

Business Plan

2020 - 2022

**Westfield Park
Primary School**



Collaboration, Care, Community



A photograph of two young girls, one with light skin and one with dark skin, both wearing blue school uniforms, smiling in a grassy schoolyard. The background is slightly blurred, showing other people in the distance.

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At Westfield Park Primary School, our aim is to grow person-centred citizens who can embrace the future with integrity, compassion and a love for lifelong learning.

Our school offers a unique and stimulating educational environment, where children are nurtured, valued, and encouraged to reach their full potential. We have a strong sense of community and a commitment to provide an education that addresses the academic, social, physical and emotional development of all the children in our school community.

Staff work together with parents, agencies and volunteers to ensure a positive learning environment that encourages children to become inquiring, responsible and confident members of society.

Our last Business Plan stated that community involvement in education provision brings with it three way benefits: better learning for students, enhancements in self-esteem and confidence and the build-up of social capital. We promised to place children, staff and the community at the centre of our Key Focus Areas to raise student achievement and enjoyment of learning, culture and the arts.

Our hard-working and dedicated staff have clearly delivered on this promise as was verified in the independent review by the Department of Education Services in 2017. The placement of the Child and Parent Centre - Westfield Park in semester two 2019 is an exciting opportunity for the school to build on the strengths, commitment and capacity active in our community.

We will maintain our focus on a culture of high performance and high care seeking to offer strong, innovative learning programs that enhance intellectual discovery, artistic endeavour and social conscience. The school is now well positioned to begin looking outwards as it continues to shape an environment that is responsive to creating opportunity and supports individual need.



School Context



	2012	2015	2018
Roll	229 ¹	282	329
Attendance	90.0%	91.9%	92%
Transiency ²	38%	33.2%	27.4%
Indigenous	12%	9%	11%
ICSEA ³	918	927	908
Suspensions	3.5%	0.9%	1.2%
AEDC ⁴ Vulnerable 1+	52.5%	15.8%	12.9%
AEDC Vulnerable 2+	25.0%	13.2%	3.2%
Teaching Staff (FTE)	15.6	19.0	19.4
Non-teaching staff (FTE)	7.2	8.5	8.7

¹ Figure is K – Y6 only

² **Transiency:** The measure of student movement at a school during a calendar year, specifically student arrivals and departures.

³ **ICSEA:** Index of Socio-Economic Advantage. Set at an average of 1000, the lower the value, the lower the level of educational advantage of students. Westfield Park is in the bottom 10%.

⁴ **AEDC:** Australian Early Development Census measures children in their first year of full-time school against five developmental domains.

Westfield Park Primary School will have served the Camillo community for 50 years in 2020. The gazetted school catchment area contains a significantly high proportion of public and private rental properties. Transiency, poverty and early childhood trauma are the three biggest risk factors impacting on student attainment.

Transiency can have a devastating effect on children, school operational considerations and school resourcing. Poverty is the single biggest determinant of educational attainment while early childhood trauma acts as a barrier to learning and may cross generations if left unaddressed.

Our evidence-informed practice recognises that by attending to Maslow's hierarchy, we create the conditions for Bloom's taxonomy. While risk is not destiny, it must be mitigated to maximise the potential for children to flourish.

Over-view of self-assessment

Attendance

Regular attendance is crucial to ensuring children's optimum academic achievement. We have regularly out performed like schools with attendance rates. Strategies we utilise for maintaining and improving student attendance include:

- Using the student attendance toolkit.
- Employing an AIEO to build relationships with students and families.
- Automated alerts sent to parents.
- Case management of students with attendance under 85%.
- Family follow-up after three consecutive days absence.

Targets

- Increase students with regular attendance from 65% to 70%.
- Continue to be above like schools with overall attendance percentages.
- Maintain the downward trend of student suspensions.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	74.1%	17.6%	6.9%	1.4%
2018	73.6%	18.0%	5.8%	2.7%
2019	64.9%	19.1%	12.7%	3.3%
Like Schools 2019	63.0%	22.1%	10.9%	4.1%
WA Public Schools 2019	73.0%	19.0%	6.0%	2.0%

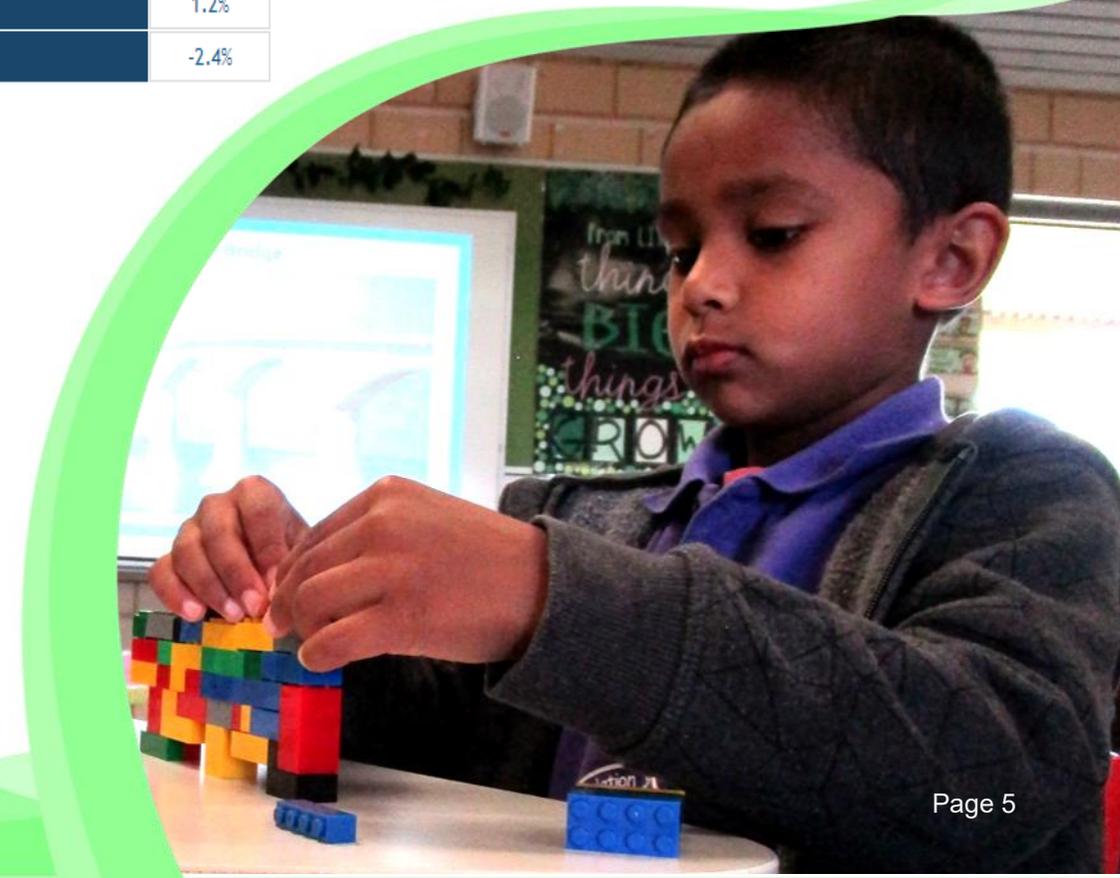
Suspension

	2018
% of Students Suspended	1.2%
Change	-2.4%

Behaviour

We have seen a drop in suspension rates as the 'Trauma Informed Approach' is adopted by teaching and Admin staff. To ensure that a safe school learning environment is provided, the school:

- Uses the Positive Behaviour Support (PBS) framework to develop and teach behavioural expectations to the children.
- Equips staff with the skills to adopt a trauma informed approach.
- Undertakes case management for students with behaviour plans.



Over-view of self-assessment

Prerequisites for successful students: teaching, learning environment.

Westfield Park Primary School strives to ensure that all students have the opportunity to be successful in their schooling journey to become valued members of the community. Strategies that Westfield Park use are based on teacher support and student engagement and include:

- Explicit teaching where learning intentions are clearly stated in lessons and students are aware of where they are, and what they need to do, to move forward.
- Use play based learning from Kindergarten to Year two and inquiry-based learning for Years three to six.
- Turning classrooms into 21st century learning spaces that have flexible seating and natural materials.
- Allowing teachers time to collaborate and share ideas.
- Hold lunchtime clubs for children in areas of interest e.g. Lego, STEM and the Arts.

Teacher Judgement

NAPLAN

	2018 (2017 - 2018)	2019 (2018 - 2019)
Overall Absolute Achievement	-1.4	-1.3
- Trend		↓
- Change		↔
Overall Relative Achievement	-1.54	-1.46
- Year 3	-1.34	-0.87
- Year 5	-0.58	-0.58
- Year 7		
- Year 9		
Overall Progress	-0.54	0.43
- Numeracy	-0.55	-0.24
- Reading	0.40	0.56
- Writing	-0.51	0.96

Targets

- Move student achievement to the Higher Progress - Higher achievement quadrant by the end of the business cycle.
- Continue the improvement in Year three and start improvements in Year five NAPLAN achievement against like schools.





Improvement Targets

- Increase the proportion of Year six students achieving a 'C' grade or higher in literacy and numeracy from a 2019 baseline of 65% and 45% to 75% and 65% by 2022.
- 2022 longitudinal student progress for numeracy from Year three to Year five demonstrates both higher progress and higher achievement compared to like schools.

At the heart of our drive for continued school improvement is the creation of a 'high performance – high care' culture at Westfield Park. Every member of staff has a contribution to make to this culture. Holding high expectations of the children and young people in our care – as well as of ourselves and our colleagues – is vital.

Reflecting on our performance, seeking feedback on how we can improve, and working together to support change are the cornerstone of continual school improvement. Westfield Park is guided by both State and Federal frameworks such as the Australian Institute for Teaching and School Leadership teacher and principal standards, the Western Australian Aboriginal Cultural Standards and the National Quality Standards.

As professional educators, our responsibilities have always extended beyond maximising the academic outcomes of our students. At Westfield Park, we recognise and embrace the strong human side to teaching that values relationships, engagement, support and respect.

All staff strive to create a culture in which every student experiences a sense of belonging to the school community, of being known and understood as an individual. Entwining a culture of high performance with a culture of high care will enable us to create the optimal environment in which children can flourish.

Maximising educational opportunities and achievements for all students

Core Strategies

- Ensuring teaching staff have a clear and common understanding of whole school literacy and numeracy policies and process, and are data literate.
- Adopt a whole school data collection and analysis platform.
- Aboriginal Cultural Standards framework is reflected in the curriculum scope and sequence.
- Interventions for Years one to six in literacy and numeracy using targeted initiative funding for additional Education Assistants.
- Identification and support for talented & gifted across a variety of areas.
- Behaviour management policy reflects trauma informed practice.
- Extend the use of play-based learning from Kindergarten to Year two.
- Embed inquiry-based learning from Years three to six.
- Including multiculturalism and explicit learning of other cultures into the curriculum.
- After-school clubs to provide educational engagement and opportunity.
- School-based early intervention strategies for at risk and vulnerable children and families such as the Nurture Group and School-Based Social Worker continue to develop seamless referral pathways with external service providers.
- Termly incursions, Theme Days and whole-school events to enhance engagement and build whole-school identity.
- Explicit social & emotional teaching to build capacity for self-regulation and resilience in children.



Since gaining Independent Public School status in 2015, Westfield Park has used its autonomy to empower the school community with a greater sense of investment in and ownership of, their school and their children's education. As a result, we have seen families and the wider community become more involved, active and engaged in Westfield Park and their children's learning creating a strong coalition of volunteerism, expertise and support that is unique and distinctive to this school.

The school will continue to build upon its strong community engagement and seek to replicate this across neighbouring school communities through the establishment of the Child & Parent Centre - Westfield Park. The CPC will provide a model for building social capital through service integration and practice that recognises the need to support the family and community's ability to care for their children.

In its last business plan, the school promised to build and sustain a full service extended school model - by providing free access to school facilities to not-for-profit agencies and low cost access to commercial organisations which enhance the provision of services and activities to children and families both during and out of school hours. This next planning cycle will build on current achievements and seek new ways to further enhance the range of services and opportunities available to our children and families.

Improvement Targets

- Biennial parental surveys show an increase in levels of satisfaction from the 2019 data set.
- Increase the number of volunteers who support the school over the year from a 2019 baseline of 40 to 50 by 2022.

Strengthening the partnerships between home, school and community

Core Strategies

- Build parental understanding of child development and capacity for positive parenting through workshops, education and training.
- Sessions for parents on using school technology and apps such as Seesaw etc.
- Health, speech and other therapy service appointments available during school hours through building a strong partnership with the Child and Parent Centre.
- After school activities for parents and children to enhance the range of curriculum enrichment and social opportunities for children and families within our community.
- Facilities opened to other community service providers and responsive to community need where practical and appropriate.
- Support for fathers and father figures to engage with their children's learning and school.
- Promoting parent awareness of community agencies and actively engage in advocacy for user friendly services.
- Kindergarten home visits for new families enrolling to build relationships and facilitate a smooth transition from home to school.
- Create conditions for higher levels of volunteerism in school.
- Provide practicum placement opportunities for university students studying teaching, social work or allied health services within the school or Child and Parent Centre.
- Celebrate the school's 50th anniversary in 2020.



Key Focus Area Three



Investing in the early years improves individual education, health and wellbeing outcomes for children. Child development research has established that the rate of human learning and development is most rapid between the years 0 to 5. Timing of intervention becomes particularly important when a child runs the risk of missing an opportunity to learn during a state of maximum readiness. If the most teachable moments or stages of greatest readiness are not taken advantage of, a child may experience barriers to learning a particular skill at a later time.

Westfield Park actively uses community level data such as the Australian Early Development Census (AEDC) and other early development assessments to provide a strong evidence-base upon which to build a web of early intervention strategies. Our purpose is to create change for families and young children and reduce the proportion of children entering school developmentally at risk or vulnerable.

Over recent years, Westfield Park Primary School has placed itself at the heart of its local community developing a blend of in-house interventions that are unique to the school. Our School-Based Social Worker, the Nurture Group and Student Services referral pathways will be further developed to ensure that we remain responsive and inclusive of all needs.

The school will seek to enhance the Child and Parent Centre - Westfield Park, through facilitating agency and service provider commitment to deep, transformational change, seamlessly integrating multi-agency services into a comprehensive web of opportunity and support for children and families for easy access at or through school.

Improvement Targets

- Maintain AEDC results so that they are below the State average for children showing vulnerability in one plus and two plus domains in 2021.
- Annual teacher survey on Student Services shows an increase in satisfaction from 2020 to 2022 data sets.

Early intervention and a strong Student Services team

Core Strategies

- Create opportunities for staff in Early Childhood to build relationships with and support the work of the Child and Parent Centre—Westfield Park.
- Interventions for Years one to six in literacy and numeracy using targeted initiative funding for additional Education Assistants.
- Continue to embed the Nurture Group as a core transition and engagement intervention for vulnerable and at risk children who experience attachment issues as a barrier to learning in Early Childhood.
- Support staff in developing a deeper theoretical understanding and skill-base in trauma informed practice.
- Develop a process that enables school and family to share richer information about children enrolling at Westfield Park to build relationships and facilitate a smoother transition.
- EAL/D Coordinator to identify staff support and professional learning needs to build capacity of teachers for in-class provision.
- Clear, simple and rapid referral processes to external providers and agencies where individual or family need is beyond the capacity or remit of the school to meet.
- Student Services Team to review and simplify processes and documentation which outlines how teachers are able to provide in-class support for children identified with additional needs such as; autistic spectrum disorder, intellectual disability, dyslexia, attention deficit hyperactivity order, post-traumatic stress disorder and attachment-based disorders.





Key Focus Area Four

At the core of strong leadership, staff commitment and accountability is ownership. Where staff are empowered to take initiative and responsibility for their work they bring ideas forward that can impact deeply on student performance. Staff who are comfortable taking ownership think like leaders. Hand-in-hand with ownership is accountability; following through and delivering on everything you own.

Since our last Business Plan, Westfield Park has embarked on a journey of radically changing its school culture to one where collaborative staff teams are encouraged to embrace the values of autonomy, ownership and accountability. Where staff have worked successfully in this way, we have observed the emergence of a high-trust environment and a high-performance team. During this next business planning cycle, the Admin team will seek ways to ensure that more staff embrace the autonomy agenda and are provided the opportunity to learn from others. We will become more outward looking, seeking to both share effective practice and learn from others working in a similar context.

A key role of the leadership team is to empower teachers to work collaboratively and question their effectiveness. Strong leadership from the Admin team will ensure that teachers have the autonomy to create opportunities and ensure that staff have the resources to perform their job effectively. All school staff are expected to embrace more active involvement of parents and the community in the school and classroom.

Improvement Targets

- All teachers undertake a minimum of one peer observation in 2020, increasing to a minimum of one per semester in 2022.
- Admin team to have an operational workforce plan by start of 2021.

Enhancing leadership, staff commitment and accountability

Core Strategies

- Distributed Leadership and staff action teams become the cornerstone from which school improvement is driven forward.
- Capacity created for teachers to identify gifted and talented students and engage them in additional curriculum opportunities.
- Opportunities for staff to embrace peer observation, support and professional dialogue to learn and grow in their career pathways.
- Build the confidence and capacity of teachers to become more competitive in the workforce and more mobile in their career development. Work with a small group of other schools and Workforce Policy and Coordination to create the ability for short-term staff placements in other schools.
- Performance Management to incorporate goal setting reviews once per semester with line manager.
- Admin team to ensure that school is responsive to future workforce needs and reviews its workforce plan to optimise its use of human, financial and other resources to maximise opportunity and minimise risk.
- School budgeting processes to make it easier for phase of learning teams to access their agreed resourcing and to be empowered to identify and purchase the resources needed to deliver an engaging curriculum.



Key Focus Area Five



In recent years, the school has undertaken a bold program of renovation and renewal to create high quality learning environments in which students can thrive. It will continue on this path using the following five elements to guide how we will continue to improve our physical spaces:

- **Routines:** A familiar sequence to the day that allows the child to predict events, anticipate transitions and develop a sense of trust.
- **Furnishings:** Durable furniture made from natural materials to define space and invite engagement across the content of our curriculum.
- **Spaces:** Interest Centres that include places for individual and group activities that incorporate variety and complexity, both indoors and outdoors.
- **Materials:** Real-life learning spaces such as our kitchen, food production areas and STEM room with tools, genuine artefacts and natural materials that can be used in a variety of ways.
- **Documentation:** A variety of means and methods to make learning explicit and visible to all involved; to display and interpret the processes and products of both child and adult learning.

We will be exploring our social responsibility to ensure that we embrace sustainability and environmental care for the children in our care, our staff and the wider community.

Underpinning the approach taken at Westfield Park will be to provide an aesthetically pleasing learning and working environment which values both function and form. When we create beautiful spaces in which to work and learn, we are making a statement to our staff and community... "This is what we think of you, this is what we expect of you".

Improvement Targets

- School reduces its annual consumption of electricity year-on-year from 2019 baseline.
- By 2022, the school has strategies and processes in place to divert a minimum of two recyclable materials away from landfill.

Improving buildings, grounds and infrastructure

Core Strategies

- Upgrade female toilets in the Admin Block from two cubicles to four.
- Upgrade student toilets in the Junior Block.
- Research the cost of, and timeline, the establishment of a Nature Play area in Early Childhood.
- Purchase built furniture made from natural materials to be rolled-out throughout the school as part of annual budgeting cycle.
- Identify a professional artist annually to work in school with children and families to produce one large public art piece that reflects school culture and identity or helps bring another space in school to productive use.
- Continue to maintain and enhance all outdoor garden food production areas as an engaging curriculum resource that can be used in conjunction with the Stephanie Alexander kitchen and dining room. Establish an orchard of fruiting trees between the Senior Block and the Oval.
- Establish a 'Sustainability Action Group' composed of staff and parents to help the school establish easily managed processes which seek to reduce waste and increase recycling of paper, plastics, organics and other materials.
- Install LED lighting throughout all indoor school spaces with timer switches to build sustainability in to classrooms.
- Feasibility study to explore becoming a solar school with options costed for battery technology to help drive down future price rises in utility costs.
- Explore the cost and feasibility of establishing a dedicated Staff Outdoor area for use at recess and lunch.
- Explore enhancing outdoor play space on the Oval with easily managed and stored resources that provide fun, engaging and additional learning opportunities for older children.





“It was evident throughout the school that a very successful culture of care and support exists. All students and parents interviewed throughout the review strongly expressed views on feeling safe, welcome and cared for. Parents confirmed their satisfaction with the quality of education provided by the school as well as the positive nurturing learning environment for their children.”

IPS Review 2017

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Collaboration, Care, Community

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