OVERVIEW

Poynter Primary School is embracing its shared vision of ‘Excite, Engage, and Educate to Achieve’. The school has a proud history of high student achievement and a strong and supportive school community. The school is renowned for its focus on academic excellence, its inclusive community and exceptional Arts programs.

At Poynter Primary School we strive to instil a love of learning, where the academic potential of each child in our care may be realised. We believe it is essential that students learn to think in critical and creative ways: using imagination, confidence and emotional and intellectual engagement to underpin their learning across all areas of the curriculum. Students are encouraged to adopt a sense of social responsibility. Through our vibrant co-curricular programs, students learn to value creativity, physical wellbeing, environmental awareness and an appreciation of social diversity.

The school is actively promoted as a place central to the local community through initiatives such as the Farmers’ Market. This community fosters in students a sense of belonging and respect for others. Parent involvement in school activities is high, creating a strong partnership with teachers and ultimately enhancing educational outcomes for students.

Poynter Primary School has entered a new phase as an Independent Public School. In setting a direction to achieve our vision, we have engaged in a vigorous self-assessment process over the last nine months. Through analysis of academic, social and community focused data, including a whole school survey, we have been able to set a strategic direction for the next three years through three Focus Areas.

The three Focus Areas that have been identified are: High Quality Teaching and Learning; School Environment and Partnerships. These areas will be realised through a number of priorities, enabling strategies, measurable milestones and targets. These three Focus Areas will also inform our operational plans which will be further developed and reviewed annually.

VALUES: Resilience, Confidence, Organisation, Respect, Persistence, Compassion
KEY STAKEHOLDERS

In realising our school vision and developing our Business Plan, we have identified our key stakeholders in order to assess the impact that our Business Plan will have on them, through the projects and programs that we implement.

Students
Our students are our primary stakeholders and are central to our vision of ‘Excite, Engage, and Educate to Achieve’. The aim of our Business Plan is to provide high quality learning opportunities in order to empower our students to become active global citizens in the 21st Century.

Teachers
In instilling a love of learning in our students, we need to have passionate teachers and high quality teaching. This Business Plan seeks to ensure that we maintain a focus on supporting, developing, and challenging our teachers through Performance Management and development, professional learning and building collaborative capacity across the staff to maximise their positive impact on student learning.

Parents
It is well known that education is a partnership between students, teachers and parents. It is through this strong partnership that our school vision and mission can be realised. Education and a student’s experience is enhanced by this strong relationship. Parents, through representative groups such as the P&C and the School Board, provide a good conduit between the school community and the school. It is through this strong established relationship that we can influence and shape the direction of the school.

Local Community
Poynter Primary School is an integral part of the Duncraig community. We will endeavour to strengthen and maintain this identity by continuing to provide high quality education and service.
At Poynter Primary School we provide high quality learning opportunities for students to fulfil their academic, creative, social and physical potential. Students engage in rich, diverse and challenging curricula, empowering them to become active global citizens.
**Student Performance Monitoring**

At Poynter Primary School we engage in a continuous and rigorous self-assessment process to verify and monitor student performance both academic and non-academic and set targets for improvement. Some assessment tools used are:

- NAPLAN
- On-Entry Assessment and Australian Early Development Census (AEDC)
- School wide analyses and discussion of systemically collected data as per the Poynter PS Curriculum, Assessment and Reporting (CAR) Plan
- Whole school moderation
- Progressive Achievement Tests (PAT)
- Attendance
- Behaviour and student well-being

**Targets**

Targets are about improving student achievement; we have used three standards to set our targets. These standards are same cohort comparison, relative performance comparison and like-school comparison.

**Academic**

**Numeracy**

**Year 3**
- Maintain an upward trend in Numeracy for Year 3 in 2015 and 2016.
- The Numeracy achievement of Year 3 students tested in 2014 will be equivalent to the same students’ Numeracy achievement when they are tested as Year 5s in 2016.

**Year 5**
- Arrest, then reverse the downward trend in Numeracy in Year 5 by 2016.

**Reading**

**Year 3**
- Reading achievement of Year 3s tested in 2014 will be higher than ‘Like Schools’ means for the same cohort, when they are tested in 2016 as Year 5s.

**Year 5**
- Arrest, then reverse the downward trend in Year 5 Reading by 2016.

**Writing**

**Year 3**
- The writing achievement of Year 3 students tested in 2014 will be equivalent to the same students writing achievement when they are tested as Year 5s in 2016.

**Year 5**
- The writing achievement of Year 3 students tested in 2014 will be equivalent to, or above their predicted achievement, when they are tested as Year 5s in 2016.

**Non-Academic**

**Attendance over the next three years**
- Maintain whole school attendance rate above 95%.
- Decrease the percentage of unauthorised absence.
- Increase attendance percentage rate in Kindergarten, Pre-Primary and Year 1.
## Enabling Strategies

### Staff Capacity
- Development of a school-wide, self-reflective culture focussed on improving classroom teaching.
- Alignment of Performance Management and Development to school plans and school-wide priorities.
- Document Professional Learning Plan which includes arrangements for mentoring and coaching.
- Provision of leadership opportunities for appropriate staff.
- Encourage and support Senior Teacher and Level 3 teacher attainment.
- Full implementation of Phase 1 and 2 of the Australian Curriculum.
- Develop and implement a whole school plan for curriculum delivery, which includes ‘vertical alignment’.

### Professional Standards
- Full use of AITSL Teacher Standards for self-reflection, career stage progression and development and professional learning.
- Collect and reflect on evidence that provides insight into the effectiveness of teacher practice in the classroom, impact on colleagues and the performance of the school.
- All teachers to receive regular feedback both formally and informally on their performance.

### Digital iLearning
- Staff engagement with appropriate ICT to ensure improved student outcomes;
- implement ‘Connect’;
- increase ICT devices access, engagement and professional learning for staff.

## Milestones

- Teachers take responsibility for changes in practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.
- There is an established Professional Learning committee.
- There is a documented Professional Learning Plan linked to Performance Management and Development.
- Documentation on implementation of Phase 1 and 2 of the Australian Curriculum has been developed.
- Scope and Sequence documents have been developed and are being implemented.
- AITSL Teacher Standards Domains are part of everyday vocabulary.
- Evidence of collection and reflection of effective teacher practices available across the school.
- Performance Management and Development process well documented and embedded across the school.
- Evidence of staff engagement with different ICT platforms.
- Evidence of full implementation of ‘Connect’.
- Long term planning will be available to increase accessibility to ICT devices for staff.
### Key Focus Area 2

#### SCHOOL ENVIRONMENT
Provide vibrant, supportive and motivating spaces and opportunities for student learning, optimal engagement, health and well-being.

<table>
<thead>
<tr>
<th>Enabling Strategies</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School site</strong></td>
<td>A range of initiatives have been implemented to make more effective use of available resources and spaces to enhance teaching and learning.</td>
</tr>
<tr>
<td>• Create a contemporary and purposeful environment through maintaining and/or improving buildings, facilities and grounds.</td>
<td>Documented plans have been developed to ensure financial resources support strategic direction.</td>
</tr>
<tr>
<td>• Making use of all spaces.</td>
<td></td>
</tr>
<tr>
<td>• Ensuring efficient and effective use of school resources.</td>
<td>Processes and systems have been developed to access student support services providers within the school.</td>
</tr>
<tr>
<td>• Commitment of financial resources through the development of long term plans to support strategic direction.</td>
<td>Behaviour Management in School Plan is understood and enforced by staff in a consistent manner.</td>
</tr>
<tr>
<td><strong>Safe, Caring and Inclusive Environment</strong></td>
<td>Planned workshops have been delivered to staff, students and parents on cyber bullying.</td>
</tr>
<tr>
<td>• Provision of a chaplaincy program to supplement existing pastoral care support.</td>
<td>Student Online Policy has been revised and implemented.</td>
</tr>
<tr>
<td>• Develop a contemporary Behaviour Management in School Plan based on current research.</td>
<td>Environments around the school have been created to promote and sustain an environmentally friendly school.</td>
</tr>
<tr>
<td>• Effective protocols maintained for use of ICT network and devices.</td>
<td>Programs have been developed to support and acknowledge the ‘You Can Do it’ values across the school.</td>
</tr>
<tr>
<td>• Cyber safety prevention training for staff, students and parents.</td>
<td>School processes and systems have been developed and implemented and are responsive to student diversity.</td>
</tr>
<tr>
<td>• An environmentally sustainable school through the promotion and continued development of the Green Team.</td>
<td></td>
</tr>
<tr>
<td>• Continue to implement the ‘You Can Do it’ Program.</td>
<td></td>
</tr>
<tr>
<td>• Plan for, and build an inclusive learning environment which caters for student diversity.</td>
<td></td>
</tr>
</tbody>
</table>
Key Focus Area 3

PARTNERSHIPS

Foster and maintain a strong, positive involvement, connection and collaboration with our internal and external school community.

<table>
<thead>
<tr>
<th>Enabling Strategies</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationships</strong></td>
<td></td>
</tr>
<tr>
<td>• Maintenance and implementation of whole school activities which preserve high student, staff and parent satisfaction.</td>
<td>Planned whole school activities exist in an events calendar.</td>
</tr>
<tr>
<td>• Enhancement of working relationships with significant community groups.</td>
<td>Students, parents and staff participation in planned events.</td>
</tr>
<tr>
<td>• Development of new links with community groups.</td>
<td>A range of currently operating partnerships exist, each carefully planned and designed to enhance student outcomes.</td>
</tr>
<tr>
<td>• Continue to provide formal and informal opportunities for greater involvement of our community in identification of strategic direction.</td>
<td>Strategic direction is developed through community consultation and feedback.</td>
</tr>
<tr>
<td><strong>Branding and Marketing</strong></td>
<td></td>
</tr>
<tr>
<td>• Celebrations of school success through different mediums.</td>
<td>Formal acknowledgment and celebration of success within the school community.</td>
</tr>
<tr>
<td>• Develop and implement a consistent style guide in all printed and online material and templates.</td>
<td>Consistent style guide has been developed and is implemented across the school.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
</tr>
<tr>
<td>• Communication policy developed to ensure clear and positive electronic communication exists between stakeholders.</td>
<td>There is an increase in community satisfaction on communication strategies used across the school.</td>
</tr>
<tr>
<td>• Identify and implement a range of contemporary communication mediums.</td>
<td>Number of community members downloading the Poynter PS App and the number of hits on the school website.</td>
</tr>
<tr>
<td>• Develop and maintain a school website and application system.</td>
<td>Feedback on different modes of communication.</td>
</tr>
<tr>
<td>• Timely and ongoing communication of class, school and community events.</td>
<td>The number of complaints received by the school.</td>
</tr>
</tbody>
</table>
The Poynter Way

On a hill where tuarts grew
Flies a flag, Maroon and blue
Small and lean, big and strong
Side by side we stand in song

Learn and grow through work and play
Seek the truth and seize the day
Set your course and do not stray
That would be the Poynter way
Share the pride when people say
That would be the Poynter way

Friendly faces everywhere
Play it hard but play it fair
Win or lose it’s all the same
That is how we play the game

Learn and grow through work and play
Seek the truth and seize the day
Set your course and do not stray
That would be the Poynter way
Share the pride when people say
That would be the Poynter way