

Useless Loop
primary school

Useless Loop Primary School

2022 - 2024 Business Plan

Our Vision

We provide a welcoming environment, an innovative and supportive education to ensure students attending Useless Loop Primary School will have the academic and social skills to be successful in any learning environment, whilst experiencing excellence in teaching and learning.

The four priority areas of 'Pathways to Student Success', 'Excellence in Teaching and Learning', 'Positive School Culture' and 'Positive Partnerships and Relationships' drive our curriculum delivery, communications, resourcing and professional development. Working alongside the Department of Education's 'Building on Strength' Strategic Plan 2020-2024, we ensure that we are focused on the names, numbers and needs of every student at Useless Loop Primary School.

Our teaching beliefs

-  We encourage our students to have high expectations, do their personal best and be respectful, responsible and resilient members of our community.
-  We create an environment which provides a balance between students' academic, physical, and emotional needs.
-  We support our students to be life-long learners.
-  We actively monitor students' performance through a variety of methods. These include academic (NAPLAN, PAT), non-academic (attendance), student wellbeing (surveys) and governance (operational plans).
-  We engage with learning through evidence-based practise and continually develop and refine our knowledge and skills.



Targets

ACADEMIC TARGETS

- 85% of students will achieve results in all NAPLAN tests at or above WA expected level.
- 90% of students to be achieving Stanine 5 or above in each year level on ACER Progressive Achievement Tests (PAT) Reading Comprehension, Grammar, Numeracy.
- 100% of students can articulate what they are learning and identify the learning goals .
- 95% or above of students in Years 1-6 demonstrate progress across PAT cycles.
- Annually, NAPLAN spelling achievement will exceed like schools for:

1.1 Year 3 and Year 5

- The percentage of Year 3 and 5 students achieving good and excellent achievement in NAPLAN reading to match like schools in 2024.
- By 2024, 90% of students identified as being at educational risk in Reading in Pre-primary On-Entry Literacy assessment (i.e. achieving at or below 450 progression point) achieve above the NAPLAN minimum standard for Reading in Year 3.
- 90% of students who are below the NAPLAN national minimum standard for Reading in Year 3 achieve above the NAPLAN minimum standard for Reading in Year 5.
- By 2024, the NAPLAN Numeracy achievement will exceed like schools for Year 3 and 5.

NON ACADEMIC TARGETS

- Maintain attendance rate of 92% or better.
- Maintain an overall satisfaction rating of 90% or better in the biannual National Schools Opinion Surveys (Parent).
- Develop student surveys for feedback to educators on performance and classroom culture.
- Continue an increase in diversity of decision making.
- SAER- all students identified as needing intervention have a documented IEP and are part of the intervention programme.
- Relationships – maintain the positive culture of the school and continue to build relationships with parents and the wider community.

MEASURING SUCCESS

- NAPLAN, On Entry and PAT data
- Students at Education Risk data analysis
- Classroom Observations
- Student Attendance Data
- National Schools Parent Opinion Survey
- Parent & Community engagement Data
- Teacher moderation and judgements
- School Annual Report

Priority Area 1: Successful Teaching and Learning

| WHAT WE WILL DO | WHAT YOU WILL SEE |
|---|--|
| <p>Implement age appropriate and targeted instruction in Literacy.</p> | <p>Evidence-based programs to support oral language, phonological awareness, phonics, reading, spelling and writing:</p> <ul style="list-style-type: none"> • Heggerty • Sounds Write • Spelling Mastery • Talk for Writing • Consistent, quality English instructional processes across K-6, including the structure of the Literacy Block. • Implement a developmentally appropriate, systematic approach to the teaching of Spelling (Years 3-6). • Build capacity through specialist support for educators in Spelling and Reading. • Implement a more effective reading assessment cycle to monitor progress and achievement in students. |
| <p>Implement age appropriate and targeted instruction in Numeracy.</p> | <p>Evidence-based programs to support mathematics knowledge and skills:</p> <ul style="list-style-type: none"> • Stepping Stones • New Wave Mental Maths • Think Tank (problem solving) • Consistent quality Mathematics instructional processes across K-6, including the structure of the Numeracy Block. • A whole school approach to developing fluency and automaticity of mental math strategies. • Continue to develop teacher knowledge and understanding of how to incorporate the skills of problem solving and reasoning into their Mathematics planning and delivery. • Deliberate integration of Mathematics across learning areas and within the school environment |

Priority Area 1: Successful Teaching and Learning

| WHAT WE WILL DO | WHAT YOU WILL SEE |
|---|--|
| <p>Cater for students' individual needs and strengths.</p> | <p>Supporting students' needs and strengths through:</p> <ul style="list-style-type: none"> • Individual Education Plans. • Interventions programs (Heggerty, Sounds Write, Bridge the Gap). • Early identification of students at risk. • Regular meetings between Administration, teachers, EAs to analyse data and discuss student progress. • Teachers identify and plan for a differentiated learning program using whole school and class assessments, that target students' needs with a particular focus on those students who identify as satisfactory achievement/ low progress. • Tier 2 and Tier 3 intervention students are identified, supported, and monitored. |
| <p>Utilise quality data to inform our teaching practices, programs and progress.</p> | <p>Scheduled school wide assessment data tracking through:</p> <ul style="list-style-type: none"> • NAPLAN • On Entry • PAT • Brightpath • Stepping Stones • Acadience • Surveys |
| <p>Encourage positive behaviour.</p> | <ul style="list-style-type: none"> • Students using respect, responsibility, and resilience to follow the Useless Loop Primary School Behaviour Matrix |



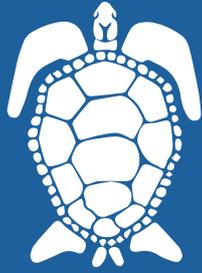
Priority Area 2: Relationships and Partnerships

| WHAT WE WILL DO | WHAT YOU WILL SEE |
|---|---|
| Nurture relationships between staff and school community. | <ul style="list-style-type: none"> Review feedback through surveys academic and non-academic activities. Feedback is acted upon with positive changes brought in at a school level. Build an explicit partnership with external intervention agencies. Opportunities to build relationships with prospective families in our community, focussing on the 0-4 age group. |
| Promote, acknowledge, and celebrate school events and success. | <p>Open and clear communication through:</p> <ul style="list-style-type: none"> Dojo Newsletter Email Facebook Concert SBR Community Newsletter Assemblies twice a term Concert Special community events |
| Support students and families to achieve regular attendance updates. | <p>Bring awareness to parents of attendance data:</p> <ul style="list-style-type: none"> Promotion to families of the importance of re-considering in term vacations. Acknowledgement of excellent attendance. Meetings with parents. Letters home warning of students with at risk attendance. |
| Embracing parents as partners in their child's education. | <ul style="list-style-type: none"> Learning opportunities provided for parents based on community feedback and whole school priorities. Parent education of whole school priorities is provided in order to enhance the home-school partnership in learning. |

Priority Area 3: Effective Leadership

| WHAT WE WILL DO | WHAT YOU WILL SEE |
|--|---|
| Have an active P&C and School Council that is relevant and engaged. | <ul style="list-style-type: none"> Regular consultations - a meeting in Week 3 of every term. Visible dynamic decision making. |
| Utilise the Finance Committee. | <ul style="list-style-type: none"> A finance committee that is active in determining and distributing funding and contributions for identified and relevant needs. |
| Purposefully use Learning Area Coordinators. | <ul style="list-style-type: none"> Moderation and assessment. Collaboration. Resource allocation. |
| Honour inclusivity and diversity. | <ul style="list-style-type: none"> Celebrations of meaningful events and days (for example: Harmony Day, NAIDOC Week). A school culture where differences are valued and celebrated. |
| Pursue opportunistic as well as planned grant opportunities. | <ul style="list-style-type: none"> Strategically and actively pursue community funding and grants. Continue to maximise funding from Waste Sorted for sustainability projects. |
| School management. | <ul style="list-style-type: none"> Opportunities are created for aspiring leaders through the distributed leadership model. Develop a professional learning model based on the school improvement plan that cultivates passionate teachers. Administration staff to be highly trained and up to date with professional development and learning. Develop instructional leads and coaches within the school to develop Teach Well and explicit teaching. |





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