

Wilson Primary School

BUSINESS PLAN

2025 - 2028



Overview



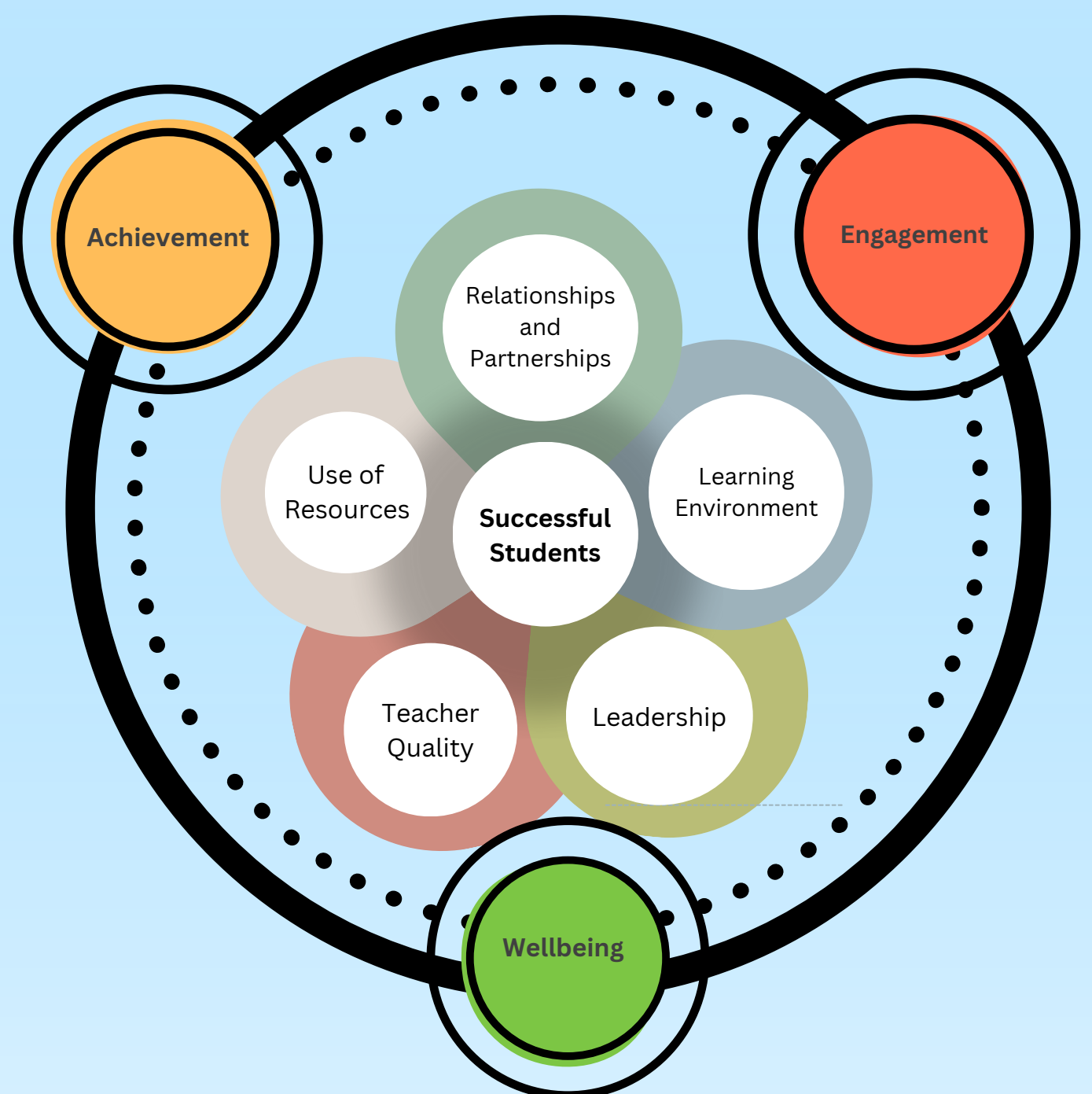
The 2025 - 2028 Business Plan has been developed in consultation with the staff and School Council of Wilson Primary School. The plan is a guiding document that all decisions, structures and resources will align with over the next three years. It is the plan that underpins the priorities addressed in school operational plans. The operational plans provide the fine detail planning to achieve the milestones and goals outlined in the Business Plan.

School Context

Wilson PS is a Level 4 school located in the small suburb of Wilson, 8km south of Perth CBD. It is part of the South Metropolitan Region. Wilson Primary School has an ICSEA of 1022, with the average in Australia being 1000. When like school comparisons are made, it is referring to schools with a similar ICSEA value.

Wilson Primary School is committed to providing a pathway for student success through addressing three pillars for success: Achievement, Engagement and Wellbeing.

These three pillars are underpinned by 5 drivers of successful students.



Wilson Primary School acknowledges the Wadjuk Noongar people as the traditional owners of the land it is situated on and pays respect to the Elders; past and present; and is committed to reconciliation and education for all students, Aboriginal and Non-Aboriginal.

Our Vision

Our vision is to develop well rounded, confident, and responsible individuals who aspire to achieve their full potential. We do this by providing a welcoming, safe and supportive learning environment in which everyone is valued, and all achievements are celebrated.

The Wilson Way Values

Respect

We show respect to ourselves, to others and to our school.

Excel

We strive to always do our best.

Aspire

We aspire to be responsible members of our school community.

Learn

We look for every opportunity to learn and grow.



KEY FOCUS AREAS

	MILESTONES
READING	Parents engaged with in school reading program (E-RP)
	Establish and embed whole school approach to Reading. (A-TQ)
	Literacy blocks with clear structure prioritising explicit teaching of reading are embedded, supported by Instructional Coaching. (A-TQ)
	Whole School Scope and Sequence embedded aligned to V9 of the SCSA Curriculum (A-TQ)
MATHEMATICS	Whole school maths scope and sequence embedded aligned to V9 of SCSA Curriculum. (A-TQ)
	Whole school basic facts approach and mathematical vocabulary program embedded (A-TQ)
	Instructional coaching approach aligned to teaching maths (A-TQ)
CULTURAL RESPONSIVENESS	Factions are renamed/redesigned to be culturally appropriate (E-LE)
	Community is engaged in decision making through the Aboriginal Cultural Responsiveness Committee and planning for significant events such as NAIDOC and Reconciliation Week. (E-RP)
	A plan is developed and implemented based on the Aboriginal Cultural Standards Framework through the Aboriginal Cultural Responsiveness Committee consisting of community and staff. (E-L)
	Culturally responsive pedagogy is implemented into key learning areas, embedding truth telling and two way sciences. (A-LE)
ENGLISH AS A SECOND LANGUAGE	EALD Progress Maps are embedded into teacher planning and assessment cycle throughout the school. (A-TQ)
	EALD Specialist program embedded into the school across the domains of Teacher Development, Language Acquisition and Parent Engagement. (A-R)
	Parents are engaged in the school and their child's learning through regular communication and opportunities to participate in school activities. (E-RP)
	EALD Teaching strategies are incorporated into the Wilson PS Instructional Lesson Design Framework. (A-TQ)
EARLY INTERVENTION	Learning Support Coordinator is resourced to support students and develop teacher practise. (W-L)
	Mini Lit Intervention Program is run to support identified Tier 2 and 3 students (W-TQ)
	Meeting all 7 standards of NQS through verification visit (W-LE)
	School creates and maintains a working relationship with South East Language Development Centre (A-RP)

A - Achievement, E- Engagement, W- Wellbeing

TQ- Teacher Quality, LE - Learning Environment, L- Leadership, RP - Relationships & Partnerships, R-Resources

Achievement

Teacher Quality

- Teachers engage in an Instructional Coaching approach, aligned to the Teaching for Impact strategy to support daily instructional practise.
- Teachers utilise data to inform differentiated teaching practices.
- Embed whole school instructional practises to literacy and numeracy.
- Provide opportunities to challenge and extend students through high-order Teaching strategies (HITS).
- Incorporate EALD Teaching strategies and use of EALD tools such as progress maps and observation guides to plan, teach and assess students.

Learning Environment

- Create whole school instructional practises to Core Learning areas.
- Support EALD learners through a specialist EALD Teacher.
- Provide a culturally responsive approach to pedagogical practise.

Leadership

- Strengthen moderation practises, including across network moderation and targeted use of the School Curriculum and Standards Authority Judging Standards and exemplars to broaden the accuracy of judgements.
- Provide opportunities for career development through progression of graduate teacher, through to Senior Teacher, Level 3 or School leader pathways
- Continue to build a clear distributed leadership structure within the school through Phase of Learning teams, Curriculum leaders and school improvement working committees.

Relationships and Partnerships

- Engagement with the CEC Network for moderation and networking opportunities
- Build relationship with Curtin University: including the Curtin graduate teaching program.
- Regular parent communication on student achievement to parents and School Council using progress maps, and achievement data.

Resources

- Engagement with DoE Quality Teaching Strategy School and Teaching for Impact strategy.
- Participation in the CEC Network Instructional Coaching Collective to train school instructional coaches.
- Partnership with South East Language Development Centre.
- Prioritise resourcing EALD Specialist Teacher.
- Elastik is utilised to support teacher assessments.

TARGETS

1.1 By the end of 2028 Year 3 Students will be achieving at or above like schools in reading.

1.2 By the end of 2028 Year 5 student reading comparative data will be the same or above like schools.

Engagement

Teacher Quality

- Model high standards across the school as outlined in the Wilson Instructional Playbook.
- Clear whole school routines and low variance engagement practices embedded into the teaching practices.
- Teachers engage in culturally responsive pedagogical practices.
- Engage in collaborative practices within Year level teachers, Phase of Learning teams and the whole school.

Learning Environment

- Create whole school routines and structures to support student engagement.
- Provide culturally safe spaces within the school.
- Develop a consistent approach to staff and student wellbeing.
- Continue to consistently implement PBS Wilson Way fully across the school.
- Years 4-6 utilise technology in 1:1 School supplied program.

Leadership

- Ensure the School Council has opportunities to engage in governance processes.
- Provide opportunities for collaboration across the school, including Phase of Learning teams.
- Explore and implement innovative strategies to overcome language barriers, enabling families to access school information effectively, safeguarding students from negative impacts related to communication challenges.

Relationships and Partnerships

- Engage in the needs of local community including, Aboriginal, Bhutanese and predominant EALD communities.
- Student Services team, including SBCLO, Chaplain and AIEO engage with families and external agencies to support student engagement.
- Collaboratively establish a detailed communication policy that consolidates all communication practices, explicitly stating the purpose, timelines, expectations and responsibilities for each platform, to ensure consistency, clarity, and strengthened engagement with the school community.
- Engagement with local Wadjuk Noongar Elders to support cultural responsiveness in school.

Resources

- IT Resources support student learning.
- Website and communication tools to support parent engagement.
- Investigate the appointment of an Aboriginal and Islander Education Officer.

Targets

2.2 By the end of 2028 Staff and Parent survey results score 4 or above for Relationship Domain for questions related to School Council.

2.3 Using the Aboriginal Cultural Standards Framework (ACSF), by the end of 2028 staff rate the school as being Culturally Responsive across all domains.

2.4 Using the ACSF, School Community rate the school as being culturally responsive across all domains.

2.5 By the end of 2028, achieve and maintain a 75% regular attendance rate.

Wellbeing

Teacher Quality

- Teachers create safe, positive classrooms that include High Impact Teaching Strategies (HITS) that give students a sense of mastery and accomplishment.
- A case management approach to Tier 2 and 3 students is adopted and supported by teachers.
- Increase student knowledge, understanding and responsiveness to Aboriginal Culture.

Learning Environment

- Foster safe and positive school environments that create connection and belonging for students
- Implement whole school culturally responsive practises, guided by community needs.
- A whole school Multi-Tiered system of support approach to student wellbeing will be implemented, including Tier 2 and 3 strategies.
- Investigate and implement a whole school approach to social and emotional learning.

Leadership

- Establishment of Wilson Wellbeing committee to drive initiatives across the school.
- Student Services team provides support to students, teachers and families to improve wellbeing.
- Student Values leaders drive wellbeing practises through the PBS program.
- The Wilson Wellbeing Committee develop a staff wellbeing plan, aligned to the Education Department's wellbeing strategy.

Relationships and Partnerships

- Build a relationship with South Metro Wellbeing hub to support student wellbeing.
- Parent/family connection and belonging is fostered through regular opportunities to engage in school activities.
- Provide support and interventions for at risk students.

Resources

- Prioritise resourcing a Learning Support Coordinator to support.
- School Chaplain program embedded into school.
- Investigate increasing School Psychologist time.

Targets

3.1 By the end of 2028 implement a whole school Social and Emotional Learning program.

3.2 By the end of 2028, Year 6 Student Culture Survey score an average of 4 or above for learning Environment and Relationship domains.

3.3 By the end of 2028, students will receive an average of 30,000 PBS tokens a semester.

3.4 By the end of 2028 Teacher and Allied School Culture Survey results score 4 or higher in all domains.