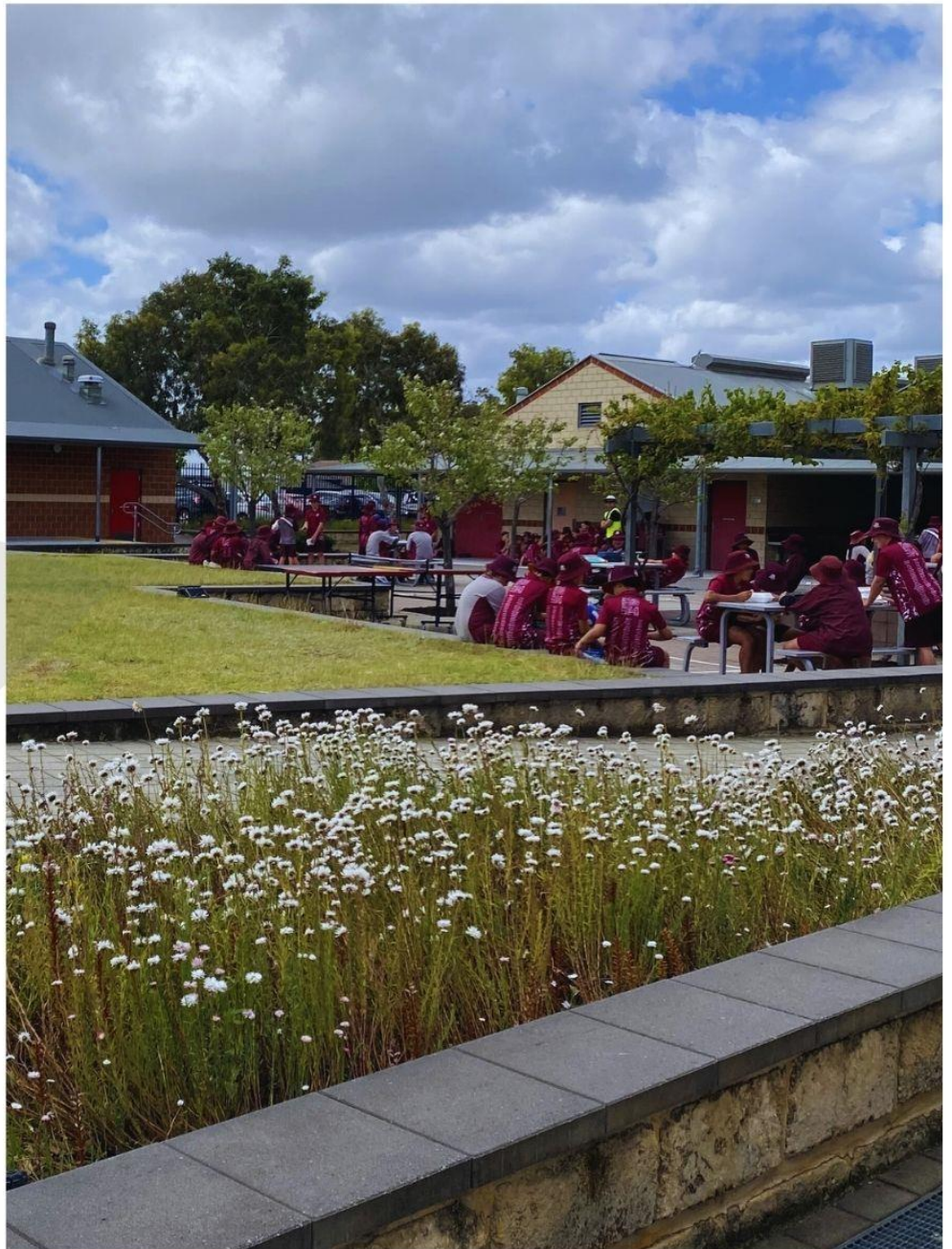


Trust, Respect & Opportunity



AVELEY PRIMARY SCHOOL BUSINESS PLAN

2025 - 2028

OUR VISION

Success for all students built on Trust, Respect, Opportunity

Trust

We are a learning environment where students, staff and parents feel safe, heard and valued.

Respect

We treat others like they matter by listening, honouring boundaries and acting with kindness.

Opportunity

Fairness and accessibility for all. We support each other to develop our full potential and take pride in our different strengths.

Aveley Primary School, is an established Independent Public School, located approximately 26 km north-east of the Perth CBD. Our school is located east of Ellenbrook and south of The Vines. Aveley opened in 2012, catering for 180 students. We currently provide quality education for over 600 students with a diverse range of needs and cultural backgrounds. With excellent modern facilities and well-maintained grounds, we have a highly experienced team of teachers and support staff who provide challenging, innovative and supportive learning environments inside and outside the classroom. We provide specialised learning programs in Music, Digital Technologies, Languages (Indonesian), Physical Education, Visual Art and Health.

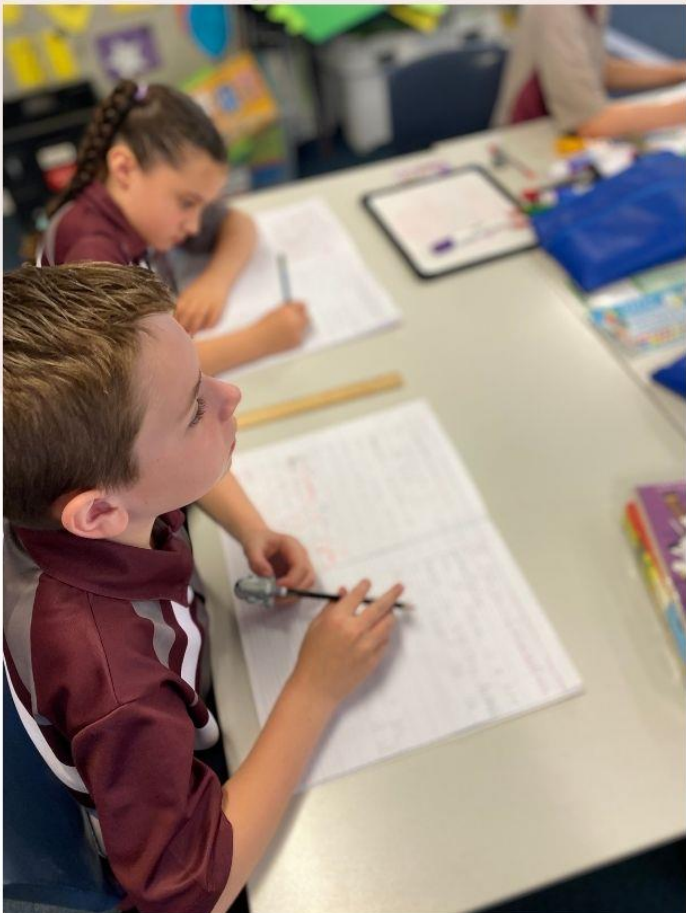
We encourage in students the ability and willingness to be lifelong learners and work closely with families and the school community to prepare our students for a productive and successful future.

Aveley Primary School provides rich and authentic learning experiences and is proud to be acknowledged as a Visible Learning school. Visible Learning means an enhanced role for our teachers as they become evaluators of their own teaching and make learning visible and achievable for all students.

Our 4 year Business Plan outlines our long term strategic planning for school improvement and is organised under the 6 domains for school review:

- Relationships and partnerships
- Learning environment
- Leadership
- Use of resources
- Teaching quality
- Student achievement & progress

We use our annual strategic plan to identify priorities and evidence. Curriculum and resourcing are considered in all our operational plans.



RELATIONSHIPS & PARTNERSHIPS

We are responsive to the diverse needs of our students and work collaboratively and respectfully with staff, families and community. We support our students and families through productive and genuine partnerships.

What we will do

Maintain respectful, trusting relationships

- Promote and model our values of Trust, Respect and Opportunity
- Have leadership model and promote a culture of inclusivity, reliability and care
- Communicate regularly and efficiently to inform our parents & school community
- Collaborate with our P&C to fundraise to support student needs and encourage a sense of community
- Use our School Board effectively to ensure good governance and support school decision making
- Prioritise staff health and well-being, maintaining a culture of high care
- Celebrate and acknowledge the diversity of our community

Be culturally responsive

- Seek opportunities to work with the local Aboriginal and Torres Strait Islander community to promote, celebrate and integrate culture and understanding
- Optimise the learning outcomes for Aboriginal students to encourage success

Prioritise student transition

- Provide student information to ensure a seamless transition to secondary school
- Set students up for long term success by using effective transition processes

How we will know

- Student, Staff & Parent Wellbeing Survey
- School Culture Self-Assessment Survey
- Aboriginal Cultural Standards Framework Continuum
- National Schools Opinion Survey
- Community & school events feedback

Targets

National School Opinion Survey to have the following targets:

- Parent survey average to remain at 4.0 or above in each question
- Staff survey averages to remain at 4.0 or above in each question
- Student survey to be at 4.0 or above in each question
- Aboriginal Cultural Standards Framework review indicates moving towards and achieving Cultural Understanding in one or more areas

LEARNING ENVIRONMENT

We strive to create a safe and caring learning environment for students and staff through shared expectations of behaviour, prioritising well-being and using whole school approaches to promote student engagement.

What we will do

Provide a safe, caring learning environment

- Use a restorative, solutions-focused approach to behaviour management
- Have behaviour expectations that are clearly understood, modelled and explicitly taught by all staff.
- Have parents as partners in the understanding and reinforcement of expectations of behaviour
- Have whole school approaches in the recording and follow up of student attendance and communicate with families to support regular attendance
- Sustainability practices and care for our environment is promoted and embedded

Focus on well-being and student engagement

- Communicate between school and home to facilitate student engagement and well-being
- Ensure staff are highly effective in engaging students to actively participate and meet their social/emotional needs
- Have a range of opportunities for students to provide feedback, be active agents in their learning, participate in leadership and promote our school
- Promote access to appropriate services to promote health and wellbeing
- Students at Educational Risk are identified, supported and monitored for improvement

Targets

- Annual percentage rate of attendance across the school to be 90% or above
- Behaviour referrals data to be reduced by 30%
- Improvement in Student and Staff well-being indicated by our Well-Being Survey over 2 years



Domain 3

LEADERSHIP

We understand the importance of collective leadership, where responsibility is shared, and staff skills and expertise are valued.

What we will do

Develop Leadership Capability of Staff

- Opportunities for distributed leadership are open to all and decisions made are transparent and inclusive
- Staff are pro-active in accessing opportunities for leadership
- Performance and Development is used to facilitate options for staff

Create a culture of high expectations that drives whole school improvement

- School priorities and direction align with Department expectations
- Lead the implementation of the APS Pedagogical Framework and the creation of a school-wide approach to evidence-based teaching and learning
- Staff capability is further developed through coaching, observation and feedback
- Cultivate a shared understanding that all students can make progress
- A consistent process is implemented to induct new staff

Domain 4

USE OF RESOURCES

We have processes for financial management that support decision making in collaboration with staff and community. Resourcing is allocated to maximise learning.

What we will do

Involve staff and community in financial decision making

- Whole school Strategic and Operational Plans inform financial planning and budget allocations.
- School Board, P&C and Staff are informed regularly of school direction and priorities

Resourcing is linked to school and student improvement

- Evidence to support the funding of whole school programs & interventions is monitored and reviewed
- Financial decisions are reviewed based on evidence of effectiveness in improving outcomes

How we will know

- School Culture Self-Assessment Survey
- Visible Learning Mind Frames: Survey for Teachers
- Key Attributes reflection (Curriculum Leaders & Year Level Leaders)
- Principal Performance Improvement Tool
- Annual Self-Assessment Audit
- Monthly Financial Statements / Financial Reports
- Operational Plans & Budgets
- School Culture Self-Assessment Survey



Domain 5

TEACHING QUALITY

We invest in our teachers through performance and development, and professional learning to build a culture of high expectations and reflective practice. We prioritise whole school approaches, collaboration and data driven decision making.

What we will do

Have high expectations of teacher performance

- Ensure staff contribute to the effective implementation of whole school priorities and collaborate to plan, deliver and assess student learning
- Commit to professional learning that encourages the development of self and others to improve practice
- Reviewing planning based on data and whole school programs

Ensure alignment between system and school priorities

- Understand the Quality Teaching Strategy – Teaching for Impact to strengthen teaching and learning
- Continue to develop a comprehensive school-wide approach to teaching and learning incorporating effective highly quality evidence-based programs and strategies
- Engage with and use ICT for teaching and learning and seamlessly integrate technologies to develop student ICT skills

How we will know

- Performance & Development Process
- Embedding of the APS Pedagogical Framework
- Instructional Coaching
- Peer Observation and Feedback
- School Culture Self-Assessment Survey
- Operational Plan Review
- On-Entry Assessment
- System Data eg. NAPLAN, PAT
- Class Assessment
- Common Assessment Tasks
- Moderation
- Visible Learning Mind Frames: Survey for Teachers

Domain 6

STUDENT ACHIEVEMENT & PROGRESS

We use a wide range of school-based and systemic data to analyse student achievement and progress. Data collected is valued, relevant and used to inform planning.

What we will do

Improve data literacy

- Continue to strengthen the relationship between staff & parents to create a shared understanding of student progress.
- Review and adjust documented plans regularly to monitor student progress
- Provide early assessment and support using a Response to Intervention model

Whole school assessment

- Engage and analyse class, year level and whole data to inform practice and evaluate programs
- Engage in regular moderation to inform consistent assessment and reporting
- Provide systems for teachers to input data to use it more effectively

Targets

- Students achievement in NAPLAN Reading, Writing, Spelling, Grammar & Punctuation and Numeracy is at or above like schools for stable cohort



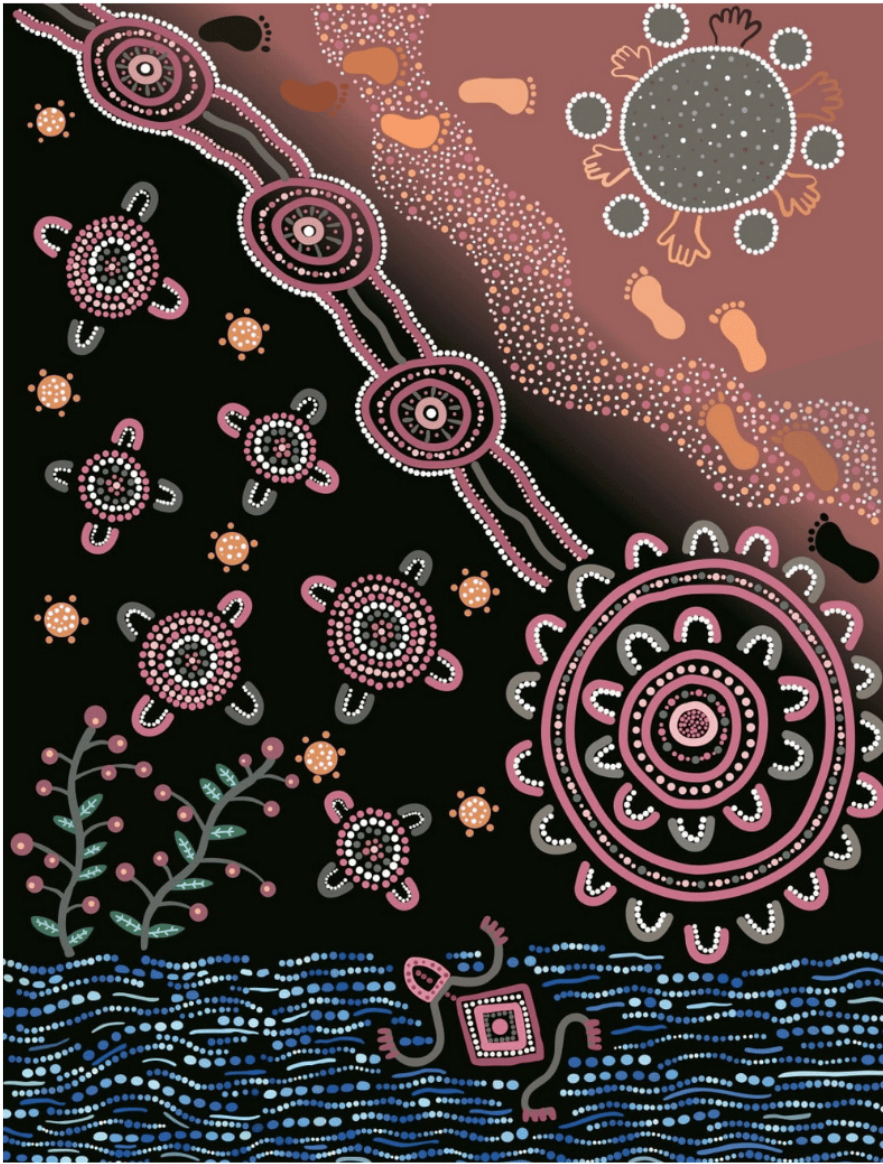
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Aveley Teachers Artwork 2022

The Aveley Teachers 2022 Artwork was designed by the teachers of Aveley under the guidance of Dannielle Nelson (Djookanka Sisters). The teachers created this piece and included symbols that had a lot of meaning to each individual as an educator and some symbols to represent the local environment.

The main part of the artwork, the meeting place with the U shapes, represents the Aveley Primary School and Community. The three connecting circles represent the student's journey from one year to the next school year. To the left of the three circles are smaller circles. These represent multiple meeting places, the classrooms in our school. Each meeting place has a star symbol to represent the unique qualities of all our students in each classroom.

The footprints represent the multicultural community aspect of our school. Above the footprints, a star symbol represents the educators guiding students to reach their goals. The star symbols are surrounded by students' hands reaching for their goals.

The Western Swamp Tortoise, an endemic reptile located in the Aveley area, has been included to represent our unique environment.



ACKNOWLEDGEMENT OF COUNTRY

Kaya ngalak djoorabiny noonook djinanginy
Aveley kaadadjiny miya-p.
Ngalak dandjoo-koorl Wadjak Noongar boodja-k.
Ngalak kaadaŋj Noongar Birdiya koorra koorra, yeyi
wer boordakan.
Aveley kaadadjiny miya-p kalyakoorl kolbang
kooliny kaadadjiny wer yanginy Noongar
nakolak wer malayin.

Hello, I'm happy to see you at Aveley Primary School.
We come together on Wadjak Noongar country.
We acknowledge Noongar Elders long ago, now and
in the future.
Aveley Primary School is always moving forward,
learning and sharing Noongar knowledge and culture.

Aveley Primary School

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