



Willandra Primary School

WILLANDRA PRIMARY SCHOOL
BUSINESS PLAN
2022 - 2024

WILLANDRA PRIMARY SCHOOL BUSINESS PLAN 2022 - 2024

Willandra Primary School is a proud Independent Public School which commenced in 1993 and is situated in Seville Grove.

At Willandra Primary School, our motto of *'With Pride We Learn, With Pride We Grow'* underpins the beliefs and deeply ingrained values that are the heartbeat of our positive school culture. It connects to our school vision of *'Working in Partnership with our school community, we will provide a safe, inclusive, nurturing, high quality teaching environment that empowers everyone to strive to achieve their potential and contribute positively to society'* and provides the platform for everything we do. The wellbeing of our school community is paramount; our strong values system and TED Program (Treat Everyone Decently) are embedded in all facets of school life. They form the basis of our Behaviour Management Program, which is restorative in nature and promotes a positive and productive learning environment.

Our priorities centre around teacher impact in classrooms and developing the capacity of all staff to deliver high quality teaching programs. Shared Leadership is promoted and collaborative teams are a strong feature of the school's organisation.

We foster community engagement at all levels and advocate positive governance with our School Board and P&C and Student Leadership Teams. The Willandra Business Plan (2022-2024) describes five key areas to drive improvement across the school.

These improvement drivers focus on essential elements of our school community and are described in detail in the next section of the Plan. Each improvement driver is symbolised by the hands that support our students as they grow and develop. Each school policy, procedure and official statement will carry the symbol for the improvement driver that it is aligned to, ensuring a transparent link between our Business Plan and our active school policy documents.



IMPROVEMENT DRIVERS

PRIDE is what drives our plan for success.



Positivity

Successful and shared leadership practices positively affect school improvement.



Relationships

Successful relationships are developed and cultivated through respectful communication.



Improvement

Successful teaching is best practice and effective use of data to empower student achievement.



Diversity

Successful learning environments are created to promote diversity and meet the needs of the student as an individual, and the community as a whole.



Empowerment

Successful students are nurtured through the development of positive wellbeing and high-quality teaching and learning.

STRATEGIC PLANNING

Federal and State Priorities

Australian Curriculum

Commonwealth and Government Agreements

Ministerial Priorities

DoE Western Australia Priorities



South East Corridor Network Priorities



Willandra Primary School Business Plan 2022-2024



Operational Planning



Year level and Phase of Learning Planning



Classroom Planning



SCHOOL SELF-ASSESSMENT

Willandra Primary School will use the Electronic Assessment Tool to guide the school self-assessment and school improvement agenda to ensure successful student outcomes both academic and non-academic.

A Self-Assessment Cycle incorporates whole school approach to self-assessment in the areas of the ESAT tool.

Data collection is an integral part of the school self-assessment in the following areas

- Leadership
- Learning Environment
- Use of Resources
- Relationships & Partnerships
- Student Achievement & Progress
- Teaching Quality



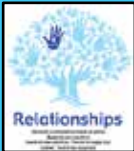
IMPROVEMENT DRIVERS



1. Positivity

Successful and shared leadership practices positively affect school improvement through strategic planning and effective Instructional Leadership.

- Maintain shared leadership practices
- Empower staff to accept shared Leadership Practices
- Appoint, develop and maintain Literacy Leaders in PA and Oral Language
- Develop a whole school Professional Learning Plan
- Develop a STEM team and leader
- Maintain collaborative Year level, POLT and Learning Area teams
- Facilitate the development of Data Coaches in 2023 and 2024
- Maintain shared Learning Area leadership
- Prioritise building the data literacy competencies of staff



2. Relationships

Successful Relationships are developed and cultivated through respectful communication and connection amongst our diverse community members.

2.1 Draw on the strengths of all community stakeholders to set directions for our students.

- Increased Governance by the School Board
- Expand participation of P&C and increase Governance training
- Investigate and develop collaborative opportunities with the local Aboriginal Community to ensure cultural responsiveness
- Investigate and develop collaborative opportunities with multicultural families

2.2 Use effective communication to engage families to maintain strong relationships and to support student learning.

- Incorporate a range of current communication platforms to communicate whole school information and decision making that are clear and accessible to all families
- Provide parent education programs with a focus on developing successful students
- Establish a functional calendar of school community events that support learning and diversity, and celebrate success
- Provide parent education programs with a focus on understanding and ensuring digital safety
- Provide regular opportunities for parents and carers to meet and collaborate with other stakeholders to support student success
- Increase parent attendance at whole school events
- Provide translated communication media to build stronger connections with EAL/D community members
- Engage translator Services to increase engagement with EAL/D community members

2.3 Maintain partnerships with local and statewide service providers to support and strengthen student wellbeing and learning.

- Maintain collaboration with outside agencies to provide effective support for students with disabilities
- Work with SSEN to ensure effective support for all student learning, behavioural, medical, and social-emotional needs

2.4 Create a sense of connectedness for families in our school community and support family life.

- Provide families with links to outside professional support
- Develop whole school transition processes that support students entering, moving throughout, and exiting our school



3. Improvement

Successful teaching is guided by student data and evidence based best practice, empowering student achievement.

3.1 Ensure exceptional instruction in every classroom.

- Lesson design will reflect visible learning with clear learning intentions and success criteria
- Lesson design will reflect whole school Gradual Release pedagogy
- Continue Talk for Writing K-6
- Continue intervention program for PA and Phonics Pp-Yr2
- Implement, then maintain, Oral Language program Yr1-6
- Targeted Performance Management
- Priority focused Classroom Walkthroughs and feedback
- Build capacity of Curriculum Leaders to support effective, evidence based pedagogical practice
- Build staff capacity in knowledge, understanding and application of evidence based whole school pedagogy

3.2 Maintain processes that ensure all students achieve appropriate academic progress.

- Establish Learning Area teams and leaders to embed effective whole school curriculum planning, teaching and assessing approaches that are informed by valid and reliable data
- Establish and resource strategies to monitor the progress of Aboriginal and EAL/D students
- Build staff capacity to manage and meet the needs of students with complex behaviours

3.3 Maintain whole school, evidence-based practice that uses standardised and non-standardised assessment to monitor student progress.

- Maintain Assessment Schedule until next school Self-Assessment/School Review process
- Review standardised assessment results to identify and plan for whole school/year level/class level/individual student needs
- Use longitudinal data sets across all learning areas to inform annual school self-assessment and planning for improvement
- Ensure the school self-assessment cycle informs the School Review process
- Establish academic and non-academic targets to facilitate ongoing school improvement



4. *Diversity*

Successful learning environments are created to support the development of the student as an individual and to meet the diverse needs of the school community.

4.1 **Implement the Aboriginal Cultural Standards Framework (ACSF) across all areas of the school.**

- Annual review by staff against ACSF data. Develop and implement strategies to move the school along the ACSF Continuum
- Develop and implement a Reconciliation Action Plan

4.2 **Prioritise positive mental health and wellbeing**

- Maintain Student Services Team, including Attendance Officer, Chaplain and Speech Therapist
- Clarify and recap the safe, inclusive and consistent expectations of all school community members
- Maintain processes that identify Students at Educational Risk and provide targeted support
- Review current TED and Values program practices to improve impact on student wellbeing
- Develop a targeted plan to promote Student Voice
- Ensure all students are being explicitly taught the skills and understandings of the Highway Heroes program
- Provide small group and 1-1 explicit teaching of The Zones of Regulation for students having difficulty self-regulating
- School Psychologist to attend at least one collaborative Year level meeting per term

4.3 **Build and grow the capacity of the Student Services Team to focus on the further development of the Be You Framework and to inform operational planning**

- Student Services Team and Be You committee members to complete all Be You Professional Learning
- Be You committee to review and update the Be You operational plan
- Student Services Team to support staff with the implementation of Be You Professional Learning and operational planning

4.4 **Conduct a whole school review of the Behaviour and Engagement Policy, sharing the ownership process with all staff**

4.5 **Increase student attendance and engagement**

- WPS Attendance Plan 2021-2024 to be fully actioned
- Maintain Attendance Officer





5. *Empowerment*

Successful students are nurtured through the development of positive wellbeing and high-quality teaching and learning.

5.1 **Implement a school wide focus on Phonemic Awareness, Phonics and Oral Language development to improve reading outcomes.**

- Maintain and resource ECE Intervention program Pp-Yr2
- Introduce Literacy Leaders in PA and Oral Language
- Introduce and develop Oral Language program across the school

5.2 **Implement a school wide focus on improving outcomes in Numeracy.**

- Review and update current Mathematics Policy

5.3 **Increased focus on assessment moderation.**

- At least two Year level collaborative team meetings per term to be dedicated to assessment moderation
- Line Managers to attend at least one of these meetings per term to assist in the moderation process

5.4 **Establish a focus on contemporary and emerging work practices.**

- Embed opportunities for students to engage with, and apply, STEM
- Develop and implement a whole school policy for STEM and related practice

5.5 **Focus on development of skills and activities, creativity and critical thinking for all students through engagement in the Arts (Visual & Music), Science and LOTE.**

- Maintain Visual Arts Specialist Program P – 6
- Maintain Music Specialist Program P – 6
- Maintain Science Specialist Program
- Maintain LOTE Specialist Program

5.6 **Implement an effective Health & Physical Education Program to focus on student physical, emotional, mental wellbeing.**

- Maintain Physical Education Specialist Program P – 6
- Maintain mandated Protective Behaviours Program K – 6
- Maintain Healthy Food/Drink Policy 2022-2024
- Maintain social and emotional whole school programs



IMPROVEMENT DRIVERS TIMELINE

Planning

Implementing

Embedding

| | | 2022 | | 2023 | | 2024 | | |
|------------|---|------|------|------|------|------|------|--|
| | | Sem1 | Sem2 | Sem1 | Sem2 | Sem1 | Sem2 | |
| Positivity | Empower staff to accept shared Leadership practices <ul style="list-style-type: none"> ○ Facilitate the development of data coaches | | | | | | | |
| | Empower staff to accept shared Leadership practices <ul style="list-style-type: none"> ○ Develop shared Learning Area leadership | | | | | | | |
| | Maintain shared leadership practices | | | | | | | |
| | Appoint Literacy Leaders in PA and Oral Language | | | | | | | |
| | Develop Literacy Leaders in PA and Oral Language | | | | | | | |
| | Develop a whole school Professional Learning Plan | | | | | | | |
| | Develop a STEM Team and Leader | | | | | | | |
| | Maintain collaborative Year level, POLT and Learning Area Teams | | | | | | | |
| | Prioritise building data literacy of staff <ul style="list-style-type: none"> ○ Whole school data interpretation sessions | | | | | | | |
| | Prioritise building data literacy of staff <ul style="list-style-type: none"> ○ Provide PL to staff in Brightpath/PAT/Ed Companion | | | | | | | |

Relationships

| | | 2022 | | 2023 | | 2024 | |
|--|--|------|------|------|------|------|------|
| | | Sem1 | Sem2 | Sem1 | Sem2 | Sem1 | Sem2 |
| | Increased Governance by the School Board | | | | | | |
| | Expand participation of P&C and increase Governance training | | | | | | |
| | Investigate and develop collaborative opportunities with the local Aboriginal Community to ensure cultural responsiveness | | | | | | |
| | Investigate and develop collaborative opportunities with multicultural families | | | | | | |
| | Incorporate a range of current communication platforms to communicate whole school information and decision making that are clear and accessible to all families | | | | | | |
| | Provide parent education programs with a focus on developing successful students | | | | | | |
| | Establish a functional calendar of school community events that support learning and diversity, and celebrate success | | | | | | |
| | Provide parent education programs with a focus on understanding and ensuring digital safety | | | | | | |
| | Provide regular opportunities for parents and carers to meet and collaborate with other stakeholders to support student success | | | | | | |
| | Increase Parent attendance at whole school events | | | | | | |
| | Provide translated communication media to build stronger connections with EAL/D community members | | | | | | |
| | Engage Translator services to increase engagement with EAL/D community members | | | | | | |
| | Provide translated student reports to EAL/D community members | | | | | | |
| | Maintain collaboration with outside agencies to provide effective support for students with disabilities | | | | | | |
| | Work with SSEN to ensure effective support for all student learning, behavioural, medical, and social-emotional needs | | | | | | |
| | Provide families with links to outside professional support | | | | | | |
| | Develop whole school transition processes that support students entering, moving throughout, and exiting our school | | | | | | |

Improvement

| | 2022 | | 2023 | | 2024 | |
|---|------|------|------|------|------|------|
| | Sem1 | Sem2 | Sem1 | Sem2 | Sem1 | Sem2 |
| Lesson design in all classes will reflect visible learning with clear learning intentions and success criteria | | | | | | |
| Lesson design will reflect whole school Gradual Release pedagogy | | | | | | |
| Continue Talk For Writing K-6 <ul style="list-style-type: none"> ○ Provide appropriate resources | | | | | | |
| Continue Talk For Writing K-6 <ul style="list-style-type: none"> ○ Provide PL for staff who have not received it | | | | | | |
| Continue intervention program for PA and Phonics Pp-Yr2 <ul style="list-style-type: none"> ○ Provide program to all staff | | | | | | |
| Continue intervention program for PA and Phonics Pp-Yr2 <ul style="list-style-type: none"> ○ Upskill teachers and EAs in best practice for intervention | | | | | | |
| Implement Oral Language program Yr1-6 <ul style="list-style-type: none"> ○ Provide program to all staff | | | | | | |
| Maintain Oral Language Program Yr1-6 | | | | | | |
| Targeted Performance Management <ul style="list-style-type: none"> ○ Data Literacy | | | | | | |
| Targeted Performance Management <ul style="list-style-type: none"> ○ Individual Point of need | | | | | | |
| Priority focused Classroom Walkthroughs and feedback <ul style="list-style-type: none"> ○ English | | | | | | |
| Priority focused Classroom Walkthroughs and feedback <ul style="list-style-type: none"> ○ Mathematics | | | | | | |
| Priority focused Classroom Walkthroughs and feedback <ul style="list-style-type: none"> ○ SEL-Highway Heroes | | | | | | |
| Priority focused Classroom Walkthroughs and feedback <ul style="list-style-type: none"> ○ Protective Behaviours | | | | | | |
| Build capacity of Curriculum leaders to support effective, evidence based pedagogical practice | | | | | | |
| Build staff capacity in knowledge, understanding and application of evidence based whole school pedagogy | | | | | | |
| Establish Learning Area teams and leaders to embed effective whole school curriculum planning, teaching and assessing approaches that are informed by valid and reliable data | | | | | | |

Improvement

| | 2022 | | 2023 | | 2024 | |
|--|------|------|------|------|------|------|
| | Sem1 | Sem2 | Sem1 | Sem2 | Sem1 | Sem2 |
| Establishing and resourcing strategies to monitor the progress of Aboriginal and EAL/D students <ul style="list-style-type: none"> ○ School based Aboriginal progress records | | | | | | |
| Establishing and resourcing strategies to monitor the progress of Aboriginal and EAL/D students <ul style="list-style-type: none"> ○ Provide PL in the use of EAL/D Maps and referrals | | | | | | |
| Establishing and resourcing strategies to monitor the progress of Aboriginal and EAL/D students <ul style="list-style-type: none"> ○ Complete Aboriginal Progress records and EAL/D maps annually | | | | | | |
| Build staff capacity to manage and meet the needs of students with complex behaviours <ul style="list-style-type: none"> ○ Maintain Intermediate Team Teach trainer | | | | | | |
| Build staff capacity to manage and meet the needs of students with complex behaviours <ul style="list-style-type: none"> ○ Continue Team Teach training as needed | | | | | | |
| Maintain Assessment Schedule until next school Self-Assessment/School Review process | | | | | | |
| Review standardised assessment results to identify and plan for whole school/year level/class level/individual student needs | | | | | | |
| Use longitudinal data sets across all learning areas to inform annual school self-assessment and planning for improvement | | | | | | |
| Ensure the school self-assessment cycle informs the School review process | | | | | | |
| Establish academic and non-academic targets to facilitate ongoing school improvement | | | | | | |



Diversity

| | 2022 | | 2023 | | 2024 | |
|--|------|------|------|------|------|------|
| | Sem1 | Sem2 | Sem1 | Sem2 | Sem1 | Sem2 |
| Annual review by staff against ACSF data. Develop and implement strategies to move the school along the ACSF Continuum | | | | | | |
| Develop and implement a Reconciliation Action Plan | | | | | | |
| Continue Student Services Team, including Attendance Officer, Chaplain and Speech Therapist. Review annually | | | | | | |
| Clarify and recap the safe, inclusive and consistent expectations of all school community members | | | | | | |
| Review processes that identify Students at Educational Risk and provide targeted support annually | | | | | | |
| Review current TED and Values program practices to improve impact on student wellbeing | | | | | | |
| Develop a targeted plan to promote Student Voice | | | | | | |
| Ensure all students are being explicitly taught the skills and understandings of the Highway Heroes program | | | | | | |
| Provide small group and 1-1 explicit teaching of The Zones of Regulation for students having difficulty self-regulating | | | | | | |
| School Psychologist to attend at least one collaborative Year level meeting per term | | | | | | |
| Student Services Team and Be You committee members to complete all Be You Professional Learning | | | | | | |
| Be You committee to review and update the Be You operational plan | | | | | | |
| Student Services Team to support staff with the implementation of Be You Professional Learning and operational planning | | | | | | |
| Conduct a whole school review of the Behaviour and Engagement Policy, sharing the ownership process with the whole staff | | | | | | |
| WPS Attendance Plan 2021-2024 to be fully actioned | | | | | | |



Empower

| | 2022 | | 2023 | | 2024 | |
|---|------|------|------|------|------|------|
| | Sem1 | Sem2 | Sem1 | Sem2 | Sem1 | Sem2 |
| Continue ECE Intervention program Pp-Yr2. Review annually | | | | | | |
| Introduce Literacy Leaders in PA and Oral Language | | | | | | |
| Introduce and develop Oral Language program across the school | | | | | | |
| Review and update current Mathematics Policy | | | | | | |
| Mathematical Focus Mental Strategies | | | | | | |
| Mathematical Focus Number & Algebra | | | | | | |
| At least two Year level collaborative team meetings per term to be dedicated to assessment moderation | | | | | | |
| Line Managers to attend at least one of these meetings per term to assist in the moderation process | | | | | | |
| Embed opportunities for students to engage with, and apply, STEM | | | | | | |
| Develop and implement a whole school policy for STEM and related practice | | | | | | |
| Maintain Visual Arts Specialist Program | | | | | | |
| Maintain Music Specialist Program P - 6 | | | | | | |
| Maintain Science Specialist Program | | | | | | |
| Maintain LOTE Specialist Program | | | | | | |
| Maintain Physical Specialist Program P - 6 | | | | | | |
| Maintain mandated Protective Behaviours Program K - 6 | | | | | | |
| Maintain Healthy Food/Drink Policy 2022-2024 | | | | | | |
| Maintain Social & Emotional whole school programs | | | | | | |



STUDENT ACHIEVEMENT TARGETS

| | Pre-primary | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|----------------------------------|---|--|--|--|--|--|--|
| Attendance | <ul style="list-style-type: none"> ○ Overall Attendance Rate to be greater than 92% ○ Increase Regular Attendance to 75% ○ Decrease Indicated Risk to 20% or less ○ Decrease Moderate to Severe category to 10% or less | | | | | | |
| A, B & E | <ul style="list-style-type: none"> ○ ABE data to show greater than 65% of students achieving Consistently | | | | | | |
| Behaviour | <ul style="list-style-type: none"> ○ Reduce the overall number of behaviour slips ○ Reduce the number of 'repeat offenders' receiving behaviour slips ○ Reduce the number of days of Withdrawals ○ Reduce the number of days of Suspensions | | | | | | |
| Reading-PA | 60% of students achieve Level E2 on the PAST by Mid-Year | 60% of students achieve Level I on the PAST by Mid-Year | 65% of students achieve Level J on the PAST by Mid-Year | 65% of students achieve all levels (mostly automatic) on the PAST by Mid-Year | | | |
| Reading - Phonics | 60% of students achieve mastery of Letters & Sounds Phase 2 | 60% of students achieve mastery of Letters & Sounds Phases 3&4 | 75% of students achieve mastery of Letters & Sounds Phase 5 | 75% of students achieve mastery of Letters & Sounds Phase 6 | | | |
| Reading-Oral Reading Rate | 70% of students can read a minimum of 10 words correct per minute | 60% of students can read a minimum of 60 words correct per minute | 65% of students can read a minimum of 100 words correct per minute | 70% of students can read a minimum of 112 words correct per minute | 70% of students can read a minimum of 133 words correct per minute | 70% of students can read a minimum of 146 words correct per minute | |
| Reading-Comprehension | 65% of students achieve 434 (decile 9 median) or higher in On Entry | 60% of students achieve in Band 70-79 or above in PAT (ACER) Reading Comprehension | 70% of students achieve in Band 80-89 or above in PAT (ACER) Reading Comprehension | 75% of students achieve in Band 90-99 or above in PAT (ACER) Reading Comprehension | 75% of students achieve in Band 110-119 or above in PAT (ACER) Reading Comprehension | 75% of students achieve in Band 120-129 or above in PAT (ACER) Reading Comprehension | 75% of students achieve in Band 130-139 or above in PAT (ACER) Reading Comprehension |
| Numeracy | 80% of students achieve 401 (decile 9 median) or higher in On Entry | 70% of students achieve mastery on the Year 1 Maths Assessment (Ed Companion) | 75% of students achieve in Band 95-104 or above in PAT (ACER) Maths | 75% of students achieve in Band 105-114 or above in PAT (ACER) Maths | 70% of students achieve in Band 105-114 or above in PAT (ACER) Maths | 75% of students achieve in Band 115-124 or above in PAT (ACER) Maths | 75% of students achieve in Band 125-134 or above in PAT (ACER) Maths |
| Speaking & Listening | 65% of students achieve 420 or above in On Entry | | | | | | |



STUDENT ACHIEVEMENT TARGETS

| | Pre-primary | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|---------------------------------------|---|---|--|--|--|--|--|
| Social and Emotional Wellbeing | | 80% of students at Developed or above on the ACER Student Social and Emotional Wellbeing Survey | | | | | |
| Writing | 80% of students achieve 176 (decile 9 median) or higher in On Entry | 55% of students achieve 192 on Brightpath ruler for Recount | 60% of students achieve 224 on Brightpath ruler for Recount | 60% of students achieve 281 on Brightpath ruler for Report | 65% of students achieve 325 on Brightpath ruler for Report | 65% of students achieve 356 on Brightpath ruler for Report | 70% of students achieve 387 on Brightpath ruler for Report |
| | 30% of students achieve 118 on Brightpath ruler for Recount | 50% of students achieve 230 on Brightpath ruler for Narrative | 50% of students achieve 278 on Brightpath ruler for Narrative | 50% of students achieve 325 on Brightpath ruler for Persuasive | 50% of students achieve 365 on Brightpath ruler for Persuasive | 50% of students achieve 408 on Brightpath ruler for Persuasive | 50% of students achieve 442 on Brightpath ruler for Persuasive |
| | 50% of students achieve 159 on Brightpath ruler for Narrative | 70% of students achieve 169 on Brightpath ruler for Report | 50% of students achieve 227 on Brightpath ruler for Report | 50% of students achieve 327 on Brightpath ruler for Narrative | 50% of students achieve 354 on Brightpath ruler for Narrative | 55% of students achieve 382 on Brightpath ruler for Narrative | 55% of students achieve 406 on Brightpath ruler for Narrative |
| | | | 55% of students achieve 266 on Brightpath ruler for Persuasive | | | | |



LONG TERM BUSINESS PLAN GOALS 2022 - 2024

| | ALL Students |
|---|--|
| Attendance | <ul style="list-style-type: none">○ Overall attendance rate to be greater than 94% and like schools○ No students in Moderate & Severe Risk categories |
| Attitude, Behaviour and Engagement | <ul style="list-style-type: none">○ ABE data to show greater than 75% of students achieving Consistently |
| Behaviour | <ul style="list-style-type: none">○ Reduce the overall number of behaviour slips○ Reduce the number of 'repeat offenders' receiving behaviour slips○ Reduce the number of days of Withdrawals○ Reduce the number of days of Suspensions |
| Reading | <ul style="list-style-type: none">○ 75% of students achieve higher than national norm average of PAT (ACER) Reading Comprehension○ Achieve higher than Like Schools in NAPLAN-Reading○ 75% of students in Year 3 achieve Band 3 or above in NAPLAN-Reading○ 75% of students in Year 5 achieve Band 5 or above in NAPLAN-Reading○ 65% of students make Moderate or above progress from On Entry to Year 3 NAPLAN-Reading○ 65% of students make Moderate or above progress from Year 3 to Year 5 NAPLAN-Reading |
| Numeracy | <ul style="list-style-type: none">○ 75% of students achieve higher than national norm average of PAT (ACER) Maths○ Achieve higher than Like Schools in NAPLAN-Mathematics○ 75% of students in Year 3 achieve Band 3 or above in NAPLAN-Mathematics○ 75% of students in Year 5 achieve Band 3 or above in NAPLAN-Mathematics○ 70% of students make Moderate or above progress from On Entry to Year 3 NAPLAN-Mathematics○ 65% of students make Moderate or above progress from Year 3 to Year 5 NAPLAN-Mathematics |
| Social and Emotional Wellbeing | <ul style="list-style-type: none">○ 90% of students at Developed or above on the ACER Student Social and Emotional Wellbeing Survey |
| Writing | <ul style="list-style-type: none">○ 75% of students achieve above Brightpath state average on each Brightpath ruler assessed against○ Achieve higher than Like Schools in NAPLAN-Writing○ 65% of students make Moderate or above progress from Year 3 to Year 5 NAPLAN-Writing |
| Moderation & Grade Alignment | <ul style="list-style-type: none">○ Increase Year 3 & Year 5 School compared to WAPS Mean alignment to 85% |

With pride,

we learn

With pride,

we grow

