



Warnbro Primary School

Business Plan 2019 – 2021



*Our Community is Striving for
Excellence and Compassion*

School Context

Introduction

At Warnbro Primary school we share a commitment to achieving excellent progress in all we do. We place students front and centre in all our decision-making and maximising student' progress in their engagement, progress in learning and socio-emotional development as young people is our highest priority. We are very clear that this collective, community mission will be achieved when every student is support by highly effective staff working together with highly supportive families. We understand that outside of the contributions of family, most frequently it is the quality of teaching makes the strongest contribution to the development of young people. When highly supportive families connect with highly skilful teachers (including support staff) the children of our community are presented with the best opportunities to flourish.

Broad Influences

The 2019-2021 Business Plan describes the priority areas in which we will focus our work over the coming three years. They have been identified through reflection on our school mission and vision, an analysis of student performance and school delivery information. Additionally, it incorporates Department of Education Strategic Priorities (eg High Performance–High Care and community engagement) thus our theme of A Community Striving Excellence and Compassion; a focus on play and STEM); a contemporary directions in education (eg Targeted Teaching and Visible Learning).

In order for every child to develop their potential we, the school community, must set high expectations with our roles, for our ongoing development and performance. We must provide the best conditions possible for our teachers, education assistants and other school support staff to grow professionally and personally. The community, students, parents, carers and partners must be consulted, heard and engaged in order to provide the conditions that best suit our children's growth, development and achievement.

The evidence is clear that a critical factor within schools for successful students is the quality of teaching, including education assistants and Chaplains etc and the provision of a safe, caring and inclusive learning environment. Our 2019-2021 Business Plan places a strong detailed focus on these factors. We will through our annual Operational Plans across this period enable success by ensuring the efficient allocation and use of resources, providing high quality professional learning, distributing leadership and maintaining positive relationships.

Local Factors

The local context of schooling is increasing viewed by educational researchers as of critical importance of knowing what learning needs to be focused on (especially early on); how learning should occur and the conditions required for optimal learning to take place. We are aware through observation, testing and expert, external reviews that a considerable percentage of our students arrive at Warnbro Primary School with less than generally expected language, communication and cognitive experiences. Additionally, as in many other schools an increasing percentage of children who have experienced or are experiencing significant traumatic circumstances and events. Evidence-based, compassionate, Trauma Informed Practices, social, emotional and behavioural development programs and a positive approach to behaviour management and improvement are focused upon in this Business Plan.

Key student performance data clearly points to the fact that many of our students bring high academic and other capabilities to school. This is shown in their achievements in state and local competitions and performances. Many of our students who commence school making limited progress are by Year 5 progressing more rapidly than their counterparts in other schools. In this Business Plan, provision is made to ensure that these students are supported with high expectations, targeted teaching and feedback, opportunities to work collaboratively and develop their leadership.

I commended this Warnbro Primary School 2019-2021 Business Plan to our community and thank all those who have assisted in its development.

Gordon Murdoch
Principal

Our Vision

At Warnbro Primary School we:

Inspire minds CREATE WISDOM
Connect people Build community

Our Mission

Warnbro Primary School children are inspired, inquisitive learners. They are knowledgeable, skillful, innovative and creative. Our children see a positive future in which they connect with others to contribute to fair, sustainable and peaceful world.

Targets

by 2022:

- NAPLAN results for Year 3 and Year 5 students will show distribution of student achievement and progress better than like schools.
- On Entry results Pp to NAPLAN Year 3 will show distribution of student achievement and progress better than like schools.
- All Aboriginal students will be at or above the Year 3 and 5 NAPLAN National Minimum Standard in English and Mathematics; and will make progress matching non-indigenous students.
- Average attendance for Aboriginal and non-Aboriginal students to reach 93% with 70% of students attending regularly .
- The number of suspensions and the incidence of major negative behaviours will decline each year from 2019 to 2021.
- Student Learning Environment Survey will show 90% or more students feel safe and that the concerns are listen to and acted on by staff.
- Parent, students and staff responses on the National School's Opinion Survey will score 4 or better on all survey questions.
- 90% of students will when surveyed feel safe in the playground and their concerns listen to by their teachers.

Our Beliefs

Our school community is committed to maintaining a compassionate, safe, happy and engaging environment for all students and staff in which excellence in teaching and learning flourishes.

Relationships: Each adult and child develops and maintains positive, compassionate and trusting relationships with others so that we work, play and learn together and from each other.

Teaching: Teaching and support at our school is evidence-based, data driven and constantly developing as we collaboratively learn, review, plan and act .

Learning Environment: The learning environment is an inclusive, trauma-sensitive, happy, safe and provides developmentally appropriate settings in which all can flourish.

Resources: We use our resources human, financial and others on meeting Our Mission through the achievement of the targets and goals within our school plans. All members of the school community have a voice in creating that alignment of purpose and resources.

Leadership: Our leadership focuses on excellence in learning environments and staff practices that have high impact on learning. We develop and distribute leadership and work collaboratively to grow or capacity. We nurture leadership in our students and give them a valuable voice in the school improvement process.

Our Values

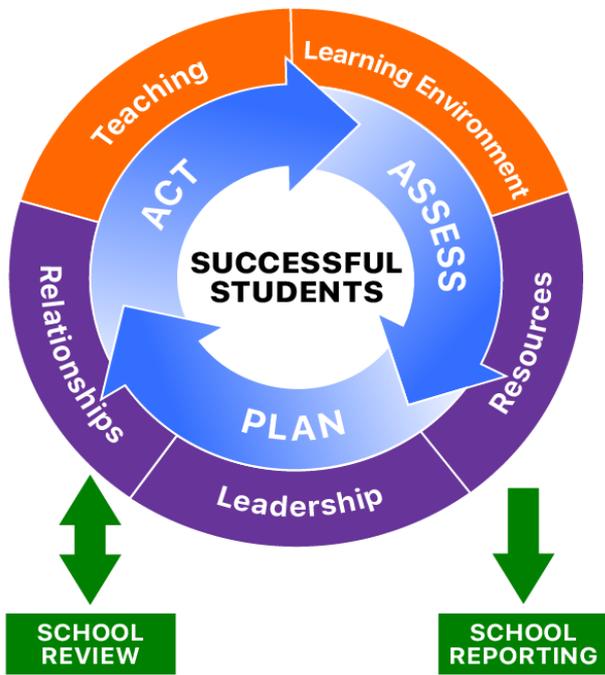
Respect: Respect of self, for others and for the environment.

Excellence: Setting challenging goals and working towards them with enthusiasm and perseverance to achieve our very best.

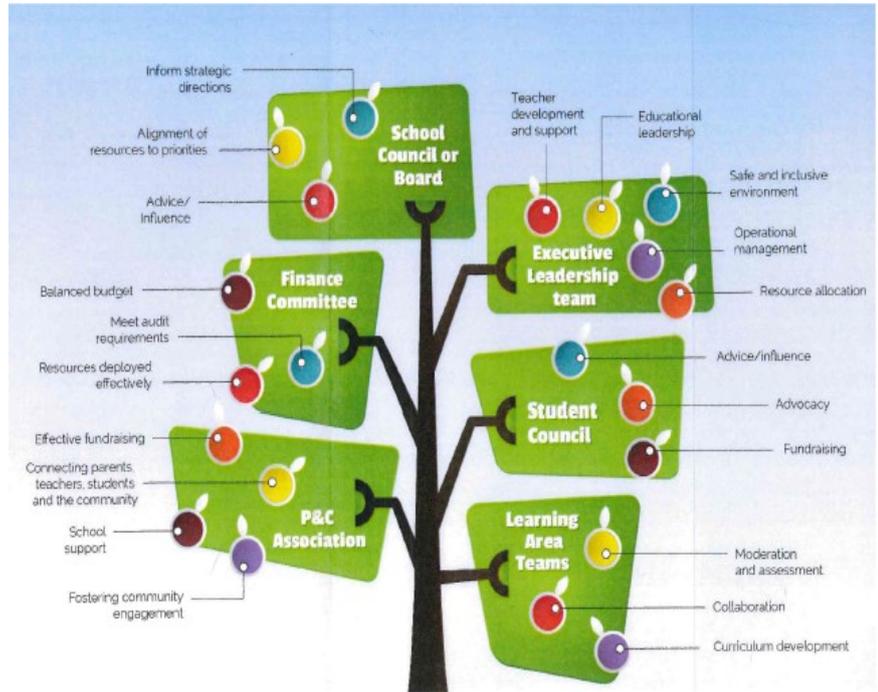
Responsibility: Making commitments, meeting expectations, being accountable and trustworthy.

Safety: Behaving in ways that promotes the physical, social and emotional well-being of ourselves and others.

Our Strategic Drivers

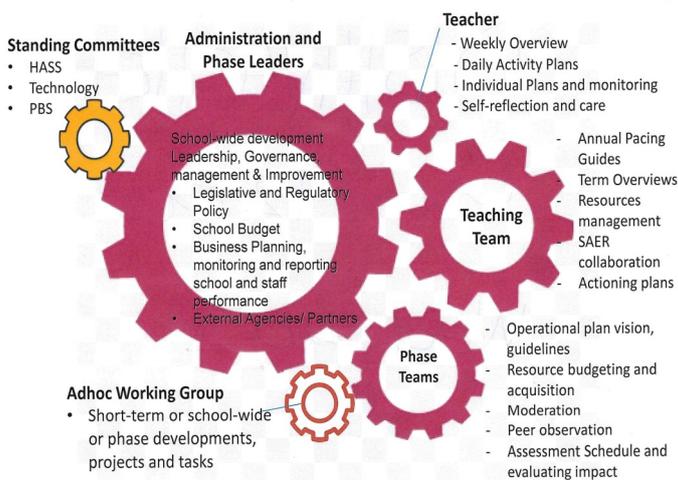


School Improvement and Accountability Elements and Process

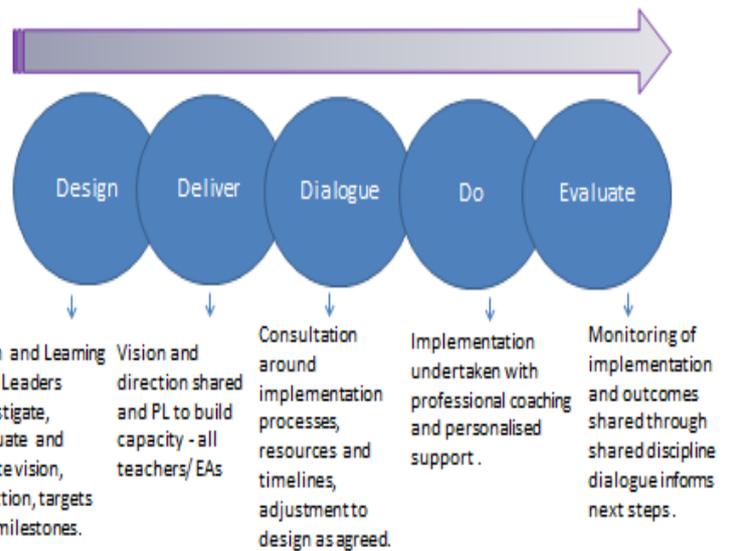


Leadership and Governance Tree

School Teams and Responsibilities



Collaborative teams and distributed leadership



A consultative change management process

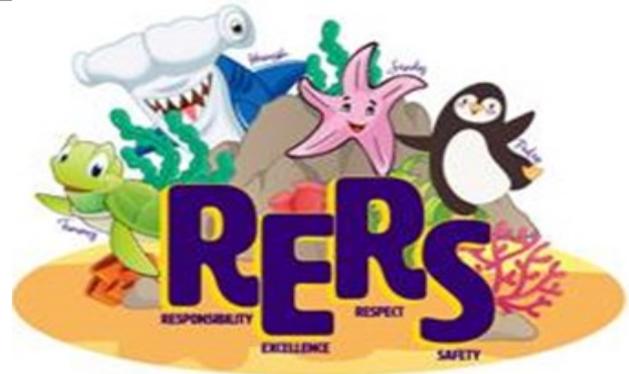
Teaching and Learning Environment Focus Areas



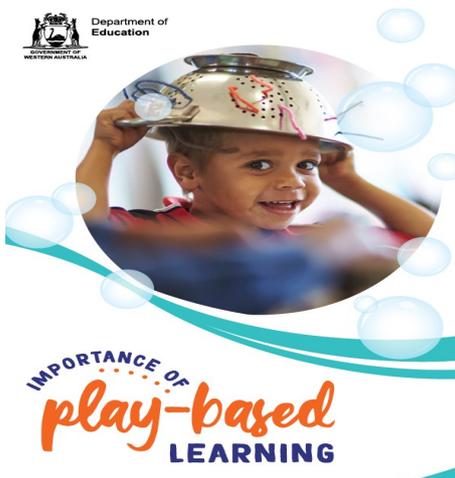
Our Instructional Drivers



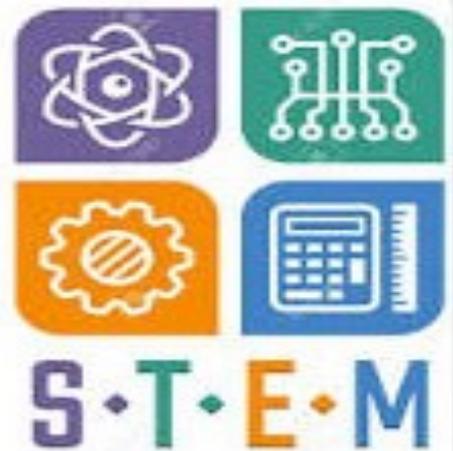
High Impact Teaching Strategies (HITS)
Higher Order Thinking Skills (HOTS)



Positive Behaviour Support



Intentional and child initiated play



Integrated Science, Technology, Engineering and Mathematics

Teaching and Learning Environment Improvement Focus Areas Overview

FOCUS AREAS

GOALS

Engaged, Active and Connected Students

Increasing the active engagement of WPS students will develop deeper understanding of content and reflection upon the learning process. Active learning requires teachers to provide authentic and differentiated learning activities that involve self-questioning, deeper thinking and problem-solving.

Providing our students with engagement strategies like repetition, trial and error and posing questions move the brain into active and constructive learning. WPS students will develop greater self-belief, self-regulation, self-awareness and feelings of connection through collaboration with teachers, peers, community and the environment.

Targeted Teaching and Visible Learning

Teachers will accelerate learning by using evidence of each student's progress on a standards referenced learning continuum. To do so, teachers will identify what each student knows, target what they are ready to learn next, and track each student's progress over time.

Students will see assessment as an opportunity to track their own progress, receive constructive feedback, set goals and develop a growth mindset. Students will engage in self-learning (metacognitive) as progression is made 'visible' with teachers and students are clear about what is to be learned (WALT); and the success criteria (WILF). Additionally, teachers will provide feedback that shapes students personal goals.

Social and Emotional Development and Regulation

Warnbro Primary School students will develop social and emotional skills that make it easier for them to develop resilience and a sense of self-worth, resolve conflict and engage in teamwork. They will feel positive about themselves and the world around them and build the foundations for life long learning and active citizenship.

As students learn about their own emotions, values, strengths and capabilities, they will better regulate their own emotions and behaviours, understand others and so establish and maintain positive, productive relationships.

Teaching and Learning Environment Improvement Focus Areas Overview (contd)

FOCUS AREAS

GOALS

Authentic and Rich Tasks (STEM)

Warnbro Primary School will equip students of all ages with the STEM skills and capabilities they need now, and for the future. Our students will be supported to think critically and creatively and solve complex problems. Whatever their future school pathways, a strong base of STEM knowledge and skills will ensure they can engage in dynamic, authentic learning.

Through high quality STEM teaching and resourcing all students will have access to STEM experiences that are keeping pace with the rapidly changing STEM environment.

Strengthening Learning and Development through Play in the Early Years

The learning experiences of children in Warnbro Primary School early childhood classes form the critical foundations for future development as they progress through life. Scientific research shows that teacher directed and child initiated play provides appropriate and essential opportunities through which children's learning will flourish.

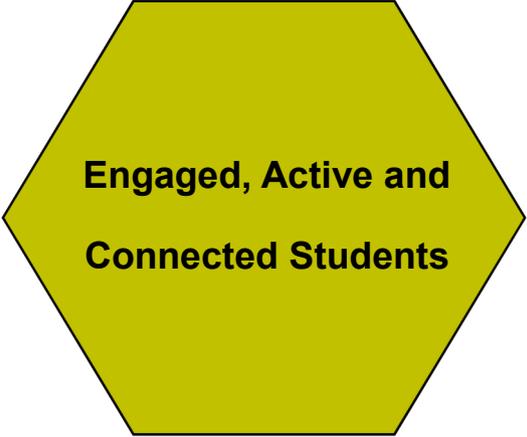
Inspiration, innovation, creativity, inquisitiveness, connection and collaboration are amongst to attributes that result from the exploration and discovery in children's play.

Play is: - actively engaging - joyful - socially interactive - deep learning.

Trauma-Sensitive School Programs, Policies and Practices

Warnbro Primary School understands the educational impacts of trauma. In response the students will experience a safe, compassionate environment where they are supported to make positive connections with adults and peers. They will experience programs that teach them to calm their emotions and focus on learning and behave appropriately. Students will feel confident in their social interaction while learning and at play. Teachers display trauma sensitivity in forming, managing and supporting behavioural expectations. Through the training of staff, our beliefs, policies and practices, children who struggle to meet expectations will be assisted in their development with targeted teaching and support.

Focus 1



Engaged, Active and Connected Students

Increasing the active engagement of WPS students will develop deeper understanding of content and reflection upon the learning process. Active learning requires teachers to provide authentic and differentiated learning activities that involve self-questioning, deeper thinking and problem-solving.

Providing our students with engagement strategies like repetition, trial and error and posing questions move the brain into active and constructive learning. WPS students will develop greater self-belief, self-regulation, self-awareness and feelings of connection through collaboration with teachers, peers, community and the environment.

High Level Questioning

Questioning is a powerful tool and effective teachers regularly use it for a range of purposes. It engages students, stimulates interest, curiosity and makes links to students' lives. Questioning opens up opportunities for students to discuss, argue, and express opinions and alternative points of view.

Teachers will :

- ◆ Undertake professional learning to **effectively provide 4 Level questioning** that stimulates, deepens and gives all children access to learning.
- ◆ **Plan questions in advance** for provoking, probing, extending, revising and reflecting on learning.
- ◆ Promote self-regulated engagement, innovation and creativity through the **use of open-ended questions**.
- ◆ **Use questioning** as an immediate source of feedback **to track progress** in knowledge and understanding.

Differentiated Teaching

Differentiated teaching extends the knowledge and skills of every student in every class, regardless of their starting point. It lifts the performance of all students, including those who are falling behind and those ahead of year level expectations. Effective teachers plan lessons that incorporate adjustments for content, process, and product.

Teachers will:

- ◆ **Provide evidence-based and data driven instruction** (see Focus Area 2) for whole-class and small groups
- ◆ **Regularly plan, deliver and review supplemental instruction** strategies for individuals with required learning adjustments to meet or exceed expected standards.
- ◆ **Regularly plan, deliver and review individualised curriculum adjustments** that sufficiently challenges the student, or enables them to access, the targeted content and achieve their goals.

Authentic Collaboration

Collaborative learning best occurs when students work in small groups and everyone participates in a learning task. There are many collaborative learning strategies using varying forms of organisation and tasks.

Collaborative learning is supported by designing meaningful ('real-world') tasks in which students actively negotiate content, roles, responsibilities and outcomes.

Teachers will:

- ◆ **Undertake PL in managing effective small groups** using effective instructional strategies and building the collaborative skills of student
- ◆ **Provide meaningful challenges where students are required to work together** to apply and synthesise previous learnings . (See Focus Area 4)
- ◆ **Give students choice and voice** such as options for or within topics, how to express their learning and opportunities to share expertise, ideas, outcomes and reflections.

Focus 2

Targeted Teaching and Visible Learning

Teachers will accelerate learning by using evidence of each student's progress on a standards referenced learning continuum. To do so, teachers will identify what each student knows, target what they are ready to learn next, and track each student's progress over time.

Students will see assessment as an opportunity to track their own progress, receive constructive feedback, set goals and develop a growth mindset. Students will engage in self-learning (metacognitive) as progression is made 'visible' with teachers and students are clear about what is to be learned (WALT); and the success criteria (WILF). Additionally, teachers will provide feedback that shapes students personal goals.

4. Adapt our teaching practices to improve next time round

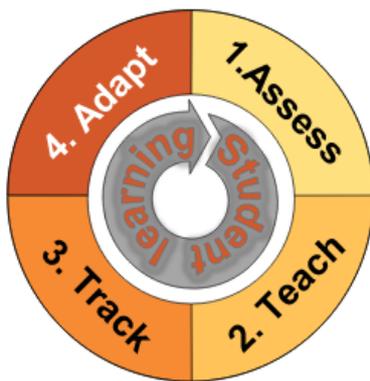
Analyse **progress and outcome data** to select and refine teaching practice:

- Keep doing what works best
- Improve or stop what doesn't

1. Assess what each of our students knows already

Identify a **baseline** for every student on an agreed learning progression to:

- Assess current understanding
- Agree appropriate learning goals



3. Rigorously track the progress of all our students

Monitor **progress** of every student to:

- Re-assess their understanding
- Analyse progress vs learning goals
- Support any student who is stalled
- Provide individualised feedback

2. Target teaching to meet each student's learning needs

Use current **achievement data** to:

- Plan how to cover the next topic
- Target teaching to address what each student is ready to learn next
- Refine teaching using frequent formative assessment

Explicit Targeted Teaching Process

The adjacent model describes the process and steps of effective targeted teaching.

Teachers will:

- ◆ Within their Teaching Teams **develop/adopt progressions of learning intentions** (WALTs) with success criteria (WILFs) aligned to the WACO Standards and visibly displayed these in classrooms.
- ◆ **Progressively implement the Target Teaching** process in English, Mathematics, Science and Personal and Social Capability.
- ◆ **Use students achievement of goals to inform** Student Semester Reports and their Performance Development .
- ◆ **Collaboratively engage in moderation activity** to ensure making valid judgments and giving reliable feedback.

Self-Regulated Learning (Metacognition)

Teachers will:

- ◆ Through guided questioning and modelling (think aloud), engage students in discussions to reflect on how prior learning could be applied and new goals attained in tasks.
- ◆ Explicitly guide students in planning how to monitor progress and evaluate achievement in learning activities and tasks.
- ◆ Focus of developing all students Higher Order Thinking Skills (HOTS) that enable them to structure and organise their approach to challenging tasks.

Feedback and Goal Setting

Teachers will:

- ◆ Ensure all students set goals for next steps in learning against progressions aligned to the WACO.
- ◆ Routinely provide each student with feedback that guides their achievement of goals for learning.
- ◆ record the each child's achievement of learning goals making them visible within the learning environment.
- ◆ Students will use provided exemplars of progress in learning to set and monitor their achievement of goals.

Focus 3

Social and Emotional Development and Regulation

Warnbro Primary School students will develop social and emotional skills that make it easier for them to develop resilience and a sense of self-worth, resolve conflict and engage in teamwork. They will feel positive about themselves and the world around them and build the foundations for life long learning and active citizenship.

As students learn about their own emotions, values, strengths and capabilities, they will better regulate their own emotions and behaviours, understand others and so establish and maintain positive, productive relationships.

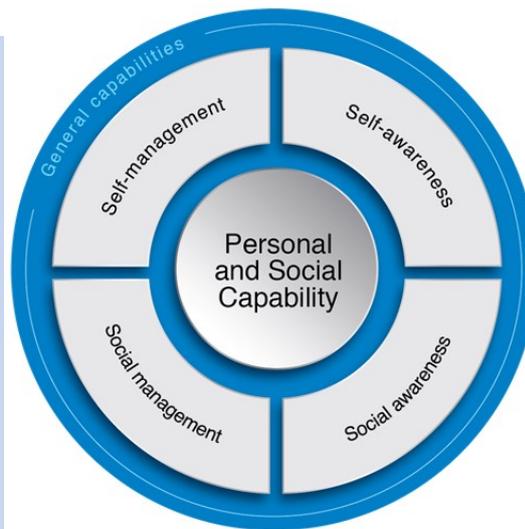
The terms 'social and emotional development, learning and regulation' and 'personal and social capability' are synonymous and often referred to by the SEL acronym.

Explicit Teaching

Students' lack awareness of social and emotional learning so need to be made explicitly aware of the progressions within elements of the 'Personal and Social Capabilities'. Using cross-curricular approaches makes learning authentic and relevant to students however, explicit teaching is required to avoid this learning being 'lost' or secondary to the subjects in which they are embedded. It is not sufficient to assume that by integrating that students will naturally achieve these critical intended learning outcomes.

Teachers will:

- ◆ **Build trust relationships with students** by explicitly modelling calm, attentiveness and compassion in their interactions with children.
- ◆ **In K-Year 3 deliver 'Bounce Back' and in Years 4—6 use Aussie Optimism** (both aligned to WACO) modules and resources.
- ◆ **Use 'Zones of Regulation'** activities and resources to teach strategies for behavioural regulation.
- ◆ **Implement a targeted teaching and visible learning approach** (see Focus Area 2) using goals and progression derived from the 'ACARA Personal and Social Capability Learning Continuum'.
- ◆ **Use ABLEWA assessment to develop, implement and continuously review** small group and individual plans for children who are experiencing difficulty in meeting expected social and emotional capabilities.



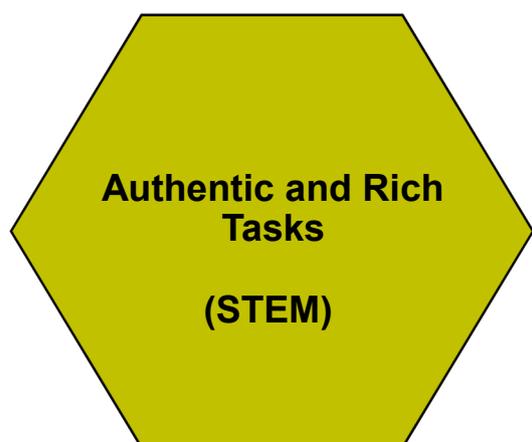
Whole-school Approach

Establishing an effective school wide approach to SEL is most effective when all members of a school community are aware of, committed to, and take ownership over developing a shared vision and implementing and agreed policies, programs and practices. A school wide approach relies on the ongoing collaborative planning, action and review.

Teachers will:

- ◆ **Continue to develop and implement** our PBS approach, Behaviour Improvement, SAER and Transitions policies.
- ◆ Along with Education Assistants continue to develop abilities to **undertake Functional Behaviour Assessments and 5 P case formulation**.
- ◆ **Work with other school community stakeholders and external partners** within a 'wellbeing' standing committee developing and supporting a universal SEL and targeted Mental Health and Tier 2 Behaviour Operational Plan.
- ◆ **Participate in CMS Foundation and Team Teach** programs maintaining ongoing accreditation.
- ◆ **Allocate funds from Teaching Team budgets** to acquire resources and development of spaces that support SEL (see also Focus Area 6).

Focus 4



Warnbro Primary School will equip students of all ages with the STEM skills and capabilities they need now, and for the future. Our students will be supported to think critically and creatively and solve complex problems. Whatever their future school pathways, a strong base of STEM knowledge and skills will ensure they can engage in dynamic, authentic learning.

Through high quality STEM teaching and resourcing all students have access to STEM experiences that are keeping pace with a rapidly changing STEM environment.

Authentic Tasks

Teachers will:

- ◆ Collaborate to create integrated tasks and assessments linked to STEM Learning Areas, Cross Curriculum Priorities and General Capabilities, within and across teaching teams.
- ◆ Provide students with learning tasks that address contemporary issues that are relevant to their current future lives.
- ◆ Enable students to share their learning journeys and project outcomes with peers, the school and wider community.
- ◆ Support students to set personal goals aligned to task objectives and provide ongoing, targeted feedback.
- ◆ Engage in assessment design and moderation workshops and activities to confidently and reliably make judgements and report student achievement.
- ◆ Extend delivery of authentic tasks to other subject areas such as HASS, The Arts and Health to contribute to a connected curriculum.

Rich for Deep Learning

Teachers will:

- ◆ Collaboratively plan project activities starting with assessment 'for', 'of' and 'as' learning, in mind and sharing these with students.
- ◆ Support students to apply explicitly taught higher order thinking strategies (HOTS) that explicitly structure and organise their approach to challenging tasks.
- ◆ Use advanced questioning skills and modelling to deepen and extend students' learning and assist them identify innovative pathways to achieving success.
- ◆ Guide students to evaluate and reflect on their progress by revisiting the learning objectives of tasks match them to their own performance.
- ◆ Engage students in 'design thinking' and using digitals that assist them to connect with prior learning , understanding constraints and developing creative ideas.

Building Capacity for STEM Plus

Teachers will:

- ◆ Through the school's engagement in the STEM Pioneer Project have access to high quality professional learning, leadership development and networking.
- ◆ Participate in determining strategic resourcing that enables them to utilise their increasing capability keeps pace with STEM a rapidly changing STEM environment.
- ◆ Have targeted, shoulder-to-shoulder support from trained, school-based teacher leaders.
- ◆ Engage parents and the broader community by sharing the learning experiences and achievements of their students through class and school-wide opportunities.

Focus 5

The learning experiences of children in Warnbro Primary School early childhood classes form the critical foundations for future development as they progress through life. Scientific research shows that teacher directed and child initiated play provides appropriate and essential opportunities through which children's learning will flourish. Inspiration, innovation, creativity, inquisitiveness, connection and collaboration are amongst to attributes that result from the exploration and discovery in children's play.

Strengthening Learning and Development through Play in the Early Years

Activate Self-regulated Learning

Teachers and Education Assistants will:

- ◆ Routinely use provocations and modelling to cause children to re/direct and reflect on their learning, as well as to monitor their own progress .
- ◆ Provided authentic and rich contexts for play that require children to apply taught knowledge, concepts and strategies.
- ◆ Explicitly teach , provoke and model Higher Order Thinking Skills (HOTS) that assist children to take critical and creative approaches exploration and play.
- ◆ Guide children to express, represent and reflect on their learning journeys in a wide variety of highly 'visible' ways within classrooms and other spaces.

Playing and learning together

Teachers and Education Assistants will:

- ◆ Develop productive relationships and confidence in following the protocols of play and collaboration.
- ◆ Children's social and emotional programs will have a strong emphasis on cooperative playing and collaboratively learning together.
- ◆ Teachers will termly explicitly share the intentions, activities and outcomes of children's learning through play.

Settings and Spaces

Teachers and Education Assistants will:

- ◆ Provide a diverse range of settings that enable experiences that acknowledge all children's uniqueness and supports their learning and developmental needs.
- ◆ Develop the resources that support explore, discover, create, innovate and test ideas and skills.
- ◆ Learning activities and spaces will be intentionally developed to activate and direct play towards learning leading to, within and beyond in the WACO.

Planning, activating and assessing learning

Teachers and Education Assistants will:

- ◆ Use real time observations of children's playful learning and respond in the moment using relevant guiding strategies
- ◆ Teachers and EAs reflect on the explicit monitoring of child initiated and teacher led play to develop targeted subsequent experiences.
- ◆ Teachers will use children's interests and needs as well as the NQS, EYLF and WACO to plan the play experiences.

Focus 6

Trauma-Sensitive School Programs, Policies and Practices

Warnbro Primary School understands the educational impacts of trauma. Our students will experience a safe, compassionate environment and be supported to make positive connections with adults and peers. They will experience programs that teach them to calm their emotions and focus on learning and behave appropriately. Students will feel confident in their social interaction while learning and at play. Teachers display trauma sensitivity in forming, managing and supporting behavioural expectations. Through the training of staff, our beliefs, policies and practices, children who struggle to meet expectations will be assisted in their development with targeted teaching and support.

Strengthening Community Awareness , Vision and Action

The school will:

- ◆ Empower the PBS Tier 2/ Mental Health Team and seconded parents/ carers to lead the **Be You Framework** approach to becoming a trauma-sensitive school.
- ◆ Engage staff, students and families in a **review of our policy, procedures and practices** in light of the National **Safe Schools Framework**.
- ◆ Support **staff to complete the SMART Online Trauma training modules**. (commencing with Special Needs Education Assistants).
- ◆ **Develop systems to ensure** a school-wide compliance , commitment and **action for child protection**.
- ◆ Provide **staff** with training in developing **personal safety plans**.
- ◆ Engage the **whole-school community** in awareness and action programs strongly **focused on decreasing violence and bullying**.
- ◆ Develop an **early childhood Green (social and emotional learning) Room** in EC5 with an adjoining sensory garden.
- ◆ Continue **partnerships** with **Curtin University** of School of Social Work, **Kwinana Early Years Services** and **Department of Communities**.

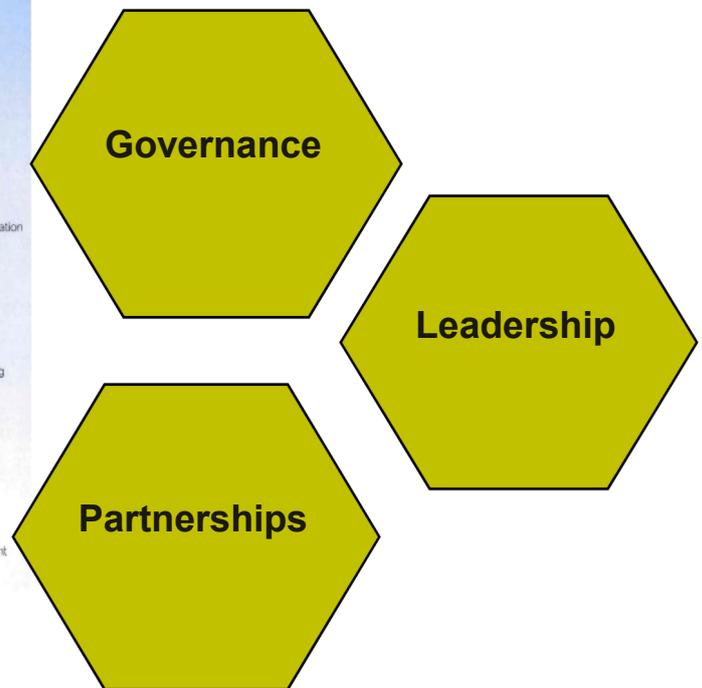
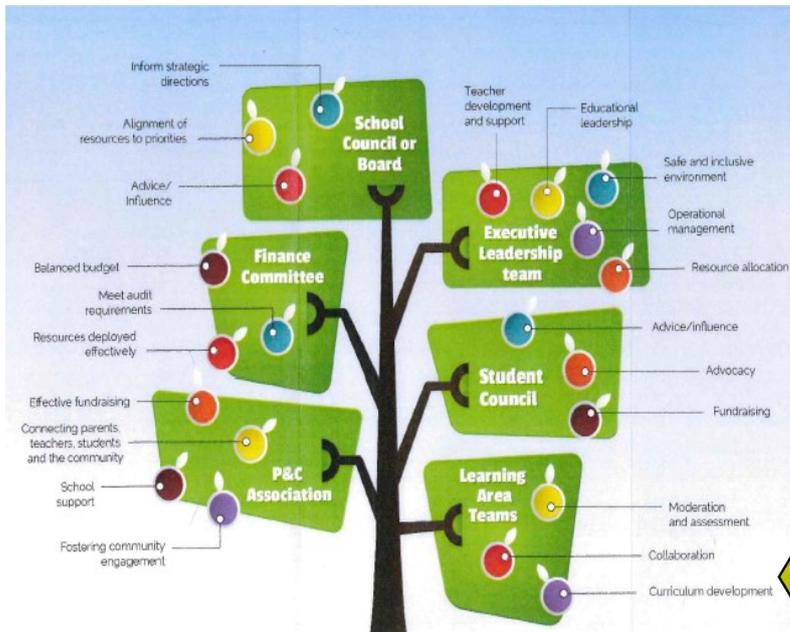


SMART Classroom Practice

Teachers and Education Assistants will:

- ◆ Work in the Teaching Teams to **implement the SMART P-R-A-C-T-I-C-E approach** to create trauma sensitive classrooms.
- ◆ **Continue to develop children's emotional literacy , social skills and self-regulation** using Zones of Regulation, Bounce Back and Aussie Optimism.
- ◆ Provide **authentic opportunities for children to develop belonging and practice pro-social behaviour through play**.
- ◆ **Investigate how Cognitive Behavioural Therapy can be integrated into their social and emotional programs** and how it could be applied in Tier 2 and 3 individual plans.

Leadership, Governance and Partnerships Focus Areas



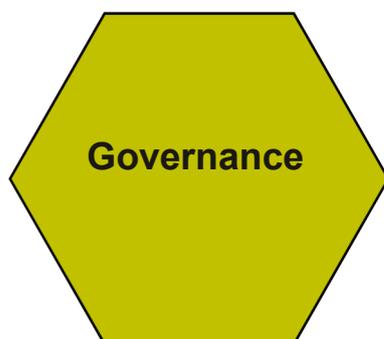
Goals

- ◆ Our School staff and School Board will adhere to data-driven, evidence-based approaches leading innovation and responding to community initiated issues through consultation and consensus. The School Board will regular evaluate the impact of programs and policies and the school will report these findings to the community.
- ◆ Resources will be allocated to train and equip staff to lead and deliver initiatives that achieve excellence in student performance and compassionate support of children, families and staff.
- ◆ There will be effective, beneficial external partnership that strengthen our capability to improve the delivery and performance requirements and aspirations.
- ◆ We will continue to work supportively and collaboratively with the Parents and Citizens Association to raise valuable funds supporting improvement in children's experience and development at school and community engagement.

Leadership, Governance and Partnerships

Focus Areas

Focus 7

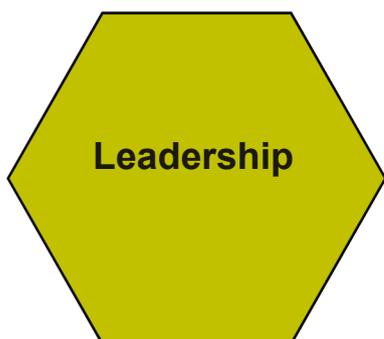


- ◆ Continue to develop a self-assessment culture and processes that emphasises the strategic alignment between student performance monitoring and the focus of improvement initiatives.
- ◆ Provide induction and build the capacity and profile of the School Board and communicate decisions to the school community.
- ◆ Further build capacity of the finance committee to participate in the oversight of the school's finances .

Key Performance Measure

The School Board's biennial survey of its effectiveness is shows parents are represented on the in line with its Terms of Reference.

Focus 8

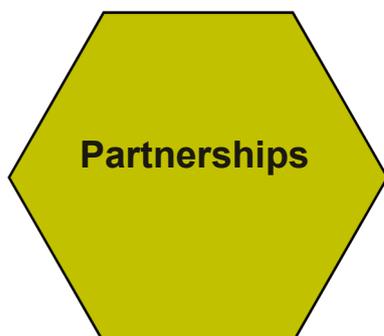


- ◆ Provide training and coaching supporting more staff to effectively undertake leadership roles across teaching teams and improvement focused committees.
- ◆ Develop expertise for the effective peer coaching, observation and feedback that is a seamless extension of Performance Management.
- ◆ Principal and Deputy Principals undertake self-reflection against the Principal Performance Improvement Tool and 360 Degree Feedback.

Key Performance Measure

Staff respond very positively through the National School's Satisfaction Survey and 360 Survey. to the development and effect of administrative and distributed leadership.

Focus 9



- ◆ Maintain partnerships with Curtin University School of Social Work and Murdoch University School of Education and seek new beneficial partnerships.
- ◆ Participate in the professional partnerships with local schools in the South Peron Education Network and Network 20.
- ◆ Strongly support for the development and activities initiated by the Parents and Citizens Association and alignment of those activities to the aspirations of the School Board.
- ◆ Maintain highly effective relationship with Department of Communities Rockingham through collaborative case management.

Key Performance Measure

A School initiated annual *Partnership Survey* shows very positive perception by partners of our school's level of effective engagement.