



WALLISTON PRIMARY SCHOOL

COMMUNITY - CONNECTION - CREATIVITY

2021 - 2024

BUSINESS PLAN

experience the Walliston Way

VISION & CONTEXT

Walliston Primary School is located in a bushland setting at one of the highest points in the hills, east of the city of Perth. Our school motto "**Aim High**" refers not only to our geographical location but to the expectations we place upon ourselves as educators and our expectations of our students. A large amount of retained natural bush and native shrubs enhance the spacious school grounds. Walliston Primary School is a pleasant place in which to learn and to work.

Our school operates with a focus on the child and their capacity to learn in different ways at different stages of their schooling. Learning is more than an academic pursuit; it is a 'total picture', which provides a balance between a student's intellectual, physical, emotional and relational needs. We are committed to making a difference for **every student in every classroom, every day** by providing a learning environment where children feel safe, valued and confident to tackle academic and personal challenges.

Our school has built a reputation for progressive academic performance, community engagement and commitment to educational and social emotional growth for students. Our highly skilled and motivated staff and school leaders maintain a comprehensive commitment to "**The Walliston Way**" approach towards teaching and learning. This commitment creates opportunities for every child to achieve their potential. Our whole school pedagogy is developed around a balanced approach of Inquiry Learning, Play-Based Learning, Explicit Teaching and Visible Learning, and this sits at the heart of our teaching and learning. Our school understands and acknowledges the impact and influence we have and this is central to the development of evidence based programs and curriculum delivery that challenges students to be independent, resilient learners and creative and critical thinkers. We generate opportunities for students to build on their strengths; to be respectful, resilient, engaged and excel as citizens supporting them to be successful individuals. We are committed to building genuine partnerships with our parents and community. These relationships continue to support the strong school culture of trust and respect.

**Walliston Primary
School's vision is for
every child to grow, and
AIM HIGH through;**

a strong sense of
COMMUNITY

creating a
**CONNECTED
CULTURE**

inspiring
CREATIVE
minds for the future

OUR BUSINESS PLAN & IMPROVEMENT CYCLE

Our School Business Plan has been developed in association with the school board and staff, and sets a clear, strategic direction for the school over the next four years. The plan outlines what we will do and what you will see as we work to continuously improve in our focus areas to support our students to be successful lifelong learners. Our priorities are centred around the key curriculum areas of Literacy and Numeracy, as these are the corner stones of building solid understandings in other learning areas. Our other priorities are developing 21st century teaching and learning skills and environments and building emotional intelligence within our student group.

The Improvement Strategies (What we will do) and Performance Indicators (What you will see) contained in this plan indicate the level of progress towards achieving our three priorities of;

- Literacy & Numeracy
- Emotional Intelligence
- Future Focused Learning

In each priority we will establish a whole school approach that is in line with our school vision and the Department of Education's strategic direction around **Every student, every classroom, every day**. Implementation of Business Plan directions, monitoring of targets and progress of achievements are regularly reviewed by staff and regular updates are reported to the School Board for their input. School self-assessment practices and our improvement process occur at all levels, including the executive leadership team, phase of learning teams, curriculum priority teams and the School Board. Through the development of our Business Plan, we now have a powerful consensus and shared commitment for the future direction of Walliston Primary. We trust that upon reading this plan you'll agree that Walliston PS is truly a school on the move!

“ Walliston is a great school community to learn and have fun ”

- Lani

Each year, our school completes a cycle of self-assessment, review, annual reporting and planning. Walliston Primary School self-assessment cycle is a reflective, rigorous and strategic process to ensure relevant and effective judgements are able to be made about our performance in academic and non-academic achievement. Quality performance information assists the setting of focus areas and decisions related to targets, strategies, resourcing and monitoring, and evaluating measurers within school operational planning. Walliston Primary School will use the Department of Education's Electronic School Assessment Tool (ESAT) against the six domains of Teaching Quality; Learning Environment; Leadership; Relationships & Partnerships; Use of Resources; Student Achievement & Progress and address the three fundamental accountability questions;

1. What are we seeking to achieve?
2. How well are we doing?
3. How can we improve?



WALLISTON WAY PEDAGOGICAL & INSTRUCTIONAL MODEL

The 'Walliston Way' pedagogical framework and instructional model was created based on a balanced approach of inquiry and explicit learning. The Walliston Way framework ensures that every classroom has consistent and effective teaching and learning practices that focus on improved student achievement and was collaboratively developed with the school community.



L.E.A.R.N

Walliston Primary School

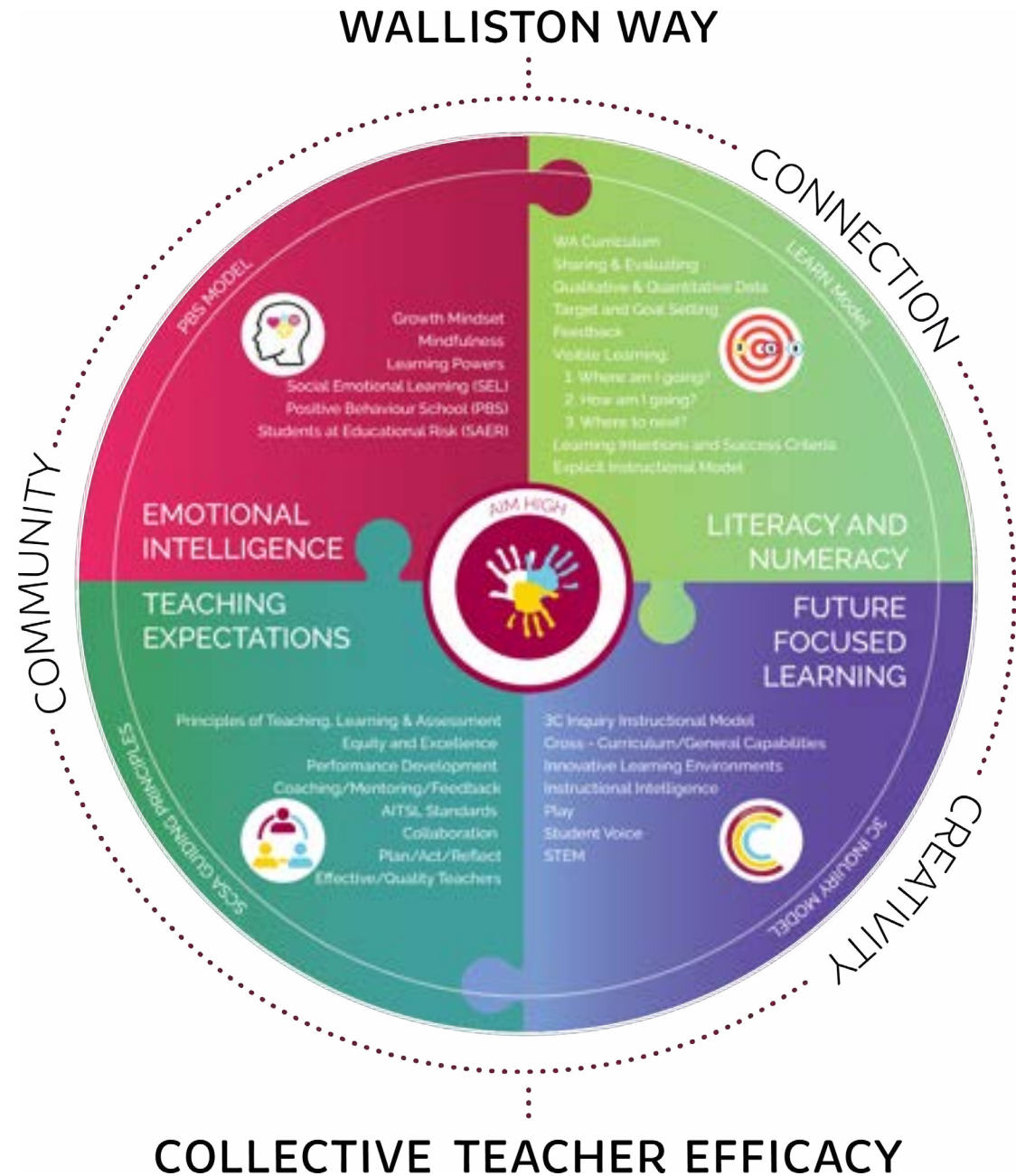
'Growing Learners'



3C INQUIRY

Walliston Primary School

'Growing Learners'



MISSION, BELIEFS & EXPECTATIONS

MISSION

Our mission at Walliston Primary School is to integrate the "Walliston Way" with the Department's strategic direction of Every student, every classroom, every day. This will be achieved by working together as a learning community with a focus on

COMMUNITY - CONNECTION - CREATIVITY.



OUR SHARED BELIEFS

Our shared belief was created by our staff, students and parents on what they believe makes a successful student and what makes a quality teacher, with a clear emphasis that every child matters every day.

- Every child has the right to a safe and inclusive learning environment.
- We will all aim high and be accountable for every student to grow.
- Our focus is on developing the whole child: socially, emotionally, academically, creatively and physically.
- Learning happens best when student-teacher relationships are based on mutual trust, fairness and respect and are developed between students, staff and parents.
- Quality teaching is built around knowledge that is focused on evidence based practice and research.
- Learning occurs where student, home and school have a common goal, interact positively, are engaged and mutually supportive.
- Collaboration around student data drives our decision making.
- Students learn in different ways and their learning programs need to recognise this.

OUR BEHAVIOURAL EXPECTATIONS

To meet our school vision, we have created School Wide Positive Behaviour Support (PBS) Guidelines. The purpose of which, is to develop and implement school wide behaviour support to improve behaviour, teach social skills and foster a positive attitude towards learning to achieve higher educational outcomes. It is our intention that this will develop a school culture which is consistent and based on a common language which is used by all.

Our Behaviour Expectations are:

- **WE ARE RESPECTFUL**
- **WE ARE LEARNERS**
- **WE ARE KIND**

LITERACY & NUMERACY: PRIORITY 1

Walliston Primary School's aim is to provide solid evidence-based teaching experiences which will enable all our students to reach their full potential. Walliston Primary School has a range of levels of student achievement and by providing quality teaching aimed at improving student outcomes we will ensure that all our students are demonstrating improvement throughout the year.

Our high achievers are catered for through well planned activities which extend students both vertically and horizontally. Students who are experiencing difficulties are provided with assistance through targeted and well-planned intervention programs provided by highly trained staff.

TARGETS

1. Match or exceed WA like schools in all NAPLAN assessments in Year 3 and Year 5.
2. Student achievement in PAT-R and PAT-N assessments to match or exceed the norm referenced median.
3. Students achievement in PAT-Early Years (PP-1) in Reading and Numeracy to match or exceed the norm referenced median.
4. Match or exceed Australian mean in Brightpath assessments in priority learning areas of literacy.
5. Majority of students to achieve 40 Brightpath points as progress in Narrative writing over 12 months.

IMPROVEMENT STRATEGIES (WHAT WE WILL DO)

- Ensure effective implementation of the Western Australian Curriculum in all classrooms.
- Embed whole school approaches in Literacy and Numeracy.
- Employ an explicit teaching pedagogy with a clear instructional model across the school, especially in Literacy and Numeracy.
- Implement age-appropriate and targeted instruction program in Literacy.
- Strong focus on a structured synthetics phonics program and an oral language program.
- Emphasis on gradual release and guided student success through whole class, small group and individual instruction.
- Emphasis on catering for all students' individual needs.

LITERACY & NUMERACY: PRIORITY 1

PERFORMANCE INDICATORS (WHAT YOU WILL SEE)

- Students engaged in relevant and interesting lessons that are differentiated across all curricular areas.
- Teachers collaboratively plan, deliver and assess all literacy and numeracy curriculum requirements with a focus on consistent and connected practice across phases of learning. This will be supported through our school's scope & sequence documents in both literacy and numeracy.
- Teachers to implement an agreed lesson design (Instructional Framework) incorporating a consistent language of learning intentions and success criteria. Our school will implement the LEARN explicit model that engages students and encourages them to be accountable for their efforts in the classroom.
- Whole school implementation of evidence-based programs, such as the PLD Learning Resources to support oral language, phonological awareness, synthetic phonics, spelling and reading.
- Classroom planning aligned to strategic and operational planning and supported by performance management and development processes.
- All staff participating in an agreed peer coaching and feedback process around school priorities and focus areas.
- Personalised learning plans and associated teaching adjustments for students working either below or above year level expectations, through resources such as Brightpath.
- Consistently use the Brightpath Performance Profile and Teaching points in the Plan, Teach, Assess cycle of writing planning.
- Early assessment and support using a Response to Intervention (RTI) model, delivered one to one or in small groups. Evidence-based programs such as MiniLit and Macqlit will be implemented as our RTI model for literacy.
- Implementation of oral language screening tests in the early years to target students who have lost time in literacy. This assessment will be supported by outside speech pathologists.
- Consolidation of iMaths as a resource for the teaching of Maths in all classrooms
- Develop a consistent vocabulary based on Paul Swan numeracy concepts for all phases of learning.
- Explicit teaching of basic facts to be taught throughout the school.
- Staff receiving regular professional learning.
- Financial and physical resourcing is targeted catering for student's needs and improved student outcomes.



EMOTIONAL INTELLIGENCE: PRIORITY 2

Our students are our highest priority. By providing them with the tools to develop emotional intelligence, we provide them with the strategies to resolve problems and issues that arise on a daily basis. We are committed to the health and well-being, active engagement and participation of all students by providing a flexible, safe and inclusive environment. These strategies are modelled and taught by staff and are embedded in our school's culture.

Students are assisted through our SAER programs, PBS Programs, Documented plans where appropriate and the programs undertaken by our school chaplain and teaching staff.

TARGETS

1. The school's absolute overall attendance is at or above like schools and WA Public Schools.
2. The school's absolute overall Grade Level attendance is at or above like schools and WA Public Schools.
3. The National School Opinion Survey results are positive for students, parents and staff, with mean scores of at least above 3.7 in each domain. (NSOS will occur in 2021 and 2024)
4. Increase the percentage of students achieving 'consistently' in the Attitudes, Behaviour, Effort (ABE) from previous years in the following areas;

Lower Primary

- i. Resolves conflicts in a positive manner
- ii. Displays perseverance,
- iii. Expresses emotions appropriately.

Upper Primary

- i. Cooperates productively and builds positive relationships with others
- ii. Sets goals and works towards them with perseverance
- iii. Shows confidence in making positive choices and decisions.

IMPROVEMENT STRATEGIES (WHAT WE WILL DO)

- Continue to develop our collaborative, whole school approach to teach and promote positive social behaviour for students.
- Equip students with the social/emotional skills and learning dispositions to engage in all curriculum areas with confidence.
- Support students at educational risk and their families by providing tailored teaching and learning and referrals to specialised services.
- Prioritise student wellbeing through whole school approaches to social and emotional learning (SEL).
- A focus on strong and trusting relationships in every classroom.
- Support students and families to ensure regular school attendance.
- Strategic allocation of resources to support inclusivity and emotional intelligence.

EMOTIONAL INTELLIGENCE: PRIORITY 2

PERFORMANCE INDICATORS (WHAT YOU WILL SEE)

- Our Positive Behaviour in Schools (PBS) resources and matrix, underpinned by the behavioural expectations: We are Respectful; We are Learners; We are Kind, prominently displayed in all learning areas.
- Whole school promotion and awareness of social and emotional learning as a key focus at the beginning of Term One each school year.
- Behaviour management that focuses on positive behaviours to support engagement with learning, by incorporating PBS Lessons that are taught in classes every week.
- Regular acknowledgment of students to recognise positive behaviour at individual, class and whole-school levels.
- Aussie Optimism and Zones of Regulation is fully embedded in all classrooms.
- Display and implement an agreed approach towards Learning dispositions, by creating the Walliston Primary School Super Powers for being a successful learner.
- Deputy Principal (SAER Coordinator) coordinating support services for our at-risk students and families on an individual case-management basis. This will be backed by school-based support staff such as, School Psychologist, School Chaplain, School Nurse and SEN.
- Develop and fully embed a Students at Educational Risk (SAER) policy, founded on the Response to Intervention model.
- Classroom teachers being supported to implement documented plans for TAG and SAER students through the RTP SEN Reporting, by differentiating the curriculum to suit student's individual needs.
- Regular monitoring and reviewing of attendance rates and implement plans for identified students who are categorised as 'at-risk'. On-going case management and development of intervention strategies for these students.
- Long-term planning is in place for the development of indoor and outdoor learning spaces. Eg: furniture, outdoor classrooms, flexible learning spaces.
- Teachers take a genuine interest in the lives of their students and demonstrate an understanding of the influences on a student's social, emotional and academic learning.
- Participation in specialised subjects provides each student with the opportunity for success in addressing their individual needs, interest, talents and skills.



FUTURE FOCUSED LEARNING: PRIORITY 3

Walliston Primary School believes in developing the whole child by providing opportunities for children to be creative and innovative. This is achieved through an integrated, future focussed curriculum catering for the diverse learning styles of children into the 21st Century.

Our school environment is set up to provide our students with the most up to date technology to enable all of us to engage in providing a 21st Century learning environment. Future Focus Learning provides learning opportunities and environments that are flexible for teaching and engaging for student learning.

We will establish a whole school approach to implement an engaging Learning Environment that is in line with our school Vision and DoE Strategic Direction of Schools.

TARGETS

1. Student achievement in the PAT-Inquiry Skills Assessment for Years 3-6 to match or exceed the norm referenced median.
2. Student achievement in the PAT-Science Assessment for Years 2-6 to match or exceed the norm referenced median.
3. By 2024 all classroom environments will provide flexible learning spaces promoting creative and critical thinking pedagogy that is evident in teaching practice.



FUTURE FOCUSED LEARNING: PRIORITY 3

IMPROVEMENT STRATEGIES (WHAT WE WILL DO)

EARLY CHILDHOOD

- Ensure Early Childhood remains a focus area in our school.
- Prioritise resource acquisition to improve priority curriculum areas, indoor and outdoor play-based learning environments and pedagogy.

STE(A)M

- Support students to become confident and adaptive users of technology.
- Continued provision of authentic opportunities for students to engage with, and extend their knowledge in Digital Technologies and STEAM learning.
- Embed opportunities for students to create solutions through the STEM design process with and without digital technology.

INQUIRY LEARNING

- Cross-Curricula Priorities and General Capabilities are embedded and integrated across all learning areas and year levels.
- Foster the development of the whole child through high quality programs in visual arts, music, languages and physical education.
- Foster classroom environments that cultivate a cross curricular culture of inquiry learning to develop critical and creative thinking and student collaboration.

FLEXIBLE LEARNING ENVIRONMENTS

- 21st Century learning spaces that are designed to promote student autonomy and responsibility for their own learning.

CULTURALLY & SUSTAINABLE RESPONSIVE SCHOOL

- Ensure the school focuses on Aboriginal Culture and Sustainability practices, as a focus area in our school.
- Embed opportunities for students to engage with sustainability and local cultures through authentic based learning opportunities, community initiatives and school-base projects.
- Engage the local community and invite their participation in the development of authentic learning opportunities for students.

“ I enjoy the little things at our school, like ringing the bell, building cubbies in the bush and knowing kids from all year levels. ”

- Jade



FUTURE FOCUSED LEARNING: PRIORITY 3

IMPROVEMENT INDICATORS (WHAT YOU WILL SEE)

EARLY CHILDHOOD

- Development of an ECE philosophy for WPS, that balances play-based learning with explicit teaching. This will be the foundation for our 3C Inquiry process for Years 1-6
- High quality learning experiences in our ECE classrooms, with intentional learning goals, that are responsive to student needs and community expectations.
- Catering for the whole child in ECE, by reviewing, addressing and meeting all areas of the NQS and the EYLF.

STE(A)M

- Integrated STEAM Learning programs are included in each classroom, utilising DoE STEM Learning Projects.
- Provide STEAM extension and extra- curricular programs to include inter-school events, such as the Bibbulmun Robotics Challenge and Lego League.
- Identification of TAG students and resourcing allocated for implementation of enhanced learning programs to cater for their individual needs.
- A school that makes the necessary required investments in staff professional learning, student devices (iPads and laptops) and its technical network.
- Students effectively using technology to enhance their learning.
- Explicitly teach and apply social and ethical protocols and practices when using ICT.

INQUIRY LEARNING

- Consolidate our whole school pedagogy of 3C Inquiry as our instructional model for Future-Focused Learning.
- The '3C Inquiry' learning pedagogy is embedded to support the development of critical and creative thinking, collaboration and improve learning outcomes for all students.
- Refine Future Focused Learning topics to integrate WA Curriculum and Reporting Schedule.
- Explicitly teach problem solving and higher order thinking skills, by developing a scope & sequence of critical and creative thinking.

FLEXIBLE LEARNING ENVIRONMENTS

- Classroom environments and outdoor environments and created to support the development of problem solving, creativity and collaboration
- Continue to purchase additional 21st century learning environment furniture to create learning spaces around the concept of campfires, caves and watering holes.

CULTURALLY & SUSTAINABLE RESPONSIVE SCHOOL

- Our classrooms reflect practice that is culturally responsive, focusing on celebrating and acknowledging our local Noongar-Whadjuk culture.
- Student engagement in the Stephanie Alexander Kitchen Garden Program, with integration of the Bush Tucker Program.
- Development of whole school sustainable practices to engage student voice and responsibility.
- Implement Community Partnership strategies to develop collaboration and partnerships to foster a culturally and sustainable responsive school.

“ I liked how all the teachers keep us engaged in learning ”

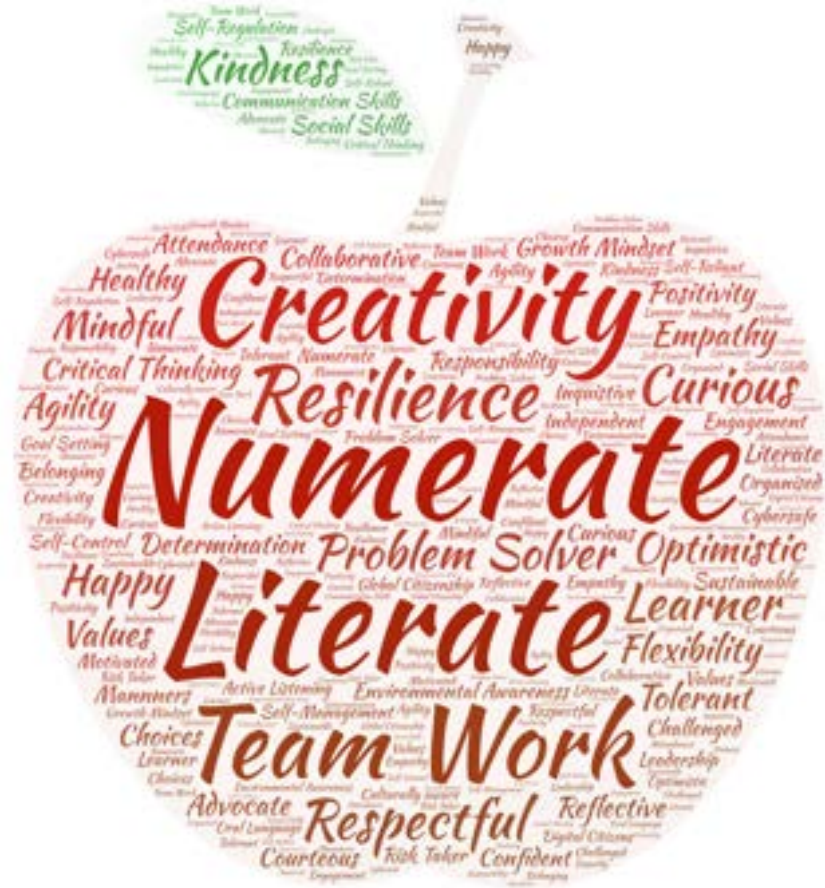
- Mitchell



QUALITY TEACHERS & SUCCESSFUL STUDENTS



Characteristics of a quality teacher at
Walliston Primary School



Attributes of a successful students at
Walliston Primary School

IMPROVEMENT DRIVERS

The tree represents our brainstorm on what makes a quality and an effective teacher at Walliston Primary School. It is the result of staff research and student surveys.

The apple represents a brainstorm on what is a successful student at Walliston PS. The language is the result of feedback from staff, students and the school community.

The following three School Improvement Drivers are the key pillars in developing a path to success and to address our School Priorities. Addressing our Improvement Strategies and Improvement Indicators from our priorities and drivers will enable us to build an environment of quality teachers who will help our students grow into successful citizens.



“**Having a rich curriculum and having expert, well supported teachers, having informed assessments, and having links with great community is what makes a great school.**”

- Ken Robinson

IMPROVEMENT DRIVERS FOR SUCCESS 1: COMMUNITY PARTNERSHIPS & STRONG SENSE OF COMMUNITY

Walliston Primary school enrolls families not just students. The school engagement of parents with the school goes back to its foundation and is embedded in our school's culture. Community Partnerships are key drivers of the Walliston Way and are built around engaging all community stakeholders through open and effective communication.

IMPROVEMENT DRIVERS FOR SUCCESS 2: QUALITY TEACHERS & CONNECTED CULTURE

We strive for excellence in teaching and learning. We are committed to the success of all students and through our Phase of Learning Teams (PoLs), we collaboratively analyse, discuss and plan using evidence based best practises for the growth and development of our students. There are high expectations of teacher performance and curriculum delivery.

IMPROVEMENT DRIVERS FOR SUCCESS 3: STUDENT AGENCY & CREATIVE STUDENTS

Our school actively promotes flexible learning where student voice, collaboration, innovation, technology and high levels of student engagement and wellbeing is paramount. Our aim is for students who can independently articulate what they are learning and why, and actively seek and respond to feedback. Students who are resilient, innovative and agile, who engage and aspire to challenges. All these are key drivers that makes a successful student and prepares them for jobs in the 21st Century, and to become active citizens in our society.



SCHOOL GOVERNANCE & LEADERSHIP TREE

- Leadership and Governance at Walliston Primary School is built around a moral and culturally responsive leadership which motivates, empowers and supports others to engage in change processes in order to achieve the school's vision and positively impact student outcomes.
- Our leadership framework is built around an instructional leadership approach within a distributed leadership model
- Our Governance and Leadership Tree creates the conditions for school and student improvement.

“Walliston Primary School means so much to me because of the great opportunities the school has given to me over the years like excursions, camps, band, choir, robotics showcase and extension group”

- Hayden



JARGON BUSTERS

ABE

Attitude / Behaviour / Effort (school reports)

AITSL

Australian Institute for Teaching and School Leadership

DoE

Department of Education

ECE

Early Childhood Education

ESAT

Electronic School Assessment Tool

EYLF

Early Years Learning Framework

ICT

Information Communication Technology

IEP

Individual Education Plan

LEARN

Learning Intentions / Engage / Active Learning / Review / Next Steps

NAPLAN

National Assessment Program for Numeracy and Literacy

NSOS

National School Opinion Survey

NQS

National Quality Standards

PAT - (R) (N)

Progressive Assessment Tasks - Reading and Numeracy

PBS

Positive Behaviour Schools

PLD

Promoting Literacy Development

POL

Phase of Learning

RTI

Response to Intervention

SAER

Students at Educational Risk

SEL

Social Emotional Learning

SMART

Specific, Measurable, Attainable, Relevant, Time-Bound Goals

SSEN

School of Special Educational Needs

STEAM

Science, Technology, English, Art, Maths

STEM

Science, Technology, English, Maths

TAG

Talented and Gifted

WPS

Walliston Primary School

3C

Connect / Create / Communciate

ACKNOWLEDGEMENT OF COUNTRY

Kaya, Walliston Primary School acknowledges the traditional owners of the land on which we educate and live, the Wadjuk people of the Noongar nation. We pay our respects to elders past, present and emerging.





Walliston Primary School

Community - Connection - Creativity

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experience the Walliston Way