

2024-2026 WVPS Business Plan

www.wellardvillageps.wa.edu.au

Courage



Compassion



Responsibility

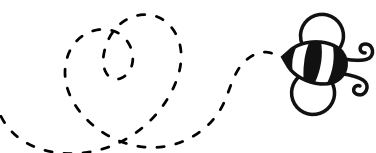
The Buzz

Welcome to our Hive

Wellard Village Primary School commenced operation in 2023, with 337 students and 35 staff. Wellard Village Primary School is located on the corner of Brentford Parade and Lambeth Circle within the City of Kwinana, approximately 35km south of Perth. The school is built on and situated next to Tuart Woodlands and Forests of the Swan Coastal Plain. To ensure the preservation of the native vegetation and fauna surrounding our school, an “Environmental Offset Plan” and a “Vegetation and Fauna Management Plan” were implemented. To pay respect and acknowledge the cultural and environmental history of our school, we have named our teams to embed Noongar language and connect to our local environment. Wardarn (Ocean- Blue) is named in reference to Kwinana Beach and our “she sells seashells artwork”. Marlak (Bush- Red) is named in reference to the bush area at the back of our school. Binjar (Swamp- Green) is named in reference to the Leda Swamp in our local intake area. Djarlma (Forest- Purple) is named in reference to the Tuart Forest our school site is on.

Our school is culturally diverse, and our students and their families come from a wide variety of places around the world. We have over 38 languages spoken at our school, 6% of our population is Indigenous and 58% have a language background other than English.

Our school is part of the Kwinana Federation of Schools, which includes Gilmore College, Orelia PS, North Parmelia PS, Bertram PS, Wellard PS, Calista PS, Leda PS and Medina PS. Our school participates within this network for several purposes including sporting competitions, Principal and Deputy Networks and teacher associations.



Our Logo



The Wellard Village Primary School logo is centred on the overlapping and connected initials of our name, making our uniqueness stand out. The W and V are interwoven to represent our vision of a united community forged upon powerful relationships. The letters appear raised over the hexagons to represent our children’s emerging futures and our motto “building the minds of tomorrow”.

The hexagons within our logo are joined together to represent our mission to create a connected and inclusive community. The hexagons are also structured in a pattern that shows how in sync and collaborative our staff will be in working together. The architecture of our hexagons is like that of a beehive, where all the bees work together to ensure the success of all.

The hexagons are shaded in different variations of colour to represent our layers of diversity; cultural, linguistic, and academic. The marigold hexagon moving away from the group represents a child who has the courage and independence to move away from the group onto the next step in their educational journey.

Our Hive

Our Vision

Together, we embrace diversity and empower our students by building inquiring minds.

Our Mission

To create a connected and inclusive community.

Our Motto

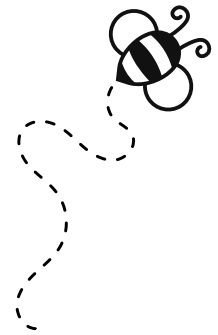
Building the minds of tomorrow.

Our Values

Courage: we aim to build students' courage and to teach them to persevere and be resilient. This value encourages children to act with bravery and to have the strength to say 'yes you can' when things are challenging. We want our students to believe in themselves and try new things.

Compassion: we aim to create compassionate individuals who show empathy, and acceptance for others. Having true compassion will enable our students to be part of an inclusive community. We want our children to help others, think about other people's perspectives and include others in their play and learning.

Responsibility: we aim to ensure we foster our children to be responsible in all aspects of their life. We will educate students to be socially responsible as well as being environmentally mindful. To ensure every child reaches their potential we will also create accountable learners who take responsibility for achieving their goals and building on their success.



Courage



Compassion



Responsibility

Beliefs



At Wellard Village Primary School, our beliefs align to those of the Department of Education:

- Effective educators believe they can unlock the learning potential of every student.
- Effective educators believe they have responsibility to evaluate the impact of their practice and seek to improve.
- Effective educators believe in inclusion and value student diversity.
- Effective educators believe student wellbeing and engagement are essential to student achievement.
- Effective educators believe they share the responsibility for student success with schools, families, and the broader community.
- Effective educators believe in equity and reconciliation.
- Effective educators believe in preparing students to become their own teachers and lifelong learners.

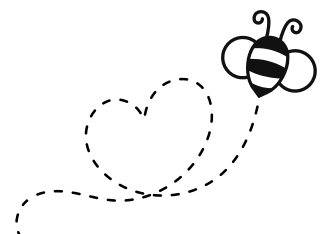


Acknowledgement of Country

We at Wellard Village would like to say thank you to the original custodians of this land. Thank you to the Whadjuk people of the Noongar Nation for letting us share your land. We promise to look after it, the animals and the people too.

Kaya boodjar. Kaya worl. Kaya ngaany. Kaya bunji.

Artwork created for WVPS by Rosie Paine, who is a proud Wongutha, Noongar and Yamatji woman and Yilka artist.



Directions

Our Business Plan has been developed based on the WVPS 2023 Strategic Plan, student data and community survey data. Our plan contains specific targets related to improvement of student achievement, along with the priorities and strategies to achieve them.

Our plan is clearly linked to the Department of Education's Strategic Directions, and encompasses Building on Strength, Focus, the Statement of Expectation, the Standard for Public School Review and the Quality Teaching Strategy.

Successful students are at the core of school improvement and accountability. Our school is committed to ongoing improvement, utilising self-assessment to improve student achievement. At WVPS we use the Department of Education's School Assessment Tool to self-assess against the following six domains: Student Achievement & Progress, Teaching Quality, Learning Environment, Leadership, Relationships and Partnerships and Use of Resources.

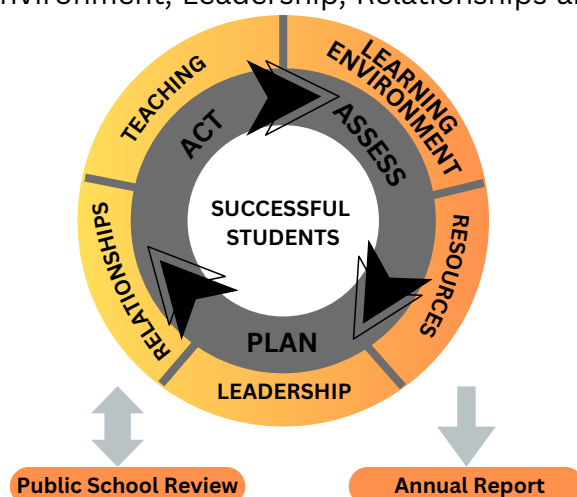
In order to assess our progress, we consider the following:

Judgement – How are we going?

Evidence – How do we know?

Planning – What are we doing to improve?

This plan is underpinned by annual operational plans that detail our expectations and yearly targets. In order to measure progress, we use school-based and system assessments. We analyse data at an individual, cohort and whole school level to inform planning.



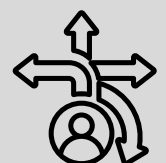
Strategic Priorities



Priority 1: Building the Minds of Tomorrow
Quality Teaching, Play-Based Learning and Inquiry.



Priority 2: Inclusivity
Culture, Health & Wellbeing and Student Voice.



Priority 3: Pathways
Staff Development & Leadership, Student Pathways and Student Needs.



Priority 4: Connections
Governance, Community and Networks.

Building the Minds of Tomorrow

At WVPS our goal is to ensure our students are equipped with the skill set to think critically and creatively, wonder, inquire and problem solve, in order to prepare them for their future. We use a future focused lens to inform our planning to ensure we are building the minds of tomorrow. Our pedagogical framework has been carefully designed to balance quality teaching, play-based learning and inquiry, to develop the whole child.

Targets:

- ▶▶▶ Student performance in Year 3 and Year 5 NAPLAN is equal to like schools.
- ▶▶▶ Increase the % of students in the 'strong' proficiency level between Year 3 and Year 5.
- ▶▶▶ Improve our performance against WA like schools in the percentage of students who make moderate to very high progress from Pre-Primary (On-Entry) to Year 3 (NAPLAN) in Numeracy and Reading.
- ▶▶▶ Improve our performance against WA like schools in the percentage of students who make moderate to very high progress from Year 3 to Year 5 (NAPLAN) in Numeracy and Reading (2025).
- ▶▶▶ Improve our performance against WA like schools in the percentage of students who make moderate to high progress from Pre-Primary to Year 1 and Year 1 to Year 2, in On-Entry assessments, annually.
- ▶▶▶ Build foundational literacy competencies by increasing the percentage of students meeting the mid-year expected proficiency benchmark in Year 1 phonics.
- ▶▶▶ Optimise learning and development in early childhood (Kindergarten to Year 2), by meeting the 7 Quality Areas in the National Quality Standard.

Quality Teaching



Strategies for Improvement

What we will do: focus on Quality Teaching.

- 'Effective educators place students firmly at the centre of quality teaching and learning'.

What you will see:

- An instructional culture that focuses on collaboration, collective efficacy, continuous learning, collective responsibility, common language, and communication.
- Embedded shared beliefs about teaching and learning which inform our school-wide practices.
- Embedded use of the WVPS Pedagogical Framework across all learning contexts.
- Application of an inclusive approach to the planning, delivery and assessment of learning using the Universal Design for Learning (UDL) framework.
- Consistent use of the WVPS lesson design, an instructional model aligned to the DoE Quality Teaching Framework.
- Staff collaboration utilising the WA Curriculum and SCSA Scope and Sequence documents for planning, and the Judging Standards and Exemplars for assessment, moderation, and reporting.
- Consistent use of whole school evidenced based practices across all learning contexts.
- Effective change management including de-implementation of a programs based approach.
- Consistent practice in every classroom and low variance approach.
- Annual operational plans for each learning area developed including specific improvement targets, derived from annual data and the school plan.
- A Quality Teaching Focus Group as part of our professional learning community.



Building the Minds of Tomorrow



Priority 1

Strategies for Improvement

What we will do: focus on inquiry learning.

- “Effective educators enable students to apply their knowledge and skills’.

What you will see:

- Embedded inquiry pedagogy and use of the WVPS Inquiry Guide across all learning contexts.
- An annual Inquiry Operational Plan developed and implemented.
- Consistent use of the WVPS Inquiry Planner across all year levels.
- Explicit teaching of Learner Assets: self-manager, thinker, researcher, communicator, and collaborator.
- Explicit teaching of the WVPS Inquiry Skills Scope and Sequence.
- Explicit teaching of a knowledge rich curriculum aligned to inquiry.
- Students who can problem solve, inquire, and think critically and creatively.
- Students who are given voice and agency throughout their learning.



Inquiry

What we will do: focus on strengthening our play-based learning approach.

- ‘Promote the value of learning through play’.

What you will see:

- A leadership team who are advocates of play and support the WA Play Charter.
- Further development and implementation of the WVPS Play Policy.
- A formalised play-based learning approach in Early Childhood from Kindergarten – Year 2, with a focus on Year 1 and 2.
- The development of play based indoor spaces for Year 1 and Year 2.
- Whole school participation in Outdoor Classroom Day each year.
- Staff who regularly engage students in outdoor play-based learning.
- Ongoing development of play opportunities both indoor and outdoor across the school, and resources aligned to do so.
- An annual Early Childhood Operational Plan and a National Quality Standard Improvement Plan developed and implemented.



Play-based learning



Measuring Success

- Annual self-assessment against domain foci and elaborations in the Teaching Quality and Student Achievement and Progress Standards for Public School Review.
- Annual review of targets set in the Quality Teaching operational plan.
- Use the National Year 1 Phonics Check annually to measure students against expected proficiency.
- Students participate in one inquiry process per term.
- Implementation of the WVPS Assessment Schedule for Progressive Achievement Testing.
- Case management target plans created for students based on data analysis of On-Entry, PAT and NAPLAN.
- Data analysis planning days for staff in On-Entry and NAPLAN to measure the impact of teaching.
- Annual self-assessment against the National Quality Standard to measure progress.
- External verification of the National Quality Standard by the Office of Early Childhood within the term of this plan.

Inclusivity

Strategies for Improvement

What we will do: focus on the health and wellbeing of our community.

- ‘Effective educators focus on creating the preconditions for positive learning’.

What you will see:

- Annual development and implementation of the ‘Be You’ Action Plan with a focus on students, staff and community.
- Implementation of the DoE Staff Health and Wellbeing Strategy.
- Engagement in mental health awareness days such as R U OK? Day.
- Consistent use of the ‘Wellard Village Way’ guide, focused on student engagement.
- Staff capacity developed in the ‘Berry Street Education Model’ through professional learning.
- Embedded use of ‘Berry Street’ strategies in daily practice: Morning Circle, Brain Breaks, Zen Den and Ready to Learn Plans.
- Staff who have strong relational skills and build positive connections through predictability, unconditional positive regard, consistent routines, and process praise.
- Students engaged in daily mindful practice.
- A range of initiatives lead by our school Chaplain. E.g. Lego Club.

What we will do: create authentic student voice.

- ‘Build a culture where students get a say’.

What you will see:

- Student input into school-based rewards, purchasing of play equipment and play opportunities.
- UDL model is used to give students choice and opportunities to represent their learning in a variety of ways.
- Increased opportunity for student voice in shaping learning opportunities, inquiry, and incursions/excursions.
- Opportunities introduced for student leaders to lead student-based clubs. E.g. Running Club.
- Student leaders to lead aspects of the ‘Your Move’ program. E.g. Wow (Walk or Wheels) Wednesday.
- Student leaders to lead playground games and activities during waabiny.



Health & Wellbeing



Measuring Success

- Annual self-assessment against domain foci and elaborations in the Learning Environment Standard for Public School Review.
- Annual review of the targets set in the Culture and Health and Wellbeing operational plans.
- Annual self-review of the Aboriginal Cultural Standards Framework against the performance descriptors, indicators, and continuum.
- All students can recite the WVPS Acknowledgement of Country.
- Conduct annual ‘Be You’ surveys for staff and students.
- Annual review of the ‘Be You’ Action Plan.
- Student surveys and questionnaires evident.



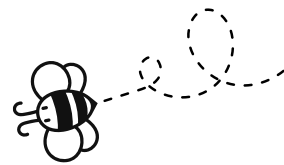
Student Voice

Pathways

Pathways to the future are important drivers for success at our school, for both staff and students. Building the capacity of our staff is at the forefront of everything we do, ensuring they have access to evidence-based professional learning, a highly connected professional learning community and individual plans for growth. We aim to ensure that we build the leadership workforce by identifying, developing, and supporting our future school and system leaders within our staff. The focus on our staff then has a direct and positive impact on our students, ensuring we are well equipped to meet their needs (academic, behaviour, social /emotional, EALD) and individual pathways for growth, leading to a successful future.

Targets:

- ▶▶ Increase the number of staff leaders in identified workforce categories.
- ▶▶ The development of staff is systematically planned for, documented, and reviewed, through an ongoing performance management cycle linked to their job description form.
- ▶▶ Our overall percentage of students attending regularly will increase.
- ▶▶ Our primary attendance rate will improve to be equal to like schools.
- ▶▶ 80% of WVPS students demonstrate consistent attitude, behaviour, and effort, in all aspects of schooling.
- ▶▶ Utilise the ‘needs additional support’ (NAS) NAPLAN proficiency level to identify, plan and document individual student goals to ensure progress.
- ▶▶ All students with a beginning level of Standard Australian English will be monitored and reported on using the EAL/D progress map.



Strategies for Improvement

What we will do: focus on creating pathways through capacity building for staff progression.

- ‘A culture that builds the capability of all staff to maximise their impact on student learning’.

What you will see:

- A highly effective professional learning community that is focused on the improvement of student learning through instructional leadership, professional learning, and data analysis.
- Comprehensive induction processes for all new staff, inclusive of a mentor.
- A culture of performance development where individual staff growth is supported through Performance Management processes.
- A culture of continuous learning utilising classroom observation, peer observation and walk throughs to strengthen support for staff.
- A distributed leadership model that empowers all staff to lead.
- Use of the WA Future Leaders Framework to identify, develop and support potential school and system leaders.
- Targeted support for staff through career aspirations and progression (Graduate, Senior and Level 3 Teachers).
- Targeted professional learning for our allied professionals.



Leadership

Pathways

Strategies for Improvement

What we will do: focus on student pathways.

- ‘Strong transition processes and interest pathways provided’.

What you will see:

- A highly effective Kindergarten transition process that involves orientation and parent information sessions.
- Annual structured transition opportunities for staff and students including welcome to class to meet peers and educators.
- Strong connections with local high schools to create a seamless transition from primary school to high school.
- School based data sets utilised for student transition for handover of information.
- Opportunities to engage in school-based student interest pathways including Hip Hop and Rock Band groups and interschool sports.
- Implementation of a student leadership framework that provides meaningful and authentic opportunities for student leader engagement within our school.
- A student leadership group elected by their peers.

What we will do: focus on meeting the various needs of students.

- ‘Cater for all students’ individual needs, no matter their starting point’.

What you will see:

- A data literate culture where we collectively interpret data to inform planning to meet student need.
- Educators who use data from classroom/peer observations, feedback, and student assessment to meet the needs of their students.
- Embedded practices for students at educational risk (behaviour, learning and attendance).
- Established processes for the development, implementation, and monitoring of individual education plans in collaboration with parents.
- Embedded practice of Positive Behaviour Support (PBS) and the WVPS Behaviour Matrix.
- A PBS and Behaviour Focus Group as part of our professional learning community.
- Development of the WVPS Student Behaviour Education and Good Standing policy.
- Increased effectiveness of our Attendance Policy and formulated attendance support strategies that are responsive to our school community.
- Embedded processes for EALD students aligned to our EALD Policy and Procedures.



Staff Development

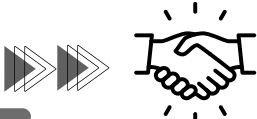
Measuring Success

- Self-assessment against domain foci and elaborations in the Leadership and Use of Resources Standards for Public School Review.
- School based distributed leadership model is producing staff in identified leadership categories.
- Staff improve their practice and impact on students by achieving yearly performance goals.
- Semesterly review of attendance using the Student Attendance Reporting data to identify students in the ‘at risk’, ‘indicated’ and ‘severe’ attendance categories.
- In each semesterly reporting cycle, review the attitude, behaviour, and effort data of students.
- Individual case management tracking evident for students identified through NAPLAN as NAS.

Connections

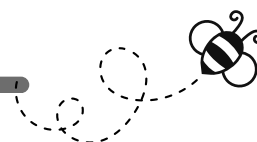
At WVPS, we value the impact that connections can have on student learning. We aim to work in partnership with families to ensure that they play an active role in their child/ren's learning journey. It is our priority to ensure that parents are well informed of student growth and progress throughout the course of every school year. We also seek to create a wider sphere of influence creating relationships and partnerships with the wider community, engaging in networks that benefit our students and being actively involved in the Kwinana Federation of Schools.

Targets:



- ▶▶▶ School board membership is increased to reflect the composition outlined in the WVPS Terms of Reference.
- ▶▶▶ School Board self-assessment demonstrates positive trends in all areas of the “Ten Elements of an Effective School Board” survey.
- ▶▶▶ Achieve gold accreditation level in the Your Move program.
- ▶▶▶ Increase and maintain student, staff, and parent satisfaction rating of above 4.0 in National School Opinion Survey.
- ▶▶▶ Actively increase the number of connections and partnerships within our local community that benefit our students.

Strategies for Improvement



What we will do: focus on strong governance.

- ‘Governance that ensures school resources are used efficiently and priorities reflect the needs of students’.

What you will see:

- A governance model where all branches of governance help create the conditions for student success.
- A connected and unified school board that works collaboratively.
- A school board that complies with its functions as prescribed in the School Education Act 1999, School Education Regulations 2000, and Department of Education policy.
- A school board that has been inducted and is provided with ongoing capacity building.
- An active P&C that works collaboratively with the school to achieve school priorities.
- Active promotion of the P&C to strengthen membership and garner parent and family support.
- An effective Finance Committee that oversees the strategic allocation of funding and resources.



Connections

Strategies for Improvement

What we will do: focus on powerful relationships with our community.

- ‘Parents and carers who are partners in learning’.

What you will see:

- Regular and effective communication with parents and carers via the newsletter and Seesaw.
- Parents and carers who are provided with ongoing information about their child/ren’s learning.
- Parents and carers who are provided with opportunities to engage in their child/ren’s learning, offer feedback, and plan learning goals via Learning Journey and 3-way interviews twice a year.
- A community that is involved in special events including Harmony week, ANZAC Day, Book week, NAIDOC week, sporting events, and community assemblies.
- Implementation of the DoE Engaging and Working with Your Community Framework and Toolkit.

What we will do: focus on strengthening our network connections.

- ‘Work in partnership with other schools and government agencies’.

What you will see:

- An ongoing partnership with KEYS (Kwinana Early Years Service) to improve early childhood outcomes before children start school.
- An established relationship with the City of Kwinana Community Engagement Team, partnering in key initiatives in the early years.
- Successful involvement in the Your Move Initiative to foster a healthy, active, and sustainable lifestyle and road safety.
- Engagement with our Be You consultant and active participation by staff in the WVPS ‘Be You’ community.
- An ongoing partnership with Youth Care and the establishment of the Fathering Project.
- Active participation and collaboration with schools in the Kwinana Federation network.
- Participation in interschool sporting competition within the KSSA (Kwinana Schools Sporting Association) network.



Community



Networks

Measuring Success

- Self-assessment against domain foci and elaborations in the Relationships and Partnerships Standard for Public School Review.
- Review of the AEDC (Australian Early Development Census) data for Kwinana (Wellard) against the 5 domains of childhood development (physical health and wellbeing, social competence, emotional maturity, language and cognitive skills, communication skills and general knowledge).
- Utilising surveys to measure of effectiveness in governance and community.
- Data collection via the Your Move platform for points earned for each event.
- Biennial use of the National School Opinion Survey.
- Annual self-assessment of financial practices using the Control Self-Assessment Questionnaire.



Endorsement



J. Huts

Jaclyn Huts
Foundation Principal

Charmaine Mendes

Charmaine Mendes
Board Chair

Endorsed February 2024

