



# WALKAWAY PRIMARY SCHOOL

OUR PLAN 2019 - 2021



AN INDEPENDENT PUBLIC SCHOOL

## | OUR PURPOSE |

To challenge students so that they can maximise educational opportunities, develop social, physical and creative abilities and skills that promote respect for others and enable them to be responsible and contributing members of society.

| Our Vision |  
**BELIEVE it,  
ACHIEVE it,  
ADVANCE the  
Walkaway Way**

### Message from the Principal

This School Plan is the guiding document that all decisions, structures and resources will align with over the next 3 years. All aspects of what we do support the improvement of student outcomes at Walkaway Primary School. We are in a consistent cycle of review which will occur both throughout and at the end of each year, ensuring we are constantly reflecting against our targets and identifying future areas for growth. We will work together to ensure all of our targets are achieved.

## | OUR BELIEFS |

**We believe we learn best when:**

**We are part of a positive, supportive, respectful learning environment**

**We feel happy, healthy and safe**

**We have the opportunity to lead and lead others**

**We adopt a growth mindset, accepting challenges and promoting resiliency; accepting that practice makes progress**

**We embrace our unique "Walkaway Way" and value positive relationships**

## ABOUT US

Walkaway is a small rural town twenty-eight kilometres south of Geraldton. The current Walkaway Primary School has been in its present location in the town of Walkaway since 1966.

The school caters for students from Kindergarten to year 6. There are two bus routes servicing the outlying areas.

The school has a dedicated, stable and experienced staff who teach students in a series of multi aged classes focused on setting high expectations for each student, providing optimal learning conditions to maximise their outcomes. There is a strong focus on providing quality learning programs in all areas, with specialist arts and sports teaching. Technology is embedded in the curriculum to foster critical thinking and to prepare the students for the 21st Century.

Walkaway Primary School has a strong ethos of being a warm and caring community with a real family atmosphere, created by the sense of community and older students working with and looking after the younger students. There are clear expectations of student behaviour that are explicitly taught with social skills and active citizenship being very highly valued by students, staff and parents alike.

The school is located in the township area surrounded by farming paddocks. It has shady trees and areas of well-established gardens, green grass, a large undercover area, recently resurfaced, and a large reticulated oval. Our school environment has been further enhanced with the inclusion of Nature Play Areas, fostering creative and imaginative play, sensory opportunities, risk taking and problem solving and physically challenging the students.

The P&C association is very strong and active in supporting many school activities and fundraising to enable the school to have facilities which include a large art and technology room, brick paved eating areas, a large resurfaced undercover area, many ipads and interactive technology in all classrooms.

## INDEX OF COMMUNITY SOCIO ECONOMIC ADVANTAGE (ICSEA)

The Average ICSEA across Australia is 1000. Walkaway Primary School has an ICSEA of 1011. When like school comparisons are made in this document it refers to other schools with a similar ICSEA.

All targets are achievable by 2021.



## ACADEMIC TARGETS

For 80% of students to demonstrate high or very high progress from On-Entry to NAPLAN Year 3 and from Year 3 to Year 5

To arrest the decline in Year 3 Numeracy reducing the percentage in bands 1 and 2 (57% in 2018)

To arrest the decline in Year 3 and Year 5 Writing, increasing the percentage of Year 5 students in bands 7 and 8 from 0% in 2018 and Year 3 students in Bands 4 (0% in Band 4 2018; 43% in Band 3 2018) and 6 (0% in Band 6 2018; 29% in Band 5 2018).

Increase the percentage of students in Year 5 Reading in Bands 5 and 6 from a current percentage of 11% in 2018

To increase the percentage of Year 3 students above the Australian Mean in Spelling (28% in 2018) and Grammar and Punctuation (14% in 2018)

To increase the percentage of Year 5 students above the Australian Mean in Spelling (44% in 2018) and Grammar and Punctuation (55% in 2018)

## NON-ACADEMIC TARGETS

To increase attendance to 95% regular attendance.

School survey results to show parents, staff and student satisfaction above 80%

Increase the percentage of students who feel safe at school all the time from 21% in 2018

To have 90% of students achieve consistently in the Semester 2 reports in the following criteria:

### Year 3-6

Sets goals and works towards them with perseverance  
Shows courtesy and respect for the rights of others

### PP-2

Displays perseverance  
Respects the ideas, feelings and needs of others



# OVERVIEW OF SELF-ASSESSMENT

At Walkaway Primary School, rigorous self-assessment processes are a key component of our planning and improvement cycle. Informed judgements about the standards of student achievement and the effectiveness of the school processes in maximising student achievement are regularly and consistently made.

Our staff are active participants in the collection, analysis and ongoing review of school data and contribute to planning for improvement processes, both academic and non-academic. A wide range of data is critically assessed.

## Performance Indicators

- NAPLAN data
- School Assessment Schedule Data
- Program implementation review
- NQS reviews and audit
- Classroom Observations
- NSOS results
- Staff Feedback
- Ongoing Performance Management of staff aligned to the AITSL standards
- Parent Feedback
- Parent/Community Involvement
- School Attendance Data
- PBS Data
- School Ambassador Program and Feedback
- School Council Effectiveness Survey



WHEN	WHAT	WHY
Term 1	On Entry Assessment	Assists to identify student needs of PP cohort (Module 1) and identify students who need ongoing On Entry Assessment for Year 1 & 2 to closely monitor progress and to inform planning to address their needs.
Term 3 & 4	NAPLAN	Analysis of students across Years 3 & 5 in Reading, writing, Language Conventions and Numeracy is used to set targets for student achievement in School Operational Plans and identify areas of student strength and areas requiring additional focus.
Termly	PBS Data	Provides feedback about the effectiveness of the whole school behaviour management and PBS Plan.
Term 2 & 4	Attendance Data	Identifies students at risk of under-performing due to poor attendance rates.
Termly	NQS Audit	Provides assessment of the quality of Early Childhood Education against a national standard and enables the school to plan for future improvement.
Term 3	NSOS	Provides feedback from parents, staff and community about their attitudes and perceptions of the school and its programs.
Termly	School Plans Review	Ongoing review of the school strategic and operational plans ensures ongoing adherence, monitoring, self-reflection and goal setting.

## SUCCESS FOR ALL STUDENTS

Walkaway Primary School facilitates opportunities for every child to achieve success through high quality, personalised programs whilst promoting a growth mindset.

To foster successful students we will:

### TEACHING

We will:

- Continue to embed digital technologies and STEM to ensure our students are confident and adaptive users of technology
- Focus on STEM in the early years, particularly numeracy, creative problem solving and coding skills
- Provide LOTE to all students Years 1—6
- Emphasise the role of play based learning in a balanced curriculum for Kindergarten/ Pre-Primary students
- Implement the IMSS Music program
- Develop a growth mindset in the school, building resiliency and acceptance of mistakes as a step towards learning
- Embed a strong case management process, ensuring students are targeted in their individual area of need, with progress consistently monitored
- Provide opportunities for extension of learning
- Promote higher level thinking skills using Reasoning and the Inquiry process, gaining independence
- Monitor individual student progress, encouraging goal setting, using the School Assessment Schedule, SEN online planning documents for IEPs and IBPs with consistent reviews
- Teach Protective Behaviours to all students

### LEARNING ENVIRONMENT

We will:

- Use topic specific vocabulary and scaffolds will be displayed in all areas of the school
- Embed whole school practices and expectations in Explicit Teaching, Literacy, Numeracy, Behaviour Management and Social and Emotional Well-being
- Increase access to and availability of IT
- Create a nature inspired playground in which our students will use their imaginations and investigative skills that fosters creative and imaginative play, sensory opportunities, risk taking and problem solving and is physically challenging

### RELATIONSHIPS

We will:

- Continue with the Buddy Program where Ambassadors can earn the right to be a buddy for the PP's
- Build a trusting relationship with students where they can accept explicit feedback for growth

### LEADERSHIP

We will:

- Provide leadership opportunities for Year 6 students through the Ambassador program
- Provide Education Assistant support in areas of need within the school.

## HIGH QUALITY TEACHING

As effective leaders of our school, teachers are given the opportunity to self reflect, participate in professional learning, model best practice and work collaboratively with a shared vision for student improvement.

### TEACHING

We will:

- Continue to develop and embed a pedagogical approach to ensure consistencies are evident across classrooms (eg Whole school Literacy and Numeracy blocks, WALT and WILF)
- Employ an evidence based approach in teaching practice to deliver high quality instruction with higher level thinking skills through a problem solving inquiry approach
- Promote and strive for high quality teaching and leadership with continued professional learning
- Self-assess teacher practice against national standards and student achievement to improve performance
- Focus on growth in student achievement in addition to attainment
- Build practices to ensure routine use of relevant data and analysis (Assessment schedule, NAPLAN, On Entry) to inform planning, identify student needs and as a diagnosis of teaching
- Continue to embed the use of ICT and STEM initiatives
- Build understandings of and implement the Aboriginal Cultural Standards Framework

### LEARNING ENVIRONMENT

We will:

- Work towards meeting the NQS standards participating in the audit process 2020/21

### RELATIONSHIPS

We will:

- Continue to build relationships within the Geraldton Network, participating in Professional Learning opportunities
- Embed a collaborative model, incorporating moderation, planning and data assessment analysis
- Introduce classroom observations both within and across schools to build best practice

### LEADERSHIP

We will

- Embed strong performance management processes, with clear links to professional learning building understandings in identified areas of development
- Provide deliberate opportunities through the Western Australian Curriculum for students to develop general capabilities of critical thinking, creativity and entrepreneurship, including through STEM

## POSITIVE RELATIONSHIPS

Walkaway Primary School will foster positive relationships with all—students, staff, parents and wider community—to build a supportive, inclusive and successful learning environment.

### TEACHING

We will:

- Encourage parents to be involved in classes eg reading, parent help
- Foster support for Literacy and Numeracy learning in the home
- Create and resource opportunities for whole staff collaboration

### LEARNING ENVIRONMENT

We will:

- Foster parent and community involvement in school development eg playground, school facilities
- Build an environment that reflects our values and growth mindset
- Implement a bullying prevention focus, with a strong emphasis on defining bullying

### RELATIONSHIPS

We will:

- Provide parents with consistent information regarding their child's progress and goals
- Encourage home school communication by promoting to parents the proactive options for engaging with teachers regarding their children including email, phone calls, face to face meetings
- Implement an After School Care Program to support families

### LEADERSHIP

We will:

- Provide parent opportunities to develop positive and respectful home school relationships
- Increase parent education opportunities in whole school programs/initiatives
- Engage other agencies and community partners to provide opportunities for our families and students
- Conduct surveys annually to seek feedback and actively respond.

**Our subjects are fun with lots of hands on activities**



**There are lots of people to be friends with**

## EFFECTIVE LEADERSHIP AND GOVERNANCE

Walkaway Primary School continues to work closely with the community and School Board whilst providing staff with opportunities to enhance leadership through professional development.

### TEACHING

We will:

- Ensure a high standard of professional conduct and ethics are adhered to at all times
- Complete classroom observations both within and across schools to build best practice
- Promote and strive for high quality teaching and leadership with continued professional learning
- Develop understandings of Aboriginal Cultural Standards, embedding them in teaching and learning programs

### LEARNING ENVIRONMENT

We will:

- Work towards enhancing the environment to ensure all work spaces and areas of the school are well maintained and resourced
- Build the profile of the School Board in the community by adding a photo to the website and with regular communication in the newsletter

### RELATIONSHIPS

We will:

- In collaboration with the School Board and community, update the behaviour management plan
- Work closely with the School Board
- Conduct surveys annually, seek feedback and actively respond to surveys of students, staff and parents as a part of school assessment

### LEADERSHIP

We will:

- Implement initiatives from the Attendance Toolkit to build understandings of Reasonable leave
- Develop a collaborative culture where staff feel valued which is inclusive of student needs and responsive to parent inclusion
- Build a culture of high expectations and high performance
- Access training for the School Board when available
- Undertake self-reflection against the Principal Performance Tool to make judgements about own performance and plan for improvement
- Provide opportunities for staff work experience or shadowing in other areas of school for succession, professional development and continuity

# PERFORMANCE INDICATORS

## TEACHING

NAPLAN data  
On Entry data  
Peer observations  
NSOS Surveys—staff, student, parent  
Case Management Process

## LEARNING ENVIRONMENT

NQS Review and Audit  
School Board Effectiveness Survey  
Parent/community involvement  
Feedback—staff, students, parents, community  
Peer observations

## RELATIONSHIPS

NSOS Surveys—staff, student, parent  
Parent Feedback  
Geraldton Network involvement  
Peer observations  
School Board Effectiveness Survey

## LEADERSHIP

Attendance data  
Performance Management  
School Board Effectiveness Survey  
NSOS Survey—parent, staff, students



**“**  
**We have kind  
and caring  
teachers and  
assistants**  
**”**

# JARGON BUSTER

**AITSL**— Australian Institute for Teaching and School Leadership—This Institute provides the professional standards by which teachers and school leaders reflect on their practice

**Band**—This is a data set that indicates a level of achievement above, at or below the National Minimum Standard (NMS)

**Like Schools**—Statistically and demographically similar schools based on a range of nationally collected data

**NAPLAN**—National Assessment Program Literacy and Numeracy

**NMS**—National Minimum Standard (applies to NAPLAN data)

**On Entry** – This is the assessment undertaken by all students enrolled in the first compulsory year of schooling to establish baseline information about the literacy and numeracy attainment at the start of Module 1. Testing will be ongoing in Year 1 and 2 for those students who require ongoing assessment

**PBS**—Positive Behaviour in Schools program

**NSOS**—National School Opinion Survey—these surveys are distributed either electronically or in printed form to staff, students and parents to seek feedback on the school's performance

**NQS**—National Quality Standards—informed by research about day-to-day program elements that optimise children's learning and development. These elements are organised into a series of standards that make up seven quality areas.



