

TWO ROCKS PRIMARY SCHOOL

An Independent Public School



BUSINESS PLAN 2021 - 2024



OUR VISION

To ensure all students achieve their full potential through exposure to high quality teaching in a safe learning environment.

Join Us In The Adventure Of Learning

An Introduction

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High Expectations are the mantra of Two Rocks Primary School for both staff and students. We expect that all of our students will achieve their absolute potential. To achieve this we interrogate the school data, set rigorous goals and targets and provide support for our students to achieve their individual goals, ensuring that all our students make great progress, constantly challenging themselves whilst fostering a culture of self-belief.

Two Rocks Primary School is an innovative school constantly striving for perfection. We achieve this through the high quality Professional Learning that we offer all staff. The school structure allows teachers to continually improve their pedagogical practice, trial ideas and strategies whilst ensuring that they are continually striving for self-improvement. This empowers them to move along the continuum from good teachers to great teachers, thus ensuring successful tailoring of the educational programmes to meet all students' needs, extending and challenging students in areas that they excel in and assisting and supporting students in areas where they feel challenged. This is all achieved within the classroom set up ensuring that all students feel supported educationally to trial ideas and take risks in a safe, nurturing environment.

The 2021 - 2024 Business Plan is designed to build on from our success, enhance our learning programs, community relationships and leadership opportunities as well as continuing the journey of increasing staff expertise in the use of a variety of Instructional Strategies in order to further improve school performance. The Business Plan details our vision, beliefs, and the key targets that we have identified to ensure that Two Rocks Primary School remains a highly successful school.



TWO ROCKS PRIMARY SCHOOL

Two Rocks Primary School has a beautiful setting with lush gardens and an outstanding ocean view. Our gardens have been greatly enhanced by the construction of our Kitchen Garden which has an outdoor learning area and offers opportunities to integrate art, cooking and sustainability practices into the school's teaching and learning program.

The school promotes and encourages parent participation through a dedicated team of parents who form the Fundraising Committee who contribute valuable resources for our school and the School Board which meets regularly every term to assist with the Governance of the school. The Board's membership consists of parents, teachers and community members who respond effectively to the school community needs of education, sustainability, health, heritage, conservation and civic responsibilities.

The school is committed to delivering quality schooling for our coastal and surrounding rural communities. We cater for over 500 students from Transition to Year 6 and student numbers although static for the past few years, are expected to increase as developers release land for housing. Students' needs are met by the school's highly supportive, dedicated team of staff.

The school prides itself on meeting the needs of all of the students within the classroom setting. Student progress is carefully monitored in order that difficulties with learning are noted and students are given assistance at point of need. Any students with specific learning difficulties are placed on Individual Education Programs where their progress is also regularly monitored to ensure progress. Similarly gifted students are catered for using classroom extension. This is all assisted by the inclusion of an Education Assistant in every cohort. Senior students are encouraged to take leadership roles in the school to prepare them for their future roles in society.

The next phase of our development will meet the challenges in education with a well-resourced plan by dedicated professionals.



Focus Area / Strategies

An Explicit Improvement Agenda

- Conduct an annual school review providing all staff the opportunity to reflect on their performance and the performance of the school in order to ensure continued improvement.
- Ensure that successful student learning is at the centre of all activities.
- Ensure that the focus for all staff is to be constantly seeking to improve the results of all the students.
- Scope and sequences employed in the school are focussed on High Expectations for all students.



Analysis and Discussion of Data

- Continued implementation, refining and enhancing of termly Data and Assessment Meetings to analyse, monitor and discuss individual student progress.
- Data is used throughout the school to identify students needs and to identify any gaps in their learning.
- Use of Best Performance to provide teachers with the data electronically to enable staff to analyse and communicate data on individual, group and cohort performance and progress.
- Comparison of data over time to track individual, group and cohort performance and progress.

A Culture that Promotes Learning

- High Expectations forms part of the Core Values and is in evidence across the school.
- A culture of collegiality is promoted across the school.
- English and Mathematics blocks are mandatory across the school and all interruptions are kept to a minimum.
- All extra curricula activities are encouraged to be held in muck up weeks in order to avoid interruptions to the core curriculum.
- Ensuring consistent approach across the school in all areas of Teaching and Behaviour Management.
- Provision of a safe, caring learning environment where students feel supported to learn and achieve success.

Focus Area / Strategies

Targeted Use of School Resources

- Continued implementation of the Transition to Kindergarten Program to ensure all students are able to access the program and parents are welcomed as partners in their child's education receiving useful, informative parenting information.
- Each cohort to have a Para Professional for at least five mornings a week in order to better target all students needs.
- Data/SAER meetings held termly to ensure all students needs are met and progress is being monitored.
- Students grouped within the class according to needs in order to ensure that curriculum delivery is targeted to all students needs.

An Expert Teaching Team

- Improve pedagogy with provision of PL to staff ensuring that good consistent teaching strategies are used across the school maintaining a staff culture of continued improvement.
- ♦ Providing staff with the opportunity to lead, facilitate Professional Learning as well as to continue developing their expertise and knowledge, to enable teaching staff to reach the expected standard to apply for Level Three status or Administration positions.
- High quality Professional Learning is provided to all staff with expert teachers taking leadership roles promoting coaching /self reflection to improve pedagogy.

Systematic Curriculum Delivery

- Implementation of all strategies as detailed in the Learning Area plans.
- Full implementation of the TRPS Literacy and Mathematics Scope and Sequence documents.
- Integrating Instructional Strategies designed to promote higher order thinking.



Focus Area / Strategies

Differentiated Teaching and Learning

- Clear differentiation of learning programs and experiences to ensure all students needs are met including remedial and extension students as per the SAER model.
- The cohorts are structured to enable differentiation of the curriculum in order that students are taught at point of need.
- Regular use of data to inform planning and make judgements as to the needs of individual students
- Effective use of data to ensure that all students progress is tracked and monitored to effectively cater for any difficulties that students may be experiencing at point of need.



Effective Pedagogical Practices

- The implementation of Visible Thinking Strategies in order to promote deeper understanding and higher order thinking .
- Continued focus on Instructional Strategies including Explicit Teaching to ensure all types of learners are catered for.
- Effective strategies are utilised to ensure that Indigenous students needs are catered for effectively.
- Meaningful self reflection is encouraged across the teaching staff utilising the AITSL standards in order to enhance and improve performance.

School Community Partnerships

- Continue developing the Fogarty Foundation Mentor role in order to provide advice and assistance to other schools.
- Continue developing the relationship with the Universities in order to mentor pre-service teachers providing them with examples of Best Practice.
- Continue developing the relationships within the community with all interested stakeholders.

Subjects	Year 3	Year 5
NAPLAN Reading	<p>Less than 15% of our Year 3 students will achieve a score in Band 2 or below in NAPLAN Reading when tested.</p> <p>More than 20% of our Year 3 students will achieve a score in Band 6 or above in NAPLAN Reading when tested .</p> <p>More than 85% of students to achieve above National Minimum Standard in NAPLAN Reading when tested.</p> <p>More than 85% of students to show moderate or higher progress between on entry results in YEAR 1 and NAPLAN Reading in Year 3 when tested.</p>	<p>Less than 15% of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Reading when tested.</p> <p>More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Reading when tested.</p> <p>More than 85% of students to achieve above National Minimum Standard in NAPLAN Reading when tested.</p> <p>More than 85% of students to show moderate or higher progress between NAPLAN Reading in Year 3 and NAPLAN Reading in YEAR 5.</p>
NAPLAN Spelling	<p>Less than 15% of our Year 3 students will achieve a score in Band 2 or below in NAPLAN Spelling when tested.</p> <p>More than 20% of our Year 3 students will achieve a score in Band 6 or above in NAPLAN Spelling when tested.</p> <p>More than 85% of students to achieve above National Minimum Standard in NAPLAN Spelling when tested.</p>	<p>Less than 15% of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Spelling when tested.</p> <p>More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Spelling when tested.</p> <p>More than 85% of students to achieve above National Minimum Standard in NAPLAN Spelling when tested.</p>
NAPLAN Grammar	<p>Less than 15% of our Year 3 students will achieve a score in Band 2 or below in NAPLAN Grammar & Punctuation when tested.</p> <p>More than 20% of our Year 3 students will achieve a score in Band 6 or above in NAPLAN Grammar & Punctuation when tested.</p> <p>More than 85% of students to achieve above National Minimum Standard in NAPLAN Grammar & Punctuation when tested.</p>	<p>Less than 15% of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Grammar & Punctuation when tested.</p> <p>More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Grammar & Punctuation when tested.</p> <p>More than 85% of students to achieve above National Minimum Standard in NAPLAN Grammar & Punctuation when tested.</p>
NAPLAN Writing	<p>Less than 15% of our Year 3 students will achieve a score in Band 2 or below in NAPLAN Writing when tested.</p> <p>More than 20% of our Year 3 students will achieve a score in Band 6 or above in NAPLAN Writing when tested.</p> <p>More than 85% of students to achieve above National Minimum Standard in NAPLAN Writing when tested..</p>	<p>Less than 15% of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Writing when tested.</p> <p>More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Writing when tested.</p> <p>More than 85% of students to achieve above National Minimum Standard in NAPLAN Writing when tested.</p> <p>More than 85% of students to show moderate or higher progress between NAPLAN Writing in Year 3 and NAPLAN Writing in Year 5.</p>
NAPLAN Numeracy	<p>Less than 15% of our Year 3 students will achieve a score in Band 2 or below in NAPLAN Numeracy when tested.</p> <p>More than 20% of our Year 3 students will achieve a score in Band 6 or above in NAPLAN Numeracy when tested.</p> <p>More than 85% of students to achieve above National Minimum Standard in NAPLAN Numeracy when tested.</p> <p>More than 85% of students to show moderate or higher progress between on entry and NAPLAN Numeracy when tested.</p>	<p>Less than 15% of our Year 5 students will achieve a score in Band 4 or below in NAPLAN Numeracy when tested .</p> <p>More than 30% of our Year 5 students will achieve a score in Band 7 or above in NAPLAN Numeracy when tested.</p> <p>More than 85% of students to achieve above National Minimum Standard in NAPLAN Numeracy when tested.</p> <p>More than 85% of students to show moderate or higher progress between NAPLAN Numeracy in Year 3 and NAPLAN Numeracy in Year 5.</p>

Non Academic Targets 2021-2024

Attendance Data

- ◆ The percentage of students in the severe risk category will maintain at 0%.
- ◆ The percentage of students in the moderate risk category will be maintained at no more than 4%.
- ◆ The percentage of students in the indicated risk category will decrease to 15%.
- ◆ The percentage of students in the regular category will increase to 81%.

Lateness Data

- ◆ The percentage of students who are regularly late will be no more than 3%

Behavioural Data

- ◆ The percentage of students on in school suspension will remain below 2%
- ◆ The percentage of students on out of school suspension will remain below 1%
- ◆ The percentage of students receiving a detention will remain below 5%

Survey Data

- ◆ Safe Zone Data - 95% of students surveyed will return positive surveys
- ◆ Parent Satisfaction - 95% of surveys returned will be positive
- ◆ Staff Satisfaction - 95% of surveys returned will be positive
- ◆ Student Satisfaction - 95% of surveys returned will be positive



Our Ethos

Two Rocks Primary School is characterized by the principles of tolerance, acceptance and respect not only of ourselves but also of each other, irrespective of gender, culture, age or background. This is further characterized by a high respect for endeavor, intellectual and sport activities incorporating a sense of social responsibility both in school and the wider community.



Our Focus

- ◆ Ensure that there is a consistent approach across the school in all areas.
- ◆ Ensure that the tools for transference of knowledge are effectively taught in all classes.
- ◆ Ensure that all classes engage the students in Warm-Ups for Literacy and Mathematics.
- ◆ Ensure that all teachers are utilising a range of Instructional Strategies to increase students higher order thinking skills.
- ◆ Ensure High Expectations are standard for all students and staff.

Our Goals

- ◆ To ensure that education is inclusive of all students and caters for students' specific needs and that students are provided with the appropriate learning experiences that will enable them to achieve the highest standard of learning possible.
- ◆ To ensure that the learning environment is supportive, that students feel challenged and able to take risks with their learning enabling them to achieve the highest standards possible.
- ◆ To provide students with the values and understandings necessary for active participation in life in Australia.
- ◆ To use valid, comprehensive, educative assessments to enhance students' learning and provide direction for future planning.
- ◆ To encourage community participation in the school ensuring that parents feel supported and part of the learning process.



The RICHES of Two Rocks P.S.

OUR CORE VALUES

RESPECT
INNOVATION
CONSISTENCY
HIGH
EXPECTATIONS
SUPPORT



Excellence in Explicit Teaching

"In my role I visit classes, coach teachers, provide advice and present at Curriculum Days. Two Rocks is one of the very best schools that I work with across Australia. The ongoing development of the school in terms of continuous improvement is outstanding. So much so that it is one of the schools I recommend to other schools to visit."

John Fleming

Director—Haileybury Institute

"We are so very privileged to have three children in Two Rocks Primary School with staff that strive above and beyond their roles and duties, bringing education with care and enthusiasm to all students, ensuring these children all reach their full potential."

TRPS Parent

"Under the outstanding leadership of our principal Mrs Wildish, we have an innovative cutting edge education program and a team of passionate teachers that excel in their absolute commitment to the education of the students at this school. Without exception, the school staff go above and beyond the call of duty."

Laura Gray - Chair of the Board



"TRPS has a diversity of students and this is celebrated and treated as the gift that it is. With children from many walks of life, varying cultures and backgrounds, the school could easily feel disjointed and segregated but thanks to the efforts of the staff the school instead feels like a unique pearl in Perth's far northern suburbs."

TRPS Parent

"I would put Two Rocks P.S. efforts as a school team in the top 1% of all the schools I have worked with. Teachers focus their time on learning. Efficient use of time really stands out as does students being actively involved in learning, clearly students feel safe and their voices are respected and valued. I know if I were a parentI'd want my children in your school."

Professor Barrie Bennett

*Associate Professor
University of Toronto
Ontario Institute for
Studies in Education*



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I have been visiting Two Rocks Primary School in my role as an educational consultant for the Haileybury Institute for the last six years. I visit schools across Australia and this gives me insight into how schools are performing across the nation. I have witnessed significant growth in the delivery of evidence based curriculum at Two Rocks over this time. I am exceptionally impressed with the strategic manner in which the school has systematically implemented highly effective practice. Students achievement and focus has increased considerably.

John Fleming



SCHOOL CREED

**At Two Rocks by the sea
the waves of contentment
surround us.**

**King Neptune watches over
us
as we learn to succeed.**

**Conducting ourselves
respectfully as we strive to
achieve.**

**Thankful to be in Australia
where we can be peaceful
and free to believe.**



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