Phases 2 and 3 as appropriate.
 - Teaching staff report against Phase 1 Western Australian Curriculum in Semester 1 2015 and Phases 2 and 3 as appropriate.
 - Identified English as Additional Language or Dialect (EAL/D) students make progress against the Progress Maps.
 - Progress in the Year 3 – Year 5 2015 – 2017 NAPLAN will demonstrate positive trends in the percentage of children in the moderate and high progress areas in NAPLAN Numeracy, Reading and Writing.
 - From 2015 – 2017 establish a positive trend in NAPLAN test results for Year 3 and Year 5.
 - Achieve 30% to 40% of CPS student achievement for each cohort in the top 20% of Australian student achievement for NAPLAN test results.





STRATEGIES

TARGETS / MILESTONES

PROFESSIONAL STANDARDS

Align performance and development to Australian Institute for Teaching and Learning and School Leadership (AITSL) Professional Standards and Performance and Development Framework (PDF).

- Provide opportunity for teacher reflection and self-assessment using AITSL standards and the AITSL PDF.
- Staff to self-reflect on their professional practice and goal set for continuous improvement.
- Classroom observation by Admin and peers to provide feedback in line with the AITSL Professional Standards and AITSL PDF.
- Classroom planning is connected to operational and strategic plans and measured in self-reflection and personal goal setting in performance and development.
- The biannual National Staff Opinion Survey results are positive.

STATE AND NATIONAL INITIATIVES

Embed the Western Australian Curriculum and Assessment Outline in classroom planning, teaching and assessment.

- 2015 Embed the Western Australian Curriculum; English, Mathematics, Science, History and Geography in planning, teaching, assessment and reporting.
- 2016 Semester 1 Implement The Arts and Technologies Curriculum.
- 2016-2017 Familiarisation with the Humanities and Social Sciences Learning Area.
- 2018 Full implementation of Western Australian Curriculum, including teaching, assessing and reporting to parents.
- Full implementation of the Western Australian Curriculum Phase 1. Teaching staff work towards full implementation of Phase 2 and 3 as appropriate.
- All teaching staff report against Phase 1 Western Australian Curriculum from 2015. Phase 2 and 3 as appropriate.
- ACARA General Capabilities and Cross Curricular priorities evident in classroom teaching and student learning.
- Evidence of moderated teacher judgement in the Western Australian Curriculum Phase 1, Phase 2 and Phase 3 as appropriate.

STUDENT ACCOUNTABILITY

Students adopt an increased responsibility and accountability for their learning.

- Teachers to provide opportunities for student accountability in learning, including an awareness of the student area of the School Commitments document.
- Evidence students are engaging in self-reflection and goal setting in order to identify strengths and focus areas.
- Teachers to engage in self-assessment practices and goal setting with students.
- Teachers to engage with students in setting clear expectations around student achievement.

Partnerships

Positive involvement, connection and collaboration with our school community.

STRATEGIES

TARGETS / MILESTONES

RELATIONSHIPS

Maintain and strengthen positive school-community relationships.

- Continue to provide formal and informal involvement of our community in the identification and implementation of the future directions for Como Primary School.
- Develop a Communication Policy through a Discussion Paper in order to identify a range of contemporary mediums to communicate with parents and the wider community.
- Timely and ongoing communication of relevant class, school and community events.
- Promote consistency of key messages.
- Build on current partnerships.
- The Biannual National Parent Opinion Survey results are positive.
- Survey data is analysed and action planned and implemented to improve communication processes.
- Positive School Board feedback regarding the school's self-assessment and the performance of the school as indicated by Board minutes and survey results.

BRANDING AND MARKETING

Engage in updating our school brand and ensure consistency across all communications.

- Work with DoE WA to update the school brand and develop a logo suitable for the 2016 Centenary celebrations.
- Develop and implement a consistent style in all printed and online material templates.
- A new school Centenary logo is developed and used in communications material and templates.

INCLUSIVITY AND DIVERSITY

Honour and celebrate inclusivity and diversity.

- Identify cultural considerations, as applicable, when planning learning experiences.
- Incorporate Intercultural understandings and cross curricula priorities in learning experiences as relevant opportunities arise.
- General Capabilities and Cross-Curricula priorities are evident in teaching and student learning.
- Demonstrate inclusive practices.
- Provide learning experiences that celebrate diversity.



Environment

Positive involvement, connection and collaboration with our school community.

STRATEGIES

TARGETS / MILESTONES

SCHOOL SITE

Create a safe, interesting and contemporary environment whilst maintaining the school's heritage.

- Buildings and facilities are maintained and improved to meet the current and future needs of our school.
- Attention to Safety and Health within the school environment is reinforced.
- Ensure the effective and efficient ongoing use of school resources.
- Evidence of enhancement to the school environment through appropriate planning and documented school improvements.

PERSONAL AND SOCIAL CAPABILITY

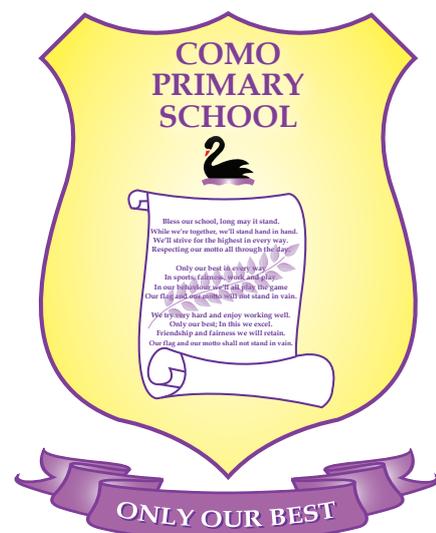
Provide a safe, caring, inclusive learning environment.

- Promote a diverse social context in order to provide opportunities for increased personal and social growth.
- Foster student behaviours that contribute to a healthy lifestyle.
- Provide opportunities for students to be contributing members of the school community.
- Foster high participation in all extra-curricular activities such as Swimming, Athletics, Choirs - Senior and Junior, Edu-Dance and Robotics as measured by regular maintained attendance.
- Evidence of student engagement in reflective learning practices to identify their strengths and planning for improvement.
- The Biannual National Student Opinion Survey results are positive.

Bless our school, long may it stand
While we're together, we'll stand hand in hand
We'll strive for the highest in every way
Respecting our motto all through the day.

Only our best in every way
In sports, in fairness, work and play.
In our behaviour we'll all play the game.
Our flag and motto will not stand in vain.

We try very hard and enjoy working well.
Only our best in this we excel.
Friendship and fairness we will retain.
Our flag and our motto shall not stand in vain.



Address: Thelma Street, Como, WA 6152
Office Hours: 8.30am- 3.30pm
Telephone: (08) 9450 3112

Email: como.ps@education.wa.edu.au
Website: www.comoprimarieschool.wa.edu.au