



CONTENTS

Our School

Our Vision

Our Purpose

School Improvement and Self-Assessment

Our Business Plan Model

Domain 01 Relationships and Partnerships

Domain 02 Learning Environment

Domain 03 Leadership

Domain 04
Use of Resources

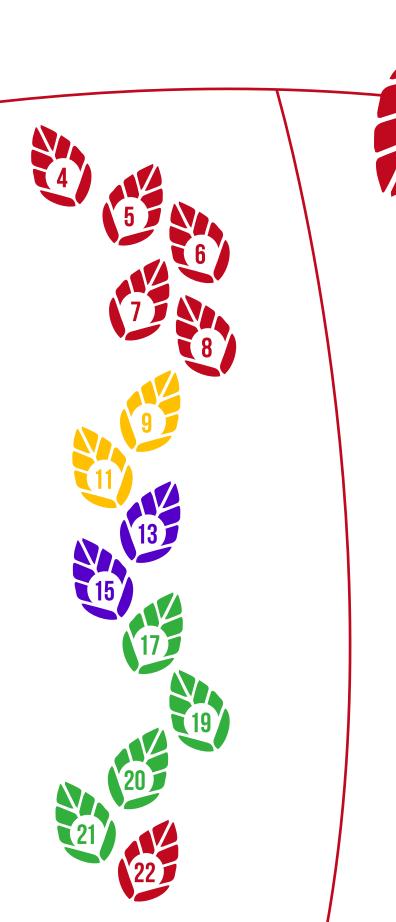
Domain 05 Quality Teaching

Domain 06 Student Achievement and Progress

Student Achievement and Progress Targets

Student Achievement and Progress

Jargon Buster



OUR SCHOOL

White Gum Valley Primary School proudly sits within the Aboriginal cultural region of Beeliar, on Wadjuk Noongar country.



White Gum Valley Primary School is a community of learners striving for excellence in an environment of care, inclusivity, support and cooperation.

The school is attractively situated in White Gum Valley, within close proximity to the port city of Fremantle.

White Gum Valley was once an important meeting place for local

Aboriginal people. The school was established in 1901 and much of its original heritage structure remains. The school displays a lot of its rich history in the main administration area.

The school consists of the main Pre-primary - Yr 6 site on Hope Street and the off-site Hazel Orme Community Kindergarten located on Samson Street. The school also has an onsite Play Group building used for 0-3-year-olds. We have provision for before and after school care.

OUR VISION



White Gum Valley Primary School supports:

- Students to grow academically, socially, emotionally, physically and creatively in a positive, enjoyable and inclusive learning environment.
- Students being empowered to meet the challenges of a rapidly evolving world.
- A safe and supportive learning and working environment for all students and staff.
- Our students to demonstrate respect for themselves, others, the school and the wider community.
- The recognition, acknowledgement and celebration of diversity in our community.
- The valuable contributions of our community to support student learning.

OUR PURPOSE





As a Positive Behaviour Support (PBS) school, we have a set of behaviour expectations. We take pride by being:

Respectful
Organised
Safe

At White Gum Valley Primary School, we aim to develop in students the desire to:

- Students to grow academically, socially, emotionally, physically and creatively in a positive, enjoyable and inclusive learning environment.
- Students being empowered to meet the challenges of a rapidly evolving world.
- A safe and supportive learning and working environment for all students and staff.



SCHOOL IMPROVEMENT **6SELF-ASSESSMENT**

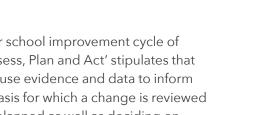


Ongoing self-assessment leads to continual school improvement Our Business Plan 2023-2025 is our vehicle to monitor this. We model the effectiveness of the school via 6 domains. These domains reflect those of the Department of Education's external review process.

White Gum Valley Primary School tracks effectiveness through its Business Plan Tracker. The tracker is part of how we report to the Board twice a term on our level of effectiveness. Each Domain is visited regularly and data updated; culminating to draw a picture after three years.

Our school improvement cycle of 'Assess, Plan and Act' stipulates that we use evidence and data to inform a basis for which a change is reviewed or planned as well as deciding on measures to assess success against.

As an Independent Public School, our Business Plan reflects the national agreement for education, the Alice Springs (Mparntwe, pronounced M-Ban-tua) Declaration 2019. The agreement outlines the education goals for all Australians across the country. We also reflect on the documents (pictured right) to assist with strategic planning.







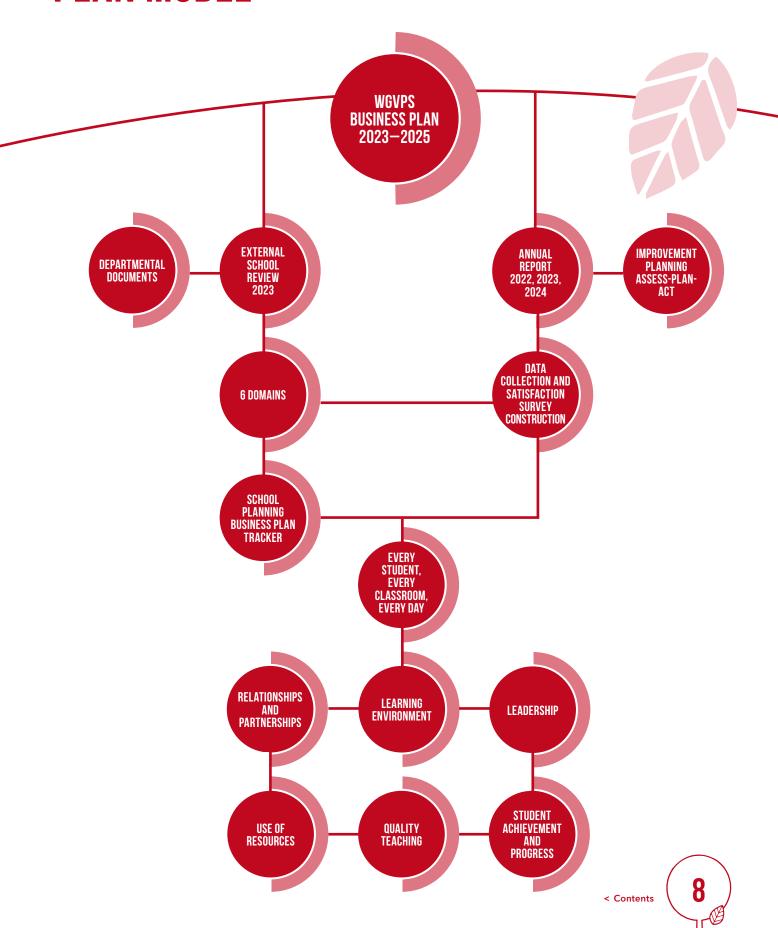




Publications listed top to bottom (L-R): Alice Springs (Mparntwe) Declaration 2019; Quality Teaching Strategy and Teaching for Impact; Focus 2023, 2024 and Focus 2025; Building on Strength 2020-2024; Strategic Directions 2020-2024 Every Student, Every Classroom, Every Day; Reconciliation Action Plan; Aboriginal Cultural Standards Framework; Equity, Diversity and Inclusion Plan 2021-2025.



OUR BUSINESS PLAN MODEL





RELATIONSHIPS &PARTNERSHIPS

Our goals are to:

- Promote respectful staff, student and parent relationships.
- Ensure professional relationships between staff are enabled through collaboration.
- Utilise tools that continue visible clear communications both within the school and with key stakeholders.
- Seek and act on parent and carer satisfaction feedback.
- Sustain community partnerships.
- Support the local community in valuing its school.
- Fulfil the School Board's role in supporting school governance.
- Demonstrate and embed respectful relationships and culturally responsive practices that are enablers for all students and families to feel culturally safe.
- Establish partnerships with service providers, community organisations, local government and businesses to benefit individual students and broader learning programs.
- Continue to enhance links with staff at Hazel Orme Community Kindergarten to optimise learning programs.

We will achieve this by:

- Reviewing National School Satisfaction Survey results, making recommendations and acting on them.
- Utilising Connect as the main tool of communication with families; emails are sent to individual families. Enhancements to our communication protocols will also be made.
- Nosting a number of community events, responsive to the schools needs and goals along with having regular whole school assemblies.
- Working collaboratively with the School Board, P&C, parents and wider community to strengthen relationships.
- Utilising staff Teams Channels as a tool to enhance communication and development of policies, procedures and programs.
- Providing allied professionals (Education Assistants) with termly meetings and professional development opportunities to enhance collaboration.
- Enacting and reviewing our RAP on an annual basis; seeking feedback from local community members to put actions into practice.

We provide a positive school climate with strong community support.

We focus on improved student performance through productive and supportive staff relationships facilitated through our distributed leadership model.



LEARNING ENVIRONMENT

Our goals are to:

- Maintain a safe, caring, inclusive and culturally responsive learning environment.
- Enhance student learning so as to impact positively on student behaviour, attendance and engagement.
- Enhance the health and wellbeing of students and staff.
- Continue to identify, support and monitor for improvement, our Students at Educational Risk.
- Create opportunities for student voice to inform decision making.
- Add value to the student learning experience through the physical environment.
- Continue to develop and refine practices of the Student Services team.

We will achieve this by:

- Collaborating with community members in maintaining a culturally safe learning environment.
- Further enhancing our Positive Behaviour Support program with a core focus on visible values and behaviour expectations through the whole school community.
- Capitalising on strong relationships with Allied Professionals and other agencies to support students.
- Researching and obtaining community feedback on inclusive and differentiated education in our changing world.
- Further develop and fully implement Student Leadership opportunities.
- Regularly reviewing physical resources to ensure that they are representative of the diverse needs of our students.
- Consider the use of physical space in order to meet the long-term needs of the student population.

We provide an inclusive and welcoming school environment where staff and students feel valued and supported in their work and learning.

We promote social and emotional wellbeing support for all of our school community.



DOMAIN 03 LEADERSHIP

Our goals are to:

- Ensure school planning is evidence-based and aligns with the learning needs of students.
- Apply change in a timely, informed and inclusive manner.
- Guide classroom practice through strategic and operational planning, which is aligned to the School Curriculum and Standards Authority expectations.
- Provide leaders with guidance and instructional support to staff.
- Provide staff with opportunities to lead through a Distributed Leadership Model.
- Provide staff with professional review and performance feedback.
- Align school vision/priorities with the Department's expectations.
- Participate in Network and other aspirant leadership programs.

We will achieve this by:

- Ensuring instructional curriculum leaders support the development of staff leadership growth.
- Providing opportunities for all staff, both teaching and support, to develop leadership skills.
- Promoting leadership opportunities as they arise and through personal development aspirations.
- Continuing and enhancing Performance and Development for all staff.
- Building on an awareness of the importance of change management.

We develop leadership practices that support excellence, participation and focus on creating a culture of shared responsibility to monitor and improve student outcomes and school performance.



USE OF RESOURCES

Our goals are to:

- Comply with financial management expectations of the Funding Agreement for Schools as specified in Operational Plans.
- Make decisions regarding resource allocation through an evidencebased model.
- Support school planning through budget and resource management practices.
- Use Student Characteristics and Targeted Initiative funding to assist effectual pedagogy, differentiated learning and enhance student outcomes.
- Align Workforce planning and management practices with student needs and school priorities.
- Continue to maintain an asset replacement program across technologies and other physical resources.

We will achieve this by:

- Communicating an effective Workforce Plan that is updated regularly.
- Maintaining an effective finance committee to ensure financial resources are directed to school priorities and to support the school improvement agenda.
- Allowing for common DOTT when managing whole school timetabling.
- Demonstrating high levels of compliance to the financial management policy and procedures using our annual Financial Compliance Self-Assessment survey.
- Continuing to embed resource allocations into operational plans to achieve Business Plan goals.

We ensure that school resources; human, physical and financial are strategically allocated to support targeted school improvements and maximise student achievement through evidence-based decision making.



QUALITY TEACHING

Our goals are to:

- Maintain shared beliefs about teaching and learning to support school-wide practices.
- Further develop collaborative practices for staff to plan for, act on, and assess student learning.
- Continue to ensure that teaching programs align with content outlined in the WA Curriculum.
- Continue differentiated teaching that caters for the learning needs of all students.
- Analyse systemic and school-based data to inform teaching plans.
- Inform student achievement through assessment and reporting practices.
- Provide opportunities for Professional Learning that builds staff teaching capability.
- Continue to develop and foster innovative Early Childhood practices.
- Fully adopt and effectively implement the Western Australian Curriculum, Kindergarten Guidelines and Early Years Learning Framework (EYLF).
- Highlight specialist subjects taught.
- Build an understanding and application of High Quality Teaching through the lens of an agreed instructional model.

We will achieve this by:

- Utilising Teaching for Impact documentation, as a resource to promote the Quality Teaching Strategy.
- Empowering staff through effective professional learning.
- Continuing to enhance our collaborative planning in each year level and across professional learning communities.
- Continuing to adopt and adapt curriculum developments as per Schools Curriculum and Standards Authority SCSA).
- Ensuring an explicit focus on General Capabilities along with content.
- Actively engaging with the National Quality Standards to ensure contemporary Early Childhood practices are visible.
- Regularly reviewing whole school programs and pedagogies.
- Encouraging staff to build their understanding of curriculum content across year levels either side of their own.
- Embedding whole school approaches for the teaching of Literacy and Numeracy.

We strengthen our whole school approach to quality teaching with a focus on shared beliefs, purposeful staff collaboration, differentiated quality teaching, engaging lesson delivery and reflective practices using quality data and evidence-based approaches.



STUDENT ACHIEVEMENT **SPROGRESS TARGETS**





National Assessment Program -**Literacy and Numeracy (NAPLAN)**

The % of students reported as reaching 'Exceeding' or 'Strong' levels of achievement will track to be similar to 'like schools' each year in Reading, Writing and Language Conventions.

The % of students reported as reaching Exceeding or Strong levels of achievement will track to be similar to 'like schools' each year in Numeracy.

The % of students making high and very high levels of progress from Year 3 to Year 5 will track to be similar to 'like schools' each year in Reading, Writing and Language Conventions.

The % of students making high and very high levels of progress from Year 3 to Year 5 will track to be similar to 'like schools' each year in Numeracy.



Progressive Attainment Tests (PATS)

At least 70% of students, in Years 3 - 6, will achieve Stanine 5 or above in PATs Reading, Grammar and Punctuation, Numeracy and Science by the end of each year.



On-Entry Testing

At least 70% of students will make moderate or above average progress in Reading and Numeracy from PP to Year 1 in OnEntry testing.



Diagnostic Spelling Tests (DiST)

To increase the % of students achieving above average and well above average results in each of the tests across Pre-primary to Year 3 from 2023 through to 2025.



Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

To increase the % of students being identified as being at minimal and neglible risk in Year 2 from 2023 through to 2025.

STUDENT ACHIEVEMENT & PROGRESS

Our goals are to:

- Produce plans that demonstrate a commitment to improve student achievement and progress.
- Use systemic and school-based data to assess student progress.
- Align student achievement and progress with contextually similar schools.
- Ensure that students attain their respective achievement standard in literacy and numeracy.
- Align levels of student achievement and progress with grade allocation.
- Build capacity of staff to be data literate.

We will achieve this by:

- Focusing on data trends to ensure high level progress for all students.
- Continuing to refine our whole school yearly Assessment Schedule.
- Capturing and utilising wellbeing and engagement data.
- Enhancing whole school assessment, moderation and reporting processes.
- Demonstrating that students with a range of academic needs are catered for through our programs.
- Reporting against the English as an Additional Language or Dialect (EAL/D) progress maps for eligible students.
- Provide Professional Learning along with disciplined dialogue opportunities to upskill staff in data interpretation.

We continue to
ensure a regular and
accountable cycle of
school improvement,
focussing on fostering
excellence in
student learning
and celebrating
student talents and
achievements.

Through
differentiated
learning, all
students are
provided with
opportunities
to improve
and excel.

JARGON BUSTER



3 year forward planning tool identifying what we want to achieve.

Connect

The Department of Education endorsed communication platform.

Data Literacy

The ability to understand and analyse data to assist planning.

Differentiation

Strategies used to meet individual needs of a student during a lesson.

DOTT

Duties Other Than Teaching.

Discipline Dialogue

A process used to analyse data to assist planning.

Distributed Leadership Model

A visual model indicating how leaderhsip is shared amongst staff at school.

ECE

Early Childhood Education.

Explicit Teaching

Involves directing student attention toward specific learning in a highly structured way.

General Capabilities

The knowledge, skills, behaviours and dispositions, together with curriculum content, that will assist students to live and work successfully in the 21st Century.

ICT

Information and Communication Technology.

Level 3 Classroom Teachers

These are expert teachers recognised and rewarded for outstanding teaching and leadership practices.

LOTE

Language Other Than English.

Network

A group of schools that work together to improve the outcomes of students across the schools by utilising a range of strategies. We are part of the Cockburn Fremantle Network of Schools.

NQS

National Quality Standard: National benchmark for early childhood education, which outlines 7 quality areas that are important outcomes for children.



JARGON BUSTER



P&C

Parents and Citizens committee.

PBS

Positive Behaviour Support.

Pedagogy

The method and practice of teaching.

PLC

Professional Learning Communitees assist staff to collaborate with each other in order to learn about our students so that positive outcomes can be achieved.

Quality Teaching Strategy

Our department's position on effective teaching and aspects of school culture which support improved teaching practices. Teaching for impact looks at the practices that will best enable students to succeed.

Reconciliation Action Plan (RAP)

A document that allows us to communicate our reconciliation commitments.

SCSA

School Curriculum and Standards Authority.

Stanine (Standard NINE)

The method of scaling test scores on a nine-point standard, so a stanine 5 is about the average or mean.

STEM

Science Technologies Engineering and Mathematics.

Student Characteristics and Targeted Initiative Data

What is collected by the Department of Education to influence how much funding a school is allocated.

Teams Channels

A Microsoft program used by staff to disseminate information and collaborate remotely.

WA Curriculum

The content to be covered in each subject area in each year of primary school.

Walkthroughs

An agreed method used to provide feedback on the practice of a teacher in a professionally safe and unintrusive way.

