



WEMBLEY DOWNS

Primary School

BUSINESS PLAN
2021-2023

Care

Respect

Challenge

BACKGROUND

The objective of this 2021-2023 Business Plan is to consolidate and build on the work commenced in the 2018-2020 Business Plan. Following a successful independent review of the school and using school performance data, the focus areas for this Business Plan are:

1. *Inspirational Teaching & Learning*
2. *Communication & Relationships*
3. *Leadership & Capacity Building*
4. *Quality Learning Environment*
5. *Student Achievement.*

The 2019 Public School Review highlighted the strong progress that the school made across the life of the previous Business Plan. The review also identified pathways for sustaining our current success and areas to focus on for continued improvements.

Every student, every classroom, every day, sets clear aspirations for every student and focuses on strengthening support for improved teaching and learning.

This plan sets out the school's strategic direction and includes Department of Education requirements that are articulated in the Department of Education's key documents and plans:

1. *Strategic directions for public schools 2020–2024*
2. *Building on strength, 'Future directions for the Western Australian public school system'*
3. *Annual 'Focus' Documents.*

The next Public School Review for WDPS is scheduled for Term 2 in 2023.

OUR FUTURE FOCUS



In the process of determining our future direction, the school leadership team, school staff and School Board have reviewed data and considered formal and informal feedback that sought a wide range of views on many areas of school operations. That data highlights our strengths and points the way towards our opportunities for improvement.

The key themes that have emerged through these processes are:

- (a) the desire for the continued collaboration between the school and community members and,
- (b) the strengthening of the learning environment that builds on improving teacher capacity and capability and the academic and non-academic outcomes for our students.

We put the students at the centre of everything we do.

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STRENGTHS

- Growth of professional Learning Teams
- Developing 'whole of school' approach to teaching and learning
- Building strong collaborative processes and beliefs
- Focus on building the capacity and capability of all staff
- Evidenced based teaching methodologies and practices
- Broad range of performance data to inform improvement strategies
- Strong community support
- A supportive and engaged School Board
- Articulate and engaged students
- A culture of shared responsibility



IMPROVEMENT FOCUS AREAS

1. Inspirational Teaching & Learning
2. Communication & Relationships
3. Leadership & Capacity Building
4. Quality Learning Environment
5. Student Achievement

OPERATIONAL MODEL

The Wembley Downs PS operational model has been developed to implement the strategies identified in the 2021-2023 Business Plan.



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Wembley Downs Primary School actively seeks ways to build a school-wide, professional team of highly expert teachers. Teachers who take an active leadership role beyond the classroom. Our focus is to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional growth that builds classroom-based learning, mentoring and coaching arrangements.

Target Outcomes

Wembley Downs Primary School aims to:

1. Foster a true love of learning in every student.
2. Pursue academic and teaching excellence.
3. Implement consistent learning experiences between year groups and classes.
4. Incorporate teaching approaches that allows for variations in learning styles between students.
5. Foster an environment of mutual respect between staff, and between staff and parents to maximise learning at school and home.
6. Build teacher capacity and capabilities.
7. Support a whole of school implementation of 'Habits of Mind'.

Measuring Success

- ✓ A plan is in place for early childhood learning measured against the NQS evaluation tool
- ✓ Brightpath is being used consistently
- ✓ Staff Performance Management – AITSL standards
- ✓ Systemic and school-based data sources
- ✓ Public School Review Validation report 2023
- ✓ Classroom observations



Strategies

- Ongoing teacher professional development driven by student and teacher needs.
- Develop an assessment schedule with increased scope and frequency.
- Develop a centralised system of data management for collating and analysing assessments to guide planning.
- Build students attitude, behaviour and effort (learning dispositions) to engage in all curriculum areas with confidence.
- Maintain a 'whole of school' focus on the purposeful integration of digital technologies to support curriculum delivery across all phases of learning (SAMR model).
- 'Whole of school' focus on reading skills and strategies across all curriculum areas.
- Plan for students to regularly engage in intentional student-centred play in K – 2.
- Create a culturally responsive school by embedding the 'Aboriginal Cultural Standards Framework' into teaching and learning programs.
- Introduce a low variability teaching model to ensure consistency between teachers and between year groups (including implementation of Brightpath to support teacher moderation in writing and ensure alignment of grade allocations and build consistent judgement).

Wembley Downs Primary School actively seeks ways to enhance student learning and wellbeing by building upon existing relationships with families, community groups and outside agencies.

Target Outcomes

Wembley Downs Primary School aims to:

1. Support students to feel they are part of a community that sees them for their strengths.
2. Foster a growth mindset so students feel comfortable to push their limits and make mistakes in an endeavour to learn.
3. Develop students to increasingly become independent, both socially and academically.
4. Ensure every child accepts responsibility for creating a positive social culture within the school.
5. Modes and content of communication between staff, families, community groups and outside agencies are clearly defined



Measuring Success

- ✓ Positive trends on assessment of Attitude, Behaviour and Effort (PP-Year 2)
- ✓ Improving outcomes for Personal and Social Learning (Year 3-6)
- ✓ Improved attendance data
- ✓ ACER online Social and Emotional Wellbeing survey has been reviewed annually and targets have been achieved
- ✓ National School Opinion Survey completed annually and targets have been achieved
- ✓ On-line protective behavior programs have been implemented and evaluated by the Y-safe reporting tool
- ✓ School Board Effectiveness Survey (NSOS).

Strategies

- Develop a health and wellbeing plan that defines all strategies, programs and requirements to support students' social and emotional learning.
- Explicitly teach protective behaviours.
- Formal Cyber safety guidelines to be reviewed and students are explicitly taught strategies to keep them safe online.
- Develop a communication plan that increases timely and consistent feedback, information and progress.
- Ensure all communication is centralised and that language focuses on a spirit of collaboration and transparency.
- Cultivate student voice to build a culture of safety being and belonging.
- Staff maintain a culture of trust, collaboration and accountability through their engagement in the PLC.
- Foster strong parent and community relationships and engagement through regular and transparent communication, information forums, sub-committees and school events.

Leading teaching and learning at Wembley Downs Primary School is our core business. Moral and culturally responsive leadership motivates, empowers and supports others to engage in change processes in order to achieve the school's vision and positively impact student outcomes. Information, communication, engagement, transparent organisational structures and Instructional Leadership within a distributed leadership model is integral for sustained improvement.

Target Outcomes

Wembley Downs Primary School aims to:

1. Have a Leadership Team that models respect, collaboration and decisiveness.
2. Provide effective performance feedback.
3. Implement a distributed leadership model with a strong sense of ownership of programs amongst staff.
4. Recognise and support emerging leaders.
5. Ensure through strong leadership that funding is explicitly linked to strategic and operational planning.
6. Encourage students to develop strong leadership skills and provide opportunities to practice these skills.
7. Ensure parents are genuinely included as valuable players in the success of the school.
8. Increased collaboration with the community and other schools.

Measuring Success

- ✓ National School Opinion Survey completed bi-annually and targets have been achieved – July 2022
- ✓ School Board Effectiveness Survey (NSOS)
- ✓ Driving School Improvement Self Assessment Tools
- ✓ Public School Review Report 2023
- ✓ Staff Performance Management Data



Strategies

- Provide a range of authentic student leadership opportunities to develop school values, interpersonal skills and active citizenship.
- Create opportunities to build teacher leader capacity through a distributed leadership model.
- Evaluate leadership strategies to ensure structures promote communication, consistency, sustainability and ownership of whole school programs.
- Use effective change management strategies and maintain a balance of provision of support and accountability.
- Implement performance feedback mechanisms including observations to enhance practices to align with targets.
- Provide structures to enable staff, parents and students to make contributions to school management and decision making.
- Foster the spirit of collaboration and transparency.
- Embed PLC model across school (effective collaboration).

Wembley Downs Primary School values a strong collegial culture of mutual trust and support among teachers and school leaders, and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and promotes intellectual rigour.

Target Outcomes

Wembley Downs Primary School aims to:

1. Implement processes for early identification of at risk students and provide evidence based intervention without exception.
2. Establish clearly defined pastoral care roles.
3. Maintain PBS to foster a calm, orderly and safe learning environment for every child.
4. Continue to develop innovative learning spaces to promote self-directed learners, collaboration, play and critical and creative thinking.
5. Prioritise student wellbeing through whole school approaches to social and emotional learning supported by dedicated service teams.
6. Ensure every child accepts responsibility for creating a positive social culture within the school.



Measuring Success

- ✓ Progressive Achievement Testing, *Social and Emotional Wellbeing Data*
- ✓ National School Opinion Survey (2021 and 2023) (parents, staff and students)
- ✓ National Excellence School Leadership Institute (NESLI) '*Staff Wellbeing Toolkit*'
- ✓ Teachers are consistently using individual education plan (IEP) format, the ABLEWA curriculum and the Reporting to Parents Special Educational Need Platform
- ✓ Public School Review Report 2023

Strategies

- Develop a health and wellbeing plan (pastoral care) that describes all strategies, programs and expectations in support of student social and emotional learning.
- Establish roles, responsibilities, monitoring systems and communication.
- Revise current students at educational risk policy, procedures, roles and responsibilities
- Development of Positive Behaviour Supports (PBS) strategies to consolidate a common language and shared practices
- Link learning outcomes to pastoral care and clearly define roles within the school
- Clear, early communication with parents if a child's potential is not being met
- Support teachers to include evidence based play based learning in each classroom
- Implementation of the WDPS Instructional Teaching Model
- Investigate and implement an early intervention program.



Student Achievement Performance Targets

Numeracy Targets

1. Match or exceed the mean score of WA 'Like Schools' in Years 3 and 5 in NAPLAN Numeracy.
2. Increase the percentage of students in the top two EARS proficiency bands to reflect like schools proficiency in bands 4, 5 and 6.
3. Match or exceed 'like school' performance between Years 3 and 5 in First Cut 'high' and 'very high' progress bands (note: 2020 comparative data will not be available).
4. Maintain the 3-6 median score in the PAT Maths assessment to be equivalent to 1 academic year level in advance using the ACER 'norm sample'.
5. Increase the Cumulative Frequency percentage of students in the On Entry Numeracy assessment at the beginning of Year 1 to be at or above the state average middle and upper scale score range.

Literacy Targets

1. Match or exceed the mean score of WA Like Schools in Years 3 and 5 in NAPLAN Reading.
2. Maintain the percentage of students in EARS proficiency reading bands that reflect like school's proficiency in bands 4, 5 and 6 in the top two.
3. Achieve higher progress and achievement between Years 3 and 5 in reading, writing and spelling (note: 2020 comparative data will not be available).
4. Year 3-6 median score in the PAT Reading Comprehension assessment to be above the Australian norm by 10%.
5. Increase the Cumulative Frequency percentage of students in the On Entry Reading assessment at the beginning of Year 1 to be at or above the state average middle and upper scale score range.

Attendance Targets

1. Improve attendance to at or above like schools 94.2% from 2021-2023.
2. Increase the percentage of students achieving regular attendance (90% or greater) to 85% of students by 2022.
3. Reduce the percentage of students (13.2%) in the at risk indicated (80% to <90%) to 8%.

Attitude, Behaviour and Effort Target

Achieve an overall reduction (from 2019 data) in the number of students achieving "Seldom" and "Sometimes" for Attitude, Behaviour and Effort by 2022.

Community Survey Target

National School Opinion Survey data maintains an average response rating above '4.0' in the student, parent and staff surveys.



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