



Yokine Primary School

BUSINESS PLAN 2022 - 2024

Link
Partnerships
Educate
Curriculum
Develop
Beliefs for Life
Teaching
Learning
Vision
Leaders
Purpose
Relationships
Commit

Our School

Yokine Primary School was founded in 1959, and is located 5 kms north of the Perth CBD within the City of Stirling. Today, as a vibrant and proactive school, we are proud and excited to be charged with the responsibility of building upon the excellent educational reputation that has been established over many years. Our school is a place where everyone belongs. There is a strong sense of community and tradition, focusing on supporting students' needs academically, socially and emotionally.

Our school is inclusive and embraces its rich multicultural identity. With over 40 different cultural backgrounds, and almost 50% of students with language backgrounds other than English, Yokine Primary School celebrates and benefits from this significant diversity. Children's individual differences are provided for through an inclusive and personalised approach to education, and a commitment to engaging with families and the wider community.

As a school community we understand that the wellbeing and good health of our students, staff and families is integral to creating a shared culture where everyone can perform at their best. We recognise that parents teach, guide and motivate their children

through their learning journey, and contribute significantly to their overall educational success. Our School Board and Parents & Citizens' Association play important roles and are proactive across our school. Together we nurture and support students to participate, be considerate, and value the pursuit of knowledge.

Our school is committed to achieving excellence through innovative teaching and learning, and an agreed expectation that all staff will collaborate and engage with colleagues as part of a professional learning community. Staff members are committed to furthering their own professional learning and are supported in pursuing career aspirations. We work as a team to deliver a curriculum that fosters independent learning and promotes critical and creative thinking.

The 2022 – 2024 Business Plan consolidates the achievements of the previous improvement planning cycle, and continues to build upon the pillars of Link, Educate and Develop. It outlines our strategic direction and shared commitment towards ongoing improvement and growth, and the agreed approaches by which we will strive towards our motto of **Powering Lifelong Learning**.



RESPECT • RESPONSIBILITY • RESILIENCE

Successful students - in a safe, caring and inclusive learning environment - provided with high quality teaching - led by an effective distributed leadership team.

Our Motto

Powering Lifelong Learning

Our Values

LEARNING

We have a positive approach to learning and encourage it in others. We believe that all students have the capacity to learn.

EXCELLENCE

We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them.

EQUITY

We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all.

CARE

We strive to create a culturally safe and responsive environment.

INTEGRITY

We act with integrity, responsibility and transparency in all that we do. We act in the best interest of students and the community at all times.

RESPECT

We treat everyone fairly and with respect. Our relationships are based upon trust, mutual respect and the acceptance of responsibility.



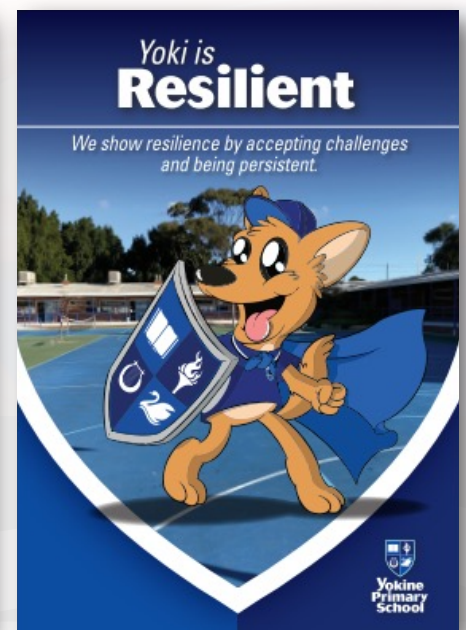
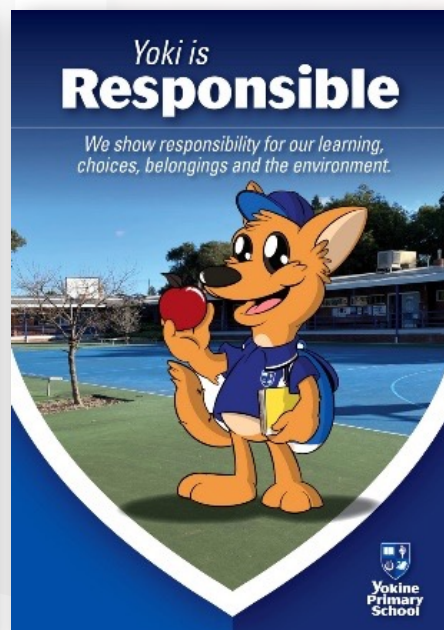
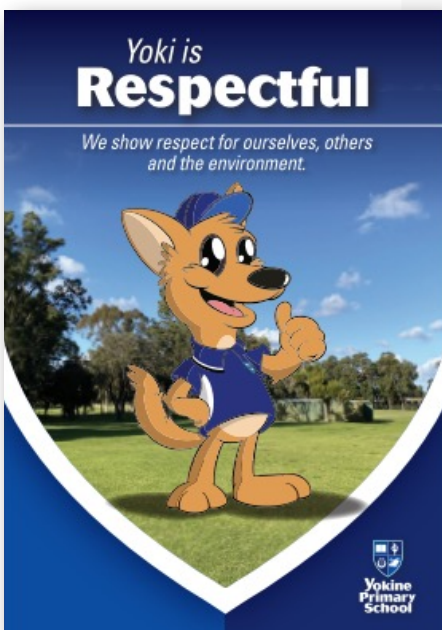
WA Positive Behaviour Support

Our school-wide approach aims to improve the academic and behavioural outcomes of all students. PBS works to establish a climate in which appropriate behaviour is the norm. This occurs using proactive strategies and the explicit teaching of behavioural expectations. The goal is to create a safe, positive learning environment where students are engaged and successful. Emphasis is placed on making appropriate choices and accepting responsibility for both learning and behaviour, rather than being structured around a set of rules.

Our Expected Behaviours are:

- **Be Respectful**
- **Be Responsible**
- **Be Resilient**

These expected behaviours guide and assist us in working towards our school vision.



Our Vision

To nurture and prepare our students academically, emotionally and socially so they can make a positive contribution to our community.

Our Commitment

1. **LINK** – Proactive Partnerships

We will promote equity and excellence, and provide students with ongoing opportunities to build their capacity to become confident and effective members of our society. Parents and the community are welcomed into the school, are well informed, involved and engaged in their children's learning.

2. **EDUCATE** – Inclusive, Relevant Curriculum and Pedagogy

We will use innovative, diverse and differentiated curriculum across the school to deliver evidence based instructional strategies and skills. We nurture and promote critical and creative thinkers who will meet future challenges while being respectful of self, others and their surroundings. Learning is relevant, inspiring and engaging; tailored to ensure every child achieves success.

3. **DEVELOP** – Beliefs for Life and Learning Environment

We strive to provide a safe and inclusive environment where students are supported to become resilient, confident and emotionally intelligent citizens. We want our students to feel safe, cared for, and valued. Our school is welcoming, orderly, well presented and inclusive to all.

“Every student, every classroom, every day”

Focus Areas, Strategies & Milestones

The Business Plan brings together school priorities following review and analysis of school and student performance data; and outlines the key actions we will take to sustain performance and encourage improvement and growth. We work within the governance, policies and procedures of the Department of Education, and our improvement agenda aligns with the priorities identified in the Department of Education's Strategic Plan for WA Public Schools 2020 – 2024, 'Building on Strength.'

We will implement a series of strategies and work towards key milestones that will be monitored and reviewed regularly using a range of indicators. Annual Operational Plans outlining budget and school resourcing allocations will complement the Business Plan. We recognise that some strategies may take longer to show improved student outcomes, and the identified milestones will guide our progression and track the effectiveness of key initiatives.

“Students are successful, teachers are highly effective and parents are partners in their children's education.”




School Self-Assessment



A rigorous and strategic process is in place to ensure relevant and effective teacher judgements are made in relation to our performance in both academic and non-academic student achievement and progress. In line with the Department's School Improvement and Accountability Framework (2008) successful students are at the core of everything we do. Self-assessment is seen as a continuous cycle of plan, act and assess. Yokine Primary School is an evidence-based school, and our agreed self-assessment and review practices inform our decision making processes and drive strategic planning across the school. Whole school self-assessment processes are monitored by the School Board, and information and data at the class or individual level is regularly monitored by staff.

Yokine Primary School has a strong professional learning community, committed to continuous school improvement and shared responsibility for the success of all students. A performance and development culture is promoted across the school, whereby all staff engage in performance management processes and undertake professional learning, with a focus on continued growth and enhanced classroom practice.

-  **Prerequisites for successful students**
-  **Enablers of successful students**



Public School Review

All Western Australian public schools participate in an external review process. School self-assessments are submitted electronically and considered by a review team. The Public School Review process provides feedback for principals, school staff and the school community to guide ongoing school performance and improvement.

Targets

1. The achievement of students in literacy and numeracy will be similar to, or above, Like Schools in NAPLAN (Years 3-5).
2. The achievement of EALD students in Literacy and Numeracy (stable cohorts) will align with Yokine Primary School NAPLAN scores (Years 3-5).
3. Increase the number of students represented across the top two proficiency bands in NAPLAN.
4. Reduce the number of students identified within the stable cohort making low or very low progress across NAPLAN.
5. All K-2 classrooms work towards meeting the 7 Quality Areas as outlined in the National Quality Standards (NQS).
6. Pre-Primary students will achieve at, or above, the State comparison for On Entry testing.
7. The regular attendance rate of students will remain above the WA Public Schools' average, and above or equal to Like Schools.
8. All teachers implement WA Positive Behaviour Support, and a whole school approach is evident across our school.
9. The National School Opinion Survey results are positive for community, staff and students.



LINK Community Engagement in Learning

	Key Strategies... What we will do	Milestones... What you will see
Teaching & Learning	<ul style="list-style-type: none"> Identify cultural considerations when planning learning experiences Incorporate Aboriginal and Torres Strait Islander histories, Sustainability and Cross Curriculum priorities Provide students with opportunities to engage in a wide range of learning experiences Engage students in projects that develop connections with community service groups and needs 	<ul style="list-style-type: none"> Inclusive and culturally responsive teaching practices integrated by all staff across K-6 Learning experiences that signify and reflect the school's cultural diversity Arts performances and educational displays across the school Students supported to explore their role as global citizens
Learning Environment	<ul style="list-style-type: none"> Honour inclusivity and diversity Collaborate in learning partnerships in and beyond the classroom (Project/Inquiry Based Learning, STEAM) Increase our understanding and responsiveness to Aboriginal culture, whilst acknowledging our own multicultural community Deliver a variety of cultural and arts opportunities Annual collection and analysis of student and community cultural diversity data 	<ul style="list-style-type: none"> Aboriginal Cultural Standards Framework embedded in teaching and learning Cultural Appreciation Plan (CAP), incorporating reconciliation, developed and implemented All staff undertake culturally responsive professional learning A cultural calendar of events and celebrations Specialist staff and artist-in-residence programs
Leadership	<ul style="list-style-type: none"> Promote innovative and flexible school operational and administrative practices Sustain strong educational leadership and sound school governance structures and responsibilities 	<ul style="list-style-type: none"> Strong school governance with parents and community members actively contributing to decision-making processes, via the School Board, P&C and school-based committees and forums School Board actively involved in self-assessment and reflection Capacity building and succession planning through the identification and mentoring of staff and community members





	Key Strategies... What we will do	Milestones... What you will see
Relationships & Community Partnerships	<ul style="list-style-type: none"> • Use effective communication to connect and inform parents and the wider community • Collaborate with our local community to develop and implement a Cultural Appreciation Plan (CAP) • Draw upon community expertise to enhance the delivery of learning experiences • Explore and develop opportunities for purposeful collaboration with local businesses and community groups • Provide parent education workshops 	<ul style="list-style-type: none"> • Effective communication processes across the school • Informed and engaged parents, carers and community • Partnerships with local schools, and external service providers to enhance learning and care opportunities for students (Mt Lawley Hub, Edith Cowan University) • Parent education workshops focusing upon school readiness, learning programs, attendance and family support services • A range of academic and recreational before and after school activities for students
Resources	<ul style="list-style-type: none"> • Conduct a bi-annual Parent and Community Survey 	<ul style="list-style-type: none"> • An analysis of the data from the bi-annual Parent and Community Survey to assist with future planning and school enhancements • Parent and carer satisfaction feedback is sought and acted on





	Key Strategies... What we will do	Milestones... What you will see
Teaching & Learning	<ul style="list-style-type: none"> • Develop a pedagogical framework and an agreed set of beliefs that capture impactful teaching practices • Optimise learning through the adoption of an agreed school instructional model and lesson design • Embed agreed instructional processes across K-6, with specific focus on English and Mathematics • Implement a developmentally appropriate, systematic approach to the teaching of literacy and numeracy across K-2 and Years 3-6 • Utilise assessment data to inform the plan, teach, assess cycle • Enhance teacher proficiency to make consistent, informed judgements in relation to student achievement and progress • Provide opportunities for staff to participate in on-going classroom observation and feedback 	<ul style="list-style-type: none"> • Adoption of the YPS Teaching and Learning Guidelines document across all phases of learning • Agreed whole-school approaches to curriculum delivery is evident in teacher planning and assessment documents • Evidence of differentiation in teacher planning documents, and tailored personal learning plans • Collaborative classroom planning is linked to WA Curriculum resources, school-based plans and is measured via self-reflection as part of a cyclic performance and development plan • Consistent and complementary classroom practice across the school, with common language used to articulate teaching and learning • Teachers undertake regular moderation tasks with colleagues, as determined by the agreed assessment schedule and phase of learning teams • Data used to measure student progress and track the impact of teaching strategies
Learning Environment	<ul style="list-style-type: none"> • Provide learning environments that promote and foster high levels of student engagement • Maintain high standard of orderliness and classroom presentation across the school • Integrate Aboriginal and Torres Islander histories, Sustainability and cross Curriculum priorities • Embed Digital Technologies and ICT skills in classroom teaching and learning programs • Maintain a strong performance and development culture 	<ul style="list-style-type: none"> • Purposeful relationships that enhance student engagement and foster self-confidence and growth • Visible evidence of goal setting, shared learning intentions and agreed success criteria • Critical and creative thinking promoted through the use of collaborative instructional strategies • Respectful staff, student and parent relationships

	Key Strategies... What we will do	Milestones... What you will see
Leadership	<ul style="list-style-type: none"> • Expand the distributed leadership approach across the school, with particular focus on developing the instructional capacity of identified aspirants • Explore opportunities for staff to network locally and collaborate with colleagues across the region and system • Continue to audit knowledge and expertise of staff, and encourage and support staff to aspire to leadership roles 	<ul style="list-style-type: none"> • Identified aspirant leaders and team coordinators appointed to key roles across the school • A collaborative environment is evident, with a clear focus on students and staff alignment with whole school priorities • Key staff engaging in network and system level initiatives
Relationships & Community Partnerships	<ul style="list-style-type: none"> • Effectively manage change and support teachers to incorporate professional learning into their classroom practice • Seek opportunities to promote school achievements across the wider community • Foster a strong performance and development culture across the school 	<ul style="list-style-type: none"> • The provision of peer coaching and mentoring opportunities across the school • Evidence of professional growth and a culture of collaboration and trust • Students, staff and the school community achievements showcased and successes celebrated • Key personnel involved in network and system level initiatives
Resources	<ul style="list-style-type: none"> • School operational arrangements and structures encourage innovation and flexibility • Performance development and management of staff is aligned to current DoE policy, incorporating the AITSL professional standards and school priorities • Continue to recruit and retain high-quality educators and personnel to deliver and support the teaching and learning programs across the school K-6 	<ul style="list-style-type: none"> • Staff members engage and share in quality targeted professional learning • Staff members seek professional growth and actively engage in an ongoing cycle of professional reflection as agreed in the Yokine Primary School Performance & Development Plan • Professional and responsive workforce



DEVELOP Positive Climate for Learning

	Key Strategies... What we will do	Milestones... What you will see
Teaching & Learning	<ul style="list-style-type: none"> • Convey high expectations of learning, effort and engagement for all students • Sustain whole school implementation of WA PBS • Explicitly teach social and emotional skills across K- 6, utilising the You Can Do It! program 	<ul style="list-style-type: none"> • WAPBS is evident across the school, with a common language established • The YPS Behaviour Expectation matrix referenced across the school • An agreed school-wide Behaviour and Engagement policy
Learning Environment	<ul style="list-style-type: none"> • Adopt the Yokine PS Attendance Policy and Guidelines, with specific focus on targeted case management • Maintain safe, supportive and productive learning environments that promote inclusion and collaboration • Consolidate the National Quality Standards across K-2, with a strong awareness across Year 3-6 • Embed a whole school approach to developing staff and student health and wellbeing through the development of an agreed school plan • Continue to support teachers to implement effective classroom management strategies • Reflect against the Aboriginal Cultural Standards Framework as a school community 	<ul style="list-style-type: none"> • Individual Attendance Plans that target students identified as “at risk”, and address student absenteeism and punctuality • Increased play and social support programs during recess and lunch • Transition programs across the school – early years and upper primary • Flexible learning spaces and contemporary outdoor areas • Increased student engagement in learning across the school • Increased cultural appreciation and responsiveness
Leadership	<ul style="list-style-type: none"> • Broaden and extend student leadership opportunities • Develop student voice, agency and leadership to empower students and build school pride • Provide opportunities for professional growth and leadership development • Sustain and embed a positive school culture through WAPBS 	<ul style="list-style-type: none"> • Student Leadership Program implemented annually across Years 4-6 promoting the identification and development of student leadership aspirations • Peer Mediators Program and annual participation in Speak Up WA • Key personnel leading WAPBS and building capacity of staff





	Key Strategies... What we will do	Milestones... What you will see
Relationships & Community Partnerships	<ul style="list-style-type: none"> • Foster the social, emotional and physical well-being of all students and staff through whole school initiatives • Provide ongoing parent education in relation to cyber-safety and use of electronic devices • Involve parent and community groups in sustainability education 	<ul style="list-style-type: none"> • Families and community members actively participating in a range of school wide events and special occasions • A YPS cultural calendar developed collaboratively with the school community • Annual parent cyber safety workshops • Students and families adopting greater environmentally friendly practices
Resources	<ul style="list-style-type: none"> • Embed whole school implementation of WA Positive Behaviour Support, and the adoption of emotional and wellbeing programs across K-6 • Allocate resources to support identified priorities and key initiatives • Refurbish the learning areas and physical environment of the school; to ensure it is engaging, interactive, and stimulating • Explore funding opportunities to improve and refurbish staff facilities and amenities 	<ul style="list-style-type: none"> • WAPBS branding and practices throughout the school environment • Well maintained learning areas and facilities that optimise learning • Improved staff facilities and amenities, which enable professional collaboration and foster the positive health and well-being of staff



Yokine School Creed

Yokine is our school, a place powering lifelong learning
Our rooms are filled with excitement and fun
Where respect and responsibility are shown by everyone
We always strive to do our best
We use the 5 keys of success
We are resilient and hard working too
This makes our school a great place for me and you







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