

BUSINESS PLAN
2023-2026



Welcome!

We are very proud to present the 2023-2026 Melville Primary School Business Plan. The Business Plan has been developed in collaboration with our staff and School Board and sets the strategic direction for the school over the next three-and-a-half years. We have used an emphasis on 'what we will do' and 'what we will see' in five focus areas:

1. Successful Students
2. Excellent Educators
3. Engaging Environments
4. Launching Leadership
5. Powerful Partnerships

We have set plans in place that will align our resources and professional learning to the five focus areas. Our strategic direction is based on a framework of system and school priorities and data. We have a three-and-a-half-year plan that will be reviewed annually.

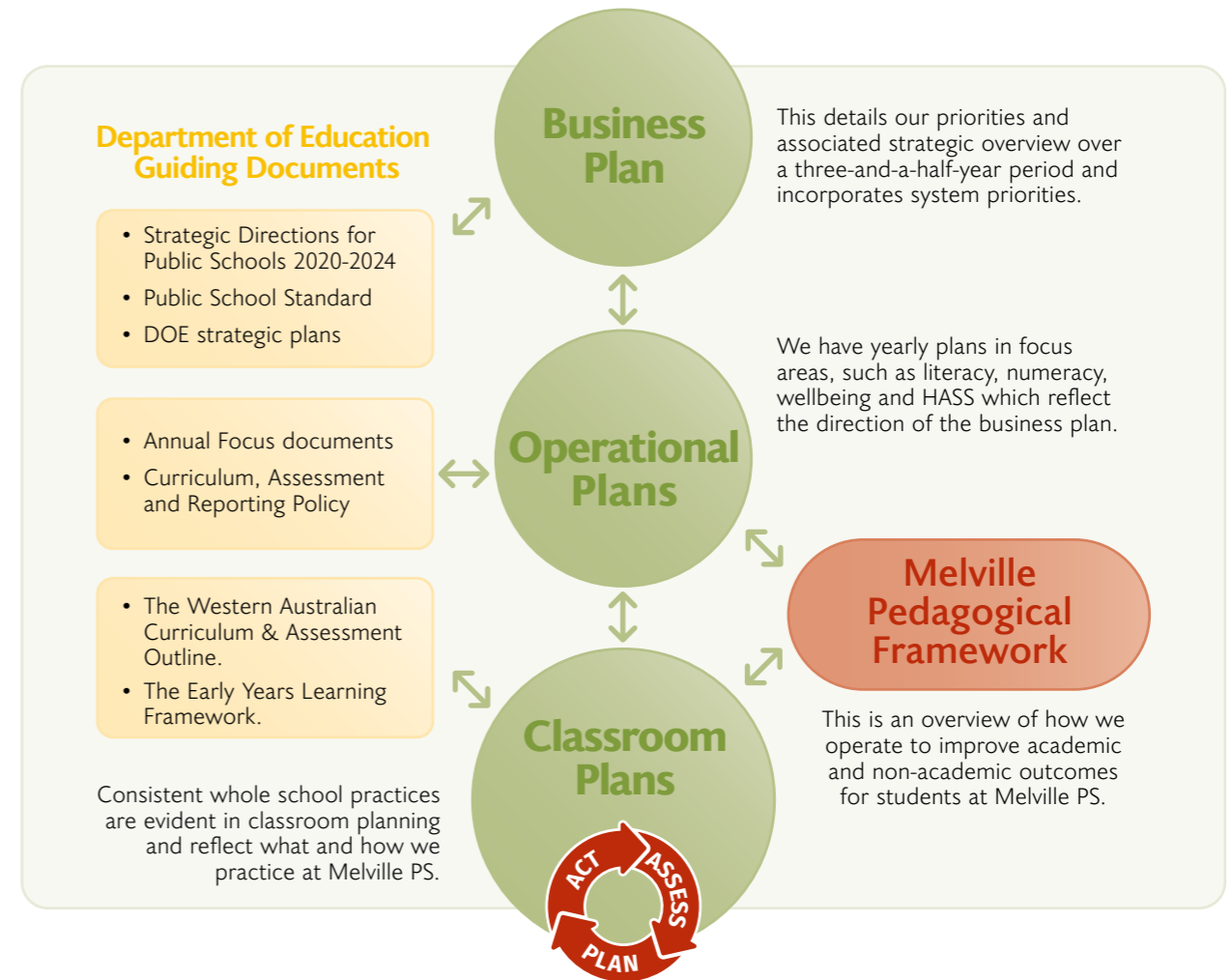


Our self-assessment process is:

- Assess data and other evidence related to student achievement and school operations.
- Plan to improve the standards of student achievement; and
- Act to implement planned strategies.

We ask:

- What are our students achieving (both academic and non-academic)?
- Are these achievements good enough (given our context)?
- What areas should be the focus of improvement?
- What will we do to improve in these focus areas?
- How will we know if we have been effective in improving student achievement?



During the life of this business plan, we will be deliberate in delivering evidence-based student wellbeing, student engagement and mental health initiatives. Our school values will drive our students to actively participate and contribute to their community.

Staff will employ evidence-based strategies within a defined whole-school approach to maximise the effect they have on student learning.

In addition, we will constantly aim to deliver the highest standards of pastoral care and support services to ensure we are inclusive and cater for diversity to enable our students to thrive. Melville Primary School embraces all members of our community and strives to maintain a nurturing, inclusive and welcoming environment that promotes community partnerships. Our School Board, P&C and Men of Melville PS are integral to our school community, and together we are committed to providing excellence for our students.

Melanie Osborne
Principal



Who we are

Defining
Bright
Futures



Vision

At Melville PS our purpose is to educate, inspire, nurture, and challenge students in an inclusive and supportive environment.

Beliefs

At Melville Primary School we believe:

- Positive teacher-student relationships have a direct correlation with high engagement, student performance and student well-being.
- Student success is maximised when strong partnerships exist between school, families, and the community.
- Strategies that have the highest impact on student learning are used consistently across the school to unlock the learning potential of every student.
- Using learning intentions, success criteria and effective feedback, enables student agency and nurtures dispositions towards learning.
- Our practice directly impacts student performance, and we use data to drive our next steps in teaching (how are we going, how do we know and how are we going to improve?).
- In the importance of developing students to be culturally responsive, informed citizens who can actively contribute to reconciliation.
- In an inclusive and diverse school community that values the unique backgrounds, beliefs and perspectives of our families.

Targets

1

By 2026, increase the percentage of students in the top 20% of **On Entry reading** to 35%, or above Decile 1 schools.

2

By 2026, increase the percentage of students in the top 20% of **On Entry numeracy** to 35%, or above Decile 1 schools.

3

By 2026, **year 3 NAPLAN spelling results** will be equal to or above like schools.

4

By 2026, **year 5 NAPLAN spelling results** will be equal to or above like schools.

5

By 2026, increase the % of **year 5 students** in exceeding proficiency level to 30% in **NAPLAN numeracy**. (17%)

6

By the end of 2026, all teaching staff will have embedded **Melville Primary School's pedagogical framework** into their daily practice.

7

By the end of 2026, our **school cultures survey results** will indicate an average score of 4 or above in every domain.

8

By the end of 2026, **4 out of 5 cohorts** will demonstrate progress in **PAT Maths and Reading** equal to or above national progress year to year.



FOCUS AREA

1

Successful Students



Successful Students

What we will do

What you will see

Implement age appropriate and targeted instruction in English.

- Letters & Sounds embedded in all K-2 classes.
- Implement English daily reviews in all classrooms.
- Implementation of Spelling Mastery in all 3-6 classes.
- A dedicated English block in every classroom, every day.
- Data analysis sessions between teachers that drive teacher planning.
- Progress towards a science of reading pedagogy.

Implement age appropriate and targeted instruction in Maths.

- A dedicated Maths block in every classroom, every day.
- Implement Maths daily reviews in all classrooms.
- Explore evidence-based approaches to whole school practices in Maths.
- Develop a consistent vocabulary in Maths across the school.
- Data analysis sessions between teachers that drive teacher planning.
- Progress towards a science of learning pedagogy.

Cater for all students' individual needs, no matter what their starting point within their year level.

- Teaching adjustments being made for students working below or above year level expectations.
- Early identification of students at risk using the Response to Intervention model and a focus on resourcing individual and small group support.
- Students at educational risk learning support coordinators build the capacity of teachers to effectively differentiate in class.
- Differentiation evident in classrooms based on the response to intervention model.
- Data driving the evidenced based intervention strategies.

A focus on strong and trusting relationships in every classroom.

- Teachers take a genuine interest in the lives of their students and demonstrate an understanding of the influences on a student's social, emotional and academic learning.
- Consistent behaviour management that focuses on positive behaviours to support engagement with learning.
- Regular communications between parent, teacher and student is embraced as a precondition for teaching and learning.
- Participation in specialised subjects providing each student with the opportunity for success in addressing their individual needs, interests, talents and skills.

Embed evidence-based practices in relation to student wellbeing and mental health.

- Investigation and investment in evidence-based approaches to student mental health and wellbeing.
- School staff working alongside parents in supporting their child's social and emotional needs.
- A designated student wellbeing committee collecting data and driving improvement in mental health and wellbeing initiatives.

Excellent Educators

Excellent Educators

What we will do

What you will see

Embed whole school approaches in English and Maths.

- Resourcing of English and Maths coaches to support staff in their consistent delivery of whole school approaches.
- Staff receiving regular high quality professional learning to support embedding whole school practices.

Improve staff understanding of data literacy.

- Increased staff accountability and ownership of student data; to effectively assess, plan and teach to improve student outcomes.
- Staff provided with support to develop improvement targets at a classroom and individual student level; based on a broader school target.
- Data Analysis guided by disciplined dialogue in phase of learning teams based on 3 questions: How are we going? How do we know? What will we do to improve?

Develop a clear and consistent pedagogical framework across the school.

- A focus on excellence in teaching based on the system's Quality Teaching Strategy.
- All classes implementing an agreed lesson design (Instructional Framework) for English and Maths incorporating a consistent language of learning intentions and success criteria.
- All staff to complete 'Research to Impact' training through Shaping Minds.
- Teachers plan, teach, assess and report in all areas of WA Curriculum with a focus on consistent and connected practice across phases of learning.

Strengthen staff culture with common beliefs that are shared

- Our beliefs about teaching and learning displayed in all classrooms and an integral part of professional dialogue between staff.
- All new staff are provided with a thorough induction.
- Further strengthening of the commitment to our culture through agreed actions.
- The investigation of evidence-based approaches to staff mental health and wellbeing.
- A designated staff wellbeing committee driving improvement in mental health and wellbeing initiatives.
- A designated workload advisory committee.

School Leadership enables conditions for quality teaching.

- School leaders facilitating reflective conversations with staff based on classroom practice and student data.
- Whole school practices and priorities to be the focus of school development days and staff meetings.
- A distributed leadership model evident across the school that supports connected practice across year levels.
- Financial and physical resourcing targeted to cater for students' needs and improved student outcomes.

Employ a continuous professional learning cycle that targets school initiatives and focus areas.

- A consistent approach to performance and development across the school.
- Opportunities for peer observation and feedback based on whole school focus areas.
- Investigation of professional learning communities led by staff to utilise the strength of our staff.



FOCUS AREA

3

Engaging Environments

Engaging Environments

What we will do

What you will see

Provide a Response to Intervention model that is clear and consistent across the school.

- Staff engagement in professional learning on the Response to Intervention model.
- Clear processes and procedures across the school in all response to intervention tiers.
- Early screening and small group intervention.
- Adjustments for students are clearly communicated between teachers, learning support co-ordinators, families and external providers.

Progress towards being culturally responsive in all areas of the school and community.

- The Aboriginal Cultural Standards Framework embedded by staff through cultural awareness and sharing.
- Classrooms reflecting practices that are culturally responsive, focusing on celebrating and acknowledging our local Noongar culture.
- Collaborative relationships with local Aboriginal organisations and groups providing opportunities for students to gain an authentic experience of local Noongar culture.

Support students and families to ensure regular school attendance.

- Promoting with families the importance of re-considering in-term vacations to ensure continuity of education for students.

Ensure a high level of student behaviour is maintained.

- Behaviour management procedures are consistently implemented across the school.
- Regular acknowledgment of students who demonstrate positive behaviour at individual, class and whole-school level through our good standing policy.
- Procedures in place to support relief staff with consistent whole school behaviour.

Strategic allocation of resources

- Principal and Finance committee to strategically allocate resources based on student needs in focus areas.



FOCUS AREA

4

Launching Leadership



Launching Leadership

What we will do

What you will see

Identify, develop, and provide distributed leadership opportunities for aspirant leaders.

- Instructional coaches in priority areas supporting teachers implement whole school practices.
- Middle leaders supported through quality professional learning to lead phase of learning teams for a minimum of 2 years.
- Identify and develop aspirant leaders at all levels in relation to the WA Future Leaders Framework.

Enact consistent practices through performance development including coaching and peer observation.

- Protocols and procedures developed and enacted to promote peer observation and feedback.
- Quality professional learning for identified leaders in coaching techniques.
- Support for peer observation, feedback and coaching through committed resourcing.

Provide all staff with opportunities for growth and development.

- A consistent performance development cycle for all staff.
- Quality professional learning provided to all staff in focus areas.

Recruit and induct diverse, passionate, and committed high-quality staff.

- All new staff are provided with a thorough induction and graduate teachers provided with a mentor.

Promote wellbeing practices for staff.

- Opportunities for staff to access appropriate services to promote their health and well-being.
- Staff expressing gratitude and appreciation to acknowledge the efforts of colleagues.
- Opportunities for staff to engage socially.

Provide authentic student leadership opportunities.

- Student Parliament enabling students to influence decision making processes in the school.

Powerful Partnerships

Powerful Partnerships

What we will do

What you will see

Work in partnership with the School Board and P&C.

- A School Board, consisting of staff, parents and community members, operating at a high level as the peak governance group for the school.
- School Board to promote the school positively within the community and participate in the review of our school's performance cycle.
- An active and dynamic P&C providing an opportunity for all parents to engage with initiatives and priorities to support the school.

Strengthen the relationship between staff and parents to create shared understandings of individual student progress and achievement.

- Teachers communicating with parents professionally, regularly, honestly and at point-of-need about their child's social and emotional development and academic progress.
- Parents actively involved in workshops, interviews and whole school events to engage in student learning and consolidate relationships with the school.

Develop a whole school approach to communicate professionally and regularly with our parents and school community.

- A communication policy that describes all forms of communication between the school and community.
- High quality communication with parents through a variety of mediums.
 - Connect
 - Newsletters
 - Website
 - Face to Face
 - P&C Facebook

Provide opportunities for students to engage in the local community.

- Excursions to local events and venues.
- Relationships with local community groups that enhance the student's sense of community.
- Incursions from community services and groups.

Provide a variety of opportunities for families to engage with the school community.

- Professional, well-run school events which parents are invited and encouraged to attend such as:
 - School assemblies
 - Annual ANZAC Service
 - Information presentations about curriculum and policies
 - Parent interviews to discuss achievement and progress.
 - Music and Drama performances
 - Presentation assembly and graduation ceremony
 - Faction and interschool events/carnivals
 - P&C events

Build and maintain a strong connection with the traditional landowners.

- The development of a Reconciliation Action Plan.
- Visible links between school and Noongar associations.
- Students delivering Acknowledgement of Country at events.
- Flying of the Aboriginal and Torres Strait Islander flag at school.
- NAIDOC community events.



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The design elements used in this publication are inspired by artwork created by local Indigenous artist, Kevin Bynder.

