

# BUSINESS PLAN

2020–2022



**Waikiki Primary School**

This plan was endorsed April 2020

Principal: Louise Hughes

School Board Chair: Jennifer Forbes

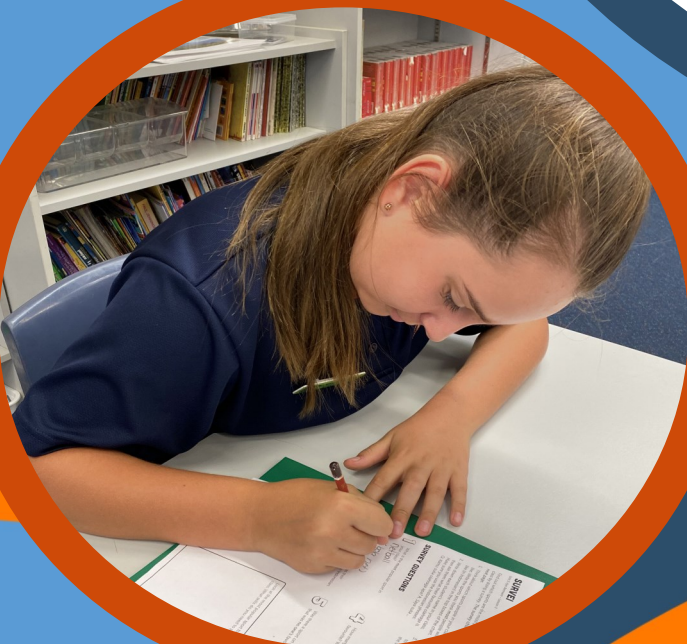


# Our Vision

With Honesty, Respect and Responsibility,  
together we:

**LEARN**  
**GROW**  
**ACHIEVE**  
**CELEBRATE**

**in a safe, inclusive and engaging  
learning environment, which  
ensures personal academic  
success for all students, builds  
their emotional, social and  
physical wellbeing and inspires  
life-long learning.**





# Context

Waikiki Primary School is a friendly, community-minded school, with students at the heart of all our decision making. We are located within the City of Rockingham, 45km south of Perth. Waikiki Primary School is an Independent Public School. We take pride in our origins as a 'school in houses,' servicing and supporting families in Waikiki and its surrounding sub-divisions since 2002. We moved to our current school premises in 2008 where we have continued to grow and flourish.



Personal academic success for each and every student is at the core of what we do. As a school community we place high importance on mutually respectful relationships with all of our stake holders, at all times upholding our key values of Honesty, Respect and Responsibility. Our aim is to develop confident and resilient students, who achieve personal academic success, while building their social, emotional and physical wellbeing.





Our students develop a responsibility for their own behaviour and the choices they make, and also assist their peers to do the same. Through the West Australian Positive Behaviour Support (WAPBS) we strive to be Waikiki Heroes who focus upon the four expected behaviours of:

**Have Respect**



**Endeavour**



**Resilience**



**Own my Actions**



Waikiki Primary School embraces contributions from all members of our community and strives to maintain a safe, inclusive and engaging learning environment. Our parents, School Board and P&C are integral to our school community and together we are committed to providing the best education for our students. There are many opportunities for parental and community involvement.



***"We are the heroes of Waikiki,  
becoming who we want  
to be."***

***School Song  
2020***



This business plan was developed in association with the staff, school board and school community and sets a clear, strategic direction for the school over the next three years.

It outlines what we will do and what you will see as we work to continuously improve in our four focus areas. The plan has student engagement and achievement at its core with an emphasis on quality teaching practice.

# Focus Area 1:

## Success for all students

### What we will do

### What you will see

#### Priority 1.1

Ensure full implementation of the Western Australian Curriculum in all learning areas.



- Students engaged in relevant and interesting lessons that are differentiated across all curricular areas.
- Teachers collaboratively plan, deliver and assess all curriculum requirements.
- Specialist teachers for LOTE, Music, Physical Education and Science.

#### Priority 1.2

Employ an explicit teaching pedagogical approach across the school with a particular focus on English and Mathematics.

Implement age appropriate and targeted instruction programs in English.

- Evidence based teaching that strongly engages students and encourages them to have high expectations and to be accountable for their efforts in the classroom.
- Whole school implementation of evidenced-based programs to support the English learning areas.
- Dedicated English and Mathematics time scheduled in every classroom every day.

#### Priority 1.3

Further development of Science and HASS areas to ensure connected and consistent practice across the school, using an inquiry approach.

- Inquiry lessons to be taught which cater for diversity and incorporate inclusive practices, which include hands on engaging learning experiences.



## What we will do

## What you will see

### Priority 1.4

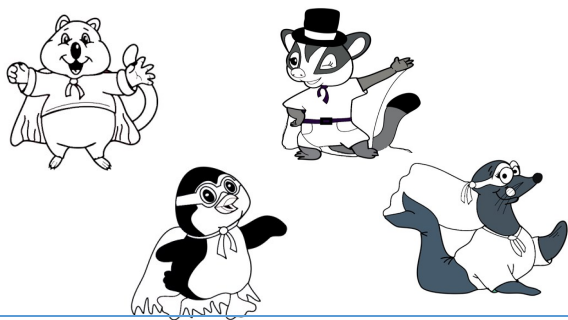
Support students to become confident and adaptive users of technology.



- Students effectively and safely using technology to enhance their learning.
- A school that makes the required investments in staff professional learning, technology platforms and its technical infrastructure.

### Priority 1.5

Continue to develop our collaborative, whole school approach to teach and promote positive social behaviour for students.



- Utilisation of our West Australian Positive Behaviour Support (WAPBS) resources, underpinned by the HERO behavioural expectations ('Have Respect, Endeavour, Resilience, Own My Actions') embedded across the school.
- WAPBS lessons taught in classes.
- Regular acknowledgment of students to recognise positive behaviour at individual, class and whole-school levels.
- Visible reinforcement of positive behaviours.

### Priority 1.6

Ensure Early Childhood remains a high priority area in our school.



- High-quality learning experiences, with intentional learning goals, that are responsive to student needs and community expectations.
- A balanced curriculum including play based and explicit teaching.
- Early Childhood staff using the National Quality Standard (NQS) Framework to self-assess and use a reflective approach for continuous improvement of the 7 key areas.

### Priority 1.7

Staff to have high expectations of students

- Explicitly taught expected behaviours through the WAPBS matrix.
- High academic achievement and excellence where students reach their potential.
- Students taking pride in the school environment.

***Together we LEARN, GROW, ACHIEVE  
and CELEBRATE.***



# Focus Area 2: High Quality Teaching and Leadership

## What we will do

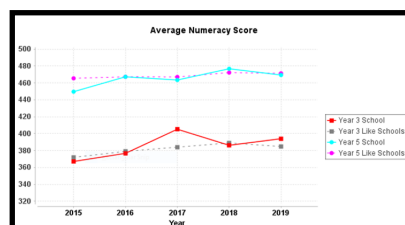
### Priority 2.1

Demonstrate the high expectations as outlined in the AITSL Australian Professional Standards for Teachers of:

- Know students and how they learn.
- Know the content and how to teach it.
- Plan for and implement effective teaching and learning.

## What you will see

- Teachers reflecting, evaluating and improving their practice in order to meet the learning needs of their students with a focus on the AITSL standards relevant to their career stage.



### Priority 2.2

Employ a continuous professional learning cycle that targets school initiatives and focus areas.



- Staff being encouraged and supported to engage in professional learning to build their knowledge, understanding and skills.
- Opportunities provided to observe effective practice.
- Continuation and expansion of peer observation and feedback.
- Professional learning opportunities and training made available to all staff aligned to school priorities and new approaches.
- Dissemination of professional learning to other staff.
- Collaborative time utilised to carry out quality discussions and collaboration.



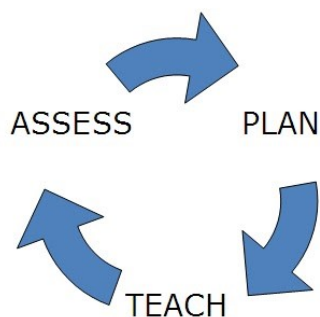
**Honesty, Respect,  
Responsibility**

## What we will do

## What you will see

### Priority 2.3

Staff to utilise the Plan/Teach/Assess cycle



- Teachers collecting student data that is relevant to their teaching and to inform future planning.
- A clear school assessment policy including a schedule, outlining expectations and providing support for when and what to assess and how to make fair and valid judgements.
- Regular, disciplined dialogue around student progress and achievement data as peers, in learning area groups, whole staff and Administrative levels.

### Priority 2.4

Consistent pedagogical practice across the school.

- The development of a teaching and learning handbook to inform classroom practice and support new staff.

### Priority 2.5

Create and modify whole school planning documents for Literacy and Numeracy

- Whole school scope and sequences to inform termly and weekly planning across the school.

### Priority 2.6

Ensure school leadership drive a focus on high expectations of individual student achievement.



- The leadership team regularly present in classrooms and the playground.
- School leaders facilitating reflective conversations with teachers about their classroom practice.
- Conversations assisting with behaviour management.

### Priority 2.7

Ensure school leadership enables conditions to maximise outcomes for students.

- Staff experience and expertise being developed and utilised to best support students.
- Distributed leadership opportunities for aspiring staff.

# Focus Area 3: Culture and Care

## What we will do

## What you will see

### Priority 3.1

Continue to use the Aboriginal Cultural Standards Framework (ACSF) as a planning guide to achieve cultural responsiveness.

- Culturally responsive teaching practices across all classrooms and other facets of the school.
- Aboriginal Perspectives embedded and integrated across the curriculum.
- Teachers regularly engage with the ACSF.

### Priority 3.2

Celebrate our community's diverse cultures.



- Culturally responsive teaching practices across all classrooms and other facets of the school.
- Annual Harmony Day Picnic.
- NAIDOC Week.
- Indonesian cultural activities.

### Priority 3.3

Students at Educational Risk and Gifted and Talented students identified and catered for within classes.

- Individual Education Plans, Behaviour and Group plans created following rigorous assessment and staff observations. These are followed by classroom and specialist teachers and education assistants.







## What we will do

## What you will see

### Priority 3.4

Support students at educational risk and their families by providing tailored and specialised services.



- Deputy Principals coordinating support services for our at-risk students and families on an individual case-management basis. School-based supports to include Department of Education support and community inter-agencies.
- Transition for special needs students at the end of each year.
- Kindy/Pre Primary Speech and Occupational Therapy (O.T.) screening taking place.

### Priority 3.5

Support students identified as being at a moderate or severe attendance risk.

- Individual attendance targets in place for severely at-risk students.
- Culturally appropriate home visits conducted by the Deputy Principal, and/or Chaplain.

### Priority 3.6

To ensure a safe, orderly and inclusive learning environment where the social emotional wellbeing and health of students is addressed.

- Mental first aid trained staff and trauma informed practice.
- Protective Behaviours program in place and followed annually.
- Commitment to Occupational Health and Safety.
- Trained staff in First Aid.

### Priority 3.7

To provide opportunities for students to develop their personal passions/interests and skills through extra curricular activities.

- Provision of opportunities for students to access extracurricular activities, which may include: Gardening, Choir, Drumbeat, Guitar, Art, Reading etc.
- Before school activities using sports equipment.

## Focus Area 4:

# Strong Community Partnerships

### What we will do

### What you will see

#### Priority 4.1

Build and maintain a strong connection with the traditional owners of the land on which we teach and learn.

- Students delivering Acknowledgement of Country at school assemblies.
- Local Elder involvement.
- School native garden with Noongar names of plants displayed and Noongar language used across the school.

#### Priority 4.2

Continue to strengthen the relationship between school staff and parents to create shared understandings of individual student progress.

- Teachers communicating with parents professionally, regularly and at point-of-need about their child's social and emotional development as well as academic progress.
- Parents engaging with staff to ensure the relationship between home and school is conducive to student success.

#### Priority 4.3

Work closely with our School Board and P & C.



- A fully trained School Board, consisting of staff, parents and community members, operating as an effective governance group for the school.
- An active P&C providing opportunities for all parents/caregivers to proactively engage with initiatives to support the school.

#### Priority 4.4

Establish connections with early year's students and families prior to them starting Kindergarten.

- Published enrolment advice.
- A dedicated orientation program run in the term before students commence Kindergarten.
- Families to utilise the services of East Waikiki Child and Parent Centre to assist with transition to school.



## What we will do

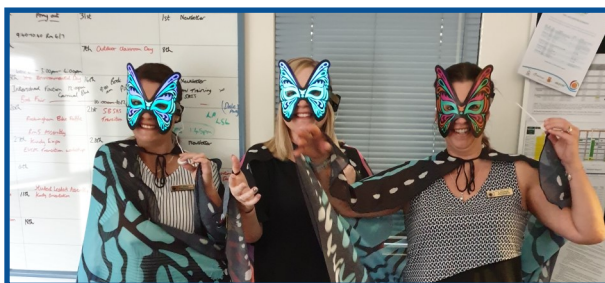
### Priority 4.5

Communicate professionally and regularly to inform our parents and school community.



### Priority 4.6

Provide a variety of opportunities for families to engage with the school community.



### Priority 4.7

Actively engage as a member of the Peron North Cluster of Independent Public Schools.

## What you will see

- Clear, available and responsive communication between the school, parents and community through a variety of platforms:

- Waikiki PS Facebook page
- The school newsletter
- Our school website
- Class Dojo
- Reporting to parents
- CONNECT

- Professional, well-run school events which parents/ caregivers are invited and encouraged to attend. These include: School assemblies, Annual ANZAC service, Reconciliation Events, Harmony Week Picnic, NAIDOC Week activities, End-of-year concert and Year 6 graduation, Father Mentor program, Cross-country and athletics carnivals, Colour Run, Science Fair, Book Week/Parade, Parent evening/ Open night and Easter Bonnet Parade.

- The Principal and other staff representing the school at Cluster meetings and events.
- Participation in combined professional learning opportunities alongside staff from cluster schools.
- Rockingham Area School Sport Association (RASSA) meetings.

### Priority 4.8

Endeavour to forge partnerships with local businesses and the government.

- Regular visits to assembly from Department of local Government.



# Targets & School Self-Assessment

## Targets

- The 2022 **Year 3 NAPLAN** performance in all areas will **consistently match** or **exceed** **WA Public schools**.
- The 2022 **Year 5 NAPLAN** performance in all areas will **consistently match** or **exceed** **WA Public schools**.
- 2022 NAPLAN results, when compared to **WA Public Schools**, will demonstrate that **high achievement** in Year 3 has been **sustained** in Year 5 across all areas.
- The 2022 PAT data will show, in each year level (Year 1 to Year 6) *the **mean ‘Learning Growth’** to be ‘at that’ of the Norm Referenced Group.*
- The 2022 PAT data will show *the **mean scaled score** of each Pre Primary cohort to be at or above that of the Norm Referenced Group.*
- The **National School Opinion Survey** results are positive for students, parents and staff, displaying mean scores of at least 4 out of 5 for each.
- Regular student attendance will be sustained at **85% or higher**.
- Increase the percentage of Pre Primary to Year 6 students achieving a consistency rating in the **making positive choices** Attitude, Behaviour, Effort attribute in end of year reports to be 70% or higher.

For more information on the programs we have used to set our goals please see below:

**NAPLAN:** <https://www.nap.edu.au/>

**PAT:** <https://www.acer.org/au/pat>

**NSOS:** <https://www.schoolsurvey.edu.au/>


## School Self-Assessment

The school will use the Department’s Electronic School Assessment Tool to self-assess annually against the following 6 domains:

- > Teaching quality
- > Learning environment
- > Leadership
- > Relationships and partnerships
- > Use of resources
- > Student achievement and progress



# Jargon Buster

<b>ACSF</b>	The Department of Education’s Aboriginal Cultural Standards Framework		
<b>AITSL</b>	Australian Institute for Teaching and School Leadership		
<b>CONNECT</b>	Is a secure online environment developed by the Department of Education for staff, students and parents in public schools.	<b>NQS</b>	National Quality Standards Assessment of early childhood education and care and outside school hours care in Australia.
<b>HASS</b>	History and Social Sciences	<b>P &amp; C</b>	Parents and Community Committee/Association
<b>LOTE</b>	Languages Other Than English, such as Indonesian and Noongar	<b>PAT</b>	Progress Achievement Testing
<b>Mean</b>	Mean is the <i>average</i> of the numbers: a calculated "central" value of a set of numbers.	<b>Pedagogy</b>	The theory and practice of learning.
<b>NAPLAN</b>	National Assessment Program for Literacy and Numeracy	<b>RASSA</b>	Rockingham Area School Sport Association.
<b>Norm Referenced</b>	Refers to standardised tests that are designed to compare and rank test takers in relation to one another.	<b>School Board</b>	The School Board is group of people voted in to make decisions with the Principal who ensures the decisions adhere to legislative and policy requirements.
<b>NSOS</b>	The National School Opinion Survey, which is deployed with parents, students and staff on a biennial basis.	<b>WAPBS</b>	West Australian Positive Behaviour Support Program

***A safe, inclusive and engaging learning environment, which ensures personal academic success for all students.***



# Waikiki Primary School

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