

Business Plan 2020-2022

*A world of opportunity through the
power of learning.*



Values

Respect:

Being courteous and believing everyone is valued and highly regarded.

Humanity:

The quality of being kind, thoughtful and humane.

Belonging:

Welcoming, caring and valuing teamwork.

Possibilities:

Discovering talents and exploring opportunities to shine.

Humanity, Belonging and Respect when embedded in students' behaviour will open up infinite Possibilities for them.



Overview

Woodlands Primary School (PS) is an Independent Public School located in Woodlands Western Australia and a member of the Churchlands Network. For the life of this plan, Woodlands PS student enrolment is expected to be in the range of 440 to 470 students, beginning with 468 students in 2020.

Primary school education provides the critical foundations for students' later achievements in life. Education is a lifelong process, with parents and staff playing a vital role in encouraging an ongoing love of learning in our students. The school has a positive environment that attracts a range of staff, from outstanding new graduates through to excellent teachers with many years' experience. These dedicated teachers provide education across a range of learning areas including English, Mathematics, Science, Humanities and Social Sciences (HaSS), Art, Music, Physical Education and Languages (Japanese). Individual differences are addressed through an inclusive approach that caters for children from a variety of backgrounds and with a range of learning needs, including Students at Educational Risk (SAER).

Woodlands PS is actively moving towards a more collaborative learning culture which contrasts with traditional teaching approaches. There is a strong focus on research/evidence based teaching practice so that when students leave the school, they do so with solid foundations for learning supporting a seamless transition into secondary education.

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Woodlands has an active school community, where teachers and parents work together to support students with an education that embraces not just academic achievement, but fosters the growth of emotional and social skills as well. Given this, the school culture embodies a strong sense of student empowerment, encouraging ownership of learning, teamwork and sense of shared responsibility, working together in partnership with our community.

Principles

The principles that underpin our planning process are:

- Being student focussed
- Building strong partnerships
- Collaborative approaches with an embedded coaching culture
- Developing consciously competent staff
- Growing distributed leadership



School Self-assessment

School self-assessment is fundamental to establishing an effective school improvement cycle. Through our school self-assessment processes, data and other evidence is gathered and analysed to make judgements about the standards of student achievement and the effectiveness of school processes and operations.



Our school improvement planning is an ongoing process. The three components, Assess, Plan and Act, should be seen as dynamic and interactive.

While assessment leads logically to planning and planning logically to implementation, continuous self-assessment recognises that the act of implementation may cause planning decisions to be modified and may refocus self-assessment questions.

In developing this Business Plan, the school has considered the following:

- Where the school has come from
- Where it needs to go
- Student and teacher demographics
- Changes to the Western Australian Curriculum
- The skills and qualities our students are likely to need later in life
- Developments in teaching and learning strategies
- Technological advances

The strategies in this plan have incorporated the following:

- Student achievement and progress data
- Results from the 2018 Parent, Student and Staff NSOS
- The review of the previous Woodlands PS Business Plan 2017 -2019
- The requirements of the Independent Schools' Delivery and Performance Agreement



Planning for Improvement

“A world of opportunity through the power of learning” drives our school self-assessment and school improvement planning, and supports us as we make evidenced-based decisions about the actions required to achieve this vision. Our planning responds to student achievement data, student and community needs, legislative requirements, and the Department of Education’s imperatives.

Our planning is linked to the Department of Education’s Corporate Framework, including the “Every student, every classroom, every day” strategic directions 2020- 2024 document, the Building on Strength strategy, and Focus 2020. It is also linked to the Australian Professional Standards for Teachers and Principals and the National Quality Standards for Early Childhood Education Care and School Age Care.

The Woodlands Primary School Business Plan 2020 to 2022 is supported by annual operational plans, which outline the specific actions to be carried out under each Key Focus Area (KFA). The Business Plan has been developed for the benefit of everyone who participates in the school in collaboration with the students, parents, the P&C, the Board, and staff to enable the school to achieve the goals outlined in this plan.

Funding

The actions in this business plan are funded by the school’s one-line budget, parent voluntary contributions, P&C contributions, fundraising and sponsorship. The business plan directs a coordinated approach to the management of funding that maximises the resources available to achieve improvement.

Key Focus Areas

- Maximising educational achievements and opportunities for all
- Ensuring student wellbeing
- Strengthening the partnership between home, school and the community
- Recognising quality teaching and staff commitment



KFA 1. Maximising educational achievements and opportunities for all (English, Maths, Science, HASS, Arts, SAER, Technology, Health and PE)

Goal: To provide students with the expertise to be effective learners.

English Targets

Year 1 Reading On-entry assessment

On-entry reading assessment data will show greater than 12% of students at or above 575 on the On-entry assessment scale.

Years 2-6 Report Grades

For a majority of year levels from Year 2 to 6, a similar or greater percentage of students will record high (B grade) or excellent (A grade) achievement in relation to the year level standard when compared to Like schools. (Similar meaning within 3% of Like schools.)

Year 3 Reading

Increase the percentage of students achieving Proficiency Band 5 or above in NAPLAN Reading, within 3% of Like schools.

Year 3 Writing

Increase the percentage of students achieving Proficiency Band 5 or above in NAPLAN Writing, within 5% of Like schools.

Year 5

In the NAPLAN Reading and Writing First Cut data that highlights Year 3 to Year 5 progress, there will be a greater number of students than “expected” in the combined high and very high progress categories compared to Like schools.

Mathematics Targets

Year 1 On-entry assessment

On-entry mathematics assessment data will show greater than 12% of students at or above 575 on the On-entry assessment scale.

Years 2-6 Report Grades

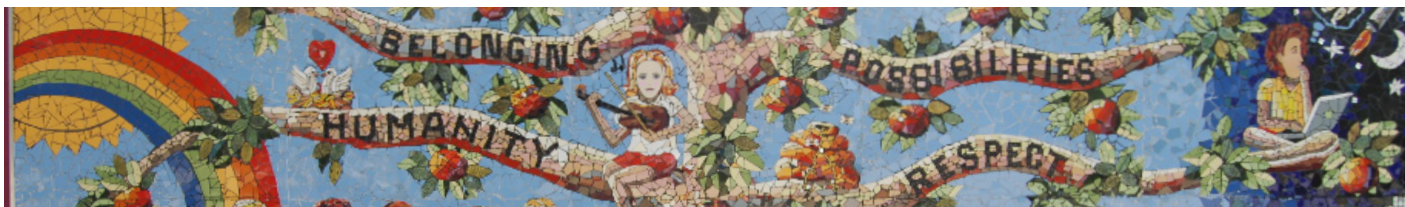
For a majority of year levels from Year 2 to 6, a similar or greater percentage of students will record high (B grade) or excellent (A grade) achievement in relation to the year level standard, within 3% of Like schools.

Year 3

Increase the percentage of Year 3 students achieving Proficiency Band 5 or above in NAPLAN numeracy, within 5% of Like schools.

Year 5

In the NAPLAN Numeracy First Cut data that highlights Year 3 to Year 5 progress, there will be a greater number of students than “expected” in the combined high and very high progress categories compared to Like schools.



All Learning Areas Grade Target

Maintain the All Learning Areas Average percentage of students above the achievement standard, to be equal to or better than Like schools.

The All Learning Areas Average percentage of A grades increase to be similar to that of Like schools.

Milestones

- The BYO iPad program implemented from Year 2 to Year 6.
- The Japanese language program implemented from Year 3 to Year 6.
- ACARA General Capabilities and the cross curricular priorities of sustainability and Aboriginal and Torres Strait Islander cultures are evident in class learning programs.
- All year levels are involved in at least one Science, Technology, Engineering, Art and Mathematics (STEAM) project per semester.
- Improved student, parent and staff ratings for the digital technologies questions in the 2020 National School Opinion Survey (NSOS) when compared to 2016 and 2018 data.

Strategies

- Develop an inclusive environment that provides accessible, engaging and challenging learning through agreed lesson design structures and differentiated instruction.
- Fully implement the Western Australian Curriculum with a focus on STEAM and Writing.
- Incorporate 21st century technologies into learning and assessment to create environments focussed on developing creativity, problem solving and critical thinking.
- Develop students' critical thinking, creativity, communication and collaboration (the 4 C's) across all curriculum areas.
- Apply a consistent, evidenced-based whole school approach that incorporates play-based learning in Early Childhood teaching practices and learning programs.
- Optimise the achievement of all students by utilising approaches that personalise learning and provide opportunities for students to access activities in areas of interest.
- Acknowledge and explore cultural diversity in the local community with a focus on Aboriginal and Torres Strait Islander culture.

KFA 2. Ensuring student wellbeing

Goal: Students feel a sense of belonging, in a safe and secure environment where they are active participants, learning to achieve healthier physical, emotional, social and educational outcomes.

Milestones

- A current, evidence-based, series of Positive Behaviour Support (PBS) lessons that explicitly teach the desired behaviours as outlined on the Positive Behaviour Expectations Matrix are available to staff.
- The PBS SET data shows continued improvement as compared to 2018 baseline SET data.
- The 2020 and 2022 NSOS Parent, student and staff surveys show improved ratings for the items related to, “the school is a safe environment for students” and “the management of student behaviour,” compared to 2018 NSOS.
- All classes implement at least a 10-hour Protective Behaviours Program per year.





Strategies

- Deliver Protective Behaviours programs to support students to feel secure and build an understanding across the community of safety for all.
- Embed the Positive Behaviour Support program, underpinned by the four school values, to promote positive behaviour and create an inclusive environment where all students feel valued as individuals and as part of the broader school community.
- Enhance the use of Kagan Cooperative Learning structures to develop and support social skills and emotional well-being.
- Develop responsible digital citizens who are accountable for their online learning and behaviour.
- Apply the BeYou framework to coordinate whole-school programs that promote mindfulness, self-regulation, emotional intelligence, empathy, resilience and good mental health.
- Provide opportunities for increased student voice and leadership.

KFA 3. Strengthening the partnership between home, school and the community

Goal: To develop and promote valuable home, school, and community partnerships that make a positive difference in our students' education.

Milestones

- The 2020 and 2022 NSOS Parent survey shows improved ratings for the items that scored a rating below 4.0 in the 2018 NSOS Parent survey.
- NSOS data indicates that the website remains the central focus for school communication.
- Planned and completed school facilities and grounds enhancements are accessible on the school website.
- The achievements of parent representative committees' are published and celebrated in school communication, at least once per term.
- An inventory of parents' skills and expertise they are able to share with students is developed and accessible to staff.





Strategies

- Embed the Communication, Concerns and Complaints Management Policy as the foundation to maintaining positive home, school and community partnerships.
- Provide regular parent information sessions covering a variety of curriculum and school programs to assist parents when supporting their child's learning.
- Highlight and maximise funding opportunities, as well as parent, staff and student involvement, to ensure the provision of an engaging learning environment with quality facilities.
- Provide opportunities for the School Board, P&C and other parent committees to work collaboratively to support the implementation of school planning.
- Strengthen connections to the community by establishing and maintaining partnerships with universities, school networks, local businesses and community organisations.
- Recognise and enhance parent involvement in the learning program and in school committees.
- Model and promote sustainable practices within our community.

KFA 4. Recognising high quality teaching and staff commitment

Goal: To acknowledge and share high quality teaching to enhance outcomes for students.

Milestones

- Parent and student survey continues to show high ratings for staff being committed, approachable and skilled professionals on the 2020 and 2022 NSOS compared to 2016/18 data.
- All staff are actively engaged in Performance and Development processes with professional growth clearly linked to the school's strategic direction.
- A performance and development culture is evident, as teachers focus on continuous improvement through self-reflection using the AITSL Professional Standards, systematic peer observation, and collaborative processes.
- Peer coaching processes are in place for core learning areas.
- The frequency of staff involvement in the sharing of expertise across our network of schools has increased compared to 2018.
- Leadership plans have been developed with identified staff.





Strategies

- Engage in a professional and collaborative performance and development culture focusing on induction, professional learning, and coaching that is aligned with the school's strategic directions.
- Promote high quality teaching through peer support, collaborative planning, observation and reflective practices, and collegial sharing, including sharing across the Churchlands network.
- Set high expectations for student achievement and provide learning opportunities for all students to accomplish their personal best.
- Identify, develop and support staff to assume team and school leadership roles.
- Monitor and support staff social and emotional well-being.

