



# Woodlands Primary School

2023 - 2025

Business Plan

*Respect, Humanity, Possibilities, Belonging*

# Welcome to Woodlands Primary School

We are a community focussed school with an embedded set of school values which support everything we do at Woodlands.

At Woodlands Primary School, we take pride in offering a well-rounded, quality education to students from Kindergarten to Year 6. Our nurturing school environment ensures children receive personalised attention and care.

We cater for all students' needs with a priority focus on developing strong literacy and numeracy skills. Integration of digital technologies in the teaching and learning programs supports students as 21st century learners.

## Mission

Our school mission is to create a world of opportunity through the power of learning.



### Acknowledgement of Country

We respectfully acknowledge the past and present traditional custodians of this land on which we are meeting, the Wadjak people. It is a privilege to be standing on Noongar country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

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# School Values

Our Positive Behaviour Support Program aims to develop in the students the four school values of Belonging, Respect, Humanity and Possibilities. We believe that when Humanity, Belonging and Respect are embedded in a child's behaviour, it will open infinite Possibilities as students embrace the challenges of the future.

**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.



## Whole School Priorities

- Student achievement and progress
- Student wellbeing
- Quality teaching
- Community engagement



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## Business Plan Development

Western Australian Government schools are governed by the Department of Education and the system directions it establishes. Business Plans developed by Independent Public Schools are responsive to each school's unique needs. All schools align their planning to the school improvement and accountability framework of the Department of Education.



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# Woodlands Primary School's Strategic Directions for 2023 – 2025



## Teaching Quality

FOCUS AREA	MAJOR STRATEGIES <i>What we do</i>	EVIDENCE <i>How we know</i>
<b>Teaching</b>	Develop and embed a whole school, evidence based approach to teaching which includes a scope and sequence for English and Maths.	Whole school approaches are evident in all classrooms
<b>Whole School Planning</b>	Develop an evidence based, consistent, whole school approach to Literacy & Numeracy planning.	Literacy & Numeracy whole school plan developed & implemented.
<b>Differentiation</b>	Develop a whole school approach to support student achievement by catering for a range of abilities.	Whole school plan and expectations developed and implemented.
<b>Early Years Learning</b>	Continue to align best practice in the early years (K – 2) with evidence based approaches.	National Quality Standard (NQS).
<b>Assessment</b>	Develop a consistent whole school approach to assessment.	Whole school assessment plan developed and implemented.
<b>STEM (Science, Technology, Engineering and Mathematics)</b>	Provide continued opportunities for all students to be involved in STEM.	Annual competitions like STAWA, STEM Coding, Science Week, Network STEAM competition.
<b>BYO iPad program</b>	Continue to build the integrated, purposeful use of technology in classrooms.	Increased student and staff competency and engagement in technology use.
<b>Aboriginal Education</b>	Develop student and staff knowledge, understanding and appreciation of Aboriginal culture using the Aboriginal Cultural Standards Framework.	Aboriginal Cultural Standards – Performance Descriptors & Indicators (Department of Education WA).

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## Learning Environment

FOCUS AREA	MAJOR STRATEGIES <i>What we do</i>	EVIDENCE <i>How we know</i>
<b>Physical Environment</b>	Continue to provide an inclusive, purposeful play based learning environment that caters for the developmental needs of all students and provides opportunities for students to take risks in their play.	Play based and Nature Play opportunities incorporated in the teaching and learning program.
<b>Positive Behaviour School (PBS)</b>	Maintain the PBS Framework to sustain our positive school community and environment.	PBS program outcomes.
<b>Health &amp; Wellbeing</b>	Continue to implement the BeYou program.	Survey outcomes for student wellbeing using NSOS.
<b>Sustainability</b>	Continue to re-establish a school-wide sustainability program.	Develop a strategic plan for sustainability.



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## Leadership

FOCUS AREA	MAJOR STRATEGIES <i>What we do</i>	EVIDENCE <i>How we know</i>
<b>Distributed Leadership</b>	Develop middle leadership positions to support whole school approaches. Develop Phase of Learning Team and Curriculum Leader positions.	Middle leader positions created and funded.
<b>Aspirant Leaders</b>	Continue to participate in the Churchlands Network Aspirant Leaders Program, developing L3CT and Aspirant School Leaders.	Staff applications for Level 3 Teacher and Deputy Principal.
<b>Student Leadership</b>	Maintain and further develop opportunities for students to be involved in authentic leadership roles.	Evidence of student involvement in leadership roles.



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## Relationships and Partnerships

FOCUS AREA	MAJOR STRATEGIES <i>What we do</i>	EVIDENCE <i>How we know</i>
<b>Effective &amp; Purposeful Relationships (community)</b>	Investigate further opportunities to gather quality feedback from the parent community that will inform our practices and promote a connected and inclusive community.	School Board, P&C NSOS Survey.
<b>Educational Partnerships - Partner with families, communities and agencies to support the educational engagement of every student</b>	Continue to provide opportunities for parents and community members to share their expertise with students in curriculum areas.	Scientists, Engineers, Artists, etc. Share opportunities/successes on website.
<b>Provide every student with a pathway to a successful future</b>	Maintain and review existing links with department agencies and services e.g. PEAC, SSEND, SSENBE, IMSS, Extracurricular Coding clubs.	Improved engagement and outcomes for students per SEN plans.



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## Use of Resources

FOCUS AREA	MAJOR STRATEGIES <i>What we do</i>	EVIDENCE <i>How we know</i>
<b>Budget Management</b>	Ensure alignment of budget areas to reflect student and staff needs.	Operational Plans to address priority areas.
<b>Leadership</b>	Middle Leaders Program, Aspirant Leaders Program.	PCEL 2023, Planned & funded.
<b>Assessment and Planning Resources</b>	Evidence based resources for monitoring student achievement.	Best Performance, ACER PAT.



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## Targets

STUDENT ACHIEVEMENT & PROGRESS	TARGETS 2023-2025
On Entry	On entry assessment data will be used to inform program delivery in pre-primary
NAPLAN	Match or exceed like schools performance in NAPLAN 2023-2025
ACER PAT	Students in Years 2-6 demonstrate expected progress each year, .4 effect size
National Quality Standard	Meet the requirements of all quality areas within the National Quality Standard, K-2
Staff	NSOS, DOE culture survey indicates high satisfaction levels
Parents & Community	NSOS indicates high satisfaction levels
Students	NSOS indicates high satisfaction levels



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