



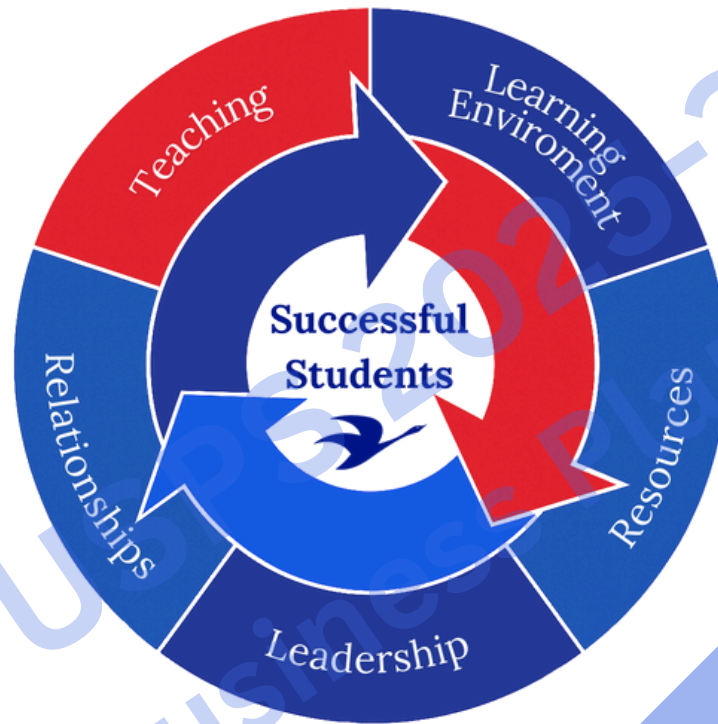
Upper Swan Primary School

2025-2027 Business Plan



Forward

Our students' openness, potential and diversity is at the core of the school. The energy and optimism about what they will achieve in life and the surety that they will make their mark, motivates and drives all of us, in partnership with our families, to teach, care for, nurture, develop and support each unique individual.



Acknowledgement of Country

Upper Swan Primary school is near the Derbarl Yirrigan (Swan River). The Derribal Yirrigan was, and is, a significant place where Aboriginal people come together, and so too is our beautiful part of Whadjuk Noongar country, Upper Swan Primary School. Here is where we come together to learn and grow.

The karda (or hills) are part of the Darling Scarp. The Darling Scarp, is where the Waugal moved through the land, the beauty of which we enjoy every single day we are here. We offer our respect to elders, past, present and emerging. It's a privilege to share this place of learning on Whadjuk Noongar country. It is this place that binds and connects us.

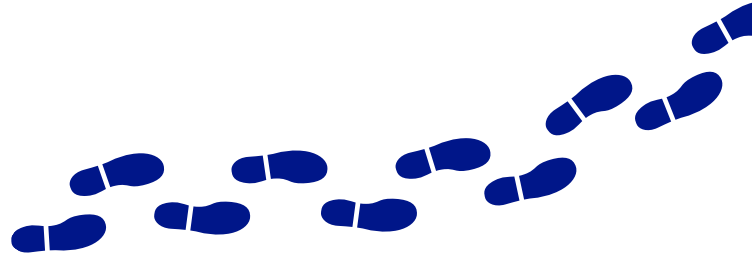


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Our School



Over the school's more than 120-year colonial history it has grown from servicing a small rural community to currently welcoming around 400 students from the 'Valley' and surrounding urban areas. Many families have multi-generational links to the school and are very proud of their Swan Valley heritage.

Respect is central to everything we do at Upper Swan. Our core values of fairness, safety, kindness and honesty are embedded in school culture, framing positive conditions for learning, high expectations of conduct and behaviour, supporting social and emotional development and student and staff wellbeing.

Our approach is framed by three important drivers or 'big ideas'. Foremost is the importance of a persistent focus on a rich school culture for all stakeholders.

Our positive and productive culture enables the next two 'big ideas' - for decisions to be driven in response to quality data and information. The third is a commitment to utilising approaches that have strong evidence and research base. Combined these drivers ensure quality teaching and learning in every classroom.



Our Vision

Central to Upper Swan Primary School's ambition for each student is respect for oneself, community the planet and the diversity of its people and culture.

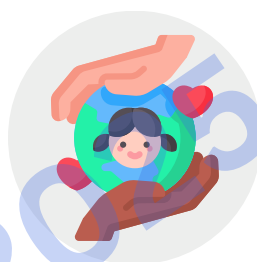
Our vision is to be realised through positivity, tolerance and inclusivity and supporting students to be compassionate and courageous. This vision is understood for all students through the school values of fairness, safety, kindness and honesty.



Fairness



Kindness



Safety



Honesty

Our Mission

At Upper Swan Primary School, we provide high quality primary education for our young learners, complementing evidence informed approaches with opportunities to nurture curiosity and a love of learning, in a beautiful rural setting and close-knit community.





Relationships and Partnerships

At Upper Swan Primary School we foster a strong relational approach underpinned by respect and trust. We promote open and transparent communication, and the opinions of staff, students and families are heard and acted upon. Our school culture is positive, respectful and inclusive.

2027 Targets

A mean score of 3.5 or above is maintained or increased for the Relationship Domain of the Student School Culture Survey for Years 3-6.

Student feedback on Experiential Learning demonstrates experiences and outcomes are enriched through school-initiated partnerships.

Maintain or increase the mean score of the Relationships and Partnerships Domain of the Teaching Staff School Culture Survey.

Increase the validity of feedback from parents and carers to school surveys through a year-on-year increase in the response rate from the base line of 10%.

School self-assessment against the Aboriginal Cultural Standards Framework demonstrates year on year progress in each standard.

Increased awareness of the School Board is demonstrated through staff and parents/carers increased rating on staff and parent surveys.

Strategies

- Initiated partnerships with local businesses and organisations are continually refined to add maximum value to student learning and understanding about community.
- Embed partnerships with families, universities, TAFE, businesses, government and community to enrich student learning experiences and outcomes.
- Deliberately build great foundations to develop meaningful partnerships with families commencing Kindergarten and their schooling journey.
- Explicitly align the focus of the Aboriginal Cultural Standards Framework with future planning, including collaborating and engaging with Aboriginal families and Aboriginal community organisations.
- Progress the promotion and raise the profile of the School Board inclusive of School Board visibility awareness of the School Board's role and function.
- A project approach to improvement endeavours to benefit all students is achieved through strong relationship between the school and Parents and Citizens Association.
- Align curriculum information to parents and carers to complement communication and support changes in formal reporting.
- Use a range of strategies to seek feedback from families and carers, about proposed change or specific areas of the school's culture or operation. Provide information about how the school responds and adds value, in response to the information. For example, Communicating and Reporting to Parents.
- Staff will maintain the high expectations we hold of ourselves and one another and review and respond to our School Culture Statements regularly.



Learning Environment

'A country school in an urban setting', epitomises the environment created at Upper Swan Primary School. The school has established a welcoming, inclusive space reflecting the community's values. This environment provides the conditions for student wellbeing and learning and is driven by the belief that every student a successful student. Differentiation, engagement and safe environments are prioritised at Upper Swan. We strive to unlock every student's potential.

2027 Targets

A mean score of 4.0 or above is maintained across the Learning Environment Domain on the Staff, Community and student School Culture Survey.

Overall student attendance is consistently higher than Like Schools.

Student attendance increases each year 2024 – 2027, to a minimum of 90% of student attendance is in the 'regular' attendance category by 2027.

Aboriginal student attendance continues to be above Like Schools and WA Public Schools.

Every staff member agrees or strongly agrees with the School Culture Survey statement; Positive behaviour approaches are applied consistently across our school.

Strategies

- Review whole-school behaviour management policy and processes drawing on contemporary research-informed approaches and strategies, to ensure shared high expectations, approach and consistency of language and implementation across the school, in each classroom, in play areas, and when in the community.
- Intentionally seek student voice for projects and initiatives that impact directly on them. This will include student voice the development of Class Codes of Conduct, in individual plans such as those for behaviour and engagement, and through student leadership initiatives.
- Differentiation and for catering for individual student needs, for Students at Educational Risk (SAER) is supported through Student Profiling, professional learning, partnerships with the School of Special Education Needs, and collaboration with the School Psychologist and outside agencies.
- Support student's transitions at key times in their schooling.
- Difference and diversity are acknowledged through whole school celebrations and events and embedded through deliberate inclusion into the school's operation and culture.
- Implementation of the Student Wellbeing and Care policy will be framed by Connection and Belonging, Mastery and Accomplishment and Case Management and Referral.
- Focus on a Grounds and Surrounds project in partnership with the Parents and Citizens Association in continual improvement of the physical and learning environments.





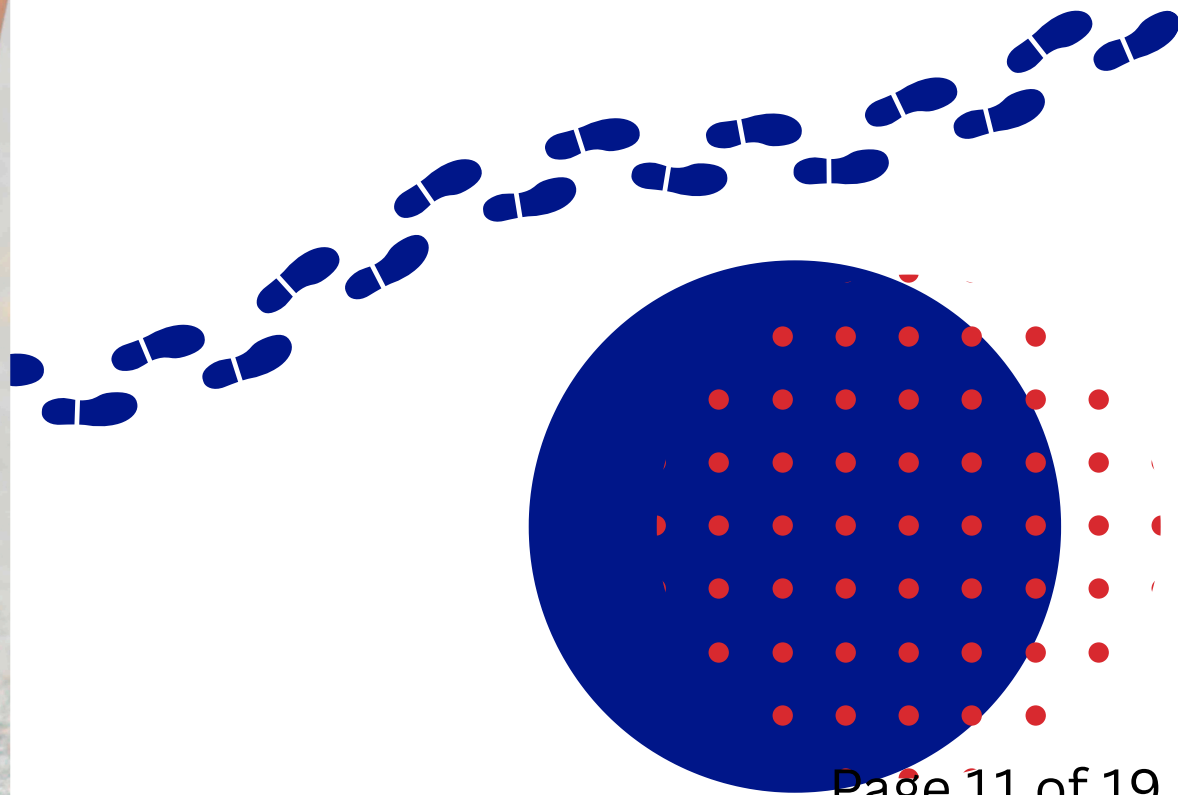
Leadership

Upper Swan Primary School' leadership is committed to cohesion, direction, and ultimately on staff agency to embrace the work of continual improvement at all levels to impact on our students. We develop our people at all levels through distributed leadership and well-supported growth processes.

2027 Targets

Staff School Culture Survey mean score remains above 4.0 across all items of the Leadership Domain inclusive of all Teaching Staff self-identify as impacting on the achievement and progress of all students.

All staff engage in Performance Growth processes to achieve goals in relation to school priorities and instructional routines.



Strategies

- Continue to build the instructional leadership model to impact directly on the classroom and embed whole-school processes and growth opportunities.
- Leverage staff stability to drive a focus on clarity of approaches, consistency in practice and authentic collaboration supported through layers of distributed leadership and the further development of an improvement culture.
- The Performance Growth Process is reviewed and refined to focus directly on explicit goals, associated activities and acknowledged and celebrated.
- Continual improvement is supported by leaders at all levels. The Future Leaders Framework (DOE) supports the identification, development and support of future leaders through identified opportunities in the USPS Business Plan and the achievement of aspirants' goals.
- Staff are empowered to engage with change through collaboratively investigating data, identifying foci and consulting with sources of evidence to guide planning, actions and practice.
- A comprehensive induction process is embedded in school practice for both teaching and non-teaching staff.



Use of Resources

The strategic management of the school's financial, physical and human resources focus on optimum outcomes for students.

2027 Targets

All compliance measures meet or exceed the required levels.

A comprehensive Workforce Plan is in place by Term 4 2025.

Financial Planning aligns to whole school plans, priority areas, and improvement strategies.

Strategies

- Continue the development of the Workforce Plan, ensuring staffing structures and resourcing are meeting students' needs and immediate and future workforce gaps.
- The school continues to prioritise the attraction, retainment and development of our most important resource - high calibre staff.
- Human and financial resources planning equitably targets the educational outcomes of all students and flexibly differentiates for those requiring additional support to reach their potential.
- Well-designed processes support the acquisition and replacement of resources, equipment and facilities to support optimum student experience and outcomes.
- Annual timelines and adherence to procurement policy and guidelines guide budget submissions. The link between budget submissions and operational planning is transparent.
- Whole school data tracking of each individual student's characteristics, achievement and progress and is used as an evidence-base for the differentiated use of resources.





Teaching Quality

High levels of teacher efficacy are reflected through a shared commitment of accountability and responsibility for every child's success. This is supporting a collaborative and responsive teaching culture and establishing the prerequisite conditions to deliver impactful pedagogy that makes a difference for students.

2027 Targets

The mean score in the Quality Teaching component of the Staff School Survey remains above 4.5.

Consistency of practice is evident across the school.

All staff respond affirmatively to the item Classroom Planning is culturally responsive to Aboriginal students in the Teaching Staff School Culture Survey.

All staff follow the familiarisation and implementation progression for the Western Australian Curriculum changes 2024 – 2027.

Use of the National Quality Standards demonstrates a continual improvement focus.

Strategies

- The suite of opportunities for growth in teaching quality, while discrete in design, connect and are complimentary. These opportunities are:
 - Enhanced Performance Growth processes and resources connected to classroom culture, student engagement and high-impact teaching.
 - Instructional Coaching and the support of Teacher Leaders.
 - Embedded Classroom Observation and Feedback.
 - Professional Learning Communities (PLCs) utilise action-learning to monitor teaching impact and student growth.
- Continue to refine assessment for learning to complement and add depth to the analysis of standardised measures. Continue to refine and include diagnostic and formative assessments to inform decisions about teaching and learning and summative assessments to judge impact and effectiveness.
- Support and develop staff capacity to interrogate and use data to drive teaching and learning and measure the impact of their teaching on student achievement and progress. Structural and organisation are enablers for learning from one another, iterative capacity building and increasingly stable consistency of practice at a year, phase and school level.
- The Quality Teaching Strategy's Teaching for Impact guides growth actions and opportunities for teaching and allied professionals.
- Opportunities and timelines are created to support the implementation of the Western Australian Curriculum including the utilisation of enhanced support materials and guides.
- Continue to develop and refine improvement in Kindergarten to Year 2 framed by self-assessment and planning utilizing the National Quality Standard and Early Years Learning Framework.
- Embed Experiential Learning as a key element of Curriculum opportunities across the school. This approach is underpinned by the understandings in Learning Through Play.
- Robust SAER (Students at Educational Risk) processes continue to be implemented for students with Learning Difficulties or Disabilities.
- Integrated, Inquiry Focussed (IIFs) units of work are implemented to ensure curriculum coverage and 21st Century learning capabilities and are characterised by cooperative learning and higher order thinking.
- Phase and Learning Area Roles and responsibilities are defined, understood and supported. Phase and Learning Area Teams are unified Professional Learning Communities in improvement processes. Authentic, evidence-informed processes drive moderation and teacher judgement. This is inclusive of Tuning Protocol and Judging Standards Tools.

Successful Students

At Upper Swan Primary School we understand success for students is everyone's business.

We create a shared culture in the assessment, monitoring and reviewing of student performance.

2027 Targets

Achievement and Student Performance

Our target remains to lift the percentage of students in higher bands to be above that of Like Schools.

Achievements

In Years 3 and 5 NAPLAN more USPS students will be in the top 20% and less students will be in the bottom 20% compared to Like Schools.

Ninety percent of Year 1–6 student's scaled scores in ACER Progressive Achievement Tests (PAT) Reading Comprehension, Spelling, Numeracy and Science Tests will be maintained or improved year on year.

One hundred percent of Year 1–6 student's scaled scores in ACER Progressive Achievement Tests (PAT) Reading Comprehension, Spelling, Numeracy and Science Tests will improve over a two-year period.

Year 3 and Year 5 NAPLAN scores approach or exceed one standard deviation above the predicted mean each area.

Grade Alignment

A minimum of 70% of student in Years 3 and 5 Semester 1 report grade matches their NAPLAN result.

Progress

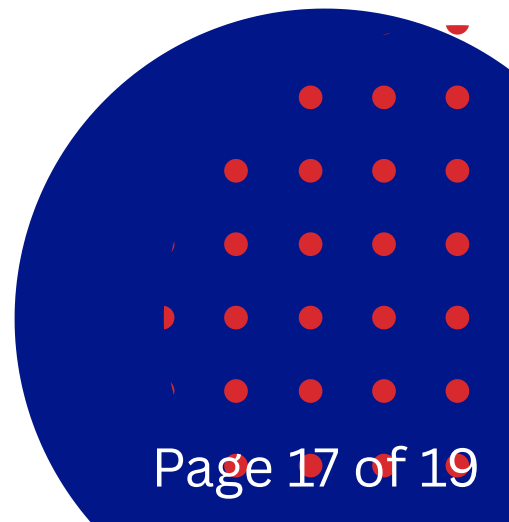
Students maintain or exceed achievement in Reading On-Entry Assessment between Pre-Primary (Module 1) and Year 1 (Module2).

Set and upward trend and maintain the percentage of students with moderate, high and very high progress between On-Entry Assessment and Year 3 NAPLAN Reading, Writing and Numeracy to be consistent with or exceed Like Schools.

Set and upward trend and maintain the percentage of students with moderate, high and very high progress between Year 3 to Year 5 NAPLAN results in Reading, Writing and Numeracy to be consistent with or exceed Like Schools.

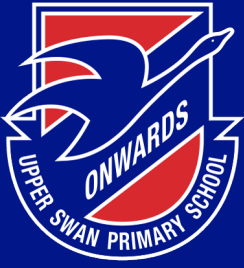
Data Informed Planning

A score of 4.0 is maintained across all items in the Student and Achievement Domain of the Staff School Survey.



Strategies

- Continue to closely monitor the impact and consistency in the implementation of agreed whole-school programs, pedagogy, the instructional model and interventions on learning outcomes for students.
- Moderation, in classroom and specialist subjects, is strengthened across the school and utilising Network opportunities.
- Explicit targets for improvement on achievement levels are communicated to parents, staff and the wider community.
- Teachers are supported to understand their impact on student outcomes through the conditions and whole school processes.
- PAT (Progressive Achievement Tests) Adaptive Testing is implemented from 2025 and used to support differentiation and measure achievement and growth.
- Robust intervention for students requiring support to meet their potential is informed by data and explicit instruction. A standardised Upper Swan Primary School approach to Diagnostic Assessment and Guidelines is developed and implemented.
- High potential learners are identified and supported through effective differentiation and meaningful challenge.
- Promote and encourage home reading in every year level to increase levels of engagement, to practice and apply what is learned at school. Complement this with a Volunteer Reading Program.



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