



Delivering Educational Excellence *- every child, every opportunity*

Business Plan 2021 - 2023



Delivering Educational Excellence - every child, every opportunity

Directing the future of West Leederville Primary School, our Business Plan sets out our strategic focus for 2021 – 2023. We are committed to a culture of high achievement where every person is focussed on learning success for every student.

We have high expectations for all students and aspire to provide **every child** with **every opportunity**.

Through high quality teaching in an environment that nurtures each child's individuality, we acknowledge and take seriously the influence that we have on the lives of the young people in our care.

We are committed to **deliver educational excellence** through a safe, respectful and stimulating environment that inspires our students to unlock and fulfil their learning potential. Success is achieved through developing every child academically, socially, emotionally, creatively and physically.

At West Leederville Primary School we are on a path of continuous improvement. Our culture is one where we are constantly reflecting on our practice, seeking to improve pedagogy and innovation. We believe that the effect of good teaching is cumulative and that even modest increases in effectiveness can have a significant impact on student learning. At our school we call this the 'one percent approach'. By making everything we do one percent better, we have a positive impact on our students' success. Every day as we plan and teach our lessons, observe and give each other feedback, and make management decisions, we seek to improve.

West Leederville Primary School has a well-established model of distributed leadership and a highly capable staff who are empowered, proactive contributors to our school's on-going improvement agenda. Our planned actions for the three years of this Business Plan are inspired by our commitment to **deliver educational excellence** to the students of West Leederville. To provide **every child** in our care, **every opportunity**.

Fiona Kelly

Fiona Kelly
Principal





Vision

West Leederville Primary School:
every child, every opportunity.

Commitment

To **deliver educational excellence** through a safe, respectful and stimulating environment that inspires our students to unlock and fulfil their learning potential. Success is achieved through developing every child academically, socially, emotionally, creatively, and physically.

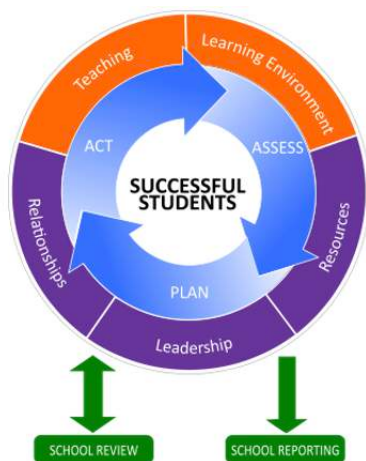
Beliefs

We believe that optimum learning occurs when:

- students are valued, supported, encouraged to take risks and to think creatively.
- students have a growth mindset and understand the impact of effort on progress and achievement.
- learning is culturally relevant and makes connections to students' own life experiences.
- students co-operate, collaborate and interact purposefully with others to enhance their learning.
- the explicit teaching of higher order thinking processes and metacognitive strategies is embedded throughout the curriculum.
- teachers use a range of assessment data to design developmental learning sequences and lesson structures that cater for individual learning needs.
- explicit teaching practices, including learning intentions and success criteria, support students in knowing what to do and how to do it.
- learning goals offer students an appropriate level of challenge; and timely, targeted feedback empowers them to monitor and progress their learning.
- information and communication technologies transform the way students think and learn, and provide them with the required skills to be successful in today's society.
- all stakeholders commit to open and respectful communication and collaboration, for the purpose of enhancing student wellbeing and learning.



School Improvement and Accountability



Successful students are at the core of our school improvement and accountability framework with all other components connected to, and focussed on, standards of student achievement, both academic and non-academic.

School operations are the practices, processes and procedures that enable the standards of student achievement to improve. They include the pre-requisites for successful students (teaching and learning environment) and enablers of successful students (resources, leadership and relationships).

At West Leederville Primary School (WLPS), we endeavour to achieve excellence in all five domains.

Much of the success of schools relies on their ability to unrelentingly question their own performance. At WLPS we continually self-assess, making judgements about standards of student achievement and the effectiveness of our school processes to maximise student success. We consider the following questions:

What did we achieve and how can we sustain it?

What can we improve and how will we achieve that?

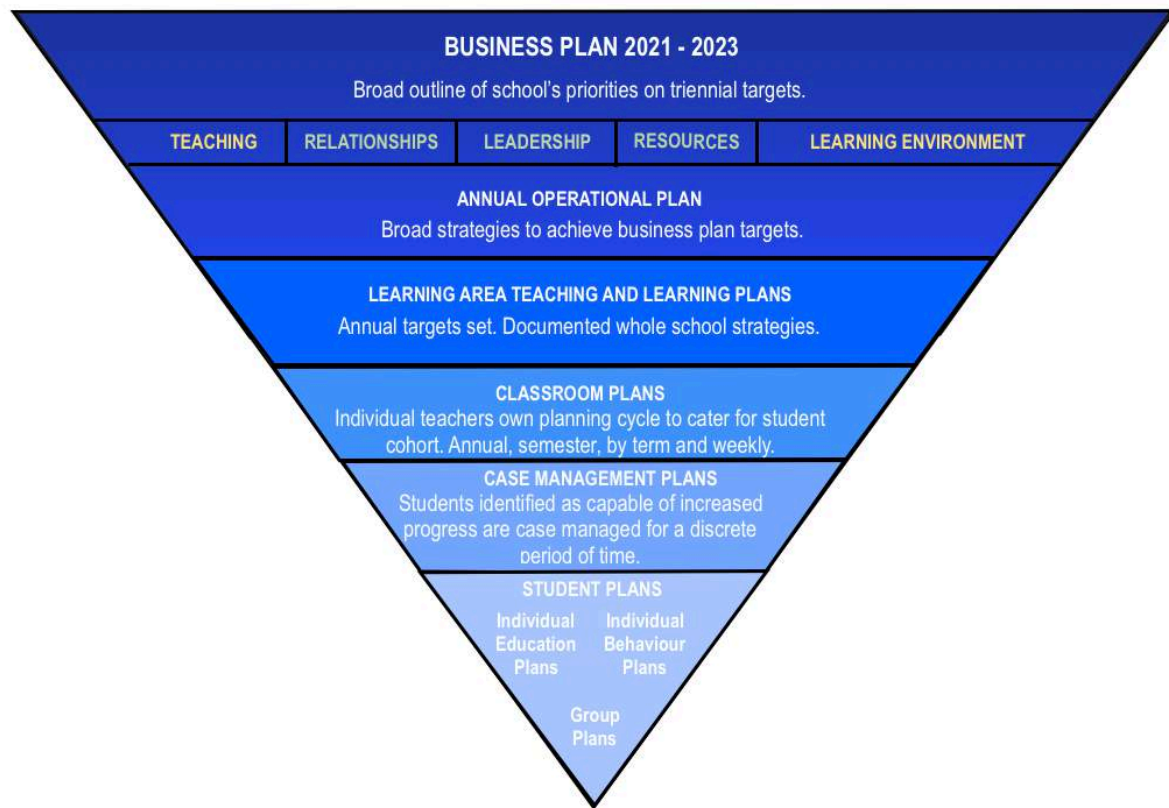
Our collective insights, made through a balanced analysis of evidence, contributes to effective self-assessment which ensures the quality of the education we provide is maintained and enhanced.

Our 2021-2023 Business Plan is presented under the five performance domains of the School Improvement and Accountability Framework (SIAF).

Performance Indicators

Under each domain, we have described our overarching approach and outlined the processes and tools we will use to gather data, assess our effectiveness, and plan for on-going improvement.

Our Planning Framework



Business Plan

The Business Plan outlines our approach to priorities within, and performance indicators for, the five areas of focus for effective schools. It reflects the strategic direction of the Department of Education, and the aspirations of our community.

Operational Plan

Annually we develop an Operational Plan. This plan takes into account the findings of our self-assessment processes and the priorities of the Department of Education as outlined in the annual Focus documents. Priority areas specific to our school needs are identified and strategies to achieve success are documented within the five areas of focus for effective schools.

Learning Area Plans

Learning Area Plans are collaboratively developed by our teachers and clearly document 'The West Leederville Way', ensuring approaches to teaching and learning within the different learning areas are consistent across the school. Achievement targets are set annually and documented for each year level within these plans.

Classroom Plans

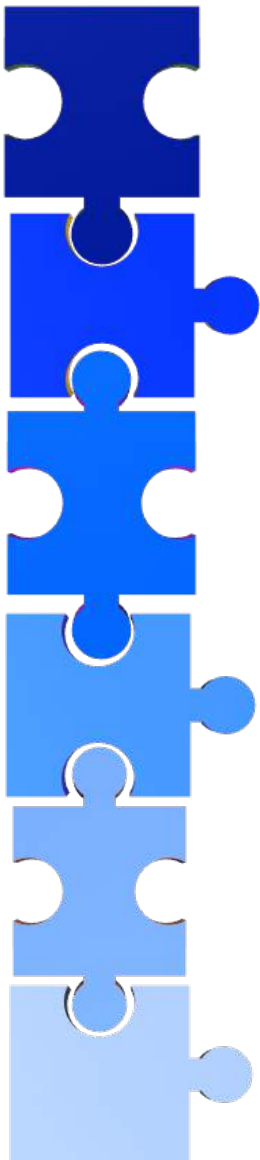
Developed by individual classrooms teachers, Classroom Plans take into account the priorities and targets of the Business Plan, Operational Plan, Learning Area Plans and the requirements on the Western Australian curriculum specific to the needs of the students in their class.

Case Management Plans

Our case management process uses performance data to identify students with similar learning needs and readiness at a particular point in time. Case Management Plans, developed by a data coach in collaboration with phase of learning teams, set targeted intervention, with regular monitoring, within a specific timeframe.

Student Plans

Individual and Group Education Plans, and Behaviour Support Plans, are developed by teachers in collaboration with the school's learning support team to cater for the specific needs of students identified as at educational risk. This includes students that require extension and challenge. Student plans include specific, measurable, short and long-term goals.





TEACHING

There is unequivocal evidence that the quality of teaching is the critical school variable in raising student outcomes.

At West Leederville Primary School, we deliver educational excellence through the provision of purposeful and challenging learning opportunities, connected to our students' experiences, stages of development and backgrounds. Our teachers hold high expectations of students and focus on achieving success for all.

The West Leederville Way (WLW) is the term used to describe our approach to the delivery of the Western Australian Curriculum. The WLW is comprised of evidence-based pedagogical approaches, whole-school programs and whole-school assessment. It ensures consistency across classrooms and year levels.

There are three layers to the WLW:

- overarching pedagogical approaches, instructional strategies, higher-order thinking processes and metacognitive strategies, which are threaded through all learning experiences,
- whole-school programs applicable to specific learning areas, and
- whole-school approaches to assessment and data analysis.

Well-considered resourcing, professional learning opportunities, induction processes and ongoing performance improvement ensure that teachers are both competent and confident with delivering the Western Australian Curriculum *The West Leederville Way*.



The differentiated learning opportunities provided by our teachers address the specific learning needs of students across the full range of abilities, including those with disability. Teachers analyse student performance data to construct learning experiences that are accessible, engaging and challenging for all students. Our learning support processes ensure that identified students have individual or group education plans for remediation or extension; that their progress is regularly monitored; that advice and intervention are sought as required; and that students achieve success equal to or above their predicted progress.

At West Leederville Primary School, the professional environment is one where the pursuit of excellence in teaching is nurtured and accountability is visible. We have a commitment to improving our own performance as teachers and thereby improving outcomes for students. Our performance improvement processes have been developed by our teachers, for our teachers, and are based upon the WLW and the Australian Professional Standards for Teachers (APST). All teachers are involved in the process as both participant and mentor. S.M.A.R.T goals are set annually and reviewed throughout each year with the support of mentor teachers and line managers. All individual goals are aligned to the school's operational and learning area plans.

Performance Indicators

Staff evaluation on the National School Improvement Tool is 'Outstanding' in:

- Domain 5: An expert teaching team
- Domain 6: Systematic curriculum delivery
- Domain 7: Differentiated Teaching and Learning
- Domain 8: Effective Pedagogical Practices

Teachers achieve at the highly accomplished level in APST Standards 1.5 (differentiation to meet learning needs) and 1.6 (strategies to support students with disabilities).

Teachers achieve at the highly accomplished level in the four focus areas of APST Standard 6: Engage in Professional Learning.

WLPS achieves all elements of the NQS Area 1: Educational program and practice.

Staff satisfaction rating is above 90% in the National School Opinion Survey Question 32 (the embedding of whole-school pedagogical approaches and programs).

Education plans, containing SMART learning goals, are developed, recorded and regularly reviewed in the Special Education Needs (SEN) system according to the whole-school data collection and monitoring schedule.

The integration of Thinking Skills, Habits of Mind and Higher Order Thinking are evident in teacher planning, including the use of the ACARA Critical and Creative Thinking Learning Continuum.





LEARNING ENVIRONMENT

A supportive learning environment that is safe, caring and inclusive provides the intellectual, social and physical conditions in which effective learning can occur.

POSITIVE LEARNING CULTURE

West Leederville Primary School provides a positive learning culture where priority is given to:

- student voice; empowering students to exercise agency in their own learning and learning community,
- students' sense of belonging,
- embracing diversity and ensuring that acknowledgement is given to the traditional custodians of this land,
- positively managing student behaviour,
- the provision of pastoral care programs to promote student well-being, and
- maintaining a high level of student engagement.

In 2020, WLPS commenced the implementation of the WA Positive Behaviour Support (PBS) Framework; an educative framework which emphasises the importance of building relationships. It provides the school and wider community with a common language to teach and reinforce positive behaviour expectations. The PBS emphasises four integrated elements:

- data for decision making,
- measurable outcomes supported and evaluated by data,
- practices with achievable outcomes, and
- systems that effectively support implementation of these practices.

The PBS will be embedded by the end of this Business Plan cycle.

STUDENT WELLBEING AND RESILIENCE

At WLPS, responsibilities for pastoral care are shared. The school offers 'wraparound' pastoral care services which are focussed on individualised approaches to meet student needs. Students at risk are supported by a dedicated school-based team including classroom teachers, education assistants, the Learning Support Co-ordinator, Chaplain and Psychologist. This team works in partnership with families and intra/interagency specialists.

WLPS implements 'Bounce Back!'; a contemporary, evidence-based approach which provides students with practical strategies to help them cope with the complexities of their everyday lives. The program teaches students how to 'bounce back' when they experience challenging times. It provides a connected, coherent and balanced curriculum across all year levels.

Annual student wellbeing surveys, in addition to teacher Attitude, Behaviour and Effort (ABE) judgements, provide comprehensive data on which targeted intervention for individuals and groups of students are set. The school's Social and Emotional Learning (SEL) Plan documents cohort improvement targets.

Performance Indicators

Staff evaluation on the National School Improvement Tool Domain 3 (A Culture that Promotes Learning) is 'Outstanding'.

Teachers achieve at the highly accomplished level in the five focus areas of APST Standard 4: Create and Maintain Supportive and Safe Learning Environments.

WLPS achieves all elements of the National Quality Standards (NQS) Area 3: Physical Environment.

Parent, student and staff satisfaction rating is above 80% in the National School Opinion Survey.

At least 95% of students will achieve at the usually/consistent level in ABE judgements on Semester 2 formal reports each year.

Staff rating on each continuum within the Aboriginal Cultural Standards Framework demonstrates WLPS is at the 'capable' level, and is working towards the 'proficient' level in all indicators that are relevant to our context.

90% of staff and students are able to articulate the school values in Schoolwide Evaluation Tool (SET).

SAFE, RESPONSIBLE AND ETHICAL USE OF ICT

At WLPS, students learn to use ICT effectively to access, create and communicate information and ideas; solve problems; and to work collaboratively. There is a BYO iPad program from Year 4 upwards. It is therefore imperative that students are equipped with the skills and knowledge to use ICT in a safe and ethical way.

There is a focus in all classrooms on safe online behaviour, as well as the social, ethical and legal aspects of digital technologies. In addition, students:

- follow an agreement on the appropriate use of ICT at school (Code of Conduct),
- participate in ongoing Cybersmart education, and
- develop social media awareness.

Parents are provided with the opportunity to attend:

- annual Cybersmart presentations,
- workshops regarding the management of children and technology, and
- Skills for Life workshops, which address the healthy use of technology (such as vision and posture).

PHYSICAL ENVIRONMENT

Well-considered indoor and outdoor physical environments enhance the quality of children's learning by contributing to their wellbeing, happiness and creativity.

Although physical space at WLPS is limited, the provision of quality outdoor time and facilities are priorities.

Approaches include flexible timetabling, using local facilities, and providing before and after school activities for our students.

To adapt to contemporary ways of learning and teaching, classrooms at WLPS are modern, flexible spaces that encourage collaboration, interaction and curiosity. The use of flexible furniture allows learning spaces to be tailored to suit particular modes of learning, which provides students with opportunities to self-manage and develop independence.





RELATIONSHIPS AND PARTNERSHIPS

Successful schools develop partnerships with students, families, carers and the community. There is a collective sense of responsibility towards the achievement of an explicit improvement agenda to support student learning and wellbeing.

At West Leederville Primary School we engage with our community to enhance our learning program and to create a culture that promotes learning. We develop partnerships with others whose knowledge, experience and skills can be harnessed to motive, engage and inspire. The associations we develop with other schools, professional networks, people in the wider community with expertise, systems authorities, university researchers, politicians and civic leaders enhance the learning outcomes of our students.

Staff at WLPS see parents and families as integral members of the school community and partners in their children's education. Strong partnerships are built through purposeful engagement and meaningful communication. Consistent with the school's collaboratively-developed Communication and Engagement Principles, we provide clear, regular

communication through a variety of channels. This includes ongoing opportunities for parents and community members to engage in meaningful two-way communication with all staff, including the leadership team.

At WLPS, we strive to nurture the development of collective teacher efficacy which is a factor known to have a substantial impact on student achievement. The staff morale at our school reflects quality professional relationships based on trust and respect, and the school's established norms. The power of the collective is harnessed through the provision of constructive and purposeful opportunities for staff to collaborate and to take advantage of their combined skills and experience.



West Leederville Primary School's governance is facilitated by an effective School Board that supports the school's strategic directions and provides valuable insight on community perspectives to the leadership team. The Board has a good understanding of the governance and flexibilities of being an Independent Public School. It undertakes a self-reflection process annually to understand its performance, strengthen its governance role, and to develop ways in which it can help the school improve and extend its services to children.

The P&C is an active group that has a focus on fundraising to provide resources and equipment that enhance the learning environment and help school staff to deliver opportunities otherwise unachievable within our budget. Of equal importance to the fundraising is the social aspect of the P&C's activities in bringing families together in friendship. This further enhances the strong sense of community in West Leederville.

Effective schools build positive relationships within the school and wider community. In West Leederville, the school is seen as the heart of the community and we are very proud of the service we provide our students and the community through our resources, programs and facilities. The parent library, subscription to 'Parenting Ideas' and the 'Cyberfriendly Schools Project' are all aspects of our wrap-around approach to the collective care of our students. Our facilities are utilized by more than twenty community user groups operating programs for the people of West Leederville on our site. We take pride in the number and quality of these services.

Performance Indicators

Teachers achieve at the highly accomplished level in APST Standards:

6.3: Engage with colleagues to improve practice

7.1: Meet professional ethics and responsibilities

7.3: Engage with parents and carers

7.4: Engage with professional teaching networks and broader communities

Board evaluation on the National School Improvement Tool Domain 9 (School-Community Partnerships) is 'Outstanding'.

The Board is comprised of staff, parent and community members with varying skills and expertise.

The Board's annual self-reflection survey demonstrates effective engagement in the school's governance and improvement.

Parent, student and staff satisfaction rating is above 80% in the National School Opinion Survey.

All teachers implement the requirements of the WLPS Communicating Student Achievement and Reporting to Parents Policy.



LEADERSHIP

High-performing leaders create a culture in their schools where every classroom is led by teachers who get the best out of every student.

The quality of school leadership is a critical factor in school growth and improvement. At West Leederville Primary School, the Leadership Team strives to:

- keep abreast of current research and promote the implementation of evidence-based high impact teaching strategies,
- develop and refine a shared vision and reliable sense of direction,
- support the development and maintenance of authentic, high-trust, collaborative relationships between all staff,
- develop and maintain a high-quality learning culture,
- pursue excellence in teaching through the implementation of a performance improvement cycle, including the provision of ongoing, detailed feedback on classroom practice,
- establish team accountability,
- ensure that decision-making is collaborative, open and highly-transparent,
- manage change strategically, and
- provide aspirant leaders with the opportunity to lead.

Distributed Leadership

The Leadership Team is convinced that the mobilisation of middle leadership improves and enhances collective teacher efficacy. Uplifting this layer of leadership helps to generate positive change and improvement. As a result, West Leederville Primary School has a distributed leadership strategy, which identifies, develops and supports individuals with a high potential for, and interest in, leading school improvement.

Improvements within the school are evidence-based and respond to needs identified through the analysis of high-quality data. The Leadership Team drives change by motivating staff and ensuring teacher leaders have the initiative, capability and support to implement change or innovation. As a result, staff have ownership over school processes, and changes are sustainable.

The development of our aspirant leaders is also supported by their inclusion in formal leadership training on a network and systems level.

Instructional Leadership

The Leadership Team focusses on nurturing, developing and expanding the quality teaching in the school. We have a well-established professional environment where the pursuit of excellence in teaching is encouraged and accountability is visible.

Teachers are committed to critically reflecting on, and improving, their performance through partnerships with their peers. Our multi-faceted performance improvement process includes a cycle of data collection (360-degree feedback), classroom observation, data analysis and reflection, goal setting, professional learning/reading and the implementation of action plans.

The process is focussed on teacher performance in relation to the APST and the implementation of WLW (whole-school programs, pedagogy and priorities).



Performance Indicators

The Leadership Team reflect on leadership practice using the Principal Performance Improvement Tool and set targets for improvement.

Through participation in the school's performance improvement processes, all teachers achieve at the highly accomplished level in the four focus areas of APST Standard 6: Engage in Professional Learning.

Staff satisfaction rating is above 80% in the National School Opinion Survey Question 8, Part 15 (I receive useful feedback about my work).

Staff satisfaction rating is above 90% in the National School Opinion Survey in questions pertaining to leadership opportunities (Questions 24 and 25), the utilisation of staff expertise on a whole-school level (Questions 34), and participation in whole-school decision-making (Question 36).

By the end of this Business Plan cycle, instructional rounds will be an embedded practice at West Leederville Primary School.

Students are explicitly taught leadership and change-management skills and provided authentic opportunities to apply them.

Student Leadership

At WLPS, we believe that student voice has the potential to benefit students, the school, and the broader community. Giving students voice encourages them to become more active learners and to develop strong character qualities that will enable them to succeed, thrive and contribute positively throughout their lives. One way that WLPS uses student voice is through leadership.

WLPS students, of all ages, are provided with opportunities for leadership. Formal leadership roles for Year 6 students involve regular, chaired meetings with school leaders and community members. A range of other roles offered for Year 6 students on special projects also involve regular collaboration with the parent community.

Students from all year levels are also given voice through their inclusion in whole school decision-making such as the implementation of the Positive Behaviour School program and the development of the new playground. Year levels are assigned formal sustainability foci ranging from bio-diversity to recycling.

Student feedback is sought annually through the administration of surveys. They contribute to the 360-degree feedback process as a part of their teacher's performance improvement process, and they complete a 'Bounce Back!' survey relating to their perceptions of their learning environment and classroom connectedness. Biennially, they complete the Student National School Opinion Survey. This data provides teachers with information to examine the impact of their teaching and the quality of the learning environment, and the school with information to aid its decision-making.





RESOURCES

The strategic deployment of school resources through targeted school improvement planning maximises student achievement.

Financial, physical and human resources at West Leederville Primary School are strategically deployed to:

- respond to students' individual learning and wellbeing needs,
- support the provision of high quality development and learning experiences in the early years,
- stimulate identified priority areas,
- provide a contemporary and engaging learning environment,
- assist collaborative planning, moderation, reflection and review, and
- develop staff capacity,

This approach provides the best conditions for our students to flourish.

Learning resources at WLPS are linked to our identified priority areas and the objectives of our learning area plans. Committees are formed to oversee priority areas. These Priority Area Committees (PACs) apply for, and manage annual budgets to deliver targeted learning experiences, teaching resources and professional learning.

The storage, management and replacement of items across all learning areas is overseen by a learning area resource manager. Annual stock-takes ensure that resources are regularly accounted for and updated, and that obsolete resources are removed.

The most valuable resource in a school is the staff. At West Leederville Primary School we have a highly skilled, professional team of teachers and support staff, with a collective responsibility for student learning and success.

When teachers collaborate by sharing their knowledge and individual areas of strength, school culture and student achievement are enhanced. Teams and timetables are structured to maximise opportunities for our teachers to work together to plan, teach and assess. This includes the implementation of creative initiatives, such as flexible, cross-class student groupings, to optimise the impact of resources on student outcomes.



Through our Workforce Management Plan we aim to strategically recruit, develop and manage staff to ensure that we have the capacity to deliver on the expectations we have of ourselves as professionals, the students we teach and the community we serve. We endeavour to provide a healthy and motivating workplace as well as an engaging and caring learning environment. Our workforce planning is future-directed and considers the needs of students and staff by taking into account workload, staff well-being, leadership development and system level requirements.

At WLPS our financial management systems are transparent and accountable. Our Finance Committee consists of teaching, administration and non-staff members (a P&C or Board member). Our Finance Committee meets regularly and a finance report is presented at each Board meeting. Our budget management is targeted and tight, with new and innovative funding sources sought.

Performance Indicators

Learning area/priority area plans are suitably resourced with budgets that are well-managed and adhered to.

P&C minutes demonstrate resource selection and budget decisions align to plans.

Stock-take records account for all resources.

Workforce planning accounts for the knowledge, experience and skills of staff required to achieve the school's strategic objectives.

DiSC profiles are regularly revisited to inform workforce management and to improve team effectiveness.

Timetable structure plans for POL meetings, common DOTT, teacher access to support services, and literacy and numeracy blocks.

By adhering to all departmental financial management guidelines and procedures, we aim to achieve an 'excellent' in the DoE financial audit.

P&C minutes demonstrate that funds are targeted to priority areas and shared equitably across year levels.





Student Achievement and Progress

Reliable and timely data on student outcomes, and the development of teacher data literacy, are crucial to the school's improvement agenda.

West Leederville Primary School has an established, systematic plan for the collection and analysis of a range of student achievement and wellbeing data. This drives school improvement and ensures timely and appropriate decision-making.

Assessment at WLPS reflects the Assessment Principles of the School Curriculum and Standards Authority (SCSA), and is comprised of:

- ongoing, classroom-based, formative assessment,
- scheduled school and system-based assessments and associated data analysis (for both formative and summative purposes), and
- moderation, to support teachers to make reliable judgements when reporting against the year-level achievement standards.

A high priority is given to the building of staff data literacy through opportunities for professional learning, as well as situational learning under the guidance of the school's Data Coaches. Access to a range of electronic data and the provision of software allows staff to analyse, display and communicate student achievement data.

The development of a sophisticated understanding of student assessment and data concepts allows staff to:

- identify gaps in learning and to implement quality differentiated teaching programs,
- monitor student growth over time,
- encourage students to set their own learning goals,
- contribute to whole-school target setting,
- identify whole-school and cohort priorities, and
- evaluate the success of programs.



A case-management model is well-established at WLPS. This collaborative process of assessment, planning, monitoring and evaluation of students with similar needs raises expectations of, and accountability for, their performance. Teachers are provided with practical, evidence-based tools and resources which encompass curriculum and assessment.

Student data notebooks are being implemented in some classrooms, with a view to expand this to all classrooms by the end of this Business Plan cycle. The notebooks provide a means for students to collect and analyse teacher-provided data about their learning, and to set learning goals. They are a vehicle through which students can truly own their learning and work towards their success in a highly-visible and systematic way.

The ongoing analysis of student performance data informs plans for improvement in student progress and achievement. Cohort-level academic and wellbeing achievement targets are set and documented annually in our Learning Area Plans. These are underpinned by classroom-level targets which include those set:

- as part of the school's case management process
- for individual or group interventions, and
- by the students for themselves.

Student Achievement Targets

To have an equal or higher percentage of students achieving in the Highly Proficient score range, in all areas of NAPLAN, than like schools.

To achieve parity or exceed like school mean NAPLAN scores in all areas of NAPLAN.

To remain within one standard deviation of our expected performance in all areas of NAPLAN.

Achieve above the national mean in PAT assessments in numeracy, literacy and science.

Match or exceed WA like schools' average progress in On-entry assessments in Pre-primary and Year 1.

Performance Indicators

Staff evaluation on the National School Improvement Tool Domain 2 (Analysis and discussion of data) is 'Outstanding'.

Teachers achieve at the highly accomplished level in APST Standard 5: Assess, provide feedback and report on student learning.

Annual academic achievement targets are set, achieved and reviewed annually.

Data notebooks will be implemented in Years 1 – 6 by the end of this Business Plan cycle.







Glossary

ABE	Attitude, Behaviour and Effort	PAC	Priority Area Committees
APST	Australian Professional Standards for Teachers	PBS	Positive Behaviour Support
AITSL	Australian Institute for Teaching and School Leadership	POL	Phase of Learning
AITSL	Australian Institute for Teaching and School Leadership	SEL	Social & Emotional Learning
DISC	Dominance, influence, Steadiness and Conscientiousness	SET	Schoolwide Evaluation Tool
DoE	Department of Education	SAER	Students and Educational Risk
DOTT	Duties Other Than Teaching	SCSA	School Curriculum and Standards Authority (Western Australia)
ICT	Information Communication Technology	SIAF	School Improvement and Accountability Framework
NAPLAN	National Assessment Program-- Literacy and Numeracy	S.M.A.R.T	Specific .Measurable. Attainable. Relevant. Timely
NSIT	National School Improvement Tool	STEM	Science, Technology, Engineering, Mathematics
NQS	National Quality Standards	TDS	Teacher Development School
NSOS	National School Opinion Survey	WLW	West Leederville Way





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