SCARBOROUGH PRIMARY SCHOOL

STRATEGIC PLAN
2014 – 2016
STAFF PROFILE
Scarborough Primary School is a small Level 4 school situated close to the coast, west of the city. With 142 students from Kindergarten to Year 7 from diverse backgrounds, and with a blend of over 30 different nationalities it promotes a culture of inclusivity.

The Kindergarten is only 200 metres from the main school and is a spacious, well equipped site leased from the City of Stirling. The Primary School comprises a self contained building housing the administration block and seven classrooms, a free standing heritage listed building used as a classroom and a new BER funded library which was opened at the beginning of the school year in 2011. The library is located on the site where previous to 2008 The Japanese School in Perth stood for over 20 years.

TEACHER LEADERSHIP
Scarborough Primary School has a teaching staff that readily adapts to change and is committed to improving the outcomes of students. The teaching staff includes a Music Specialist, a Physical Education Specialist; a Languages Other Than English (Japanese) teacher and Specialist Art / History teacher. The schools Administrators and classroom teachers provide leadership with literacy and Numeracy and information and communication technologies. Both the Principal and Deputy coordinate the Students at Educational Risk program and Behaviour Management program.

WHOLE SCHOOL APPROACHES
The staff at Scarborough PS are accountable for implementing whole school approaches in Literacy and Numeracy. All staff members are involved in ensuring that they are implementing meaningful plans with achievement targets. Whole school approaches are the backbone of the curriculum delivery and Explicit Approaches and First Steps Literacy and Numeracy resources form the basis of the teaching and learning program.

INNOVATION
Scarborough PS is committed to contemporary excellence and continues to seek new ways to enhance the educational program and provide increased opportunities for students to learn and staff to improve their professional knowledge and skills. The school is currently investigating the introduction and use of I Pads into the Literacy and Numeracy program.

PROFESSIONAL PARTNERSHIPS
A number of partnerships have been developed with Community and Professional groups. The school is a partnership school with Edith Cowan University and has actively worked in developing undergraduate and post-graduate students. The school also uses the services from the local church volunteers to provide mentoring for students. Our school is also involved with the Active After School Communities Program. Harmonious and valued relationships are encouraged and supported between the school and the community. Parent participation in their child's education is actively encouraged and supported, with parents helping in the class rooms and with extra-curricula activities. Community participation is encouraged and appreciated.

MULTICULTURAL INTERESTS
Scarborough Primary School recognises the traditional owners of the land that the school is situated on, the Noongar people of the South West. We also respect and celebrate the cultures of all students and staff who attend the school.

SUSTAINABILITY
Scarborough PS has sound environmentally sustainable practices including being water wise and the installation of solar panels. We are continually seeking opportunities to embed sustainable practices throughout our school community.

SPECIALISTS
Our school boasts specialist teachers in Music, Physical Education, Art, History and Languages (Japanese).
SCHOOL VISION

Scarborough Primary School is dedicated to providing:

- A supportive and safe environment
- A rigorous learning program that is specific and targeted to meet the needs of the students.
- A high level of communication between the school and parents.
- A learning environment where children are actively encouraged to be responsible and proactive in the learning process through goal setting and reflection.

VALUES

LEARNING
At Scarborough we have a positive approach to developing lifelong learning in all members of our school community. We believe that everyone has the capacity to learn and develop skills that are essential to becoming valuable members of society.

EXCELLENCE
We set high expectations and challenge all members of the school to strive for and achieve excellence.

EQUITY
At Scarborough we recognise that we are all different. We endeavour to provide an inclusive environment where cultural, social and learning differences are recognised so that individual needs can be catered for, in an accepting and non-discriminatory way.

CARE
We endeavour to develop and maintain a school culture that is characterised by trust, mutual respect, strong partnerships with community members and a strong value for the environment.

SCHOOL PRIORITIES

The school priorities for 2014 – 2016 are:

- Literacy
- Numeracy
- Values
- Improving student behaviour and attendance
BELIEFS AND UNDERSTANDINGS
The following guiding principles have been established to assist our school in future planning and decision-making. It is important that as a team we reflect on our practices and ensure that our actions are consistently aligned to what has been stated.

1. The Australian Curriculum will guide all teaching and learning programs and curriculum development.

2. The Western Australian Curriculum and Assessment Outline is designed for all students from Kindergarten to Year 10 in Western Australia. It sets out the curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement.

3. A shared model of leadership is employed with teachers collaborating with colleagues sharing their skills and understandings.

4. Resources are targeted, through school improvement planning, to maximise student achievement.

5. Interaction between the school and its immediate and wider community is encouraged.

6. Effective internal relationships between staff members and between staff and students are important in supporting improved student achievement.

LEADERSHIP
The school leadership team plays an important role in creating the conditions for effective learning and teaching. Leaders who focus on teacher pedagogy and practice are likely to have the greatest impact on student achievement. Expert teachers are encouraged to operate collaboratively and share their skills and understandings expanding quality teaching in the school.

Learning Area Leaders assist teachers to ensure a close alignment between classroom planning and the school’s Strategic and Operational Plan. The school’s Literacy and Numeracy Leaders will support First Steps strategies and Explicit teaching approaches in addition to delivering professional learning to new staff, facilitate collaborative planning meetings, demonstrate lessons and coach and mentor within classrooms. The Student Services Team, consisting of a Deputy Principal, School Psychologist and Chaplain provide leadership in catering for students with disabilities or learning difficulties and students who are at risk of not achieving their potential. Leadership for the ESL program is provided by the class teacher. It is intended to build the capacity of classroom teachers as leaders.

INSTRUCTIONAL PRACTICE
The TEACHING, LEARNING AND ASSESSMENT PRINCIPLES will guide whole school planning and classroom practice. Teachers and students engage in explicit teaching that is purposeful, relevant and clearly defined. Learning experiences at the school are motivating with their purpose clear to the student. Teachers focus on engagement and involve students in doing, imitating, planning, creating and making and then reflecting on the process. Students are provided with opportunities to observe and practise the actual processes, products, skills and values which are expected of them. Learning experiences encourage students to learn independently and collaboratively. Explicit approaches and Collaborative learning strategies are considered best practice. A connection between existing knowledge, skills and values is evident with learning extending and challenging current ways of thinking and acting. Teachers respect and accommodate differences between learners acknowledging that students develop at different rates, have different learning styles and bring different backgrounds to the classroom. Supportive environments in which children take risks and make errors are created.

The Western Australian Curriculum provides developmental sequence for the each year group and is used to plan effective teaching and learning programs. Syllabus materials, Department of Education online Literacy and Numeracy resources and school based Literacy and Numeracy Overviews support staff to meet student learning needs.

The First Steps Mathematics and Reading, Writing and Speaking and Listening materials are also used in Kindergarten to Year 7 classrooms. The Primary Connections series of curriculum resources, linking the teaching of Science to the teaching of Literacy is used in all classrooms.

The emphasis in Kindergarten to Year 3 classrooms is on the development of Literacy; Numeracy; social, emotional and physical well-being; and developing and nurturing positive attitudes to learning.
In Year 4 to 7 classrooms there is an emphasis on English and Mathematics and increasing engagement with the other learning areas, with a particular focus on the physical and social sciences. 50% of face-to-face teaching time is devoted to the teaching of Literacy and Numeracy. The school supports an uninterrupted Literacy block as part of daily classroom practice and where possible timetables are devised to allow this to occur.

We believe that our students need experiences in a variety of activities across all learning areas to develop higher order thinking skills. Information and Communication Technologies are used across the curriculum to enhance learning outcomes. Students at the school are assisted to develop the knowledge, skills and capacity to select and use ICT to inquire, develop new understandings, create and communicate with others in order to participate effectively in society.

RELATIONSHIPS
The school is working hard to create a community of learners through staff collaboration and through the building of positive relationships with students and parents.

The school views parents as partners in education. Parent/teacher class meetings at the beginning of the school year provide information about the school’s programs. Parents are regularly invited into classrooms to support the delivery of teaching and learning programs. Community relationships are not limited to parents. The school utilises the services of the School Mentor Program to support students experiencing difficulties with learning or require additional pastoral care.

The school is accountable for its achievements and reports its performance to the community in the Annual School Report, to the School Council at regular meetings and in newsletters. A high level of accountability ensures transparency of our work and assists parents to have confidence in the standards being achieved. Other opportunities for parents and carers include interviews being conducted on a needs basis. The school provides families with a contemporary newsletter each fortnight and information through the school website.

PROFESSIONAL LEARNING
The school considers itself to be a community of life-long learners with staff members encouraged to engage in professional learning related to educational best practice. The development of a positive school culture in which staff members have the confidence to experiment and take risks has been created.

A quality professional learning program has been established. This program is aligned to school planning and to an effective performance management process in which teachers set challenging but realistic goals for improvement. The program includes professional learning for all staff, identified groups and individuals. In addition to traditional training courses delivered by DoE, professional associations, universities and other providers, staff are regularly provided with professional reading; have the opportunity to form mentor relationships with school based experts; are encouraged to engage in the action learning cycle; and are provided with the resources to visit other schools to observe successful practice on a needs basis.

SCHOOL ORGANISATION
The school recognises the benefits of collaboration and allocates resources to assist collaborative planning, moderation, reflection and review.

Staff Meeting time and time on School Development Days is regularly designated for school improvement planning purposes including the analysis of data collected as part of the school’s self-assessment practices. All staff participate in making judgements related to school performance and take part in developing appropriate actions to improve student achievement.

STANDARDS AND TARGETS
The school has clear expectations about student achievement. The school’s expected standards are based on contextual information, socio-economic index (SEI) and longitudinal teacher judgement and system testing data. The staff has quality conversations in relation to expected standards in each learning area. System level and school based data is utilised by classroom teachers to assist in their planning for improved student outcomes.

Valuable information is gained through staff analysis of summative report data. Teacher judgements are considered privileged information when analysing student achievement. Comparisons are made with expected school standards, like-schools and the State. Expected school standards are referenced to the percentage of students allocated Grades A to E through NAPLAN.

NAPLAN testing is used to verify teacher judgements, identify cohort trends and characteristics and provide an overview of school performance in comparison to like-schools, the State and National
averages. We believe that all students should progress at an acceptable rate and achieve above the national minimum standard. Following investigation that NAPLAN data is accurate, focussed intervention and additional support is provided for identified students.

When data indicates school and sub group performance below expectations, improvement targets are set. Strategies to address improvement targets are developed collaboratively by school staff and are detailed in the school’s Operational Plan. Monitoring processes are established to review the effectiveness of strategies.

**ASSESSMENT**
Assessment practices have a powerful impact on teaching and learning. The staff believes that the primary purpose of assessment is to enhance learning. The Principles of Assessment are applied by all teachers to ensure the making of appropriate judgements in relation to student progress. The school is committed to the ASSESS, PLAN and TEACH CYCLE.

System endorsed tools such as the Year level descriptions, student work samples Literacy & Numeracy Profiles & Nets, ESL/ESD progress maps and the K/PP Profile assist teachers to make appropriate judgments about student achievement and to plan appropriate teaching programs. The First Steps Maps of Development provide a framework to assist teachers to record data about individuals or groups of students. The First Steps resources provide an array of assessment strategies to assist teachers to make judgments about Literacy and Numeracy development and support teachers to place students on the First Steps Maps of Development.

Moderation practices are developing to ensure consistency of judgements in relation to student achievement. Kindergarten to Year 7 teachers are encouraged to moderate on a regular basis. Teachers have also commenced using the system provided reporting exemplars along with SAIS data to assist in their judgments.

**IDENTIFICATION, INTERVENTION AND CASE MANAGEMENT**
Analysis of summative report data and NAPLAN testing allows judgement to be made about individuals or groups of students not achieving an acceptable standard of achievement. The Literacy and Numeracy Nets are used to supplement quantitative data with more fine grained assessment of progress. The Student Profiles make direct links to First Steps support materials.

Teachers are supported in the intervention process by the Student Services Team. The Student Services Coordinator (Principal / Deputy / Psychologist) supports teachers to develop, implement and monitor learning plans for individuals and groups of students with disabilities or learning difficulties. The Student Services Coordinator along with the class teacher helps identify students who may be at risk and provides support for school processes which will assist these students. The target group includes gifted and talented students.

The coordinators assume responsibility for the case management of identified students and are responsible for coordinating support for teachers e.g. State-wide Specialist Services, interagency, school psychologist. In partnership with classroom teachers, the coordinators are responsible for organising case conferences. The allocation of support teacher time is aligned to students. Needs are reviewed on an ongoing basis.
Aims

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

(Source: Australian Curriculum: English)

LITERACY BELIEFS

At Scarborough Primary School, we believe the following elements are integral to the learning, instruction and assessment of Literacy:

| LEARNING AND INSTRUCTION | • Strong teacher student relationships with shared respect and understanding  
|                          | • First Steps Literacy is best practice  
|                          | • Explicit Approaches are required  
|                          | • Teaching reflects the principles for teaching and learning  
|                          | • Recognizing that students learn at different rates  
|                          | • Differentiation of the curriculum  
|                          | • A gradual release of responsibility model is the best instructional model  
|                          | • A structured approach to teaching  
|                          | • The sequential scope and sequence documents devised by staff at Scarborough are to be followed  
|                          | • A minimum of 2 hours of Literacy teaching per day (incl. integration)  
|                          | • Time for practice should exceed time for modeling (I do, We do, You do)  

| ASSESSMENT | • Assessment practices reflect the principles for assessment as outlined by SCSA  
|           | • First Steps Class Profiles and the Literacy Net should be used to inform planning and teaching  
|           | • Assessment is used to inform future teaching  
|           | • Collaborative planning is essential to ensure common assessment practices across cohorts  
|           | • Students' work is moderated in collaboration  
|           | • A variety of assessment tools are used  
|           | • Agreed upon assessment tools are used and collected for whole school data eg. ACER, Literacy Net, Work samples and Early Literacy Profiles for K-3, Monitoring outcomes rubrics, On-Entry Assessment for PP students  
|           | • Feedback is explicit and strategic and involves goal setting for individual students  
|           | • Assessment involves all stakeholders  

| WORKING AS A COLLABORATIVE TEAM | • Teachers will work in collaborative teams to plan, teach and assess  
|                                 | • Teachers will draw upon each others’ expertise  
|                                 | • Staff will follow the Scarborough plans for Literacy eg. Explicit Writing planner, FS Comprehension strategies, Grammar Scope and Sequence, Spelling Scope & Sequence, Guided Reading program  
|                                 | • Teachers will embrace Scarborough Whole School Literacy Plan  

| COMMUNITY PARTNERSHIPS | • Home Reading Workshops  
|                        | • Newsletter articles to support Parents  

STANDARDS AND TARGETS

National Assessment Program Literacy and Numeracy 2014, Years 3, 5 & 7.

Writing
SCHOOL PRIORITY: To improve student's writing skills.
SCHOOL TARGET:
Percentages of students in top 20%, middle 60%, bottom 20% of the State among Like Schools to be comparable.
Year 3: To have most students achieve Band 4.
Year 5: To have most students achieve Band 6
Year 7: To have most students achieve Band 6/7

Reading
SCHOOL PRIORITY: To improve student's reading comprehension skills.
SCHOOL TARGET:
Percentages of students in top 20%, middle 60%, bottom 20% of the State among Like Schools to be comparable.
Year 3: To have most students achieve Band 4
Year 5: To have most students achieve Band 6
Year 7: To have most students achieve Band 6

Spelling
SCHOOL PRIORITY: To improve student's spelling proficiency.
SCHOOL TARGET:
Percentages of students in top 20%, middle 60%, bottom 20% of the State among Like Schools to be comparable.
Year 3: To have most students achieve Band 4
Year 5: To have most students achieve Band 6
Year 7: To have most students achieve Band 7

Punctuation & Grammar
SCHOOL PRIORITY: To improve student's punctuation and grammatical knowledge
Percentages of students in top 20%, middle 60%, bottom 20% of the State among Like Schools to be comparable.
Year 3: To have most students achieve Band 5
Year 5: To have most students achieve Band 6
Year 7: To have most students achieve Band 7

PROFICIENCY BAND TARGETS 2014 – Year 3,5,7 Cohort
• Increase the percentage of students achieving in Proficiency Bands 6 to 10 to equivalent or higher than like schools.
• Increase the percentage of students achieving in Proficiency Bands 3 to 5 to equivalent or higher than like schools.
• Decrease the percentage of students achieving at or below the National Minimum Standard to equivalent or lower than like schools (Bands 1 -3 respectively)

ACTIONS
Writing
• All students will engage in structured writing lessons 4 times a week for at least 40 minutes.
• Teachers will use a range of First Steps Instructional Writing Procedures.
• Teachers will use the Explicit Writing Planner. Explicit teaching of Macro and Micro structures and First Steps strategies in their Writing lessons.
• Students will be explicitly taught different text types through the First Steps Procedures and use of the explicit writing planner.
• Teachers will provide evidence in Performance Management Meetings.
ACTIONS

Reading
- All students will engage in reading lessons 4 times a week for at least 30 minutes.
- Teachers will use the Scarborough PS Reading Policy to direct their teaching of reading.
- The essential learning and instruction for reading at Scarborough Primary School including the inclusion in their balanced reading program of:
  - The four aspects of reading (Use of Text, Contextual understanding, Conventions and Processes and Strategies)
  - The Seven First Steps Reading Procedures
  - Developing Fluency
  - Recommended comprehension levels of questions
  - Recommended guided reading formats

Teach the Reading Hierarchy
- Alphabet
- Blending/segmenting/phonemics
- Sight vocabulary
- Syllables
- Comprehension
- Fluency
- Teacher accountability. Teachers are responsible for keeping planning documentation up to date.
- Teachers will provide evidence in Performance Management Meetings.

ACTIONS

Spelling
- All students will engage in spelling lessons every day
- Focus Areas -
  - Kindy - Jolly Phonics, for teaching Phonemic awareness phonological awareness, Phonics and Sight words.
  - PP / 1 - Jolly Phonics, for teaching Phonemic awareness phonological awareness, Phonics and Sight words.
  - Yr 2-7 Spelling program: Soundwaves program
- Integration of Interactive whiteboards into the learning environment
- Use of Spelling Scope & sequence documents
- Explicitly teach vocabulary
- Teacher accountability. Teachers are responsible for keeping planning documentation up to date.
- Teachers will provide evidence in Performance Management Meetings.

ACTIONS

Punctuation & Grammar
- Explicitly teach Grammar & Punctuation
- Integrate application and use of Grammar and Punctuation through the Spelling and writing program
- Punctuation and Grammar Overview and Scope and Sequence will be developed to inform their learning program.
- Teacher accountability. Teachers are responsible for keeping planning documentation up to date.
- Teachers will provide evidence in Performance Management Meetings.
EXIT OUTCOMES

Students will learn to use ideas about number, algebra, measurement, geometry and statistics and probability and chance to describe, interpret and reason about their social and physical world.

It is essential that all students feel, and be, able to learn mathematics, and that students develop a positive attitude to their own continued use of it. Being numerate is about having the disposition and competence to use mathematics to solve practical problems outside mathematics and as a tool for learning beyond the mathematics classroom.

NUMERACY BELIEFS

At Scarborough Primary School, we believe the following elements are integral to the learning, instruction and assessment and of Numeracy:

| LEARNING AND INSTRUCTION | • Strong teacher - student relationships.  
| | • Explicit teaching of concepts  
| | • First Steps in Numeracy is best practice.  
| | • Teaching reflects the Principles for Teaching and Learning as outlined in the Curriculum Framework.  
| | • Recognizing that students learn at different rates.  
| | • Different learning styles and levels of achievement are catered for.  
| | • A gradual release of responsibility model is the best instructional model.  
| | • Mathematics is taught in context and used to solve problems in realistic and relevant situations.  
| | • Instruction is taken from concrete to abstract ; known to unknown, building on student knowledge.  
| | • A minimum of 2 hours for K-P; 4 hours for Years 1 and 2; and 5 hours for Years 3 to 7 of Numeracy teaching per week.  
| | • Time for practice should exceed time for modeling  
| | • I do, We do, You do model is used.  
| ASSESSMENT | • Assessment practices reflect the Principles for Assessment as outlined in the SCSA.  
| | • First Steps Class Profiles and the Numeracy Net should be used to inform planning and teaching.  
| | • Assessment is used to inform future teaching.  
| | • Collaborative planning is essential to ensure common assessment practices across cohorts.  
| | • Students’ work is moderated in collaboration with other teachers  
| | • A variety of assessment tools are used.  
| | • Agreed upon assessment tools are used to collect whole school data eg. ACER.  
| | • Self assessment and reflection is encouraged.  
| | • Feedback is timely, explicit and strategic and involves goal setting for individual students.  
| WORKING AS A COLLABORATIVE TEAM | • Teachers will work in collaboration with others to plan, teach and assess.  
| | • Teachers will draw upon each others’ expertise.  
| | • Collaborative teams will follow the Scarborough plans for Numeracy eg. First Steps Number strategies, Operational Plans.  
| | • Teachers will embrace Scarborough Whole School Numeracy Plan.  
| COMMUNITY PARTNERSHIPS | • Provision of online resources that students can access at home eg; Mathletics  
| | • Newsletter articles to support Parents’ understanding Numeracy Strategies.  
| | • Parent support through teacher communication.  
| | • Student Services Team – Case Conferences.  
| | • Open Nights and Teacher Information Sessions at the start of the year.  

STANDARDS AND TARGETS

NAPLAN
SCHOOL TARGET:
Percentages of students in top 20%, middle 60%, bottom 20% of the State among Like Schools to be comparable.
Year 3: To have most students achieve Band 4
Year 5: To have most students achieve Band 6
Year 7: To have most students achieve Band 6

PROFICIENCY BAND TARGETS 2014 – Year 3, 5 and 7 Cohort
- Increase the percentage of students achieving in Proficiency Bands 6 to 10 to equivalent or higher than like schools.
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ACTIONS

NATIONAL CURRICULUM
Continue to develop staff understandings of the National Curriculum in Mathematics through Professional Learning.
Develop a coordinated approach to Numeracy through whole school planning, teaching and assessment. Use en Vision Maths to provide a whole school and common resource.

NAPLAN
Teachers to use the data collected from NAPLAN to direct their teaching and learning programs.
To ensure student readiness for 2014 NAPLAN Year 3, 5 and 7 teachers will:
- Access the DoE online Numeracy resources and practice examples.
- Use past tests as practice examples.

FIRST STEPS
Use of First Steps strategies in Number throughout the school.
- This will be supported through the continuation of the Professional Learning (FSiM), commenced in 2012.
- Teachers are encouraged to work collaboratively in planning their teaching and learning programmes.
- Support teachers in Years One to Seven in their planning, facilitation and evaluation of the Mathematics program.
- Encourage staff to use First Steps Books and Resources.
VALUES

EXIT OUTCOMES
Students to consistently demonstrate the 5 keys to success as measured through the Semester Reporting Schedule

The 5 Keys of YCDI! Education
Our core purpose is the development of young people’s social and emotional capabilities, including:

1. Confidence (academic, social)
2. Persistence
3. Organisation
4. Getting Along, and
5. Resilience.

LEARNING AND INSTRUCTIONAL
Chaplain and Teachers to deliver YCDI program and BUZZ BMIS Whole school Policy & Rewards

Teaching & Learning
- Supportive Environment
- Strong teacher – student relationships
- Inclusivity and difference are catered for
- Connect challenge are evident
- Opportunity to Learn is evident
- Action reflection are evident
- Motivation and purpose are evident
- Independence and collaboration are promoted

ASSESSMENT
- Using teacher observation and recorded through Semester Report

WORKING AS A COLLABORATIVE TEAM
- Teachers will work in collaborative teams to plan, teach and assess students.
- Teachers will draw upon each other expertises.
- Teachers will further develop their understanding and knowledge in YCDI education through PL opportunities

COMMUNITY PARTNERSHIPS
- Mentor Program (Brighton Kids)
- Chaplaincy
- Lions Club of Scarborough
EXIT OUTCOMES
All students will operate within the boundaries of our behaviour policy. They will understand our code of conduct and self-regulate within its parameters at all times.

Teachers will be skilled managers in classroom behaviour strategies and ensure that students with disruptive behaviours are sanctioned within our behaviour policy.

Parents and guardians accept that they work with the school at all times to ensure clear direction is articulated to their child/ren when addressing behaviour issues requiring their support and enforcement.

BELIEFS
All members of the Scarborough Primary School work in a safe, caring, positive and stimulating environment.

To enable all students to reach their full potential it is imperative that they attend all lessons on a daily basis. Unexplained absences or absences that do not meet a ‘satisfactory explanation’ are discouraged.

Targets for attendance are set that require all students to attend and in so doing will therefore have a greater chance of achieving their potential. The small percentage of students not meeting our targets will be monitored closely and parents will be asked to give just reason for their child’s non-attendance.

Our students attend a campus where all present ensure respect for all at all times, underlies our culture.

STANDARDS AND TARGETS
The school will continue to monitor and analyse school behaviour and attendance data and set targets for improvement.

BMIS
SCHOOL TARGET:

95% of all students will attend all whole school reward activities throughout the school year.

ATTENDANCE
The average attendance rate for students at SPS will be above 94%, the state and like-school comparative averages.
**ACTIONS**

- Target students with ‘below average and unsatisfactory explanations’ for non attendance by sending a SMS phone message on the day of non attendance. Follow this up with a letter from the School requesting an explanation be given against the day of non attendance.

- Teachers encourage students to attend and ensure implementation of the ‘follow up’ of non attendance days occurs.

- Teachers complete electronic ‘Lesson Attendance’ for their class each day before 10.00am. (Integris). Parents sent automatic SMS.

- Use the Student Services Team to target students/families in need of support in relation to behaviour, attendance, access to outside agencies for intervention/s and help, basic needs and the like.

- Review the Behaviour Policy and set up a Student Services Committee charged with the review, discussion and monitoring of issues relating to behaviour across the school.

- Implement the Values Program across all year levels K – 7 at Scarborough Primary School.
PLAN ENDORSEMENT

PRINCIPAL: Lee Woodcock

Signature of Principal: ___________________________ Date:

SCHOOL COUNCIL CHAIRPERSON: Trish Lee

Signature of Chairperson: ___________________________ Date: