

West Leederville Primary School

BUSINESS PLAN 2024 -2026



About us

At West Leederville Primary School, our vision is to provide ‘every child, every opportunity’ to experience success. Our 2024-2026 Business Plan outlines our key priorities and provides a framework for a school improvement journey that will achieve this. In this plan, we commit to:



- Ensuring students are at the centre of all decision making
- Focusing on the whole child
- Supporting all students at their point of need
- A consistent, whole school approach to curriculum and pedagogy
- Providing a safe and inclusive environment for all students to thrive
- Working together to achieve strong student outcomes
- Maintaining high expectations of everyone in our school community
- Encouraging open and respectful communication



Acknowledgement of Country

We would like to recognise the Whadjuk Noongar People as the original custodians of the land where West Leederville Primary School is built. Whadjuk Noongar men, women and children lived on this land long before us, respected it, listened to it and cared for it. Now it is up to us to continue to care for and share this land together. We would like to pay respect to the Whadjuk Noongar People and to all Aboriginal Elders, past and present and emerging for they hold the memories, knowledge and traditions to lead us forward.

Every Child, Every Opportunity

Yenner koolang, weyaniny yenner koondarm

Our Values

At West Leederville Primary School, we are guided by the following values that underpin our actions and behaviours.

Courtesy

Respect and consideration for others

Kindness

Care, concern and generosity for others

Responsibility

Being dependable and accountable for our actions

Perseverance

Keep doing something, even if it is challenging

Excellence

Achieving our best and having high standards

Our Shared Beliefs

At West Leederville Primary School, we;

**Place students
at the centre of
everything we do**

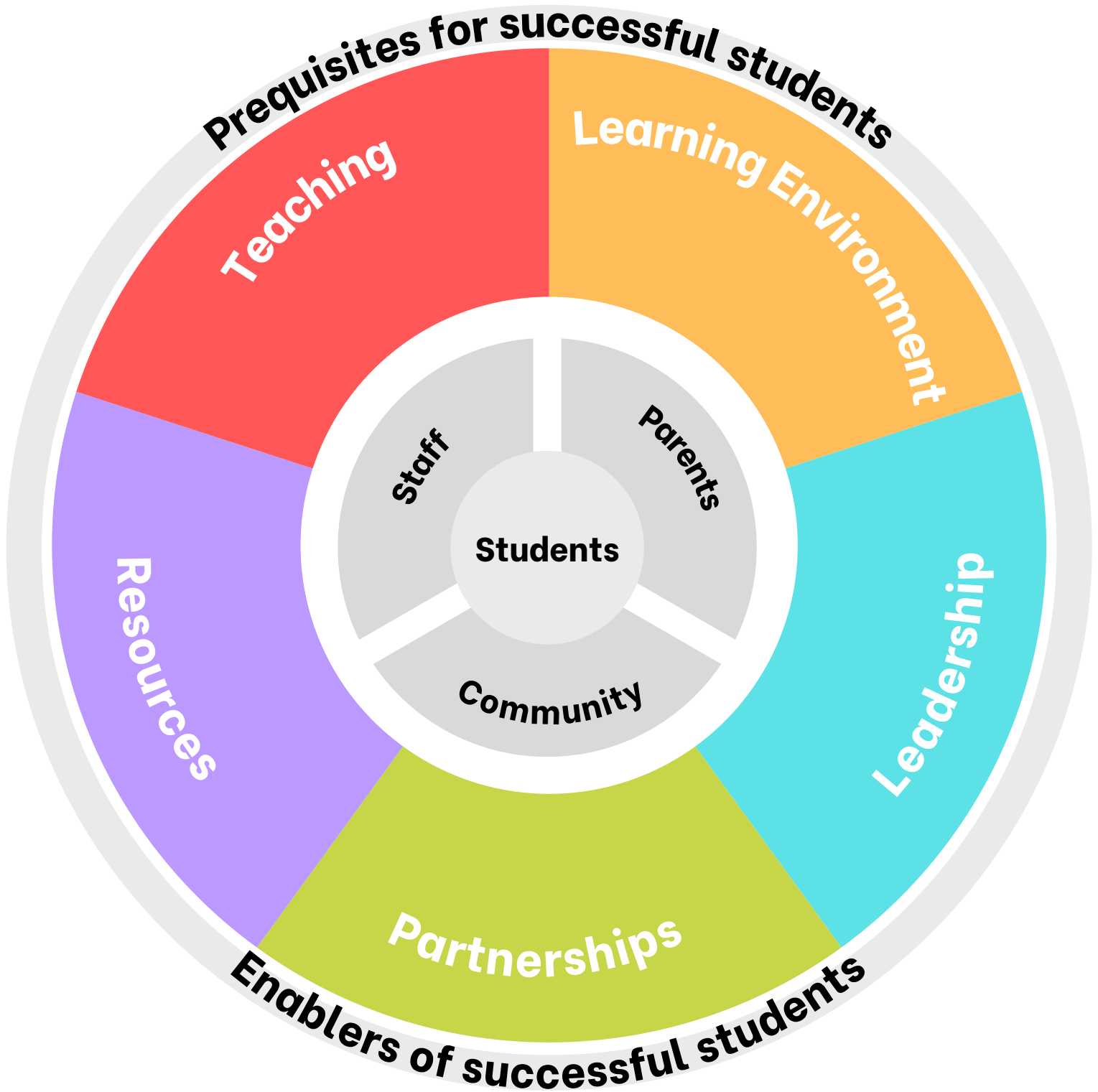
**Maintain high
expectations of
ourselves, the
students and
our school
community**

**Know that
together we
are stronger
and success
happens when
we work as
one**

**Believe in
continual
improvement -
when we know
better, we do
better**

School Improvement

Students are at the centre of everything we do at West Leederville Primary School, with all school operations focused on improving student outcomes. We will self-assess against our priorities annually and during the duration of this business plan, take part in the Public School Review process to validate our self-assessment.



Teaching

| Goal | Strategies |
|---|--|
| Our teaching is informed by evidence-based research | <ul style="list-style-type: none">• Implement evidence-based programs to teach phonemic awareness, phonics, reading, spelling, writing and mathematics from Kindergarten to Year 6• Develop whole school scope and sequences to support all programs• Provide program-specific professional learning for all staff• Timetable collaborative opportunities for staff to work and plan together on whole school programs |
| We have high-quality, explicit teaching in every classroom | <ul style="list-style-type: none">• Use Quality Teaching Strategy resources and the Science of Learning to develop a shared understanding of best practice in explicit teaching• Implement an instructional framework of agreed upon lesson structures and high-impact teaching strategies• Investigate models of peer observations and instructional coaching to support the implementation of the instructional framework• Optimise teaching through the effective use of technology |
| We meet the needs of all our students | <ul style="list-style-type: none">• Implement a whole school assessment schedule to monitor student achievement and progress in phonics, reading, spelling and mathematics• Support staff to effectively use data to cater for individual student needs and to support and extend students through differentiation• Develop Individual Education Plans for identified students to specify teaching and learning adjustments• Implement a literacy intervention program for the provision of Tier 2 and Tier 3 support for students identified through screening |

TARGETS

- Match or exceed WA like Schools in all NAPLAN assessments
- 90 % of WLPS students in the 'Exceeding' or 'Strong' category of achievement in Numeracy, Reading and Writing NAPLAN assessments
- 80% of WLPS students achieve above the 50th percentile in end of year PAT Reading and Maths assessments
- 75% of students exited from PP-3 intervention are performing at their expected level
- The 2026 School Culture Survey response to the following questions will demonstrate a rating of 4 or above:
 - The staff have a common approach to how students are taught
 - The school's teaching and learning programs meet the needs of my children
 - I consistently apply our pedagogical practices

Learning environment

| Goal | Strategies |
|--|--|
| <p>We have strong student engagement and wellbeing</p> | <ul style="list-style-type: none"> • Support all staff to prioritise building strong relationships with students • Implement clear processes for the early identification of students at risk • Adopt a multi-tiered approach to student wellbeing that is supported by system initiatives and programs • Investigate a whole school social-emotional program that meets the identified needs of students |
| <p>We manage behaviour with positive and restorative approaches</p> | <ul style="list-style-type: none"> • Review the PBS matrix to ensure it meets the needs of the school and communicates a high expectation of student behaviour • Embed the PBS culture and cycle of teaching with fidelity • Support staff to understand trauma-informed practice as best practice and draw on this when dealing with challenging behaviours • Implement a clear restorative process to deal with behaviour situations that require intervention |
| <p>Our students feel a sense of belonging and connectedness</p> | <ul style="list-style-type: none"> • Implement school practices and programs to support inclusivity and diversity • Draw on community expertise and perspectives to embed culturally responsive practices • Develop staff capacity to cater for neuro-diverse students with best practice approaches and strategies • Use available expertise and resources, such as the School Psychologist and Chaplain, to target specific areas of need |

TARGETS

- 85% of students will achieve ‘consistently’ in ABE reporting
- All classrooms will display the PBS matrix and consistently teach fortnightly PBS lessons
- The 2026 School Culture Survey response to the following questions will demonstrate a rating of 4 or above:
 - Student wellbeing and care is a priority at our school
 - There are effective pastoral care process at our school
 - Our school is a safe and caring place to be

Leadership

| Goal | Strategies |
|--|---|
| <p>We identify develop and support leadership at all levels</p> | <ul style="list-style-type: none"> • Use the Future Leaders Framework to provide clear processes for staff leadership identification • Align leadership opportunities with school improvement planning and priority areas • Provide staff with authentic roles to develop their leadership capabilities |
| <p>We listen to student voices</p> | <ul style="list-style-type: none"> • Develop student leaders through professional learning • Consult students on decisions that directly impact them • Support students to implement initiatives that are of importance or interest to them • Provide students with opportunities to demonstrate their leadership |
| <p>We have high expectations of ourselves</p> | <ul style="list-style-type: none"> • Implement a clearly defined and agreed upon Performance and Development cycle • Align staff performance and development goals to the school improvement agenda and system priorities • Provide staff with specific feedback related to their teaching through classroom observations, walk-throughs and performance and development meetings • Prioritise school development days and staff meetings for ongoing professional learning with a focus on improving practice and student outcomes |

TARGETS

- Increase number of teachers on development plans through the Future Leadership Framework
- Increase number of staff obtaining Senior Teacher, Level 3 Classroom Teacher or promotional roles
- Survey student leaders to determine effectiveness of student leadership program
- The 2026 School Culture Survey staff response to following questions will demonstrate a rating of 4 or above:
 - I receive feedback on how my teaching impacts on student learning
 - Our school culture supports professional growth

Partnerships

| Goal | Strategies |
|---|---|
| <p>Our communication is timely, respectful and transparent</p> | <ul style="list-style-type: none"> • Streamline methods of whole-school communication to improve clarity • Provide guidelines to articulate how and when we communicate • Maintain high expectations of communication through education and the Connect and Respect initiative • Utilise available tools to seek parent feedback and act upon it when it aligns with the school’s priorities |
| <p>Our partnerships are focused on positive student outcomes</p> | <ul style="list-style-type: none"> • Develop the community’s understanding of the functions, roles and responsibilities of the school, the Department, the Board and the P&C • Support the Board and the P&C to be actively engaged and aligned to the school’s priorities • Provide information sessions to educate and engage parents and community members on topics relevant to student, school and parent needs |
| <p>We have strong community relationships</p> | <ul style="list-style-type: none"> • Identify and participate in events and initiatives that increase the school’s visibility within the wider community • Collaborate with community partners for the provision of extra-curricular activities • Build and strengthen partnerships with community groups, the Town of Cambridge and the Galup Network to provide opportunities and initiatives that benefit students |

TARGETS

- Increase the number of parents and staff who contribute to School Surveys
- The 2026 School Culture Survey parent response to following questions will demonstrate a rating of 4 or above:
 - I feel well informed about the activities of this school
 - I am provided with opportunities to actively engage in my children’s education
- Increase the number of parents who attend school information sessions
- The School Board Self-Assessment survey to have a rating of 4 or more on each of the 10 statements
- Increase the number of parents participating in P&C meetings and volunteering with P&C events

Resources

| Goal | Strategies |
|--|--|
| <p>Our school improvement plan is supported by resourcing</p> | <ul style="list-style-type: none"> • Align financial decision-making with the business plan priorities • Support the finance committee, the Board and the P&C to have a strong understanding of the school’s improvement plan and current priorities • Increased staff responsibility and accountability for resources • Use student and school characteristics funding to support effective teaching and learning adjustments and enhanced student outcomes |
| <p>Our school grounds are maintained to a high standard</p> | <ul style="list-style-type: none"> • Develop a clear and comprehensive plan for improving the schools resources and facilities • Work with the Department of Education to project growth and plan for future enrolments • Prioritise all three stages of the playground in planning • Work with the Department of Education and local government to identify opportunities to maximise available outdoor space |
| <p>We have a strong environmental focus</p> | <ul style="list-style-type: none"> • Implement a whole school approach to reducing the school’s environmental footprint • Embed sustainable practices, such as reduce, recycle and reuse, across the school • Identify opportunities through Waste Wise and Water Wise initiatives • Investigate energy efficient principles to reduce the school’s electricity and water consumption |

TARGETS

- The 2026 School Culture Survey parent response to following question will demonstrate a rating of 4 or above:
 - The school uses available resources to improve student learning
- The 2026 School Culture Survey staff response to following questions will demonstrate a rating of 4 or above:
 - The school effectively uses its physical environment and available facilities to maximise student learning
 - Our school aligns resources to its strategic direction
- An increase in the recycling options
- A reduction in utility charges

Glossary of terms

| Term | Definition |
|------------------------|---|
| ABE | Attitude, Behaviour and Effort: used in Reporting to Parents |
| FLF | Future Leaders Framework: A Department of Education initiative to assist schools identifying, developing and supporting staff with a high potential for leadership. |
| NAPLAN | National Assessment Program - Literacy and Numeracy: annual national assessment for all students in Years 3,5,7 and 9. |
| PATS | Progressive Achievement Tests: National standardised tests that are conducted to monitor student progress. Provided by the Australian Council for Educational Research (ACER) |
| PBS | Positive Behaviour Support: A whole school framework and approach to teaching behaviour that focuses on the explicit teaching and positive reinforcement of the expected behaviours |
| QTS | Quality Teaching Strategy: A Department of Education initiative that identifies effective teaching and the aspects of school culture which support improved teaching practices. |
| WA Like Schools | A cohort of Western Australian public schools that have similar socio-educational characteristics to West Leederville Primary School |



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