

Alkimos Primary School

An Independent Public School

BUSINESS PLAN

2021 - 2024

Version 2 – June 2024



Alkimos Primary School Business Plan 2021-2024

Kaya and Wanjoo! Alkimos Primary School opened in February 2016. Our school caters for students from Kindergarten to Year 6. In 2019, we became the hosts of a Specialist Learning Program for Students with Autism Spectrum Disorder (SLP-ASD). This specialised program consists of 3 “homerooms” where students have opportunities to practise skills necessary for a smooth and successful transition into mainstream classrooms.

Our school links to the ocean and the Greek theme of the community, as reflected in the name, Alkimos. Our facilities and factions are given Greek names and origins. This connection to our local community has continued with the addition of our LOTE Specialist area, Noongar language. Our direction relates Aboriginal knowledge and ways, to a strong focus upon the environment and sustainability.

At Alkimos Primary School our priority is to continue with the Alkimos Learning Community and Alkimos Health and Wellbeing Community. These include students as learners, staff as learners and community as learners, and student health and wellbeing, staff health and wellbeing and community health and wellbeing.

Our approaches to teaching and learning are that our staff understand that the quality of our relationships with students and families is the key. Our ability to adeptly engage families and the Alkimos community, as crucial to our school’s success. A sense of belonging and connectedness is created and maintained by all staff.



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OUR VISION

Alkimos Primary School is committed to creating a vibrant and safe learning environment that supports our students, staff and community.

OUR BELIEFS

High expectations about student achievement, behaviour and about the performance of the school.

Effective teaching and learning is inclusive, is student centered, individualised, fun, engaging and is founded upon excellent relationships with students.

A whole-school approach to support the wellbeing of students, staff and our community is fundamental to our success.

Education is about the whole child.

Strong, supportive, collaborative and respectful relationships and partnerships prevail.

AT ALKIMOS WE...

Be Safe

Respect Others

Listen and Learn

Show Care





DOE Strategic Directions 2021-2024

Every student, every classroom, every day

1. Provide evidence student with a pathway to a successful future

2. Strengthen support for teaching and learning excellence in every classroom

3. Build the capacity of our principals, our teachers and allied professionals

4. Support increased school autonomy within a connected and unified public system

5. Partner with families, communities and agencies to support the educational engagement of every student

6. Use evidence to drive decision making at all levels of the system



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LEARNING

STUDENTS AS LEARNERS

STAFF AS LEARNERS

COMMUNITY AS LEARNERS

HEALTH AND WELLBEING

STUDENT HEALTH AND WELLBEING

STAFF HEALTH AND WELLBEING

COMMUNITY HEALTH AND WELLBEING

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Priority 1: Alkimos Learning Community



Alkimos Learning Community consists of Students as Learners, Staff as Learners and Community as Learners and all stakeholders will be committed to maintaining and implementing this pedagogy.

Staff will strive to meet student individual needs and provide opportunity for extension, through the implementation of innovative, stimulating and evidence-based practice. This is consistent across the whole school, ensuring all students and staff have an understanding, that is scaffolded and built upon as students progress through their learning journey. This demonstrates staff capacity to be attuned to the individual needs of students and their authentic skill to provide an inclusive, fair classroom.

We are committed to providing explicit teaching delivered using the Gradual Release of Responsibility Model.

Alkimos Primary School hosts a SLP – ASD. The program targets age appropriate academic engagement and achievement while supporting the students' communication, organisational, socialisation and self-regulation skills. Evidence-based approaches including Positive Behaviour Support, Discrete Trial Training, Direct Instruction, Facilitated Play, Visual Supports, Schedules, Explicit Instruction, Zones of Regulation, Protective Behaviours, Incidental Teaching and Modelling, underpin the Behaviourist Approach adopted in the program to support the students' development. Each student's individual program is based on their unique profile, strengths, needs and goals and encourages the development of social and communication skills.

Staff at Alkimos Primary School are active in engaging in professional learning, reflective upon negotiated goals attained during our Performance Development process. Strengths of staff are utilised to provide whole school professional learning, in line with planning documents and whole school programs, through sharing sessions, collaborative DOTT and School Development Days.

Priority 1: Alkimos Learning Community

Students as Learners

Targets and Strategies

Implement and monitor whole school practices and plans across teaching, learning and assessment

Teachers provide explicit instruction and authentic opportunities for student accountability in learning, including engagement and self-reflection

Students are given opportunities to use digital technologies to support their learning

Implement differentiated curriculum to meet student needs

Whole school referral process for Students at Risk and Case Management of identified students

Success Indicators

- Consistent teaching practices for literacy and numeracy across whole school
- School wide programs and approaches (T4W, Heggerty, Friendly Schools, Paul Swan, First Steps)
- A systematic synthetic approach to phonics.
- Yearly overviews reviewed and updated annually
- Successful integration of SLP students in mainstream
- Plan – Teach – Assess cycle

- Evidence that students are engaging in self reflection and goal setting to identify their strengths and focus areas

- Student use and capabilities reported on each semester
- Typing skills developed and utilised in English

- Timely overviews of Operational Plans
- Yearly overviews updated annually
- SEN reporting for IEP's and GEP's

- Monitoring of students referred to Student Services
- SEN planning utilised by all staff (P-6) and IEP's reviewed in a timely manner



Staff as Learners

Targets and Strategies

Success Indicators

Implement and monitor whole school practices and plans across teaching, learning and assessment

- Operational Plan reviews each term
- Whole School Self Assessment
- Curriculum Committees meet twice a term. Staff share directions at Collaboration meetings

Explicit teaching, cooperative learning and CMS strategies are used for the introduction and consolidation of learning concepts

- Staff share effective teaching strategies in Collaboration meetings, Staff meetings and School Development Days
- CMS - CAT trained staff member

Teachers engage in Performance Development against AITSL standards for self reflection and self assessment

- Performance Development twice per term (more if requested)
- One formalised School Leadership observation each year

Staff attend professional learning to support their teaching and learning programs

- Professional Learning goals agreed to and recorded each year

Staff work collaboratively in Phase of Learning teams, with Specialist teachers and SLP staff, implementing consistent programs

- Collaborative DOTT
- Termly meetings after school
- Year level planning documents reviewed annually, reflected DOE and school priorities
- Liaise with SLP staff and visit SLP homerooms

Review DOE Strategic Directions and Focus documents for alignment to school planning

- Inclusion of DOE priorities in school planning

Implementation of the SLP. Knowledge and understanding to support students with ASD, within the SLP and mainstream context

- Staff completion of SSEN:D ASD modules
- Transition targets and data collected and collated

Aspirants identified, supported and provided with professional learning and opportunities

- Aspirant EOI's completed
- Performance Development goals negotiated
- Opportunities created (in and out of school)

Staff engage in Classroom Observations

- Model devised and implemented across the school
- Embedded within Performance Development documentation





Community as Learners

Targets and Strategies

Information sessions provided for families and community out of school hours and built upon community need

School Psychologist workshops and information shared with community

Formal and informal involvement in school events

Engaged parent bodies in reviewing specialist areas and curriculum area development

Success Indicators

- Parent workshops
- Parent engagement and request for further sessions

- Parent/Carer access via newsletter and CONNECT
- Follow up on advice and support given by Student Services Team
- Triple P resources shared with families

- Positive attendance rate of families at school events including Open Night and Carnivals
- Biennial Parent surveys

- Minutes from Board and P&C Meetings

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Priority 2: Alkimos Health and Wellbeing Community

Underpinning our approaches is a clear recognition that students learning outcomes and opportunities are maximised when robust non academic strategies and beliefs are apparent. In implementing and upholding these ideals at Alkimos Primary School, our staff reflect an awareness of the types of services and support required by our students, families and the community of Alkimos

At Alkimos Primary School we promote positive mental health and wellbeing, utilising whole school approaches such as Friendly Schools, Respectful Relationships, Berry Street Educational Model and the Be You frameworks to “grow a mentally healthy generation”.

Our aim is that all students feel school is a safe place where people care about them, their needs for support, respect and friendship are met and that they can get help to work out problems. We educate and support children to build relationships characterised by non-violence, equality, mutual respect and trust, with the aim to strengthen positive relationships and promote gender equality in the school community.

At Alkimos Primary School we aim to support students' self-regulation, relationships and wellbeing to increase student engagement, including those with complex, unmet learning needs.

Opportunities are provided for families and the wider community to engage with school priorities through staff implementing an “Open Door Policy”. Families are involved in whole school activities, community lunches and Parent Information Sessions designed to empower families.

In a positive school community, every face has a place, every voice is valued and everyone has something to contribute (that is, inclusive)

Our commitment to this priority area reflects DETs; every student, every classroom, every day



Priority 2: Alkimos Health and Wellbeing Community



Students Health and Wellbeing	
Targets and Strategies	Success Indicators
Whole school approach to social-emotional support for students, using common language across all year levels	<ul style="list-style-type: none"> • Friendly Schools whole school approach to social and emotional wellbeing and bullying prevention. • Berry Street Educational Model to support trauma informed practice across the school. • Respectful Relationships Teaching Support Program focusing on promoting respectful relationships and gender equality from an early age, to prevent family and domestic violence before it starts. • National School Opinion Survey (NSOS) - student attitudes • Be You Survey • Protective Behaviour principles taught on a coordinated basis and recorded on SIS • Whole school approach to Mindfulness
Implementation of the Zones of Regulation across all year levels	<ul style="list-style-type: none"> • Students K-6 identify with the Zones and utilize strategies to regulate their emotions – every day, every classroom
Students experience whole school events, reflective of cultural and community needs	<ul style="list-style-type: none"> • Positive engagement in events including Strength in Unity Week, ASD Week • Monday Muster each week (GoNoodle or Mindfulness practices as a whole school) • Increased FTE for School Chaplain • Brekkie Crew continued to be offered each week • Education re students with ASD for students
Reflection of DOE Student Behaviour in Public Schools Policy	<ul style="list-style-type: none"> • Implemented whole school language and expectations shared. APS BMIS Guidelines reflects pedagogy and beliefs • Biennial NSOS • SIS tracking and monitoring • Regular activities scheduled for positive buddy class interactions • Strong Student Leadership focus – Captains, Councilors, Faction Captains, Peer Mediators, Environmental Warriors • Values Education – whole school approach



Staff Health and Wellbeing

Targets and Strategies	Success Indicators
Staff demonstrate social and emotional wellbeing	<ul style="list-style-type: none"> • Model Zones of Regulation • Engage in mindfulness, in class and whole school • Promote and model Respectful Relationships characterized by non-violence, equality, mutual respect and trust.
Staff engage in activities promoting positive health and wellbeing	<ul style="list-style-type: none"> • Whole school celebrations are encouraged. Examples of, but not limited to the following: • Birthdays and special milestones • AAA @ Wednesday Whispers • RU Ok ? Day • Adopt a School • Strength in Unity Week • Warming Wednesday's
Be You Professional Learning	<ul style="list-style-type: none"> • All staff complete learning relating to focus area of framework
DOE System Supports	<ul style="list-style-type: none"> • Peoplesense discussed with whole staff and offered should the need arise

Community Health and Wellbeing

Targets and Strategies	Success Indicators
Positive school environment and interactions are established and maintained	<ul style="list-style-type: none"> • Welcome Tours • Class Boards • Positive language using PBS principles • Expected and Unexpected behaviours are displayed and discussed • Visible School Leadership
Whole School activities are planned and implemented	Positive attendance by community at events including, but not limited to: <ul style="list-style-type: none"> • Carnivals • Assemblies • Open Night • Community Lunches
External Agency support provided for families	Formal and informal involvement with: <ul style="list-style-type: none"> • School Psychologist • Community Nurse • Financial Counselling • SLP-ASD Coordinator • Student Services Team



340 Benenden Ave
ALKIMOS WA 6038

alkimos.ps@education.wa.edu.au

(08) 9562 9800