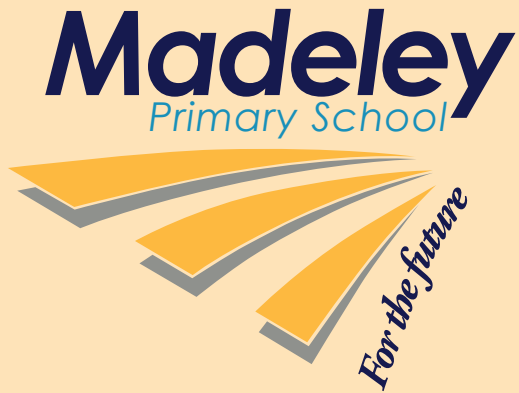


Business Plan.

2022-2024



OUR VISION

Courageous Learners, Caring People





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PRIORITY AREAS

Reading Number Well-being: Belonging



Madeley Primary

WHO WE ARE

Madeley Primary School opened in January 2009. It has an excellent reputation within the community and was among the first schools granted Independent Public School status in 2010.

Madeley has operated as part of the Ashdale Independent Public School cluster, which consists of the Ashdale Secondary College, Ashdale Primary School, Landsdale Primary School, Carnaby Rise Primary School and Madeley Primary School.

At the time that this plan was prepared there were 490 students enrolled from Kindergarten to Year 6. Our school falls within the Madeley/Wangara intake-area and is situated in the City of Wanneroo. A large proportion of the intake-area is industrial land.

The Index of Community Socio-Economic Advantage (ICSEA) is a scale which allows for fair and reasonable comparisons among schools, the average Australian ICSEA for schools is 1000. The higher the ICSEA value, the higher the level of educational advantage. Madeley Primary has an ICSEA value of 1057, which is the highest in our Ashdale Cluster. As a comparison, Mosman Park Primary has an ICSEA of 1108. In 2021, 32% of the students spoke English as their second language. There are over 42 different language backgrounds represented by students at Madeley Primary School. Attendance rates at the school are above the state average.

The school has developed a strong community spirit with valuable support from parents and local businesses, who have contributed to improvements of the school grounds and buildings, and the purchase of valuable resources to enhance student learning.

Our professional and committed staff have been merit selected. They are dedicated to building supportive and caring relationships with all students and the school community. A variety of specialist learning programs are offered, including Music, Visual Arts, Health and Physical Education, Science, Indonesian and Instrumental Music which promote and enhance student learning. Our students are developing 21st century skills and capabilities of communication, collaboration, creativity and critical thinking via access to computers, iPads, coding equipment and our One to One program.

At Madeley Primary School every child is valued. We nurture and support the whole child by building upon students' emotional wellbeing, along with their academic achievements. Our students are encouraged to think globally and appreciate diversity, which has created an environment where all students feel accepted, respected and valued.

Ashdale Cluster

A COLLABORATIVE PARTNERSHIP

Madeley Primary School, Landsdale Primary School, Ashdale Primary School, Carnaby Rise Primary School, Landsdale South Primary School (planning name) and Ashdale Secondary College seek to provide a learning environment focused on improving student achievement across the cluster.

As a collaborative partnership we have developed a shared identity, assisted by geographical proximity and a strong sense of collegiality in an inclusive community. As a cluster we have a common purpose, a joint vision for the improvement, attainment, achievement and progression of young people.

Ashdale Cluster has identified key strategies that each school will promote. These include:

- effective pedagogical practices
- the early years (0 – 5)
- cluster leadership and community partnerships
- common data collection and analysis
- Science, Technology, Engineering and Maths (STEM)

The Early Years

0-5 Years

Leadership

Leadership & Community Partnerships

STEM

Science, Technology, Engineering & Maths



Benefits of working together as an IPS cluster

The autonomy and flexibility provided by the IPS Initiative enable cluster schools to maximise standards and students' performance.

These benefits include:

- A common approach and shared commitment to the development and well-being of all K – 12 students.
- Pooling expertise and resources ensuring high quality programs and collaboration among students, staff and families.
- A focus on STEM learning across the cluster developing capabilities required by all students for jobs of the future.
- Strong transition programs that cater for the needs of individual students moving between primary and secondary school.



Targets

REPORTED EACH YEAR THROUGH THE ANNUAL REPORT

Priority Area Reading

Madeley's student achievement NAPLAN Reading Results are aligned to, or above like schools.

Progressive Achievement Test (PAT) Reading results are aligned to, or above the National mean score.

80% of students completing the Fountas & Pinnel (F&P) Reading Assessment, will progress at or above the expected twelve month progression rates as outlined below.

- Levels A- K: 4 levels of progression
- Levels L-W: 3 levels of progression
- Levels X-Z : 2 levels of progression

Priority Area Numeracy

Madeley's student achievement NAPLAN Numeracy Results are aligned to, or above like schools.

95% of Year 1 to Year 3 students will achieve within the 'normal to high range' of the Westwood One Minute test for addition and subtraction.

90% of Year 4 to Year 6 students will achieve within the 'normal to high range' of the Westwood One Minute test for multiplication and division.

80%

F&P progression levels

NAPLAN

Aligned to, or above like schools

95%

WestWood Addition & Subtraction

Priority Area Well-being: Belonging

Maintain attendance rates of 92% or above in each year level in the compulsory years of schooling (PP-6).

80% of students in Years 4, 5 and 6 completing the Well-being & Engagement Census (WBEC), will report medium to high levels of well-being in each of the following areas.

- Feel connected and valued at their school
- Feel that they belong to a social group
- Feel connected to adults at the school



Student Achievement and Progress

FOCUS	An Explicit Improvement Agenda	Differentiated Teaching and learning	Teaching Excellence
STRATEGIES	<ul style="list-style-type: none"> Professional Learning Communities are structured to enhance collective teacher efficacy and support school improvement. Collaborative planning, programming and assessment processes are in place to collectively enhance the achievement of common outcomes. Accountability and academic rigour are evident through collaborative planning, whole school assessment and moderation processes. Curriculum leaders work with teachers to strengthen their impact on student outcomes. Continue to engage in peer observation and feedback processes. 	<ul style="list-style-type: none"> Ongoing analysis of data to identify achievement, progress, strengths and weaknesses to differentiate teaching and learning programs, e.g. catering for high and low achieving students. Teachers use a repertoire of teaching strategies to cater for the diverse learning needs of students. Teachers identify student capabilities through data analysis and determine achievable goals. Teachers create learning environments that are engaging, challenging and supportive. Teachers provide timely and effective feedback to students, enabling them to be part of their goal setting process. 	<ul style="list-style-type: none"> Leadership team drives an explicit improvement agenda, reinforced by evidenced based research. Continue to embed and consolidate whole school approaches to teaching Literacy and Numeracy. Use Madeley's LEARN Model of Instruction as the standard for all lesson design. Purposeful curriculum and assessment planning ensures that what is taught, learnt, assessed and reported on, is clear and aligned. Plans are reviewed regularly to inform future planning, teaching, learning and assessment. Classroom planning is informed by Madeley's Business Plan and Operational Plans. Continue to select, analyse and act on evidence that demonstrates the most effective impact on student performance. Continue to enhance data literacy of staff.
EVIDENCE	<ul style="list-style-type: none"> School and system assessment data analysis, including NAPLAN, On-Entry, SOCS and PAT Business Plan Targets Performance Development Alignment between grade allocation data and NAPLAN Collaborative team meeting minutes Table Talk Curriculum Operational Plans Madeley Assessment Schedule 	<ul style="list-style-type: none"> MultiLit data PAT, On-Entry and SOCS data Madeley's Effective Teacher Jigsaw NAPLAN 	<ul style="list-style-type: none"> Teacher Self Assessment Tool (AITSL) Madeley's Effective Teacher Jigsaw Table Talk within priority areas Performance Development

Teaching Quality

FOCUS	Professional Learning Communities	Culture of High Standards and Expectations	Effective Evidence Based Pedagogical Practices
STRATEGIES	<ul style="list-style-type: none"> Continued development of peer observation and feedback processes, inclusive of Walk Throughs. Performance development of teachers conducted on a biannual basis. PLC groups engage in evidence based professional learning opportunities which highlight best practice in teaching, learning and assessment. Curriculum leaders share their expertise with staff to build knowledge and capacity in priority curriculum areas. Scheduled meetings reflect Business Plan priorities. Year level leaders engage in collaboration and professional dialogue through the structure of Table Talk. 	<ul style="list-style-type: none"> A culture of continuous professional improvement is evident through a commitment to Madeley's Assessment Schedule, collaborative team meetings, critical self-reflection, professional learning and moderation processes. There is a strong focus on high quality learning experiences, showing differentiation to cater for the learning needs of all students. Teachers have high expectations of all students and set high standards for the quality of work expected. The school promotes and maintains an environment reflective of its high expectation that all students will make year on year progress. Impact Coaching is used to structure coaching sessions. All staff set and maintain high expectations for students and one another in adherence with the Madeley Way and Effective Teacher documents. 	<ul style="list-style-type: none"> Identify, understand and implement effective pedagogical practices that align with the Business Plan. Teachers are committed to the implementation of whole school practices e.g. instructional strategies, high impact teaching strategies, Gradual Release of Responsibility model and LEARN model. Best practice in Early Childhood Education forms the foundation of the Early Years program, including a balanced approach between play based and explicit teaching. Whole school approaches to teaching Literacy and Numeracy are embedded in classroom programs and are linked to Business and Operational Plans. Teachers continue to build and embed their data literacy skills to effectively inform planning and differentiation. Technology is embedded into the curriculum to enhance learning experiences and prepare students for the future.
EVIDENCE	<ul style="list-style-type: none"> Performance Development Meeting agendas Collaborative, year level PLC meeting agenda & term calendar Peer Observation Table Talk 	<ul style="list-style-type: none"> Performance Development Moderation Processes Madeley Assessment Schedule Impact Coaching cycle Teacher planning documents CORE Values 	<ul style="list-style-type: none"> Madeley Focus document LEARN Model Table Talk National Quality Standards Framework Operational Plans 1:1 Program

Learning Environment

FOCUS	Health and Well-being	Intervention	Cultural & Environmental Awareness
STRATEGIES	<ul style="list-style-type: none"> • Student health and well-being is enhanced through implementation of evidence-based mental health programs e.g. Smiling Mind, You Can Do It. • Life Raft values are embedded in classroom teaching and within mini assemblies and Play is The Way activities. • Buddy clubs are provided at break times to support students with social and emotional needs. • A Health & Safety Officer is nominated to support the school's implementation of best practice in OSH. • The Mental Health Action Team continue to monitor the effectiveness of whole school health and wellbeing programs and initiatives. • Staff develop individual self-care plans, encouraging the promotion of positive health and wellbeing. • A Workload Advisory Committee is maintained to address workload issues where required. 	<ul style="list-style-type: none"> • Reflect upon and enhance the annual handover model through focused SAER meetings between classroom teachers, the SAER coordinator and the school psychologist. • Clear processes are in place for early identification and support of Students at Educational Risk, managed by the Student Services Team. • Evidence based intervention programs are provided for identified students e.g. MiniLit and MaqLit. • Identified students access EYES and PEAC enrichment programs. • School Chaplain provides social and emotional support to identified students. • Students whose attendance is categorised as severely at risk are supported through an attendance action plan. • EAL/D Progress Maps are used to plan, monitor and report on identified EAL/D students. • Madeley's SEN leaders support teachers to develop and report on documented plans using the SEN planning tool and ABLEWA. 	<ul style="list-style-type: none"> • Contextual implementation of the Aboriginal Cultural Standards Framework. • The Aboriginal Cultural Standards (ACS) team lead the implementation of the Aboriginal Cultural Standards Framework and three-year change model. • Sustainability practices and processes are implemented and evident throughout the school. • A whole school approach is committed to reducing our environmental footprint. • All classes are actively involved in sustainability initiatives. • Sustainability student leaders implement sustainability initiatives.
EVIDENCE	<ul style="list-style-type: none"> • National School Survey Data • Year 5 National Engagement & Well-being Survey data • AEDC data • Positive Education Policy • Buddy clubs • Staff self-care plans • ABE data 	<ul style="list-style-type: none"> • Attendance data • Multi-Lit Program • MPS Intervention Policy • SEN reports • Student Services Team (School Psychologist, Student Services Deputy and Principal) 	<ul style="list-style-type: none"> • ACS three-year plan • PALS Grant • Days of recognition and education built into term calendar • Sustainable Garden & Nature Play Garden • Sustainability Captains & Green Teams • Waste audits • Recycling stations

Leadership

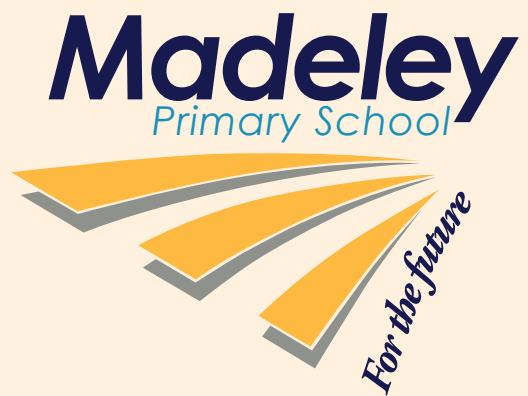
FOCUS	High Standards and Professional Improvement	Strategic Leadership	Professional Responsibility and Conduct
STRATEGIES	<ul style="list-style-type: none"> Teachers are provided with open, honest and targeted feedback through lesson observations, walk throughs and performance development processes. Feedback is directly aligned to AITSL Standards for Teachers, school priorities and teacher impact. The leadership team keeps up to date with effective teaching practices and shares this knowledge with staff to promote school improvement. School leaders create regular, planned opportunities for teachers to work collaboratively in order to meet school priorities and build capacity in one another. Teachers and school leaders place a high priority on their ongoing professional learning. A high priority is placed on a school-wide self-reflective culture, which is focused on improving teaching practices and student outcomes. The leadership team embeds a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics within the school. 	<ul style="list-style-type: none"> Extended leadership team completes professional learning to further their understanding of how to lead school improvements. School leaders provide professional learning opportunities that support career/leadership development within the school and cluster. Teacher expertise is shared through collaborative meetings, mentoring and coaching to encourage ongoing staff development. Teacher leaders work shoulder to shoulder with teachers to build professional knowledge and understandings. Aspirant leaders are provided with leadership opportunities and support to meet the requirements of promotional and leadership roles. The school leadership team provides opportunities to share expertise at a school and cluster level. Priority curriculum teams develop three-year change models to strategically plan for improvement. Student leaders are supported to fulfil their expectations and duties. Madeley embraces a distributed leadership model. 	<ul style="list-style-type: none"> There is a high priority placed on developing and upholding a professional culture, characterised by Madeley's CORE values. Staff model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community. Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working collaboratively, learning from each others' practice. School leaders and teachers ensure assessment data drives classroom planning, focused on improving student outcomes. Build capacity of the Extended Leadership team to drive the school improvement agenda by enhancing their knowledge of contemporary research and best practice.
EVIDENCE	<ul style="list-style-type: none"> Annual professional learning agenda PLC meeting agenda & minutes linked to Table Talk priorities Peer observation Coaching & mentoring 	<ul style="list-style-type: none"> Business Plans Leadership structures Operational Plans Three-year change models Student leadership statement of expectation and duties Future Leaders Framework 	<ul style="list-style-type: none"> Performance Development Process and AITSL Self Reflections Meeting norms National Quality Standard Framework CORE Values Effective Teacher Jigsaw

Use of Resources

FOCUS	Targeted Use of Resources	Compliance & Strategic Planning
STRATEGIES	<ul style="list-style-type: none"> • Allocation of resourcing is driven by the Business Plan. • Evidence-based support programs and approaches are implemented to enhance outcomes for students requiring additional or specialist intervention. • Planning for the effective use of resources is based on the analysis of student performance data, systemic directions, feedback and contemporary research. • The P&C work in partnership with the Principal and school to ensure funds are used to provide resources and facilities that meet the school priorities. • Learning spaces are enhanced to foster critical thinking and improve student outcomes. • Investment in school facilities, fittings and grounds is directed towards creating an environment that is safe, welcoming and adaptable to the changing needs of the students. • Curriculum leaders work with teachers to strengthen their impact on student outcomes. • The school provides significant funding for infrastructure, ICT and STEM equipment to support student learning. 	<ul style="list-style-type: none"> • The Principal will ensure that annual finance and governance compliance measures are met. • The Principal and School Board are committed to meeting the accountabilities within our Statement of Expectation document and Annual Funding Agreement. • A strong and effective School Board is maintained to provide governance and to support school and cluster priorities. • Relevant staff engage in professional development to enable best practice in financial management. • The Manager of Corporate Services and Principal will engage the Department's School Financial Management and Support team to build capacity and ensure compliance. • The Principal strategically plans for future staffing needs through the Workforce Plan.
EVIDENCE	<ul style="list-style-type: none"> • Curriculum leaders • Multi-Lit program • Infrastructure, ICT & STEM equipment • P&C contributions • School budget • Operational & Business Plans 	<ul style="list-style-type: none"> • School Board • School budget • Workforce plan

Relationships and Partnerships

FOCUS	High Standards and Professional Improvement	Cluster	Wider Community
STRATEGIES	<ul style="list-style-type: none"> Parents are viewed and treated as partners in the promotion of students' learning and wellbeing. A highly functional School Board is comprised of engaged, committed members. P&C work in partnership with the school to ensure funds raised are used to provide resources and facilities that meet the school's priorities. The community values Madeley Primary School. Members respectfully use and care for accessible facilities. Event-based opportunities that engage and recognise our students and school are celebrated. Provision of information sessions to engage parents and community on topics relevant to school, student and community needs. Student voice is valued in decision making processes. Provide comprehensive transition initiatives for the 0-5 year olds. Madeley hosts a community playgroup to nurture and welcome families of pre-schooling years. Nurture existing partnerships with local daycare providers. 	<ul style="list-style-type: none"> Strong relationships are established and strengthened with cluster schools. Maintain and nurture existing partnerships with Ashdale Secondary College to support a seamless transition from Primary School to Secondary School. Support student cluster leadership programs. Strengthen relationships, provide leadership opportunities and build teacher capacity through cluster Phase of Learning Team (POLT) meetings. Continue to promote and adhere to the Ashdale Cluster Strategic Plan initiatives. Current initiatives include: <ul style="list-style-type: none"> Effective pedagogical practices The Early Years (0-5) Cluster Leadership and Community Partnerships Common data collection and cluster professional development STEM. 	<ul style="list-style-type: none"> Celebrate school successes through a variety of mediums. Provide informal opportunities for parents and community engagement through social events, community evenings and P&C initiatives. Build community and citizenship for students through engagement with wider community initiatives. The school identifies potential community partners on the basis of their capacity to contribute to improved student achievement and/or wellbeing.
EVIDENCE	<ul style="list-style-type: none"> School Board National School Survey Data School events Madeley Playgroup Madeley's Transition Overview, 0-5 years 	<ul style="list-style-type: none"> Cluster Strategic Plan Cluster Phase of Learning Team annual plan Secondary College transition 	<ul style="list-style-type: none"> School and P&C events Public relations and marketing Community partnerships



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