

Business Plan 2022-2024



♥ Learning with heart

Who we are!

Kaya wandjoo, nidja Bindjareb Noongar boodja ngalak kaadadjiny dandjoo.

Hello welcome, here on Bindjareb Noongar country we are learning together.



Oakwood Primary School recognises the Bindjareb people of the Noongar Nation as the traditional custodians of the land upon which the school is situated and respects the ongoing relationship these original custodians have with their land. The traditional name for the region is Mandjoogoordap (now Mandurah) which translates to 'meeting place of the heart'.

Having opened in 2018 as an Independent Public School, Oakwood Primary School caters for students from Kindergarten to Year 6. In that time, we have grown to cater for over 800 students.

Our vision is 'children are the heart of our school' and all directions the school takes are guided by this.

The school site is situated on Oakwood Gate, in the rapidly growing suburb of Meadow Springs and includes the suburbs of San Remo and Madora Bay in the local intake area.

Community members have played a key role in the development of the vision, uniform, logo, strategic directions, and continue to be core contributors to the school's success.

With strong personable leadership, supportive, professional and capable staff, and a parent community committed to sharing the responsibility for their childrens' education, Oakwood Primary School provides excellence in public school education, delivering high performance with high care.

Self Assessment

The 2022 Public School Review completed gave strong positive feedback in the areas of Relationship and Partnerships, Learning Environment, Leadership, Use of Resources and Teacher Quality. Student Achievement and Progress in Year 3 NAPLAN meant that the school was rated as below the standard in this area. Whilst, as a new school, there were only 2 NAPLAN data sets to use and the rapid growth of student numbers and staff impacted this, student achievement and progress will be a key area of focus in this business plan cycle.

The key recommendations from the report were:

- Continue to closely monitor the impact and consistency in the implementation of agreed whole-school programs, pedagogy, instructional model and interventions.
- Use Assessment tools and backward mapping to investigate and assess from On-entry to Year 3. Determine the effectiveness of programs and the instructional approach in the Kindergarten to Year 2 phase of learning.
- Continue to develop staff data literacy to increase understanding and proficiency in the use of systemic and school-based data to monitor student progress at the individual and cohort level.
- Participate in the Teach Well professional learning to support high impact instruction and pedagogical practices.
- Continue to embed the Aboriginal Cultural Standards Framework and participation with the Network schools in the development of the Reconciliation Action Plan.

This business plan will guide the next three years of the journey and will provide the direction to achieve further student success and improvement in all areas of the Public School Review Standard. The foundation which has been built in the first four years of the school will be a strong platform, as the school moves into a new era, with a new neighbouring primary school opening in 2023 and a reduced local intake area.



What we believe

Vision

Children at the
heart of our
school

Motto

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School Priorities

Oakwood Primary School recognises that the core business of a school is to provide every opportunity for all students to learn and succeed. We believe that for this to occur, effective teaching and learning must take place in a positive and relational culture where all members of the school community are engaged and flourishing.



**Our school
Business Plan is
underpinned by
three strategic
priorities.**

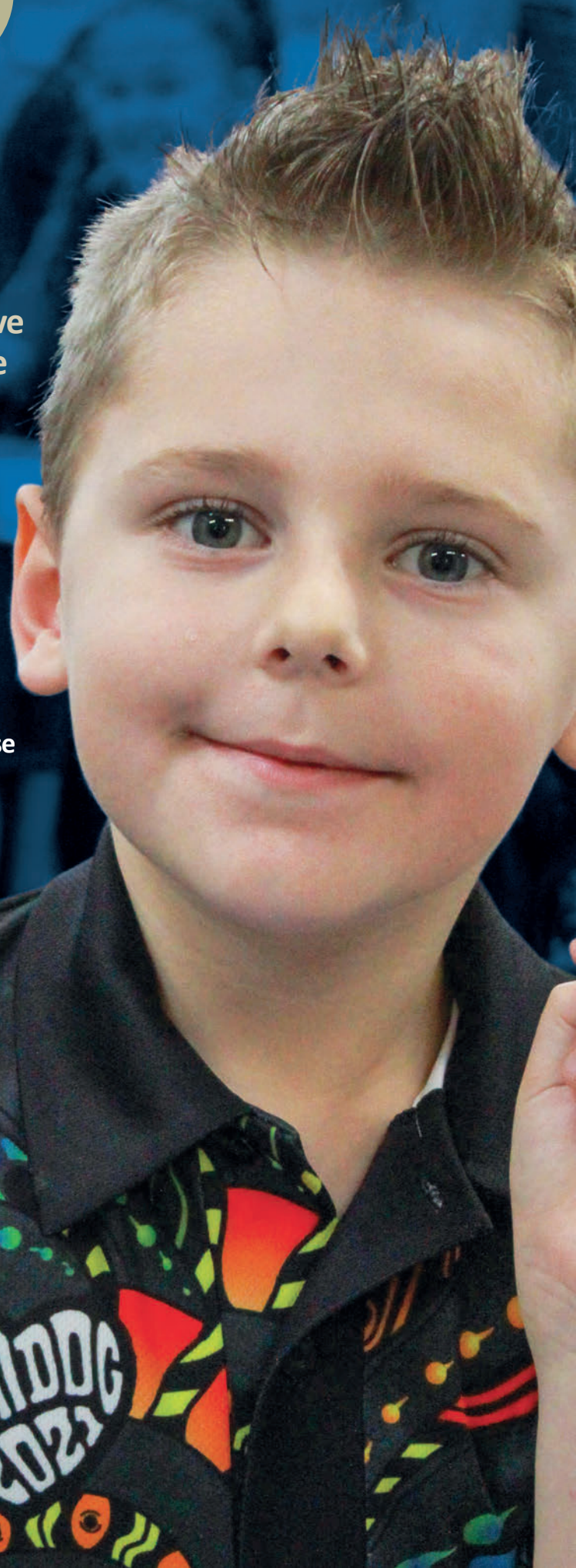


Culture and Relationships

Developing and enhancing a positive school culture and relationships are the foundation of our school.

At Oakwood, we are committed to creating an environment that is welcoming, inclusive and celebrates the cultural diversity of our community. Quality relationships encompasses students, parents, staff and the wider community.

We engage in reciprocal conversations that ensures a range of voices can positively contribute to the culture of the school. We use the FISH! Philosophy and Cultural Standards Framework to foster a positive school culture and common language, where the entire school community understands what it means by 'The Oakwood Way'.





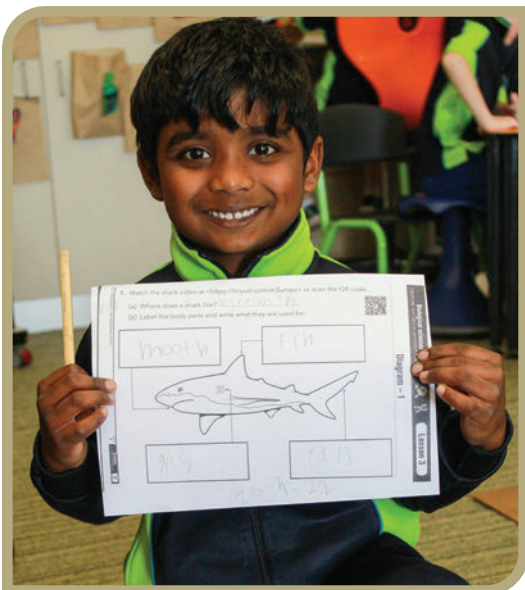
Targets

- The mean score in the National Opinion Parent Survey for questions 1, 2, 6, 8, 9, 10, 14, 15 and 20 will be 4.0 or above.
- The mean score in the National Opinion Student Survey for questions 2, 3, 4, 6, 9, 10 and 14 will be 4.0 or above.
- Make progress along the Aboriginal Cultural Standards Framework in each domain.

Strategies

To achieve a positive school culture and quality relationships, we will:

- 1.1** Focus on culturally responsive practices that embed Aboriginal and other cultural perspectives into the life of the school.
- 1.2** Continue to promote positive and inclusive cultural practices through teaching and learning 'The Oakwood Way'.
- 1.3** Maintain and promote a high care culture for students and staff guided by the FISH! Philosophy.
- 1.4** Build relationships across classes within a year cohort through intentional learning opportunities.
- 1.5** Provide opportunities for cross year level activities and relationship building.
- 1.6** Continue to support seamless transitions into and throughout the school, and into high school.
- 1.7** Maintain strong and sustainable P&C membership and participation.
- 1.8** Continue to work with the School Board in ways that best allows them to contribute to the life of the school and community.
- 1.9** Maintain systems that support open and reciprocal communication between the school, parents and caregivers that are responsive to their needs.
- 1.10** Recognise strengths, progress and success in various forms with systems for regular feedback to students and staff.
- 1.11** Partner with community networks and stakeholders to best meet the needs of our students.



Engagement and Wellbeing

Engagement and wellbeing are inextricably linked.

When students and staff are well, they engage in their work with greater focus, commitment and energy. When we have an environment of quality connection and engagement, people's wellbeing increases.

At Oakwood, we believe that strong engagement within our school community will create conditions that strengthen student and staff wellbeing, which results in quality teaching and learning. We encourage a sense of agency that positions the locus of control for maintaining social-emotional wellness within each individual.

The school aspires to be a hub of the community, which will involve parents, families and community partnerships in providing wrap around care and opportunities for all to be involved in the life of the school.





Targets

- 90% or more of students will demonstrate the attitudes, behaviours and effort indicators in the formal reports often or consistently.
- The school's percentage of students with regular attendance will be 80% or above.
- The mean score in the National Opinion Student Survey for questions 5 and 8 will be 4.0 or above.

Strategies

To maintain an environment of strong engagement and wellbeing, we will:

- 2.1 Provide opportunities for student voice to be heard, valued and have an impact.
- 2.2 Maintain Positive Behaviour Support systems and processes with fidelity throughout the school.
- 2.3 Promote regular attendance by engaging with students and families.
- 2.4 Share a common understanding of social and emotional learning as a valued and embedded practice, including use of zones of regulation and growth mindset language across the school where appropriate.
- 2.5 Facilitate a shared understanding of wellbeing in the workplace, with intentional opportunities to build connections, positive feelings and a sense of achievement.
- 2.6 Maintain a wellbeing focus that continues to support the high care of student and staff.
- 2.7 Maintain a strong coaching culture to develop and support staff and sustainable leadership.
- 2.8 Continue to use collaborative planning as a vehicle for professional improvement and support.
- 2.9 Continue to facilitate and promote community events to foster wider school engagement.

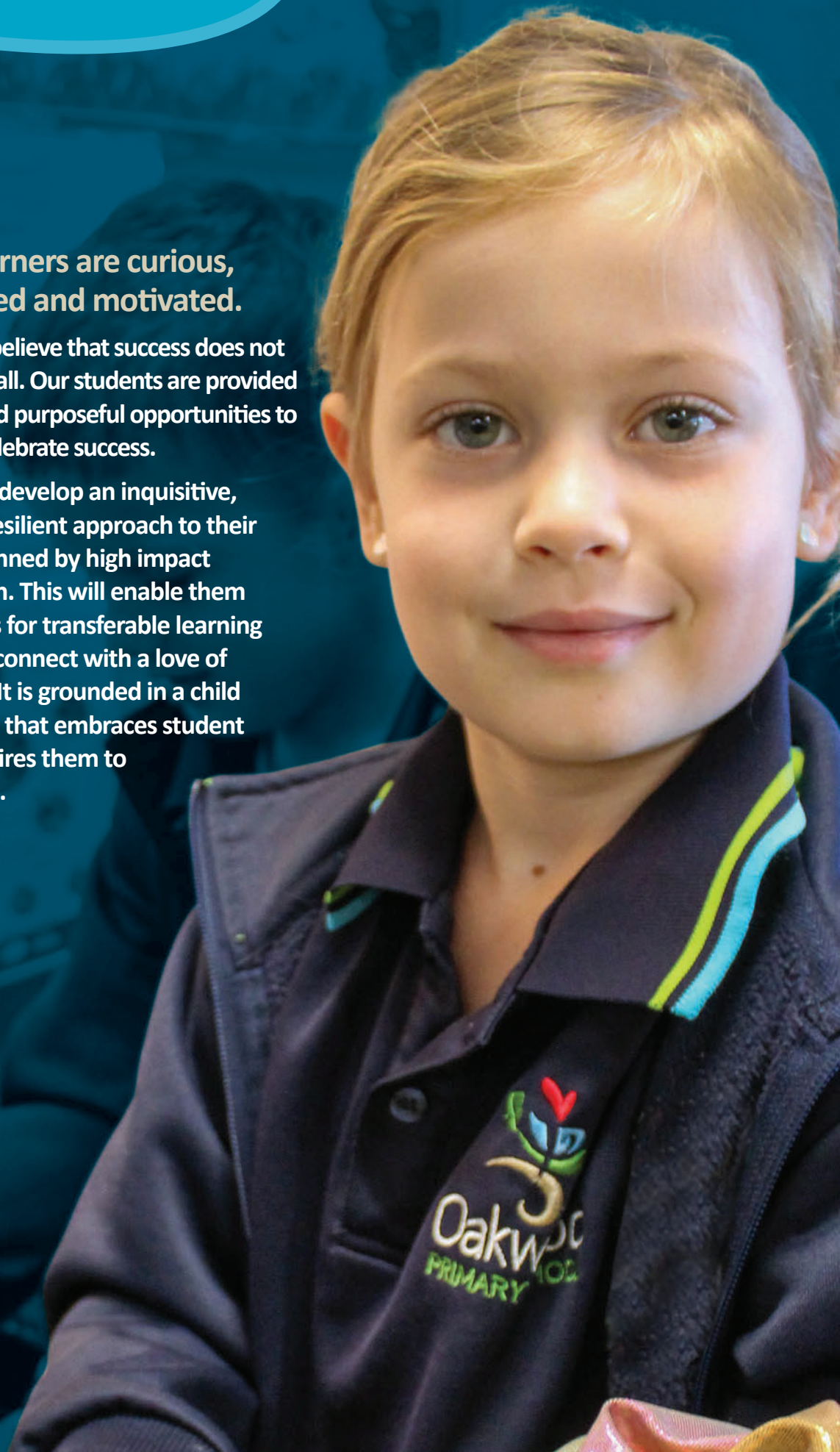


Successful Learners

Successful learners are curious, happy, engaged and motivated.

At Oakwood, we believe that success does not look the same for all. Our students are provided with many rich and purposeful opportunities to experience and celebrate success.

Our students will develop an inquisitive, explorative and resilient approach to their learning, underpinned by high impact explicit instruction. This will enable them to build pathways for transferable learning experiences that connect with a love of lifelong curiosity. It is grounded in a child centred approach that embraces student interests and inspires them to achieve their best.



Targets

Reading

- **Pre-primary:** 80% of students will make at or above average progress in On-Entry testing: Module 1.
- **Year 3:** The average student performance score in NAPLAN will be at or above like schools.
- **Year 5:** The average student performance score in NAPLAN will be at or above like schools.
- **Year 5:** The average student performance score in NAPLAN will be at or above like schools.

Numeracy

- **Pre-primary:** 90% of students will make at or above average progress in On-Entry testing: Module 1.
- **Year 3:** The average student performance score in NAPLAN will be at or above like schools.
- **Year 5:** The average student performance score in NAPLAN will be at or above like schools.

Writing

- **Pre-primary:** 75% of students will make at or above average progress in On-Entry testing: Module 1.
- **Year 3:** The average student performance score in NAPLAN will be at or above like schools.

85% of effort indicators in The Arts, Physical Education and Spanish are rated as consistently or often.

Strategies

To support all students to be successful learners, we will:

- 3.1 Embed a consistent and connected approach to learning and teaching according to the Oakwood Primary School Pedagogical Framework.
- 3.2 Focus on consistent Lesson Design across the school.
- 3.3 Use high impact strategies across the school (explicit instructional practices).
- 3.4 Use Classroom Management Strategies to create conditions for quality learning.
- 3.5 Focus on consistent (low-variant) approaches in English, Mathematics, Oakwood and Inquiry Learning across the school.
- 3.6 Integrate Digital Literacy and ICT skills across all year levels and relevant learning areas.
- 3.7 Provide opportunities for all students to reach their potential through differentiation and instructional quality.
- 3.8 Support students at risk through high impact instruction and targeted intervention.
- 3.9 Use inquiry-based learning approach to enhance 21st century competencies (including critical thinking skills, good character, resilience and confidence).
- 3.10 Embed all areas of the National Quality Standard (NQS) ensuring best practice in Early Childhood Education.
- 3.11 Support and improve educator practice through coaching, observation and feedback.
- 3.12 Celebrate achievements in tangible and visible ways.

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A photograph of a young girl in a school uniform holding a white sign. The sign has the text "I ♥ Oakwood" written on it, with a red heart symbol.

I ♥
Oakwood