Warriapendi
PRIMARY SCHOOL

Business Plan 2025 - 2027

RESPECT • RESPONSIBILITY • EXCELLENCE • BELONGING

Acknowledgement of Country

Kaya, Warriapendi Primary School acknowledges the traditional owners of the land our school is situated on, the Whadjuk Noongar people. We come together on these grounds to sit, listen and gain kaartijan together. We pay our collective respect to elders past, present and future, recognising their important and unique contributions to the education landscape. This local landscape was traditionally used by Noongar people to host culturally significant meetings, restock on important supplies, and is named Balga due to the prevalence of Balka Trees.

Moral Purpose

Warriapendi Primary School has high expectations for holistic student success, driven by a culture of inclusivity and engagement. We foster a love of learning through authentic relationships and delivery of evidence-based approaches.

Principal's Message

Warriapendi Primary School is a high performing Independent Public School located in the metropolitan suburb of Balga. Our school has a long history of providing outstanding pastoral care and a holistic approach to the education of every student, every day. We recognise the important role that parents and caregivers play in the education of children and pride ourselves on the strong relationships that we foster and maintain between staff, students and the broader school community. One of our greatest strengths at Warriapendi Primary School is the rich cultural diversity our families bring with them, and our relentless focus on inclusivity from Kindergarten to Year 6. Students are proud of their heritage and learn about the beliefs and values of their peers.

We are known for the high-quality education offered at our school and the excellent academic results our students consistently achieve. Staff at Warriapendi Primary School engage students in evidence-based, high-impact teaching and learning programs every day. Skilfully designing and delivering lessons via Explicit Direct Instruction, all staff are committed to helping your child achieve success. There is a strong sense of shared ownership within the school, as staff work collaboratively in a first-class environment to support individuals and help meet the needs of every student who attends.

As reflective and responsive practitioners, our staff regularly engage in personal and professional development opportunities, maintaining high expectations of themselves and the students in their care. We have established links with local primary and secondary schools through the Swan West Network, regularly participating in and contributing to professional learning events that further enhance staff capacity. We continue to form new partnerships with external agencies and other high performing public schools to facilitate further growth for our school. Our involvement in the Centre for Excellence in the Explicit Teaching of Literacy from 2023-2026, sees us provide targeted support to four identified intern schools annually, and is testament to the quality of teaching and learning on offer at Warriapendi Primary School.

I am proud of the ongoing success of our school and look forward to working in partnership with the school community and board to achieve the targets outlined within this School Business Plan 2025-2027.

Matt Pinkard
Principal

A Message from the School Board

The Warriapendi Primary School Board works with the school community to achieve the best outcomes for students. We are involved in both advisory and approval processes, helping to inform the decisions made by the Principal and providing our unique perspectives. Our School Board comprises of parents, current staff and community members. We work collaboratively and with the best interests of the students at heart. On behalf of the Warriapendi Primary School Board, we thank you for trusting us to undertake this important role.

School Board Chair

1. OUR PRIORITIES
Teaching Quality & Student Achievement

What We Aim to Achieve	How We Will Do It
1.1 Shared beliefs about teaching and learning support school-wide practices.	• Maintenance and further refinement of existing agreed school-wide approaches to teaching and learning.
1.2 Staff collaborate, act on, and assess student learning.	• Further refine existing data analysis meetings process and include in Phase of Learning Team agendas.
1.3 Teaching Programs align with the Quality Teaching Strategy and Teach for Impact.	• Maintain existing programs and approaches.
1.4 Differentiated teaching exists to cater for the learning needs of students, including high performers.	• Targeted PL on effective differentiation • Impact Coach to support. differentiation, drawing on data to flag high performing students requiring further challenge.
1.5 Analysis of systemic and school-based data informs teaching plans.	• Teaching sprints developed in Phase of Learning Teams based on school data sets eg. viaEelastik.
1.6 Assessment and reporting on student achievement informs students and parents.	• Schedule more regular parent-teacher meetings. • Identify and embed ways to effectively share parent friendly student achievement data.
1.7 Professional learning builds staff teaching capability.	• PL aligned to SBP and SIP priority areas. • Promote and access PL via Swan West Network.
1.8 Plans demonstrate a commitment to improve student achievement and progress.	• Continue to set lofty targets to drive and monitor student achievement and progress. • Use SIP to monitor performance with the School Board.
1.9 Systemic and school-based data are used to assess student progress.	• Annual implementation and review of K-6 Assessment Schedule.
1.10 Student achievement and progress aligns with contextually similar schools.	• All system-based data goals on SBP remain above like schools, pushing for above National Average.
1.11 Students attain their respective achievement standard in literacy and numeracy.	• All SBP and SIP goals remain above expected achievement standard.
1.12 Levels of student achievement and progress align with grade allocation.	• Schedule and conduct regular moderation sessions using SCSA Judging Standards.

2. OUR PRIORITIES
Learning Environment & Use of Resources

What We Aim to Achieve	How We Will Do It
2.1 The learning environment is safe, caring, inclusive and culturally responsive.	• Source professional learning for staff on cultural responsiveness • Ensure practice aligns with the Department of Education's 'Student Wellbeing and Care' publication.
2.2 Student behaviour, attendance and engagement strategies enhance student learning.	• Explicit teaching of behaviour from K-6 in line with the WPS Behaviour Curriculum. • Monitoring and promotion of positive attendance. • Investment in a Cultural Liaison Officer within Balga sub-network, partnering with Ebenezer Aboriginal Corp.
2.3 Health and wellbeing of students and staff is enhanced.	• Develop schedule for staff wellbeing check-ins and embed 'pause weeks' for staff wellbeing. • Employ Student Wellbeing Officer or School Chaplain.
2.4 Students at educational risk are identified, supported and monitored for improvement.	• Further embed SAER processes to ensure sustainability. • Ensure SAER process is included within formal induction for new and returning staff.
2.5 Student voice informs decision making.	• Embed class representatives process. • Develop annual student voice schedule.
2.6 The physical environment adds value to the student learning experience.	• Enhance and further embed 'The Hub' for SAER. • Invest in additional play equipment and resources.
2.7 Financial management complies with the expectations of the Funding Agreement for Schools.	• Continue to meet minimum expenditure amount annually. • MCS and Principal to meet weekly regarding finance.
2.8 Resource allocation decision making is evidence-based.	• Develop funding submission template that includes section with links to SBP. • Stocktake conducted annually to support detailed reserves plan.
2.9 Budget and resource management practices support school planning.	• Operational plans to include teacher relief days and audits, with clear links to SBP.
2.10 Use of student characteristics and targeted initiative funding assists student learning.	• Enhance partnership with Balga SHS Cultural Liaison Officer. • Investment in PL for EALD students and the Learning Hub.
2.11 Workforce planning and management practices align with student needs.	• Investment in Student Wellbeing Officer role or School Chaplain. • Attract and retain staff with a passion for Explicit Teaching and student wellbeing.

3. OUR PRIORITIES
Leadership and
Relationships & Partnerships

What We Aim to Achieve	How We Will Do It
3.1 School Moral Purpose and direction aligns with DoE's expectations.	• Teach for Impact and similar documentation is considered when making decisions around school direction.
3.2 School planning is evidence-based and meets the needs of students.	• Decision making is based on core data sets like NAPLAN, On-entry and DIBELS.
3.3 Change is applied in a timely and informed manner.	• Embed use of the WPS Change Management process for sustainable practice.
3.4 Strategic and operational planning guides classroom practice.	• Document the tiered and interrelated nature of our SBP, SIP, Operational Plans, workforce plans and classroom practice.
3.5 Leaders provide guidance and instructional support to staff.	• Maintain appointment of Impact Coach. • Ongoing targeted PL for school leaders. • Document annual schedule for classroom observations and support.
3.6 Staff are provided with opportunities to lead.	• Embed use of Future Leaders Framework. • Investigate opportunities within Swan West Network for future leaders.
3.7 Relationships within the school community are collaborative and respectful in nature.	• Promote DoE's Connect and Respect documentation alongside WPS Parent Communication Charter each term.
3.8 Communication is clear.	• Review existing communication approaches with School Board to further improve.
3.9 The community values its school, and parent feedback is sought and acted upon.	• Increase frequency of feedback opportunities, formal and informal, for parents.
3.10 School Board fulfils its role in supporting school governance.	• Build School Board presence in the school. • Review School Board operational plan annually.
3.11 Community partnerships are sustainable.	• Document existing partnerships and schedule regular reviews with key personnel.

Academic Targets

NAPLAN
Target 1
Outperform 'like schools' by at least one standard deviation in all areas of NAPLAN.
Target 2
Outperform 'WA schools' in all areas of NAPLAN by 2027.

DDM (End of Year) & NLM (End of Year) Stable Cohort
Target 1
80% of Kindergarten students to meet end of year benchmark scores in Phoneme Segmentation, First Sounds, Continuous Phoneme Blending and Letter Sounds as per the CUBED 3 Dynamic Decoding Measures.
Target 2
80% of Kindergarten students to Year 2 students to meet end of year benchmark scores in NLM Retell and NLM Questions as per the CUBED 3 Narrative Language Measures - Listening.

DIBELS
Target 1
Increase % of students achieving a composite score (at EOY) placing them in the blue category.

Progressive Achievement Tests (PAT)
Target 1
Stable cohort (tier 1 and 2 students) median progress exceeds that of national norm.
Target 2
Stable cohort Aboriginal and Torres Strait Islander (tier 1 and 2 students) median progress exceeds national norm.
Target 3
Stable cohort EALD (tier 1 and 2 students) median progress exceeds national norm.

This document has been constructed using several core DoE documents:

- The Standard – Department of Education Public School Review
- Strategic Directions for Public Schools 2020-2024
- Building on Strength: Future Directions for the Western Australian public school system
- Focus 2025
- Aboriginal Cultural Standards Framework
- Quality Teaching Strategy (specifically Teach for Impact)
- Student Wellbeing and Care – Future Directions

Non Academic Targets

Attendance
Target 1
Increase % of students attending regularly, outperforming WA Public Schools Average.
Target 2
Reduce Percentage of Aboriginal and Torres Strait Islander students in moderate and severe categories.

Behaviour
Target 1
Increase % of students attaining their Platinum and Diamond Warria Way Badges.

Education Specific Language Contained within this document explained

- PAT (progressive achievement tests) – these assessments measure what students understand and are capable of across learning areas, and help monitor progress over time.
- NAPLAN – is an annual national assessment for all students in Years 3, 5, 7 and 9, and is the only nationwide assessment that all students undertake.
- Like Schools – this term is used to describe a number of schools deemed similar or 'like' to our school, based on socio economic and demographic elements. It allows schools to compare their student progress against students from a similar background.
- On Entry – the on entry assessment program is an assessment for learning. It gives information about children's early literacy and numeracy skills and helps teachers to plan and deliver targeted learning programs to address areas of need.
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) – is a set of procedures and measures that assess the acquisition of literacy skills. They are short (one minute) fluency measures that can be used to detect risk and monitor the development of early literacy and reading skills from Kindergarten to eighth grade.
- CUBED – is an assessment comprising of NLM (Narrative Language Measure) and DDM (Dynamic Decoding Measures). They are used to measure critical dimension of literacy, including listening and reading comprehension, expressive language, phonemic awareness, word identification, decoding fluency, and writing.
- DoE – The Department of Education WA
- EALD – English as an Additional Language or Dialect
- SAER – Students at Educational Risk
- SBP – School Business Plan
- SIP – School Improvement Plan
- PL – Professional Learning
- SCSA – School Curriculum and Standards Authority of Western Australia

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