

Progress towards Business Plan 2021 – 2024 Success Criteria

Improvement Driver	Success Criteria	Progress towards Achievement			Comments
		Limited Progress	Moderate Progress	Achieved	
Providing every student with pathways to be successful learners.	95% of Year 3 and Year 5 students to achieve above NAPLAN National Minimum Standard in Literacy and Numeracy.				Further details on the percentages of students achieving above National Minimum Standard are available in the NAPLAN 2021 Summary Report.
	Achieve mean score equivalent to or higher than “Like Schools” in all year levels of NAPLAN in both Literacy and Numeracy.				We were above “Like Schools” in Year 3 Numeracy, Reading, Writing; and Year 5 Writing. In all other areas the gap between the school mean and the Like School mean had been reduced.
	Achieve at or above the norm mean score in all Progressive Achievement Test (PAT) assessments.				This is based on the median score being above in nearly all PAT literacy and numeracy tests carried out in 2021. Our percentiles were also higher in nearly all cases compared to the normed percentiles. Overall PAT school performance is higher than norms.
	Increase the number of students achieving in the top 20% of performance in NAPLAN and PAT assessments in literacy and numeracy				There have been increases in most areas of NAPLAN with like increases in several areas of the PAT assessments. Further details are available in the NAPLAN 2021 Summary Report and the PAT 2021 Summary Report.
	Increase the STEAM ability, engagement, participation and aspiration K-6				Plans are underway to increase resourcing of this area and to have it as the focus of an academic extension program from 2022.
	Delivery of whole school plan to address the Aboriginal Cultural Standards Framework.				Plan to be developed within 2022. Once developed the plan will then be implemented across the school over the second half of this current Business Plan.
	Demonstrated level of progress for all students engaged in targeted improvement programs.				Results collected have indicated that most although not all students in these programs demonstrated improvement by the end of 2021.
Building the capacity of staff, whilst strengthening support for teaching and learning excellence in all classrooms.	All teachers consistently use whole school literacy/numeracy strategies as articulated in whole school plans.				The focus for 2022 will be on ensuring consistency in practice across the school. The final version of the school’s literacy plan will also be developed in 2022.
	Maintenance and implementation of a well-informed workforce plan.				Collation of information to inform planning has occurred and will be used to develop the plan in 2022.

	National Quality Standards are fully and consistently implemented across K-2.		Yellow		The school continues to ensure structures and practices K-2 are in line with the expectations of the National Quality Standards.
	All teachers use the Lathlain PS Explicit Instruction model for the teaching of concepts in literacy and numeracy.	Blue			The focus for 2022 will be on ensuring consistency in practice across the school. The school will work with all staff to provide adequate professional learning to ensure that the model is effectively and consistently implemented.
	Learning Area Data is analysed and improvement is planned annually by all staff.		Yellow		This process was commenced in Term 4 of 2021, with the expectation that the process used will be built upon in 2022 and beyond. Staff worked in teams to examine available data from NAPLAN, PAT and through Student Achievement Information System data (teacher judgements)
	All teachers participate in peer observation each term and are provided with constructive feedback.		Yellow		Staff began this process in 2021, with the expectation that it will become an embedded practice going forward. Clear guidelines for this process have been developed.
	All staff engage in Performance Management process annually with their line manager.			Green	All staff teaching and non-teaching participated in a formal performance management process in 2021, although this was somewhat impacted by COVID-19.
Fostering family, community and agency partnerships.	Maintaining an average of 4.0 or above on the National Opinion Survey (NSOS) results.		Yellow		Many categories have moved to 4.0 or beyond based on the 2021 survey. The majority of categories rated 3.5 or more with the gap closing to 4.0 in most. This is significant progress in the first part of this Business Plan.
	Evidence of formal communication channels being used consistently and effectively to communicate.			Green	Communication has been significantly enhanced and feedback has been overwhelmingly positive about the measures that have been enacted throughout 2021.
	All Board documents publicly displayed through the school website.			Green	All Board minutes and any other key documents are now available through the updated school website, thus making them accessible to the whole school community.
	School community, staff and student survey data reflects 90% of all responses satisfied with the school.		Yellow		This is becoming more the norm based on the survey responses, with greater number satisfied than unsatisfied. This is still a work in progress however the improvement in this short time is noticeable.

	Evidence that the school is actively seeking the inclusion of families from all cultures.				Although this has not been an immediate focus and no clear strategies yet defined it is clear from feedback through the survey that parents feel cultures are understood and taken into account.
Using evidence to drive all decision-making.	Consistent and effective implementation of an annual school self-assessment schedule, that is analysed and responded to in a timely manner.				The school developed a self-assessment schedule in 2021 and this has been implemented for the first time. Further time is required to state that this has been effectively achieved.
	Clear link between school planning and resource management.				A new process for resource allocation was introduced in 2021 for the 2022 school year. Staff were asked to link their requests for resource allocation to the Business Plan and the achievement of its objectives.
	Evidence of year level / phase of learning planning in response to collected and analysed data through operational planning.				Year level collaboration was in place in 2021 with teachers' analysing data within their allocated group and planning for response in 2022. At the start of 2022 Year level term plans will be developed to ensure a consistent response is in place.
	Implementation of decision-making practices that involve the use of evidence to inform decisions.				Discussions around evidence, including data are used when taking into account decision-making across the school.
	Delivery of resource management process that references links to planning, and demonstrates review of evidence.				A new process for resource allocation was introduced in 2021 for the 2022 school year. Staff were asked to link their requests for resource allocation to the Business Plan and the achievement of its objectives.
Strengthening the social and emotional wellbeing of all.	School Values are consistently demonstrated and embedded across the school.				The school has worked tirelessly to ensure that the school values are an embedded part of the overall school community. They are visible and promoted across the school at all times.
	Increase regular attendance to 90% or more.				Attendance has continued to be impacted by COVID-19. This will continue to be a focus for the school hopefully in 2022.
	Improvement in student wellbeing as evidenced by our annual wellbeing survey.				The 2021 wellbeing survey indicated a level of improvement across most areas. This was also supported in 2021 by the Wellbeing Week which brought a focus to this area across our school community.

