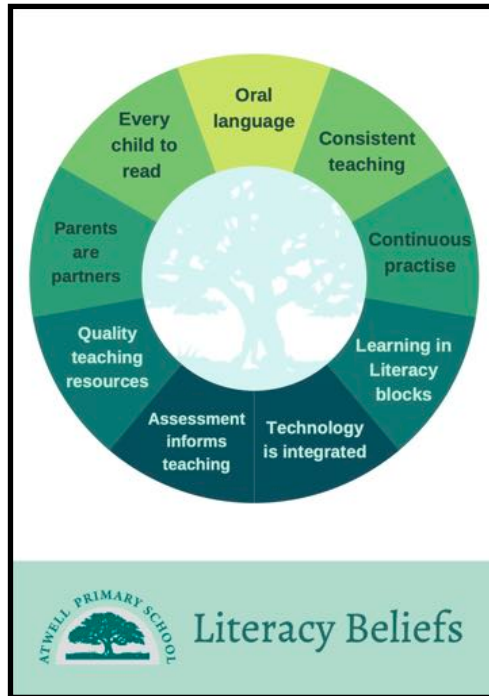


Together we aspire, together we achieve
Business Plan 2022 - 2024



| | Respect People and Place | Personal Excellence | Inclusion and Fair Go | Resilience |
|----------------|---|--|--|---|
| Whole School | <ul style="list-style-type: none"> We will look after our own, other's and school property. We wear the correct school uniform. We show kindness and consideration towards others through our words and actions. | <ul style="list-style-type: none"> We will always do our best and set goals to improve. We see mistakes as a learning opportunity. We celebrate other peoples', our own and our school's successes. | <ul style="list-style-type: none"> We respect all cultures and beliefs. We treat everyone fairly. We show good team spirit. | <ul style="list-style-type: none"> We persist through things that appear to be difficult and show a growth mindset. We have a go and participate in school events. We can be brave and try new things. |
| Outside | <ul style="list-style-type: none"> We pick up rubbish that we see and use more sustainable products. We will stay in our assigned eating areas. We keep our hands and feet to ourselves. | <ul style="list-style-type: none"> We demonstrate a positive attitude and persist through challenges. We help pack away all equipment. | <ul style="list-style-type: none"> We take turns and include our peers. We show empathy towards other students. We encourage others. We share the equipment and outdoor resources. | <ul style="list-style-type: none"> We solve our problems with our words and not through aggression. We always think: Is this a small or big problem? We seek teacher help, if we need it. |
| Learning Areas | <ul style="list-style-type: none"> We follow our teacher's instructions. We use technology safely and responsibly. We ensure our learning areas are clean and tidy. We respect other peoples' personal space. | <ul style="list-style-type: none"> We actively participate. We set achievable and challenging goals. We ignore poor behaviour choices and distractions from others. | <ul style="list-style-type: none"> We let others speak freely and listen to their ideas. We respect that everyone makes mistakes and that's part of learning. We help others when they need it. | <ul style="list-style-type: none"> We take constructive feedback positively and use this as an opportunity to improve. We ask our teachers, if we need help. |

Our Atwell Vision
Building well rounded citizens with a passion for lifelong learning.

Our Atwell Values

| | | |
|--|---|--|
| <p>Respect and Understanding Treat ourselves, others and our environment with care</p> <p>Personal Excellence Try your best to achieve your goals</p> <p>Freedom Respect the rules and rights of others</p> | <p>Inclusion and Fair Go Treat others the way you want to be treated</p> <p>Resilience Learn from your mistakes</p> <p>Sustainability Respect nature for all generations</p> | |
|--|---|--|

Our Atwell Ethos
We promote an environment where students learn to take responsibility for their actions, respect and value diversity, and see themselves as global citizens who can contribute to a more peaceful, just and sustainable world.

Our Focus

Every student, every classroom, every day:

- Teaching and Learning
- Leadership
- Relationships and learning environment

Outcomes

School focus incorporating the Strategic Direction for Public Schools 2020-2024

Teaching and learning programs provide every student with a pathway to a successful future. They are dynamic, showing evidence of revisions following feedback based on teaching practices, consistent and reliable student assessment and ongoing tracking of student achievement and progress

- Curriculum differentiation and adjustments are embedded in teaching
- Tracking progress of students is longitudinal and based on rigorous assessment that informs teaching practice
- Maintain a strong focus on the explicit teaching of literacy
- The Atwell PS Literacy Beliefs and elaborations are shared and acted upon by teachers
- Student competence in science, technology, engineering and mathematics (stem) subjects
- Increase consistency of practice among teachers through collaboration, agreed curriculum scope and sequences, and classroom observation
- Embed shared school –wide strategies and approaches to strengthen student performance in literacy and numeracy

Key Attainment Targets

Achievement

- By 2024, sustain the upward trend in Year 3 NAPLAN performance to be similar to or above like schools in:
 - a. Reading b. Numeracy
- By 2024, sustain the upward trend in Year 5 NAPLAN performance to be similar to or above like schools in:
 - a. Numeracy b. Punctuation and Grammar
- By 2024, NAPLAN performance in Year 3 Writing consistently matches or exceeds that of like schools.
- By 2024, improve the Year 5 NAPLAN performance of Writing to be similar to or above like schools.
- By 2024, the cumulative frequency score of Pre Primary on entry assessment to be equal or above state average in:
 - a. Numeracy b. Reading
- By 2024, 70% of tested students are at or above the ACER Progressive Achievement Tests (PAT) benchmarks in
 - a. Science b. Reading c. Mathematics

Progress

- By 2024, progress of the stable cohort of Year 3 students will be similar to or above like schools in:
 - a. Reading b. Numeracy
- By 2024, progress of the stable cohort of Year 5 students will be similar to or above like schools in:
 - a. Numeracy b. Writing c. Spelling d. Reading e. P&G

Actions Supporting Teaching and Learning

| | 2022 | 2023 | 2024 |
|---|------|------|------|
| Educators teach Project Based Learning in every classroom | ✓ | ✓ | ✓ |
| Ensure all students are achieving year-on year progress through evidence-based approaches | ✓ | ✓ | ✓ |
| Coherent and sequenced plans to state school-wide teaching and learning expectations | | ✓ | ✓ |
| Teachers understand and explicitly teach the whole school literacy and numeracy improvement strategies identified in operational planning | | ✓ | ✓ |
| Educators embed the use of digital technologies into teaching delivery | | | ✓ |
| Develop cultures of teaching and learning through the Quality Teaching Framework | | ✓ | ✓ |
| Peer to peer observation is used within all teams in developing highly effective teaching | ✓ | ✓ | ✓ |
| Weekly team planning meetings for class teachers prioritise teaching and learning, leadership, relationships and learning environment | ✓ | ✓ | ✓ |
| Adopt the new work capabilities; think critically and creatively, innovative and be entrepreneurial | | | ✓ |
| Educators provide opportunities for all students to demonstrate a deeper understanding of their knowledge and skill | | ✓ | ✓ |
| Educators collectively use and analyse agreed assessment tools with a focus on improved teacher impact and student achievement | | | ✓ |
| The school applies the Aboriginal Cultural Standards Framework | ✓ | ✓ | ✓ |

Relationships and Learning Environment

Outcomes

School focus incorporating the partnership with families and agencies to support the educational engagement of every child.

Maintain a culture in the school where students are actively engaged in the curriculum and are provided with interesting ways to learn; where they feel cared for by school staff and develop a sense of belonging to the school; and where teachers know them well, build on their strengths and encourage them to persist with tasks until they succeed.

- All classrooms and other learning environments are well managed by teachers within a consistent school –wide approach to behaviours and restorative practice.
- Work with families and communities early to give children the best start to learning
- Provide practical and direct specialist support and advice on instructional practice for teachers of students with disability
- Expect all school staff to maintain positive, respectful relationships with students, parents and each other as part of caring learning environments that support each other, as well as student wellbeing
- Plan to specifically support student and staff wellbeing and positive health
- Students recognise that everyone has the right to feel valued, safe and have an obligation to behave responsibly
- Learning environments support Aboriginal students and their families
- Collaborate with other agencies and make best use of strengthened networks to support school staff and contribute to the education and wellbeing of students

Key Attainment Targets

- Annual School Survey data will reflect positive parent satisfaction.
- Biannual School Survey data will reflect positive student satisfaction.
- Biannual School Survey data will reflect positive staff satisfaction.
- By 2024, regular student attendance will be sustained at 80% or higher.
- By 2024, unexplained absences will reduce.
- Appropriate student social emotional surveys are positive and the school utilises data that identifies student requirements.
- ABE data shows fewer students achieving ‘seldom’ and ‘sometimes’
- Student agency data is collected and collated and acted upon, as required
- (PBS, student survey, student feedback slips, student leaders)

Actions Supporting Relationships and Learning Environment

| | 2022 | 2023 | 2024 |
|---|------|------|------|
| Create culturally responsive learning environments for Aboriginal students | ✓ | ✓ | ✓ |
| School staff take a stand against violence by enabling safe and supportive environments | | | ✓ |
| Promote and use student voice in school decision making | | ✓ | ✓ |
| Teachers and Student Services team to build collaborative partnerships with parents/caregivers and outside agencies to support students | | | ✓ |
| Human and financial resources are prioritised to key focus areas | ✓ | ✓ | ✓ |
| Collect survey data and feedback from parents, student and staff that will help refine the whole school approach to well-being and engagement to improve learning | ✓ | ✓ | ✓ |
| Prioritise positive relationships and partnerships with parents and the school | ✓ | ✓ | ✓ |
| Communicate relevant information to the school community, through a variety of methods, to build relationships and awareness of school directions | | ✓ | ✓ |
| Embed staff wellbeing initiatives | | | ✓ |
| Educators create environments that promote student resilience, optimism, confidence and self-efficacy | | ✓ | ✓ |

Outcomes

School focus to build on the capacity of others to guide and support effective teaching.

The school has a professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning and mentoring.

- Expect a professional ethic among teachers to collaborate as a key strategy to improve teacher quality
- Assist teachers to develop analytical and evaluative practices to ensure expertise and confidence in diagnosing the impact of their teaching and adapting interventions for greater success
- High expectations and standards of teacher performance through induction, professional learning and self-assessment based on the Australian Professional Standards for Teachers
- Support emerging and high potential school leaders by seeking out development opportunities for interested candidates
- Provide for student agency and voice
- Ensure the school is well led

Key Attainment Targets

- Teachers, with the exception of graduate teachers, self-assess overall as proficient or highly accomplished using the AITSL framework.
- All staff demonstrate a collaborative, collegial and respectful working relationship.
- The health and wellbeing of staff is measured and consistent.
- Teachers participate in peer observation and feedback as part of reflective self-improvement.
- Teachers will attend termly network meetings and appropriate professional development opportunities offered by Network Schools.
- Succession planning and internal leadership pathways are utilised.
- Teachers engage with the Aboriginal Cultural Studies Framework and explicitly incorporate this into classroom practice.
- Performance management plans reflect alignment to school planning and reflection on teaching practices.

Actions Supporting Leadership

| | 2022 | 2023 | 2024 |
|---|------|------|------|
| Identification and development of leadership opportunities with staff | | ✓ | ✓ |
| Teaching teams share their strategies for improving student learning and the analysis of student work | | ✓ | ✓ |
| Enable the continuity of a culture of collaboration and teamwork across cohorts of teachers | | | ✓ |
| Teachers collect and use school data to inform a disciplined dialogue, focusing on understanding student progress and improved teaching practice by, taking advantage of their combined skills and experience | | ✓ | ✓ |
| Teams to continue weekly team meetings following an agenda | ✓ | ✓ | ✓ |
| Educators will be active participants in Professional Learning Communities (E.g. year teams, curriculum teams and CCEN) | ✓ | ✓ | ✓ |
| Embed a consistent whole school approach to behaviour through the WA Positive Behaviour Support Framework and CMS | | | ✓ |
| Build on cultural responsiveness and value the perspectives of Aboriginal people | | ✓ | ✓ |
| Students are provided with authentic leadership opportunities | | ✓ | ✓ |
| Performance management processes, linked to the Australian Professional Standards for Teachers, are completed annually | ✓ | ✓ | ✓ |
| Leaders provide teachers with feedback on their classroom practices | | ✓ | ✓ |