

# O'Connor Primary School Business Plan 2023 – 2025



<b>Vision</b>	O'Connor Primary School supports an inclusive learning environment which fosters our school motto of "Friendship & Achievement". We nurture students academically, emotionally and socially by respecting individual cultural differences and supporting all to reach their potential.
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<b>We believe in</b>	Providing differentiated and engaging learning opportunities that support, challenge and set high expectations that provide students a pathway to a successful future.	A student-centred environment that embodies our FAIR values and restorative approaches, prioritising the social and emotional wellbeing of all our students and staff.	Building strong links and partnerships with our families and community to enhance our students' attendance, engagement, cultural understanding and connection.
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	<b>Learning</b>	<b>Wellbeing</b>	<b>Engagement</b>
<b>What we will do</b>	<p>Ensure effective implementation of the Western Australian curriculum in all classrooms through collaborative structures that support staff and students.</p> <p>Expose students to a high impact pedagogy through exemplary and consistent teaching and quality learning programs.</p> <p>Analyse data and practices to ensure changes are impacting positively on learning.</p> <p>Utilise the Plan Teach Assess cycle to ensure student needs are being met.</p> <p>Build capacity of staff through a shared professional learning cycle.</p>	<p>Health and wellbeing strategies are prioritised, consistently implemented and reviewed to ensure effectiveness.</p> <p>Maintain appropriate support structures for both staff and students throughout the school.</p> <p>Maintain workforce plans to attract, develop and retain high quality staff.</p> <p>Embed whole school emphasis on a social and wellbeing focus within classrooms supported by the Social Emotional Learning program.</p> <p>Maintain respectful relationships across the school inclusive of staff, students and community members.</p>	<p>Develop partnerships with external agencies to assist student's progress.</p> <p>Analyse attendance data and establish plans to support students at risk.</p> <p>Maintain strong communication to enhance relationships between the community and school.</p> <p>Teachers will inform and partner with parents to enhance student progress and engagement.</p> <p>Celebrate our community's diverse culture at every opportunity.</p> <p>Utilise community members to enhance the Aboriginal Parent Advisory Group in support of our RAP.</p>

Friendship    Achievement    Inclusion    Respect

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	Learning	Wellbeing	Engagement
<b>What we will see</b>	<ul style="list-style-type: none"> <li>• Collaborative planning to deliver and assess engaging teaching and learning programs across all curriculum areas.</li> <li>• Engagement of students through differentiated learning opportunities.</li> <li>• Teachers receiving regular informative feedback and opportunities for reflection via performance management and peer observations.</li> <li>• Teachers being trained in Classroom Management Strategies and Instructional Strategies.</li> <li>• Teachers integrating STEM skills across the curriculum.</li> <li>• Operational plans annually reviewed and updated.</li> <li>• Teachers implementing focus strategies for improvement.</li> <li>• An assessment schedule ensuring data collected is analysed and used to monitor student progress.</li> <li>• School committees working collaboratively to provide resources that support student learning and engagement.</li> <li>• Opportunities for leadership development being provided to staff.</li> <li>• Success for early childhood students through explicit, systematic instruction together with intentional play based learning aligned to the Early Years Learning Framework and National Quality Standards.</li> <li>• Teachers plan and implement culturally responsive lessons to all students to increase an understanding about cultural awareness.</li> <li>• RAP Committee providing lesson frameworks to support staff implement ACSF.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and Learning Leaders (TALL) providing support to teachers with identified goals in the professional development cycle.</li> <li>• Ongoing partnerships with universities to ensure the Pre Service Teacher program continues to provides quality teachers.</li> <li>• Social and Emotional Learning programs being regularly reviewed and adjusted to ensure students' health and wellbeing is supported.</li> <li>• Multi-tiered system of support for identified students through SEWB teacher, Chaplain, School Psychologist and external providers.</li> <li>• Health &amp; Wellbeing Committee promoting staff wellbeing through activities, appropriate information and resources.</li> <li>• Respectful relationships maintained through school events involving community members, staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Culturally responsive classrooms that build on the strengths of all students.</li> <li>• The Positive Behaviour Matrix being used to ensure that positive behaviour expectations are clearly communicated and explicitly taught to all students.</li> <li>• Reinforcement of values as a focus in discussions with students to further emphasise the O'Connor FAIR acronym.</li> <li>• Student attendance in the ECE area being prioritised to ensure good habits are formed early.</li> <li>• Improved and 100% attendance being rewarded on a regular basis.</li> <li>• A variety of communication strategies used to foster greater attendance of all students with regular reviews.</li> <li>• Mutually respectful relationships evident between staff, students, parents and community members.</li> <li>• A variety of opportunities for families to engage with the school community through special events.</li> <li>• The School Board, Aboriginal Parent Advisory Group and P&amp;C playing an integral part in enhancing parental and community perception of the school.</li> <li>• Data from bi-annual surveys analysed and identified areas of concern are actioned in a timely manner.</li> <li>• RAP committee working with staff to review and adjust the Reconciliation Action Plan on an annual basis.</li> <li>• Prompt response to any concern or feedback from the school community</li> </ul>
<b>Targets</b>	<p><b>NAPLAN:</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of Year 3 and 5 students in the Strong and Exceeding proficiency bands.</li> <li>• Increase the percentage of students (stable cohort) making Moderate to very high progress from On-entry to Year 3 and NAPLAN Year 3 to 5.</li> </ul> <p><b>Grade Allocation:</b></p> <ul style="list-style-type: none"> <li>• Through moderation, the grade distribution will be comparable to like schools.</li> <li>• NAPLAN scores align closely with the grade allocation in Year Three and Five.</li> </ul>	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Maintain the upward trend of results from the annual SEL feedback.</li> <li>• Respond to staff/student/community concerns in an appropriate and timely manner.</li> </ul> <p><b>Staff Development</b></p> <ul style="list-style-type: none"> <li>• Continue to offer development for all staff through effective planning and self reflection in the performance management cycle.</li> <li>• Maintain a distributed leadership model across the school.</li> </ul>	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students in the Regular and Indicated range attendance to at or above pre-COVID levels.</li> <li>• Decrease the percentage of Unauthorised Absences.</li> </ul> <p><b>National School Opinion Survey</b></p> <ul style="list-style-type: none"> <li>• The biannual National School Opinion Survey results are positive for Students, Parents and Staff (mean scores are 3.5 or higher in each area.)</li> </ul> <p><b>Aboriginal Cultural Standards Framework Implementation</b></p> <ul style="list-style-type: none"> <li>• Respond to the biannual school audit on use of ACSF across the school.</li> </ul>

For more detailed information, refer to Operational Plans, Assessment Schedules and school policies.