



# WAIKIKI PRIMARY SCHOOL

BUSINESS  
PLAN  
2023-2027



08 9553 0900  
12 Arnside Bend  
Waikiki, WA, 6169

# OUR VISION

We are building a HAPPY and SAFE community where everyone is KIND and CONNECTED. Through a nurturing and inclusive school environment, we are PREPARED and ENGAGED, supporting all in GROWING to their full potential. We celebrate diversity and promote lifelong LEARNING.

## AREA 1: TEACHING AND LEARNING

### Ways of Knowing

At Waikiki Primary School we follow an Explicit Teaching instructional approach.

We deliver consistent literacy and numeracy lessons across the school, based on the evidence-based Waikiki Approach. We continue a focus on best practice in our specialist teaching areas.

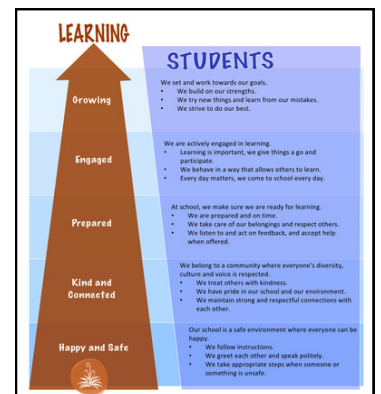


## AREA 2: CULTURE

### Ways of Being

At Waikiki Primary School we have a cohesive school culture.

We promote a culture of pride and belonging. We have a commitment to our shared vision and agreed expectations for our entire school community.

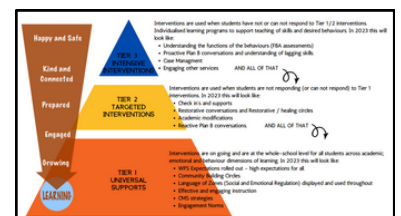


## AREA 3: SUPPORT

### Ways of Doing

At Waikiki Primary School we have a trauma informed, restorative approach to behaviour and student support.

We understand that discipline is a learning opportunity, in which we can collaboratively solve problems with our students. We promote positive values and take responsibility for the ways we act and behave as individuals within our community.



## OUR EXPECTATIONS

Our Waikiki Primary School Expectations Model shapes and defines the way that we respect and interact with each other within our school community. It sets out the conditions for learning success for all students, through the key expectations that we are; Happy and Safe, Kind and Connected, Prepared, Engaged and Growing.



# HAPPY AND SAFE

Our school is a safe environment where everyone can be happy.

## TEACHING AND LEARNING

At Waikiki Primary School (PS) the safety and wellbeing of our community is paramount. By 2027 learning at Waikiki PS will be enhanced by:

- A consistent, evidence-based approach to instruction;
- A calm, orderly and effective learning environment across the school; and
- A positive classroom environment through differentiated learning and a strong cultural understanding.

## SCHOOL CULTURE

Our school community value and promote a culture of high expectations for our students. All members of the Waikiki PS community will:

- Show interest and care for student, staff and community wellbeing;
- Engage in conversations that encourage ongoing improvement; and
- Support the creation of welcoming classrooms that celebrate diversity.





## **SUPPORT**

By 2027, every student in our school will be supported to achieve their best by developing social and emotional wellbeing.

We will build a sense of belonging within the classroom and school community.

All members of our school community are accountable for their behaviours and actions.

## **LEADERSHIP**

Our school leaders work to ensure our school has a positive climate and culture.

They will empower staff and students to achieve success, with an evidence-based, explicit teaching approach.

They will foster positive relationships between staff, students and their families, upholding high expectations of all members of our community.

### Strategies

- Embedded Social and Emotional learning program across the school.
- Consistent responses to unmet expectations and behaviour across the school.
- Staff trained in Classroom Management Strategies (CMS).
- Staff trained in Mental Health support and Suicide Awareness strategies.
- Develop and implement engaging playground opportunities.
- Ongoing teaching and implementation of the WPS Expectations Model.

# KIND AND CONNECTED

We belong to a community where everyone's diversity, culture and voice is respected.

## TEACHING AND LEARNING

We believe positive relationships are paramount to teaching and learning.

Teachers will build strong rapport with students and support positive behaviour through consistent low-key responses.

Staff will engage in culturally responsive, inclusive teaching practices based on the Aboriginal Cultural Standards Framework (ACSF).

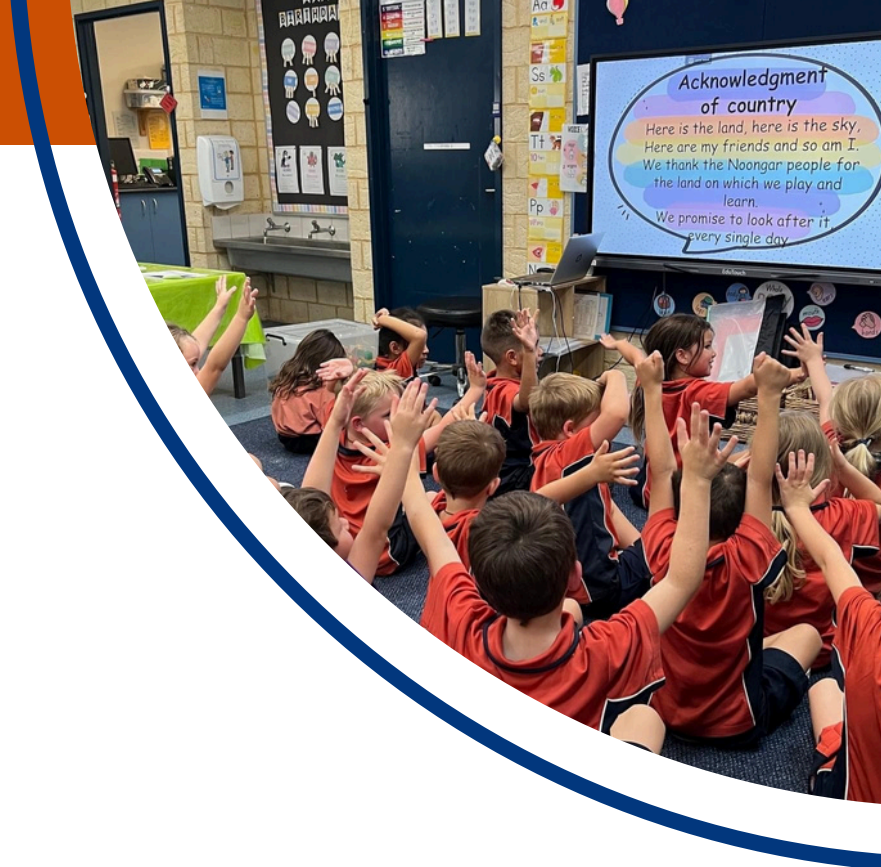
## SCHOOL CULTURE

At Waikiki PS we foster a culture of respect through a collaborative approach to promote, create and sustain positive relationships. We actively seek and value the input of parents, caregivers, staff and students.

We uphold the expectation of respectful interactions between all of our community members.

We will support the involvement of parents and families in all aspects of their children's schooling.





## **SUPPORT**

We facilitate a restorative approach, guiding students towards becoming accountable for their own actions.

We will use a proactive and preventative response to maintain a positive learning environment.

A three-tiered intervention and support model will meet students where they are at and cater to their individual needs to ensure success for all.

## **LEADERSHIP**

The Leadership Team at Waikiki PS are committed to ensuring the success of our restorative approach by ensuring ongoing support for all staff to develop and improve their skills in this area.

They foster collaboration through targeted allocation of resources to ensure students are best supported to achieve positive outcomes.

### Strategies

- Embedded Restorative Practice across the school, including community circles and reset spaces in all classrooms.
- Physical and human resources support Restorative Practice, including provision for a school psychologist and chaplain.
- Establishing a school community that is culturally responsive, including the development of a steering committee consisting of representatives from all stakeholders to work towards strengthening cultural respect and responsiveness.
- Student leaders guided to support peers in the playground.
- Build further opportunities for parents and families to be engaged in our school.

# PREPARED

At school we make sure we are ready for learning.

## TEACHING AND LEARNING

Classroom planning will be structured and sequenced in small steps and aligned to whole-school scope and sequences.

Teachers will use contemporary formative and summative assessment practices to reflect and refine their planning.

Teachers will strategically plan for students at different levels of achievement, following a whole-school intervention framework.

## SCHOOL CULTURE

At Waikiki PS we promote a culture of educational potential for all students by building strong relationships between school and families.

Learning programs will be designed to reflect the identity of Indigenous students and families and also consider the wider cultural diversity of our community.







## **SUPPORT**

We will meet the individual needs of students in our school, through academic and social intervention and differentiation.

Our Kindergarten orientation strategies and high school transition procedures prepare students for school life.

Children will be supported to be ready to learn in all areas of the school, through individual, class and whole-school initiatives.

## **LEADERSHIP**

Our Waikiki PS Leadership Team support staff to develop a consistent pedagogical approach through instructional coaching.

The strategic allocation of resources, aligned to school operational planning, will support in ensuring the diverse learning needs of students are appropriately met.

### Strategies

- Foster connections within local networks to ensure consistent and effective transition into both primary school and high school.
- Chaplain, school psychologist and student support team ensure all students are ready to learn through a variety of dynamic programs and strategies.
- Three-tiered intervention model promotes targeted support for students with diverse needs.

# ENGAGED

We actively engage in learning.

## TEACHING AND LEARNING

At Waikiki PS we employ a strength-based approach to unlock the learning potential of every student.

We will continue to promote high expectations for students by creating supportive classroom environments that allow students to take learning risks.

Expectations, routines and procedures will be consistently enforced to build autonomy and responsibility.

## SCHOOL CULTURE

We promote a culture of active collaboration.

We productively engage with each other, working towards a shared vision of the school and are committed to whole-school approaches.

Student and parent voice is valued and encouraged.

We will provide opportunities for all stakeholders to be meaningfully involved in our school.





## **SUPPORT**

At Waikiki PS we actively promote engagement in learning. Students are encouraged to ask questions and full participation is required.

Every day matters and consistent student attendance and punctuality is an expectation.

Teachers will engage students by implementing the Waikiki PS engagement norms within lessons.

We will provide opportunities for our school community to develop cultural respect and awareness through a range of diverse experiences.

## **LEADERSHIP**

Our Leadership Team is committed to maintaining a school culture where all members of our school community can be actively engaged.

The School Board works closely with the Principal to understand, inform and make decisions which are in the best interests of the school and community.

Our Attendance Team promotes the importance of regular school attendance and actively follows up on ongoing student absences.

### Strategies

- Increased parent engagement and attendance at events.
- To maintain an effective working School Board.
- Increased staff engagement in cultural understanding based on the ACSF.
- Promote opportunities for student voice.
- Implement robust procedures for tracking and improving student attendance.

# GROWING

We set and work towards our goals.

## TEACHING AND LEARNING

All students are supported to reach their full potential academically, physically and socially.

The Waikiki PS coaching model will continue the focus on individual staff improvement.

Student performance data informs planning at the classroom; phase of learning and whole-school levels.

Feedback will be provided to staff and students which is purposeful, positive and supports growth.

## SCHOOL CULTURE

Our 'Big 8' classroom focus sets out non-negotiable standards for all classrooms at Waikiki PS.

Staff will hold high expectations for student achievement and encourage students to maintain equally high expectations of themselves.



## **SUPPORT**

To ensure that all students reach their full potential, Waikiki PS extends its focus beyond academic success and supports students to grow socially and emotionally.

Targeted intervention for students with lagging skills as well as school-wide Social and Emotional learning programs are in place.

## **LEADERSHIP**

Our Leadership Team support staff with professional learning opportunities in line with the strategic direction of the school.

Distributed leadership opportunities are offered to further leadership development for aspirant staff.

As a school community we maintain an ongoing focus on school improvement to strive for the best possible outcomes for all students.

### Strategies

- Performance management and peer coaching processes support staff growth.
- Social and emotional learning program consistent across the school.
- Tracking of student achievement in Mathematics through benchmark testing.
- Tracking of student literacy and numeracy progress through annual PAT testing and NAPLAN standardised tests.

# LEARNERS FOR LIFE

## **TEACHING AND LEARNING**

Waikiki PS students will leave primary school with the foundations for future learning and pathways to success.

## **SUPPORT**

Effective procedures will be enacted to ensure that all students are supported to make a successful transition to high school.

## **SCHOOL CULTURE**

Waikiki PS students will be culturally responsive, kind and connected future citizens.

## **LEADERSHIP**

Our Leadership Team are committed to developing future leaders, in both staff and students.

# TARGETS

## TEACHING AND LEARNING

### TL1: Improve student achievement and progress in the areas of Reading and Writing.

- TL1.1 Year 3 and 5 student cohorts will meet or exceed the mean achievement of like schools across all NAPLAN literacy strands.
- TL1.2 Year 3 and 5 student cohorts will meet or exceed the National mean in NAPLAN Reading and Writing
- TL1.3 Increase the % of students making moderate to high progress between On-Entry Testing and Year 3 NAPLAN Testing
- TL1.4 Increase the % of students making moderate to high progress between Year 3 and 5 NAPLAN tests.
- TL1.5 Reduce the % of students in the 'Needs Additional Support' Band in all NAPLAN literacy strands.
- TL1.6 Year 2, 4 and 6 cohorts progress is at or above that of the norm referenced group in PAT testing. (Reading PATR)

### TL2: Improve student achievement and progress in the area of Numeracy.

- TL2.1 Year 3 and 5 student cohorts will meet or exceed the mean achievement of like schools in NAPLAN Maths.
- TL2.2 Reduce the % of students in the 'Needs Additional Support' Band in all NAPLAN Mathematics
- TL2.3 Increase the % of students in the 'Exceeding' Band in NAPLAN Mathematics.
- TL2.4 Year 2, 4 and 6 cohorts progress is at or above that of the norm referenced group in PAT testing.

### TL3: Improve consistency of instruction across the school.

- TL3.1 The stable cohort effect size is 0.45 or above in all year levels in PAT testing.

## CULTURE AND COMMUNITY – WAYS OF BEING

### C1: Increase parent engagement in the school.

- C1.1 For the statement "I am provided with opportunities to actively engage in my children's education" at least 80% of parents agree or strongly agree as indicated in the annual School Culture Survey.

### C2: Increase student wellbeing and engagement across the school.

- C2.1 For the question "I feel like I belong at this school" at least 90% of the Year 5/6 cohort respond agree or strongly agree in the School Culture Survey.
- C2.2 At least 75% of students agree that they "Feel safe to have a go" as indicated through the annual School Culture Survey.
- C2.3 At least 90% of students agree that they "feel safe at school" as indicated through the annual School Culture Survey.
- C2.4 At least 75% of students across the school (P-6) are recorded as consistently demonstrating the ABE descriptor "Is enthusiastic about learning" in end of semester reports.
- C2.5 The school's annual attendance rate to be at or above WA Public Schools.

### C3: Increased staff engagement and wellbeing.

- C3.1 For the question "I receive feedback on my implementation of school-wide pedagogical approaches" at least 90% of staff respond strongly agree or agree in the School Culture Survey.
- C3.2 For the question "staff are supported to practice self-care" 70% of staff strongly agree as indicated through the School Culture Survey.

# TARGETS

## STUDENT SUPPORT – WAYS OF DOING

### **SS1: Implement an effective whole school social and emotional learning program.**

- SS1.1 100% of classes explicitly teaching Zones of regulation, monitored through teacher performance management.
- SS1.2 100% of classroom display zones of regulations tools and visuals, monitored through teacher performance development (classroom observations).
- SS1.3 At least 75% of students across years 3-6 are recorded as consistently demonstrating the ABE descriptor "Cooperates productively and builds positive relationships with others" in end of semester reports.
- SS1.4 At least 75% of students across years P-2 are recorded as consistently demonstrating the ABE descriptor "Expresses emotions appropriately" in end of semester reports.

### **SS2: Case Management of students at risk / with diverse needs.**

- SS2.1 70% of case managed students move from 'Managed' to 'Monitored' within 12 months of being identified.
- SS2.2 The school's regular rate of attendance to be at or above 75%
- SS2.3 100% of students who have lost good standing through repeated office referrals or suspension are supported through an Individual Behaviour Plan.

### **SS3: Consolidation of restorative approach to positive behaviour support.**

- SS3.1 100% of classes engaged in restorative practice processes and consistently adhering to the 5 key elements.
- SS3.2 For the ABE 'participates responsibly in social and civic activities' (3-6) at least 75% of students are recorded as consistently demonstrating this behaviour.
- SS3.3 For the ABE 'respects the ideas, feelings and needs of others' (PP-2) at least 75% of students are recorded as consistently demonstrating this behaviour.

### **SS4: Targeted intervention program**

100% of classes implementing timetabled intervention in English and Mathematics, reflected in EA deployment and training.



# KEY DOCUMENTS

Links to key documents to support this plan.

## WAIKIKI PRIMARY SCHOOL EXPECTATIONS MODEL

<https://www.waikikips.wa.edu.au/our-school/>

## THE BIG 8

<https://www.waikikips.wa.edu.au/>

## TEACHING FOR IMPACT

<https://ecm.det.wa.edu.au/connect/resolver/view/TFIK12T000/latest/index.html>

## ACSF

<https://www.education.wa.edu.au/dl/jjpzned>

## DEPARTMENT OF EDUCATION STRATEGIC DIRECTIONS

<https://www.education.wa.edu.au/strategic-directions>

