



# Business Plan 2017—2019







## Mission / Vision

*A world of opportunity through the power of learning*

To achieve our mission we apply 5 planning principals and model and teach our values.

## Principles

The five principles that underpin our planning process are:

1. Being student focused;
2. Collaborative approaches with an embedded coaching culture;
3. Developing consciously competent staff;
4. Promoting a distributed leadership model;
5. Building strong partnerships

## Overview of Woodlands Primary

An Independent Public School, Woodlands Primary is located in Woodlands WA and is a part of the Churchlands Network. In 2017, Woodlands Primary had 455 students enrolled from Kindergarten to Year 6.

Primary school education provides the critical foundations for students' later achievements in life. Education is a lifelong process and parents and staff play 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 committed teachers provide education across a range of programs including English, Mathematics, Science, Humanities and Social Sciences (HASS), Art, Music, Physical Education. Individual differences are provided for through an inclusive approach that caters for children with a variety of backgrounds and learning needs including Students at Educational Risk (SAER).

This plan continues to move Woodlands Primary to a more collaborative learning culture which contrasts with traditional teaching approaches. There is a strong focus on research/evidence based teaching techniques so that when students leave the school, they do so with solid foundations for a seamless transition to secondary education, whether they move to Churchlands Senior High School or into the private schooling system.

Woodlands Primary has an active school community, with teachers and parents working together to support students with an education that includes not just academic achievement but emotional and social skills. Given this the school culture embodies a strong sense of student empowerment and ownership of their learning, staff teamwork and sense of shared responsibility working in a partnership with our community.



## Values

**Humanity:** The quality of being kind, thoughtful and humane

**Belonging:** Welcoming, caring and valuing teamwork

**Possibilities:** Discovering talents and exploring opportunities to shine

**Respect:** Being courteous and believing everyone is valued and highly regarded

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

## Teacher Development School

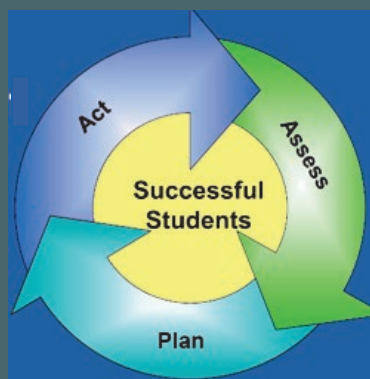
One of Woodlands Primary's key features is that it is a Teacher Development School for the Western Australian Curriculum and Assessment Outline in English and Science. In 2012, Woodlands became an inaugural Teacher Development School and have continued to reapply and be successful at holding on to this role. We will be reapplying at the end of 2017.

Effective teachers make the greatest difference to student learning. Research conducted by Joyce and Showers points out that there is only one way to increase the level of transfer above 10% and that is through adopting a collaborative approach to planning, observation, mentoring and coaching.

In teaching other teachers, Woodlands Primary School teachers are expected to have thorough knowledge of the Australian Curriculum to be at the top of their field.

By using a collaborative approach for professional development both within the school and for the external teachers we support, we significantly improve the effectiveness of our teachers who understand what they do, why they do it and why it works.





Our school improvement planning is an ongoing process, the three components of Assess, Plan and Act are 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.

## 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.

In developing this Business Plan, the school has considered:

- 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; and
- Technological advance.

The strategies in this plan have incorporated:

- Students achievement and progress data;
- Results from the 2016 Parent, Student and Staff SOS,
- The review of the previous Woodlands PS Business Plan 2014 -2016;
- Feedback from the 2016 Department of Educational Services External Review; and
- The requirements of the Independent Schools' Delivery and Performance Agreement.





## Funding

The activities in the 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.

## Planning for Improvement

**"A world of opportunity through the power of learning"** drives our school self assessment and school improvement planning as we make evidence 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 Education Departments imperatives.

Our planning is linked to the Department of Education's Corporate Framework including the High Performance –High Care Strategic Plan 2016 - 2019, the Director General's Classroom First Strategy and Focus 2017. It is also linked to the National Professional Standards for Teachers and Principals and the National Quality Standards for Early Childhood Education and Care and School Age Care.

The Woodlands Primary School Business Plan 2017 to 2019 is supported by annual operational plans, which outline the specific activities 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 as collaboration by the students, parents, the P&C, the Board and staff will enable the school to achieve the goals of this plan.

### Key Focus Areas

1. Maximizing educational achievements and opportunities for all.
2. Improving emotional intelligence
3. Strengthening the partnership between home, school and the community.
4. Recognising quality teaching and staff commitment.



**Goal: Fostering a life-long love of learning**

**Maximising educational achievement and opportunities for all**



English  
Maths  
Science  
HASS  
Arts  
SAER  
Technology  
Health & PE

## **Key Focus Area One: Maximizing educational achievements and opportunities for all**

### **English Targets**

The Year 1 On-entry reading assessment data will show an increased percentage of students at or above the Year 2 standard (1.5 PP) when compared to the percentage of students at or above the Year 1 standard (1.0 PP) when tested as Pre-primary students.

Increase the percentage of Year 2, 4 and 6 students achieving high or excellent in relation to the year level standard for reading and writing to be equal to like schools, with a similar percentage of students achieving an A (Excellent) grade as like schools. (Similar meaning within 3%).

Year 3 Reading: Increase the percentage of students achieving in proficiency bands 5 and above in NAPLAN reading to within 5% of like schools.

Year 3 Writing: Increase the percentage of students achieving in proficiency bands 5 and above in NAPLAN writing to equal to like schools.

Year 5: In NAPLAN reading and writing there will be a better than expected number of students in the high and very high Year 3 to Year 5 progress categories of First Cut.

### **Mathematics Targets**

The Year 1 On-entry assessment data will maintain the percentage of students at or above the Year 2 standard (1.5 DP) when compared to the percentage of students at or above the Year 1 standard (1.0 DP) when tested as Pre-primary students.

Increase the percentage of Year 2, 4 and 6 students achieving high or excellent in relation to the year level standard to be equal to like schools, with a similar percentage of students achieving an A grade as like schools. (Similar meaning within 3%)

Year 3: Increase the percentage of Year 3 students achieving in proficiency bands 5 and above in NAPLAN numeracy to within 5% of like schools.

Year 5: In NAPLAN numeracy maintain the better than expected number of students in the high and very high Year 3 to Year 5 progress categories of First Cut.

Humanity

Belonging

Possibilities

Respect







"91% of students believe that their teachers motivate them to learn"

2017 student survey

## Key Focus Area One: Maximizing educational achievements and opportunities for all

### Milestones

ACARA General Capabilities and the cross curricular priorities of sustainability and Aboriginal and Torres Strait Islander cultures are evident in class learning programs.

Improve student, parent and staff ratings for the digital technologies questions in the 2018 National School Opinion Survey (NSOS) when compared to 2016 data.

### Strategies

- Develop an inclusive environment that provides accessible, engaging and challenging learning through agreed lesson design structures and differentiated instruction.
- Acknowledge excellence and extend achievement and progress by developing analytical, evaluative and creative thinking.
- Continue implementation of the Western Australian Curriculum and STEM.
- Review the Early Childhood teaching practices and learning programs to ensure the application of consistent, evidenced-based whole school approaches that are underpinned by the Early Years Learning Framework and the National Quality Standards.
- Enhance opportunity for 21<sup>st</sup> century technologies to be available and implemented across the curriculum.
- Acknowledge and explore cultural diversity in the local community with a focus on Aboriginal and Torres Strait Islander culture.
- Provide creative and practical learning opportunities through community experiences and projects.
- Implement and share contemporary best curriculum practice as a Teacher Development School.



**Goal: Students will have a greater understanding of their emotions, where the emotions come from and how to manage them in order to build social connections and mental well-being**

“90% of staff at Woodlands Primary believe the students are developing the values of belonging, respect, humanity and possibilities”

2017 staff survey

## **Key Focus Area Two: Improving Emotional Intelligence**

### **Milestones**

- Students, staff and parents know the four school values and what they mean.
- A systematic series of PBS lessons and an incentives scheme are implemented across the whole school.
- The PBS SET data shows continued improvement as compared to 2014 SET data.
- Parents, students and staff feel the school is a safe environment for students and are satisfied with the management of student behaviour.
- All staff undertake protective behaviours professional learning.

### **Strategies**

- Implement Protective Behaviours to support students feel secure and build an understanding across the community of safety for all.
- Embed the Positive Behaviour Support action plan as the foundation for improving social and emotional intelligence and to support well-being.
- Engage and nurture students by creating a school and class environment underpinned by the four school values, belonging, respect, humanity and possibilities.
- Use Kagan Cooperative Learning structures to develop and support social skills and emotional well-being.
- Create an environment where all students feel valued as individuals and as part of the broader school community.
- Provide opportunities for students to develop and display leadership.
- Students and staff demonstrate sustainable practices

Humanity

Belonging

Possibilities

Respect







**Goal: To develop and promote quality home, school and community partnerships to make a positive difference in our student's education**

" 93% of parents believe they can talk to their child's teacher about their concerns"

2017 parent survey

" 94% of staff believe the school works with parents to support students learning"

2017 staff survey

### **Key Focus Area Three: Strengthening the partnership between home, school and the community**

#### **Milestones**

- The 2018 NSOS Parent survey shows improved ratings for the items that scored below 80% approval in the 2016 NSOS Parent survey.
- Communication, Concerns and Complaints Management Policy developed and endorsed by the School Board
- New website developed and maintained as the central focus for school communication.
- A process is established for all stakeholders to contribute ideas for grounds improvements and evidence of regular planned and documented enhancements.

#### **Strategies**

- Improve school communication as the foundation to maintaining positive home, school and community partnerships and to help parents understand the language of learning.
- Provide a welcoming school environment that ensures a parent's first contact with the school (online, over the phone or in person) is friendly, helpful and professional.
- Maximise funding opportunities as well as parent, staff and student involvement in providing quality facilities and an engaging learning environment
- 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.
- Enhance and value parent involvement.



**Goal: To acknowledge and share high quality teaching and work practice that will enhance outcomes for student learning**

"The teachers are very competent; it is a proactive school with friendly and approachable teachers"

2017 parent survey

## **Key Focus Area Four: Recognising high quality teaching and staff commitment**

### **Milestones**

- Parent and student survey continues to show high ratings for staff being committed, approachable and skilled professionals on the 2018 NSOS compared to 2016 data.
- All staff are engaged in performance management processes.
- A performance and development culture is evidenced 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 including English, Mathematics and Science.

### **Strategies**

- Engage in a professional and collaborative performance and development culture through induction, professional learning, collaboration and coaching.
- Promote high quality teaching through peer support, collegial sharing, collaborative planning, observation and reflective practices.
- Staff set high expectations for every student to accomplish their personal best.
- Open accountability for student, staff and school improvement and performance.
- Implement a distributive leadership model and succession planning.
- Support staff social and emotional well-being.
- Promote the values of public education.
- Enhance teacher expertise and confidence through the sharing of our school's English practices with other schools as a TDS.