



2023 – 2025 Business Plan

Established in 1953, after the closure of the surrounding settlement schools, Walpole Primary School has centred itself in the heart of its close-knit rural community. This is a school that values the pristine environment in which it is situated- the forest, rivers, inlets, and ocean- all of which contribute significantly to a 'sense of place' for our students.

Walpole Primary School is a small school that delivers big opportunities through multi-aged classrooms. The school provides contemporary and rigorous academic programmes that are balanced with initiatives that support the students physical, emotional, and relational needs. Students participate in unique specialist delivered programmes in Art, Music, Physical Education and STEM as well as engaging in kitchen garden and nature play experiences. The school actively promotes inclusive pastoral care and fosters the development of social and emotional wellbeing.

The highlight of the school calendar is URWalpole, a whole-school programme delivered in Term Two. This programme

immerses students in eco-education thematic activities that are strongly linked to the Walpole community, including field experts. URWalpole embraces acting local while exploring global ideas.

This Business Plan has been developed in conjunction with staff, parents, members of the wider community and other stakeholders. It sets a clear strategic future for the next three years which will support our students to be successful lifelong learners. The school, along with the School Board, will actively monitor the school's performance through a variety of measures involving staff, students, parents, and community. These measures include academic performance (e.g., Acadience), non-academic performance (e.g. attendance), satisfaction rates (e.g. surveys), and governance (e.g. reviewing operational plans). The strategies and milestones contained in this plan indicate the level of progress towards achieving our three priorities:

 Nature  Culture  Future



Our Vision

To provide an innovative, supportive, and inspiring school community where students become passionate learners who are empowered to contribute to local and global communities.

Our Expectations



Be Respectful



Be a responsible learner



Be Resilient

Shared Beliefs

- We believe that all students can learn
- We believe that the responsibility for student success is shared between schools, families, and the broader community
- We believe in inclusion and value student diversity
- We believe in preparing students to become their own teachers and successful life-long learners
- We believe in equity and reconciliation
- We believe student wellbeing and engagement are essential to student achievement
- We believe teachers have the responsibility to evaluate the impact of their practice and seek to improve

Our Key Strategic Priorities



Nature

Embed a strong sense of belonging to the world in its entirety



Culture

students feel connected to all members of the school and greater community



Future

students engage in learning that enables them to become who they want to be



Strategic Focus: Nature (Place)

We will develop and maintain an environment that instils a strong sense of belonging. We will provide a place that is engaging and supports the nurturing of physical, social, and emotional needs. Our strong culture will empower students through inclusivity, shared values, and valuing diversity. We will further develop our connection with the natural environment that we are immersed in.

Targets

- Maintain regular attendance of over 92%
- Develop a sustainability plan that reduces waste by 25%
- Increase engagement with the wider community
- Grow parent, staff and student satisfaction with safety and wellbeing in annual National School Opinion Survey
- Enhance the physical environment to improve student, parent and community engagement and sense of belonging

What we will do	What you will see
Maintain regular attendance of over 90%	<ul style="list-style-type: none">• Student engagement plan – book awards and certificates, classroom management strategies• Targeted support for students experiencing attendance difficulties in partnership with Allied Professional teams
Develop a sustainability plan that reduces waste by 25%	<ul style="list-style-type: none">• Replace less efficient electrical items as they require repair and/or replacement with modern, efficient items• Promote and support parents and students to provide rubbish free recess and lunch• Increase the use of stored rainwater• Increase promotion of the Cash for Cans to the community
Increase engagement with the wider community	<ul style="list-style-type: none">• Engage with experts within the community to enhance student learning experiences• Provide opportunities for the community to access and use a range of school resources• Engage with local elders to enhance student learning of the local area• Actively share learning experiences with the community through newsletters, school website, displays and events• Our school join with other schools in the Albany West School Network to engage in professional learning, moderation and sharing best practice
Enhance the physical environment to improve student, parent and community engagement and sense of belonging	<ul style="list-style-type: none">• Develop a Building and Grounds Strategic Plan to modernise, improve and develop our physical environment

Strategic Focus: Culture (People)

We will embed a culture that develops a strong connection to the school, community, and natural environment. Everyone is responsible (students, staff, and parents) to ensure students learn in an environment that is respectful, collaborative and safe. Students are empowered to act for positive change.



Targets

- Increase student voice at school and community level
- Maintain and improve student, parent, and staff satisfaction
- Increase the inclusion of the Noongar Nation within our school community
- Increase all staff participation in wellbeing professional learning
- Increase the number of 'proficient' domains on the Cultural Standards Framework
- Develop local conservation group partnerships
- Integrate the United Nations Sustainable Development Goals into whole school plans

What we will do	What you will see
Increase student voice at school and community level	<ul style="list-style-type: none"> • Student Leadership program • Student voice strategies – School leaders, whole student body discussions, student surveys and consultation • Student leaders engage with Shire of Manjimup local consultation group
Maintain and improve student, parent, and staff satisfaction	<ul style="list-style-type: none"> • School communication policy • National School Opinion Survey • School board meetings with parents, staff and community members
Enhance the Health and Well Being Plan	<ul style="list-style-type: none"> • Enhance the Health and Wellbeing plan to include staff and provide professional learning • Mental health and well-being programs – Smiling Minds, Zones of Regulation Support and purposeful play – playground equipment and nature playground.
Increase the number of 'proficient' domains on the Cultural Standards Framework	<ul style="list-style-type: none"> • Create and implement a whole school plan for culturally responsive practices and approaches • Foster and expand meaningful connections with local Noongar elders and community members. As local experts, invite local elders to participate in URWalpole • Support the professional growth and knowledge of staff with curriculum resources and professional learning
Develop local conservation group partnerships	<ul style="list-style-type: none"> • School-based partnerships –Kindy transition program, Denmark Senior High School transition, P&C Community partnership, National Chaplaincy Program, Manjimup Shire partnership, DPAW and local expert partnerships

Strategic Focus: Future (Pedagogy)

We will engage all students with high-quality learning experiences developed from evidence-based practices that ensure the educational needs of our students are met. Students will be equipped to meet changing landscapes they may encounter, both locally and globally, in their future.

Targets

Literacy:

- Year 3 and 5 NAPLAN data is at or above like schools
- Using Acer and Acadience testing to establish and reflect on student growth
- The proportion of students achieving an A, B, or C for English will be the same or greater than like schools.
- By the middle of Year 1, 90% of students will achieve the expected proficiencies from the Education Department's Phonics Initiative

Numeracy:

- Year 3 and 5 NAPLAN data is at or above like schools
- Using Acer and Acadience testing to establish and reflect on student growth
- The proportion of students achieving an A, B, or C for Numeracy will be the same or greater than like schools.

SAER:

- All identified TIER 1 students will be supported in class through relevant strategies, resources, and tools. Tier 2 and 3 students will receive targeted one on one or small group intervention.

What we will do	What you will see
Support the Department priority of Quality Teaching through implementing the Teach for Impact document with a focus on explicit teaching, especially in Literacy and Numeracy.	<ul style="list-style-type: none">• Evidence based teaching that strongly engages students and encourages them to be accountable for their efforts in the classroom• Use of assessment to drive targeted learning plans• Implement Teaching for Impact in all classrooms• A curriculum team leader given time to work with teachers• Literacy and Numeracy blocks developed• Engage with network and/or like schools to provide staff with professional learning opportunities
Employ a continuous professional learning cycle that targets school initiatives and focus areas	<ul style="list-style-type: none">• Staff supported to engage in professional learning to build their knowledge and skills, followed by opportunities to observe effective practice• Teachers receiving regular, informative feedback and opportunities for reflection via classroom coaching• Teachers participating in school network opportunities• Teachers receive mentoring and model practice from colleagues• Develop a PLC approach to planning, teaching, and assessing



What we will do	What you will see
<p>Develop and implement an Intervention model that effectively targets Students at Educational Risk (SAER)</p>	<ul style="list-style-type: none"> • Use of evidence-based screening tools to quickly identify students who are at risk of falling behind • Provide small group and/or one on one targeted support for students not meeting expected standards in Literacy and Numeracy • Provide extension opportunities for students who are achieving beyond expected level • Engage with Allied Professionals to provide the best support possible for students in need • Create a Multi-Tiered System of Support (MTSS) that supports all students based on three areas, Behaviour Management and Engagement, Social and Emotional Development and Academic Performance
<p>Focus on Literacy and Numeracy development in Early Childhood</p>	<ul style="list-style-type: none"> • Implement all areas of the Phonics Initiative • Use the Early Years Learning Framework and the National Quality Standards (NQS) to self-assess the learning environment in K-2 • Evidence based screening in Literacy and Numeracy • Provide small group and/or one on one targeted support for students not meeting expected standards in Literacy and Numeracy • Effective use of Play Based Learning (EYLF)





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