



Rapids LANDING
PRIMARY SCHOOL



Business Plan

2022-2026



Located in Margaret River, Rapids Landing Primary School is an innovative Independent Public School for children in Kindergarten to Year 6 to learn and thrive.

Opening in 2018, our school focuses on challenging, invigorating and extending young minds. Our core purpose is to achieve excellence in all facets of our students' intellectual, physical and social development. We inspire them to be motivated and engaged learners who will successfully adapt in an ever-changing world. Students thrive in an exciting and innovative learning setting that enables them to reach their full potential. They will grow with a sense of belonging and empowerment, building on sound foundations.

Our passionate staff provide rich and diverse learning experiences that meet the needs and interests of every child. We cater for the unique needs and aspirations of local families and provide exceptional service to our proud and cohesive community as we create excellence together. We trust one another, which gives us the confidence to challenge ourselves, our community and our students with a school culture that ensures every child has the opportunity to be the best they can be.

As an exemplary school, we continue to embed our inspiring vision and ethos that reflects Margaret River, our community, and most importantly the needs of our children. We continue to work closely with our local community to develop a direction for our school to ensure it reflects the aspirations, uniqueness and diversity of our students and school community. Our School Board and P&C support and promote our school as a social hub for its community.

Our Vision






Our vision is to **create excellence together** with every student through the provision of a high quality education in a safe, supportive and inclusive learning community. Through opportunities, students are equipped with the skills and understandings to become resilient, curious, engaged life-long learners and active global citizens in the 21st century.

Our Values

All members of our Rapids Landing Primary School community uphold the *Tribes Agreements* to **create excellence together**.

Our Beliefs About Teaching, Learning and Assessment

Our learning community believes that students learn best and teachers teach best when...

 <p>Mutual Respect We treat people the way we want to be treated, valuing and respecting other opinions, beliefs and values.</p>	<p>Curriculum ...learning programs build on the existing knowledge of students, are culturally and developmentally appropriate and have real life applications. ...they are engaged in a challenging, purposeful and inclusive curriculum that motivates and supports them to achieve their personal best and become resilient life long learners.</p>
 <p>Attentive Listening We listen with our eyes, ears, hearts and minds.</p>	<p>Learning Environment ...they have a safe, supportive, engaging and inclusive learning environment that fosters a sense of belonging, connection and curiosity.</p>
 <p>Appreciations/No Put-downs We speak kindly to others and think of their feelings. We encourage each other's talents, beliefs and values.</p>	<p>Relationships ... strong, positive relationships within and across the whole school community are valued, encouraged, nurtured and maintained through shared expectations, common goals and mutual respect.</p>
 <p>The Right to Participate/Pass We have the right to pass in certain activities, but know that the more we participate, the more we gain. We actively participate in all learning activities and make positive choices.</p>	<p>School Community</p> <ul style="list-style-type: none"> ... students decision making – Right to Pass/Participate • take ownership of their learning and accept personal responsibility to be active, resilient and engaged life long learners. • accept and appreciate others for who they are. • are good neighbours and active citizens.
 <p>Personal Best/Personal Responsibility We always do the best we can and set personal goals for achievement while reflecting on our learning. We take responsibility for ourselves, others and things.</p>	<ul style="list-style-type: none"> ... staff • are motivated, professional, engaged and compassionate. • value each child. • provide opportunities for students to take responsibility for their own learning. • value giving and receiving feedback to self and others ... parents and carers • are partners in their child's learning and share common understandings of a child's development. • develop relationships with our school community to support teaching and learning. ... the wider community • works in partnership to support and enhance teaching and learning. • enable partnerships that enhance student learning, global connections and global citizenship.

Successful Students - Our approach

We develop successful students through processes and practices that are intended to have maximum impact on overall school performance.



As a professional learning community, our vision, values and beliefs underpin our school's long term strategic approach to developing successful students.

Vision	Enablers
<p>At Rapids Landing Primary School, we <i>create excellence together</i> with every student through the provision of a high quality education in a safe, supportive and inclusive learning community. Through opportunities, students are equipped with the skills and understandings to become resilient, engaged life-long learners and active global citizens in the 21st century.</p> <p>Order changed and current language/strategies added</p>	<p>Tribes Learning Community culture Safe, supportive and inclusive learning environment Aboriginal and Cultural Standards Framework WA Curriculum implementation National Quality Standard Teaching for Impact-Quality Teacher Strategy Whole school approaches to Literacy and Numeracy Early Years Learning Framework Early identification and intervention Supporting students with difficulties, disabilities and differentiation STEM (Science, Technology, Engineering and Mathematics) 21st Century Learning Digital Technologies The Arts Visible learning Critical and creative thinking Cooperative and instructional strategies Classroom observations Feedback principle Health and wellbeing Attendance and engagement Positive restorative behaviour management approach Sustainability Nature play Student voice Leadership, Governance and Partnerships</p>



Self-assessment of our school's performance as at 2022

Our Public School Review in April 2021 identified Rapids Landing PS as *Exceptional*, with the next external review scheduled for 5 years (2026). No recommendations for improvement were identified by the Director and Peer Reviewers.

Our rigorous self assessment identified strengths in our processes and procedures that achieve effective student outcomes. Progress and achievement in each domain were identified and will continue to be intentionally implemented. Our school also identified areas to strengthen, amplify and/or introduce to continue our improvement journey and ensure contemporary learning and teaching for our students and staff.

Our Public School Review report and school self assessment up to and including December 2022 has informed this Business Plan's targets and milestones.

Until our next external review, our school will continue to self assess against priority and maintenance areas in the annual school Operational Plan. Analysis and communication of this data will ensure our Business Plan targets and milestones are monitored, reviewed and relevant.

The school has an increased proportion of students with identified disabilities and difficulties. All students with disabilities or difficulties who require teaching and learning adjustments have a documented plan (Individual/Group Education Plan - IEP, GEP; Individual Behaviour Management Plan - IBMP).



School Performance and Student Improvement Targets for 2022-2026

We gather longitudinal data and identify evidence-based outcomes and trends, so that yearly Operational Plan targets address the distinctive needs of each cohort and year for student improvement. These are stated in the annual school Operational Plan.

Area	School Performance
Implementation of WA Curriculum	
English	<ul style="list-style-type: none"> By the end of 2026, school mean in achievement for all NAPLAN assessments is at All WA Schools and Australian mean. By the end of 2026, 50% of stable students demonstrate high achievement and/or high progress in all NAPLAN assessments. By the end of 2026, 85% of students meet a standard of C or above in English using the standards set by SCSA (School Curriculum and Standards Authority). By the end of 2026, RLPS has embedded a whole school approach to the teaching, learning and assessment of English.
Mathematics	<ul style="list-style-type: none"> By the end of 2026, school mean in achievement for all NAPLAN assessments in Mathematics is at All WA Schools and Australian mean. By the end of 2026, 35% of students will demonstrate high achievement and/or high progress in all NAPLAN assessments. By 2026, 85% of students meet a standard of C or above in Mathematics using the standards set by SCSA. Embed our whole school approach to the planning, teaching, learning, assessing and monitoring of Mathematics.
Science	<ul style="list-style-type: none"> By 2026, through full implementation of the Western Australian Curriculum, 90% of students meet a standard of C or above using the standards set by SCSA.
HASS	
Technologies	
Health and Physical Education	
The Arts	
Languages	
21st Century	<ul style="list-style-type: none"> 21st Century Learning (including STEM) is implemented and integrated across learning areas. 21st Century Learning pedagogical strategies trialled, implemented and embedded as a whole school approach. Shared understanding of the 21st Century Skills developed by staff and students and students provided with the opportunity to demonstrate 21st Century Skills. Student proficiency in demonstrating the 21st Century Skills is measured and evaluated to inform future practice for student learning. Staff confidence, competence and capacity to implement 21st Century Learning experiences for students is measured and evaluated to provide targeted professional learning. Staff engage in targeted professional learning to increase confidence, competence and capacity to implement 21st Century Learning experiences for students.
National Quality Standards	<ul style="list-style-type: none"> Continue to meet all National Quality Standards (NQS) by 2026 and beyond, as validated through external reviews and annual self assessment.
Wellbeing	
Attendance	<ul style="list-style-type: none"> By the end of 2026, increase attendance rate of students at Rapids Landing Primary School to at least 92%. By the end of 2020, increase regular attendance of students at Rapids Landing Primary School to at least 70%.
Behaviour	<ul style="list-style-type: none"> Reduce the school population of students who are suspended, withdrawn or placed on intent to suspend to 3%. Reduce the types of behaviour that lead to suspension through explicit strategies in self-regulation and awareness of both self and others.

2022-2026 Focus Areas for Successful Students

High Quality Teaching

Vision: By 2026, our Professional Learning Community will demonstrate collaborative planning, classroom observation, effective feedback and student voice so that high quality teaching is visible.

Broad Strategy	Milestones	Monitoring
Implementation of current Western Australian Curriculum	<ul style="list-style-type: none"> Development of Whole School Approaches (WSA) are evident in all classrooms Staff are confident and competent in planning, teaching, assessing and reporting in all learning areas in the Western Australian Curriculum Staff are confident and competent in reporting student performance using a range of reporting tools for parents and carers to be informed of their child's achievement and performance NAPLAN, OLI (Online Interview) and AEDC performance data will inform future targeted planning to promote student improvement Staff integrating and embedding Cross Curricular Priorities and General Capabilities in their planning and teaching are evident All staff are making valid and consistent judgements about student achievement through moderation practice Responsive pedagogy reflecting current Department initiatives 	<p>NAPLAN data and predictions, SAIS (<i>School Assessment Information System</i>) – data triangulation, student reports, alternative summative assessment to supplement eg PAT (<i>Progressive Achievement Testing</i>), PAST (<i>Phonological Awareness Screening Test</i>), Acadience</p> <p>WSA to learning areas</p> <p>Differentiation of assessment tasks in student Progress Packs</p> <p>Student Progress Packs using Western Australian Achievement Standards</p> <p>Moderation of student assessment, work samples – consistency in judgements</p> <p>Quality annotated work samples produced within and across Learning Teams</p> <p>Learning Journeys, Three Way Conferences</p> <p>IEPs/GEPs (<i>Individual and Group Education Plan</i>)</p> <p>Visible learning</p> <p>Classroom and Peer Observation, Peer Coaching, Performance Management and Development Process/Policy and plans, Feedback</p> <p>Qualitative feedback from Learning Teams, Staff Survey(s), WWW/EBI (<i>What Worked Well/Even Better If</i>) from staff</p> <p>School and classroom environmental print</p> <p>Quality Teaching Strategy – Teaching for Impact</p> <p>Phonics Initiative</p> <p>Skilful use of Education Assistants, Aboriginal Islander Education Officers and school support staff.</p>
Professional Growth	<ul style="list-style-type: none"> Access to Professional Learning opportunities to build staff confidence and capacity in implementing and teaching the current Western Australian Curriculum Coaching, discipline dialogue, peer and classroom observation to strengthen teaching practices Whole school staff meetings/School Development Days progress staff understanding of curriculum areas and planning, monitoring, assessing and reporting Use of AITSL (<i>Australian Institute for Teaching and School Leadership</i>) National Professional Standards for Teachers further embedded in performance management and Education Assistant Standards 	<p>Register of Professional Learning</p> <p>Evidence within professional learning documents – clearly identifiable and documented development goals and reviews</p> <p>Process for giving and receiving constructive feedback</p> <p>Performance Management and Development plans</p> <p>Induction</p> <p>Staff Handbooks</p> <p>Reflective Practice</p>
National Quality Standards (NQS)	<ul style="list-style-type: none"> All standards assessed annually as being met (reviewed, analysed, areas of need identified and addressed and areas of success celebrated) Embed school developed Early Childhood statement 	<p>NQS annual self-assessment and audits</p> <p>NQS review</p> <p>Ongoing development of outdoor learning and play spaces</p>
Technologies	<ul style="list-style-type: none"> Technologies at RLPS promoted and staff capacity developed Staff and students have access to a range of resources to implement the Technologies Curriculum 	<p>Reporting to Parents</p> <p>Staff surveys</p> <p>Evidence from peer coaching</p> <p>Evidence from Three Way Conferences, Learning Journeys, Progress Packs</p> <p>Resourcing</p>
21st Century Learning and STEM (Science, Technologies, Engineering and Mathematics)	<ul style="list-style-type: none"> 21st Century Learning implemented and integrated across learning areas 21st Century Learning pedagogy as a whole school approach Staff engaged in professional learning Shared understanding of 21st century skills (including STEM) are developed and opportunities for students to demonstrate 21st century skills are implemented 	<p>Professional Learning Register</p> <p>Evidence from Three Way Conferences, Learning Journeys, Progress Packs</p> <p>Innovation Planner</p> <p>Staff Competency Survey</p>

Broad Strategy	Milestones	Monitoring
The Arts	<ul style="list-style-type: none"> Culture and The Arts are integrated and promoted within and beyond the school community Purposeful and intentional implementation of the Aboriginal Cultural Standards Framework Student expression and voice is broadened through Culture and The Arts learning opportunities 	SAIS (<i>School Assessment Information System</i>) – student reporting Student opportunities eg Choir, Rapids Rock Band, Drama Club, special event days (Chinese New Year) Sister School Partnerships
Early Identification of SAER	<ul style="list-style-type: none"> Formal and informal assessments, observations and teacher judgements informs early identification of students at educational risk Staff implement effective teaching and learning adjustments to meet the individual needs of students Effective case management including targeted individualised plans that target the complex and/or diverse needs of students Individual student/class profiles established and maintained Strengthen partnerships with outside agencies and external providers Implementation of External Agencies and Therapy Providers Agreement Demonstrated progress in student achievement over time A responsive support program eg EALD Use of highly effective Education Assistants to enhance the targeted implementation of a support program 	Disability Resourcing NCCD Documented Plans IEPs GEPs IBMPs Student profiling data Data triangulation NAPLAN, SAIS, On Entry Assessment, SOCS (<i>Screening of Communication Skills</i>), AEDC Progress Packs Attendance data Qualitative and quantitative information from outside agencies eg speech, OT, paediatrician, psychologist Case Conferences External Agencies and Therapy Providers Agreement Support program eg teaching and learning adjustments, Macqlit Track disability, aboriginal, EALD, PEAC, TAGS students
Sustainability	<ul style="list-style-type: none"> Sustainability practices evident across school and promoted throughout wider community 	Range of sustainability practices implemented (including Waste Wise, Waterwise and edible garden, Sustainability Club)

Safe, Supportive and Inclusive Learning Environment

Vision: By 2026, our Professional Learning Community collaborates in an inclusive, safe and supportive environment so that our focus is on learning and teaching.

Broad Strategy	Milestones	Monitoring
Student Voice	<ul style="list-style-type: none"> The opportunity for all Year 6 students to take on a leadership role within our school Opportunity for student voice for all students 	School Councillors, Faction Captains, Peer Support, Sustainability Club, Drama Club, Choir, Band, Student Voice
Culturally Safe And Engaging Learning Environment That Promotes Values, Connection And Belonging	<ul style="list-style-type: none"> Ongoing development of Tribes Agreements Development and implementation of whole school approach to supporting health and wellbeing Acknowledge achievement and values Students, parents and staff successes acknowledged through a range of approaches to recognise positive behaviours and contributions Continued focus with school community through incursions, workshops, explicit teaching and information published in the newsletter and online 21st century skills to promote resilience Awareness and appreciation of the environment through participation in the play spaces and community involvement Involvement in incursions and programs which promote cultural awareness such as NAIDOC Week, Reconciliation Week and Harmony Day 	Classroom observations and monitoring Survey data Workshop attendance Learning environments and environmental print School assemblies, newsletters, Facebook Nature Conservation Program Sustainability Club Buddy Benches Sporting Clinic opportunities AIEO working in classes School wide art installations Chaplain Choir, Band, Drama Club Friendology Tribes
Inclusion	<ul style="list-style-type: none"> Staff meet the individual needs of students with disabilities and difficulties through intentional teaching and learning adjustments in an inclusive and supportive teaching environment Teachers and Education Assistants implement IEPs, GEPs and IBMPs to cater for individual student needs 	Documented plans: IEP, GEP, IBMP Reporting to Parents Individual and classroom monitoring Class profiles Implementation of WA Curriculum SAER Student Profile Chaplain Transition program PEAC Staff deployment

Broad Strategy	Milestones	Monitoring
Attendance	<ul style="list-style-type: none"> Promotion of the importance of establishing and maintaining attendance careers in K-6 Development of student attendance careers in Kindergarten in preparation for compulsory education Individual case management approach to student attendance The school communicates and works with stakeholders of students whose attendance is identified at risk of absolute attendance 	SAR (<i>Student Attendance Reporting</i>) data Use and analysis of attendance codes Student profiles Analysis of term attendance data Offering Attendance Panels for students at severe risk Newsletters Assemblies P&C Meetings School App
Behaviour	<ul style="list-style-type: none"> Review and implementation of whole school approach to Positive Behaviour in Schools that promotes restorative practice through a sustainable, safe, inclusive and supportive learning and teaching environment Promoting a positive school culture through Tribes, demonstrating shared beliefs Promote ethical use of Technologies, including social media Targeted intervention to support identified students to self regulate through individual case management plans Capacity build staff through promoting and supporting access to professional learning in Positive Behaviour in Schools 	CMS (<i>Classroom Management Strategies</i>) – Positive Behaviour Support and coaching SIS Behaviour Management Data Whole school and classroom anecdotal records Case Management Individual Behaviour Management Plans Emergency and Critical Incident Management Plan School Positive Behaviour in Schools committee to regularly review Policy, including duty supervision School policy is responsive to system initiatives ie Good Standing Friendology Peer Observation Assemblies – faction token and spin Announcements Celebration events eg Water Fun Day, Camps

Leadership

Vision: By 2026, our Professional Learning Community inspires and motivates excellence through promoting quality school leadership that focuses on and improves learning outcomes for all.

Broad Strategy	Milestones	Monitoring
Distributive Leadership	<ul style="list-style-type: none"> Distributive leadership across the school is sustainable and succession planning is well managed Distributive leadership model used in our leadership teams and collaborative teams High performing leadership teams are established and aligned to school vision and strategic direction Professional learning in leadership is identified, promoted and accessed High quality staff recruited and retained 	Workforce plan Organisational structure Performance Management plans, processes Professional Learning Register Future Leaders program Staff Handbook, Induction booklet Classroom Observation and Peer Support National School Opinion Survey Learning Teams Curriculum Leaders Instructional Coaches CAPES Networks
Governance	<ul style="list-style-type: none"> The School Board effectively represents the wider community School Board strategically leads and supports the whole school community The School Board has a lead role in the accountability processes of the school 	National School Opinion Survey School Culture Survey School Board survey feedback School Board Terms of Reference and Code of Conduct Portfolio structure and achievements School Board Induction process
School Policy, Procedure and Practice	<ul style="list-style-type: none"> Develop, implement and review policies and procedures that are sustainable and have the capacity to be scaled up Staff, School Board and wider community consultation continued Effective change management 	School Prospectus Policies reviewed, developed, endorsed and published



Relationships

Vision: By 2026, our students, staff, parents, carers and wider community communicate and collaborate so that Professional Learning Community relationships are focused on improving school and student outcomes

Broad Strategy	Milestones	Monitoring
Valuing Staff and Students	<ul style="list-style-type: none"> Opportunities of student and staff health and wellbeing initiatives Evidence based Health and Wellbeing practices implemented and the Fish philosophy 	Staff and student surveys Wellbeing and Engagement Census (WEC)
Valuing Parents	<ul style="list-style-type: none"> Parents know the performance of their child and the school Students, staff, parents and carers know what is happening in the school through consistent means of communication P&C Association provides an important link between parents and the school management of our school canteen services and fundraising Provide opportunities for parents to be involved in student learning and being part of the school community 	Student reporting schedule School Performance Reporting Schedule Opportunities for workshops and attendance by parents and carers School survey feedback, including Parent Meetings, Three Way Conferences and Learning Journeys Biannual National School Opinion Survey School Culture Survey P&C School Board Parent/Carer attendance at events/functions Transparent and varied communication strategies and formats
Governance	<ul style="list-style-type: none"> School Board represents the needs and interests of Rapids Landing Primary School stakeholders School Board informs school and wider community of Rapids Landing Primary School's achievement, processes and future directions as an Independent Public School 	School Culture Survey National School Opinion Survey School Board Portfolios Annual Open Meeting/Information Session
Partnerships and Networks	<ul style="list-style-type: none"> Draw upon the expertise and engagement of the wider Aboriginal community and develop successful partnerships Strengthening partnerships with wider community eg Nature Conservation Partnerships with WA universities and local TAFE mentoring teachers and education assistants through their training Placement of work experience students and VET students from local high schools Further develop our roles as a Quality Teaching Strategy – Lead School Access and shared knowledge for all staff through the Capes and Bunbury Regional Networks Partnerships with Allied Health and External Agencies and Therapy Providers 	Staff mentor university, TAFE and VET students Aboriginal Cultural Standards Framework Partnerships with wider community External Agencies and Therapist Provision CAPES Network

Resourcing

Vision: By 2026, our Professional Learning Community effectively and efficiently uses resources to meet the needs of all students.

Broad Strategy	Milestones	Monitoring
Financial Management	<ul style="list-style-type: none"> Needs of all students met through effective and efficient use of resources Resources are aligned to school priorities and planning with a focus on sustainability and renewal Resources enable innovative and creative teaching and a differentiated curriculum to be implemented, meeting the diverse student needs and interests Funding resources explored to meet the needs and interests of students 	School Compliance Review External Financial Audits School Self-Assessment Meet minimum expenditure requirement Additional resourcing eg grants, budget reviews, donations
Workforce Management	<ul style="list-style-type: none"> Staff expertise maximised to capacity build other staff in order to improve student outcomes A strategic Workforce Management Plan is in place 	Workforce Plan
Staff Deployment	<ul style="list-style-type: none"> Recruit and deploy staff to achieve school vision 	Workforce Plan