

# BEYOND



# SOMEWHERE WE ARE CREATING

# BEYOND

Beyond builds on what we have achieved in Edney 2020 and is our plan for the future. It lays out our school's broad targets and milestones to achieve improvement in student outcomes over the coming years. This plan has been developed by and in consultation with the Edney Primary School Community comprising staff, students, parents and the School Board. It is our road map and key guiding document for all school operations, and the measure against which all activity in our school will be judged and assessed.

Our plan is underpinned by operational and support documents and plans. It describes the key focus areas and strategies which we will employ as a school that are intended to have the maximum impact of student achievement, improvement and progress.



## Our Values - **Respect and Excellence**

Respect and Excellence is the Edney Way and the guiding principle of our school culture and tone. Edney is a safe, happy and positive school, where all members of our community, staff, students and parents feel valued, listened to and supported to be their best.

**Respect (v)** - we show respect by speaking and acting with courtesy. We treat others with dignity and honour the rules of our family, school and nation.

**Excellence (n)** - excellence is doing your best, giving careful attention to every task and every relationship. Excellence is effort guided by a noble purpose. When you practice excellence, you bring your gifts to fruition. Excellence is the key to success.

### **STUDENTS**

Students come to school to learn and to have fun. Students are supported to show respect to themselves, each other, the staff, school community and the environment. Students strive for excellence in all activities; academic, artistic, sporting and social.

### **STAFF**

The staff come to school to teach and to have fun. Staff are supported to focus on teaching in classrooms, developing nurturing and inclusive classroom environments and dynamic and responsive teaching programs.

### **COMMUNITY**

Parents and the community support our students and staff by ensuring children are equipped with the necessary equipment, care and partnership with our school to maximise outcomes for students.

# We believe effective teaching requires;

- Students to receive specific, timely feedback supporting them to reflect and take responsibility for their learning.
- Using data to inform practice when collaborating with colleagues using the plan -> act -> assess cycle.
- An inclusive and safe learning environment, building positive relationships with students.
- Providing students with clearly stated intentions, modelled and guided practice, opportunities to apply learning and reflect on learning.
- A holistic approach that fosters social and emotional wellbeing and resiliency.
- Staff to have high expectations, being reflective practitioners who are open to learning from others and adaptable to change.
- Common programs and frameworks to provide a consistent, whole-school approach to teaching and learning.



We acknowledge that high quality teaching and a positive learning environment that focuses on high expectations, are prerequisites to successful students.

Strong leadership, positive relationships between students, staff and families and strategic use of resources enable high quality teaching at Edney Primary School.

We are **EDNEY**



# School Performance Targets



**Increase the percentage of students demonstrating high/very high progress between Year 3 and Year 5 (NAPLAN).**



**Improve levels of achievement in NAPLAN (all areas) to above like schools.**



**Increase the percentage of students demonstrating high/very high progress between Pre-primary (On Entry) and Year 3 (NAPLAN) .**



**Increase the percentage of students in the regular attendance category 90% +.**



**90% of students to demonstrate increased social and emotional wellbeing in PAT.**



**99% of students to maintain 'Good Standing' for the year.**



# BEYOND

# Relationships and Partnerships

What we will do	What you will see
Engage families, to build strong positive partnerships.	<ul style="list-style-type: none"><li>•Use of a range of forums such as the school newsletter, website and Connect to engage with parents.</li><li>•Workshops provided for parents to inform them of whole-school/ year level approaches and how they can support their children.</li><li>•Surveys seeking community views</li><li>•Promotion of the outstanding work of the School Board and P&amp;C within the community.</li><li>•A variety of events for parents to attend, creating a welcoming and inclusive environment e.g. Book Week and assemblies.</li></ul>
Continue to build relationships with the Darling Range Learning Community (DRLC) schools, IMMS, universities and outside agencies	<ul style="list-style-type: none"><li>•Engagement with universities to build collaborative partnerships e.g. speech–students. Science/STEM students to work with Edney staff and students.</li><li>•Collaboration with the DRLC, promoting active citizenship and student extension.</li></ul>



# Learning Environment

What we will do	What you will see
Support the development of health and wellbeing.	<ul style="list-style-type: none"> <li>•Implementation of Friendly School Plus, Zones of Regulation and Protective Behaviours across the school through a Health Scope and Sequence.</li> <li>•Ongoing support available through the chaplaincy program, school psychologist and Aboriginal and Islander Education Officer.</li> <li>•A Staff Wellbeing Plan.</li> </ul>
Enhance student learning by implementing whole school behaviour, attendance and engagement strategies.	<ul style="list-style-type: none"> <li>•Student attendance data monitored, and analysed to improve attendance.</li> <li>•Parents informed of attendance concerns on a regular basis.</li> <li>•Staff supported to ensure clear and consistent behaviour expectations are in place.</li> <li>•Behaviour data recorded, tracked and analysed on a regular basis.</li> <li>•Strategies put in place to reduce behaviour incidents.</li> </ul>
Effective processes are in place to meet the needs of students at educational risk.	<ul style="list-style-type: none"> <li>•Common assessment schedule to assist in identifying students at educational risk.</li> <li>•Clear referral processes in place for staff to access support for students at educational risk.</li> <li>•Edney Student Support team approach for meeting the needs of identified students.</li> </ul>
Active and authentic student Leadership.	<ul style="list-style-type: none"> <li>•More opportunities for student leadership across all year levels.</li> <li>•Provision for students to have a greater voice.</li> <li>•Further development of leadership skills by having clear outlines of roles and responsibilities.</li> </ul>

## Use of Resources

What we will do	What you will see
Manage resources to support focus areas and optimise outcomes for students.	<ul style="list-style-type: none"> <li>•Timetabling allowing for collaborative team planning.</li> <li>•Focus areas identified in school planning documents, inform financial planning and budget allocation processes.</li> <li>•Fund Professional Learning in line with whole-school focus areas.</li> <li>•Intervention programs regularly reviewed to ensure effectiveness.</li> </ul>

# Excellence in Teaching

What we will do	What you will see
Have consistent whole-school approaches, based on evidence, implemented across learning areas.	<ul style="list-style-type: none"> <li>•Staff receiving regular and ongoing professional learning to support whole-school approaches aligned to the school's vision and focus areas.</li> <li>•Whole-school approaches in English and Mathematics embraced and implemented by all staff.</li> <li>•Staff consistently implementing the agreed structure of both English and Mathematics blocks.</li> <li>•Learning is differentiated to ensure success for all students.</li> </ul>
Continue to build staff expertise in the implementation of the WA Curriculum and data literacy	<ul style="list-style-type: none"> <li>•Time allocated for year levels to meet to plan, moderate and assess on a weekly basis.</li> <li>•Increased staff understanding, accountability and ownership of school data.</li> <li>•Data used to set school focus areas and targets.</li> <li>•Cultural awareness embedded into classroom practice.</li> </ul>
Develop a clear and consistent learning pedagogy across the school.	<ul style="list-style-type: none"> <li>•All classes implementing an agreed lesson design having a consistent language of learning intentions and success criteria.</li> <li>•Focus on excellence in teaching based on 'Highly Effective Teaching'.</li> </ul>

## Effective Leadership

What we will do	What you will see
Whole-school focus on improvement.	<ul style="list-style-type: none"> <li>•Regularly reviewed school data – whole-school, collaborative teams to review school plans and set focus areas.</li> <li>•Common DOTT across the school to provide opportunities for collaboration to increase consistency of curriculum delivery and assessment.</li> <li>•Implementation of a whole-school language of learning.</li> <li>•Embedded evidenced-based, agreed approaches in every classroom.</li> <li>•Students taking an active role in their learning.</li> <li>•Teachers providing visible, specific and timely feedback to students.</li> </ul>
Develop the leadership capacity of teachers.	<ul style="list-style-type: none"> <li>•Professional learning, coaching and mentoring opportunities for aspirational leaders.</li> <li>•Opportunities for all staff to apply for leadership roles across the school.</li> <li>•Time for middle level leaders to carry out their roles.</li> <li>•Enhanced roles of Level 3 and Senior Teachers.</li> <li>•Strengthening and maintaining leadership meetings that already exist.</li> </ul>
Increase staff efficacy .	<ul style="list-style-type: none"> <li>•All staff engaging in the Performance Development cycle.</li> <li>Teaching staff linked to classroom observations, the AITSL Standards and formal and informal feedback.</li> <li>•A staff induction program for new staff.</li> </ul>

We are  
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AN INDEPENDENT PUBLIC SCHOOL

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