

PARKWOOD PRIMARY SCHOOL



2024

2025

Business Plan

Growth through learning

ABOUT US

Parkwood Primary School is a proud multicultural school driven by the belief that every student matters and has the potential and capacity to succeed. The school sits adjacent to Lynwood Senior High School which creates a local K-12 educational pathway for families in the area. Parkwood Primary School is one of only 8 primary schools in W.A. with an IEC, and our students are drawn from a wide section of the south-east metropolitan area. Our students enjoy quality facilities, beautiful playgrounds, plenty of green space with mature trees.

OUR BELIEFS

- High quality teaching and a safe, caring and inclusive learning environment are prerequisites for improving student achievement.
- A commitment to ensuring all students are successful drives us to continually look for ways to improve.
- Effective school leadership, strategic school resourcing, and building strong internal and external relationships will support us to promote student success.

OUR VISION

Our School Motto is *'Growth through learning'* and our vision is to develop well-rounded individuals who possess social and personal competencies to reach their potential and contribute to their communities. Through our shared vision, we seek to engage students in a learning environment that builds upon existing skills and knowledge and motivates them to pursue goals and achieve their personal best.

Our environment is characterised by:

- Prioritising student learning
- Having high expectations of all
- Being culturally diverse and inclusive

OUR VALUES

Our school community commits to being:

- Persistent
- Appreciative
- Responsible
- Kind
- Yourself



Growth through learning

The following model, adapted from The School Improvement and Accountability Framework, has been used to shape our Business Plan. Strategies and targets have been grouped against the six components with the goal of successful students at the core.



SUCCESSFUL STUDENTS

Overview

Communicating clearly about student progress, teachers can build parent confidence in their judgements about standards of achievement. Judgements about student achievement and progress are a blend of standardised and school-based instruments in combination with an integrated set of observations, daily records and student feedback.

Objectives

- Students will be motivated, critical, reflective thinkers with a positive attitude to learning.
- Students will be challenged to extend their learning.
- Students will develop foundations literacy and numeracy skills along with embedded general capabilities of critical and creative thinking, ethical understandings, intercultural understandings, and personal and social capabilities

Strategies

- Learning is differentiated to accommodate extension and support.
- Explicit teaching following a consistent, whole school approach.
- Students at Educational Risk are identified and supported through a three tier approach to intervention.
- Monitor student achievement and progress using evidence based standardized assessments and teacher judgement.
- Scope and Sequence documents outline the consistent curriculum that students are taught.

Targets and Goals

- The percentage of year 3 and 5 students, from the stable cohort, in the developing and above proficiency standard is maintained above 95% for all NAPLAN assessments.
- Maintain 70% or higher of students achieving moderate, high, or very high progress from Pre-primary On-Entry assessment to the Year 3 NAPLAN and year 3 to year 5 NAPLAN assessments.
- In all years, for PAT-R and PAT - M the average test score will be maintained at 5% or more above the test average.
- All students will exit the IEC at a minimum of level 3 EALD Progress Maps.



QUALITY TEACHING

Overview

We invest significantly in creating and sustaining the conditions under which quality teaching prospers. Research shows that quality teaching, above all other influences, is the most important factor in supporting student achievement.

Objectives

- Implement an agreed and consistent whole school pedagogy of explicit instruction catering for the needs of all learners in line with the Quality Teaching Strategy.
- Apply whole school, collaborative approaches to student achievement through meaningful feedback.
- Understand and implement strategies outlined in the Teaching for Impact Framework as effective practices in Planning, Teaching and Assessing.
- Introduce a culture of observation and feedback focused on continual improvement to teaching.
- Use data to understand student, school and system performance and to inform practice.

Strategies

- Implement a consistent, explicit instructional approach to literacy and numeracy.
- Professional learning in evidence based teaching practice for all staff as identified in the Quality Teaching Framework.
- Staff are recognized for their contributions and receive constructive feedback on their performance through a process of observation and feedback
- Staff work collaboratively to analyse data and plan learning programs. They engage in consensus discussions to ensure consistent teacher judgement.
- Educators will use EAL/D Progress Maps to plan, assess and monitor EAL/D students so that their individual needs with English acquisition are met.

Targets and Goals

Teaching

- All teachers follow the PPS explicit teaching model for literacy and numeracy instruction.
- All teachers engage in coaching and peer observation annually.

LEARNING ENVIRONMENT

Overview

Schools strive to establish a safe, positive and supportive learning environment for students and staff. We create programs to address student attendance, behaviour, and engagement and implement strategies to provide support for all students, particularly those at educational risk.

Objectives

- Reinforce positive behaviours and our school values and beliefs.
- Whole School approach to student engagement and wellbeing.
- Students display resilience and model the whole school values.
- Provide stimulating and welcoming physical environment (inside/outside).
- The learning environment is inclusive of all cultures and abilities.
- Students will be happy, feel a sense of belonging and have positive wellbeing.

Strategies

- Review the Positive Behaviour Plan and communicate to all members of the school community their role and responsibilities
- Targeted approach to effectively manage student attendance and punctuality including individual attendance plans for students at educational risk.
- Review and update inside and outside spaces so they are appealing and stimulating.
- Use SEW assessment to evaluate and monitor student well-being and implement an evidence based, whole school approach to support student well-being.
- Support wellbeing through the provision of resources, personnel and programs including a Learning Support Coordinator, Wellbeing Officer and Psychologist.

Targets and Goals

- Overall score for Social and Emotional Well-Being in the ACER Survey will be above 'all school' mean.
- Students identified in the At-Risk Attendance Category will decrease year-on-year for the duration of the Business Plan.
- Maintain higher overall attendance than like schools.
- More than 70% of students will achieve Consistently for 'interacts with peers and adults in acceptable ways' for Attitude, Behaviour and Effort on Semester Reports.
- More than 80% of students will achieve Consistently for 'Showing confidence in making positive decisions and choices' for Attitude, Behaviour and Effort on Semester Reports.

RESOURCES

Overview

We manage resources in a targeted manner, maximising the learning outcomes for all students. We support the implementation of School objectives through effective financial, physical and human resource management.

Objectives

- Department of Education compliant financial practices and processes.
- Provide a sustainable and transparent approach to planning and budget allocation.
- Resources are targeted towards student outcomes.

Strategies

- Align annual budget to learning area programs and priorities within the Business and Operational Plans.
- Collaborate with the P&C on the strategic use of funds raised through the parent body.
- Rigorous systems and storage solutions to audit, centralise, organise and purchase resources aligned to school priorities.
- Develop a framework to leverage opportunities for external partnerships.
- Quality teaching is supported with appropriate professional development and resources.

Targets and Goals

- Budgets are aligned to the Operational Plans for all cost centres.
- The school actively seeks and receives supplementary funding through partnerships, grants and hire of facilities.
- Registers and replacement plans are in place for all assets and resources.
- Overall agreement for 'This school is well maintained' in the NSOS is higher than 90%.



LEADERSHIP

Overview

School leaders are concerned with leadership practice and how it is exercised and transacted. They facilitate organisational change and growth, achieving alignment between management obligations, professional responsibilities and accountability along with setting clear direction and vision for the school.

Objectives

- Collective approach to learning area program development, innovation and implementation.
- Support the development of staff leadership capacity

Strategies

- Provide time and resources for Learning Area Leaders to develop programs.
- Review and develop operational plans to guide classroom practice.
- Create opportunities that allow for collaboration between staff.
- Coach and mentor staff in classroom teaching across all learning areas.
- Use the Future Leadership Framework to identify and support aspirant leaders.

Targets and Goals

- Middle leadership positions are advertised and filled each year.
- Overall agreement for 'This school is well led' in the NSOS is higher than 90%.
- Staff move into leadership roles within and beyond the school.



RELATIONSHIPS

Overview

Positive school climates, good relationships with communities and strong parent support are powerful influences in school success. We mobilise parents and communities to attain goals for improved student performance. Positive relationships fostered by the leadership team contribute to high staff morale and job satisfaction.

Objectives

- Open and collaborative approach to communication with parents, students, staff and the wider community.
- All of the PPS community are actively engaged in promoting and maintaining a positive school culture.
- Students develop a strong sense of contribution and commitment to the community.
- Professional relationships between staff are enabled through collaboration
- Staff, student and parent relationships are respectful

Strategies

- Provide a welcoming environment and a sense of belonging for students and other community members.
- Seek feedback from parents, staff and students on progress against the Strategic Plan, school initiatives and overall satisfaction.
- Create a shared understanding of school governance, in particular roles and responsibilities of the School Board, P&C, School Leadership and Staff.
- Develop a communication policy for two-way communication between the school and families using multiple modes of communication.
- Support the Staff wellbeing through promoting mental health strategies and organise social events and celebrations.
- A committee oversees the implementation of the Aboriginal Cultural Standards Framework.
- Established partnerships with service providers, community organisations, local government, businesses, and educational institutions to the benefit of the school, students and learning programs.



Targets and Goals

- Overall agreement for 'This school works with me to support my child to learn in the NSOS is higher than 90%.
- More than 50% of families will be represented at whole school events including Parent: Teacher interviews.