



WOODVALE
PRIMARY SCHOOL

*Strive
with
Pride*



**Business Plan
2020-2022**

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Welcome



Woodvale Primary School, which is located 20 kilometres north of the Perth CBD, opened in 1987 and is a Level 5 Independent Public School within the government school system.

We cater for the learning styles, talents and needs of all our students within a safe, caring and supportive environment. Our school is fortunate to have a dedicated, caring, passionate and collaborative staff who are committed to making a difference to the young people in our care. Staff actively engage in analysing school-based data, setting student improvement targets and adopting evidence-based teaching and learning approaches.

Our programs are enhanced through collaboration with associated professionals including school support staff, a school psychologist and a school chaplain. Specialist programs in Physical Education, Science, Music and Japanese are part of the students' learning program. Students are taught in modern classrooms, all with access to the latest information technology. We also have multiple play areas designed to provide opportunities to interact through nature-based play.

At Woodvale Primary School, the school community work together to provide every child with a positive and happy school experience. Staff and parents interact openly, honestly and respectfully to ensure there is a strong sense of community and involvement in the school.

The School Board meets regularly to monitor and discuss student performance data, surveys, budgets and future directions arising from the Business Plan. This Business Plan reflects our strategic directions for the next three years. The Business Plan has been developed with input from the staff and our School Board. It has strong links to the Strategic Plan for WA Public Schools and incorporates the beliefs and directions in the annual Focus Plan.



Our Vision



We provide a safe, caring and stimulating learning environment where all of our students are supported and challenged to become independent and successful 21st century learners.

We recognise and value their efforts, progress and successes in their pursuit of individual excellence.

Our Values

Honesty

To be honest, sincere and seek the truth.

Responsibility

To be responsible and answerable for behaviour and for learning.

Respect

Concern for the wellbeing of other people and respect for life and property. Each student is encouraged to be respectful of the rights of others and to find constructive ways of managing conflict. This includes the right to learn in a friendly learning environment.

Our school community have selected the following four values which are integrated into all areas of our school's operations.

Kindness

To help, show concern and be friendly to others.

Our Beliefs



At Woodvale Primary we believe:

- Students succeed best when education is viewed as a shared responsibility between home and school.
- That high expectations, with support will promote high standards.
- That best practice in teaching should be common practice in all classrooms.
- Real-life, purposeful learning is best achieved through well planned, explicit teaching.
- Students learn best when they are fully engaged in the learning process and highly accountable for their own achievement.
- In developing independent learners.
- Learning is life-long and is achieved through commitment and resilience.
- In catering for individual needs through the differentiation of curriculum.
- Positive behaviour is learnt best through positive, respectful relationships that will enable everyone to feel safe, valued and supported.
- In supporting all community members (staff, students, parents) to achieve their best through reflective practice and collaboration in clear, open and respectful communication.

**Developing
21st Century
Learners**

**Building
Positive
Relationships**

**Celebrating
Students'
Progress
and Success**



Our Self Assessment



Our school improvement cycle is an ongoing process encompassing three components:

We assess data and other evidence related to student achievement and school operations.	We plan to improve the standards of student achievement.	We act to implement planned strategies.
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Focus Areas

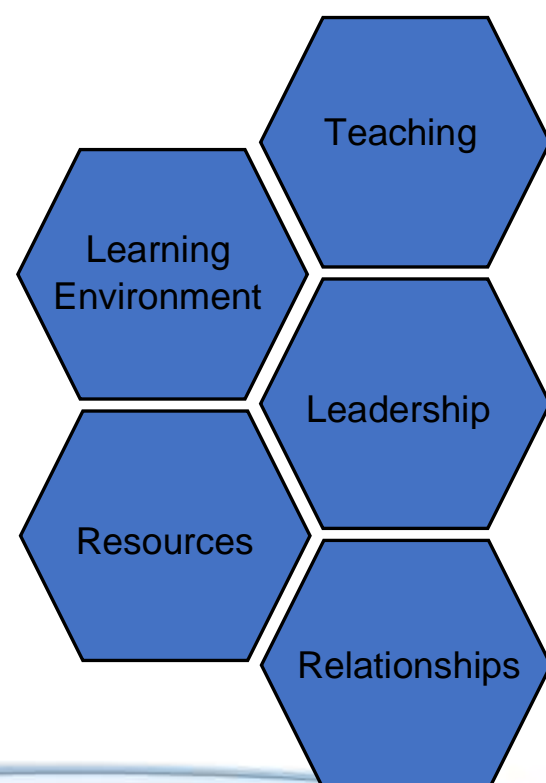
Teaching, Learning Environment, Leadership, Resources and Relationships are the five key areas of focus that will be monitored (as applicable) to determine our effectiveness in relation to student achievement, in the priority areas identified.

The Annual Reports and our self-assessment report for the external review in 2020 will report on each priority area.

The Framework for the Public Schools Review will also be used to focus our review and planning.

The framework has three parts:

Judgements	How are we going?
Evidence	How do we know?
Planning	What are we going to do about it?



Priority 1

Success for All Students



Success for All Students Achievement Targets

2020

- 70% of our students in Year 1 to Year 6 will achieve above the 50th Percentile in the PAT Maths and PP- Year 6 English tests.
- The percentage of students above the 50th Percentile will increase from 2019 in PAT Reading for PP to Year 1; Year 1 to Year 2; Year 2 to 3; Year 4 to Year 5; and PAT Maths for Year 4 to 5 in 2020.

2021 and 2022

- 70% of our students in Years 1-6 will achieve above the 50th Percentile in the PAT English and Maths tests.
- The percentage of students above the 50th Percentile will increase from 2020 in PAT English and Maths for Years 1-6 in 2021 and 2022.
- The achievement for Year 3 and 5 students in NAPLAN in Numeracy and Literacy assessments will be 25 points above the WA Public Schools mean.
- 75% of students in Year 3-6 will achieve above the 50th Percentile in PAT Science.

Focus	Strategies	Key Performance Indicators
<ul style="list-style-type: none">❖ High expectations and targets for the progress of students based on a rigorous analysis of data.❖ Develop and embed whole school and phase of learning approaches to the teaching of literacy and numeracy.❖ Develop assessment capable learners.❖ Differentiate the curriculum to cater for the learning needs of all students.❖ Embed the explicit teaching of Literacy and Numeracy.❖ Develop strategies for Gifted and Talented students.❖ Build on the students' competencies in STEM.	<p>Differentiation- extension and remediation based on formative, summative and systemic data. Pre and Post Tests used to assess progress and achievement. Continue use of Brightpath and Seven Steps in Writing.</p> <p>Whole School Literacy and Numeracy blocks.</p> <p>Systematic phonics instruction (K-3).</p> <p>Effective use of whole School Numeracy resources.</p> <p>Embed learning intentions, success criteria and feedback in lessons. Provide support for Aboriginal students as required. Develop, implement and review Operational Plans regularly.</p> <p>Teachers engage in Collaborative planning and conduct Common Assessment Tasks and moderation at WPS and with Network schools.</p> <p>Continue Literacy Pro in Years 2-5 and explicit teaching of reading strategies in PP-Year 6. Continue Spelling Mastery in Years 4-6. Investigate Year 3's starting.</p> <p>Extension activities to challenge Gifted and Talented students. Use laptops for computer-based learning.</p> <p>Integrated units of work using STEM subjects.</p> <p>Explicitly teach Critical and Creative Thinking skills and a problem-solving approach. PAT Assessment Yrs1-6 Literacy and Numeracy PAT Assessment Science 4-6.</p>	<p>Student assessment used to track and monitor progress and achievement.</p> <p>NAPLAN and PAT data reflect improvement.</p> <p>Teacher grades align with NAPLAN results.</p> <p>Whole school programs and strategies are evident in all classrooms.</p> <p>Differentiation for SAER and Gifted and Talented students are evident.</p> <p>STEM approach and activities evident in all classes.</p>



Priority 1

Success for All Students



Focus	Strategies	Key Performance Indicators
❖ Develop National Quality Standards (NQS) in Area 1: Educational Program and Practice.	<p>Use of screening tools to identify learning strengths and weaknesses in Speech and OT (K). Speech Support program for selected students.</p> <p>Early identification and intervention processes in place. Analyse On-Entry, OT and Speech screening data and plan strategies to improve.</p> <p>Continue to review NQS Area 1 Educational Program and Practice and implement strategies where needed.</p> <p>Continue to review NQS Area 1- Educational programs</p>	<p>K-Year 2 assessments and interventions are evident.</p> <p>Collaborative planning and reviews in place.</p> <p>Progress in meeting NQS.</p>



Priority 2

High Quality Teaching



High Quality Teaching Achievement Targets

- Increase the use of feedback to improve practice.
- Maintain and improve parent satisfaction levels from the National Opinion Survey.
- Further develop the active participation of staff in Professional Learning Communities.


Focus	Strategies	Key Performance Indicators
<ul style="list-style-type: none"> ❖ Implement national and system initiatives across the school. ❖ Build staff capacity to meet the diverse and changing needs of our students. ❖ Establish processes to ensure all endorsed programs and strategies are embedded in practice. ❖ Improve skills and access to ICT. 	<p>Focus on collaborative planning- sharing, common assessments and moderation at WPS and in the Network. Formalised collaborative planning sessions.</p> <p>Continue professional learning, mentoring, sharing of Visible Learning strategies: warm-ups, questioning, feedback, TAPPLE, explicit instruction, learning objective, success criteria, good learner characteristics. Classroom observations and feedback provided by line managers.</p> <p>Development of differentiation through documented and action plans.</p> <p>Professional Learning- external, Network and school-based- linked to the Operational Plans.</p> <p>Further Professional Learning on providing effective feedback.</p> <p>Induction process for new staff.</p> <p>Utilise Woodvale Network of Schools- moderation- twice a year. Network PL for teachers. Network groups for ECE and specialist areas.</p> <p>STEM focus (problem-solving, critical and creative thinking, real-life contexts) in Design and Digital technologies.</p> <p>Use the SCASA Scope and Sequence for ICT.</p>	<p>Greater consensus in making judgements of student work and using Brightpath.</p> <p>PL provided to meet teachers' needs – external, Network and school-based.</p> <p>Regular meetings with line managers to discuss differentiation and student progress.</p> <p>Most students can articulate what they are learning, how they are going and what to do next.</p> <p>Effective Documented (IEP) and Action (Group) Plans are evident. Admin and LSC to monitor.</p> <p>Improved parent and student survey results.</p> <p>STEM committee to survey and upskill staff.</p> <p>VL student and staff surveys – Pre and Post surveys</p> <p>Assess technology units Anecdotal data on STEM skills.</p>



Priority 2

High Quality Teaching



Focus	Strategies	Key Performance Indicators
❖ Align Performance Management and Development to the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards.	Performance Management- All teachers will use the AITSL Reflection Tool to reflect on their teaching and learning. SMART goals will be set based on this information. Observations, feedback, student interviews and collaboration will be used.	An effective Performance Management process is in place. 
❖ Staff to play a key role in implementing the Aboriginal Cultural Standards Framework	Implement key areas identified in the Aboriginal Cultural Standards Framework.	Progress against the ACSF.



Priority 3

Sustaining a Safe and Supportive Learning Environment



Sustaining a Safe and Supportive Learning Environment Achievement Targets

- Attendance rate to match or exceed WA schools.
- Improved student well-being data.
- Reduction in the number of students managed for behavioural issues.
- Maintain and improve parent satisfaction levels from the National Opinion Survey.

Focus	Strategies	Key Performance Indicators
Community		
❖ Continue the comprehensive approach to student wellbeing and support services.	<p>Pre Kindy parent information sessions to be held during the year.</p> <p>Parent information sessions by all teachers.</p> <p>Staff to access the CONNECT online community for resources and communicating with parents for their class.</p> <p>Admin to continue Connect and school website system to inform parents of events and information. SMS for urgent reminders.</p> <p>Learning Journey evening to be held in Term 3.</p> <p>Carols by Twilight to be held in December.</p> <p>Parents are encouraged to attend assemblies and carnivals.</p> <p>Liaise with the P&C and School Board to engage parents with upcoming events.</p>	<p>Parents have a better understanding of what is expected in K and a smoother K transition.</p> <p>Smooth start to the year for all classes.</p> <p>Parent satisfaction data re: communication is improved</p> <p>High attendance data at school events.</p>
❖ All school staff to maintain positive, respectful relationships with students, parents and each other as part of a caring learning environment that supports student wellbeing.	<p>Implement specific strategies to engage and support specific cohorts of students (eg girls, boys, year level issues – bullying, cyber, extension, resilience, friendships, etc).</p> <p>Continue to implement MSB policy with positive behaviour matrix incorporating school values.</p> <p>Continue the School Chaplaincy Program.</p> <p>Explicitly teach Friendly Schools Plus as part of the Health Curriculum.</p> <p>Use the Be You Framework to focus on student mental health and well-being which will incorporate parents, staff, support professionals and Be You resources.</p> <p>A Health and Well-being Operational Plan will be developed by the Health & Wellbeing Committee and implemented across the school.</p> <p>Implement the Zones of Regulation.</p> <p>Values tokens – Targets set and a reward provided when target is achieved. Teachers reinforce the four school values in class. Social stories utilised with individual students as required.</p>	<p>Behaviour management and academic (PAT & NAPLAN) data will show improvement.</p> <p>Achieve the school values target.</p> <p>Collate the number of students accessing the School Chaplain.</p> <p>Student survey data will be improved.</p> <p>Improved Student, Staff and Parent Opinion Surveys.</p> <p>Maintain high attendance data.</p>

Priority 3

Sustaining a Safe and Supportive Learning Environment



Focus	Strategies	Key Performance Indicators
❖ Maintain school processes for monitoring attendance and late arrivals.	Cyber Safety presentation for students and parents as needed and available.	Improved Student and Parent Opinion Surveys.
	Ongoing monitoring of students' attendance and late arrivals. To be followed up by Admin.	
	Continue to develop the ECE playground to support play-based learning K-3.	Playgrounds continue to be developed and improved.
	Protective Behaviours implemented.	
	Continue Peer Mediator and 'buddies' programs.	
	Implement specific strategies to engage and support students to develop social skills.	
	Chaplain support as required.	Improved attendance rates and less students arriving late to school.
	Conduct monthly audits of attendance.	
	Protective Behaviours implemented in all classes.	




Priority 4

Relationships and Partnerships



Relationships and Partnerships Achievement Targets

- Maintain and improve parent satisfaction levels from the National Opinion Survey.

Focus	Strategies	Key Performance Indicators
❖ Provide an effective way to communicate with parents.	Investigate alternate apps, tools to improve communication with parents. Whole staff to utilise Connect on a regular basis. Develop and maintain a current, user friendly school website. Assemblies. Parent-teacher meetings as required.	Improved and increased communication with parents.
❖ Strengthen parent involvement in the school. 	School Board representatives elected and trained. The Board members are active in the school improvement process. Act on bi-annual survey data. Involve parents in school events. Library and class helpers. Support the Fathering Project and P&C. Continue Pre-Kindy parent information sessions. Continue transition program for Year 6s.	Positive survey data. Ongoing support for the school from the P&C. Positive transition for three-year-olds and for Year 6s.
❖ Develop positive partnerships with the Woodvale Network of schools.	Moderation opportunities during the year. Specialist network meetings organised. Professional Learning for all staff arranged within the network. Access Teacher Development Schools.	Positive feedback on the success of moderation and PL.
❖ Partnerships.	Continue relationships with the local MP, ECU, West Coast TAFE, the YMCA and Sporting Schools.	Develop partnerships to support the school.

Priority 5

Effective Leadership



Effective Leadership Achievement Targets

- Maintain and improve parent satisfaction levels from the National Opinion Survey.

Focus	Strategies	Key Performance Indicators
Build a shared leadership model throughout the school. Provide leadership opportunities for staff.	Continue to develop an authentic Professional Learning Community. Continue Junior and Senior Collaboration meetings. Appoint a Learning Leader to each group. Continue Learning Support Coordinator, Well-being Coordinator roles. ICT Coordinator support for staff. Cost Centre and Learning Area leaders. School Board- staff representatives. Continue the Chaplaincy program. Support aspirant leaders, Level 3 teachers and senior teachers. Senior teachers lead curriculum and other areas. Ongoing self-review of school practices by the leadership team and in Collaborative Groups. The Leadership Team will remain informed and up-to-date on best practice.	Performance Management. Workforce Plan. National School Opinion Surveys. Quality contributions by senior teachers. School Board- self-review. Chaplaincy data.
Student leadership development.	Student Councillors plan events. Faction Captains, Choir Captain and Science Captains. Peer Mediators trained and allocated roles. Buddy classes.	Increase in student leadership opportunities.
NQS QA 7- Leadership and Service Management	ECE teachers lead various aspects of the ECE learning area.	Progress on all 7 Quality Areas
New staff are effectively inducted.	Induction and mentoring of new staff and graduates.	Feedback from graduates and new staff