



Rockingham Lakes Primary School Business Plan 2021-2023

Vision Statement

We are an inclusive community environment for students where values and the unique talents of each individual are nurtured and where excellence is encouraged.

Moral Purpose

Inspiring and nurturing life-long learners.



Our School Community

Rockingham Lakes Primary school, located in Port Kennedy, caters for nearly 500 students from Kindergarten to Year 6. Our school opened in 2002 and shares a site with the Peel Language Development School (PLDS).

Students from our school come from a wide range of demographics, representing over 12 different birth countries, a small percentage of Aboriginal students, and an Index of Community Socio-Education Advantage (ICSEA) of 974 (national average is 1000).

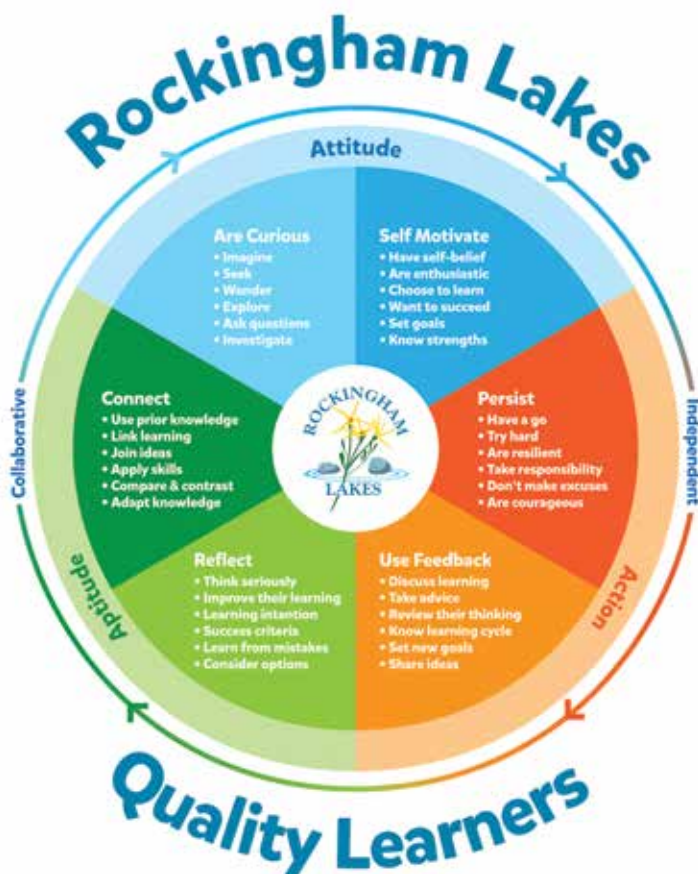
Along with our focus on academic achievement, we value our pastoral care processes. We focus on promoting wellbeing initiatives that educate, support members of our school community and prevent undesirable behaviours to maintain our safe and supportive school environment. There is a strong commitment to collaboration across the school, maintaining an environment where students, parents and staff feel connected, supported and able to live up to our motto of 'Be Proud'.

Visible Learning

Visible learning involves teachers seeing learning through the eyes of students; and students seeing teaching as the key to their ongoing learning. The key message of the Visible Learning approach is that teachers and leaders need to be continually aware of the impact they are having on their students and from the evidence of this impact, they need to make decisions about changing approaches.

Learner Qualities

At Rockingham Lakes Primary School we are committed to supporting our students to develop our Learner Qualities.



Targets

- Achievement across all NAPLAN assessments to be similar to, or above, like schools.
- Progress across all NAPLAN assessments to be similar to, or above, like schools.
- Student and staff wellbeing data shows improvement.
- Increase engagement with and improve results on the annual Parent National School Opinion survey.
- Improve School Board Self-Assessment survey results.
- Provide increased opportunities for students to co-design, contribute and provide feedback in relation to their education and school environment.
- Increase the number of collaborative partnerships within and outside our school community that support student learning and wellbeing.



Our Plan

This plan (2021-2023) was developed in collaboration with the staff and community of our school. It is the guiding document to inform our decision making, resources and priorities for the next three years. It is supported by Strategic and Operational plans which provide the link and detail on how this Business Plan will be enacted within our classrooms, for our students.

School Focus Area	Electronic School Assessment Tool domains	System Priorities Every student, every classroom, every day.
Positive Learning Environment	Use of Resources Learning Environment Leadership	Build the capability of our principals, our teachers and our allied professionals. Support increased school autonomy within a unified public school system.
High Quality Teaching and Learning	Teaching Quality Student Achievement and Progress	Provide every student with a pathway to a successful future. Strengthen support for teaching and learning excellence in every classroom. Use evidence to drive decision-making at all levels of the system.
Strong and sustainable partnerships	Relationships and Partnerships	Partner with families, communities and agencies to support the engagement of every student.

Focus Area: Positive Learning Environment

Guiding Principles	Actions
1. Building a supportive environment prioritising staff and student wellbeing.	1.1 Embed the teaching and learning of social and emotional development across all year levels. 1.2 Create and embed staff wellbeing initiatives. 1.3 Ensure a consistent whole school approach to positive behaviour.
2. Student Agency and voice	2.1 Promote and embed the BE PROUD initiative. 2.2 Educators promote students as co-creators of their learning and environment. 2.3 Students are provided with authentic leadership opportunities. 2.4 Educators use real world contexts and problems to engage students in their understanding. 2.5 Educators ensure a balance between Play Based and Explicit teaching strategies are used across the school.
3. Resourcing key priorities	3.1 Human and financial resources are prioritised to key focus areas. 3.2 Planned and coordinated development of ICT infrastructure to ensure our school meets the needs of current and future students.
4. Ensuring every student achieves	4.1 Students at Educational Risk (SAER) have access to appropriate intervention through a case management approach. At RLPS, SAER students are those identified as not meeting their academic potential.
5. Ensuring the school is well led.	5.1 There are authentic opportunities for leadership. 5.2 Leadership is distributed and supportive. 5.3 Support is provided to ensure a continuous improvement agenda.

Focus Area: High Quality Teaching and Learning

Guiding Principles	Actions
6. Curriculum planning engages and challenges all students.	6.1 Educators differentiate the curriculum using the RLPS lesson design. 6.2 Educators cater for culturally appropriate perspectives within lesson design 6.3 Educators provide opportunities for all students to demonstrate a deep understanding of their knowledge and skill.
7. Embedding High quality teaching through Visible Learning practices and whole school approaches.	7.1 Educators engage with the Impact coaching model to enhance and provide consistency in curriculum delivery. 7.2 Educators will ensure a consistent approach through collaboration, moderation and reflection. 7.3 Solid Induction process to include RLPS Non-negotiables.
8. Assessment practices and feedback inform teaching and learning	8.1 Educators use and analyse agreed assessment tools with a focus on improved teacher impact and student achievement. 8.2 Educators engage in data driven Professional Learning Communities to collaborate, focusing on understanding student progress and improve teaching practice by, taking advantage of their combined skills and experience.

Focus Area: Strong and Sustainable Partnerships

Guiding Principles	Actions
9. Build external partnerships and improve collaboration to assist in addressing students' needs	9.1 Utilise different delivery platforms for the parent survey to increase engagement. 9.2 Continue to engage with the RLPS Parents & Citizens Association. 9.3 Look for opportunities to engage with community organisations to enhance teaching and learning.
10. Communication with and within the school community	10.1 Recognise and include PLDS as an integrated site. 10.2 Develop and embed a Reconciliation Action Plan. 10.3 Staff-student relationships are respectful and provide a foundation for addressing students' needs and successes. 10.4 Staff establish open and sustained communication with parents and carers. 10.5 Good school governance is visible through an effective and well informed RLPS School Board.



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