



Care Respect Challenge

BUSINESS PLAN

2024- 2027



Our Vision

Wembley Downs Primary School envisions a united and engaging community where Care, Respect, and Challenge form the foundation; fostering a culture of excellence, innovation, and inclusivity, ensuring a safe and stimulating environment for students to thrive in an increasingly digital world.

Major Strategies



This diagram represents our major strategies and our operational model of School Improvement and Accountability work, including our motto of Care ~ Respect ~ Challenge, which also mirror our school values.

Strategic Priority 1: Quality Teaching and Learning

We will provide high-quality teaching grounded in evidence-based practices to maximise student achievement.

What we will do	What you will see
<p>Develop and embed a high-impact teaching pedagogy across the school</p>	<ul style="list-style-type: none"> • Students actively participating in their learning • Teachers employing consistent student engagement strategies and daily reviews to maximise learning • Teachers using our School Instructional Model • Teachers using the Assess, Plan and Teach Model, incorporating Elastik data (PAT, On-Entry and NAPLAN Assessments)
<p>Offer high-quality specialist learning opportunities that complement classroom subjects</p>	<ul style="list-style-type: none"> • Specialist teaching in Japanese, Music, Health Education, Physical Education and Science • Distinctive extra-curricular opportunities through Wembley Downs PS Choir and our expansive Instrumental Music Program • Students competing in a variety of interschool sporting and academic competitions
<p>Cater for the academic needs of all students</p>	<ul style="list-style-type: none"> • Personalised learning plans for students with unique learning needs, following Department of Education Guidelines • Early screening, intervention and support delivered in small groups • Enrichment opportunities to extend students' achieving beyond their year level • Lunch Clubs run by staff and students to nurture interests
<p>Prioritise early childhood education to build sound social, emotional, literacy and numeracy foundations</p>	<ul style="list-style-type: none"> • Students participating in foundational literacy and numeracy activities every day • Teachers provide hands-on and play-based opportunities for children to learn and interact creatively to cater for different learning styles
<p>Implement a consistent approach to curriculum planning and student assessment</p>	<ul style="list-style-type: none"> • Evidence-based programs to teach phonological awareness, synthetic phonics, spelling, reading and mathematics • A whole school assessment and moderation schedule (One Stop Shop) • Teachers collaborating in all areas of planning, teaching and assessment, during COLLAB. Time, Collaborative

	<p>Meetings as well as common Duties Other Than Teaching Time (DOTT)</p> <ul style="list-style-type: none"> • Continue implementing consistent school-wide moderation processes to support teachers in ensuring comparability of student achievement across all years
<p>Employ a continuous professional learning cycle that targets school and Department of Education priorities</p>	<ul style="list-style-type: none"> • Staff engaging in professional learning, including classroom observations at our school • Professional Learning opportunities are based on the point of student need as well as recommendations from teachers and Education Assistants to support whole-school approaches • Teachers and the Principal using the Australian Institute for Teaching and School Leadership (AITSL) standards to reflect on and improve their practice

Dept. of Education and our Focus

Every Student
 Every Classroom
 Every Day

Our Values

Be Your Best
 Be Caring and Safe
 Be Respectful
 Be Responsible



Strategic Priority 2: Learning Environment

We will provide a safe, positive and supportive learning environment that builds resilience and social confidence.

What we will do	What you will see
<p>Provide safe and supportive classrooms that develop students' social and emotional capability</p>	<ul style="list-style-type: none"> • An inclusive school culture that acknowledges and celebrates diversity • Positive Behaviour Support Strategies, including Restorative Practices • A values-based approach to behaviour management that builds individual responsibility and resilience • Phys Zen in Term 1 each year • Teaching of Health and Well-Being Programs, Zones of Regulation and Protective Behaviours in Health Education • Principal raising awareness of the Smartphone Free Childhood Movement in our school
<p>Identify, support and monitor students with additional needs</p>	<ul style="list-style-type: none"> • Collaboration with parents to understand student needs and inform individual education programs • Development of Documented Plans- Individual Education Plans, Behaviour Support and/or Risk Management Plans • Case management of learning and well-being for students with additional needs • Access to onsite specialist expertise and resources, including School Psychologist, School Chaplain, rooms for Private Therapists • Individual attendance plans to support at-risk students • The School of Special Educational Needs: Disability, Behaviour and Engagement, Medical and Mental health, and Sensory supporting staff
<p>Adopt a multi-tiered approach to support student wellbeing and pastoral care</p>	<ul style="list-style-type: none"> • SAER Tier 1- 3 approach to meet the wellbeing and social-emotional needs of students across all year levels • Targeted small group programs in specific areas, such as Literacy Intervention Groups, in-class individual student work and small group work, Lunch Clubs, School Chaplain Pancake Friday, Differentiation, including Extension Opportunities eg STEAM Churchlands Network Competition, PEAC State Testing for all Year 4 students

<p>Promote a supportive and collaborative workplace</p>	<ul style="list-style-type: none"> • A thorough induction for new staff members, as well as mentoring Graduate Teachers, Undergraduate Teachers and work experience students • Opportunities for staff to collaborate professionally and connect socially • Staff supporting staff through a workplace culture that recognises effort and expresses appreciation
<p>Build Teacher Capacity and Capability</p>	<ul style="list-style-type: none"> • Culturally responsive improvements to the school facilitated by a proactive representation from staff, parents and community members, looking at our Reconciliation Plan • Noongar language and culture integrated across the curriculum, celebrating our NAIDOC Mural, Bush Tucker Garden, and older years to support younger years
<p>Ensure that school facilities are engaging</p>	<ul style="list-style-type: none"> • Renewal of play spaces and buildings to inspire and facilitate learning and play • Community Art project led by our School Chaplain to beautify our school. • The principal will keep liaising with the Department of Education and the City of Stirling on Buildings and Grounds and our carpark



Strategic Priority 3: Relationships and Partnerships

We will foster productive relationships with students, staff, families and community organisations to enrich the learning experience and positively influence student outcomes.

What we will do	What you will see
Build respectful and trusting teacher-student relationships	<ul style="list-style-type: none"> • Teachers with a genuine interest in students and an understanding of individual circumstances • Students who feel welcome and safe and experience a sense of belonging at school • Restorative Practices • Students are provided with leadership opportunities so they feel invested in their education (student voice)
Partner with parents to enhance the experience for our students	<ul style="list-style-type: none"> • Teachers communicate with parents regularly and at point of need regarding their child's learning and school experience • Parent liaisons provide a classroom-specific conduit between families and the teacher, and support social connections between parents, using our Communication Protocols, including the Department of Education's Connect and Respect Policy • Parents participating in school events • Parent Teacher Interviews Term 3
Communicate professionally and regularly to keep parents informed	<ul style="list-style-type: none"> • High-quality communication through the Seesaw, Connect, the School Google Calendar, Email, Message U, and the school website • Parent and community feedback sought and acted upon through Parent Forums and surveys
Work closely with our partner schools	<ul style="list-style-type: none"> • Partnerships with network primary schools to expand student opportunities in STEAM (Science Technology English Art and Mathematics) • Accessing the resources from our Churchlands Schools Network to support neurodiverse learners • A robust Churchlands Senior High School (CSHS) orientation program for Year 6 students • Utilising and sharing CSHS facilities • Moderation across the school and the Churchlands Network
Build and maintain relationships with community organisations	<ul style="list-style-type: none"> • Supplementary opportunities offered through partnerships with Indigenous cultural organisations, Czech Club, the Fathering Project, WD40's, sporting clubs and out-of-school care providers

	<ul style="list-style-type: none">• Parent Workshops- P&C- Cyber- awareness and School- Triple P• City of Stirling Partnerships including, Waste Wise and Your Move
Work in partnership with our Schools Board and P&C	<ul style="list-style-type: none">• The School Board, consisting of staff, parents and community members, acts as the peak governance body to oversee the educational experience provided by the school• An active and dynamic P&C that provides parents with an opportunity to support the school within a culture of inclusion and volunteerism



Strategic Priority 4: Leadership

School leaders will share a strategic vision and develop the organisational capability to deliver optimal student outcomes.

What we will do	What you will see
Provide clarity of vision and strategic direction	<ul style="list-style-type: none"> • A communicated strategy underpinned by a performance agenda and targets • Leaders creating a culture of confidence and trust focused on high expectations for students • The principal and deputy principals are visible to students, staff and parents before, during and after the school day
Implement organisational structures to support our improvement agenda	<ul style="list-style-type: none"> • School leaders and staff ensure consistent delivery of curriculum across the school • Deputy principals with responsibility for each of the learning phases at the school: K-2 and Years 3-6 • Leadership opportunities for aspiring staff in pedagogy and curriculum, strengthening the capacity of the school to continue to positively impact student learning
Support highly effective teaching and learning	<ul style="list-style-type: none"> • Research-based pedagogical approaches promoted by leaders to achieve consistency in curriculum delivery • School leaders regularly visit classrooms to observe the school instructional model being implemented
Include students in authentic leadership roles	<ul style="list-style-type: none"> • The school seeking input from students to inform decision-making (student voice) • Authentic student leadership responsibilities in defined portfolios, including Your Move, The Green Team, Student Councilors, Faction, Arts and STEM Captains, to endeavour to develop school values, interpersonal skills and active citizenship

Strategic Priority 5: Resources

We will optimise the allocation of resources to maximise the learning experience for all students.

What we will do	What you will see
<p>Target our financial and human resources to the priorities outlined in our Business and Operational Plans</p>	<ul style="list-style-type: none"> • Financial and human capital are applied to meet the learning and well-being needs of all students in the school • Budgets linked to strategic priorities noted in the operational plans • Physical assets are managed through maintenance and replacement plans • Re-branding and marketing school merchandise including student, and staff uniforms and school bags in consultation with the school community
<p>Attract staff with skills and experience aligned with our strategic direction</p>	<ul style="list-style-type: none"> • Recruitment of teachers with high-quality instructional practice and strong interpersonal skills
<p>Provide access to impactful information and communications technology (ICT)</p>	<ul style="list-style-type: none"> • Investment in hardware, network and professional learning to enhance staff and students' technological capability • Sets of iPads for P-6, provided by the school • Screens for every classroom
<p>Introduce sustainability practices to increase resource efficiency</p>	<ul style="list-style-type: none"> • Engagement of students in sustainability through composting, worm-farming and recycling
<p>Ensure monitoring and accountability of school delivery and performance</p>	<ul style="list-style-type: none"> • The School Board regularly informed of the school's academic performance and financial position • Annual compliance with the Department of Education's Funding Agreement for Schools and Control Self-Assessment



Review and Reporting Mechanisms

- Annual Review of Attendance, NAPLAN and PAT Analysis Report, to guide operational Planning.
- Public School Review by the Department of Education- next one 2026.
- Principal Performance Review- 2028.
- Funding Agreement for Schools.
- One Line Budget Reports @ Finance Meetings as well as School Board Meetings.
- Two Stars and a Wish Meetings, with School Staff and Year 6 Student Leaders- every 3 years.
- National School Opinion Surveys (Bi-annual)- Staff, Students, and Parents.

Improvement Targets

- Attendance measure- Student attendance rate goal is 92% or above.
- Close the gap in our student performance of our Years 3 and 5 students (stable cohorts) to Like Schools in NAPLAN Numeracy, Reading, Writing, Spelling, Grammar and Punctuation.
- Increase our student percentages in the *Exceeding* proficiency level for Year 3 and 5 students (stable cohorts) in NAPLAN Numeracy, Reading, Writing, Spelling, Grammar and Punctuation.
- In Numeracy and Reading, every Year 3, 4, 5 and 6 will achieve a cohort value add of 1 or greater in Elastik progressions.
- In Numeracy and Reading, every cohort will achieve an effect size of 0.4 or greater in Elastik progressions.

