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Willetton
Primary School

Business Plan **2020**

2023

Resilience ■ Respect ■ Perseverance ■ Success

The Willetton Way

At Willetton Primary School we are driven by our shared commitment to excellence.

Our school has a reputation for high academic performance, community engagement and commitment to educational and social emotional growth for students. Our highly skilled and motivated staff and school leaders maintain a comprehensive commitment to the Willetton Primary professional learning community. This commitment creates opportunities for every child to achieve their potential. We are committed to building genuine partnerships with our parents and community. These relationships continue to support the strong school culture of trust and respect.

This plan details the school's strategic direction for the period of the plan, with a strong focus on our commitment to making a difference for every student, in every classroom, every day, by providing a learning environment that nurtures every child's individuality, and ensures every child is provided with a pathway to a successful future.

It is a journey we are very much looking forward to, as we continue to build on our strengths, to refine and improve the education we deliver to our students.

Our whole school pedagogy is developed around our motto 'Inspiring Young Minds' and this sits at the heart of our teaching



and learning approach. Our school understands and acknowledges how our Values – Resilience, Respect, Perseverance and Success, underpin everything we do.

We generate opportunities for students to build on their strengths, to be independent, resilient learners and creative and critical thinkers.

The Business Plan communicates to staff, parents and the community the strategic direction of our school and what we want to achieve over the period of the plan. Implementation of Business Plan directions, monitoring of targets and progress of achievements are regularly reviewed by staff and regular updates are reported to the School Board for their input. Through the development of our Business Plan, we now have a powerful consensus and shared commitment for the future direction of Willetton Primary.

Heather McNeil

Principal

Our Vision

To develop the whole child to succeed in an ever changing world

Our aspiration is for every student to embody our school Values

RESILIENCE

We have the strength to learn, grow and develop

RESPECT

We treat ourselves and our environment with care and consideration

PERSEVERANCE

We pursue excellence in everything we do

SUCCESS

We challenge ourselves to achieve our potential





Our Shared Beliefs about Teaching & Learning

Our aspiration is for ***every student, in every classroom, every day***, to have

- A safe, supportive and inclusive environment where all students feel valued and encouraged
- Social emotional and academic needs nurtured and developed
- Teaching and learning that is visible and enables quality feedback and reflection
- High quality teaching producing high performing students
- Parents and carers working in partnership with the school to maximise learning and social outcomes



Our Focus Areas

Successful Students

- Our culture is one of high expectations and standards of teaching challenging our students to pursue excellence, achieve their potential, and to have skills and capabilities to be successful in the future as a result of the digital revolution and the new ways of working.

Mental Health and Emotional Wellbeing

- Embed our vision to develop the whole child to succeed in an ever changing world through a well-rounded education, including the promotion of resilience, optimism, confidence and self-efficacy.

Successful Students

Mental Health & Emotional Wellbeing

Instructional Leadership

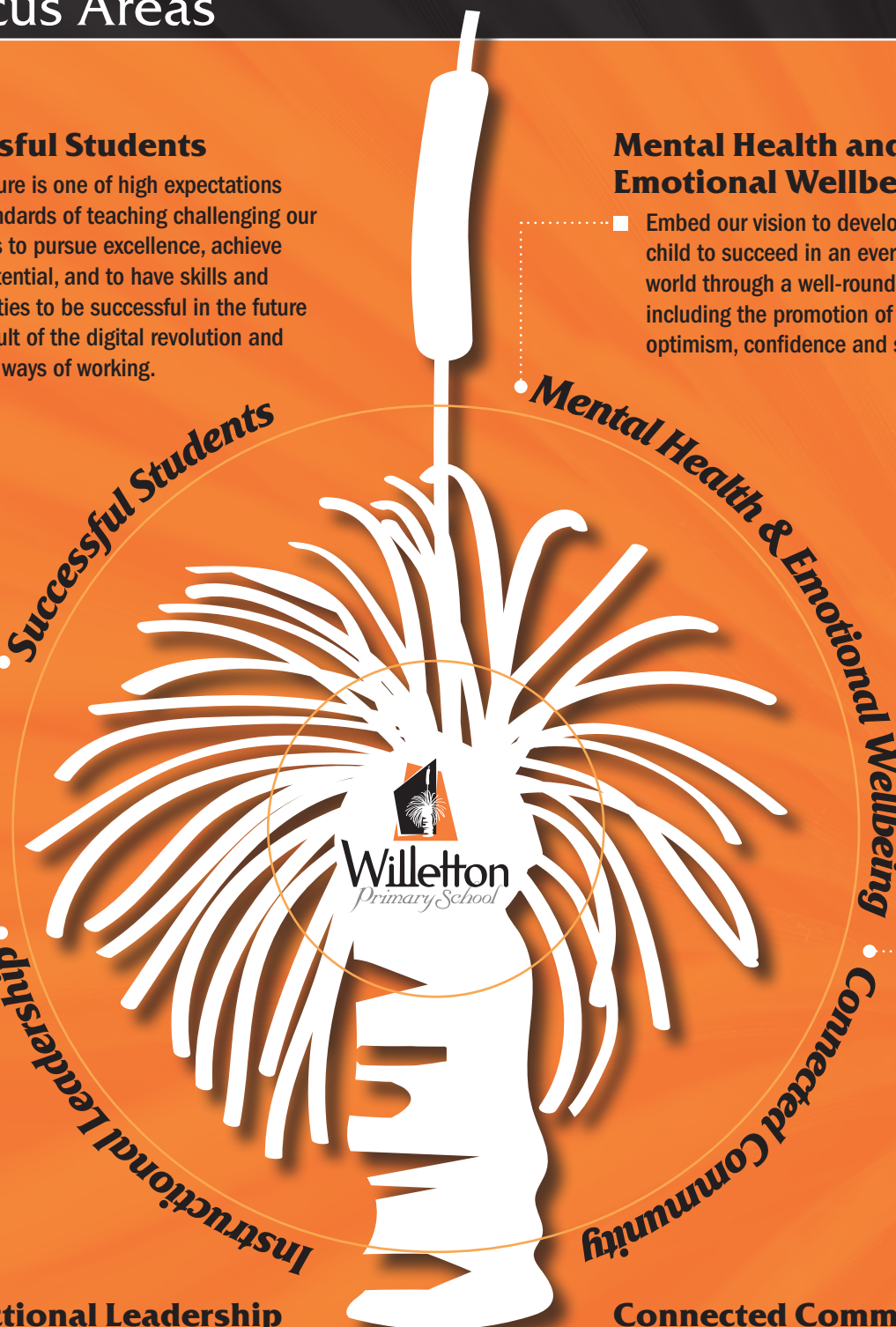
Connected Community

Instructional Leadership

- Create a culture of excellence by focusing on teacher quality, collaborative practices, understanding and using student achievement data and examining the impact of teaching strategies.

Connected Community

- Grow and maintain mutually respectful and supportive relationships within our community to improve student outcomes.



Our Improvement and Accountability Framework

Successful students are at the core of our school improvement and accountability processes with all other components connected to, and focused on, standards of student achievement both academic and non-academic.

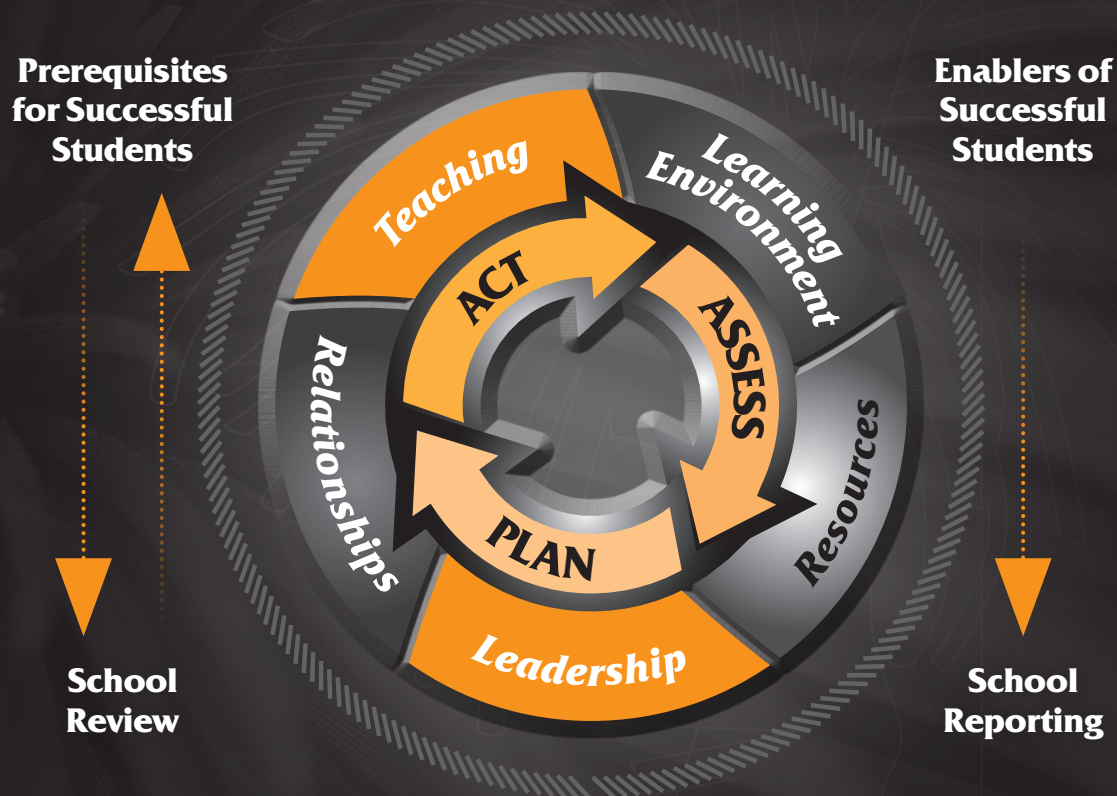
School operations are those processes and procedures that enable the standards of student achievement to improve. There are five areas of focus for effective school operations:

- Teaching
- Learning Environment
- Leadership
- Resources
- Relationships

At Willetton Primary School we endeavour to achieve excellence in all five priority areas.

Annually we undertake a self-assessment process, making judgements about standards of student achievement and the effectiveness of our school processes in maximising student success. We consider the following questions:

- Judgement - How are we going?
- Evidence - How do we know?
- Planning - What are we doing to improve?



Governance Tree

- 1 School governance is one tree with many branches.
- 2 Each and every part plays a unique role in ensuring a diverse and thriving governance ecosystem.
- 3 All branches of governance help create the conditions for student success.
- 4 The roots of good governance are its foundation principles.



The Roots of Effectiveness

Capability

Systems and Processes

Behaviours

Roles and Decision Rights

- Role clarity
- Decision making
- Terms of reference
- Meetings agendas and minutes
- Decision making
- Robust discussions that test and challenge decisions

Effective Relationships

- Culture and values
- Stakeholder engagement
- Elections
- Inductions
- Culture and values
- Stakeholder engagement

School Board

- Inform strategic direction
- Alignment of resources to priorities
- Advice/influence

Executive Leadership team

- Teacher development and support
- Educational leadership
- Safe and inclusive environment
- Operational management
- Resource allocation

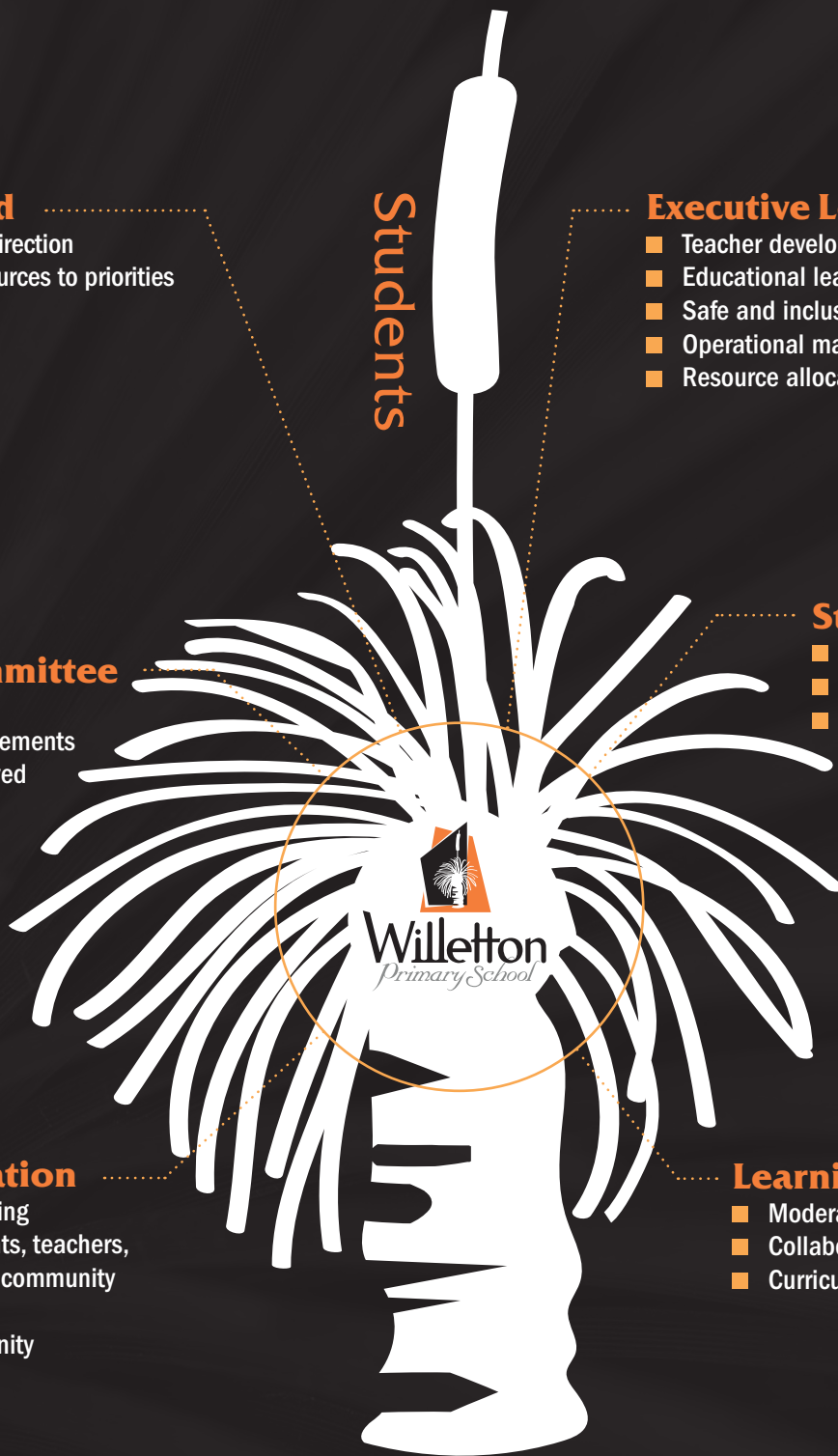
Students

Finance Committee

- Balanced budget
- Meet audit requirements
- Resources deployed effectively

Student Leaders

- Advice / influence
- Advocacy
- Fundraising



P&C Association

- Effective fundraising
- Connecting parents, teachers, students and the community
- School support
- Fostering community engagement

Learning Area Teams

- Moderation and assessment
- Collaboration
- Curriculum development

Setting Direction

- Direction setting and alignment
- Strategic and business plans
- Discussions focus on strategic issues not operational issues

Integrity

- Board conduct
- Ethical integrity
- Managing governance breaches
- Code of conduct
- Managing conflict of interest
- Trusting and respectful relationship that enable robust discussions

Accountability

- Internal and external
- Performance reports
- Board reports
- Annual reports
- Setting measures and targets for monitoring performance

Our Improvement Drivers

1 Teaching and Learning

We have a relentless focus on continuous self-improvement, the delivery of high quality teaching practices resulting in relevant, engaging and challenging teaching and learning and success for all students. Our focus is on independent, intrinsically motivated students allowing for critical and creative thinking, problem solving and collaborating with others.

Strategies for Improvement

- Embed purposeful use of digital technology
- Establish a problem solving and inquiry skills framework
- Develop our students to become Visible Learners
- Create a culturally responsive school by committing to the implementation of the Aboriginal Cultural Standards Framework
- Plan for students to regularly engage in intentional, student-centred play in Kindergarten – Year 2
- Embed National Quality Standards (NQS) in Kindergarten - Year 2
- Engage teachers in Performance Management processes and professional learning to support the improvement of teacher quality and student outcomes
- Build a culture of classroom observations and evidence-based feedback



Measuring Success

- Increase opportunities for students to create solutions through the STEAM design process with and without digital technology
- National Assessment Program Literacy and Numeracy (NAPLAN), Progress Achievement Tests (PAT)
- Data Hub and CNAP Longitudinal data
- Classroom Observations
- Performance Management and review is linked to the Business Plan and Operational Plan and Strategies
- Public School Review validation report
- Classroom teachers use data from the classroom observations, feedback, student data and student surveys to improve teaching practice



1 Teaching and Learning *Continued*



Performance Targets

- Evidence of whole school explicitly teaching and incorporating problem solving and inquiry framework
- Culture of a Growth Mindset - Habits of Mind and Higher Order Thinking Skills embedded in teaching and evident in student learning
- Visible Learners - Students can articulate what they are learning and acknowledge areas for improvement
- Match or exceed WA Like Schools in all NAPLAN assessments in Years 3 and 5
- Increase the percentage of students achieving moderate to high progress in NAPLAN in Years 5 and 7 to 'at' or 'above' Like Schools
- Above 90% of students in Years 1- 6 demonstrate progress across PAT cycles
- On-Entry data for EAL/D students repeated in PP, Year 1, Year 2 to monitor and provide evidence for EAL/D funding
- NAPLAN, PAT and On-Entry closely align with teacher judgements

Our Improvement Drivers

2 Learning Environment

Our school's learning environment has many visible artefacts, championed values and beliefs, and process structures that underpin its approach to creating a positive, inclusive and caring learning experience for students. Professional inclusiveness amongst staff elevate their desire to add value to, and model relational behaviours for, the diverse student population. Teachers and allied professionals work in close partnership to ensure effective delivery of intervention and support programs.

Our school has a range of strategies for monitoring and triaging student intervention and support plans. We have a strong focus on developing and maintaining high quality, differentiated teaching and learning programs. There are high academic expectations for staff and students, while being mindful of the social and emotional wellbeing of the whole child.

Strategies for Improvement

- Maintain a learning environment that is safe, caring and inclusive providing the intellectual, social and physical conditions that enable all students to be successful learners.
- Provide opportunities for student voice – surveys, leadership roles
- Implement an evidence based whole school approach to Social Emotional Wellbeing
- Continue to embed 'The Willetton Way'
- All staff to maintain positive, respectful relationships with students, parents and each other as part of caring learning environments that support student wellbeing
- Strengthen student resilience through positive thinking, a growth mindset and mindfulness



Measuring Success

- Friendly Schools Plus survey tools to measure student wellbeing, personal and social growth. Implement, review and revise to inform future direction
- Public School Review validation report
- National School Improvement Tool (NSIT) self-assessment Domain 3
- Student survey results
- All students can demonstrate the school values and articulate the meaning of 'The Willetton Way'

I love that we are a team and have good teachers.



2 Learning Environment *Continued*



Performance Targets

- Develop and implement an end of year, student handover policy commencing Term 4, 2020
- Maintain or increase annually a minimum attendance rate of 95%
- 95% of students to achieve usually/consistently in ABE data
- Achieve the National benchmark in all 7 areas in NQS self-assessment and external reviews
- Whole school Health and Wellbeing plan implemented
- Regular staff health and wellbeing survey
- Results used to improve staff wellbeing in the workplace

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*I love this school
and every single day
I wake up excited to
go to school.*

Our Improvement Drivers

3 Relationships

Willetton Primary School is a people-centred organisation. Building positive staff relationships and community partnerships are at the core of the school's culture.

Connection and collaboration with our school community and our focused set of core values, encourage and empower students to confidently and successfully accept the challenges of an ever changing world.

Strategies for Improvement

- Promote the EAL/D program within the school community
- Embrace cultural diversity and cultural responsiveness
- Incorporate cultural awareness in teaching/classroom/school
- Further develop staff understanding of the Aboriginal Cultural Standards Framework and implementation strategies to increase cultural responsiveness
- Promote parent engagement using the Engaging and Working with Your Community Framework



Measuring Success

- Develop Communication Policy
- Introduce role of Class Liaison Parents
- Gather staff and student feedback through surveys, focus groups and interviews
- Develop a matrix and action plan based on results of the Engaging and Working with Your Community Toolkit surveys and rating scale

3 Relationships *Continued*



Performance Targets

- Extend connections with students and families with English as an Additional Language Dialect
- Increase and maintain student, staff and parent satisfaction rating of above 80% in National School Opinion Survey (biennial survey)
- Positive feedback regarding self-assessment and performance of the school as measured by survey results
- Develop further collaborative communication strategies with the School Board and the P&C
- Build the profile of the School Board and communicate its role and decisions made effectively to the school community
- Actively build on community partnerships



Our Improvement Drivers

4 Leadership

A school's success is based on its ability to develop the potential of its staff. Our leadership team fundamentally understands, is focused on, and alert to, the challenges of ensuring that the deployment of multiple resourcing priorities meets the needs of all students. Change is managed strategically to ensure depth of understanding and maximum impact on learning.



Instructional Leadership within a Distributed Leadership Model is integral to school improvement. We support school leaders to lead self-reflective teaching practices that are owned by staff as a necessary part of school improvement. Opportunities for building capacity of student leadership and student voice are provided across year levels.



Strategies for Improvement

- Use the tools in the WA Future Leaders Framework in conjunction with the school's performance improvement processes to identify, develop and support potential school and system leaders
- Strengthen and support for staff performance improvement processes with a focus on classroom observations, feedback, coaching and mentoring
- Empower and support staff to identify their readiness to lead high quality teaching and learning within a PLC
- Engage in professional learning that aligns to our strategic focus
- Actively recruit School Board members with diverse skill sets to support strategic directions (2020)
- Promote student leadership and decision making
- Develop a student leadership policy encompassing student voice and feedback
- Provide a range of authentic student leadership opportunities to develop values, interpersonal skills and active citizenship

Measuring Success

- Each teacher's Performance Management Plan
- Evidence of team accountability in implementation of school priorities
- Review and refine Performance and Development processes to ensure a strengthened, targeted and connected approach for ongoing improvement

4 Leadership *Continued*

Performance Targets

- Teachers self-assess annually with support from their line manager
- Staff embed whole school approaches as per Operational Plans
- Evidence of year level teams and individuals facilitating professional learning
- Professional learning and development is systematically planned for, documented and reviewed and occurs during School Development Days and staff meeting times
- Evidence of effective distributed leadership roles e.g. Level 3 classroom teachers, senior teachers, curriculum leaders
- Increase and strengthen the use of student surveys for feedback to teachers on performance and classroom culture

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*Everybody's
happy and kind.
Rules are fair.
Everyone is
included.*



Our Improvement Drivers

5 Resources

There is a clear understanding that the effective deployment of resources depends on the extent to which established policies and procedures are sufficiently flexible and responsive to changing complexities of budget and workforce management, at Willetton Primary School. We are committed to continually building staff capacity through well researched and evidence based professional learning.

Strategies for Improvement

- Prioritise resource acquisition to improve priority curriculum areas, indoor and outdoor play-based learning environments and pedagogy
- Provide staff opportunities to build staff capacity in pedagogy, innovation and leadership through quality and timely professional learning
- Review the workforce plan highlighting the distribution of staff and targeted expenditure to meet student, staff and school needs

Measuring Success

- Annual financial compliance self-assessment survey
- NSIT self-assessment Domain 4



5 Resources *Continued*



Performance Targets

- Resources are linked to school priorities
- Workforce Plan highlights the distribution of staff to meet student and staff needs
- Through consultation with School Board and school community continue to adjust and implement WPS Master Plan 2018-2024 to enhance outdoor facilities accordingly
- Ensure that funding is directed to areas supporting the funding agreement, school vision and Business Plan

*Everyone
is very nice to each
other, the students
are welcoming.*

The Willetton Way



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I like how we get comments on our reports so we know what we can improve on instead of just knowing that we're good or bad at one subject.





The teachers at Willetton Primary School are incredible. They make learning fun and interesting!



