



WHITE GUM VALLEY
PRIMARY SCHOOL

BUSINESS PLAN

CREATING THE FUTURE TOGETHER

2026-2028



ACKNOWLEDGEMENT OF COUNTRY

*White Gum Valley Primary School kaadatj ali ngalang kaadadjiny-miya-p nyin Wadjak Noongar boodja-k.
Ngalak kaadatj Noongar moort wer Birdiya, koora koora, yeyi wer boordakan.*

White Gum Valley Primary School acknowledges that our school stands on Wadjak Noongar country.
We show respect for past, present and future Elders and families.

OUR VISION

Every Classroom, Every Student, Every Day.

White Gum Valley Primary School is a community of learners where a mutually supportive staff provide a safe and nurturing environment; challenging and supporting children's learning. Risk-taking is encouraged and excellence is promoted.

Student growth is developmental, and we cater for individual needs with an integrated and balanced curriculum. For students to reach their potential, we want them to take responsibility for their learning and behaviour; striving for personal goals.

Parents are encouraged and welcomed as partners in their child's education. Community values are articulated and promoted in classrooms and the playground. We will continue to reach out to connect with the wider community as a way of encouraging their support and promoting our place in the community. We have a focus on promoting a sense of belonging with an emphasis on collaboration within the school and wider community.

Located in beautiful surroundings, we want to promote sustainability, environmental awareness and an understanding of local history as well as immersing students in ever-changing technology.

Our aim is to provide an inclusive learning environment for all children, catering for each student's individual needs.

Our learning programs draw on educational opportunities within the local community.

OUR VALUES

At White Gum Valley Primary School, our values shape the way we learn, work and belong together.

As a Positive Behaviour Support (PBS) school, we explicitly teach, model and reinforce our shared behaviour expectations. We take pride in being:

Respectful
Organised
Safe

These expectations help create an inclusive, calm and connected school environment where students, staff and families share a consistent approach to behaviour, wellbeing and learning.

We aim to empower every child to grow academically, socially, emotionally, physically and creatively.

Through strong relationships, clear routines and purposeful teaching, students develop the confidence, resilience and responsibility needed to meet the challenges of a rapidly changing world.





OUR PLAN

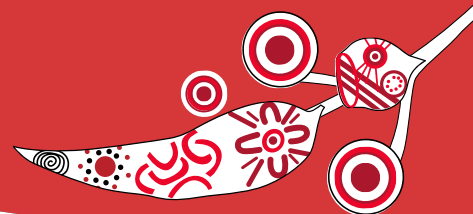
On behalf of White Gum Valley Primary School and our School Board, we present the 2026-2028 Business Plan.

This plan outlines our aspirations to improve student achievement and progress across all learning areas by ensuring a commitment to high expectations and a culture of continuous improvement.

We will report on progress against our Business Plan from 2026 to 2028 through our Annual Report, while using our Business Plan Tracker on a regular basis to monitor and build on progress. Our school improvement cycle of 'Assess, Plan and Act' will use evidence and data to inform reflection and change.

It is important that, as part of this Business Plan, we celebrate the unique achievements of our students, recognising growth as success. As a school, we will effectively lead and collaborate to provide quality teaching that reflects our strategic approach outlined in this plan. Sitting alongside our internal processes will be a conscious alignment with our School Board and P&C to support this direction and our student outcomes.

We look forward to continuing to nurture our students, providing a rich learning environment and building strong foundations for success throughout school and life.





OUR TARGETS

PRIORITY 1: STUDENT ACHIEVEMENT AND PROGRESS

- Improved student achievement and progress in literacy and numeracy, aligned with or exceeding like schools.
- Students have access to a balanced curriculum, with planned opportunities for achievement, engagement and growth across all learning areas.
- Targeted cohorts demonstrate measurable growth over time.
- Clear targets established and regularly monitored through whole-school data review processes.
- Students identified through SAER demonstrate improved progress, achievement, and engagement as a result of targeted and monitored support.

STRATEGIES:

- Facilitate and implement whole-school evidence-based programs with fidelity.
- Develop and review scope and sequence documents through effectively run and focused Professional Learning Communities.
- Provide effective Tier One instruction and academic differentiation.
- Share and celebrate high expectations and achievement within the school.
- Improve the collection and use of data to inform planning and practice within the classroom.
- Establish a whole-school data schedule to support regular analysis of achievement, progress, attendance, behaviour and wellbeing data.
- Implement a whole-school SAER process to identify, monitor, and support students at educational risk, ensuring timely and targeted intervention with coordinated support across the school.
- Strengthen inclusive education practices through consistent case management, documented planning, NCCD processes and regular review of student adjustment and intervention impact.
- Develop students' digital capability through purposeful use of technology to enhance learning, creativity, collaboration and responsible digital citizenship.

PRIORITY 2: QUALITY TEACHING

- Whole-school expectations for teaching practice clearly defined, communicated and enacted.
- Increased consistency in teaching practice evident across classrooms.
- Professional Learning Communities demonstrate a clear focus on data-informed teaching and measurable impact on practice.

STRATEGIES:

- Ongoing development of staff is achieved through enhanced employee performance cycles and responsiveness to development needs.
- The Quality Teaching Strategy is supported through instructional coaching and targeted professional learning. Whole-school frameworks are clearly linked to the Quality Teaching Strategy and High Impact Teaching.
- Analysis of systemic and school-based data is shared across the teaching community.
- High impact literacy approaches, such as phonics instruction, are embedded with fidelity across all years, with focused support in K-2.
- Strengthen early years practice through consistent approaches to oral language, phonological awareness, early literacy and numeracy, transition and early intervention.

PRIORITY 3: RELATIONSHIPS AND PARTNERSHIPS

- Improved staff and community perception of communication and leadership, evidenced through survey data and feedback.
- Increased engagement with School Board and P&C, with clear structures established for ongoing consultation and collaboration.

STRATEGIES:

- Improve parent communication through utilisation of Compass.
- Embed culturally responsive practices across the school to ensure that every child feels safe and supported.
- Establish effective partnerships with organisations outside of the school that support our students to achieve success.
- Ensure that student voice is sought and acted upon.
- Strengthen culturally responsive practice through explicit alignment with the Aboriginal Cultural Standards Framework, ensuring Aboriginal perspectives, student voice and family partnerships are embedded across teaching, learning and school culture.
- Use the local environment, history and community partnerships to strengthen sustainability, place-based learning and student connection to community.
- Strengthen School Board governance through regular review of Business Plan milestones, student performance data and community feedback.

PRIORITY 4: LEARNING ENVIRONMENT

- Clear and consistent expectations for behaviour and engagement established across the school, evidenced through reduced variability in classroom and playground practices.
- Improved behaviour and attendance outcomes, with whole school focus areas identified and monitored.

STRATEGIES:

- Promote regular attendance and punctuality by increasing community understanding of the importance of being in class when learning begins.
- Promote the core business of learning through celebrating individual success and classroom activities within the classroom.
- Promote a culture of positive behaviour through the implementation of clear and consistent approaches and targeted support in line with existing PBS approaches and trauma-informed practices.
- Expand support for student mental health and wellbeing through partnerships with external providers.
- Use attendance, behaviour, wellbeing and engagement data to identify trends, monitor impact and implement timely support for students and families.



PRIORITY 5: LEADERSHIP

- Clarity of leadership roles, responsibilities and accountability established, with documented alignment to school priorities.
- Staff demonstrate increased understanding and engagement with leadership structures and performance management processes.

STRATEGIES:

- Refine the distributed leadership model to involve senior teachers, Level 3 teachers and aspirant leaders, with clearly defined responsibilities and links to the professional growth of all teaching staff.
- Provide staff with regular and ongoing feedback through adherence to the performance management process.
- Improve partnerships with our network schools to facilitate professional learning.

PRIORITY 6: USE OF RESOURCES

- Resources are strategically allocated, monitored and reviewed to support student achievement, wellbeing, engagement and safe, contemporary learning environments.
- Financial, physical, human and digital resources are aligned to student need, school priorities and evidence-based improvement planning.

STRATEGIES:

- Use student achievement, attendance, behaviour, wellbeing and engagement data to inform resourcing decisions.
- Prioritise resources that support evidence-based teaching, targeted intervention, inclusion and student support.
- Develop a planned approach to facilities, furniture, ICT and play spaces to support contemporary learning, collaboration and student engagement.
- Align budget planning and resource allocation at the beginning of each year to the Business Plan, student needs and whole-school priorities.
- Regularly review the impact of resource allocation through leadership, School Board and annual reporting processes.





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