

Lancelin Primary School



Business Plan
2020 - 2023

Who are we?

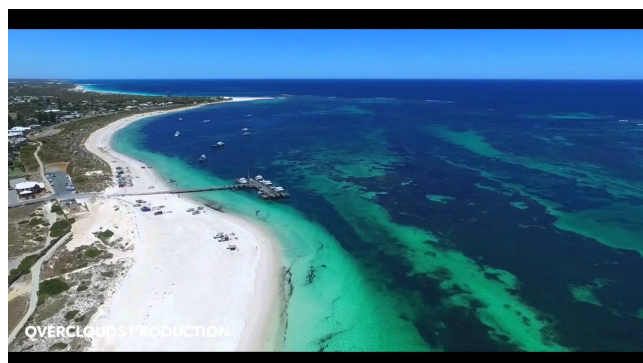
Lancelin is a coastal town, 120 kms north of Perth. The Lancelin Community services the local rock lobster fishing industry as well as being a tourist hub. With the pristine ocean on one side and the stunning sand dunes on the other it truly is a magical place to call home.

Lancelin Primary School is located in a unique environment where students are able to live in relaxed surrounds of a close knit community while being just one hour from Joondalup.

Lancelin was gazetted in 1950 and was originally called Wangaree, the Yued name for fish, but was renamed in 1953 after a request from the Gingin Shire Board. The name Lancelin originated from nearby Lancelin Island which was named after PJ Lancelin, the Scientific writer in 1801.

The area was originally a camping holiday place through out the 1940's and holiday shacks were built at this time. Interest in the area grew however due to Rock Lobster and it was designated as a possible port to support this industry.

Lancelin Primary School's intake area includes the neighbouring towns of Ledge Point and Seabird, as well as Nilgen, Seaview and Redfield communities. We have 78 students from Kindergarten to Year 6. Many of our students reside in Lancelin but an increasing number of students come from the surrounding areas by bus each day.



Our Vision

Lancelin Primary School provides an inclusive learning environment that inspires and empowers our school community to become lifelong learners.

Our Motto

Fly High ... See Far

Encourages all students to strive to reach their full potential.

Our Logo

The windsurfer reflects our motto of Fly High... See Far and also reflects our proximity to the Indian Ocean.

The windsurfer logo represents Lancelin Primary school as Lancelin as hosts the Ocean Classic worldwide windsurfer race every year.



Our Beliefs about teaching and learning

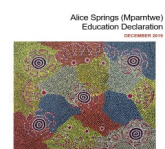
- Learning takes place in an enjoyable environment.
- Children learn in an environment that is safe, secure and stimulating.
- Providing a challenging environment with motivation, trust and respect children will become risk takers.
- Learning occurs best through intrinsic learning where children are responsible for their own progress.
- Play based learning is evident in the Early Childhood setting along with evidence based teaching and learning practices.
- Children learn best when they are engaged in a stimulating, interactive learning environment with minimal interruptions.
- Children learn best when there is a well planned, time managed programme.
- Children learn best when they are adequately resourced.
- Strong parent, teacher and student relationships are vital in developing an optimum learning environment.
- Children learn best when they have opportunities to collaborate with peers.
- Children learn best when we accommodate differences between learners and learning styles.

Our Planning Process

Our school planning structure is focused on the DoE Strategic and Operational Plans. Our Business Plan is our overarching plan, where our Operational plan is our Year by year breakdown.

System Priorities

(2020 - 2024)



Bush 2 Beach Network Plan

(2020 - 2023)



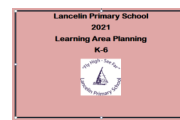
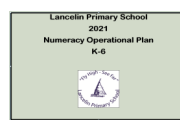
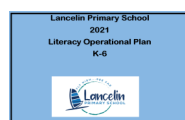
School Priorities

Business Plan (2020 - 2023)



Whole School Planning

Operational Plan (yearly)



Year level /Classroom Planning

Teacher driven
Curriculum based

Provide every student with a pathway to a successful future

What we will do:

Ensure effective implementation of the Western Australian curriculum in all classrooms.

Implement age appropriate and targeted evidence based instruction programs in Literacy.

Implement age appropriate and targeted evidence based instruction programs in Numeracy.

Identify the needs of individual students through standardised testing and baseline assessment to analyse performance and set teaching and learning goals in Literacy and Numeracy.

Cater for the academic needs of all students, no matter what their starting point within their year level.

Ensure Early Childhood Education remains a High Priority area in our school.

Ensure that STEM continues to be catered for throughout our classrooms.

What you will see:

- Students engaged in relevant, interesting lessons that build on previous knowledge and understandings.
- Teachers collaboratively plan, deliver and assess all curriculum requirements.
- Specialist teaching staff for The Arts, Science and STEM.

- Whole School implementation of evidence programs to support oral language, phonological awareness, synthetic phonics, spelling, reading and writing.
- Dedicated Literacy blocks in every classroom every day.

- Whole School implementation of evidence programs to support number skills, mathematical language, manipulatives, abstract representations and problem solving
- Dedicated Numeracy blocks in every classroom every day.

- Whole school diagnostic assessment strategies completed in Term 1. (baseline testing)
- Growth comparison assessments completed Term 4 (repeat baseline testing)
- Ongoing teacher assessments conducted throughout the year.
- Moderation tasks completed each term.

- Individual Education Planning/ Group Educational Planning.
- Early Intervention Programme
- SEN reporting.
- Extension activities provided

- High quality learning experiences, with intentional learning goals that are responsive to student needs and community expectations
- Early Childhood staff using the National Quality Standards Framework to self assess and use a reflective approach for continuous improvement.
- Focus on Play based learning

- Incorporating STEM throughout classrooms, and through the Science Specialist role.

Strengthen support for teaching and learning excellence in every classroom

What we will do:

Articulate high expectations and standards of teacher performance based on AiTSL Australian Professional Standards for Teachers

Employ a continuous professional learning cycle that targets School initiatives and focus areas.

Develop evaluative practices to diagnose the impact of teaching and plan for adapting interventions across the curriculum.

Ensure School leadership drives a focus on high expectations of individual student achievement and maximises student outcomes.

Ensure that School Leadership enables opportunities and conditions for aspiring School Leaders.

What you will see:

- Teachers actively using the AiTSL Standards to reflect, evaluate and improve their practice to meet the needs of their students.
- Teachers utilise the AiTSL Standards as a baseline for their Performance Development
- Ensure staff input, during the consulting and development phase of the School Business and Operational Plans each year.

- Encourage staff to select and engage in Professional Learning to build their knowledge, being able to disseminate this information to their colleagues through Staff meetings.
- Review whole school practices each term.
- Allow for moderation and networking opportunities with cluster schools at least once each semester.
- Early Childhood educators to complete the NQS audit and QIP each year. (term 2)

- Teachers to collect and discuss data as a whole school each term.
- Teachers receiving regular, informative feedback from their Line manager in semester one, moving to peer evaluation by the end of semester two.
- Develop the notion of a "critical friend" as part of the Performance Development process.

- School leaders facilitate reflective conversations with teachers about their classroom practice.
- Offer opportunities for teacher to observe effective practice.
- Principal in classroom regularly with teachers and students.

- Staff experience and expertise developed and utilised to best support students, and to assist teachers with their practice.
- Distributed leadership opportunities for aspiring staff
- Staff to be aware of the Schools Financial capabilities.
- * The use of the schools financial and physical resources targeted to improve student outcomes.

Build the capabilities of our Principal, our Teachers and our Allied Professionals

What we will do:

Build respectful and trusting teacher - student relationships in every classroom.

Establish positive behaviour program that encourage respect, responsibility and resilience.

Continue to move towards cultural responsiveness as guided by the Department's Aboriginal Cultural Standards Framework.

Work closely with our feeder High Schools to strengthen transition for outgoing Lancelin Primary Students.

Developing a healthy mindset for all students and staff at our school.

Embed a high care culture for staff throughout the school

What you will see:

- Teachers who show a genuine interest in their students and demonstrate an understanding of students' personal situations and needs.
- Students who feel comfortable and engage in learning because they feel valued and have a sense of belonging.

- Cool to be Kind and Instant rewards given out at weekly assemblies.
- Good standing Policy with wristbands and end of term rewards
- Student council given additional responsibilities around the school
- Student council led assemblies.
- Student Council participate in school decision making.

- Collaborative relationships between staff, Aboriginal students and their families and communities.
- A developing awareness through the HASS curriculum of Aboriginal communities and their history.
- Staff to participate in ACSF Professional Learning.

- Continue to participate in the High School transition program for Gingin DHS and Yanchep Secondary College in term 2, 3 and 4.
- Participate in opportunities during School Development days to pair with staff from Gingin DHS and Yanchep Secondary College to further strengthen ties between primary and high school.
- Principal to report back from cluster meetings twice a term

- Breakfast club
- Crunch and Sip
- Daily Fitness
- Sun safe school
- Nature Play

- All new staff are provided with a thorough induction process.
- Opportunities for staff to access appropriate services to promote their health and wellbeing.
- Opportunities for staff to engage socially with events organised by the staff.
- Opportunities for staff to engage with cluster schools.

Use evidence to drive decision making at all levels, supporting increased autonomy within a unified public system

What we will do:

Use data and evidence to ensure decisions are made in the best interests of students' educational opportunities.

Use student performance data to plan for improvement across groups of schools

Set aspirational targets for retention and attendance of students.

Use data , including student voice, to examine the impact of teaching

What you will see:

- First term assessments of student's current capabilities, discussion of previous implementation of strategies, and discussions and plan writing to establish moving the student forward.
- One early close meeting each term to discuss student profiles, intervention and extension opportunities and growth between terms.
- Implementation of SEN planning for at risk students.

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- Complete standardised testing data at the beginning and end of the year to calculate student growth.
 - Complete moderation tasks each term at a school level to assist in planning for student capabilities
 - Use PAT assessment data to complete moderation at a network level (Bush to Beach Network)

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- Whole school attendance records through Integris monitoring daily attendance.
 - Identification of students at risk and contact with parent via letter to explain ramifications of low attendance.
 - Attendance awards for 100% attendance at the end of each term.
 - Discuss an attendance plan directly with the student and work to develop a plan for attendance .

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- Complete yearly surveys for teaching staff and parents and assess results to gain a picture of overall satisfaction.
 - Implement a student survey in 2020 onwards to gain a understanding of students view of teaching and learning.
 - Move to an app based survey from 2022 onwards
 - Give the student council opportunities to be on the School Council to be part of the decision making process at LPS.
 - Involve the Student Council in Shire led meetings to see the implementations of decisions and the impact on the larger community.
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Partner with families, communities and agencies to support the engagement of every student

What we will do:

Continue to strengthen the relationship between school staff and parents to create a shared understanding of individual student progress.

Communicate professionally and regularly to inform our parents and the school community

Provide a variety of opportunities for families to engage with the school community

Continue our strong connections with community groups and associations

What you will see:

- Teachers communicating with parents professionally, regularly and at point of need about their child's social/ emotional development and academic progress
- Parents engaging with staff to ensure the relationship between home and school is conducive to student success.
- Ensure attendance percentage is maintained through parent contact.

High quality communication with parents through

- Lancelin Primary School Face Book page
- Lancelin Primary School fortnightly newsletter
- School website
- Seesaw
- MSGU message service

- Weekly assemblies
- Monthly assemblies
- ANZAC service
- NAIDOC week activities
- End of Year concert and awards night
- Year 6 graduation
- Swimming, Cross Country, sport and Athletic carnivals
- School participation with the Monster Fete
- Parent involvement in our Fundraising days (one a term)
- Special Days

- Participation in the ANZAC Dawn Service with the RSL
- Participation with L.D.C.A.
- Recycling partnership with the Lancelin Lions.
- Associations with the Police, Fire and Ambulance services through carnivals and excursions.
- Choir representation at the CWA Christmas Carols
- Monthly article from the Principal and Student Council in the Coastal Courier.