



Business Plan

2023 - 2025



WOODVALE
PRIMARY SCHOOL

Strive with Pride



Kaya

Woodvale Primary School is located on Whadjuk Noongar boodja, the traditional land of the Whadjuk people. We respectfully acknowledge the Whadjuk people who are the custodians of the land on which our school community meets, learns and grows.

Woodvale Primary School is an Independent Public School which has provided quality education since 1987. We work in partnership with parents and families, recognising and valuing their role as children's first teachers. Our educators place students at the centre of decision making and use data-informed, evidence-based practices to plan and deliver engaging and relevant learning experiences from across the curriculum. Specialist teachers provide instruction in the Arts - Music and Visual Art, Physical Education, Languages - Japanese, and Science.

Opportunities for extension and enrichment are provided within the classroom, as well as through the Instrumental Music School Service, Primary Extension and Challenge (PEAC), Early Years Extension (EYE), Sustainability Crew, Choir, Taiko Club, and interschool sporting events.

We are proud of our school community, and look forward to further growth and improvement over the next three year business plan cycle, and beyond.

Melanie Langley
Principal

Our Vision

At Woodvale Primary School we provide a safe, caring and stimulating learning environment where all of our students are supported and challenged to become independent and successful learners.

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

Our Values



Respect



Kindness



Responsibility



Integrity



Determination





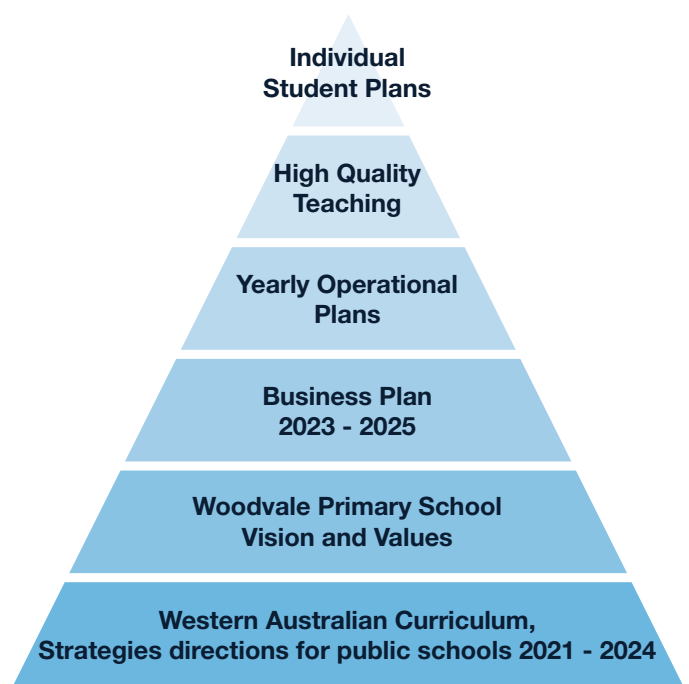
Our Planning Framework

The Woodvale Primary School Business Plan 2023 - 2025 outlines the broad strategic direction and priority areas of our school for the next three years.

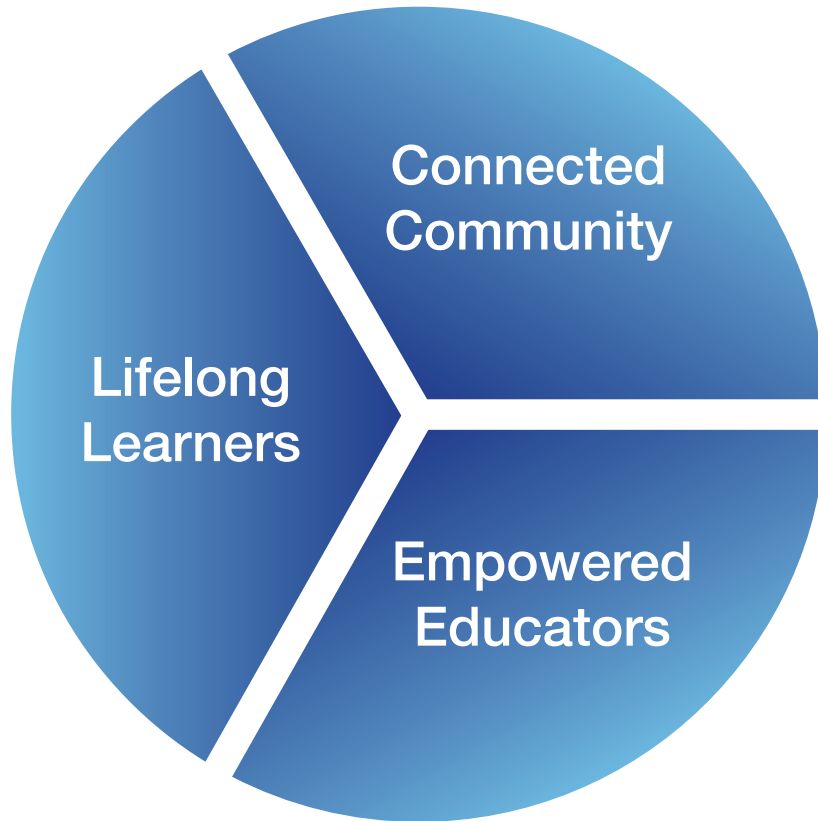
These priorities are reflective of the Department of Education WA's strategic plan, recommendations from our 2021 public school review, analysis of our student achievement and progress data, and feedback from the school community.

Our strategy is operationalised and reflected in daily practice through the development and implementation of operational plans, learning area scope and sequences, high quality teaching practices in all classrooms, and targeted, individual education plans.

These plans work in alignment to support all members of our school community to Strive with Pride and flourish at Woodvale Primary School.



Our Priorities





Lifelong Learners

Year on year progress

Ensure year on year progress for all students through the implementation of consistent, whole-school, evidence-based approaches.

Enrichment & Support

Refine the Response to Intervention model and Students at Educational Risk processes to identify, plan for and monitor the progress of students.

Investigate and implement a tier-two, evidence-based literacy intervention program to support students identified as requiring support beyond teaching and learning adjustments within the classroom.

Provide increased opportunities for enrichment, across the curriculum for students identified as requiring extension.

Strong foundations

Embed the use of the Early Years Learning Framework (EYLF) and National Quality Standard (NQS) to identify, understand and improve our impact in the early years.

Lifelong Learners

Prepared for the future

Refine and implement the Technologies scope and sequence to ensure students are engaged in digital and design technologies learning in line with the WA curriculum in all classrooms.

Provide opportunities for students to transfer and apply their knowledge and develop critical and creative thinking skills through well-constructed, integrated, inquiry STEM projects.

Positive citizens

Further strengthen positive behaviour support for students through a visible whole-school approach including systematic collection of data and whole-school ownership of behaviour expectations*.

Culturally inclusive learning environments

Create culturally safe and engaging learning environments which support students to build on their strengths.

Student voice

Promote and use student voice and perspectives in decision making.

* Recommendation from the 2021 Public School Review





Empowered Educators

Consistent practice

Develop and implement a consistent whole-school lesson design model based on Visible Learning research, which incorporates daily reviews, explicit instruction, engagement norms, checking for understanding and feedback.

Strengthen whole school approaches to literacy and numeracy with clearly articulated programs, systems and processes to achieve consistent practices across the school*.

Implement whole-school planning processes with particular attention to reading, grammar, punctuation and writing.*

Continue to shift practice in literacy instruction to incorporate current Science of Learning and Teaching research.

Professional growth

Align professional learning to staff and student needs* to strengthen a school culture that encourages and supports professional growth.

Ensure staff are familiar with the Quality Teaching Strategy and engage with its components.

Strengthen instructional leadership*, provide instructional coaching and support, and implement classroom observation and feedback processes to support teacher development.

Identify and develop aspirant leaders through the use of the Future Leaders Framework and coaching.

* Recommendation from the 2021 Public School Review

Empowered Educators

Data literate educators

Build teachers' skills in fine grained analysis of data, to assist a targeted learning approach to maximise student learning and progress*.

Ensure school decision making is based on the analysis of student achievement and progress data through disciplined dialogue.

Aboriginal cultural responsiveness

Support staff to build their knowledge of, and confidence in teaching about, Aboriginal and Torres Strait Islander peoples' cultures, histories, and perspectives.

Collaborative educators

Refine and maintain Professional Learning Communities (PLCs) to provide a vehicle for collaboration including data-analysis, sharing of expertise, development of Common Assessment Tasks and moderation.

Provide opportunities for teachers to network and moderate with colleagues from across the Kingswood network.

Maximised learning

Identify and address any impediments to maximising time to teach.

Allocate and utilise education assistants to provide direct support to students in whole-class, small-group and one-to-one situations.

* Recommendation from the 2021 Public School Review





Connected Community

Parent engagement

Continue to develop parent engagement with a focus on learning through a range of opportunities that maximise a sense of connection and belonging*.

Implement an attendance strategy, in collaboration with families, to promote regular student attendance.

Work in partnership with the P&C to provide whole-school events which encourage community involvement.

Celebrations of success

Promote the work of the school through involvement in community events, a modern and regularly-updated website, and clear communication processes.

Visible governance

Continue to promote the role of the School Board in school governance.

Powerful partnerships

Establish and maintain mutually beneficial partnerships with external agencies and businesses to maximise student learning.

* Recommendation from the 2021 Public School Review

Strategic Targets

Lifelong Learners

Year-on-year progress, exceeding like schools in:

- Progressive Achievement Tests (Maths, Reading, Science) across all year levels;
- Mean NAPLAN for Years 3 to 5;
- The number of students achieving in the top bands of NAPLAN.

Reduce the number of students achieving in the lower bands of NAPLAN.

Positive trends in the National School Opinion Survey student feedback.

Empowered Educators

Implementation of whole-school literacy plan, including Science of Reading practices, by end of 2023.

Implementation of whole-school numeracy plan by end of 2023.

Embedded classroom observation and feedback cycles.

Moderation of student work every semester.

Positive trends in the National School Opinion Survey staff feedback.

Connected Community

Average attendance rate to exceed 90%.

Increase the percentage of students who attend school regularly.

Positive trends in the National School Opinion Survey parent feedback.

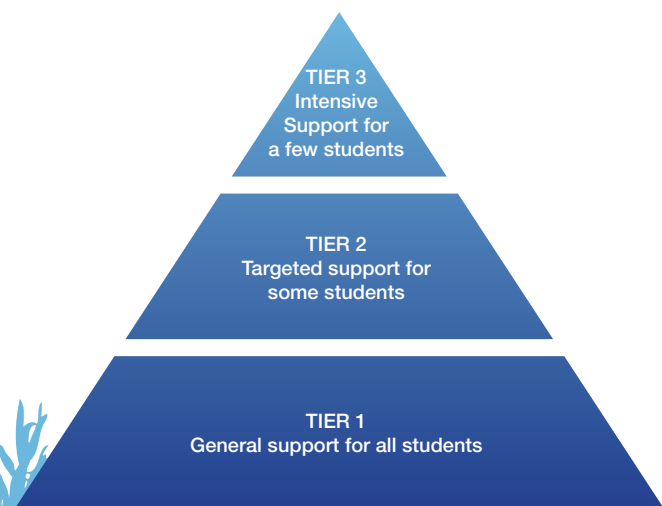




Glossary

Response to Intervention model

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behaviour needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Tier one describes general classroom instruction with some adjustments; tier two support involves targeted, small group intervention for a set period of time; and tier three involves intensive one-to-one support and referral to support agencies.



Students at Educational Risk

Students whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the Western Australian Curriculum.

Early Years Learning Framework

Forms the foundation for ensuring that children in all early childhood education settings experience quality teaching and learning. It has a specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

National Quality Standard (NQS)

Sets a high national benchmark for early childhood education and care and outside school hours care services in Australia. The NQS includes seven quality areas that are important outcomes for children.

Kingswood network

The network of local schools from Woodvale, Kingsley and Greenwood who collaborate to improve outcomes for students.

Glossary

Student voice

The expression of values, opinions, beliefs, and perspectives of individuals and groups of students.

Visible Learning

Teaching approach which makes learning expectations clear to students and supports teachers to know their impact on student achievement.

Science of Learning and Teaching

Summarises existing cognitive-science research on how students learn, and connects it to practical implications for teaching.

Quality Teaching Strategy

Department of Education WA strategy which outlines what highly effective educators believe, know and do.

Future Leaders Framework (FLF)

An element of the WA Education Leadership Strategy which supports schools to identify, develop and support individuals who have a high potential for leadership. It is supported by simple tools and clear process guidelines.

Professional Learning Communities (PLCs)

An approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes.

Common Assessment Tasks (CATs)

An assessment which is administered to all students in a year level or phase of learning, to evaluate students' understanding of content and attainment of skills and concepts. CATs are developed by teams of teachers and are often used for moderation.

Moderation

The practice of teachers sharing and developing their understanding of what learning looks like by examining examples of different types and quality of students' work and comparing these with formal standards and success criteria.





WOODVALE
PRIMARY SCHOOL

44 Keatley Cres, Woodvale WA 6026

T: 08 9408 3800

E: woodvale.ps@education.wa.edu.au

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