Subiaco Primary School
Business Plan 2011-2014

Giving it our best since 1897
Welcome to Subiaco Primary: achieving ‘Our Best’ since 1897

Established in 1897, Subiaco Primary has been preparing our children for the future for over a century.

Emphasis is placed on children reaching their full potential academically, socially and emotionally. Children’s individual differences are provided for through an inclusive approach to education from the most able children through to those with special learning needs.

We pride ourselves on our uniqueness, with over 500 students from a wide range of backgrounds and over 33 cultural communities.

We have committed, proactive teachers and dedicated support staff working to help each child be as successful as they can be. Our staff have high expectations and adopt a wide variety of innovative teaching practices.

As an independent public school, Subiaco Primary is shaping the future of our children with a focus on collaborative learning and local community engagement. Our parents, Parents & Citizens and School Board play active and important roles in our school.

Subiaco Primary School has a clear vision and purpose, striving to be recognised as a school focusing on excellence in teaching and learning.

Through our motto, ‘Our Best’, we aim to provide the best possible education for each child who attends our school, ensuring they develop a broad range of skills to enable them to take responsibility for their own direction and to adapt to a changing world.

Our vision

Subiaco Primary School is a dynamic learning community where members work collaboratively to assist children to realise their potential.

At Subiaco Primary we strive for:

Leadership
A culture of shared, affirmative school leadership that empowers others.

Collaboration
Collaboration that optimises harmonious, respectful relationships.

Our values

At Subiaco Primary we value:

success for every student
respect for others
diversity
ongoing academic, physical, emotional, moral and social growth.

Value adding

The academic performance of Subiaco Primary students is strong in national assessments. All year levels greatly exceed the All Australian Schools’ Mean in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

Our focus at Subiaco Primary is on continuous improvement and reflective teaching aimed at elevating student standards of achievement.

Data analysis

One key part of our data collection is via NAPLAN (National Assessment Program Literacy and Numeracy) which focuses on analysing student performance in Mathematics, Reading, Writing, Spelling and Language Conventions. NAPLAN assessment is undertaken with all students in Years 3, 5 and 7.

Reading NAPLAN analysis over time 2006-2010

The Year 3 2006 students improved from well below statistically similar schools in Reading to matching the performance of statistically similar schools as Year 7 students in 2010. The whole school priority area in Reading from 2009-2010 has contributed to this cohort improvement.

Numeracy NAPLAN analysis over time 2006-2010

Subiaco Primary maintained our position with performance above statistically similar schools for Year 3 students in 2007 and again when they were tested as Year 5 students in 2009. The whole school priority area in Mathematics from 2008-2009 contributed to this success.

Science WAMSE relative assessment

Our Year 5 and 7 students participated in the Western Australian Monitoring Standards in Education (WAMSE) assessment. 45% of Year 5 students and 38% of Year 7 students achieved in the top 20% of the State in Science in 2010.

Society and Environment

WAMSE relative assessment

In 2010 59% of Year 5 students and 45% of Year 7 students achieved in the top 20% of the State in Society and Environment.

Attendance

Subiaco Primary School’s 2010 attendance rate was 94.7% compared with the state average of 92.99%.

Notable achievements

Subiaco Primary students who voluntarily participated in the 2010 University of NSW International Competitions and Assessments for Schools achieved pleasing results. One student was awarded a medal for scoring the highest mark in English for his year level in Western Australia. In Mathematics, Subiaco Primary School students received two High Distinctions, five Distinctions, 23 Credits and 29 Participation Certificates. In English, Subiaco Primary School students were awarded five High Distinctions, 14 Distinctions, 17 Credits and 28 Participation Certificates.

In 2010, Subiaco Primary had 39 students from Years 5-7 attend Primary Extension and Challenge (PEAC) courses. In addition, five students received PEAC Art places.

Nine Year 7 students and four Year 6 students were offered academic or arts scholarships for secondary schools.
2011-2014 targets

**Numeracy** The numeracy achievement of matched Year 3 and 5 students tested in 2010 will equal or exceed their predicted achievement when tested again in 2012.

Arrest the downward trend in Year 7 numeracy achievement by 2012.

**Reading** Reading achievement for Year 3, 5 and 7 students tested in 2009 will match statistically similar schools when retested in 2011.

**Writing** Reduce the gap in Year 3 writing achievement when measured against statistically similar schools by 2013.

Raise Year 5 writing achievement to equal or exceed statistically similar schools by 2012.

Raise the number of matched Year 3, 5, and 7 students achieving moderate and high progress in NAPLAN testing by 2013.

Arrest the decline in Year 7 writing achievement by 2012 and reverse the trend by 2013.

**Spelling, grammar and punctuation** Reduce the gap in spelling, grammar and punctuation achievement of Year 3, 5 and 7 students to match statistically similar schools by 2013.

In spelling reduce the number of boys in Years 3, 5 and 7 achieving in the bottom 20% to less than 10% when compared against All Australian Schools by 2013.

**Science** Increase the percentage of Year 5 and 7 students achieving in the top 20% in Science.

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**Students**

Subiaco Primary School students achieve their potential

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<th>BROAD STRATEGIES</th>
<th>MILESTONES</th>
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<td>Embed cooperative learning, critical and creative thinking across the school.</td>
<td>Develop a 3-year strategic plan for implementing a range of Instructional Strategies in 2011. Staff annually plan and implement Collaborative Assessment Tasks with a critical and creative thinking focus.</td>
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| Promote student responsibility and accountability for learning. | All students set and review personal learning goals as part of the teaching process on an ongoing basis. Evidence from staff of negotiated curriculum and embedded use of technologies where appropriate (eg student planning documents and student reflections). Provide, review and update student leadership opportunities on an annual basis. |


| Enhance rigour in K/PP education. | Early identification of Pre-Primary student needs through the On Entry Assessment. On Entry Assessment baseline data 2011, plan for improvement 2012 and review in 2013. |

| Maintain and improve standards of achievement in literacy and numeracy. | Maintain and improve standards of achievement in literacy and numeracy as per NAPLAN targets. Identify all Students At Educational Risk (SAER) subgroups, including those making limited progress on NAPLAN (eg SAER, Language Background Other Than English (LBOTE), and boys) to inform Individual Education Plans (IEP) and Group Education Plans (GEP) to ensure targeted students make progress. Upon enrolment, early ESL identification process and needs analysis. Ongoing, targeted monitoring Students At Educational Risk through Individual Education Plans and Group Education Plans, formal testing and class assessments and report progress to parents twice a year. Semester review of programs and flexible timetabling to cater for changing student needs. Achievement of 2011-2014 targets via explicit teaching of literacy and numeracy as per strategic and operational plans. |

In 2010, 59% of Year 5 students and 45% of Year 7 students achieved in the top 20% in NAPLAN assessments. Our Year 5 and 7 students participated in the Western Australian Education Department’s annual writing, reading, spelling and language conventions assessments in 2009. The whole school priority areas for 2009-2010 have contributed to this cohort improvement.

Spelling and Language Conventions. NAPLAN assessment is one of the tools used to measure the progress of students towards reaching their full potential. The assessment data helps us understand the ongoing academic, physical, emotional, moral and social growth of students.

Educational Excellence

At Subiaco Primary we strive for:

- High expectations and adopt a wide variety of innovative teaching practices.
- Working to help each child be as successful as they can be. Our staff have a broad range of skills to enable them to take responsibility for their own education for each child who attends our school, ensuring they develop an understanding of how to learn.
- A strong focus on literacy and numeracy.
- Explicit teaching of science as per operational plan.
- Engage staff to engage and relevant learning
- Teaching through quality planning opportunities for excellence in teaching.
- Staff to deliver opportunities for all students.
- Evidence from staff of negotiated curriculum and embedded use of technologies where appropriate.

Subiaco Primary teacher

"With 10 years’ experience teaching in a mixture of country and metro areas, I have come to regard Subiaco Primary as the best teaching and learning atmosphere I have encountered. There is a real sense of pride in the staff who celebrate the successes of their students. They feel strong support to take their teaching programs down pathways that demand greater innovation and lead to a broader learning experience for the students.”

Subiaco Primary teacher
Partnerships

We develop and strengthen the involvement of local families and the wider community in our school

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<td>Utilise parent and broader community expertise.</td>
<td>Create a database of skill sets for Subiaco Primary School parents and for the wider community, which will support school initiatives in 2011. Refine in 2012-2014.</td>
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<td>Increase understanding of the school governance structure.</td>
<td>Develop an informative flowchart, explaining elements of governance in the school and complementary roles by 2012.</td>
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<td>Honour inclusivity and cultural diversity within the Subiaco Primary School community.</td>
<td>Identify cultural diversity at school and classroom level in 2011. Teachers identify cultural considerations in planning to build learning experiences based on cultural strengths and involve expertise of parents. Consider state, national and world events of interest to students in learning experiences. Whole-school cultural emphasis in annual Harmony Day activities. Establish parent awareness workshops in priority areas, as needs arise.</td>
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<td>Develop partnerships in setting directions.</td>
<td>Use surveys, parent forums, Class Liaison Parents, School Board and Parents &amp; Citizens to identify and inform future directions. Establish alliances and agreements with agencies and other stakeholders in our local area. Develop the capacity of the School Board through active participation, training and support.</td>
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<td>Develop and embed a branding and marketing strategy for Subiaco Primary School.</td>
<td>Update the Subiaco Primary School website annually. Publish articles published in local papers to celebrate school achievements.</td>
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“A child’s early education is incredibly important - and we couldn’t be happier with our children’s Subiaco experience. Parents are always welcome in the classroom and this gives great assurance that our children are in caring and skilled hands.”

Subiaco Primary parent

Environment

We maintain a physical and emotional environment that provides for optimal teaching and learning opportunities

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<td>Enhance a safe physical environment for our school community.</td>
<td>Early identification, reporting and resolution of safety issues within the school grounds and buildings. Relevant personnel remain informed of current building and grounds standards, regulations and guidelines. Audit current facilities and develop a five-year master plan for grounds development.</td>
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<td>Further develop a caring and safe school that encourages resilience and respect.</td>
<td>Maintain values programs across all classes with focused implementation during term one each year. Provide regular and structured opportunities for students to participate in social justice club activities. Maintain chaplaincy program. Implement resilience and Rainbows programs for identified students 2011-2014.</td>
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<td>Maintain and expand focus on sustainability.</td>
<td>Environmental sustainability committee to plan for environmental sustainability, linking goals with a whole-school plan of action in line with government policies and plans.</td>
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<td>Optimally manage the school’s assets and resources.</td>
<td>Create, implement and review a cyclical facilities and assets resource plan.</td>
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The school creed

This is our school

In these rooms and on the playing fields we will fit ourselves for the future.

Let us not throw away these precious years but gain from them all we can.

Let us remember that a school is not a building but a gathering of minds and hearts and a place of friendly guidance and help.

This is our school