

2024 - 2026

# Business Plan



# Welcome



At Woodbridge Primary School, we live our school motto of 'Courtesy and Pride'. Our school vision of, 'Aspiring to be the most caring and encouraging community school', underpins all that we do at Woodbridge. We believe that children learn best when each and every one of them is valued, supported, connected and nurtured to develop a 'can do' attitude. We are committed to generating opportunities to build our students' social-emotional skills and habits so that they are equipped to become confident and creative individuals, and active and informed citizens. The You Can Do It! Program, an evidence based program, is used to facilitate social-emotional learning, with a focus on the 5 keys to success: Getting Along, Confidence, Organisation, Persistence and Resilience.

Our school understands and acknowledges that our expectations of Respecting, being Responsible, Caring and Aspiring underpin everything we do, as we are guided by the Positive Behaviour Support (PBS) Framework. Our school has a tradition and reputation of developing the whole child through the academic, creative, physical, social and emotional domains. Community engagement and partnerships are essential in fostering our school culture of trust and respect.

This Business Plan outlines our work toward ensuring success for every student and details our strategic directions that enhance both academic and non-academic student achievement. The plan is presented through the Six Domains of the School Improvement and Accountability Framework for effective school operations:

- Relationships and Partnerships;
- Learning Environment;
- Leadership;
- Resources;
- Teaching Quality; and
- Student Achievement and Progress.





## Our Vision

Woodbridge Primary School aspires to be the most caring and encouraging community school. Together we will demonstrate Care, Respect and Responsibility, and Aspire to be the best we can be.

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## Purpose Statement

We will provide a safe and supportive learning environment, maintaining positive relationships amongst students, staff, parents and community members. Our purpose is to develop the whole child through the academic, creative, physical, social and emotional domains, thereby building pathways to a positive future.

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The thing I like most about my work at Woodbridge Primary School is the positive relationships I have with all the students in the school from Pre-primary to Year 6! I also love being part of such a dedicated, caring and supportive team of staff including admin, teachers and education assistants, who all have the students' best interests at heart! I couldn't imagine working anywhere else!

- Specialist Teacher



# Our Expectations

At Woodbridge PS we expect all members of the school community to be:

## Respectful

We are respectful by acknowledging others in a friendly way, using our manners, and actively listening and sharing.



## Caring

We are caring by encouraging and supporting others, and being accepting of everyone.



## Aspiring


We aspire by being organised and engaged in our learning, striving to achieve our goals.



## Responsible

We are responsible by making appropriate choices to stay safe, and seeking help when we need it.





I like to be kind  
and to play  
with my buddies

- Pre-Primary Student

The talent, the  
togetherness, the  
trust and the team.

- Upper Primary  
Teacher

The thing I like most about  
my work at Woodbridge  
Primary School is the way  
all staff work together,  
with student wellbeing and  
achievement being the priority.

-Deputy Principal

# Domain 1

## Relationships & Partnerships

Through collaboration, effective communication, and community engagement we foster respectful and valued relationships and partnerships amongst staff, students, parents, community groups and other agencies.

We ensure...

- Respectful relationships are established and maintained.
- Culturally responsive practices are integrated across the school and throughout classroom planning and practice.
- An inclusive learning environment supports all students' needs.
- Genuine care, trust and mutual respect exist amongst the members of the school community.
- Staff adhere to protocols and Department of Education's (DoE) Code of Conduct.
- Community, student and staff views are sought when reviewing school performance and effectiveness.
- Parents and carers are regularly informed and updated in regard to events and initiatives through relevant platforms of communication.
- Decision making processes are collaborative, open and highly transparent.
- School Board members are actively engaged in school governance processes.

I love sharing and caring for the land of the Wadjuk Boodja people  
- Year 2 student

## Targets

- Maintain effective relationships that continue to promote our vision of 'Aspiring to be the most caring and encouraging community school'.
- National Schools Opinion Surveys (NSOS) results reflect positive student, staff and parent/carer relationships, with ratings of 3.5 or above.
- A strong culture of collaboration is maintained across the school as evidenced through the Team Effectiveness survey.
- Maintain efficient and effective communication with the school community.
- A variety of feedback from the school community informs school improvement.
- Parents and carers share their interests, skills and knowledge within the school.
- The School Board members fulfill their roles efficiently and effectively.



# Domain 2

## Learning Environment

We prioritise a safe, supportive and inclusive learning environment for students, staff and community members that is orderly, friendly and welcoming. Paramount to increased learning outcomes are positive engagement, behaviour and attendance.

We ensure...

- The school culture is based on positive behaviour expectations and values aligned with PBS.
- The needs of all students are catered for and students with additional needs are identified and supported.
- School leaders, teachers and education assistants provide effective intervention for students at educational risk (SAER).
- There is strong support from the chaplain, therapists and the school psychologist.
- The physical environment caters for the diverse needs of all students.
- The school is culturally responsive, with a well-developed Reconciliation Action Plan and strong engagement with Aboriginal families and community.
- Student and staff health and wellbeing are prioritised.
- The development of the whole child is promoted through a focus on the Arts and Sport, as well as academic achievement.
- Student voice and agency has a strong place in school decision making.

## Targets

- Implement a Health and Safety plan that supports staff and student wellbeing.
- PBS expectations are embedded within the culture of the school.
- The learning environment is inclusive and supports all students to achieve.
- Average attendance rates are 90% or above for each compulsory year of schooling (P-6).
- Demonstrate progress through an annual self-assessment using the Continuum of the Aboriginal Cultural Standards Framework.
- Cultural traditions and celebrations are recognised and acknowledged throughout the school.
- The National Quality Standard is met in all areas.
- Student transition into secondary school is supported by a structured process.
- Student voice informs school planning and procedures.



# Domain 3



## Leadership

Distributed leadership enables effective and progressive implementation of our school initiatives. The collaborative approach to planning for school improvement is centred on the needs of students and staff.

We ensure...

- School leaders manage change in a coherent manner, strengthening approaches to strategic and operational planning.
- Leadership roles are well defined and distributed throughout the school.
- Staff are encouraged to take on leadership opportunities in areas of interest and expertise.
- There is strong collaboration between staff and the school community.
- Decision making processes are consultative and transparent.
- All staff are actively involved in data analysis and review, and identification of areas for improvement.
- A Self-Assessment Plan exists, summarising and timelining all processes that are in place to review school performance.
- Staff capacity is built using the Performance Development process.
- A high level of trust exists between all members of staff.

## Targets

- Performance development processes build the capabilities of all staff.
- The Teaching for Impact framework drives pedagogical improvement and performance development of teaching staff.
- The school's performance against planned outcomes is assessed twice yearly, using a predetermined scale.
- The leadership capacity of staff is further developed.
- Members of the Executive Leadership Team undertake 360° feedback process.





# Domain 4

The thing I like most about my work at Woodbridge Primary School is the supportive community - where staff, parents and volunteers all share in the vision of providing students with a learning environment that allows them to thrive.

- Manager Corporate Services

## Use of Resources

Strategic resource management is central to maximising the learning outcomes for all students.

We ensure...

- The school's financial, physical and human resources are effectively managed.
- The Finance Committee monitors the financial processes, allocating resources strategically with regular review.
- Student Characteristics and Targeted Initiative funding are used to support student learning.
- Workforce planning is proactive in considering the workforce requirements.

## Targets

- School plans indicate the human and financial resources that support the implementation of planned outcomes.
- Funding targets professional learning based on school priorities.
- Cost Centre Managers maintain annual budgets, aligned with DoE policy and school plans.
- Student Characteristics and Targeted Initiative funding is used effectively.



# Domain 5

The thing I like most about my work at Woodbridge Primary is the emphasis our school places on play based learning for our Early Childhood students.

“ - Early Childhood Teacher

## Teaching Quality

Shared beliefs and clear expectations about effective teaching and learning underpin our programs. Collaboration and ongoing professional learning for staff ensures every student receives high quality, evidence-based instruction.

We ensure...

- Kindergarten staff implement the Kindergarten Curriculum Guidelines and Early Years Learning Framework.
- Whole school English and Mathematics practices are regularly reviewed and refined to ensure they are evidence informed.
- All staff implement the whole-school scope and sequence document in English.
- High quality professional learning that builds staff capacity is available to all staff.
- School staff collaborate with other departmental staff and external agencies to address the needs of students.
- All PP-6 staff deliver the Western Australian Curriculum.

## Targets

- Embed Teaching for Impact throughout the school.
- All teachers implement evidence-based structured literacy and numeracy practices.
- All teachers use data to identify student learning needs and differentiate teaching, assessment and reporting accordingly.
- All teachers participate in collaborative team planning for continual improvement.



# Domain 6

## Student Achievement & Progress

We make effective judgements about academic and non-academic performance to inform teaching practices and improve student outcomes.

We ensure...

- Students and cohorts are tracked longitudinally on assessment tools using a Student Data Management System.
- Data Collection Schedule assessment tools are regularly reviewed, ensuring they meet best practice and the school's needs.
- Handover of student data occurs to effectively build on the progress and achievement of each student.
- All staff are involved in analysing school data to set targets and develop improvement plans.
- Teachers use common assessment tasks and moderate within year levels.
- SEN Planning and Reporting is used for students requiring an Individual Education Plan.
- Curriculum Adjustment Plans outline the adjustments used to support students.
- EAL/D Maps are used for students requiring additional English language support.

## Targets

- By 2026, NAPLAN data mean in Years 3 and 5 in all tests will be within 10 points of like schools.
- The data gathered from the Data Collection Schedule is used for class planning and targeting individual student needs.
- Assessment moderation will occur between Woodbridge Primary and other schools in the Swan Valley Network.





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The thing I like most about my work at Woodbridge Primary School is seeing the progress our students make from the beginning to the end of the year, in all areas of development.  
- Junior Primary Teacher

“  
I love Art with Mrs Fay where I get to be creative  
- Year 5 student

We would like to acknowledge artist, Sarah Humphries, for the use of her artwork 'Deadly Stories'.

