

MOUNT HAWTHORN PRIMARY SCHOOL

TOGETHER TOWARDS THE FUTURE

BUSINESS PLAN 2019-2021

the building blocks for learning



OUR VISION

We provide high quality learning opportunities for our students to reach their potential.



INTRODUCTION

Mount Hawthorn Primary School (MHPS) is an Independent Public School (IPS) located in the heart of the inner-city suburb of Mount Hawthorn providing outstanding educational opportunities to nearly 900 students from Kindergarten to Year 6. Students in Pre-primary through Year 6 are at the main campus on Killarney Street and Kindergarten students are at the Richmond Street, Leederville campus. MHPS shares its Killarney Street campus with the Mount Hawthorn Education Support Centre (MHESC).

MHPS is a **high performing school**, which consistently achieves strong results in standardised tests, external assessments and community evaluations.

Mount Hawthorn Primary School is a high achieving school offering an extensive range of opportunities for students to engage with learning and achieve to the best of their abilities. The school continues to look for ways 'to be better' and has developed a culture of ongoing improvement.

2018 IPS Review

MHPS has a strong culture of **teaching excellence** and best practice in curriculum delivery. The fundamental aim at MHPS is that all students are encouraged and supported to achieve their maximum potential. Alongside explicit teaching of literacy and numeracy, MHPS provides discovery and inquiry-based opportunities, utilising instructional intelligence strategies, to develop students as autonomous learners.

The school values the **whole child** and is committed to ensuring the mental health and wellbeing of the students. They are immersed in a rich learning environment which features: Instrumental Music and Dance, Aboriginal Culture and Traditions, Italian Language, Visual and Performance Arts, Physical and Health Education and Library Studies. Additionally, MHPS has a highly acclaimed and popular Orchestra, Band and Choral Program.

The school values and fosters **diversity** and **inclusivity**. MHPS celebrates its rich diversity stemming from 13 nationalities and 16 religions represented within the student body. Uniquely, the school community also benefits from sharing the campus with students in the MHESC. These special needs peers integrate into classes, events and playground games and cultivate the social intelligence and empathy of MHPS students.

Central to the success of MHPS as a strong, vibrant and inclusive school are **partnerships with parents**. Parents enthusiastically contribute to all aspects of life at the school, including reading in the classrooms, facilitating music camps, championing the school's chapter of the Fathering Project, and driving a committed Parents & Citizens Association (P&C). The P&C has been a proactive and effective champion for the school by raising sizeable funds for campus upgrades, creating inspiring play spaces and hosting fun and well-attended community events.

A distinguishing feature of MHPS is that it is an **independent** school. As an independent school, MHPS receives funding from the Department of Education with allocation of the funding, performance management of the school and staffing decisions controlled internally. This autonomy ensures that decisions and policy reflect the best interests of Mount Hawthorn students and community.

*We hope that you share our enthusiasm and commitment to Mount Hawthorn Primary School which has been the **hub of the local community** for over 112 years and continues to progress and pursue excellence for all of our students.*

Dale Mackesey, Principal of Mount Hawthorn Primary School

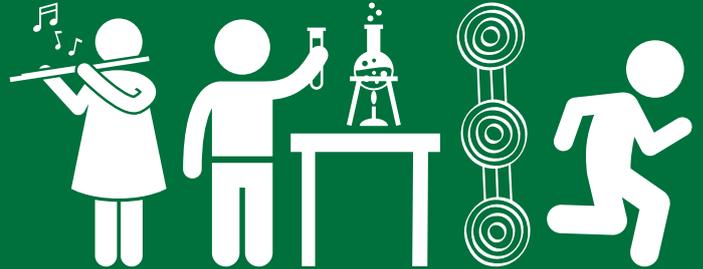
A DISTINCTIVE SCHOOL

EXEMPLARY TEACHING



Merit selected teachers | Best practice methods
Continuous improvement

VALUES WHOLE CHILD



The Arts | STEM | Sport | Culture | Wellbeing

INSPIRING



Play and learning spaces are innovative and inspiring

ACCESSIBLE



Students walk, ride or scooter to school

ACHIEVEMENT

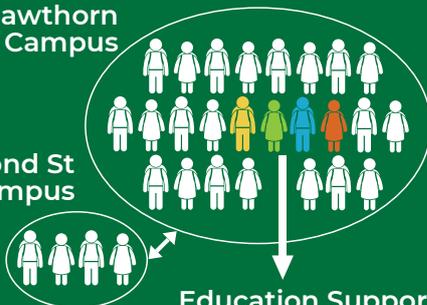


Well above Australian mean in standardised testing

INCLUSIVE

Mount Hawthorn Main Campus

Richmond St Kindy Campus



Education Support Centre and Autism Early Intensive Intervention Program

DIVERSE



16 Religions
13 Nationalities

INDEPENDENT

IPS

Independent Public School
Autonomy to make decisions

INVESTMENT



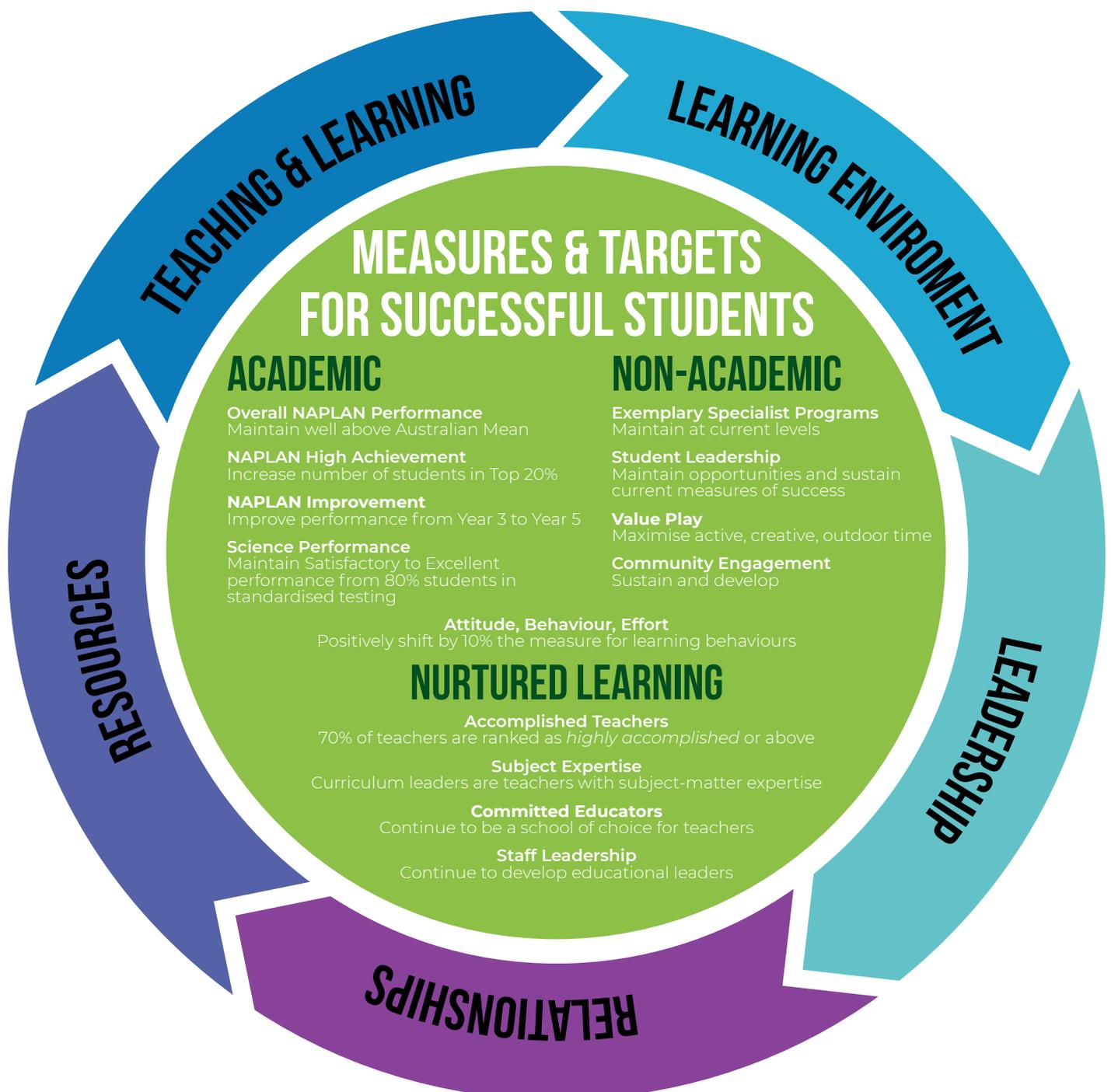
\$10 million invested in 10 years in new buildings

Be Your Best, Be Caring, Be Responsible and Be Respectful.

The school's business and operating plans reinforce the five strategic building blocks of *Teaching and Learning, Learning Environment, Leadership, Relationships and Resources*. Achievement in each of these domains contributes to successful students. Self-assessment is fundamental to establishing an effective school improvement cycle at MHPS. A focus on self-assessment creates a culture in which **success is celebrated** and **improvements are actively pursued**. Staff and Board members assess school performance in academic and non-academic areas, plan and enact improvement.

Similarly, MHPS sets measures and targets which are academic, non-academic and specific to the learning environment to support students to be successful and achieve their maximum potential.

Assurance that we are delivering high-quality education is provided by the Independent Public Schools Review Process. The review provides validation to the Department of Education, and the school community, that the school is operating effectively and satisfying requirements. The evaluation includes on-going self-assessment, triennial submissions to the Department of Education, and a school-based validation process carried out by the Department of Education's Accountability team.



In the 21st century, learning requires developing the **capability to learn** and **the love of learning**. MHPS embeds the fundamentals of education and delivers the *Western Australian Curriculum and Assessment Outline*, whilst encouraging innovation, collaboration and cross-disciplinary reasoning. Alongside direct teaching of literacy and numeracy, MHPS provides discovery and inquiry-based opportunities to develop students as autonomous learners.

Excite, inspire and support students to embrace learning and our community.

The school is proud of **consistently high achievement** and progress by students, as demonstrated by standardised test results. MHPS's overall performance in NAPLAN, which tests literacy and numeracy in Years 3 and 5, is well above the Australian mean. **The percentage of students in the Top 20% of NAPLAN increases year on year.** Most recently, 41% of the Year 5 student cohort were in the Top 20% in numeracy. In science, 80% of students achieve satisfactory to excellent performance in the standardised science test administered in Years 4 and 6.

The teaching methodology practiced at MHPS is research-driven and reflects best practice. Teaching strategies provide students with **opportunities to learn independently, collaboratively and cooperatively**. Teachers work within subject and year level hubs to develop strong professional networks which augment student outcomes. Data analysis is leveraged to inform goal setting, areas of priority and scope for improvement. As an example, a declining trend in writing was arrested with the targeted introduction of the best practice Talk for Writing program across all grade levels.

There is a whole child focus at the school. MHPS recognises that musical, athletic, language and cultural opportunities enhance **emotional and social wellbeing, physical skills, teamwork, confidence and resilience**. Opportunities to participate in local, state and national competitions and events are increasing and the school's results continue to improve. In parallel, public-speaking skills are nurtured through assemblies at which each class has the opportunity to present and perform with confidence.

Finally and uniquely amongst schools, MHPS supports before school physical activity and energetic play in supervised areas. This vigorous, social opportunity at the beginning of the day positively impacts the teaching and learning program as students transition to classrooms settled, focused and engaged.



MHPS provides a **safe and supported learning environment** for all students. Attendance rates greater than 90% demonstrate that the community values education. Students are expected to work to the best of their ability. Each student brings determination and perseverance to learning and the school provides tutelage and support. Punctuality and the minimisation of disruptions are emphasised to support the learning environment.

Support students' learning, build resilience and increase social and emotional capabilities.

Teachers monitor student's progress and collect data to identify and address individual learning and social needs. Classroom activities are tailored to accommodate readiness and needs, and learning plans are developed for individual differentiation. Regular collaboration with parents ensures effective support for the student's learning journey.

In an effort to equip students to compete in the modern digital society, MHPS practices the **deliberate integration of digital technology**. Fit for purpose technologies, such as interactive whiteboards, personalised tablets in Years 5 and 6, and digital assignments in Year 6, improve learning outcomes and readiness for learning in high school and beyond.

With the same rigour as academic achievement, the attitudes, behaviours and efforts of students are prioritised. The establishment of a classroom and playground environment which supports perseverance, a strong work ethic, positive interaction skills and respectful relationships is best summarised by our motto: **"Be Your Best, Be Caring, Be Responsible, and Be Respectful"**.

Students are reminded that "You are a MHPS student all day and every day" and the expectation of exemplary behaviour extends to interactions within the community. A partnership with local businesses called *Catch Me at My Best* promotes and rewards these behaviours.

MHPS is **highly attuned to the impact of bullying** and believes that one of the most effective means to reduce bullying is to enhance social and emotional understandings and competencies. The school employs a whole school approach with the *Friendly Schools Plus* program to build personal and social capability. Classroom action plans address behavioural issues consistent with a Values and Virtues framework and Behaviour Management process.

The organisation of students into factions fosters **camaraderie** across year levels, encourages broader **support networks** within the school and buoys morale. Similarly, students mentoring peers across year levels builds relationships, confidence and nurtures the child.



MHPS is a **school of opportunity and choice** for teachers. MHPS has a school-based selection process to capture the best talent, develop capability and retain staff. Staff is diverse and accomplished; 70% are ranked as highly accomplished and serve as lead teachers. Opportunities are in place for aspirants and retention rates are high.

Nurture both teachers and students to take responsibility, inspire and lead.

Teachers are encouraged to lead by example and take an active leadership role beyond their classrooms. A distributed leadership model leverages the capabilities of many staff. Key positions are rotated to provide greater leadership opportunity and renewal. Professional growth opportunities at both a school and network level are offered to existing and aspirant leaders to deepen leadership capability.

Leaders in curriculum are **subject-matter experts** and focus on multi-year level delivery and consistency in subject learning. New staff members, including graduate teachers, are effectively inducted and mentored to support a successful introduction into the school community.

The Executive Leadership team has Leadership Action Plans which align to a Principal Performance Improvement Tool and assess and augment operational and curriculum delivery. A rigorous and continuous self-assessment process incorporating surveys, performance management procedures and quality assurance tools ensure that key areas of improvement are identified, and shared with staff and the community.

Teachers as leaders inspire students to be leaders. MHPS students are actively encouraged to take **student leadership roles**. In lower primary, the leadership roles are rotated and held for a short period to ensure that all students gain this experience. As students mature, they adopt junior buddies and serve as mentors. By Year 6, students become councillors, faction captains, and band and choir coordinators, and are highly visible in the school community. Students are encouraged to contribute to the operation of the school in a manner which best suits them.

Additionally, MHPS students are leading in awareness and action around sustainable and eco-friendly practices with the implementation of MHPS' own sustainability program and mascot.



MHPS is a **school of choice**. Families move into the school boundary to provide their children with a high-quality public school education. A consistently high satisfaction rating from parent opinion surveys validates this. Parents and families are integral members of the school community and partners in their children's education.

It takes a village.

The MHPS P&C plays a vital and highly visible role within the school community, providing a link between the parents and the school. The P&C organises a range of fund-raising events, encourages parent volunteerism and demonstrates, by example, the importance of being an active participant in the community. Aligned with the P&C is the MHPS Fathering Project group, which coordinates activities for dads and their kids aimed at creating lasting memories and building relationships.

MHPS encourages sharing of information and effective communication to build partnerships with families and better learning outcomes for students. The school maintains a confidential database of expertise, professions, and passions amongst our parent body which supports learning programs and enhances content for students.

The Schools Board with the Principals, parent and staff representatives, is responsible for the governance and self assessment of the school. The MHPS Board has been extraordinarily effective in securing millions of dollars for **new campus buildings** and facilities whilst raising the profile of the school in the local community.

Additionally, the school establishes strategic partnerships with local businesses, community organisations and educational institutions to offer increased opportunities for students. These partnerships provide access to experiences, support and intellectual and/or physical resources not currently available within the scope of a public school.

The school is viewed as the hub of the community and the use of the facilities extends beyond school hours to families, sporting groups, OSCA and clubs which involve the students.



RESOURCES

Resources is the sum of human, financial and material resources leveraged to support the students' learning experience.

MHPS directs **90% of funding to teaching staff to maximise student learning**. The school maintains a mix of highly experienced teachers and teachers new to the profession. This cross-generational integration of pedagogy provides a robust approach to 21st century learning. MHPS also employs specialist teachers in the areas of Italian language, Visual Arts, Music, STEM and Physical Education.

“All in” support for student wellbeing and learning outcomes.

A student-centred funding model attracts appropriate funding for each child, including supplemental funding for those students in most need of additional teaching and learning support.

Student well-being is prioritised through a **dedicated school psychologist** and **school-wide mental health programs**, such as *Friendly Schools Plus*.

MHPS continuously invests to provide **inspiring play spaces** and **innovative learning centres** for the students. MHPS has unveiled six new buildings in ten years by leveraging multiple funding streams, including Federal and State government allocations, Department of Education apportionments, local council grants, private donations and fundraising. These state of the art buildings complement the original school buildings.

The school similarly invests in and implements **technological solutions** to ensure that the students are equipped to work in the digital realm. This has the added benefit of reducing the environmental strain associated with paper-based information. MHPS has adopted significant steps to reduce power, water and waste usage on the campuses, including initiatives such as WasteFree Wednesdays as part of an extensive sustainability program.

TARGETS

TEACHING & LEARNING

NAPLAN Overall Performance	Maintain NAPLAN ¹ reading and numeracy significantly above Australian mean
NAPLAN High Achievement	Increase the number of students in the Top 20%
Early Years Progress	Increase the number of students making High and Very High progress between Pre-primary and Year 3 as measured by On Entry and NAPLAN testing
NAPLAN Improvement	Improve or maintain performance from Year 3 to Year 5 for each year group
Standardised Science Testing	Increase the number of students performing in the Top 20%
Specialist Program Participation	Maintain , and evaluate opportunities to increase, outcomes and performance in Physical Education, Language, Art, Culture and Music
Music Participation	Maintain high levels of participation in IMSS, orchestra, band and choir

¹The annual NAPLAN tests assess Years 3 and 5 students' skills in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

LEARNING ENVIRONMENT

Quality Learning Environment	Continue to deliver the national benchmark in all seven areas of the National Quality Standard ²
Quality Programming	Maintain the partnerships with MHESC to enhance the learning environment and increase emotional intelligence and social acceptance
Attitude, Behaviour and Effort	Increase by 10% , in each year level, the number of students making improvements in learning behaviours
Attendance	Maintain attendance and punctuality at greater than 90%
IEP Achievement and Progress	Students with an Individual Education Plan (IEP) will be equal to or above their predicted achievement and progress

²The National Quality Standard is a national benchmark for childhood education which includes seven areas impacting outcomes, including educational practice, health and safety, physical environment, staffing, relationships, partnerships and governance.

LEADERSHIP

Distributed Leadership	Continue to provide aspirant programs for Level 3 teachers, rising leaders and Senior Teachers, as well as opportunities to practice leadership
Curriculum Leaders	Continue to identify and develop cross year-level educators
Student Leadership	Maintain and enhance opportunities for student leadership in all year levels, which are both visible and behind-the-scenes in responsibility

RELATIONSHIPS

Learning Outcome Collaboration	Maintain an open line of communication between parents, teachers and administrators
Partnership with the MHESC	Make explicit the existing verbal Operational Plan with the MHESC
Parent Contribution	Maintain participation by 80% of families in volunteer programs both in the classroom, around the grounds and at events
External Partnership and Community Support	Maintain participation in community-based events including festivals, sports and local businesses
Community Satisfaction	Maintain and improve student, parent and staff satisfaction at greater than 80% as measured by the National School Opinion Survey and the Campus Survey
Civic Responsibility	Increase the occurrences of the <i>Catch Me at My Best</i> Program, launched in Term 4, 2018, within the school and throughout the community

RESOURCES

Compliance and Governance	Continue to adhere to the Delivery and Performance Agreement for Independent Public Schools in decision making Conduct annual school performance reviews using analysis tools provided by the Department of Education's Online Monitoring System
Financial Management	Continue to adhere to the Independent Public Schools Funding Agreement, and ensure prudent management of financial budgets to maximise outcomes
Environmental Sustainability	Develop strategies to reduce and/or offset school's carbon emissions and per person utility consumption



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