Message from the Principal:

The business plan is the overarching document which gives the “big picture” outline of directions for the next three years in our journey of improvement.

This is our second business plan as an Independent Public School. We have learned many things from our first business plan, as a result of our annual self-assessment cycle and from our first independent external school review carried out by reviewers from the Department of Education Services in June of 2013.

We will incorporate the relevant recommendations and suggestion from the review report, our own self review and from surveys into the business plan or operational plans.

We appreciate the support of staff, students, parents, P&C Association and community in our joint efforts towards ongoing school improvement through these processes. We would not be in our current position as a school of choice without the dedication, support and commitment of the School Board throughout our learning journey as an Independent Public School.

Tim Bamber
School Principal

Message from the School Board Chair:

This business plan has been built on the first business plan in 2011 and the lessons we have all learned through the experiences of the last three years. The School Board has been involved in the development of this plan and endorses the vision, directions and strategies it outlines.

Steve Reynolds
Chairperson, School Board

OUR VISION: Inspiring a lifelong love of learning
OUR PURPOSE:
To ensure that our students develop understandings, skills and attitudes to enable them to fulfil their potential and contribute to the development of society in a global world.

OUR MORAL PURPOSE:
It is most important that Oberthur staff ensure that we support all students in the areas of social and emotional development, physical development, health and well-being and academic and cognitive development. This enables the provision of a balanced program across the school.

“Happy and Safe”
A pre-requisite to good learning is to ensure students feel happy and safe. This enables working memory to be at optimum levels (not distracted by anxieties).

“Raise the Bar – Close the Gap”
(This is a reminder to focus on challenging all learners, including the high achievers, and to support those learners experiencing difficulty).

“Strive to Achieve” – School Motto
The long-standing ethos of Oberthur, which focuses on the virtue of perseverance.

VALUES:
These values are shared with students and acknowledged through the school’s virtues program, based on “The Virtues Project” by L. Popov.
A pursuit of knowledge and a commitment to achievement of potential.
Self-acceptance and respect of self.
Respect and concern for others and their rights.
Social and civic responsibility.
Environmental responsibility
The Oberthur Teaching and Learning Statement provides a context for the Business Plan.

The statement, developed in collaboration with the school staff, outlines some of our shared beliefs and understandings. Staff at Oberthur are committed to providing a stimulating and innovative learning environment which supports the intellectual, emotional and physical development of each student. High standards of student achievement, both academic and non-academic, are the focus of our work within each classroom and across the school. The Australian Curriculum Assessment and Reporting Authority (ACARA) provides information on the Australian Curriculum development, which provides a developmental sequence for the Learning Areas and is used to plan effective teaching and learning programs. The School Curriculum and Standards Authority (SCaSA) is the WA body, which supports the system with the transition from the WA Curriculum Framework and guides reporting development. Syllabus materials, DoE online literacy and numeracy resources, school overviews and operational plans support staff to meet student learning needs.

A whole school approach is considered essential to successful school and classroom curriculum planning. The school recognises the benefits of cooperation and supports collaborative planning, moderation, reflection and review. Early Close sessions have been scheduled for specific tasks e.g. phase of schooling meetings, year level planning meetings, whole school staff meetings, professional learning and to release identified teams of staff for curriculum planning initiatives. Teachers are supported to implement the whole school approach by school-based coordinators. The distributed model of leadership provides time for curriculum leaders to operate collaboratively and share their skills and understandings expanding quality teaching in the school. The Learning Support and SaER Coordinator provides expertise and advice in catering for students with disabilities or learning difficulties and students who are at risk of not achieving their potential. A quality professional learning program aligned to school plans and to an effective performance improvement process further assists consistency across the school.

A coaching model underpins the Performance improvement process for staff and teachers focus on self-improvement supported by peers through the “peer coaching” process adopted at Oberthur.

Teachers and students engage in explicit teaching opportunities that are purposeful, relevant and clearly defined. The WASCaSA Curriculum and Assessment Outline provides the Guiding Principles to guide whole school planning and classroom practice. Learning experiences at the school are motivating with their purpose clear to the student. Teachers emphasise engagement and involve students in doing, imitating, planning, creating and making then reflecting on the process. Students are provided with opportunities to observe and practise the actual processes, products, skills and values which are expected of them.
The Gradual Release of Responsibility model of instruction is utilised, i.e. familiarising, analysing, modelling, sharing, guiding and applying (“I Do, We Do, You Do”). Learning experiences encourage students to learn independently and from and with each other and collaborative learning strategies are considered best practice.

A connection between existing knowledge, skills and values is evident with learning extending and challenging current ways of thinking and acting. A school Thinking Framework aligned to Bloom's Taxonomy describes a sequence of strategies to move students from lower to higher order thinking. Teachers respect and accommodate differences between learners, acknowledging that students develop at different rates, have different learning styles and bring different backgrounds to the classroom. Supportive environments in which children take risks and make errors are created.

The emphasis in Kindergarten to Year 2 classrooms is on the development of literacy, numeracy, social, emotional and physical well-being, and developing and nurturing positive attitudes to learning. Our Chinese Language Immersion Program has commenced in Pre-primary and Year One and will continue to Year 6 year by year. In Year 3 to 7 classrooms there is an emphasis on English and Mathematics and increasing engagement with the other learning areas, with a particular focus on Chinese Language and the physical and social sciences. At least 50% of face-to-face teaching time in all classes is devoted to the teaching of literacy and numeracy. Music, Physical Education and Technology add further interest and balance.

Assessment practices have a powerful impact on teaching and learning. Staff believe that the primary purpose of assessment is to enhance learning. Assessment information is used to determine classroom learning and teaching programs for individuals, identified groups and the whole class. The Principles of Assessment are applied by all teachers to ensure the making of appropriate judgements in relation to student progress. Assessment tasks are integral to learning, educative, fair, specific and inform reporting.

The school has worked hard to create a community of learners through staff collaboration and through the building of positive relationships with students and parents. The school views parents as partners in education. Parent/teacher class meetings at the beginning of the school year provide information about the school’s programs. Information sessions related to supporting learning at home are held at designated times. Parents are invited into classrooms to support the delivery of teaching and learning programs. Community relationships are not limited to parents. The school utilises the services of the School Volunteer Program to support students experiencing difficulties with learning. The school has a close relationship with universities in the area of teacher professional learning and in utilising the skills of pre-service teachers to enhance programs.

Staff regularly engage in the school improvement cycle with self-assessment viewed as a critical component of the process. The school has clear expectations about student achievement. Expected standards are based on contextual information, socio-economic index (ICSEI) and longitudinal teacher judgement and system testing data. When data indicates school and sub-group performance is below expectation in relation to standards of achievement, improvement targets are set. Strategies to address improvement targets are developed collaboratively by school staff and are detailed in the school’s Operational Plans. Resources are allocated, through school improvement planning, to maximise student achievement.
Targets, Goals or Objectives:
Achieve better NAPLAN results than like schools in all aspects of English at Year 3 and Year 5 (Year 7 only in 2014) with a particular emphasis on Writing.
Increase the percentage of students achieving in the higher proficiency bands in all aspects of English in Year 3 and Year 5.
Decrease the percentage of students achieving in the lower proficiency bands in all aspects of English in Year 3 and Year 5.
*See operational plans for cohort specific targets relating to achievement in the proficiency bands in all aspects of English. (Aim for the “funnel”).

KEY FOCUS AREA 1
ENGLISH: Commitment to exemplary language, literacy and literature practices across the whole school

STRATEGIES:

Teaching & Learning:
Teachers from K – Year 7 plan, teach, assess and report using the Australian Curriculum: English – Full Implementation from 2014
Implement an agreed, common Literacy Block structure across all cohorts (1.5 to 2 hours daily)
Ensure Guided Reading and Guided Writing are explicitly taught in Literacy Blocks using levelled readers

Learning Environment:
Develop a schedule of benchmarking across the school using PM Benchmarks
Develop Writing Scope and Sequence document linking to grammar / syntax
Develop whole school documents for the teaching and learning of the nine text types
Teachers to use Diana Rigg resources from K – Year 2

Leadership:
Provide professional learning to up-skill all teachers K – Year 6 on Diana Rigg resources
Enter a three-year partnership with James Ferguson to provide ongoing professional learning as part of the process in reviewing the whole school literacy policies
Provide professional learning on the development of skills in formulating inferential questions and multiple entry activities

Relationships:
Maintain Year-Level planning and assessment teacher groups and plan regular meetings throughout the school year
Provide opportunities for parents to meet with teachers in addition to 3-way conferences and reports
Provide parent workshops on relevant topics when the need or opportunity arises
Involve the Chinese language immersion teachers in the professional learning program so that they mirror literacy planning and make clear links between English class strategies and the immersion program, including the literacy demands of texts

Resources:
Audit all English resources and allocate $60,000 over the life of this plan for targeted resource purchases, particularly reading books
**KEY FOCUS AREA 2**

**MATHS:** Commitment to common, exemplary Maths practices across the whole school

**STRATEGIES:**

**Teaching & Learning:**
Implement Australian Curriculum: Maths K to Year 6 school-wide, including planning, teaching, assessing and reporting – Full Implementation from 2014

Implement an improved and aligned common Numeracy Block structure across the school K – 6 on a daily basis

**Learning Environment:**
Develop Oberthur scope and sequence documents for Maths curriculum and Maths language

Ensure there is sufficient Maths equipment and suitable resources in classrooms

**Leadership:**
Provide professional learning to enable shared understanding of AC Maths, pedagogy and numeracy blocks

Enter a three-year partnership with WAPPA and Paul Swann to provide ongoing professional learning for staff to enable a comprehensive review of whole school Maths policies

Explore the iSTAR lesson planning model (WAPPA) incorporating learning intentions and success indicators, with a view to implementation

**Relationships:**
All teachers collaboratively develop year level plans and assessments with regular meetings

**Resources:**
Audit all Maths resources and develop a three-year purchase plan to ensure the necessary school and classroom resources are available to support the Oberthur Numeracy Block approach and the agreed Maths teaching strategies. $30,000 is allocated over the life of this plan for targeted resource purchases

Extend and improve Maths resource storage area in Middle Wet Area. Repair and replace cupboards and floor coverings.

---

**Targets, Goals or Objectives:**
Achieve NAPLAN results better than like schools in all aspect of Maths at Year 3 and Year 5 (Year 7 only in 2014).

Increase the percentage of students achieving in the higher proficiency bands in all aspects of Maths in Year 3 and year 5.

Decrease the percentage of students achieving in the lower proficiency bands in all aspects of Maths in Year 3 and Year 5.

*See operational plans for cohort specific targets relating to achievement in the proficiency bands in all aspects of Maths. (Aim for the “funnel”).*
KEY FOCUS AREA 3

LANGUAGES (Chinese): Commitment to exemplary pedagogy and Chinese language practices across all languages programs

STRATEGIES:

**Teaching & Learning:**
Continue to provide an exemplary Chinese Language and Culture Program for 2 hours each week for Years 2 to 7 in 2014, Years 3 to 6 in 2015, Years 4 to 6 in 2016

Continue to develop and progressively extend the Chinese (Mandarin) Immersion Program each year from Pre-primary (2013) to Year 6 (2019)

Through action research, develop varied models of delivery linked to school and cohort context

Provide advanced Chinese classes in conjunction with parent support

**Learning Environment:**
Provide opportunities in each immersion classroom for the display of student work completed in Chinese

Explore the notion of scope and sequence documents in relation to LOTE and Immersion programs at Oberthur

Continue Biennial China Study Tours every alternate year (….2012, 2014, 2016, 2018….)

**Leadership:**
Explore Australian Curriculum to inform and assist in the development of a relevant and challenging program for each year level from PP to Year 6

Organise a small delegation to visit interstate bilingual schools for research and program development purposes

Provide professional learning for staff and parents on bilingual languages programs

**Relationships:**
Maintain regular immersion teacher planning meetings and year level immersion meetings throughout the school year

Develop partnerships with Universities to assist with the development of teachers trained to deliver the program in future

Provide periodic feedback to the school community on the progress and successes of the program through workshops and newsletters

Work with a variety of organisations, Associations, Business and Government to enhance resourcing for the program in WA Immersion schools and invite representatives to join a sub-committee of the School Board

Involve the Chinese language immersion teachers in the professional learning programs in English and other learning areas so that there are clear links between the immersion program and the general classroom program, including pedagogy

**Resources:**
Complete development of the Chinese Language Development Centre to support and encourage our staff and other schools with a meeting place and resources

**Targets, Goals or Objectives:**
Develop a scope and sequence outline for the immersion levels.

Explore the use of SAIS Learning Area Grades in the LOTE program
FOCUS AREA

SCIENCE

Strategies:
To implement the AC throughout P-7 with specific focus on the investigation process, including planning, reporting and assessment.

Students to incorporate the use of technology in class science activities particularly in the presentation of ideas and the recording and sharing of their findings.

Support students at OBPS to become Scientifically Literate

SCIENCE:

 Targets / Goals / Objectives

Everyone to link science learning to geography, history, technology outcomes and shared and guided reading text choices.

Explore the use of the ‘New Assessments in Schools’ (Brightpath) strategy, in order to moderate student achievement in science investigations. (Whole school to complete two moderated investigations a year).

FOCUS AREA

HUMANITIES AND SOCIAL SCIENCES

Strategies:
Fully implement the History aspect of HASS including planning, assessing and reporting (Australian Curriculum).

Explore the use of the Geography Curriculum and provide professional learning in the latest version.

HUMANITIES & SOCIAL SCIENCES

Targets / Goals / Objectives

Develop a school-wide process for collecting data in relation to History and Geography.

SAIS History Learning Area Grades (Like Schools).

FOCUS AREA

TECHNOLOGIES

Strategies:
To have working wireless internet and interactive boards or touchscreen TV’s in all classrooms with effective software and professional learning to enable quality teaching and learning to take place.

To maintain the 1-1 program through Years 5 and 6, starting intervention in Year 4 for the last term (term 4).

Shared laptops (mobile trolleys) fully functional with classes using school protocols to ensure consistent availability.

Ipads program to be reviewed and coordinated across the early years involving consultant advice.

Support iPad program with storage and charging facilities in each K/PP classroom.

TECHNOLOGIES

Targets / Goals / Objectives

SAIS Learning Area Grades (Like Schools).

Develop scope and sequence and data collection matrix for “Design Technologies” and “Digital Technologies”.

SAIS Digital Technologies Learning Area Grades (Like Schools).

Develop scope and sequence and data collection matrix for “Digital Technologies”.
FOCUS AREA
HEALTH & PHYSICAL EDUCATION

Strategies:
Maintain varied program of activities across the school e.g. gymnastics, dance, sports, orienteering etc.
Continue involvement in Mind Matters and Kids Matters Programs.

HEALTH & PHYSICAL EDUCATION

Targets / Goals / Objectives
SAIS Learning Area Grades in Health and Physical Activity (Like Schools).

FOCUS AREA
THE ARTS (Music – Visual Arts)

Strategies:
Choir – increase involvement of boys.
Extend the ukulele program
Develop Kodaly approach in early years.

CROSS CURRICULUM PRIORITIES
ATSI –
(Incorporate into other learning areas e.g. English, Humanities, etc - where relevant)

SUSTAINIBILITY –
(Incorporate into Science, English etc)
Examples include Recycling and the Outdoor classroom (garden)

ASIA – (Engagement with Asia)
Incorporate into Chinese, Humanities, English (see KFA 3)

GENERAL CAPABILITIES
LITERACY – See English (KFA 1)
NUMERACY – See Maths (KFA 2)
ICT – See Technologies plan
CRITICAL & CREATIVE THINKING – See Thinking Skills plan and scope & sequence
PERSONAL AND SOCIAL CAPABILITY – See Health planning
ETHICAL UNDERSTANDINGS – Make links to English, Science and Humanities
INTERCULTURAL UNDERSTANDINGS – Make links to Languages, English and Humanities
SELF ASSESSMENT AREAS - ENABLERS

TEACHING AND LEARNING

Major Strategies:
- Fully implement Australian Curriculum English, Maths, History and Science – including planning, assessing and reporting.
- Agreed Literacy Block Structure (James Ferguson)
- Agreed Numeracy Block (Paul Swann/WAPPA).

Data Analysis informs teaching –

- Raise the Bar – Close the Gap
- Implement “Visible Learning (3 year plan), including formative assessment.
- Develop iSTAR lesson structure (learning intentions and success indicators).
- Chinese Immersion Program (2013 to 2019)

LEARNING ENVIRONMENT

Major Strategies:
- ICT environment – Coordinate and clarify the 1 to 1 program, Interactive Whiteboards, iPads, connectivity to create a seamless environment.
- Positive modelling of Virtues and social skills to maintain the Oberthur environment.
- Maintain the Chaplain Program to support students, staff and parents.
- Extend and maintain buildings to support programs e.g. LOSCCI, Chinese Centre, JWA, Performing Arts etc.
- Out of School Care Program (LOSCCI)

LEADERSHIP

Major Strategies:
- Performance Improvement Program including the Australian Professional Standards for Teachers and based on the GROWTH Coaching model.
- Instructional Leadership Team and distributed leadership model.
- Professional Learning Partnerships – English, Maths, Coaching, Visible Learning etc.
- Chinese Language leadership in WA.

Review of data collection, analysis and target setting.
RELATIONSHIPS

Major Strategies:
- Professional learning networks – Riverton-Rossmoyne Network.
- Peer Coaching for Teachers strengthened.
- Improve whole school communication – update website, smartphone app, explore social media opportunities, up-date newsletter and electronic distribution.
- Increase Board profile.
- Parent meetings e.g. Class Parent Meetings, Formal Reports, 3-Way Conferences, Immersion Workshops, other Parent Workshops etc.
- Parent Class Representatives “Coffee with the Principal” each term.

RESOURCES

Major Strategies:
- Local Staff selection.
- Buildings and Facilities.
- Safety and Health (parking/traffic management).
- Increased resource spending in English ($60,000), Maths ($30,000) and Chinese Immersion (2014-2016).
- ICT – School infrastructure (cabling)
  - Wireless infrastructure
  - Improved classroom / network access
  - Increased classroom computers (Windows 7)
  - Review iPad program resources
- Review printing and peripherals

Further details regarding aspects of all focus areas and self-assessment areas will be presented more explicitly in the focus overviews and operational plans, which support the business plan.