

2024 - 2026

BUSINESS PLAN



LEINSTER

COMMUNITY SCHOOL



Welcome from the Principal

At Leinster Community School it is our goal to embrace the school's motto of 'engage, challenge and succeed' and to build a collaborative positive school culture where we all believe that every child can and will succeed.

This Business Plan was created in collaboration with the whole staff, school board and school community.

In this Business Plan we will focus on:

- High Quality Teaching
- Engaging and Inclusive Learning Environment
- Community Partnerships.

This plan will take us to the next school review, and it outlines our commitment to high quality, effective teaching that will lead to strong positive learning outcomes for all students.

We align our commitment to continued improvement with:

- Department of Education Strategic Directions in Public Schools 2022- 2024
- Building on Strength: Future Directions for the Western Australian public school system
- Aboriginal Cultural Standards Framework.

Collectively we will strive to embed best educational practices, building sustainable and consistent whole school programs that will enhance the future learning of all students at Leinster Community School. This plan will assist us in becoming a highly effective school with motivated students excited to learn, highly reflective teachers and an engaged community.

Our main priorities will be the implementation of high impact teaching strategies to improve student literacy and numeracy outcomes and together the whole school community will share responsibility for creating a positive school culture where everyone feels valued and all students reach their potential.

Leanne Kelleher
Principal





Vision

Success through teamwork,
acceptance and resilience.

Our Values

Success

We aim for and celebrate everyone's
success.

Teamwork

We work with others, learn together and
help each other.

Acceptance

We are accepting of self, others and
situations.

Resilience

We bounce back and keep trying.

Engage • Challenge • Succeed

School Improvement

Successful students are at the core of our school improvement and accountability processes with all other components connected to and focussed on, standards of student achievement both academic and non-academic.

School operations are those processes and procedures that enable the standards of student achievement to improve.

There are five areas of focus for effective school operations:

- Teaching
- Learning Environment
- Leadership
- Resources
- Relationships.

Annually we undertake a self-assessment process, making judgements about standards of student achievement and the effectiveness of our school processes in maximising student success. We consider the following questions:

- What have we achieved and how can we sustain it?
- What can we improve and how will we achieve that?

Targets

NAPLAN targets - Student achievement in NAPLAN Reading, Writing, Spelling, Grammar and Punctuation and Numeracy, Year 3,5,7 and 9 is at or above Like schools.

Increase the number of Year 3 students making high progress and very high progress from there On-Entry testing to NAPLAN in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

Attendance – Increase the overall attendance rate to 83%.

Decrease the percentage of unexplained absences.

Increase the percentage of students attending school regularly (90% or greater)

National School Opinion Survey – results are positive for staff, parents and students (mean satisfaction rate scores is 4.0 and above).



Our Focus

High Quality Teaching

What we will do	What we will see
<p>Ensure that the Western Australian curriculum content and the knowledge, skills and understandings students need to master at each stage of learning are taught.</p>	<ul style="list-style-type: none"> • Consistent and aligned curriculum delivery across K-12. • School planning is evidence-based and aligns with the learning needs of students. • Evidence based pedagogies implemented in literacy and numeracy. • Parents provided with term overviews and regular updates on teaching and learning programs.
<p>Draw on a range of evidence-based instructional strategies that maximise student progress and achievement.</p>	<ul style="list-style-type: none"> • An embedded whole school teaching and learning model. • Explicit, systematic instruction together with intentional play-based learning aligned to the National Quality Standards in the Early Years of instruction. • Staff and students who expertly select and apply technologies to maximise learning and progress. • Students who use problem solving and inquiry to develop their capacity to be collaborative, critical, creative and innovative thinkers.
<p>Cater for individual learning needs through differentiated learning and a tiered approach.</p>	<ul style="list-style-type: none"> • Processes to identify, support and monitor the progress of students at educational risk. • Information used to inform parents of their child’s specific needs. • Differentiated curriculum delivery to meet individual student learning needs with particular focus on extension. • Establish partnerships with Statewide Services and allied health professionals to assist students with complex needs.
<p>Use student data to inform conversations about achievement and progress to target future planning.</p>	<ul style="list-style-type: none"> • Staff who analyse data and collaborate to plan for, act on, and assess student learning. • Staff engage in regular scheduled data analysis and moderation of and for learning aligned with the whole school assessment schedule.
<p>Provide feedback for staff growth through performance and development processes.</p>	<ul style="list-style-type: none"> • Performance and Development processes that are based on the regular self-reflection, sharing of feedback and establishment of clear improvement goals. • All staff provided professional learning opportunities that align with school initiatives and target areas. • Reflective practitioners who engage in an instructional coaching model that incorporates observations and feedback. • Staff who are provided with opportunities to lead.

Our Focus

Engaging and Inclusive Learning Environment

What we will do	What we will see
<p>Have visible systems to promote positive behaviour, classroom management and restorative approaches.</p>	<ul style="list-style-type: none"> • Positive relationships within the school community achieved through the implementation of Positive Behaviour Support (PBS), Classroom Management Strategies (CMS) and restorative practices. • School values promoted and taught across the whole school community. • Positive behaviour celebrated in all classrooms and across the school community. • Students who demonstrate resilience and resolve conflict in a healthy way.
<p>Support the health and wellbeing of students and staff.</p>	<ul style="list-style-type: none"> • Embedded healthy lifestyle initiatives, both physical and mental. • Implementation and embedding of whole school programs that support health and wellbeing. • The Health and Wellbeing Officer providing support for students and staff.
<p>Student voice informs decision making.</p>	<ul style="list-style-type: none"> • Students who are proficient in setting and working towards individual achievable learning goals. • Students form an integral part of school decision making processes.
<p>Build a positive school culture where the learning environment is safe, caring, inclusive and culturally responsive.</p>	<ul style="list-style-type: none"> • A 'One School' ethos. • Increase involvement of secondary students in school operations. • Regular collection, analysis and actioning of school survey data.
<p>Implement agreed strategies to promote regular attendance.</p>	<ul style="list-style-type: none"> • Consistent application of attendance policies and procedures across the school.
<p>Manage the budget and resource practices to support school planning.</p>	<ul style="list-style-type: none"> • Resource management practices align with planning strategies. • Funding allocated to the school for Aboriginal students into targeted plans for Aboriginal student improvement. • Priorities identified in the operational plans, to inform financial planning and budget allocation.
<p>Enhance the physical environment to add value to student learning experiences.</p>	<ul style="list-style-type: none"> • Completion of Stage 2 of the Nature Playground. • Upgrade of the grounds and the classroom learning environments.

Our Focus

Community Partnerships

What we will do	What we will see
Ensure clear communications are evident, both within the school and with key stakeholders.	<ul style="list-style-type: none">• Clear and consistent communication expectations and systems within the school and with families and stakeholders.• Improved school promotion and marketing materials to better engage parents and the broader community as partners in the school.
Establish partnerships with families, service providers, community organisations, local government and businesses, to the benefit of individual students and the broader learning programs.	<ul style="list-style-type: none">• Staff who provide opportunities for parents to share their aspirations for their children and participate in their child's learning.• Strong links between the school and community through positive relationships and inclusive practices.• The support and the expertise of families and community members being utilised to enhance the school.• Provision of a variety of opportunities for families to engage with the school community.
Maintain the effective operation of the School Board and level of governance.	<ul style="list-style-type: none">• Alignment of the School Board's role to ensure the successful implementation of the Business Plan through regular reviews.• Strong community representation that enhances the partnerships with the local companies.• Increased school community knowledge of the functions of the Board.• The School Board are kept informed of the school's financial management processes.
Equip students with work capabilities to effectively map post school pathways.	<ul style="list-style-type: none">• Career education opportunities for senior primary and secondary students.• Collaboration with business, industry and TAFE to create employment opportunities.
Develop a Reconciliation Action Plan.	<ul style="list-style-type: none">• Staff working with the local Aboriginal and Torres Strait Islander community to create and action a Reconciliation Action Plan endorsed by Narragunnawali-Reconciliation Australia.• Promotion of the Reconciliation Action Plan within the school community.• Aboriginal and Torres Strait Islander students attending homework club.

ENGAGE • CHALLENGE • SUCCEED



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