



WEST LEEMING
Primary School

WEST LEEMING PRIMARY SCHOOL

Business Plan **2023 - 2026**

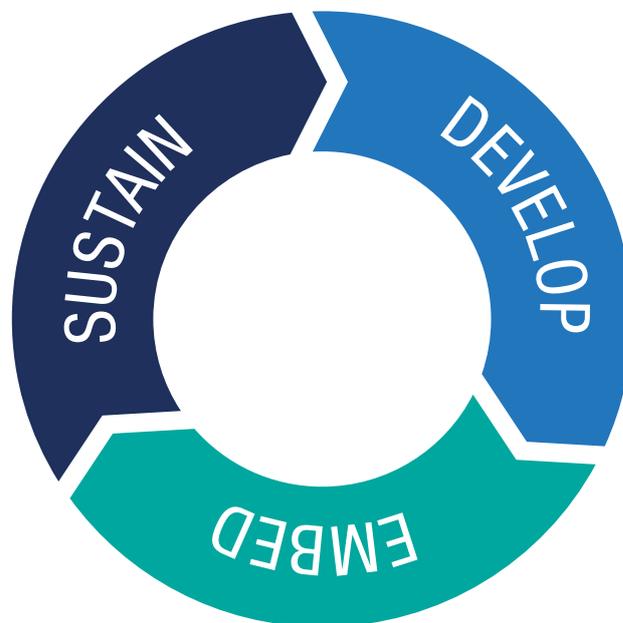


Our Vision

Empower and embrace
a culture of
opportunities for success

West Leeming Primary School Business Plan 2023- 2026

*Empower and
embrace a culture
of opportunities for
success.*



Key Priorities

- **Relationships and partnerships:** Collaborative, purposeful and connected to our community.
- **Learning environment:** Safe, supportive and engaging for all students in our care.
- **Leadership:** Authentic, knowledgeable, committed and innovative leadership at all levels.
- **Use of resources:** Targeted, equitable, transparent and linked to priority areas.
- **Teaching quality:** Evidence based, differentiated and aligned to the 'West Leeming Way'.
- **Student achievement and progress:** Inspired, successful and prepared for the future.

Our Improvement Targets

Relationships and partnerships

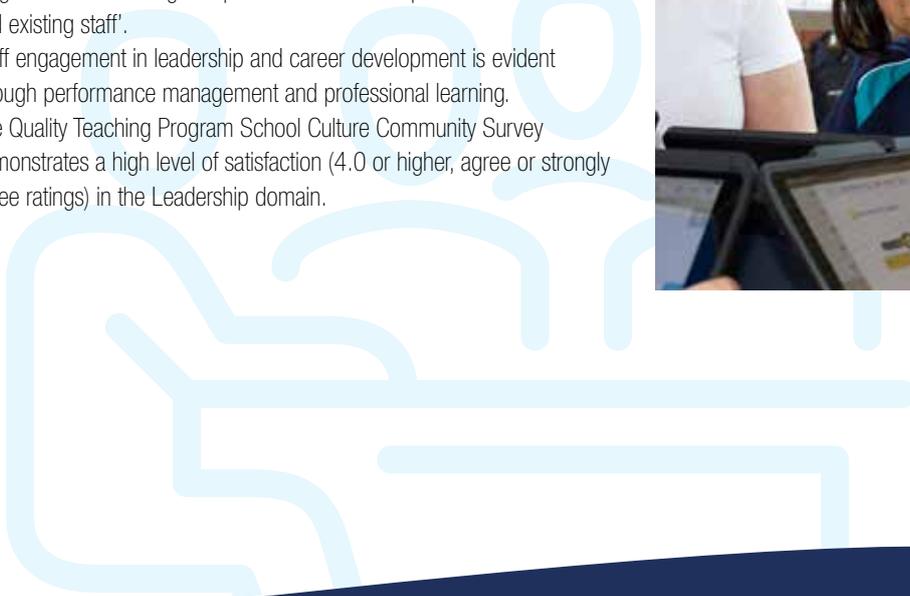
- The Quality Teaching Program School Culture Staff Survey demonstrates progress in 'staff using student voice to examine the impact of their teaching'.
- The School Board demonstrates strong governance skills through self-assessment processes to identify improvement areas.
- National School Opinion Surveys (NSOS) demonstrate a high level of satisfaction in the school (average of 4.0 or higher) with all stakeholders (staff, parents and students).
- National School Opinion Survey (NSOS) demonstrates a high level (average of 4.0 or higher) of satisfaction in the school in 2023 and 2025:
 - Parents
 - Staff
 - Students
- The Quality Teaching Program School Culture Community Survey demonstrates a high level of satisfaction (4.0 or higher, agree or strongly agree ratings) in the Relationships domain.

Learning environment

- Self-assessment against the Aboriginal Cultural Standards Framework continuum demonstrates the school has met cultural competence (capable) across the five standards.
- The Quality Teaching Program School Culture Community Survey demonstrates a high level of satisfaction (4.0 or higher, agree or strongly agree ratings) in the Learning Environment domain.

Leadership

- The Quality Teaching Program School Culture Staff Survey demonstrates progress in 'embedding comprehensive induction processes for new and existing staff'.
- Staff engagement in leadership and career development is evident through performance management and professional learning.
- The Quality Teaching Program School Culture Community Survey demonstrates a high level of satisfaction (4.0 or higher, agree or strongly agree ratings) in the Leadership domain.





Use of resources

- Self-assessment and compliance procedures demonstrate excellence in all areas of financial management.
- The Quality Teaching Program School Culture Community Survey demonstrates a high level of satisfaction (4.0 or higher, agree or strongly agree ratings) in the Resources domain.

Teaching quality

- The Quality Teaching Program School Culture Staff Survey demonstrates progress in the 'Feedback and Review' domain of Performance and Development Culture.
- Performance against the National Quality Standard (NQS) demonstrates the standard has been maintained in all quality areas.
- The Quality Teaching Program School Culture Community Survey demonstrates a high level of satisfaction (4.0 or higher, agree or strongly agree ratings) in the Quality Teaching domain.

Student achievement and progress

- The percentage of students achieving progress levels of high and very high between On-entry (Pre-primary) and NAPLAN (year 3) is higher than like schools in reading and numeracy.
- The percentage of students achieving progress levels of high and very high in NAPLAN (year 5) is higher than like schools in literacy (reading, writing, spelling, grammar and punctuation) and numeracy (commencing in 2025).
- The percentage of students achieving progress levels of high and very high in NAPLAN (year 5) is higher than like schools in literacy (reading, writing, spelling, grammar and punctuation) and numeracy. (Commencing in 2025)
- Comparative achievement in NAPLAN (years 3 and 5) is equivalent or above like schools in literacy (reading, writing, spelling, grammar and punctuation) and numeracy.
- Reporting grades in semester 2 in English and mathematics are aligned with like schools (within 5%) from Pre-primary to year 6.
- The Quality Teaching Program School Culture Community Survey demonstrates a high level of satisfaction (4.0 or higher, agree or strongly agree ratings) in the Student Achievement and Progress domain.



Relationships and partnerships

Focus area	Major strategies <i>What we will do</i>	Measuring success <i>How we will know</i>
<p>Students</p> <p>Students are provided with opportunities to share their ideas on how to improve the learning experiences at school for themselves and their peers.</p>	<p>Opportunities for students to provide feedback about their learning are developed and implemented.</p> <p>Teachers use student voice to examine and strengthen the impact of their teaching.</p> <p>Strategies to enhance student leadership opportunities are implemented.</p>	<ul style="list-style-type: none"> • Student 'voice' is sought, considered and reflected in learning programs and school decision-making. • A range of formal and informal leadership opportunities at class, cohort and phase of learning levels is incorporated into school planning.
<p>Staff</p> <p>Quality professional relationships are fostered through behaviours that exemplify a safe and inclusive workplace.</p>	<p>'How do staff work best' agreements are regularly reviewed to foster shared responsibility in maintaining respectful professional relationships.</p> <p>Strategies to assist personal wellbeing are encouraged and supported.</p>	<ul style="list-style-type: none"> • Line manager wellbeing 'check-ins' are implemented to identify where additional assistance may be required. • Staff are supported to include wellbeing goals through performance management. • The West Leeming Professional Learning Plan incorporates staff health and wellbeing opportunities.
<p>Community</p> <p>Community engagement opportunities are promoted to encourage positive and authentic relationships.</p>	<p>Continue to investigate strategies to streamline communication with families at whole school and classroom levels.</p> <p>The P&C and school staff work collaboratively to implement a range of strategies that foster community engagement.</p> <p>The expertise of Board members is utilised and where necessary, community members co-opted to support school focus areas.</p>	<ul style="list-style-type: none"> • Communication to parents about the learning program is consistent across each cohort. • The annual school calendar reflects community engagement opportunities each term. • Board governance processes are linked to strategic directions and reflective of community values.



Learning environment

Focus area	Major strategies <i>What we will do</i>	Measuring success <i>How we will know</i>
<p>Cultural responsiveness A culturally safe and engaging learning environment is embedded.</p>	<p>Introduction of a Cultural Diversity committee to support a whole school focus on reconciliation and culturally responsive learning environments.</p> <p>Development of a whole school approach to support the learning strengths and needs of students from diverse linguistic and cultural backgrounds.</p> <p>The Aboriginal Cultural Standards Framework is used to identify and guide improvement in cultural responsiveness.</p>	<ul style="list-style-type: none"> Cultural diversity is included as a focus area in the school's distributed leadership structure. The progress maps are used to identify and support the learning needs of students where English is an additional language or dialect (EALD). Progress against the Aboriginal Cultural Standards Framework is monitored annually as part of self-assessment processes.
<p>Student wellbeing Student wellbeing and self-efficacy is promoted through clear and connected school values and explicit teaching.</p>	<p>The Care Strategy core values and behaviour management procedures are reviewed and strengthened to reflect the diversity of student needs, cultural inclusivity and community values.</p> <p>A school-based student health and wellbeing framework is developed to guide the implementation of connected pedagogy and common language in supporting student wellbeing.</p>	<ul style="list-style-type: none"> The core values and beliefs of the Care Strategy are evident in the actions of students and staff and visible to the wider community. Collaborative planning practices incorporate the West Leeming Student Health and Wellbeing Framework.
<p>Neurodiversity The complex and diverse needs of students are recognised and supported.</p>	<p>Strategies to support the learning and social needs of neurodiverse students are investigated as part of a school-based action research project.</p> <p>Teaching environments incorporate a range of strategies, scaffolds and supports to enhance the educational experience of neurodiverse students.</p> <p>The capacity of staff is enhanced through action research, professional learning and opportunities to harness collaborative expertise.</p>	<ul style="list-style-type: none"> Key action research strategies are implemented as part of the APPP (aspirant principal preparation program). Neurodiversity is incorporated into Student Services operational planning and key strategies actioned. The West Leeming Professional Learning Plan incorporates a focus on neurodiversity, including school-based and external professional learning.



Leadership

Focus area	Major strategies <i>What we will do</i>	Measuring success <i>How we will know</i>
<p>Leadership capacity Staff have the knowledge and skills to lead school improvement initiatives and pursue individual career development.</p>	<p>Leadership capacity is enhanced through authentic leadership opportunities at self, emergent, team and school levels.</p> <p>The school's distributed leadership model is maintained to build the capacity of all staff to lead and support school improvement initiatives.</p>	<ul style="list-style-type: none"> • The West Leeming Professional Learning Plan shows engagement in network and system-level leadership initiatives. • Extensive staff representation (teachers and allied professionals) in distributed leadership committees is evident.
<p>Performance and Development Culture A performance and development culture is embedded to support teaching excellence and connected pedagogy.</p>	<p>A whole school pedagogical framework, the 'West Leeming Way' is developed to provide an overview of agreed teaching and assessment expectations.</p> <p>Instructional coaching expertise is expanded through the appointment of 'Teaching for Impact' instructional coaches.</p> <p>Induction processes are strengthened to incorporate an annual review of school procedures, pedagogical expectations and student support strategies for all staff.</p>	<ul style="list-style-type: none"> • Implementation of the 'West Leeming Way' pedagogical framework is demonstrated through performance management processes. • The impact of instructional coaching is measured through teacher participation and feedback. • Staff induction information is reviewed as part of school self-assessment processes.



Leadership cont...

Focus area	Major strategies <i>What we will do</i>	Measuring success <i>How we will know</i>
<p>Reserve funds</p> <p>The ongoing financial needs of the school are met through careful, shared and transparent planning processes.</p>	<p>A funding reserve financial plan is developed to support ongoing infrastructure replacement and future resource planning.</p> <p>The financial understanding of staff is enhanced through participation in distributed leadership structures and professional learning.</p>	<ul style="list-style-type: none"> • A range of funding sources are incorporated into financial planning, including Department and school funds, external grants and P&C fundraising. • Staff understanding of financial processes is evident through information transparency and finance committee engagement.
<p>School grounds and buildings</p> <p>The school campus reflects an adaptive, contemporary and sustainable environment for learning.</p>	<p>A grounds redevelopment plan is developed and implemented to reflect a culturally responsive environment and the enhancement of outdoor spaces.</p> <p>Indoor learning and working spaces are continually upgraded to reflect a modern and functional environment.</p> <p>Outdoor areas that incorporate play-based learning environments are developed.</p>	<ul style="list-style-type: none"> • The ongoing development of school facilities is planned, prioritised and actioned.
<p>Technology</p> <p>Purposeful and differentiated learning is supported by equitable access to technology.</p>	<p>Distributed leadership teams work collaboratively to meet technology needs.</p> <p>The BYOD, 1-1 device model is sustained to support student access to technology.</p>	<ul style="list-style-type: none"> • Technology requirements are identified and addressed through financial and learning area planning.



Teaching quality

Focus area	Major strategies <i>What we will do</i>	Measuring success <i>How we will know</i>
<p>Teaching excellence A performance and development culture that promotes and supports teaching efficacy is embedded.</p>	<p>The 'Teaching for Impact' <i>engage, instruct, practise, apply instructional</i> model is implemented as part of the whole school 'West Leeming Way' pedagogical framework.</p> <p>The capacity of staff (teachers and education assistants) is developed through professional learning and instructional coaching.</p> <p>Teacher career development is encouraged through promotion of Senior Teacher and Level 3 Classroom Teacher opportunities.</p>	<ul style="list-style-type: none"> • The 'Teaching for Impact' instructional model is evident in lesson planning, peer observation and performance management. • The West Leeming Professional Learning Plan shows extensive staff engagement in school and external professional learning linked to school priorities. • Promotional opportunities for teaching staff are offered at school and network level.
<p>Early years learning Kindergarten to year 2</p> <p>Continue to develop high quality teaching and learning practices in the early years.</p>	<p>Plan, implement and embed aligned teaching approaches that incorporate the Early Years Learning Framework (EYLF) principles and National Quality Standard.</p> <p>Child initiated and teacher directed learning opportunities are embedded through open-ended play-based investigations and inquiry.</p>	<ul style="list-style-type: none"> • The National Quality Standard is incorporated into self-assessment processes to sustain quality practices. • Collaborative planning practices incorporate opportunities for purposeful play. • Teaching environments support play-based learning and inquiry.



Teaching quality cont..

Focus area	Major strategies <i>What we will do</i>	Measuring success <i>How we will know</i>
<p>Literacy Aligned teaching strategies are implemented in literacy.</p>	<p>Phase of learning pedagogical strategies in literacy are incorporated into learning programs.</p> <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> - Develop and implement a West Leeming Reading Framework, aligned to the West Australian Curriculum (WAC) and the developmental skill progression of word identification and comprehension strategies. • Writing <ul style="list-style-type: none"> - Consolidate implementation of the West Leeming Instructional Model in writing. - Embed a developmental understanding of writing genre through the implementation of the West Leeming Writing Text Forms scope and sequence from years 1-6. • Phonics and Spelling <ul style="list-style-type: none"> - Continue implementation of the Letters and Sounds phonics program from K-2. - Continue to implement the West Leeming phonics and spelling scope and sequence documents from years K-6. • Grammar and Punctuation <ul style="list-style-type: none"> - Review, refine and embed the West Leeming Grammar and Punctuation scope and sequence from years 1-6. 	<ul style="list-style-type: none"> • The 'West Leeming Way' pedagogical framework incorporates literacy strategies that support aligned teaching practices. • Collaborative planning practices incorporate the 'West Leeming Way' pedagogical framework and scope and sequence documents. • West Leeming instructional models in reading, writing and spelling are evident in lesson planning, teacher observation and performance management.
<p>Numeracy Aligned teaching strategies are implemented in numeracy.</p>	<p>Continue to implement the 'Concrete, Representational, Abstract' (CRA) instructional model.</p> <p>Whole school practices in teaching word problems are strengthened to incorporate a range of problem-solving strategies.</p> <p>A school-based scope and sequence document, incorporating mathematical metalanguage and aligned to the West Australian Curriculum (WAC) content and proficiency strands is developed and implemented.</p>	<ul style="list-style-type: none"> • The 'West Leeming Way' pedagogical framework incorporates numeracy strategies that support aligned teaching practices. • Collaborative planning practices incorporate the 'West Leeming Way' pedagogical framework and scope and sequence documents. • Implementation of the CRA instructional model and multi-modal problem-solving strategies is evident in collaborative planning practices, lesson planning, teacher observation and performance management.

Student achievement and progress

Focus area	Major strategies <i>What we will do</i>	Measuring success <i>How we will know</i>
<p>Teaching impact High impact teaching strategies are implemented to maximise student learning opportunities and experiences..</p>	<p>The impact of teaching is measured to support all students to achieve year upon year progress.</p> <p>Collaborative planning processes are strengthened to support collective responsibility for student achievement and progress.</p> <p>Learning intentions and success criteria are embedded into lesson instruction through a shared model that incorporates student voice.</p>	<ul style="list-style-type: none"> School assessment database shows evidence of yearly student progress. Students demonstrate their understanding of instructional focus areas by articulating collaboratively developed learning intentions and success criteria.
<p>Technology Differentiated learning programs are enhanced through instructional technology.</p>	<p>Access to 1-1 device (iPad) learning is provided for all students in years 3 to 6 through school funded (year 3) and BYOD (years 4-6).</p> <p>A 1-1 device (iPad) instructional program that explicitly teaches students how technology is used to differentiate and enrich their learning is embedded.</p> <p>The SAMR model (substitution, augmentation, modification, reproduction) is embedded to scaffold and support higher order learning opportunities that incorporate technology.</p>	<ul style="list-style-type: none"> Collaborative planning practices support learning opportunities aligned to West Leeming's technology vision. All iPad apps are carefully selected to enable and prioritise implementation of the SAMR model.
<p>Academic support Curriculum provision is differentiated to provide remediation for students identified at academic risk.</p>	<p>The academic needs of students at educational risk (SAER) are supported through class level differentiation and Tier 3 learning programs that incorporate the early and middle years.</p>	<ul style="list-style-type: none"> Documented educational plans are developed and reviewed twice a year. The Tier 3 'Elevate' academic support program is embedded.
<p>Academic enrichment Curriculum provision supports differentiated academic enrichment learning opportunities and future work skills.</p>	<p>New work capabilities are developed through learning opportunities that incorporate teamwork, innovation, critical thinking and creativity.</p> <p>New work capabilities are incorporated into learning area operational plans and the 'West Leeming Way' pedagogical framework.</p> <p>Strategies to incorporate higher order thinking skills (HOTS) are incorporated into academic extension learning programs.</p>	<ul style="list-style-type: none"> Academic extension opportunities include both class differentiation and small group learning.





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