



WOODVALE PRIMARY SCHOOL

**Our Plan
2026 -2029**

‘Strive with Pride’



Our Plan

Our Plan 2026 – 2029 clearly articulates Woodvale Primary School's direction for the future. It outlines our aspirations for student outcomes and the key improvement strategies that will guide our journey.

Our Plan has been developed collaboratively through meaningful consultation with the Woodvale Primary School community, including students, staff, parents, and the School Board. It reflects our shared commitment to continuous improvement and excellence.

Over the next four years, Our Plan provides a clear and focused strategic direction. It identifies what we will prioritise and what our community can expect to see across the five key domains of school improvement: Relationships and Partnerships, Learning Environment, Leadership, Use of Resources and Teaching Quality.

Acknowledgement Of Country

Woodvale Primary School would like to acknowledge the Whadjuk Noongar people, the traditional custodians of this Boodjar (land) on which we work and live. We pay our respects to their Elders past, present and emerging.



Our Vision

Our Plan 2026 – 2029 is driven by our school vision of **Growing Confidence, Inspiring Success**, which focuses on developing confident learners and supporting their achievement of success.

Growing Confidence, Inspiring Success

Our Culture

Our five values underpin a culture of pride, belonging and excellence. Through meaningful collaboration between students, families and the school, we build a culture grounded in shared values and a commitment to excellence, ensuring the best outcomes for every student.

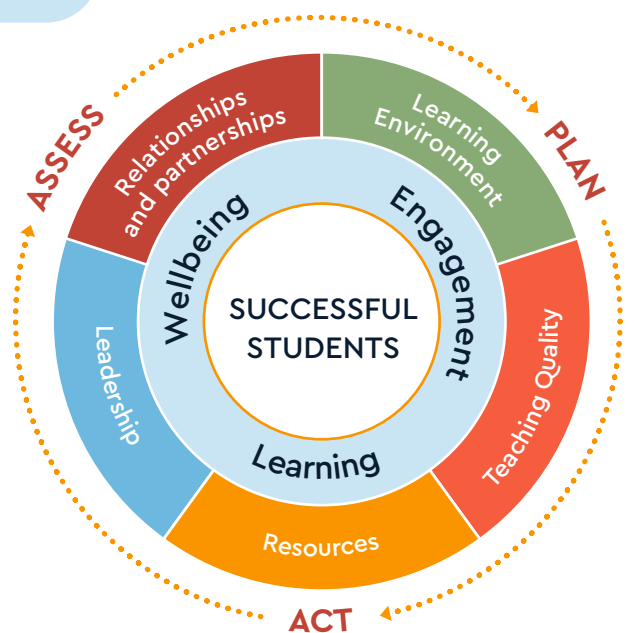
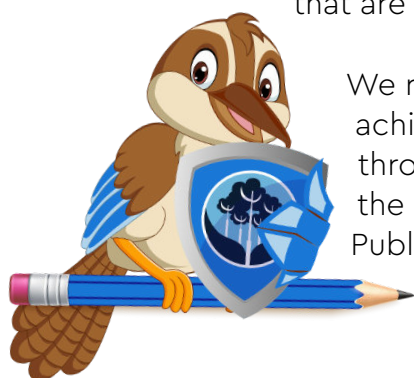
Respect | Kindness | Responsibility | Integrity | Determination

Our Strategy

School Self-Assessment and Continuous Improvement Model

Our School Self-Assessment and Continuous Improvement Model is focused on improving performance in the five domains of school improvement, ensuring that everything we do is focused on developing successful students. The outer improvement cycle ensures we continuously engage in assessing the performance of our school and students and develop targeted plans that are enacted with fidelity.

We report our progress and achievements to our School Board, through our Annual Report and in the Department of Education's Public School Review.



Relationships and Partnerships

We recognise that a positive school culture, strong parent support and effective community partnerships are key drivers of our continued success. We prioritise building strong, collaborative relationships with families, school governance and external partners to meet the evolving needs of our students. Working as a dedicated team, we analyse student progress and refine teaching practice, strengthening collective capacity to achieve improved student outcomes.



What we will do — What you will see

Ensure consistent and clearly understood communication systems within the school and community, which include opportunities to seek and respond to feedback.

- A coherent and shared understanding and use of our various platforms for communication.
- Communication to parents about classroom level teaching and learning.
- Delivery of parent information workshops about our whole school teaching and learning approaches.
- Regular opportunities to seek parent feedback.

Foster positive relationships between staff, students, parents and the broader community that enhance learning.

- Clear expectations and guidelines for school and home engagement.
- Greater engagement with community organisations to deliver key learning opportunities for students.
- Clear processes and opportunities for parents and teachers to meet for the purpose of reporting and planning for students requiring additional support.

Ensure professional relationships between staff are enabled through focused collaboration.

- Clear professional expectations and framework to guide staff collaboration.
- Greater opportunities for staff collaboration to strengthen assessment, planning and teaching practices.

Strengthen school governance.

- Strengthened performance monitoring within the School Board ensuring strategic priorities and targets are monitored and achieved.
- Enhanced profile of the School Board, enabling greater transparency and advocacy.



Learning Environment

Our learning environment fosters a respectful, focused culture built on high trust between staff, students and the wider community. We are committed to safe, supportive settings where students develop responsibility for their learning and behaviour, along with the determination and integrity to respond with confidence. Through targeted wellbeing programs and responsive systems, we address the diverse needs of all students and support the growth of both students and staff.



What we will do — What you will see

Maintain a safe, inclusive and culturally responsive learning environment.

- Greater cultural responsiveness informed by a Reconciliation Action Plan (RAP).
- Whole school strategies to build a sense of belonging and pride in the school.

Enhance student learning through strengthened whole school approaches to student behaviour, engagement and attendance.

- Clearly documented and understood student behaviour and engagement processes across the school and school community.
- Staff supported to ensure clear and consistent behaviour expectations and processes across the school.
- A whole school attendance plan.

Enhance the wellbeing of students and staff.

- Consistently implemented whole school social-emotional programs to teach students self-regulation and social-emotional strategies.
- A plan for staff wellbeing, which includes processes to monitor, support and enhance staff wellbeing.

Strengthen processes to identify, support and monitor the improvement of Students at Educational Risk (SAER).

- Documented and embedded practices to identify, monitor and support SAER.
- Targeted intervention programs in literacy and numeracy to support SAER.
- Greater focus on supporting students requiring enrichment.

Strengthen student leadership and opportunities for student voice to inform decision-making.

- Increased opportunities for student leaders to lead and students to have a voice in school decision making.



Leadership

Leading teaching and learning is our core focus. Clear and purposeful leadership inspires, empowers and supports staff to engage in sustained improvement and change aligned to the school's vision, resulting in enhanced student outcomes. Instructional leadership, supported through a distributed leadership model, is prioritised to drive consistency and ongoing growth. Student leadership and student voice are embedded in our culture, informing decision-making and shaping our strategic direction.



What we will do

What you will see

Ensure the school vision, direction and planning is evidence-based, aligned and enhances the learning needs of students.

- A clear school vision guiding our beliefs, directions and decision-making.
- Aligned strategic, improvement and operational plans in place.

Develop and embed a whole school self-assessment and continuous improvement approach.

- Rigorous processes in place to monitor and review the implementation of whole school improvement strategies, targets and student achievement and progress.

Develop distributed leadership pathways, which provide staff with the opportunities and support to lead school improvement initiatives.

- Guided by a Leadership Framework, teacher leaders are identified, supported and provided with opportunities to support staff to embed whole school teaching practices.
- Professional learning is provided to support middle leaders to lead effective teams.

Implement change in a timely, data informed and inclusive manner.

- A clearly understood change management model that outlines how change is initiated, planned, managed and reviewed.

Develop a coaching and mentoring culture within the school with a focus on instructional development.

- Observation and feedback opportunities are provided to teachers.
- Curriculum leaders are supported and engage in coaching opportunities with teachers.
- A growth focused approach to staff performance development.

Use of Resources



There are clear links between school priorities and the allocation of human, physical and financial resources. Resources are strategically planned to meet the diverse needs of all students, with supplementary funding supporting targeted programs and necessary adjustments to teaching and learning. We are committed to proactive workforce planning and to continually building staff capacity through well-researched, evidence-based professional learning.

What we will do

What you will see

Ensure financial management complies with the expectations of the Funding Agreement for Schools.

- Strong alignment between the school's strategic and operational plans and financial and budget allocation processes.
- Distributed leadership teams and the School Board upskilled and kept informed of the school's financial management processes and their impact on strategic planning and student learning.

Budget and resource management practices support school planning.

- Physical resources and learning spaces that enhance student learning.

Support student learning through the appropriate use of student characteristics and targeted initiative funding.

- Additional targeted programs to support the diverse needs of students.

Ensure our workforce planning meets the needs of our students.

- The knowledge, experience and skills of staff required to achieve the school's strategic priorities inform workforce planning.

Teaching Quality

Our dedicated staff are committed to fostering a culture of high expectations and excellence in evidence-based instruction. We invest significantly in creating and sustaining the conditions that enable quality teaching to thrive. Teachers collaborate effectively, using data-informed and evidence-based practices to design engaging and purposeful learning programs. Our whole-school pedagogical approaches ensure all students are challenged and supported through a curriculum that is inclusive, diverse and designed to help every learner reach their full potential.



What we will do ————— What you will see

Ensure there is a shared understanding about how students learn and what high quality teaching looks like.

- A clear 'Roadmap' for a whole school instructional approach embedded across the school.
- Defined staff commitment to beliefs about high expectations, whole school approaches to teaching and how students learn best.
- A consistent instructional framework and lesson design model that guides teaching and learning.

Strengthen whole school evidence approaches in Literacy and Numeracy.

- Consistent whole school approaches in literacy and numeracy in every classroom.
- Prioritised time for teachers to collaborate to develop shared teaching and learning plans and assessments.

Develop operational and curriculum planning, aligned to the WA curriculum, to strengthen consistent and connected practice across all year levels.

- Operational plans in key learning areas.
- Consistent curriculum and scope and sequences to support whole school programs and approaches.

Implement an evidence-based model for collaboration focused on using student data to improve teaching and student learning.

- Collaborative teams engaging in the continual analysis of student data to inform planning and teaching.

Use system and school-based data to inform teaching plans.

- The development of central data storage systems to track and profile students over time.
- Increased opportunities for staff to engage in moderation processes and the analysis of student data.

Build teacher capacity through targeted professional learning.

- A clear plan for staff professional learning that supports the implementation of whole school teaching approaches and priorities.



What we aim to achieve

Our Plan 2026–2029 outlines our strategic priorities and improvement agenda, with the goal of achieving overall student performance that is **Above** that of **Like Schools** by 2029. To realise this goal, we aim to achieve the following targets:

- By the end of 2029, increase the percentage of Year 3 and 5 (stable cohort) students achieving in the Exceeding and Strong Proficiency Levels to be consistently above Like Schools across all the domains of NAPLAN.
- By the end of 2029, increase the percentage of Year 3 and 5 (stable cohort) students achieving in the Very High and High Progress categories to be consistently above Like Schools across all the domains of NAPLAN.
- Continue to maintain overall attendance rates above Like Schools.
- By the end of 2029, increase the percentage of students achieving Often or higher in the Attitude, Behaviour and Effort area of Reporting to Parents.
- Increase the overall combined percentage of students, staff and parents responding Strongly Agree or Agree across all the domains of the School Culture Survey.

**Targets have been set using 2026 school performance data as baseline.*



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