

## TARGETS

### QUALITY TEACHING

- 100% of staff will engage in Performance Development aligned to their professional requirements.
- 100% implementation of quality whole school diagnostic tools to inform planning, provide differentiation and track students' progress as outlined in the whole school assessment schedule.
- All students to demonstrate progress over 12 months in:
  - Reading fluency, accuracy and comprehension (assessed with YARC or Decodable reading assessment).
  - Reading and writing the phonics code (assessed using the YARC Early Years and Sounds Write assessments).
  - Writing (assessed using the Brightpath scale).
  - Basic maths facts (using Westwood Fluency assessment).
  - Mathematical understanding (assessed using PAT MATHS).
- All students to show progress over 3 year period from On Entry to Year 3 NAPLAN.
- All students to show progress over a 2 year period from Year 3 to Year 5 NAPLAN.
- National Quality Standards self-audit will be completed to guide future direction.

### PRIORITISING HEALTH AND WELL BEING

- Maintain a whole school average attendance rate of 92%.
- 100% of students to participate in daily whole school mindfulness strategies.
- Positive Behaviour Support Set data to show improvement annually.
- Be You data to show progress in areas outlined in the operational plan.
- Staff wellbeing events such as Well-Being Week etc.

### BUILDING OUR COMMUNITY

- P and C Association Committee members will participate in WACSO training.
- A minimum of 4 parent workshops offered each year to support parent engagement in the educative process.
- Community event to be held every semester at various times of the day to encompass all parents.
- Regular, scheduled moderation activities across the network each semester.
- Maintain current rate of attendance at the school playgroup.
- Regular meetings with OHSC provider, Kieki Learning.

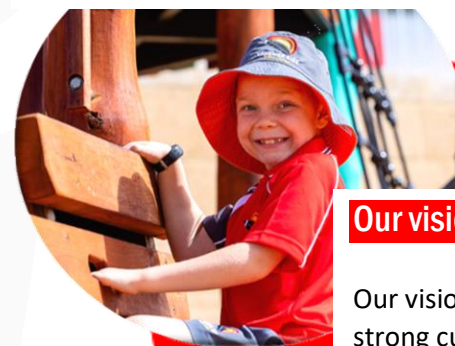
### INSTRUCTIONAL LEADERSHIP

- 100% of School Board members will participate in School Board training.
- Provide appropriate mentoring for staff members who indicate an interest and desire to attain a higher level of recognition (Senior Teacher, Level 3 Classroom Teacher status or to gain a promotion).
- Provide opportunities for students to undertake leadership roles through the Student Leadership Team and Student Forum.
- Principal to complete 360° survey biannually.



### Our context

At Yanchep Rise Primary School we are committed to providing students with a sense of belonging. We will foster and build our community to embrace a collective responsibility of building success for all children. Our team of highly passionate and skilled staff are empowered and motivated to teaching the students at their own level and challenging them to succeed. As a new school, this Business Plan has been written in the context of limited data on student performance. It is expected that elements of this plan will be modified and adapted as the school gathers longitudinal data.



### Our vision

Our vision is simple – students are at the centre of everything we do. Our commitment is to build a strong culture focused on differentiated learning, high expectations and academic excellence. We aim to provide a strong sense of belonging so that every child, every day, has the opportunity to experience success, be challenged and be happy learners.



### Our values

#### Be a Yanchep RISER!

Our school community has developed a set of values resulting in the acronym RISER. These values align to our vision and underpin our whole school approach towards behaviour education as a Positive Behaviour Support (PBS) School.

**R**espect  
**I**ntegrity  
**S**afety  
**E**xcellence  
**R**esilience





## QUALITY TEACHING

### KEY FOCUS AREAS:

- Evidence based teaching and assessment practices.
- Consistent delivery of whole school processes.
- Embedded collaborative and cooperative practices.
- A safe and supportive school culture.
- Implement a targeted explicit approach to literacy, numeracy & Positive Behaviour Support (WAPBS).
- Commitment to ongoing professional learning for staff.
- A consistent whole school lesson design and block structure.
- Use of the National Quality Standards (NQS) Framework to reflect on and improve practices.

### 18 Months

- Classroom Management Strategies (CMS) Foundation and Instructional Strategies for all (2021) staff.
- Sounds Write and Talk 4 Writing training to all (2021) staff.
- Implementation of RISE Guide scope and sequence documents and operational plans.
- Whole school assessment schedule embedded.
- High quality staff induction processes to ensure consistency.
- Establish a data collection platform and process.
- Provision of collaboration time through specialist timetable.
- Establish moderation processes across the network in literacy.
- Develop a strategic plan for implementation of the National Quality Standards (NQS).

### 30 Months

- Use of RISE Guide as embedded practice.
- Streamline assessment processes with the existence of historical data.
- Peer observation for improvement (triad model).
- Establish moderation process across the network in numeracy.
- Classroom Management Strategies (CMS) Training for Education Assistants.

## PRIORITISING HEALTH AND WELL-BEING

### KEY FOCUS AREAS:

- Prioritise the social and emotional health of students and staff.
- Create a culturally responsive school that builds on the strength of each of our students.
- Strengthen the capacity of staff to support the health and well-being of each other and students.
- Monitor and improve whole school attendance.

### 18 Months

- Full implementation of the Health and Well-Being Operational Plan and Scope and Sequence.
- Full implementation of Zones of Regulation and 1-2-3-Magic and Emotion Coaching.
- Strategic approach to case management of students with involvement of all services.
- Provision of school based chaplaincy service.
- Implementation of whole school mindfulness.
- Integration of Sensory Room and use of Coco the school dog as required. School dog to be rostered to visit each class.
- OHSR selected and trained.

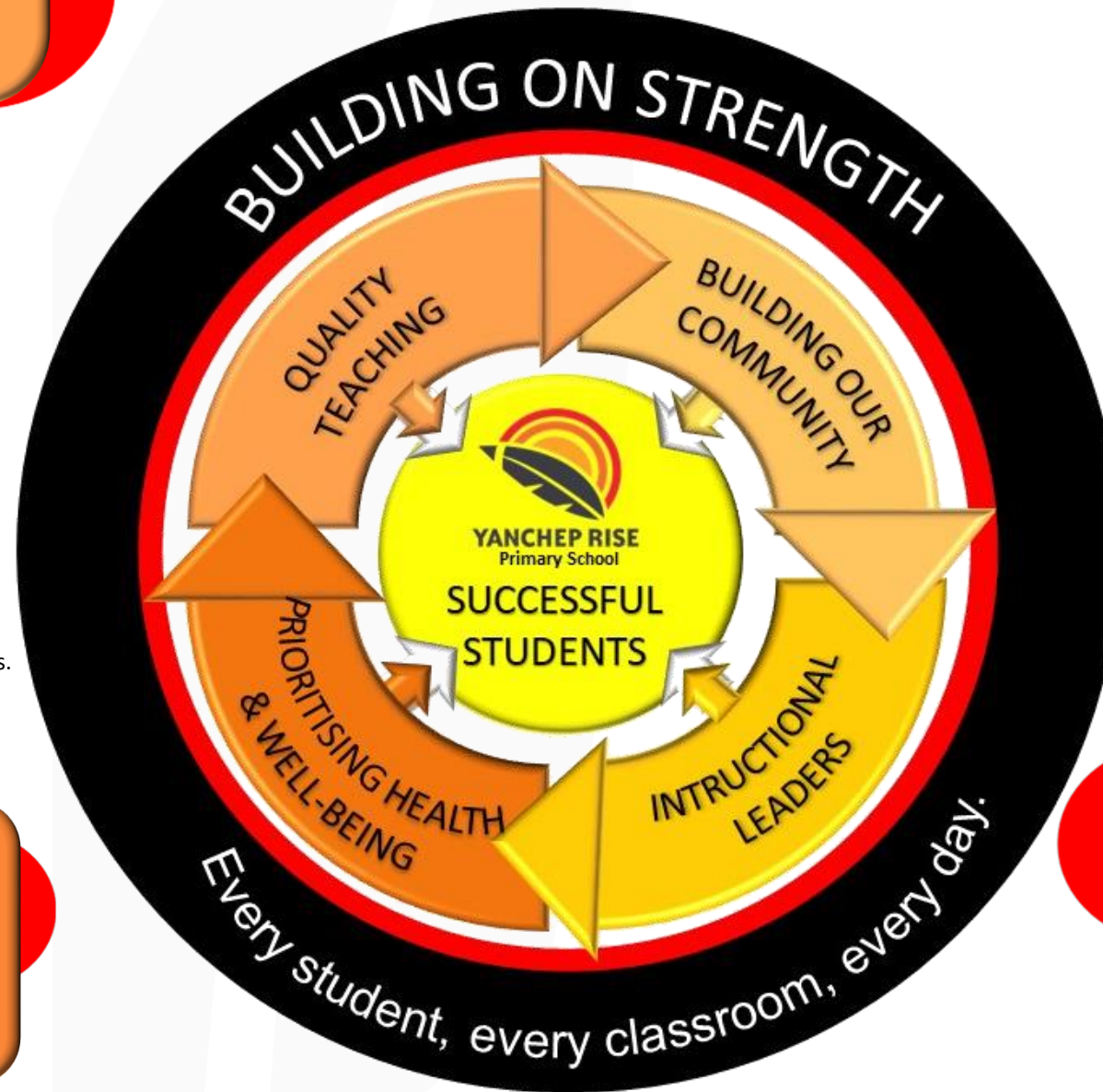
### 30 Months

- Completion of Be You training by all staff.
- Gatekeeper and Youth Mental Health First Aid trained staff in each Phase of Learning Team as applicable.

This plan sets the future direction for Yanchep Rise Primary School. As a new school, we have prioritised four specific areas for development. These key areas align with the Department of Education strategic plan and focus documents.

Our single strategic focus is simple – **SUCCESSFUL STUDENTS**. Our four drivers in achieving this focus are:

- QUALITY TEACHING
- PRIORITISING HEALTH AND WELL-BEING
- BUILDING OUR COMMUNITY
- INSTRUCTIONAL LEADERS



## BUILDING OUR COMMUNITY

### KEY FOCUS AREAS:

- Develop a sense of connection and belonging within the local community.
- Creating strong partnerships with families and the wider community.
- Develop strong connections with the Bush 2 Beach Network.

### 18 Months

- Regular Parent information sessions including Triple P, Zones of Regulation and 1-2-3 Magic Emotion Coaching.
- Establish a school based playgroup for pre-kindy students.
- Establish routines of communication with parents – Newsletter, SeeSaw, and email.
- Develop community traditions such as ANZAC Service, Christmas Carols night etc. to developed in conjunction with the P and C and School Board.
- Identify, and hold school celebrations/events that are reflective of our community.
- Increase student participation in community e.g. School of Thought Radio Program.

### 30 Months

- Participation and complete implementation of the Bush 2 Beach Strategic Plan.
- Active involvement in a whole community sustainability program/plan.
- Community event to celebrate foundation families and staff revealing a mural/plaque.

## INSTRUCTIONAL LEADERS

### KEY FOCUS AREAS:

- Develop a model of distributed leadership through the cultivation of staff leadership opportunities across the school.
- Build a strong culture of collective responsibility of the YRPS way.
- Develop student leadership structure to ensure student voice and active participation in some decision making.
- Establish a culture of performance management, improvement and feedback.
- Development of curriculum leaders through the distributed leadership model.

### 18 Months

- Develop the YRPS leadership strategy to support distributed leadership across the school.
- Fully functioning 'Student Voice' through the establishment of Student leaders.
- Establish a fully functioning School Board and P and C.
- The role and profile of the School Board will be clearly promoted throughout the school community.
- Termly peer observation for professional learning.

### 30 Months

- Development of Student Forum across year levels.

