JOONDALUP PRIMARY SCHOOL has a caring, professional and dedicated staff who provide a range of high quality educational, social and emotional programs for the students from Kindergarten to Year Six. Students at the school enjoy specialist programs in Visual Arts, Music, Instrumental programs, Physical Education, Indonesian Studies and Science delivered by specialist teachers. We share a campus with Joondalup Education Support Centre and together we work collaboratively to foster progressive and authentic learning experiences and encourage all students to achieve their best academically, socially and emotionally.

Joondalup, “A place of whiteness or glistening”, is the Noongar name of the Mooro land in which our school is situated. Our staff come from diverse teaching backgrounds bringing with them a wealth of experience including a depth of cultural awareness to enhance the students learning. Staff work collaboratively in their Phase of Learning Teams (POLTs) and Specialist Area Learning Team (SALT). These teams implement plans and set targets, and their wide range of expertise enables the provision of challenging programs across all learning areas. The school offers additional activities, including a 3-year-old Play and Learn intervention program, Moorditj Kadadjiny, Enrichment Science program, in partnership with Belridge Secondary College, Our School Cares About Reading (OSCAR), Our School Cares About Mathematics (OSCAM), Coding, Maker Space, Sustainability Programs, Breakfast Club and has a Chaplain on site. We are also a National SunSmart, Asthma Friendly, Mentally Healthy, Water Wise, Sustainable and an Accredited Waste Wise School.
School Vision

Joondalup Primary School strives to provide opportunities through authentic, diverse and enjoyable learning experiences to enable our students to become respectful, responsible and safe life-long learners who are resilient, and contribute positively to a rapidly changing world.

Developed in partnership between our staff and the School Board, Joondalup Primary School's Business Plan 2019-2021 sets out our school’s long-term Strategic Plan. This Business Plan outlines long term strategic planning put in place to achieve the school’s student achievement improvement targets. It forms part of a set of documents including annual Operational Plans, the Workforce Plan, Financial Plans, and the Delivery and Performance Agreement (DPA). Consistent with the School Improvement and Accountability Framework (2008). Joondalup Primary School places the success of students at the core of everything we do. This is achieved through an evidence-based approach to the planning and implementation of all academic and non-academic programs. All outcomes are evaluated in relation to their impact on student achievement and progress.
Focus Area One - Student Achievement and Progress

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes including academic, attendance and behavioural outcomes and student well-being. Data analysis will consider overall school performance as well as the performances and achievement of students from identified priority groups; evidence of improvement/regression over time; performances and achievement in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Focus

- Set targets through analysis from a range of assessments
- Early identification and intervention for Students At Educational Risk (SAER)
- Whole School English and Mathematics plans is embedded in the Teaching Cycle to support student success and progress
- English as an Additional Language/Dialect (EAL/D) learning strategies embedded in classroom practice
- Additional classroom support provided by Education Assistants from K-2
- Build high professional standards utilising the National Standards for Teachers and Code of Conduct
- Develop staff competencies in using technologies to improve student learning and outcomes
- Embed Information, Communication and Technology (ICT) General Capabilities across all year levels and all learning areas
- All staff to engage in analysis of student academic data collected as part of our assessment schedule
- Provision of shared Duties Other Than Teaching (DOTT), team meetings and staff development to support staff collaboration

Indicators

- Analyse NAPLAN, Progressive Achievement Tests (PAT), On-Entry Assessment Program results, Kindergarten Assessment Tool (KAT) and other formal assessments to set targets, monitor student progress and achievement
- POLT/SALT meetings to include planning, moderation and grade allocation using School Curriculum and Standards Authority Western Australia (SCASA WA) judging standards documents
- Identify students and formulate documented plans to ensure students can access the curriculum
- Prioritise Literacy and Numeracy levels for all students as per POLT targets
- K-2 to implement Sounds-Write, reading and spelling program
Focus Area Two - Quality Teaching
Our School Teams have a coherent, sequential plan for whole school curriculum delivery in all learning areas. This ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The whole school plans have evidence-based teaching practices embedded and assessment and reporting procedures are aligned. They have been developed with reference to SCASA WA and the Australian Curriculum and refined collaboratively to provide a shared vision for curriculum practice.

Focus

- Immerse students in learning for the 21st Century competencies through the utilisation of digital technologies and STEM (Science, Technology, Engineering and Mathematics) with a focus on the ICT capabilities
- A whole school approach to a digital technology vocabulary
- Identify and incorporate cultural considerations when planning to ensure cultural awareness across all curricula
- Differentiate the Western Australian Curriculum to meet all student’s needs
- Target individual and small group programs for support with intervention
- Build high professional standards utilising the Australian Institute for Teaching and School Leadership (AITSL) through Performance Management processes including classroom observations
- Improve teacher practice in analysing data to inform teaching and learning programs and to review whole school approaches
- Track and monitor students at both low and high performing levels
- Collaboratively plan, moderate and set targets in phase of learning teams

Indicators

- Students use digital tools as part of their learning, including creating information products and to retrieve information
- STEM committee to continue to hold collaborative planning meetings as an internal tool for the up-skilling of staff
- Staff are self-reflective and take ownership of the Performance Management Process
- Provide evidence of impact of quality teaching on student achievement through NAPLAN, PAT, On-Entry and the whole school assessment schedule to drive improvement
Focus Area Three
Learning Environment
Our school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders. Parents are treated as partners in the promotion of student learning and well-being. Our school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Focus

- Students at educational risk are identified, given appropriate intervention/support strategies and routinely monitored for improvement
- Continue to revise and implement the school’s Behaviour Management Plan in consultation with staff, School Board members and across the school community
- Emotional Wellbeing of Children Committee (EWOCC) ensures our school provides a positive learning environment which promotes engagement, appropriate behaviour, mental health and well-being of our students
- Attendance and poor punctuality are addressed through our explicit whole school’s strategies
- Improvement of the school grounds and facilities to enhance the learning environment
- Early identification and intervention through Play and Learn Program
- Work towards attaining National Quality Standards (NQS) accreditation in Early Childhood
- Implement, analyse and reflect upon student voice surveys in first and fourth term to collect data via Pivot surveys
- Chaplain on site to support staff and student wellbeing and implement targeted Social Emotional Learning (SEL) programs
- A dedicated trained Occupational Health and Safety (OHS) representative appointed to ensure compliance

Indicators

- Regular case conference meetings held between the school psychologist, parent/caregiver, and any additional inter-agencies to discuss and plan targeted support for students at risk
- Record, track and analyse behaviour data and set targets and establish programs to reduce the number of recorded incidents
- Chaplaincy programs to be specifically highlighted as part of operational planning
- Identifying opportunities for change, as indicated by Pivot survey results
- Early Childhood and Junior Primary Collaborative Teams use NQS to engage in quality reflection processes and identify areas of strength and areas for improvement
Focus Area Four - Leadership

Our Leadership Team, POLTs and SALTs are driving a strong improvement agenda for the school, grounded in evidence from research and practice, expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set.

Focus

- The Leadership Team will remain informed and up-to-date on school context and best practice to ensure all decisions drive high performance in teaching practice and student outcomes.
- Provide staff with the opportunity to lead, facilitated professional learning as well as continue to develop either expertise and knowledge, to enable staff to apply for Level Three status or Administration positions.
- Performance Management template guides professional conversation to support teacher reflection, professional learning and accountability including classroom observation.
- POLT and SALT budgets are allocated based on student needs and integrated priorities to improve student outcomes.
- New staff are effectively inducted.
- Contextual implementation of the Aboriginal Cultural Standards Framework.
- Increase capacity of teachers to use their knowledge of the history, culture and experiences of Aboriginal people, and explicitly use this knowledge in classroom practice.

Indicators

- Support a shared leadership structure with clear roles and responsibilities.
- Continuation of the committee structures and revise whole school learning area plans as required to ensure the continuation of improvement.
- Clear reference to the Aboriginal Cultural Standards Framework as a guide by plotting our progress on the Framework.
Focus Area Five
Relationships and Partnerships

Our School Teams actively seek ways to enhance student learning and well-being by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children’s education. External partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school’s partnerships.

Focus

- Collaboration between our staff, School Board and the Parents and Citizens (P&C) to increase the school profile in the wider community
- Staff are engaged in school improvement processes to inform and direct learning programs in order to improve both academic and non-academic results
- School Board members are well trained and active in the school improvement process
- Planned activities throughout the year which engage and encourage participation from the whole community
- Partnerships with parents/carers, the community, other educations and training institutions, local businesses and community organisations are forged to address the wide ranging needs.
- Promote before and after hour activities that support community engagement
- The school has an effective P&C committee

Indicators

- All School Board meetings to include discussions on strategic direction and school practices/performance against the DPA and Business Plan
- All School Board members complete annual self-review
- School board training and induction is completed by all members
- Seek feedback from parents, staff and students via biennial surveys
Focus Area Six
Targeted use of School Resources

Our school applies its resources (staff, expertise, funds, facilities, materials) in a targeted manner to meet the learning and well-being needs of students. It has school-wide practices and programs in place to assist in identifying and addressing student requirements. Flexible structures and processes enable the school to respond appropriately to the changing needs of individual learners.

Focus

- Align resources for the effective implementation of SCASA WA and school priority areas
- Ensure school wide processes have been established and implemented for identifying specific student learning needs
- The school applies its resources (staff, expertise, funds, facilities, materials) in a targeted manner to meet the learning and well-being of all students through POLT/SALT budgets
- Recognising clear links between school budgeting and the plans to raise standards and attainment for all students

Indicators

- Spending aligns with endorsed budgets
- Physical resources align with identified targets
- Minuted finance meetings to ensure accountability, consisting of Administration, School Board and a POLT/SALT representative
Student Outcomes Academic Improvement Targets

Joondalup Primary School has developed a rigorous process of continual self-reflection assessment. These processes are based upon collaborative and cooperative evidence aligned to strategic, whole school curriculum, POLT/SALT plans and targets.

**NAPLAN**
NAPLAN achievement will be at or above ‘like schools’ in all five assessment areas in Years 3 and 5
Maintain and/or decrease the percentage of students in the bottom 20% in all five assessment areas compared to ‘like schools’
Maintain and/or increase the percentage of students in the top 20% in all five assessment areas compared to ‘like schools’

**Science**
Students to Year 3-6 to achieve at or above the median when tested in PAT Science

**Documented Plans**
85% of students on documented plans will achieve their Semester One and/or Semester Two targets

**Student Outcomes Year Six Academic Improvement Targets**
Following final assessment of student achievement in Year 6, 30% of students to have demonstrated achievement beyond the SCASA WA achievement standards in English and Mathematics

**Student Outcomes Pre-primary Academic Improvement Targets**

**Rainbow Assessment Tool (RAT) Semester One**
85% of Pre-primary students will be able to segment CVC words into phonemes (t-o-p)

**Rainbow Assessment Tool (RAT) Semester Two**
85% of Pre-primary students will be able to segment CCVC and CVCC words into phonemes (f-r-o-g)

**On-Entry Data**

**English- Writing Semester One**
85% of students will be able to draw a picture and write about it using strings of letters that indicate an awareness of letter/sounds relationships OR one or more recognisable words

**On-Entry Data**

**Mathematics-Number Semester One**
85% of students will be able to rote count to 20

**Student Outcomes Academic Improvement Target in Technologies**
90% of Year 1-6 students will achieve a C grade or higher for Design Technologies by 2021
Non – Academic Improvement Targets

**Social Emotional Learning**
By 2021, at least 80% of the student population Year 4-6 responding to the Pivot school survey will agree or strongly agree that the teacher treats me with respect

**Behaviour**
The percentage of students who receive an out of school suspension will remain below 2%

**Student Attendance**
The combined percentage of students attending in the Regular and Indicated categories to be 93% or above
Increase the Aboriginal attendance rate to between 88% and 90% for 2019-21
Reduce the percentage of students with 20 or more days of late arrivals to 5% or below

**Aboriginal Cultural Standards Framework**
Teachers will self-assess and demonstrate movement towards Cultural Responsiveness (Proficient), in all five areas
Joondalup Primary School Song

Together with the native gums
The magpies and the sun
We share our school with many
But together we are one
We have the ocean in our sights
And we can reach the sky
At Joondalup we'll scale the heights
Together if we try
We'll give and learn

We'll live and learn
We'll live and learn in harmony
With all at Joondalup
We'll give and learn
We'll live and learn
We'll live and learn in harmony
With all at Joondalup
We'll live and learn in harmony
With all at Joondalup