



PANNAWONICA
SCHOOL

Here we build the future

BUSINESS PLAN

2023
2025



OHANA

OUR PURPOSE

At Pannawonica School, our purpose is to make sure that our students, our staff, our parents/caregivers and our community members do not get left behind or forgotten academically, socially/emotionally, physically or culturally.

OUR MOTTO

Here we build the future

OUR VISION IS OHANA

Ohana means family and family means that **nobody is left behind or forgotten.**





OUR VALUES

WHOLE-SCHOOL APPROACHES

We value consistent, school-wide approaches that ensure our students do not get left behind due to staff transiency.

FAMILY

We value the relationships we have amongst one another, staff, students, parents/caregivers and community members, and whilst our family comes from different walks of life we embrace each other's uniqueness and will always be there for each other.

COLLABORATION

We value genuine collaboration (the action of working with others to produce meaningful outcomes, not 'sharing out' the load, for our school such as increasing our students' academic results or impacting on social outcomes) and we prescribe to the ideal that it takes a village to raise a child.

PROFESSIONALISM

We value commitment and dedication and demonstrate this by working as a family, whilst maintaining a high work ethic, towards our shared goals.

ACHIEVEMENT

We value and understand that the achievements of our Pannawonica School family, big or small, social, emotional, cultural, physical and academic, are to be valued and celebrated with our school and the wider community.

INSPIRATION

We value and create an environment that enngages and inspires everyone to continually self-reflect and work towards improvement in all aspects of school life.

OUR PRIORITY AREAS

At Pannawonica School, our first priority areas are taken from our Vision and Purpose and are designed to ensure that no one in our family is left behind or forgotten. These four areas will span the life of our Business Plan which covers 2023 - 2025. These four areas are:

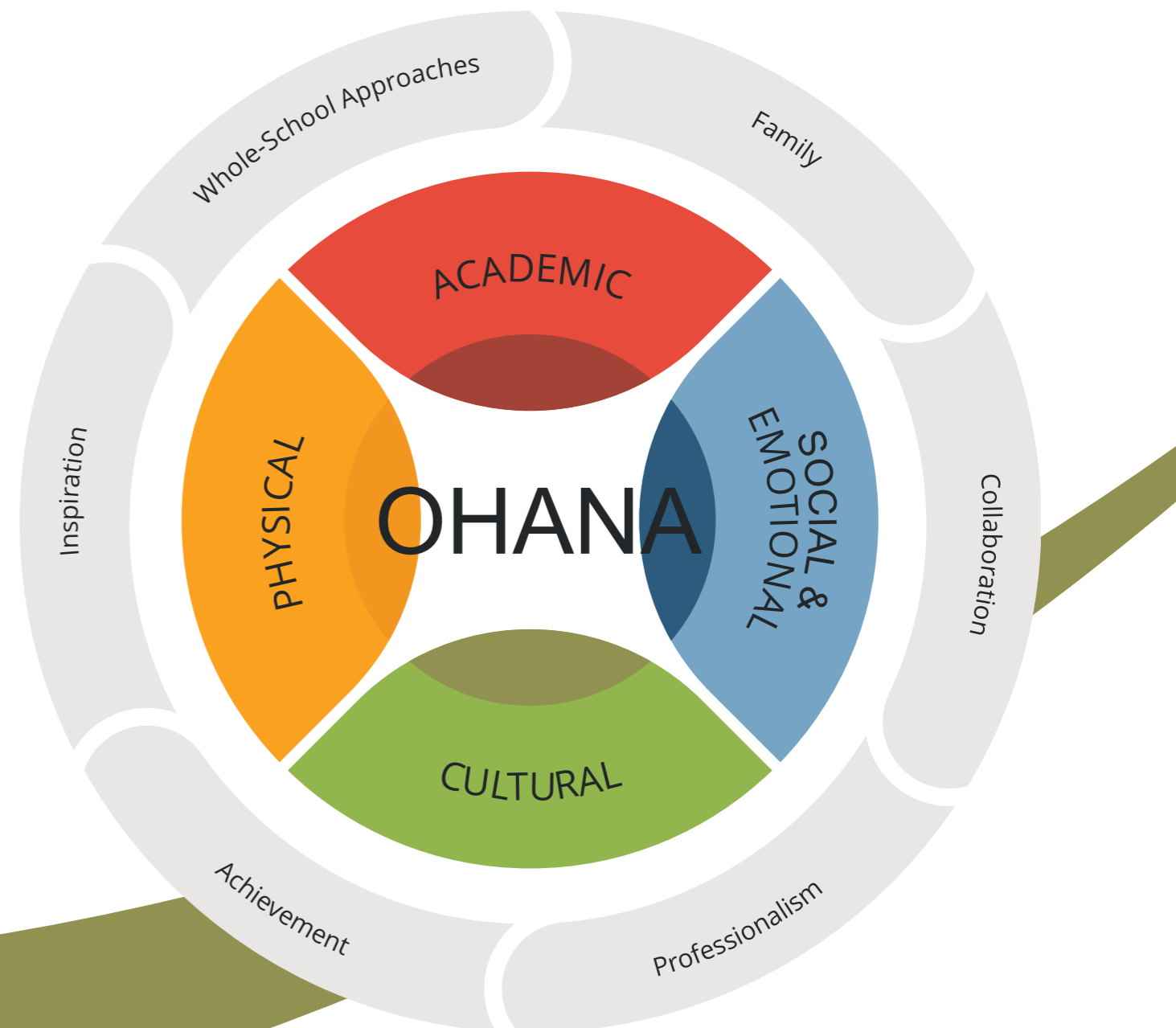
ACADEMIC

SOCIAL AND
EMOTIONAL

PHYSICAL

CULTURAL

As a school, we have collaborated to identify broad strategies, milestones annd commitments for each priority areas as well as targets. These can all be found throughout the rest of our plan.



ACADEMIC TARGETS

Year 3 & 5 stable cohorts tested in 2023, 2024 and 2025 will be at or above Like Schools for performance in Reading, Writing, Numeracy, Spelling and Grammar & punctuation NAPLAN Assessments.

Year 7 stable cohorts tested in 2023, 2024 and 2025 will be at or above Like Schools for performance in Reading, Writing, Numeracy, Spelling and Grammar & Punctuation NAPLAN Assessments.

Year 9 stable cohorts tested in 2023, 2024 and 2025 will demonstrate moderate to high progress in Reading, Writing, Numeracy, Spelling and Grammar & Punctuation NAPLAN Assessments.

80% of stable year 12 students achieve OLNA in 2023, 2024 and 2025.



ACADEMIC COMMITMENTS

Our commitments to our students' academic progress

We will engage in weekly meetings with school leaders and ensure that our students receive educational experiences in-line with our agreed whole-school approaches.

We will track our students' progress, setting targets for student growth each term as part of our Operational Planning, and make teaching and learning adjustments as required.

We will work to meet the needs of all students; intervention and extension.

Our commitments to our staffs' professional growth

All staff receive written feedback from their Line Manager at least once a year through observation of practice for Teachers and Education Assistants or through Performance Reviews for Non-Teaching Staff.

All staff engage in relevant Performance and Development processes with their Line Manager each year.

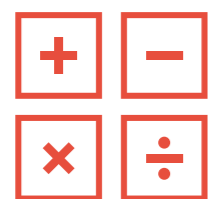
All staff undergo an Induction Process as per the Pannawonica School Induction Procedure Policy.

All staff have access to an onsite Mentor as part of this induction process; new and returning staff.



ACADEMIC

BROAD STRATEGIES



To focus on Primary Numeracy as a key area for Curriculum improvement

1

MILESTONES

- Embed Top 10 Mathematics P-6.
- Embed Numicon K-PP.
- Continue Curriculum planning with School Leader to include Numeracy and ensure consistency (Data/Planning tool).
- Implement Mathematics Intervention.
- Implement Mathematics Extension through cluster operation plans.
- Strengthen Top 10 maths, resources, and assessment Year 3-6.



To continue to focus on Primary Literacy as a key area for Curriculum improvement

2

MILESTONES

- Embed Pre-Lit in K.
- Embed InitialLit in PP-2.
- Embed Spell-It 3-6.
- Implement Literacy Extension through cluster operational plans.
- Develop and embed non-fiction scope and sequence linked to HASS.
- Continue Curriculum planning with School Leader to include Literacy and ensure consistency (Data/Planning tool).



To continue to focus on STEM as a separate pedagogical practice

3

MILESTONES

- Continue with STEM Coaching Model K-6.
- Continue with STEM 7-10.



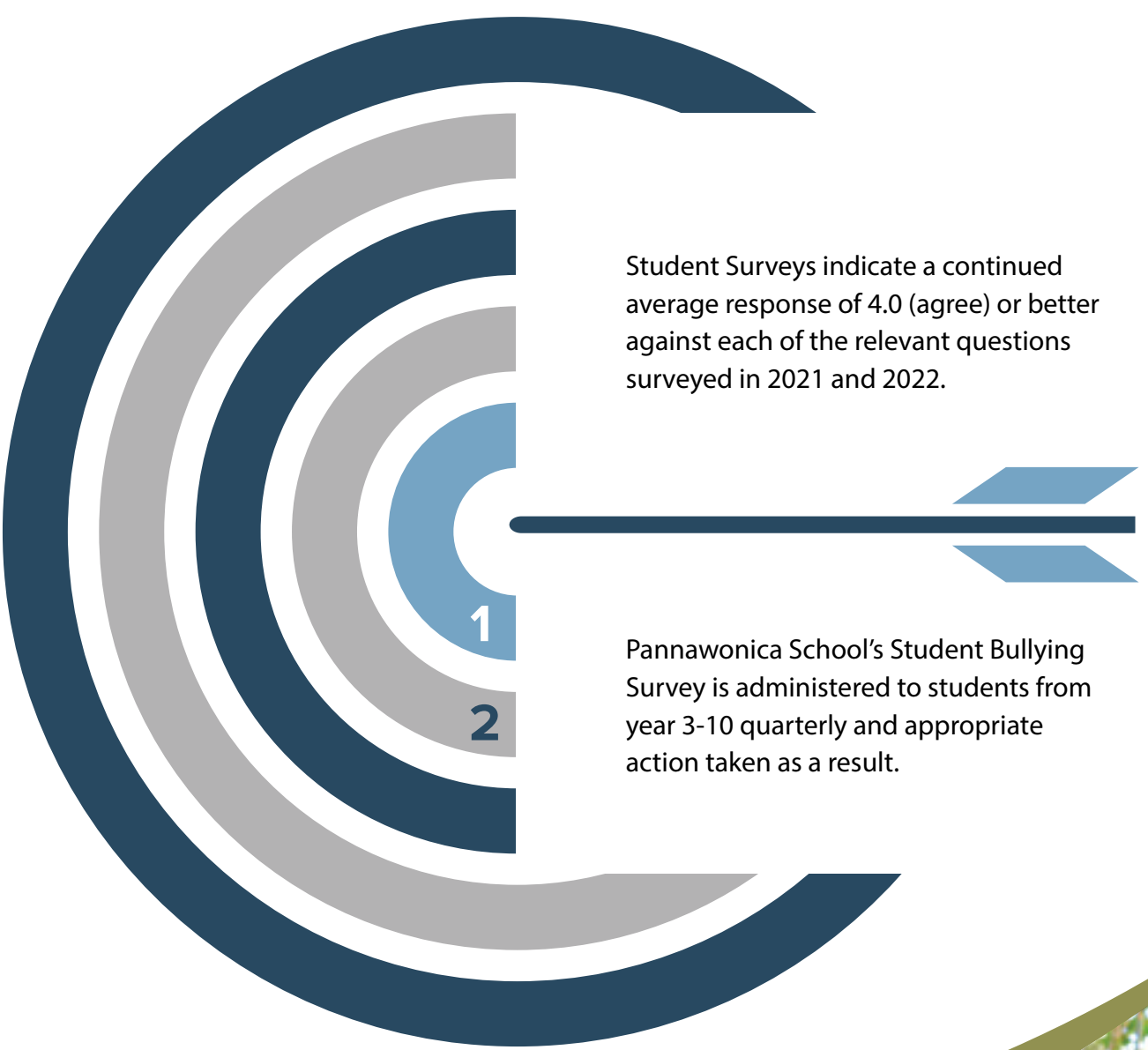
To embed Secondary Education at Pannawonica School

4

MILESTONES

- Expand Secondary Intervention OLN support.
- Embed AVID 7-10.
- Ensure consistency of Teaching Learning Framework.
- Individual Pathway planning Year 9-12.
- Career education beginning Year 5.
- Explore Secondary Academically Able options/opportunities.
- Reinvestigate homework club.

SOCIAL AND EMOTIONAL TARGETS



Student Surveys indicate a continued average response of 4.0 (agree) or better against each of the relevant questions surveyed in 2021 and 2022.

Pannawonica School's Student Bullying Survey is administered to students from year 3-10 quarterly and appropriate action taken as a result.



SOCIAL AND EMOTIONAL COMMITMENTS

Our commitments to our students' social and emotional progress

We will ensure that the school's Student Services Team will be accessible to all students, as required, through the Student Services Coordinator.

We will implement Positive Behaviour Support.

Every staff member will adhere to the school's Engagement & Behaviour Policy.

We will implement Social & Emotional Program of Friendly Schools Plus.

We will acknowledge staff through Staff Stitch.

Our commitments to our staffs' social and emotional health

Tokens each week.

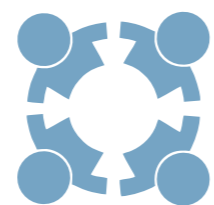
We will adhere to the Code of Conduct.

We will ensure we have an active Social Committee and promote social events; as a staff member we will be engaged and enthusiastic, if attending social events.

We will encourage self-care.



SOCIAL AND EMOTIONAL BROAD STRATEGIES



Focus on Social and Emotional Development

1

MILESTONES

- Embed Friendly Schools Plus K-10; support through collegiate coaching.
- Embed the Social and Emotional Focus within cluster operational planning, with the support of Six-Star Wellbeing survey and AEDC data.
- Explore partnerships with external agencies.
- Ensure case conferencing includes all relevant personnel with inbuilt review meetings to ensure clear line of communication.



Focus on Pastoral Care

2

MILESTONES

- Promote School Chaplain and student support officer as a key support for students and staff.
- Explore opportunities to connect with additional Allied Health Services based in Karratha.
- Develop and embed staff wellbeing strategy through the wellbeing committee.
- Commit to continuing choir across 2023, 2024, and 2025.



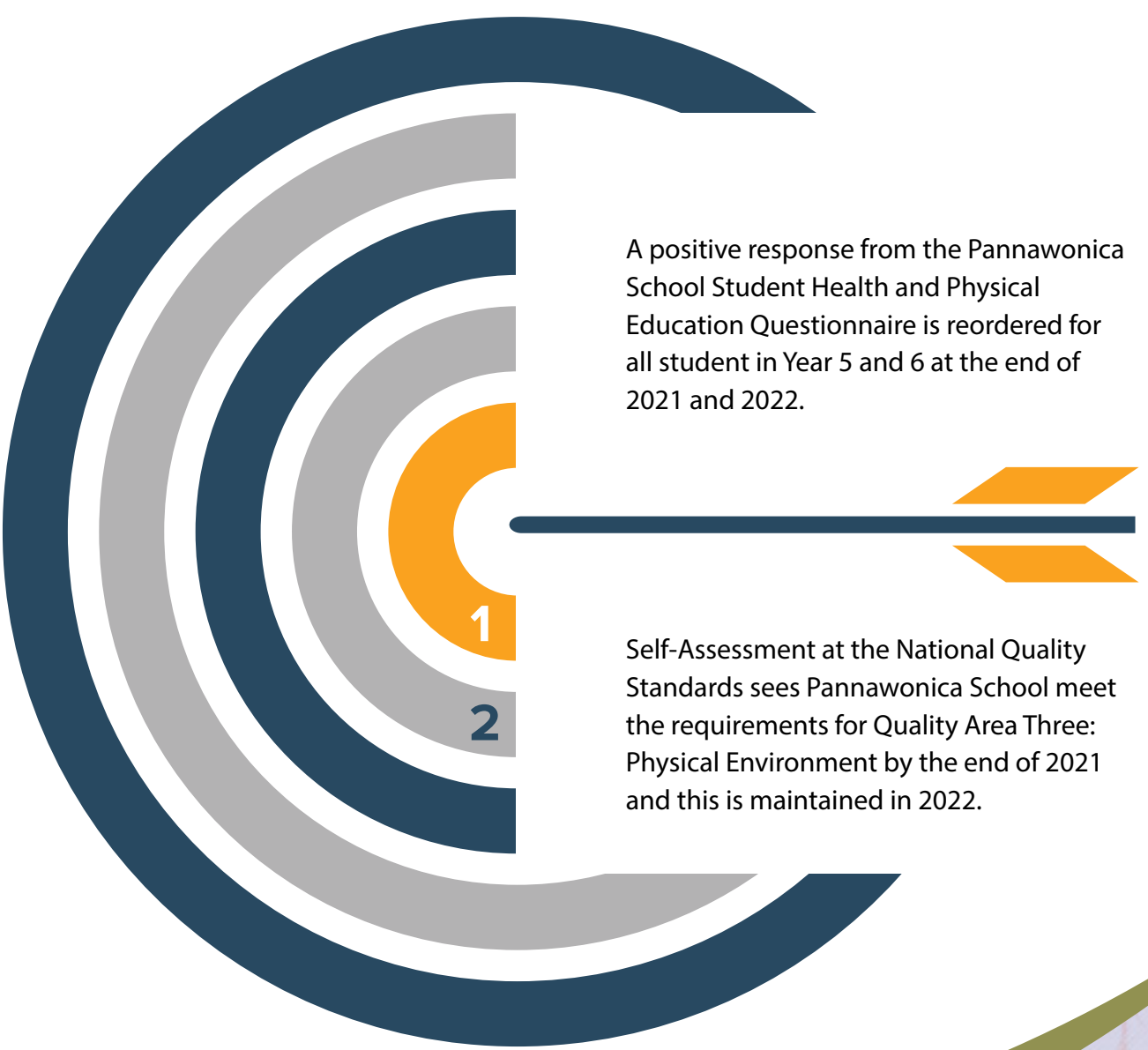
Focus on Positive Behaviour Support (PBS)

3

MILESTONES

- Embed PBS.
- Commit to having a CAT (Conference Accredited Trainer) on-site.
- Continue to embed classroom management strategies through collegiate coaching, onsite professional learning and peer observation.

PHYSICAL TARGETS



A positive response from the Pannawonica School Student Health and Physical Education Questionnaire is reordered for all student in Year 5 and 6 at the end of 2021 and 2022.

Self-Assessment at the National Quality Standards sees Pannawonica School meet the requirements for Quality Area Three: Physical Environment by the end of 2021 and this is maintained in 2022.



PHYSICAL COMMITMENTS

Our commitments to our students' physical progress

We will ensure the safety and wellbeing of all students by following through our collective expectations whilst on duty, our Behaviour and Engagement Policy and the Duty of Care Policy.

We will ensure a specialist Physical Education and Health Teacher is on staff.

Our commitment to Staffs physical health

We will ensure we maintain our physical health, and our colleagues, by not coming to work when unwell.

We will adhere to the Code of Conduct.

We will engage in Work Safe practices.

We will provide healthy options when on Morning Tea and when catering for Special Events and Staff Development Days.



PHYSICAL BROAD STRATEGIES



Focus on
Physical Play

1

MILESTONES

- Embed Fundamental Movement Skills in Kindy and Pre-Primary.
- Extend whole-school sport to include 7-10 students.
- Explore a range of sport clinics, teacher/student events and interschool events to extend students learning in physical education.

PLAY-BASED LEARNING

SENSORY PLAY



CULTURAL TARGETS

Self-Assessment against the Cultural Standards Framework show Pannawonica School demonstrating Capable or better across all five standards by the end of 2022.

Staff and Parent/Caregiver Surveys indicate an average of 4.0 (or better) against each of the relevant questions when surveyed in 2021 and 2022.

Staff School Culture Survey is administered quarterly, and appropriate action taken as required.



CULTURAL COMMITMENTS

Our commitments to our students' cultural progress

Every year, we will collectively celebrate multiculturalism by participating in NAIDOC, ANZAC, Remembrance Day, Harmony Day and promoting our School Vision through Ohana Day.

Every year, as a staff, we will set specific goals based on the Aboriginal Cultural Standards Framework and track our progress against them.

Our commitments to our staffs' cultural competence

We will adhere to the code of conduct.

Each year, all staff, will collaboratively celebrate multiculturalism by organising NAIDOC, ANZAC, Remembrance Day and Harmony Day.

Each year, we will reflect against and set goals based on the Aboriginal Cultural Standards Framework and track our progress across the year.

We will acknowledge and respect that all staff come from different and culturally diverse backgrounds. We will be accepting of staffs' cultural requirements and needs.

We will complete our Staff Culture Survey each term in Week 6.



CULTURAL BROAD STRATEGIES



Focus on an 'Ohana' School Culture

1

MILESTONES

- New students to be inducted by the Year 6 School Leaders to reinforce 'Ohana'.
- Ensure 'Ohana' is an active feature of all school communication.
- Ensure the whole school is regularly engaged in whole school 'Ohana' projects planned and implemented by school support staff.
- Further develop acknowledgment of parents and community.
- Embed primary 'Ohana' Time Class model.
- Strengthen Student Leadership Opportunities.
- Explore fundraising days.



Focus on Aboriginal Cultural Standards

2

MILESTONES

- Ensure Aboriginal and Torres Strait Cultures and Histories are a focus of STEM planning where appropriate.
- Enhance Cultural component with a Pannawonica School Induction.
- Ensure the Aboriginal Cultural Standards Framework is embedded across the school.





OHANA

THE DEPARTMENT'S STRATEGIC PLAN 2023 - 2025

Building on Strength:

Future directions for the Western Australian public school system.

Every student, every classroom, every day. The Department new strategic directions for public schools 2023-2025 sets clear aspirations for every student and focuses on improvement drivers across six pillars to strengthen support for teaching and learning.

At Pannawonica School, we acknowledge the following six priority areas and have identified how we will support the Department's Strategic Plan for 2023 - 2025.



PROVIDE EVERY STUDENT WITH A PATHWAY TO A SUCCESSFUL FUTURE

- Continue to utilise evidence-based programs and approaches in Early Childhood including Pre-Lit, Initial-Lit, Mini-Lit, Numicon, Top 10 Maths, Positive Behaviour Support (including our K-2 stamp charts), Fundamental Movement Skills and Friendly Schools Plus. Use this data to provide intervention to students as required such as Mini-Lit, Maths Intervention, Special Needs Duty, Sensory Room etc.
- Continue to utilise a range of data to inform our planning sessions with school leaders in Early Childhood as aligned to the Schedule of Self-Review.
- Utilise the AEDC data to plan effectively for student's needs.
- Utilise the Six-Star Survey to identify, plan and track our students' mental health and wellbeing.
- Continue to respond to our students' Bullying Survey and Student Council.
- Continue to promote resilience, optimism, confidence and self-efficacy through Ohana Day, Principal's Lunch, Positive Behaviour Support, Behaviour & Engagement Policy.
- Continue to provide targeted group and individual interventions drawing on a range of specialists including our Student Services Team, Allied Health workers, School Psychologist, Aboriginal and Islander Education Officer, Student Support Officer and Chaplain.
- Continue to provide STEM Coaching to Kindergarten to Year 6 teachers; every child is to engage in STEM each term with their classroom teacher.
- Continue to provide STEM sessions for our Year 7-10 teacher delivered by our Secondary Teachers.
- Embed Aboriginal Perspectives into our STEM lessons with a focus around the delivery of the Science content.
- Actively involve our Aboriginal and Islander Education Officer in the classroom during STEM lessons.
- Achieve our target of Capable or better across all domains of the Aboriginal Cultural Standards Framework by the end of 2025. (Thus removing the Standards Framework by the end 2025.)
- Implement one to one case management in the Secondary School and Data Charts from K-6.

STRENGTHENING SUPPORT FOR TEACHING AND LEARNING EXCELLENCE IN EVERY CLASSROOM

- Continue to survey our staff and monitor our workforce culture; taking actions as is necessary.
- Continue to plan collaboratively with all our teachers each week providing them with opportunities to grow their professional capabilities with school leaders.
- Continue with our Education Assistant (Allied Professionals) Professional Learning sessions focused on identified areas of professional need from our Allied Professionals.
- Engage with the Collegiate Principal.
- Ensure that staff are provided with the opportunity to engage with the Leadership Strategy.
- Ensure our Aboriginal and Islander Education Officer is provided with system support as required.



PATHWAY TO
SUCCESSFUL FUTURE

BUILD THE CAPABILITY OF OUR PRINCIPALS, OUR TEACHERS AND OUR ALLIED PROFESSIONALS

- Continue to make clear our expectations through our Teaching & Learning Framework and ensure it is reviewed annually.
- Continue to provide collaborative opportunities for our teachers, focused on improving student outcomes, through our weekly facilitated planning sessions.
- Continue to provide feedback on practice through our Observation and Performance & Development Schedule.
- Continue to ensure that our Operational Plans are informed by data, set ambitious targets and clearly demonstrate how funding is being used to raise student achievement.
- Continue to provide professional support to our Allied Professionals.
- Education Assistant Professional Learning program.
- Engage staff in the Leadership Strategy and continue to ensure a distributed leadership model is evident at our school.
- Engage in School Review and action recommendations as necessary.



SUPPORT INCREASED SCHOOL AUTONOMY WITHIN A CONNECTED AND UNIFIED PUBLIC SCHOOL SYSTEM

- Continue to ensure our staff are engaged in the common pursuit of delivering a great education to every child in our school.
- Continue to review the Delivery and Performance Agreement annually with the School Board and Staff.
- Engage with the new School Performance Standard and reflect against this as a staff and community.
- Continue to support the Region and its directions.
- Engage in any system requirements, focus groups and tasks as they become available.



TEACHING AND LEARNING
EXCELLENCE

PARTNER WITH FAMILIES, COMMUNITIES AND AGENCIES TO SUPPORT THE EDUCATIONAL ENGAGEMENT OF EVERY STUDENT

- Continue with our current transition programs.
- Continue with our work experience and school-based traineeship opportunities and explore new options for our students, their families and community.
- Continue to communicate and celebrate with our families and community through our newsletter, Seesaw, Facebook, Ohana Certificates, parent information nights, parent interviews, parent surveys, case conferences, assemblies, Ohana Day, NAIDOC, End of Year Concert and calling home.
- Continue to welcome our new families through phone calls and supporting site visits.
- Continue to acknowledge our P&C, School Board, families and community through our Helping Hero initiative.
- Continue to explore opportunities for external recognition to celebrate our school with our families and community such as regional, state and national awards.
- Continue to engage in community based groups such as the Early Years Committee.



USE EVIDENCE TO DRIVE DECISION-MAKING AT ALL LEVELS OF THE SYSTEMS

- Continue with our data collection through our Schedule of Self-Review.
- Continue to involve our staff regularly in the interrogation, planning and review of our data.
- Explore 360 Degree Survey opportunities for Managers of Corporate Services and Deputy Principals.



“Our actions in the years ahead will continue to be inspired by our commitment to the children and young people of Western Australia; that no matter where they live and no matter their abilities, we will provide them with a quality education that will be a stepping stone to a full life - a life where they maximize their potential as an individual and as a contributing citizen.”

Lisa Rogers, Director General



“INCLUSION IS A WAY
OF THINKING, A WAY OF BEING,
A WAY OF MAKING DECISIONS
ABOUT HELPING
EVERYONE BELONG”



PANNAWONICA
SCHOOL

Here we build the future

1 Sports Way, Pannawonica WA 6716

Ph: 08 9134 9100

pannawonica.ps@education.wa.edu.au

pannawonicaps.wa.edu.au