

COMO PRIMARY SCHOOL

Business Plan

2018-2020



Only Our Best



Welcome to Como Primary School

Established in 1916 Como Primary School has a vibrant history of serving its community and making a positive difference for students over the decades. Como Primary School has earned an enviable reputation as a school that works hard for its community and our school has been integral to its community for over 100 years.

The school has strived to evolve with the times and its reputation as a place where all children can achieve their personal best is well known. Students are encouraged to become independent learners and to endeavour to reach educational excellence in an environment of strong values, support and positive collegial tone.



The school population has increased significantly recent years with up to half of the student population from different ethnicities and from homes where English is not the first language. In line with our vision the school has developed a culture of inclusivity for all its community. Careful consideration of the social and cultural diversity of our community is referenced and evaluated.



Our supportive, dedicated and hardworking teachers and administration, through a strong belief in collective efficacy, provide a stimulating educational environment where core Western Australian Curriculum subjects are taught using a whole school approach.

The parents/carers, Parents and Citizens Association and the School Board of Como Primary School are extremely important contributors to our school community. The school is committed to working together to achieve the best possible outcomes for our school.

Our school works to provide appropriate learning opportunities that ensure children can reach their academic, social and physical potential. This occurs in a highly supportive and responsive environment that is respectful of all participants but understands that the students of Como Primary School are central.

Our School Motto is “Only Our Best”

Our key School Values are: Kindness, Respect, Friendliness, Determination and Cooperation

The school develops in children a wide range of personal skills and maintains high standards of behaviour and student wellbeing. We are committed to making a positive difference for every child attending our school.

We endeavour to develop in students;

- a love of learning
- the ability to speak the English language if it is not their first language
- digital literacy
- an understanding of the importance of community
- cognitive preparedness for a changing world

OUR SCHOOL VISION

**Building
an inclusive
community where
all are inspired
to learn and
empowered
to excel**

School Business Plan

2018-2020

The 2018–2020 Como Primary School Business Plan has evolved through the combined collaborative efforts of the Como Primary School Staff and the School Board following careful consideration and analysis of the school's performance data.

The Business Plan charts the school's direction for the following three years and includes strategies and initiatives to be maintained or introduced to provide high quality teaching and learning and effective leadership.

The Como Primary School Business Plan is supported by Operational Plans in relevant areas including literacy, mathematics, science, technologies and HASS. These plans contain detail that promote the achievement of the Business Plan targets and link classroom work to the strategic focus set out in this Business Plan.



Success for all Students

Focus	Strategies	Milestones
Strive to achieve/maintain high standards in Literacy and Numeracy	<p>Teachers model a high level of respect for all students, colleagues and the learning environment to ensure a safe, fair, calm and conducive space for learning</p> <p>Teachers hold achievable high academic and non-academic expectations of all students enabled through highly developed relationships and a differentiated explicit approach to teaching and learning</p> <p>Analyse and use student performance data to inform teaching and learning programs</p>	<ul style="list-style-type: none"> • Differentiation of instruction and curriculum delivery is evident in classrooms and student documented plans • Business Plan and Operational Plan Targets in Literacy and Numeracy are met. • Students at Educational Risk (SAER) are identified and supported as required • Designated school assessment tools are supported and used consistently to moderate student work across the school. • Data on student performance is gathered and used to guide future planning • The Annual Report reflects data from System Summative Student Reports
Maintain a focus on whole school approaches by providing a suitable curriculum and specialist teaching/program expertise	<p>Effective staff collaboration and contribution to ensure whole school practices and resources are shared among peers and embedded across the student base</p> <p>Teachers work collaboratively and efficiently to increase consistency in teaching and learning</p> <p>Teachers take ownership of teaching and engage in peer observation, feedback and self-reflection to improve classroom teaching</p> <p>Teachers provide in a wide variety of learning experiences</p> <p>All school staff to reflect on the NQS to support school improvement</p>	<ul style="list-style-type: none"> • Classroom planning is linked to strategic and operational plans and is measured via self-reflection in performance management meetings • Staff professional learning as determined through the school priorities and personal performance management plans. • The Arts and Physical Education activities are evident • All staff regularly reflect and seek feedback on their professional practice. • The requirements of the NQS are determined based on whole school feedback
Students work towards increased ownership and accountability for their own learning	<p>An effective teacher holds articulated achievable high academic and non-academic expectations of all students enabled through highly developed relationships and a differentiated explicit approach to teaching and learning</p> <p>Teachers provide explicit instruction and opportunity for student accountability in learning including engaging in self-reflection and goal setting</p>	<ul style="list-style-type: none"> • Evidence students are engaging in self-reflection and goal setting to identify their strengths and focus areas • Students receive feedback in regards to their Writing progress and goal setting using the Bright Path tool • House Points and Honour Certificates are supported for continued positive behaviour and classroom achievement • Biennial Student National School Survey is positive
Increase the English Language skills of EAL/D students as indicated on the progress maps	<p>Use the progress maps to assess the language learning levels of Kindergarten and Pre-Primary students and identify areas of need</p> <p>Staff improve classroom teaching skills to support children with an English Alternative Language/Dialect (EAL/D) background through access to Professional Learning</p>	<ul style="list-style-type: none"> • Identified EAL/D students make progress across the Progress Maps • Identified EAL/D Student Summative Semester Reports indicate student progress • EAL/D teacher support classroom teachers from K-6 where possible

High Quality Teaching and Effective Leadership

Focus	Strategies	Milestones
Build staff capacity to ably differentiate the curriculum to meet the diverse and changing needs of students	<p>Teachers gather appropriate curriculum content knowledge to deliver lessons in a creative, engaging and appropriate manner, so that learning is meaningful, relevant and of interest to the students.</p> <p>Provide opportunities to attend and share professional learning.</p> <p>Administration to gather data to develop a whole school approach to the teaching of precocious students in classrooms across the school.</p> <p>Promote curriculum differentiation of curriculum delivery and student assessment</p>	<ul style="list-style-type: none"> • Whole School Practices in Literacy and Numeracy • Staff Professional Learning as determined through the school priorities and personal Performance Management plans • A Tracking Profile and documented plans are implemented to identify and support students at educational risk including precocious students • Differentiation of instruction is evident in teacher planning documents and student documented plans • Full implementation of the Western Australian Curriculum Phases 3 as per required timeline
Build staff collective efficacy around the AITSL professional standards and evidence based teaching strategies	<p>Teachers reflect and prioritise student learning. They continually grow professionally, open to change and refine their practice to optimise success for all students and ensure they are up to date with new initiatives.</p> <p>Teachers consistently contribute to the collective efficacy paradigm across the school.</p> <p>Provide opportunity for reflection and self-assessment against the Australian Teacher Standards</p> <p>School leaders reflect on the new Principal Performance Improvement Tool</p>	<ul style="list-style-type: none"> • All staff self-reflect on their professional practice through Performance Management and Peer Coaching • Classroom planning is linked to strategic and operational plans and is measured via self-reflection in performance management and peer coaching across the school • The requirements of the NQS are determined based on self-reflective processes of K-6 staff • All teaching staff report against Phase 3 implementation of the WA Curriculum
Strengthen digital fluency among students and staff	<p>Use a range of ICT to enhance learning.</p> <p>Provide ongoing opportunities for professional learning to enhance teaching skills.</p> <p>Plan for sustainability of ICT to meet future needs.</p> <p>Promote intentional teaching to develop skill, competency and application of technologies across all year levels and learning areas</p> <p>Whole school approach to develop student key board skills</p>	<ul style="list-style-type: none"> • Regular and on-going Professional Learning sessions including "ICT Cafes" for staff • Increased student access to ICT and whole school approach to improving student keyboard skills • Scope and sequence of ICT skill, competency and application is used by teachers across the school • Western Australian Curriculum General Capabilities in Information and Communication Technology (ICT) and critical and creative thinking are embedded in teaching and evident in student learning
Develop Integrated Programming including STEAM	<p>Collaborative project planning, including STEAM integrated tasks.</p> <p>A whole school approach is used.</p> <p>Open-ended STEAM/ Robotics tasks are used across the curriculum.</p> <p>Setting up students for success in the digital age (digital citizenship)</p>	<ul style="list-style-type: none"> • Use the Creative and Critical Thinking Continuum • Project based tasks that include the use of STEAM are displayed in classrooms • Robotics used as a teaching and learning tool • Lead teachers support staff used to implement strategies • Specialist members of the community have been used: E.g. Curtin University

Inclusive Learning Environment

Focus	Strategies	Milestones
Maintain an inclusive climate of positive well-being that is integral to learning	<p>Continue our pastoral care program to support student well-being and academic progress</p> <p>The school environment will be maintained and improved to cater for the current and future needs of the school.</p> <p>Efficient and effective use is made of school resources</p> <p>Continue to explore innovative ideas for learning in and out of the classroom</p>	<ul style="list-style-type: none"> • The Virtues Program is embedded into the culture of the school and creates positive student behaviour • School Chaplain and trained volunteers are accessible and used effectively • Flexible learning spaces and use of all outdoor areas including UCA, Nature Play and Loose Parts areas provide options for students to explore and engage in creative play • Parent/Student National surveys are positive
Foster positive, supportive relationships to nurture productive teaching and learning environments	<p>Teachers reflect and prioritise student learning. Build strong relationships with parents/carers through being culturally aware so they feel confident with their child's learning environment</p> <p>Build strong relationships with students through being culturally aware so they feel confident with their learning environment</p>	<ul style="list-style-type: none"> • Evidence of students are engaging in self-reflection and goal setting to identify strengths and focus areas • Relationships between teachers and students is positive and is always made a priority • Positive results each National School Student Survey • Opportunities for cultural celebrations are identified and implemented • Parent attendance at assemblies, meetings and school events show our wide cultural diversity
Ensure quality, safe facilities and infrastructure so as to enhance student learning	<p>Implement long term planning and budgeting for site facilities is in place</p> <p>Carry out regular assessment of Occupational, Health and Safety (OHS) areas are undertaken and acted upon</p> <p>Request a building program from DoE WA to cater for larger student numbers as enrolments continue to increase</p>	<ul style="list-style-type: none"> • Planned enhancements of the school environment are documented • The requirements of the NQS are determined based on self-reflective processes of K-6 staff and updated annually • The continuing use of a log book for OHS/ maintenance issues between staff and administration • A range of safe play areas provide options for students to explore and engage in creative play
Support staff and student well-being	<p>Develop a Health and Wellbeing Policy in line with current philosophy</p> <p>Provide resources to support staff and students where appropriate</p> <p>Maintain focus on student mental health and wellbeing</p> <p>Cyber safety is taught using the government esafety.gov.au website</p>	<ul style="list-style-type: none"> • A whole school approach using the Challenges and Choices program is used in Health with cyber-safety being addressed using the government Esafety website. • Staff are aware of support available internally (chaplain) and externally eg. Department Services • Play areas provide options for students to explore and engage in creative play • The Staff National School Opinion Survey is positive

Active and Inclusive Community

Focus	Strategies	Milestones
Maintain and nurture positive school – community relationships	<p>Build strong relationships with parents/carers so they feel confident with their child's learning environment</p> <p>The school provides culturally appropriate resources to reflect the school community</p> <p>Provide opportunities in class for students and parents to share their culture</p> <p>The school regularly communicates with its community</p>	<ul style="list-style-type: none"> The school will maintain the use of the School Student Diary, Connect, Open Night, School Bag App, Notice Boards and Orientation sessions Parents have access to participate in school activities through Parent Classroom rosters, Parent Classroom Representatives, Parents and Citizens Association and the School Board Specialist members of the greater school community are invited into the school as required The National School Parent Opinion Surveys are positive
Further develop and foster an inclusive culture at Como Primary School	<p>Invite parents/families to assist in the classroom</p> <p>Encourage parent volunteers throughout the school</p> <p>Recognise significant cultural days (for large ethnic groups in the school community) in class and for whole school</p> <p>Newsletter is able to be translated into multiple languages</p> <p>School leadership to lead the implementation of the Aboriginal Cultural Standards Framework through PL with staff</p> <p>Fathering Project active and supported in school</p>	<ul style="list-style-type: none"> Opportunities for cultural celebrations are identified and implemented as per HASS operational plan and school calendar: ANZAC Day Remembrance Day Harmony Day NAIDOC Week Acknowledgement of Country at assemblies and major events EduDance Parent surveys reflect an opportunity for all community members to connect School Board membership represents diverse cultures Aboriginal Cultural Standards Frameworks are reflected in teacher classroom planning EAL/D parent information sessions occur each Term. Foreign language interpreters are used in the school as required Comovers (Fathering Project) hold regular events
Develop partnerships within and outside the community	<p>Community use of School facilities outside the school day</p> <p>Open invitations to members of the community for special celebrations</p> <p>Indigenous and multicultural incursions</p> <p>Choir to sing for RSL and IGA Senior Citizens Morning Tea and the Combined Choir biennially</p> <p>Use of Ed Connect Volunteers to act as tutors and mentors for targeted students/classes</p> <p>Liaison with Curtin University and Notre Dame University to access Trainee Teacher programs and other allied services as required</p>	<ul style="list-style-type: none"> The school will be accessed by an out of school care provider The P&C Hall will be available for community hire when available Mentor and volunteer programs are ongoing Four whole school incursions a school year The School Board each year endorses three charities which are supported by school fundraising



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This publication is available in alternative formats on request. Please contact the school or visit the website.