



SPENCER PARK PRIMARY SCHOOL

Business Plan

2022-2025



Welcome to Spencer Park Primary School – Always **Striving to Achieve** our Best

Thriving Students, High Quality Teaching, Caring Communities and Building Leadership form the key focus areas for Spencer Park Primary School. These key focus areas have been developed from the 'Every student, every classroom, every day' strategic directions for public schools 2020-2024' document.

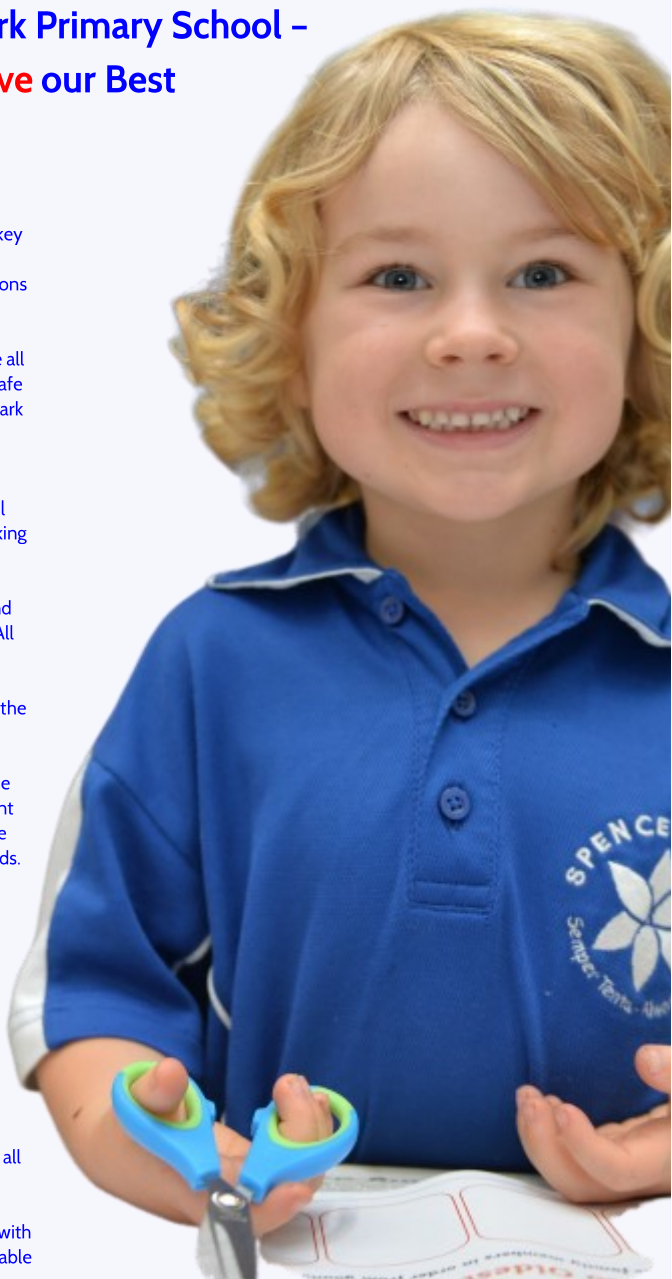
As a dynamic Independent Public School we provide all students with a quality education program within a safe and caring environment. Opened in 1959, Spencer Park Primary School is situated in the picturesque city of Albany, on the south coast of Western Australia. The school has grown to share a site with Spencer Park Education Support Centre, which provides wonderful integration opportunities for our students and a working environment that is collaborative and harmonious.

Our school caters for Kindy to Y6 students on site and has an off-site Kindergarten, Coolangarras Barmah. All classes utilise interactive whiteboards and provide students with regular access to computer and tablet technologies. Our motto "Always Strive" epitomises the approach of students and staff.

Our School Board provides support and advice on the direction of the school. The board members represent staff, parent and community interests in ensuring the school maintains its relevance, direction and standards. The school P&C provides financial assistance to the school through the operations of the canteen and other fundraising activities.

Our teaching and learning approaches encompass a range of successful and well entrenched practices, but also capture new and developing initiatives like our Explicit Teaching in Literacy focus and the Teaching and Learning Outlines provided by SCSA. This flexibility and adaption to our Teaching and Learning practices is essential to maintain the best possible education for all students.

Spencer Park Primary School students are provided with every opportunity to develop life skills which will enable





I couldn't have wished for a better village and start for my neurodivergent son. Everyone has exceeded my expectations in quality of care in all aspects and little man is thriving. Makes a mumma feel safe and happy. Thank you all."

Serena Sherwood, Parent



them to cope with the changing world. It is our belief that personal, cognitive and social development can be achieved through high standards of discipline, courtesy, good manners and behaviour, and pride in achievement.

Over the years, a high level of service, in terms of providing a quality, well balanced education, has been sustained. Many current parents attended our school as children and continue to offer loyal and dynamic support to their local school. A caring, committed and responsive staff and a supportive parent community, results in a positive school environment for all. To help meet the pastoral care needs of our students, a comprehensive student services team work closely

with community based agencies to support the health, social and emotional needs of our students. The team of administrators, school psychologist, nurse, chaplain, Education Assistants and teachers works collaboratively to provide proactive and point of need support for all students.

Spencer Park Primary School welcomes the enrolment of all children, no matter their ability, cultural or socio-economic background. This diversity, a mirror of the world we live in, is a great strength of this school. Tolerance, acceptance and the ability to get along well with all around us are crucial values and skills in today's world. This school has developed an ethos that seeks to understand each child as an individual and nurture them in a way that gives them confidence and develops their talents, enabling them to achieve to their full potential.



Having heard excellent things about SPSS throughout the Albany Community, we felt comfortable and confident sending our two children to the school and it has more than lived up to our high expectations. Whenever we visit the school, we are always impressed with the warm and welcoming atmosphere and sense of community. Both our children thoroughly enjoy their time at school and we love that they are being encouraged to develop a passion for learning, as well as a strong set of values that compliment our own family beliefs. Staff are exceptional at what they do, providing for a wide variety of educational needs and nurturing all students to achieve their best. "

Gemma and Malcolm Ellis, Parents





Our Vision

Spencer Park Primary School is a dynamic learning community, working together to help students succeed and become responsible citizens.

We strive to provide a safe school environment that is respectful, positive, inclusive and welcoming.



I love Spencer Park because the teachers are very nice and help me if I'm struggling."

Jaxon, Y5



Our Values

Spencer Park Primary School is committed to the following values:

RESPECT

Think about others and be kind to them.

CARE AND COMPASSION

Care for yourself and others.

DO YOUR BEST

Do your best and challenge yourself.

HONESTY AND TRUSTWORTHINESS

Be honest and seek the truth.

CARE FOR OUR WORLD

Treat our plants, land and animals nicely and keep our school clean.

RESPONSIBILITY

Do what is right and expected.

TOLERANCE AND INCLUSION

Smile, join in, get to know others and include them.





Focus Area 1

Thriving Students

TARGETS 2022–2025

- NAPLAN results:
 - For every area tested, and in every year level, are at or better than the performance of like schools.
 - For each year 2022 – 2025, where the average score is at or above
 - 375 for Y3
 - 450 for Y5
 - Where, by 2025, less than 30% of our students are in the bottom 20% and more than 15% of our students in the top 20%.
- By end of 2025, 80% of students in years 1 to 6 to have PM benchmark levels better than those set in our targets.



I love SPSS
because it is
colourful and full
of life.”

Vela, Y5



- For each 3 year, 2022 to 2025, our attendance rates in each of 3 categories (At Risk – Moderate, At Risk – Indicated, Regular) to be better than like schools and better than the region.
- Maintain or increase enrolments of students.

STRATEGIES

Improve standards of achievement in Literacy and Numeracy

- Maintain our commitment to ensure that every student across the school is actively engaged in a class program that is consistent with the key elements of the Explicit Teaching Model.
- Maintain our commitment to provide quality, evidence-based literacy and numeracy resources to use in each class.
- Throughout 2022–2025 implement a numeracy block that contains common elements across the school and implements SCSA Maths Curriculum materials, Back-toFront Maths and whole-body learning.
- Throughout 2022–2025 implement Heggerty Phonemic Awareness and PLD (literacy program) across early childhood (K-Y2).
- Throughout 2022–2025 implement Talk for Writing across early childhood (K-Y2) and Seven Steps for Writing Success across Y3-6.

Foster social and emotional development

- Continue to implement the weekly Values focus initiative across the school, with certificates presented to students and an assembly which discusses the Value and its attributes.
- Develop and explicitly teach social skills and provide opportunities for students to practise these skills.
- Continue to foster and engage relationships with community bodies such as WANSLEA and the chaplaincy volunteers to assist mentoring programs.

Maximise opportunities that provide breadth and depth and engagement in our curriculum

- Continue to hold an art exhibition and a night time performing arts showcase each alternate year.
- Continue to offer specialist sporting programs (eg. Interschool Cricket, Eagles Cup AFL Football, Dockers Cup).
- Continue to offer specialist music programs (eg. Choir, Percussion, Instrumental Music).
- Continue to include Auslan as a LOTE program, integrated into the day to day curriculum.
- Provide opportunities throughout the year for our students to be involved in events outside of the school. (eg. Albany ANZAC Day March, Eisteddfod, Music Festival, Young Writers Workshop).

Support Students at Risk

- Ongoing multidisciplinary and interagency case management of individual high needs students overseen by weekly Student Services Committee meetings.
- Ongoing, targeted monitoring of Students at Risk through regular assessment and provision of Documented Plans.
- Continue using the Special Education Needs (SEN) Planning tool to develop Documented Plans and link this to reporting.
- Maintain a focus of supporting Students at Risk towards the early years.
- Continue to provide support for third wave learners via repeat warm ups and programs like MacqLit and MultiLit, Heggerty Phonemic Awareness and PLD (literacy) programs.

- Maximise attendance by regularly recognising those with optimal attendance.
- Monitor attendance of students whose attendance rate falls below 90%, maintaining contact with parents and caregivers, and any involved support agencies.
- Continue to provide a range of professional learning opportunities for staff in relation to building their capacity in providing for students with disabilities.

Extend the abilities of our students

- Utilise the budget made available through the school's Enrichment Program to maximise the opportunities available for extension (eg. Albany Choir Performance, Interschool Orienteering Program, Albany Primary Schools Spelling Championship, Young Writers' Workshop, Visiting Artists, Instrumental Music, Eagles Cup Football, Dockers Cup Carnival, Bendigo Bank Netball Carnival).
- Encourage and support student involvement in PEAC.

Support for Indigenous students

- Monitor the performance of Indigenous students in relation to key areas (eg. NAPLAN, attendance)
- Maintain KindiLink for 0-3 year olds at Coolangarras through the KindiLink initiative commenced in 2018.
- Maintain our partnerships with Aboriginal parents and community members in our school through AIEO parent, carer and home contacts.
- Maintain use of the Aboriginal Cultural Standards Framework by staff.
- Participate in the Dreamtime in the Park competition during NAIDOC week.

Pursue and Celebrate Personal Success

- Promote a culture of personal success by developing opportunities to highlight and celebrate students' achievements via school awards, announcements at assemblies, newsletters, local paper and on the school website and Facebook page.
- Monitor and highlight the successes of past students.
- Continue to support student participation in programs such as Children's University.
- Provide opportunities for the Your Move team, comprising student, staff and parent membership, to promote an active and healthy lifestyle.

ASSESSMENT SCHEDULE

Term 1

- On Entry Assessment, data available Term 2
- PLD screening in K-Y2 classrooms



I love Spencer Park because I like learning about Science with Mrs Murray in the lab.”

Lauren, Y2



Term 2

- Y3 and 5 NAPLAN Assessment, data available Term 3
- PLD screening in K-Y2 classrooms

Term 3

- Literacy Assessment (SA Spelling, PM Assessment, PAT Reading)
- Numeracy Assessment (PAT Maths)
- Science Assessment (PAT Science)
- PLD screening in K-Y2 classrooms
- Attendance data



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All of the staff at Spencer Park Primary School have made our family feel welcome and supported throughout our time at the school. We have found it to be a safe and caring learning environment for our children. Our two boys look forward to going to school each day and are thriving here. As a parent, I'm grateful that I can send my children to a school where they are treated with care and compassion and I feel that the school's values align closely with our own family values.”

Samantha Whittington, Parent





Focus Area 2

High Quality Teaching

GOALS

- For staff to be involved in regular opportunities to build their capacity in all areas leading to improved teaching & learning experiences of students.



I love Spencer Park because learning is fun and we do cool things like art and daily fitness.”

Kerrily, Y2



ASSESSMENT SCHEDULE

- Collaborative Meetings
- Staff Survey
- Performance Management
- PLD screening
- Term by term moderation of writing samples
- Formative assessments

STRATEGIES

Build Staff Capacity and Expertise

- Provide ongoing professional learning and coaching that further enhances staff expertise of explicit teaching as defined by school policy.
- Provide common timetabling for teachers and education assistants to collaborate regarding planning, teaching, moderating and student progress.
- Continue to embed classroom teaching observation and coaching as key strategies in ensuring that quality teaching occurs in each classroom.
- Provide regular professional learning and collaborative discussion opportunities for development of SCSA Maths Curriculum materials, Back-to-Front Maths, whole-body maths, Heggerty Phonemic Awareness, PLD, Talk for Writing (K-Y2) and Seven Steps Writing, (Y3-6), Auslan.
- Promote inspired teaching of students in early childhood through coordination of LILEY professional learning community that includes all teachers from K-Y2.

Implement the West Australian Curriculum

- Maintain the school's Curriculum Committee as a collaborative and consultative group when it comes to making decisions about whole school curriculum policy and guidelines, with representation from each phase of learning.
- Ensure all staff have opportunities for professional learning in relation to moderating judgements for English, Maths and Science.

Provide Quality Resources

- Investigate, trial and implement evidence based commercial resources.
- Maintain and update when required existing classroom resources, such as ICT equipment, furniture, teaching and learning texts.
- Update and refurbish learning areas and breakout rooms.

Conduct Data Informed Planning

- Staff regularly collect and collate data based on screening of learning benchmarks (eg. PLD screens, Back-to-Front maths, Bonds, and learning area assessments such as spelling, writing and maths).
- Staff have access to and use performance data from a range of sources to inform their planning, allowing for self-reflection in relation to program effectiveness and measure the ongoing progress of students through whole-school assessment.
- Annually maintain the school's self-assessment process using performance data from a range of sources to inform whole school planning.



Focus Area 3

Building Leadership

GOALS

- A consultative and distributed leadership model ensures all internal stakeholders have a voice.



I love Spencer Park because all the people are nice, including the teachers, admin and principals.”

Skye, Y6



ASSESSMENT SCHEDULE

- School Board Survey
- Leadership Survey
- Staff Survey

STRATEGIES

Effective School Leadership

- Continue to identify and appoint staff that have the necessary skills and suit the ethos and direction of the school.
- Develop leadership skills amongst staff at all levels.

Distributed Leadership Model

- Establish a culture and tone where staff are prepared and willing to take on leadership roles.
- Establish the norm that all staff can take on leadership roles in achieving school goals.
- Support staff taking on leadership roles.
- Provide opportunities for staff to collaborate.

Develop student leadership

- Provide opportunities for students to develop leadership qualities eg. Student Councillors, Faction Captains, leading regular and special assemblies.
- Provide opportunity for student leaders to attend GRIP Student Leadership Conference.
- Provide regular leadership meetings and ongoing mentorship.

Develop Partnerships to set School Directions

- Seek community input to identify and inform directions through input from the School Board, P&C, the Noongar Parents and Carers Group and the biennial parent survey.

Ensure Governance

- Maintain appropriate Board membership and ensure that all Board members elected are clear about their role and responsibilities.
- Develop knowledge and skills of the School Board in participating in the school review process (eg. NAPLAN, ESAT, Survey responses).
- Collect school performance information during the period covering this Business Plan to support the 3-year independent audit, due in 2024.

Develop mutually beneficial partnerships with groups from the wider community, businesses, government and non-government

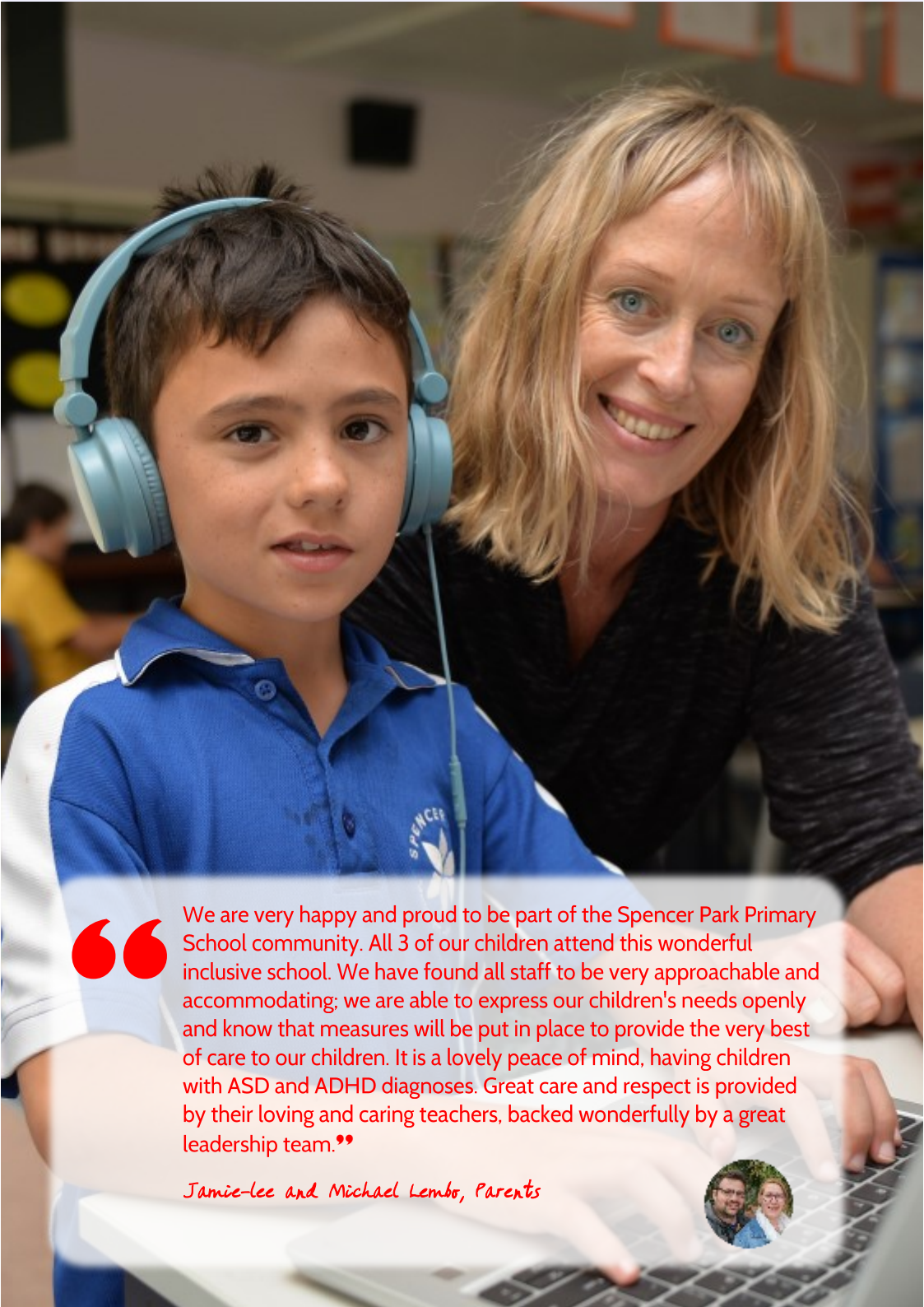
- Seek out avenues and form partnerships that can provide support to our school (eg. Strong Families, Aboriginal Health, Child Development, CPFS, Wanslea, Anglicare, Foodbank, Child and Parent Centre).
- Continue to support charities and community organisations that help those in need.



I love Spencer Park because the teachers are friendly and they make learning fun.”

Kade, Y2





“

We are very happy and proud to be part of the Spencer Park Primary School community. All 3 of our children attend this wonderful inclusive school. We have found all staff to be very approachable and accommodating; we are able to express our children's needs openly and know that measures will be put in place to provide the very best of care to our children. It is a lovely peace of mind, having children with ASD and ADHD diagnoses. Great care and respect is provided by their loving and caring teachers, backed wonderfully by a great leadership team.”

Jamie-lee and Michael Lembo, Parents





Focus Area 4

Caring Communities

GOALS

- Build an inclusive and welcoming school that reflects our student body.
- Maintain or increase enrolments of students.
- Develop a positive image within the school and community.
- Promote SPPS as the school of choice within the local area.

ASSESSMENT SCHEDULE

- Whole School Community Survey – biennial, term 3
- School Board effectiveness survey – term 3, yearly
- Exit Survey – all families leaving provided with exit survey and feedback reviewed
- Parent survey–biennial
- Staff survey–biennial

STRATEGIES

Community Supports

- Monitor and support attendance of students.
- Develop a culture of participation that is supported by parents.
- Develop with parents and share with the school community a set of parent expectations and commitments.
- Maintain a rigorous Student Services model that incorporates ongoing monitoring of student case management (learning supports and progress) and case conferencing.

Community Engagement

- At the commencement of the year, teachers communicate with parents on supporting their child's learning and being active partners.
- Encourage students active involvement in the community with events such as Spelling Competition, Albany Schools Choir, Eagles Cup, ANZAC March, Art Exhibition, Christmas Pageant.
- Provide opportunities for the Your Move team, comprising student, staff and parent membership, to promote an active and healthy lifestyle.
- Continue with special school P&C events such as the Open Evening, NAIDOC, Colour Fun Run, Disco to showcase teaching and learning and community engagement.

Community Development

- Continue to develop the school's website and Facebook page so that is a positive and vibrant window into our school.
- Ensure the school maximises promotional opportunities and has a positive presence in the wider community via online and local media (news, radio) platforms.
- Promote school achievements, highlighting *points of difference and school events through newspaper articles, school newsletter and online mediums.
**Explicit teaching, student services model, grounds*
- Continued development and renewal of the outdoor environment to create a bright and engaging setting.
- Invite the wider community to events such as performances, art exhibitions, sporting events.
- Continue to plan opportunities for school outreach, such as excursions to Clarence Estate, exhibitions at the Albany Show.
- Continue to invite Mentors and Volunteers to participate in meeting the needs of students and the school.



I love Spencer Park because it is a happy place with lots of learning, fun activities and kind teachers.”

Willow, Y3





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Spencer Park Primary has been a fantastic school for all three of my children. My eldest child graduated in 2015 and my younger two children still attend. Spencer Park have always gone above and beyond to make sure my children have met their educational goals as well as their social and emotional goals. The administration and teaching staff are always willing to help any time I have had any issues or concerns regarding my children. I would recommend any parent to choose Spencer Park Primary school for their child's education.”

Chrissy Edwards, Parent







SPENCER PARK PRIMARY SCHOOL

www.spencerparkps.wa.edu.au

26 Hardie Road, Spencer Park (Albany) WA 6330

Tel (08) 6821 3000

spencerpark.ps@education.wa.edu.au

