



NORTH WOODVALE  
PRIMARY SCHOOL

# Business Plan

2024 - 2026



# About Our School

North Woodvale Primary School is an independent public school that places significant emphasis on excellence in teaching and learning, strong relationships, and positive support for all students. Catering for students from Kindergarten to Year 6, our school opened in 1989.

We are a proud community focused school which provides a high quality, well-rounded education where every child's learning needs are met through high quality, research-based teaching approaches. Teachers are caring and strongly committed to providing an inclusive environment where all children have the opportunity to thrive. Staff continually seek to improve their teaching skills and enhance the social and academic learning of each child in the classroom. Our parents, School Board and P&C are integral to our school community, and together we are committed to providing the best for our students.

The school has a strong mindset of continuous improvement resulting in hard working students, dedicated teachers, and a positive school culture. All teachers deliver high quality, differentiated learning resultant from a high level of instructional skills, tactics, and outstanding curriculum knowledge. This in combination enhances each child's success as a learner. We provide positive support programs to focus on children's mental health and wellbeing in order for our students to be mindful, empathetic and purposeful contributors to society. With access to high quality learning opportunities in Science, The Arts, Languages and Physical Education we provide opportunities for students to excel in fun and challenging curriculum areas.



# Our Strategic Vision

## A mindset of continuous improvement

*“To provide a caring and supportive environment in which every child is able to develop the skills, knowledge and confidence to reach their full potential becoming positive contributors to society.”*

With our vision in mind, it is intended that the NWPS 2024-2026 Business Plan will further enhance our reputation as a distinctive school providing quality and excellence in education, enabling our students to develop the skills, knowledge and confidence to reach their full potential becoming positive contributors to society.

This Business Plan sets out the goals and priorities for the school over the next three years and outlines the main strategies which will be employed to meet those objectives. It is a strategic document and directs the operational planning of the school, including resource deployment, budgeting and teaching and learning.

- The NWPS Business Plan 2024 - 2026 was created in collaboration with the North Woodvale Primary School Board and staff. It has been developed to align with the Department of Education’s “The Standard- Public School Review“ document, incorporating the “School Improvement and Accountability Framework“.
- North Woodvale Primary School will seek to ensure that we provide ongoing evidence to demonstrate what would be reasonably expected of an effective school.
-



# Our Values

*“Every student, every classroom, every day”*

## CARE



We strive to create a culture in which every student experiences a sense of belonging to the school community, of being known and understood as an individual, and of staff who care about each student’s overall progress and wellbeing.

We promote positive approaches to learning and flexible strategies to teaching and learning that motivate and engage students. Learning occurs best when it is intrinsically motivated and students share accountability for their own progress.

## LEARNING



We recognise the differing circumstances and needs of our students. We value the principals of inclusivity and difference.

## EQUITY



We have high expectations of our students and ourselves. Staff and students learn in an environment that has clear expectations and defined boundaries. Students are successful when programs are developmentally appropriate.

## EXCELLENCE



# Priority Areas 2024-2026

A commitment to improve student achievement and progress



A positive school climate and professional relationships



Targeted use of resources to support teaching and learning approaches



Shared ownership for the success of all student through quality teaching



A safe, positive and supportive learning environment



A clear vision and sense of direction





## Priority Area One: A positive school climate and professional relationships

We strive to create a culture in which every student will experience a sense of belonging to the school community, of being known and understood as an individual, and of staff who care about each student's overall progress and well-being. We aim for students at NWPS to leave our school prepared for their future learning. We believe that open communication and positive interpersonal relationships between student, caregivers and school is the basis of an excellent school. We empower our community to come together to ensure success for all students.

What we will do	What you will see
Ensure that professional relationships are fostered between staff	<ul style="list-style-type: none"> <li>• Collaborative planning during common DOTT times with an agreed agenda</li> <li>• Adherence of meeting norms to allow respectful interactions</li> </ul>
Maintain our respectful relationships between staff, students and parents	<ul style="list-style-type: none"> <li>• Teachers communicating with parents professionally about academic progress and social and emotional needs of students</li> <li>• Parent conferences scheduled as part of RTP schedule</li> </ul>
Ensure clear communication within the school and through the broader community including opportunities to provide feedback	<ul style="list-style-type: none"> <li>• High quality, timely communication to parents through a range of mediums, including, but not limited to; student diaries, school newsletter school Facebook page, school website, Connect</li> </ul>
Continue to ensure strong school governance	<ul style="list-style-type: none"> <li>• School governance is facilitated through the operations of School Board members.</li> <li>• The involvement Board members in supporting the school's strategic directions and understanding its performance, strengthens their governance role.</li> <li>• Collaboration between our staff, School Board and the Parents and Citizens (P&amp;C) to increase the school profile in the wider community</li> <li>• All School Board members complete annual self-review</li> <li>• An active and visible P &amp; C provides an avenue for all parents to engage proactively with the school to support school initiatives</li> </ul>
Positively promote our school to the local community	<ul style="list-style-type: none"> <li>• Partnerships with parents/carers, the community, other education and training institutions, local businesses and community organisations are forged to address the wide ranging needs</li> <li>• Maintain a positive collegial relationship with schools in the Kingswood Network and Meerlinga Family Centre.</li> <li>• Positive community engagement through whole school events, workshops and partnerships</li> </ul>



## Priority Area Two: A safe, positive and supportive learning environment

At NWPS we recognise the differing circumstances and needs of our students, we value the principles of Inclusivity and Difference. We aim to provide a safe and welcoming environment with learning experiences that challenge and engage students. Student wellbeing and care is a major priority at NWPS. A positive and supportive relationship between carers, students and teachers are the foundation of a safe and caring school where every child is valued. We encourage carers and the community to be actively involved in the education of their children. We strive to create a physical and natural environment that optimises the health, well-being and learning opportunities for all students, staff and members of our school community.

What we will do	What you will see
Maintain our safe, caring, inclusive and culturally responsive learning environment	<ul style="list-style-type: none"><li>• Engage in quality reflection processes and identify areas of strength and areas for improvement from Kindy to Year 2 to work towards attaining National Quality Standards (NQS) accreditation in Early Childhood</li><li>• Staff recognising the importance of providing a culturally responsive learning environment where students feel welcome, safe and valued</li><li>• Develop a Reconciliation Action Plan with a strong focus on Aboriginal perspectives and cultural responsiveness</li><li>• Foster clear expectations of a safe school environment through the Connect and Respect initiative</li></ul>
Enhance student learning through the promotion of positive behaviours, attendance, and engagement	<ul style="list-style-type: none"><li>• Staff supported to ensure clear and consistent behaviour expectations visible across whole school community</li><li>• Behaviour expectations displayed in every room</li><li>• Consistent positive language of behaviour expectations applied when dealing with student behaviour across the whole school</li><li>• Record, track and analyse behaviour data and set targets and implement programs to reduce the number of recorded incidents</li><li>• Student attendance rates monitored regularly with parents and students supported where there are identified attendance concerns</li></ul>
Enhance student and staff health and wellbeing	<ul style="list-style-type: none"><li>• Social and emotional needs of students supported through a school-wide focus on URStrong priorities, Wellbeing check-ins, Zones of Regulation, SDERA and regular mindfulness</li><li>• Children offered ongoing support through a chaplaincy service</li></ul>
Continue to support students at educational risk through a strong case management approach	<ul style="list-style-type: none"><li>• Processes to identify, support and monitor the improvement of students at educational risk are in place</li></ul>
Create opportunities for student voice	<ul style="list-style-type: none"><li>• Student voice has a place in school decision making throughout each year group</li></ul>
Ensure the physical environment adds positively to students learning	<ul style="list-style-type: none"><li>• Regularly update displays of student work in classrooms</li><li>• Showcase student work in administration area</li><li>• Regular maintenance to improve the school aesthetics</li></ul>



# Priority Area Three: A clear vision and sense of direction

School leaders empower all members of the school community. They establish an effective framework with network schools for teacher development through observations, workshops and collaborative work on curriculum elements as well as embed a Performance and Development Culture encompassing Observations and Feedback within the school. They will build and maintain on-going partnerships with key agencies and services and develop a sustainable business model for future success.

At NWPS we have a clear improvement agenda, both academically and in terms of well-being. This is strategically driven by the Executive Team. At NWPS we see all staff as leaders and have high expectations and standards we strive to meet. Our Leaders promote a strong “sense of belonging” for all members of our school community.

We strive to engage and empower all members of our community to ensure success for all students and staff.

What we will do	What you will see
Ensure that the school’s vision and priorities align with the Department’s expectations	<ul style="list-style-type: none"><li>• Leaders share a vision, based on the belief that all students can learn and grow</li><li>• School planning documents align with the Department of Education Strategic direction and Focus documents</li><li>• School planning is evidence-based and aligns with the learning needs of students</li></ul>
Ensure school planning is evidence based, is responsive to students’ needs and is aligned to SCISA expectations	<ul style="list-style-type: none"><li>• Opportunities are created for teachers to engage in developing plans based on school performance</li><li>• Resource management practices align with planning strategies. They also reflect the common goal of guiding classroom practice to enhance student performance</li><li>• Leaders ensure commitment to the expectations of the School Curriculum and Standards Authority is evident</li></ul>
Continue to provide support and feedback to all staff	<ul style="list-style-type: none"><li>• All staff engage in Performance Development cycle annually</li><li>• Performance development processes involve self-reflection on the AITSL website; evidence of planning using the Western Australian Curriculum; goal setting; classroom observation and written feedback</li></ul>
Continue to provide leadership opportunities for staff	<ul style="list-style-type: none"><li>• Phase of Learning Team leaders are involved in decision making processes relevant to their phase of schooling</li><li>• Phase of Learning Team leaders lead and support the implementation of curriculum planning and resources across the school</li><li>• Enhance the leadership roles of Aspirant Teachers</li><li>• Instructional coaching through peer mentoring</li></ul>







## Priority Area Four: Targeted use of resources to support teaching and learning approaches

At NWPS our resources are allocated to best meet our shared goal of “High levels of learning and care, for all students”. This requires clear articulation of our shared goals, a concise improvement agenda, planning, communication and on-going reflection.

What we will do	What you will see
<p>Ensure that financial management complies with the Funding Agreement for Schools</p>	<ul style="list-style-type: none"> <li>• Finance Committee meetings each term to analyse spending and make necessary budget adjustments</li> <li>• Minuted finance meetings to ensure accountability</li> <li>• Board endorses School Finance Agreement by designated date</li> <li>• Finance reports tabled and discussed at every Board meeting</li> </ul>
<p>Use evidence to ensure appropriate allocation of resources</p>	<ul style="list-style-type: none"> <li>• Direct alignment between Business Plan, Operational Plans, Budget Allocations and spending</li> <li>• Spending is an agenda item in POLT collaborative meetings to ensure spending aligns to planning</li> <li>• Resourcing (staff, expertise, funds, facilities, materials) is applied in a targeted manner to meet the learning and well-being of all students through operational plans</li> <li>• P&amp;C donations allocated to priority areas where possible</li> </ul>
<p>Assist student learning through the appropriate use of student characteristics and targeted initiative funding</p>	<ul style="list-style-type: none"> <li>• Students’ needs are determined through the analysis of data and targeted initiative funding is used to ensure all students have access to the curriculum</li> </ul>
<p>Ensure our Workforce Plan meets the needs of our students</p>	<ul style="list-style-type: none"> <li>• The knowledge, experience and skills of staff required to achieve the school’s strategic objectives in this context, inform workforce management practices.</li> </ul>



## Priority Area Five: Shared ownership for the success of all students through quality teaching

Excellent teachers have high expectations of students in terms of both their learning and their behaviour, they strive to help all children meet those expectations. Excellent teachers have high expectations of themselves and their own learning and have a thorough knowledge of curriculum content and skills. They inspire in their students a love of learning. The teachers at NWPS personalise the learning for all students and use teaching approaches that best serve their learning needs. They encourage students to take greater responsibility for their own learning and closely monitor each child's achievements.

What we will do	What you will see
Ensure there is a shared understanding about how students learn and what good teaching looks like	<ul style="list-style-type: none"><li>• A common agreement about how students learn and what good teaching practice involves.</li><li>• An explicit model of instruction that engages all students and encourages them to be accountable</li></ul>
Ensure appropriate coverage of the WA curriculum	<ul style="list-style-type: none"><li>• The school's strategic and operational planning is aligned and provides a blueprint for the delivery of the WA Curriculum, across the school</li><li>• Assessment, planning and teaching in all subject areas aligned to WA curriculum</li><li>• Teachers are culturally responsive embedding Aboriginal perspectives in classroom practice</li></ul>
Differentiate teaching to cater for all students	<ul style="list-style-type: none"><li>• Students are engaged in relevant and engaging lessons that are differentiated across all curriculum areas through personalised learning plans and a case management approach</li></ul>
Use system and school-based data to inform teaching plans	<ul style="list-style-type: none"><li>• Collaboratively plan, moderate and set targets in phase of learning teams</li><li>• School and classroom planning informed by data analysis</li><li>• Common DOTT/meeting times to enable collaboration with agenda of discussion items and actions resulting from meeting</li><li>• Planning and target setting directly linked to data analysis</li><li>• Processes exist to assess and report on student achievement and progress</li></ul>
Build teacher capacity through professional learning	<ul style="list-style-type: none"><li>• Improve teacher practice in analysing data to inform teaching and learning programs and to review whole school approaches</li><li>• A professional learning culture is pervasive through school development days, staff meetings and collaborative meeting times</li><li>• Lead staff support colleagues in curriculum implementation</li><li>• All staff engage in Performance and Development cycles, classroom observations, formal and informal feedback</li></ul>





## Priority Area Six: A commitment to improve student achievement and progress

Effective schools ensure an alignment between student achievement and school planning. We understand the expected standards of achievement and accept that improvement targets for our students must be guided by evidence. Our ongoing assessments ensure that we are responsive to changes in student performance.

What we will do	What you will see
Commit to improving student achievement and progress	<ul style="list-style-type: none"><li>• Assessing student achievement and progress is an ongoing procedure involving the analysis of data</li><li>• Data analysis informs plans for improvement in student progress and achievement</li><li>• Phase of Learning Team meetings</li><li>• Staff are engaged in school improvement processes to inform and direct learning programs in order to improve academic and non-academic results</li></ul>
Establish student performance targets that align with similar schools	<ul style="list-style-type: none"><li>• An understanding of expected standards of achievement form part of Phase of Learning Team discussions</li><li>• Set targets through analysis from a range of assessments</li><li>• Performance targets are determined across the network of schools (Kingswood network)</li></ul>
Work to ensure that each student attains the appropriate standard in literacy and numeracy	<ul style="list-style-type: none"><li>• Staff follow the sequential stages of the Western Australian Curriculum</li><li>• Staff have an understanding of the expected standards of achievement</li><li>• POL Leaders work with the Administration Team to ensure connections exist between student achievement data in literary and numeracy and decisions related to planning.</li></ul>
Ensure grade allocations align with student achievement and progress	<ul style="list-style-type: none"><li>• Staff use data sets and work samples of colleagues to moderate their judgements</li></ul>



# Targets & School Self-Assessment

North Woodvale Primary School will continue to develop a rigorous process of continual self-reflection assessment. These processes are based upon collaborative and cooperative evidence aligned to strategic, whole school curriculum, Phase of Learning Team plans and Business Plan targets.

## Performance Targets

- Ensure NAPLAN achievement is stronger than the like school comparison.
- Maintain annual improvement in literacy and numeracy.
- Maintain an overall attendance rate of over 90%.
- Increase the number of quality areas being met in the National Quality Standards.
- Achieve a rating of 4.0 or above in the National Opinion Survey



LEARNING FOR LIFE




**NORTH WOODVALE  
PRIMARY SCHOOL**

 08 6207 2300

 [www.northwoodvale.wa.edu.au](http://www.northwoodvale.wa.edu.au)

 [northwoodvale.ps@education.wa.edu.au](mailto:northwoodvale.ps@education.wa.edu.au)

 4 Chichester Drive, Woodvale  
WA 6026

