

# Business Plan 2020 - 2022



**Parkwood**  
PRIMARY

## Our School Community

Parkwood Primary School has been serving the Parkwood community for over 40 years. Ours is a richly multicultural school with many nationalities represented in both mainstream and Intensive English Centre classes.

The school is driven by the belief that every student is capable of successful learning. We seek to enhance our understanding of and commitment to the needs and aspirations of our students, their families and the broader community whilst building and maintaining positive and caring relationships. There is a strong collegial culture of mutual trust amongst staff, and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.



## At Parkwood Primary we believe

- **Successful students** are at the core of school improvement and accountability
- High quality **teaching** and a safe, caring and inclusive **learning environment** are prerequisites for improving student achievement
- Effective school **leadership**, strategic school **resource** deployment, and building strong internal and external **relationships** enable improved student achievement.

## Vision

Our school motto is ‘**Growth Through Learning**’ and our vision is;

**to develop well-rounded individuals, who possess the social and personal competencies to reach their potential and contribute to their communities.**

Through this shared vision we seek to engage students in a learning environment that builds upon existing skills and knowledge and motivates them to pursue goals and achieve their personal best.

Our environment is characterised by:

- Prioritising student learning
- Having high expectations
- Being culturally diverse and inclusive

## Values

We believe it is important for all members of our school community to be:

- **Persistent**
- **Appreciative**
- **Responsible**
- **Kind**



# Our Targets

## By the end of 2022:

- Increase student behavioural (participation), emotional and cognitive (motivation and self-regulation) engagement.
- Improve (increase) the wellbeing of students and staff.
- Achieve at or above the mean performance of like schools, in all NAPLAN assessments.
- The progress of the stable cohort of students will be equal to or better than like schools.
- The distribution of NAPLAN achievement for our stable cohort across proficiency bands (all NAPLAN assessment areas) will be equal to or better than 'like schools'.
- Increase the number of collaborative partnerships within and outside our school community that support student learning and wellbeing.

# Our Focus Areas

Our 2020 – 2022 Business Plan reflects an analysis of previous school performance and our aspirations for school improvement over time. Our three Focus Areas are:

High Quality  
Teaching &  
Learning

Positive  
Climate for  
Learning

Health &  
Wellbeing

## Parkwood Agreements

Our school community agreements are:

- Attentive listening
- Appreciations (no put downs)
- The right to participate – the right to pass
- Mutual respect



# Focus Area

## Positive Climate for Learning

### Our Goal

Create a school-wide culture that values collaborative practice, builds a sense of belonging and importance for every student, and engages all learners in mutually beneficial ways.

### Our Beliefs

A safe, caring and inclusive learning environment is a prerequisite for improving student achievement. We understand that the learning experiences we design have to be relevant and meaningful to the lives of learners, utilising real-world contexts and connecting to contemporary issues in order for students to see and experience the application of knowledge and skills to the world around them. Consciously providing students with opportunities to collaborate and make decisions that influence change can lead to improved outcomes. We seek to provide students with a level of autonomy that gives them the power to direct and take responsibility for their learning.

DoE WA Drivers	Our Guiding Principles	Our Actions
<ul style="list-style-type: none"><li>• Provide every student with a pathway to a successful future.</li><li>• Strengthen support for teaching and learning excellence in every classroom</li><li>• Use evidence to drive decision-making at all levels of the system.</li></ul>	1. High expectations for every student promotes engagement and self-awareness	1.1 Educators convey high expectations of learning, effort and engagement for all students 1.2 Educators co-design SMART goals with students. 1.3 Educators scaffold and differentiate learning to enable students to achieve their goals 1.4 Educators support student exploration of the construction of knowledge
	2. A supportive and productive learning environment promotes inclusion and collaboration	2.1 Educators build quality relationships that enhance student engagement and self-confidence 2.2 Educators ensure the needs and abilities of all students are recognised and addressed in the learning program 2.3 Educators develop student capacity to collaborate 2.4 Educators maintain a learner focused and flexible learning environment
	3. Student voice and agency empowers students and builds a positive school culture for all.	3.1 Educators empower students to have a democratic voice in their learning environment(s). 3.2 Educators co-design opportunities for student to have agency in their own learning 3.3 Educators utilise real-world contexts and contemporary issues for students to apply knowledge and skills to the world around them 3.4 Educators build school pride and connectedness



# Focus Area

## High Quality Teaching & Learning

### Our Goal

To embed a culture of collaboration, reflection and learning so that every student achieves success and reaches their potential.

### Our Beliefs

The students of Parkwood Primary are at the centre of every decision we make. Students are engaged in a learning program that builds upon existing skills and knowledge motivating them to pursue goals and achieve their potential. Effective teachers:

- Have high expectations of themselves and of all learners (academic and non-academic outcomes)
- Have a deep knowledge of content and pedagogy (consciously skilled)
- Target their teaching to the needs of learners whilst addressing system and school expectations / requirements
- Continuously monitor the teaching and learning process



DoE WA Drivers	Our Guiding Principles	Our Actions
	4. Curriculum planning and implementation engages and challenges all students	<p>4.1 Educators maximise student engagement through personalised teaching and learning</p> <p>4.2 Educators collaboratively design and implement a scope and sequence of learning</p> <p>4.3 Educators review and update learning programs in line with school plans for improvement</p> <p>4.4 Educators have a thorough knowledge of subject content and skills and understand how students' best learn concepts, content and skills.</p>
<ul style="list-style-type: none"><li>• Provide every student with a pathway to a successful future.</li><li>• Strengthen support for teaching and learning excellence in every classroom</li><li>• Use evidence to drive decision-making at all levels of the system.</li></ul>	5. Evidence-based strategies drive professional practice improvement	<p>5.1 Educators evaluate the impact of teaching on learning by analysing a range of assessments</p> <p>5.2 Educators prioritise professional learning and collaboration with colleagues in pursuit of improved teaching practices</p> <p>5.3 Educators draw on contemporary research and use an inquiry improvement process</p>
	6. Deep learning challenges lead students to construct and apply new knowledge	<p>6.1 Educators design learning programs to explicitly develop deep levels of thinking and application</p> <p>6.2 Educators and students co-design learning that extends to real world contexts</p> <p>6.3 Educators support students to be reflective self-monitoring learners</p>
	7. Rigorous assessment practices and feedback inform teaching and learning	<p>7.1 Educators design authentic, educative assessments to reflect the learning program</p> <p>7.2 Educators use assessment data to diagnose student learning needs and to plan for learning</p> <p>7.3 Educators provide regular feedback to students referenced to learning goals and curriculum standards</p> <p>7.4 Educators use reliable data to drive school-level decisions, interventions and initiatives</p>



# Focus Area

## Health & Wellbeing

### Our Goal

To foster a culture where students and staff feel valued, supported, appreciated and cared for.

### Our Beliefs

An environment that values and priorities the health and wellbeing of all enables students and staff to realise and achieve their potential. A school-wide approach that clearly defines the skills, knowledge and values expected of students and staff will shape and positively influence our school culture.

Addressing the mental, emotional, social and physical needs of young people will allow us to provide them with access to the tools and skills to develop greater self-awareness resulting in a happier, more resilient and harmonious community.

A mentally healthy school underpins and enhances optimal teaching and learning outcomes for all students.

DoE WA Drivers	Our Guiding Principles	Our Actions
<ul style="list-style-type: none"><li>• Provide every student with a pathway to a successful future.</li><li>• Strengthen support for teaching and learning excellence in every classroom</li></ul>	8. Student voice and leadership empower students and builds resilience.	<p>8.1 Educators and students apply positive and appropriate language use in the school community</p> <p>8.2 Educators support students to build a sense of self-worth and resilience</p> <p>8.3 Educators build student leadership capacity to foster academic progress and their overall wellbeing</p>
<ul style="list-style-type: none"><li>• Build the capacity of our principals, our teachers and our allied professionals.</li><li>• Partner with families, communities and agencies to support the educational engagement of every student.</li><li>• Use evidence to drive decision-making at all levels of the system.</li></ul>	9. Being healthy, safe and active promotes overall wellbeing.	<p>9.1 Educators build student capacity to make healthy lifestyle choices, including being active</p> <p>9.2 Educators ensure all students have the knowledge and skills to keep themselves safe in all settings</p> <p>9.3 Educators build student capacity to recognise and manage their own emotions</p>
	10. Active partnerships enhance student learning	<p>10.1 Educators establish open and sustained communications with parents / carers</p> <p>10.2 Educators build a culture that enhances student and staff wellbeing.</p> <p>10.3 Educators build partnerships with community organisations and agencies to assist in addressing student needs</p>





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PRIMARY

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