

Business Plan *2017-2019*





Our Vision

Through teamwork our school community will provide a challenging, innovative and caring environment that empowers and motivates all to achieve their potential.

School Vision

The Vision for Ranford Primary is reflected in every aspect of the day to day management and operations of the school, the priority focus of teaching and learning programs, the professional and physical environments and all interpersonal interactions. It drives all decisions, policies and processes and the shared goals of both the school and its community. The beliefs articulate a fundamental shared understanding of the school's Vision in operation. They describe the characteristics and qualities of learning and social contexts and provide a framework for decision making and policy. The Beliefs describe our school in action.

Our Beliefs

We believe in:

- Education being the responsibility of all – the student and their family, the school and the community
- Respecting diversity and multiculturalism
- Motivation as a powerful learning tool
- Teamwork and cooperation to inspire and empower students and staff
- A supportive and nurturing environment that ensures the well-being of all
- Providing a comprehensive, innovative and challenging curriculum for all
- Members of the school community having the right to feel respected and valued
- The pursuit of excellence and the achievement of individual potential
- The focus always being on the individual child
- The importance of values in developing self worth and citizenship
- Supporting the professionalism and commitment of all staff
- The pursuit of excellence in teaching through models of best practice
- Respect for one another, the environment and ourselves
- Optimising learning through a positive attitude and an active & healthy body
- Preparing our children for being a responsible member of the global community

School Context

Ranford Primary was opened at the beginning of the 1999 school year and from its inception, through a clearly articulated vision and elements of its physical design, the school has maintained a focus on community and the shared responsibilities for the education of young children.

Ranford Primary continues to develop and strengthen its strong reputation for the quality of its teaching and learning programs, the commitment and professionalism of its staff, the innovative and motivating physical environment and, above all, a constant focus on the individual child.

Currently the school enrolment is 622 with approximately forty eight percent of students having English as an additional language. This multi-cultural blend of the families attending the school contributes to a well developed sense of a shared community.

The Business Plan

This Business Plan 2017-2019 is the school's long term strategic plan which outlines the direction of the school in broad terms, describing key focus areas of development which are intended to have maximum impact on overall school performance in both academic and non-academic contexts. The Business Plan also includes student achievement improvement targets and milestones used to monitor and make judgements about school performance in key focus areas.

The school's Operational Plans provide more detailed planning, outlining key strategies and programs and how these will be resourced.

Accountability and Self-Assessment

Accountability for student achievement and effectiveness of school operations continues to provide the key purpose for demonstrating commitment to school self-assessment processes that are part of a strong planning and review cycle at Ranford Primary.

A rigorous and strategic process is in place for the school to make judgements about its performance in both student achievement (academic and non-academic) and school operations. This reflective review process involves all stakeholders, focuses on quality data and information and informs future planning. The quality and effectiveness of school programs and operations will determine levels of student achievement and the self-assessment review process continues to focus on making judgements about the quality of teaching and learning programs as the essential and critically determining factors. The examination and analysis of student achievement data and information includes National and State statistics, (including comparisons and cohort growth), ongoing monitoring and tracking data as well as teacher judgement at individual, class and year level.

Particular attention is given to the collection and analysis of information at an early childhood level, supported by a strong K-2 program and early intervention strategy, providing evidence based information for tracking student progress and achievement prior to Year 3 National assessments.

The development of target groups across a range of academic and non-academic areas is the result of detailed review processes and a focus on making improvements for the individual child.

Western Australian Curriculum

*Plan for Public Schools
High Performance, High Care
Focus Directions for Schools*

***The School Improvement and
Accountability Framework***

Ranford Primary Business Plan

***High Quality Teachers /
Successful Students***

Teaching – Excellence in Teaching

Learning – Maximising Student Achievement

Relationships – Positive Partnerships

Leadership – Committed & Innovative

Environment – Safe, Supportive & Values Oriented

Resources – Resource Rich & Capacity Building

Operational Plans

Learning Area Plans

Reporting & Assessment Plan

Self-Assessment & Review

Classroom Plans

Student Well-Being & Performance

Target Groups

The Individual Student

***Every student's well-being,
development and achievement
is a target.***



Maximising Professional Capital **Staff Development & Pedagogy**

The growth of knowledge, expertise and commitment of staff to the professional learning community of Ranford Primary will impact on each child's opportunity to achieve their potential as well as the development of school wide pedagogy that makes visible what we believe about teaching and learning.

We recognise that the capacity of all staff impacts upon the effectiveness and efficiency of the school in every aspect of its operations – Teaching, Learning, Leadership, Relationships, Environment and Resources.

Trust, collaboration, accountability and a sense of the moral purpose of education are fundamental to the sustainability of a professional learning community.

Focusing on and developing the individual performance of all staff is maximising the school's professional capital.



Developing a **School Wide Pedagogy**

Professional Learning Community
Individual ↔ Whole School
Performance Development
Accountability
Expertise / Interests
Needs / Focus
Support / Trust
Opportunity
Growth
Commitment
Sustainability
Impact

Teaching *Excellence in Teaching*

The professional environment is one of collaboration with specific management strategies employed to maintain and support a culture in which excellence in teaching is pursued and accountability is visible. A commitment to ongoing planned professional development for all staff adds depth and expertise to the capacity, experience and knowledge of the team. This continues to ensure the quality and rigour of curriculum development and the teaching programs. Keeping abreast of current research will challenge and continually improve whole school planning and the ability to focus teaching on the individual child.

Focus Area	Milestones
<p>School wide pedagogical consistency and depth of curriculum knowledge with a focus on:</p> <ul style="list-style-type: none"> • high expectations • explicit instruction • visible learning • surface to deep learning • transparent goals / learning intentions • visible success criteria • quality feedback <p>Research based strategies.</p> <p>A balanced academic and non-academic curriculum.</p> <p>Differentiated and engaging curriculum.</p> <p>The STEAM (Science, Technologies, English, Arts, Mathematics) learning areas are provided with intentional leadership and resource management to implement the requirements of the Western Australian Curriculum.</p> <p>Authentic assessment, evaluation and moderation in both academic and non-academic areas.</p> <p>Maximising professional capital through reflective practice and targeted professional learning.</p> <p>Models for supporting and managing performance development will reflect school wide pedagogy and the capacity of the staff.</p> <p>Sharing expertise, experience and knowledge in the context of a professional learning community.</p> <p>Collaborative and co-operative planning and teaching.</p> <p>Ongoing implementation of National Quality Standards K-2.</p>	<ul style="list-style-type: none"> • Staff collaborate in a variety of structural teams to plan for the ongoing sequential implementation of the Western Australian Curriculum. • Regular and rigorous analysis of data (system and school level) to make appropriate judgements about the standard and progress of achievement. • Research, quality data and information will inform planning and key strategies. • School wide pedagogy will be evident through visible teaching and learning strategies. • A strategic balance of academic and non-academic opportunity including the explicit teaching of social and emotional skills. • A rich and engaging curriculum is enhanced by specialist teaching expertise in Science, Media Arts, Physical Education, Health and Languages. • Continually validate appropriate and authentic tools to monitor and evaluate learning and progress, committing to whole school processes. • A differentiated curriculum will meet the needs of all students through teaching and learning adjustments. • Low variance across the school for – pedagogy, programs, strategies and assessment. • Cooperative teaching and learning strategies will enhance social skills and maximise learning opportunities. • Explicit teaching and high expectations will provide clear and transparent intentions for learning and engagement. <ul style="list-style-type: none"> • Ongoing self-assessment processes from individual to whole school supporting high standards of professionalism and student achievement. • All professional learning enhances and maximises the capacity of staff and the professional capital of the school. • Structures and processes for sharing professional learning and expertise. • Professional learning is directly connected to teacher's practice, affects instructional change in the classroom and is tailored to improve student learning. • Building and sharing knowledge and expertise by providing structures and processes for sharing professional learning and expertise. • Provide a supportive and collaborative professional environment in which performance management is viewed as ongoing self-development and feedback is provided to acknowledge strengths and support needs. • Strengthen the mentor group performance development strategy to add depth to the implementation of research supporting school wide pedagogy and deep learning. • Implementation and ongoing monitoring of program quality across the early years. • Investment in a detailed induction program for new and returning staff. • Explicitly teach mental models to develop positive mindsets. • Accountability structures and processes ensure staff are committed to monitoring and making judgements about student achievement and progress.





Learning *Maximising Student Achievement*

Targeted achievement levels are attainable for every student through the opportunities provided in the innovative and challenging teaching and learning program delivered at Ranford Primary. A strong focus on the needs of the individual child ensures success for all. Fundamental to the whole school pedagogy is the belief that successful student achievement occurs when the curriculum addresses a student's academic and non-academic needs. Strategies to motivate student learning focus on high expectations and positive engagement. Learning and achievement are evaluated, monitored and reported to ensure programs are catering for areas of need and parents / carers are informed partners in this process.

Focus Area	Milestones	
<p>Positive dispositions towards learning Surface to deep learning Students know:</p> <ul style="list-style-type: none"> • what makes a good learner • the language of learning • how to verbalise their learning • a range of learning strategies • success criteria / learning intentions • the language of feedback • how to seek feedback • when they are progressing <p>Student Engagement</p> <ul style="list-style-type: none"> • Responsibility, participation and motivation • Application, aspiration and challenge • Student self-assessment and self-efficacy <p>Academic and Non-Academic Development</p> <ul style="list-style-type: none"> • Balanced curriculum opportunity • Values and attitudes • Behaviour <p>Western Australian Curriculum Implementation</p> <ul style="list-style-type: none"> • Knowledge, skills, behaviour and dispositions <p>Social Emotional and Physical Well-Being Positive Mental Health</p> <ul style="list-style-type: none"> • Resiliency • Responsibility for personal, social and community health • Optimistic thinking • Attitudes reflecting school values • Pastoral Care <p>Learning Environment Factors</p> <ul style="list-style-type: none"> • Inclusive and supportive • High expectations • Motivating and challenging • Attendance 	<ul style="list-style-type: none"> • Teaching and learning programs cater for student interests and needs. • Surface to deep learning is evident and monitored. • Transparent learning intentions and success criteria are clearly articulated to students. • The language of learning and feedback is explicitly taught. • Students apply mental models to reflect on their individual mindset. • A commitment to doing one's best is modelled through consistently high expectations and strategies that support and encourage the achievement of individual potential. • Identification of target groups through detailed analysis of data collection and evidence with a focus on EAL, those performing above and below expected levels, stable cohort and those with attendance concerns. • Scheduled cycle of collection, collation and analysis of data and information at all year levels. • The tracking of target group progress and achievement (academic and non-academic) will continue to indicate the effectiveness of learning programs and interventions. • Ongoing data collection K-2 informs early intervention programs and composition of target groups. This will include On Entry system level data and school based literacy screening developing bridging targets leading up to NAPLAN in Year 3. • Promote the importance of attendance by high expectations and home / school communication, implementing support programs and inter-agency connections as required. 	

Leadership *Committed and Innovative*

Strategic leadership management empowers staff to share their strengths and abilities, enhancing the professional environment, the teaching and learning programs and whole school focus areas. Professional learning and development is valued and supported and the sharing of professional knowledge, experience and expertise is promoted. Leadership opportunities are strategically planned and acknowledge the strengths and attributes of staff alongside student needs and school priorities. Participation in policy development, curriculum implementation, accountability processes and decision making develops and maintains ownership and commitment of staff. Leadership opportunities are also extended to the student group as well as parents in a variety of roles and capacities.

Focus Area	Milestones
Leadership Skills <ul style="list-style-type: none"> Leadership team development and opportunity Leading teacher learning and development Building relational trust High performance expectations Building purposeful collaboration Leading innovation Fostering interaction and shared learning Providing acknowledgement and feedback Maintaining motivation Strategic and transparent decision making Staff <ul style="list-style-type: none"> Building capacity Committed and accountable Collective responsibility Collaborative and team oriented Reflective self-assessment and development Aspirations and opportunity Celebrating successes School Board <ul style="list-style-type: none"> Governance and accountability Participation and consultation Advocacy and representation Student Leadership <ul style="list-style-type: none"> Role models High expectations Leadership development and opportunities 	<ul style="list-style-type: none"> The leadership team promotes and ensures the shared vision and beliefs of the school. Leadership team focus - school wide pedagogy. All staff in leadership roles model a strategically planned approach and place a high level of importance on being well informed in their area of responsibility and leadership. The interests, expertise and experience of staff is valued and deployed to enhance the capacity of the team. Leadership opportunities are evident throughout the school. Collaborative mentoring for aspirant leaders, Level 3 and Senior Teacher roles. Decision making processes are inclusive and process oriented. Leadership effectiveness is evaluated and reviewed as part of whole school review processes. Leadership teams survey to determine their effectiveness. Student leaders model appropriate behaviour and values. Student leaders are provided with opportunities to develop qualities and characteristics of positive young leaders and role models. <ul style="list-style-type: none"> Professional learning is targeted to consider leadership and career development. Planned collaborative time creates opportunities to share professional learning and expertise. The School Board effectively represents the wider community and has a leadership role in the accountability processes of the school.

Relationships *Positive Partnerships*

The positive tone and culture of Ranford Primary is underpinned by a strong values foundation and behaviour management processes that focus on motivating student dispositions towards learning. This is embedded in the belief structure of the school and is demonstrated through all interactions and communications. Mutual respect and a positive attitude are fundamental prerequisites upon which other skills are built. The Pastoral Care programs of the school provide for the needs of students, parents and staff on many levels and aspire to maximising learning and well-being for all.

Focus Area	Milestones
Quality relationships - Trust and Respect School / Home <ul style="list-style-type: none"> Communication Relationship Partnership Shared Values / Goals Teacher / Student <ul style="list-style-type: none"> Communication Relationship Partnership Shared Values / Goals Pastoral Care <ul style="list-style-type: none"> Student / Family well-being Staff well-being Partnerships and teams – in school <ul style="list-style-type: none"> School Board and P&C Association Staff and Leadership Teams Support staff – school psychologist, speech therapist... Partnerships – external agencies Community and Network Focused Parent Education Maintain quality Intra-school communications	<ul style="list-style-type: none"> The social and emotional well-being of students is monitored and supported by a range of programs and processes. Pastoral Care is provided through a range of school services, programs and policies. Parents, students and staff share school vision, beliefs and values. The values of the school are embedded in all contexts, policies and programs. Student learning and well-being is enhanced by effective school and community partnerships. Staff well-being is monitored, surveyed and supported to maximise teaching and learning. Interagency support and expertise enhances the school's ability to cater for student's needs. Partnerships with internal and external support staff and agencies is characterised by mutual respect and professional value. Partnerships and shared goals with P&C provide additional support and resources for the students. The relationship with the School Board has a positive impact on school effectiveness, strategic planning and accountability processes. <ul style="list-style-type: none"> Using mental models to raise awareness and mindsets that impact on relationships and well-being. Community feedback, via surveys and discussion groups, informs planning, policy direction and procedures. Establish links with educational institutions and networks of schools. Extend the citizenship programs to further develop global citizenship. Parent education opportunities and communication processes support home / school partnerships. The school provides layers of easily accessible information for its community. Information dissemination is inclusive. The programs and policies of the school are shared with the community. Pre-Kindergarten information and communication supports early learning opportunities.

Environment *Safe, Supportive and Values Oriented*

The environment has a strong impact on both the “hidden curriculum” and the sense of belonging and optimal well-being for all.

Planning for improvement, maintenance and future development of facilities and the school campus in general, is seen as a positive message about how we value our environment and the pride we have in it.

The learning environment at Ranford Primary is characterised by a high level of engagement, a direct result of students being challenged at their level by a rich and stimulating teaching and learning program.

Focus Area	Milestones
Work Environment <ul style="list-style-type: none"> Safe, caring and supportive Collaborative and team oriented Collective effort Professionally positive and motivating Staff <ul style="list-style-type: none"> Building capacity Committed and accountable Collective responsibility Collaborative and team oriented Reflective self-assessment and development Aspirations and opportunity Celebrating successes Learning Environment <ul style="list-style-type: none"> Calm, orderly, safe and respectful Well resourced Student centred, flexible and inclusive Centred on well-being Physical Environment <ul style="list-style-type: none"> Well maintained Aesthetically pleasing Enhances teaching and learning Innovative and flexible Shared facilities and services Hidden Curriculum <ul style="list-style-type: none"> Culture and tone Embedded values High expectations – academic and non-academic standards <p>The school is a support link for family well-being.</p>	<ul style="list-style-type: none"> The environment reflects the beliefs and values of the school and the desired learning culture the school has established. A calm and orderly environment promotes a positive school tone and intentional strategies explicitly reinforce this. Staff well-being is monitored and surveyed to enhance the adult workplace and maximise teaching and learning. An inclusive and enriched learning environment motivates and engages learners. The physical environment is well maintained and provides learning opportunities beyond the classroom as well as encouraging pride in the school. <ul style="list-style-type: none"> A professional work environment promotes, values and strategically plans for optimal staff well-being. Improvements to the grounds and environment are planned and enhance teaching and learning programs throughout the school. The work environment has a collaborative culture and collective effort. Engagement and time on task is a priority supported by structures that minimize interruptions and allow for optimum focus. A commitment to doing one's best is modelled through consistently high expectations and strategies that support and encourage the achievement of individual potential. 

Resources *Resource Rich and Capacity Building*

Resources and the physical environment are critical in providing the context which supports all teaching and learning opportunities. The ongoing renewal of resources and assets will ensure the most up to date opportunities for students.

Focus Area	Milestones
Targeted resource management <ul style="list-style-type: none"> Strategic and well researched Capacity building Equitable breadth and depth Well maintained Enhance curriculum content and implementation <p>Well managed deployment of staff to enhance teaching and learning and maintain high standard of grounds and buildings.</p>	<ul style="list-style-type: none"> Resource management is accountable and equitable. 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. Resources support the academic and non-academic needs of students. <ul style="list-style-type: none"> Resources enable current technology to be a learning tool as and when required. Shared projects with the P&C Association enhance the school's capacity to maintain a resource rich environment. A workforce management plan is in place and supports all other operational and learning area plans as well as student needs.

Academic Improvement Targets for Literacy & Numeracy 2017-2019



Student Achievement Improvement Literacy Targets 2017-2019

	Teaching and Learning Focus Students' growth reflects program effectiveness.	Expected Cohort Attainment Targeted achievement levels for all students.		Individual Targets Every child's growth is a target.
		State Target 2017 - 2019	National Target 2017 - 2019	Cycle of students Tracked from Year 3 to Year 5
Reading *Comprehension *Figurative Language	<ul style="list-style-type: none"> Literature and context Interpreting, analysing and evaluating Examining Literature 	Consistently above the mean of like schools and WA Public Schools	90% of students will be above the Australian Minimum Standard (AMS)	2015-2017 6 - 8 band growth for 6 students 5/6 - 7 band growth for 10 students 4/5 - 6 band growth for 6 students 2016-2018 6 - 8 band growth for 9 students 5 - 7 band growth for 7 students 3/4 - 5 band growth for 7 students 2017-2019 Refer to school documentation and tracking.
Writing *Audience *Cohesion *Vocabulary	<ul style="list-style-type: none"> Creating texts and literature Expressing and developing ideas 			Whilst there are individual targets and growth expected for all students across the writing categories, these are not determined in the same way due to the genre of the test changing each year.
Grammar & Punctuation *Grammar	<ul style="list-style-type: none"> Text structure and organisation Expressing and developing ideas 			2015-2017 6 - 8 band growth for 15 students 5/6 - 7 band growth for 6 students 4/5 - 6 band growth for 5 students 2016-2018 6 - 8 band growth for 10 students 5/6 - 7 band growth for 4 students 4/5 - 6 band growth for 8 students 2017-2019 Refer to school documentation and tracking.
Spelling *Spelling strategies *High Frequency words	<ul style="list-style-type: none"> Expressing and developing ideas 			2015-2017 6 - 8 band growth for 11 students 5/6 - 7 band growth for 7 students 4/5 - 6 band growth for 5 students 2016-2018 6 - 8 band growth for 11 students 5/6 - 7 band growth for 5 students 4/5 - 6 band growth for 6 students 2017-2019 Refer to school documentation and tracking.

Individual student band growth is measured on a two year continuous cycle. Note: The three year cycle of the Business Plan will not capture all student's growth in the 2017-2019 cycle. Ongoing tracking will provide evidence of this. Data is available and monitored for tracking students from Year 5 to Year 7 for those students enrolled in Public High Schools. This information is used to review programs in Year 6.



Student Achievement Improvement Numeracy Targets 2017-2019

	Teaching and Learning Focus Students' growth reflects program effectiveness.	Expected Cohort Attainment Targeted achievement levels for all students.		Individual Targets Every child's growth is a target.
		State Target 2017 - 2019	National Target 2017 - 2019	Cycle of students Tracked from Year 3 to Year 5
Number & Algebra *Proficiency strands Measurement & Geometry *Proficiency strands Statistics & Probability *Proficiency strands	<ul style="list-style-type: none"> Fractions and Decimals Patterns and Algebra Using units of measurement Geometric Reasoning Shape Chance 	Consistently above the mean of like schools and WA Public Schools 	90% of students will be above the Australian Minimum Standard (AMS) 	2015-2017 6 - 8 band growth for 7 students 5 - 7 band growth for 8 students 3/4 - 5 band growth for 5 students 2016-2018 6 - 8 band growth for 6 students 5 - 7 band growth for 6 students 3/4 - 5 band growth for 7 students 2017-2019 Refer to school documentation and tracking.

The Early Years Literacy & Numeracy

	Kindergarten	Pre-Primary	Year 1	Year 2
2017	Curriculum implementation at Ranford Primary has a strong focus of continuity from Kindergarten where the Early Years Learning Framework focuses on personal and social competence and early Literacy and Numeracy development. At the beginning of the Pre-Primary year, students are assessed using system level standards (On Entry Assessment) which measure the achievement of pre-requisite skills in Literacy and Numeracy. The continuity of the teaching and learning program K-2 will be evident in the Kindergarten year with a focus on individual Oral Language development and Phonological Awareness.	80% of students to achieve standard 1.0		
2018			85% of students to achieve standard 1.5	
2019				90% of students to achieve standard 2.0

Bridging Targets On Entry to NAPLAN Year 3

Numeracy	Writing	Reading
1.6 - 1.8 = Band 3 1.9 - 2.1 = Band 4 2.2 - 2.6 = Band 5/6	1.6 - 1.8 = Band 3 1.9 - 2.3 = Band 4 2.5 and above = Band 5/6	1.6 - 1.8 = Band 3 1.9 - 2.3 = Band 4 2.4 and above = Band 5/6



Attendance Targets *“Every Day Counts, Every Lesson Counts”*

Consistent attendance and participation at school are essential factors in achieving social and academic learning outcomes. Student attendance of less than 90% will have an impact on the child's opportunity to achieve their potential.

Attendance will be monitored on an individual basis and partnerships with parents developed to improve attendance rates where required. In addition to overall attendance, the number of “unapproved absences” continues to be targeted for improvement.

Focus Area	2017 - 2019 Targets
Regular school attendance Kindergarten to Year 6	95% of all students (K - 6) regularly attend over 90% of the time.
Students at severe risk 0 - 59% attendance	0%
Students at moderate risk 60 - 79% attendance	0%
Students at indicated risk 80 - 89% attendance	1%
Students who are consistently late to school (ie greater than once/week)	Show a 50% improvement for total and individual frequency
Students with “unapproved absences”, specifically vacations during school terms.	Reduce by 50%
Students “signed out” during the school day	Average no more than 7 per day
Continue Semester Report comment for students whose attendance is less than 90%	

Attitude, Behaviour, Effort

Self assessment and review processes indicate that student's commitment to applying their knowledge and skills is in need of improvement in order for them to reach their true potential. Raising expectations which require students to apply their best effort is a key Focus Area in Learning.

There are eight attributes relating to **Attitude, Behaviour and Effort** on Semester Reports. How a student demonstrates these is indicated on a four point scale – consistently, often, sometimes or seldom.

Current **Attitude, Behaviour and Effort** attributes as described on Semester Reports will be an indication of the level of a student's commitment to their learning:

- **Works to the best of his/her ability**
- **Is enthusiastic about learning**
- **Shows confidence in making positive choices and decisions**

Improvement Target 2017-2019

The above three attributes will be indicated as ‘consistently’ or ‘often’ on Semester Reports for all students throughout the school.



Workforce Development & Management

The development and strategic management of staff at Ranford Primary will determine the effectiveness of the teaching and learning programs and the nature of the environment in which adults work as well as children learn. It determines our capacity as a school to deliver on the expectations of ourselves as professionals, the community we serve and the students we inspire to be life long learners. It is acknowledged that a school needs to be a healthy and motivating adult workplace as well as an engaging, challenging and caring learning environment.

Strategic and thoughtful workforce planning encompasses:

- ***Recruitment***
- ***Performance Development***
- ***Career and Aspirant Opportunities***
- ***Professional Development***
- ***Human Resource Administration***
- ***Safety and Well-Being***
- ***Succession Planning***
- ***Equal Opportunity***

The effective management of the workforce will ensure the school maximises its capacity to see evidence of its Vision and Beliefs in all facets of its organisation and operation.

Sustainability

The structure of the school's leadership and the ownership of school processes for planning, implementation, reflection, review and self assessment cycles is well embedded. There is a strong sense of accountability and strategic decision making based on the strength of Business and Operational Plans which are developed with input from all stakeholders. Whole school commitment to programs and policies provides clear direction with continuity and consistency.

The school's capacity to deliver a curriculum of breadth and depth, along with pastoral care is determined by what each member of the team brings in experience, expertise and commitment. This is carefully balanced to ensure variety and development essential to building and maintaining this capacity. Through staff selection processes and strategically planned development opportunities the school is able to maximise students' learning and maintain accountability for both system and school level projects and initiatives.

Focus Areas

Recruitment

- School needs: Balance of experience and expertise
- Selection process timelines and policy
- Workforce profile
- Special projects
- Sustainability
- Capacity building

Human Resource Management

- Office procedures – training
- Payroll
- Leave management
- Induction, motivation, retention
- Compliance and legislation
- Equity and focus driven resourcing

Performance Development

- National Professional Standards for Teachers
- Competency Framework for Education Assistants (Special Needs)
- Competency Framework for School Corporate Services Staff
- Professional learning community
- Self reflective and motivated
- Committed to the professional culture

Safety and Well-Being

- Workload and Well-Being Committee
- Pastoral Care
- Social opportunities
- Occupational Safety and Health training
- Emergency and Evacuation planning
- Staff Surveys

Career and Aspirant

- Leadership structure and opportunities
- Level 3 mentor program
- Senior Teacher mentor program
- Career development and opportunity

Succession

- Leadership opportunities
- Project leadership
- Shared leadership
- Individual development and aspirational opportunities
- Mentoring

Professional Development

- Strategically planned
- Focused on pedagogy
- Collaborative and team oriented
- Mentor Group model
- Capacity building

Equal Opportunity

- New staff
- Special projects
- Valuing extra curricula interests and expertise
- Equal Employment Opportunity Legislation



Ranford Primary in the context of the School Improvement & Accountability Framework



This model is a representation of the integrated components which operate within a school. They are interdependent, complex and continuous. Successful students are at the core of school improvement and accountability. The Business, Operational and Learning Area Plans of the school articulate focus areas which are assessed through rigorous reflection and review processes, evaluating the school's effectiveness in relation to academic and non-academic aspects of students' achievement.



