



Inglewood Primary School

Strategic Plan 2024 - 2026



CARING AND SHARING



Strategic Plan 2024-2026

Together we nurture inspired, curious and confident learners.

At Inglewood Primary School, our vision of nurturing inspired, curious, and confident learners forms the cornerstone of our educational philosophy. This strategic plan is designed to provide clear direction for our school and set priorities that will guide us in delivering a high-quality education and positive learning environment. Inspired by the school motto 'Caring and Sharing', our core values and school creed, we are dedicated to cultivating an educational environment that nurtures personal development, embraces diversity and sparks a lifelong love for learning. To achieve our strategic objectives, regular monitoring and self-assessment processes will ensure we stay on track and adapt to changing circumstances. The 2024-2026 Strategic Plan is the result of a collaborative effort involving staff, students and the community. It is structured around three fundamental pillars:

1. Inspiring Teaching, Learning and Leading

Fostering engagement to build trust, capacity and excellence.

2. Inclusive and Caring School Culture

A learning environment that values a sense of belonging for all.

3. Meaningful Connections and Positive Relationships

Working together to sustain shared success.

With a defined vision, values and strategic pillars, we are well-positioned to accomplish our objectives and continue to positively shape the lives of our students.

Sincerely

Nicole West



Caring and Sharing



Our Values

Respect serves as the overarching value that underpins all our actions and behaviours at Inglewood Primary School. Embracing this core principle, we champion three additional values that are at the heart of our school:

- 1. Integrity** - We act with honesty and are strong enough to make good choices.
- 2. Perseverance** - We act with courage to face challenges.
- 3. Kindness** - We show care and consideration for ourselves and the needs of others.

Our approach to education is characterised by a profound commitment to the unwavering pursuit of what is best for our students. At Inglewood Primary School we are committed to:

- quality teaching through purposeful collaboration and shared expectations.
- embracing, understanding and celebrating diversity.
- fostering positive relationships and a culture of belonging.
- high expectations and continual growth.
- challenging our thinking and exploring new ideas with a positive mindset.

Our school creed reflects the spirit of our school community and echoes our commitment to nurturing creativity, respect and achievement. It celebrates the vibrant, happy and welcoming atmosphere we foster; where learning is an exciting journey filled with discovery.

School Creed:

This is our school.
We learn to think, create and imagine.
We are encouraged to achieve our goals.
Our school is colourful, happy and bright.
Learning is fun.
We respect and believe in each other.
Caring and sharing; friends for life.



Caring and Sharing



Inspiring Teaching, Learning and Leading

Fostering engagement to build trust, capacity and excellence



CARING AND SHARING

Priorities

Strategies for Success

Shared beliefs and connected classroom practice

- A shared set of beliefs about teaching and learning aligned to the Quality Teaching Strategy.
- Consistent lesson structure that is evidence-informed, aligned to quality teaching practices, and visible across all learning areas.
- Balanced delivery of scaffolded inquiry, play based learning and explicit instruction in K-2.
- Regular collaborative opportunities for teaching and curriculum teams.
- Extension opportunities embedded in all teaching.
- Delivery of a connected and well sequenced curriculum (e.g. scope and sequences in curriculum areas).

Measurement of impact

- Regular use of data at classroom, team and whole school levels to inform teaching practices and monitor student achievement and progress against identified improvement targets.
- Deepen understanding of data analysis and disciplined conversations on student performance.
- Embed moderation and collaborative assessment opportunities for staff.
- Whole school assessment practices that are educative, purposeful and provide an opportunity for all students to demonstrate knowledge and understanding.
- Whole school assessment schedule and student data hub.

Building staff capacity and efficacy

- Strengthen performance and capacity through structured cycles of observation, feedback and coaching.
- Provision of professional learning that aligns with whole school instructional priorities and the Quality Teaching Strategy.
- Introduction of Lead Educational Assistants in the areas of Early Childhood and SAER.

Reflective and effective change

- Change management that is timely, informed by evidence and implemented through consultation.
- Leadership that provides instructional support, coaching and effective guidance for staff.
- Processes that support staff growth within a change context.
- Authentic consultation and distributed leadership structures that foster staff agency with change priorities.

Instructional layers of leadership

- Executive leadership roles and responsibilities aligned with the strategic improvement plans.
- Distributed leadership roles to support whole school approaches.
- Construction of an Aspirant Leadership Framework.
- Strengthen existing leadership opportunities for aspirant student leaders.

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Inclusive and Caring School Culture

A learning environment that values a sense of belonging for all.



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Priorities

Strategies for Success

Supportive and inclusive environment that promotes success for all students

- Opportunities for increasing awareness and celebration of the diversity in our community, including Aboriginal and Torres Strait Islander cultures.
- Develop partnerships with local organisations that will promote a sense of belonging for all.
- Cultural responsiveness that creates safe and welcoming environments for all students.
- Opportunities for authentic student voice (K-6) to influence school direction and key initiatives.

Health and wellbeing

- Provision of a Health and Wellbeing action plan to support students, staff and the community.
- Our values are embedded in the expectations and culture of the school.
- Implementation of curriculum aligned whole school Health program.
- Acknowledgement and celebration of staff and student achievements.

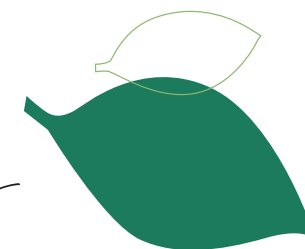
Physical environment

- Outdoor learning environment plan that promotes inquiry and purposeful play in the early years.
- Spaces that promote optimal student engagement and enhance learning.
- Rich integrated learning opportunities supported with ICT.

Support for students

- Visible and accessible tiered support system for all students.
- Clear response processes for students identified at educational risk.
- Students and families with complex needs supported through holistic case management.
- Scaffolded intervention and extension that is evidence informed and effectively supports and challenges students.
- Refine intervention in the Early Years.
- Clear attendance and behaviour processes that support engagement.

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Meaningful Connections and Positive Relationships

Working together to sustain shared success



CARING AND SHARING

Priorities

Strategies for Success

Valuing community partnerships

- Draw on community expertise and continue to forge partnerships with local businesses, groups and organisations, including the local Noongar community.
- Strengthen partnerships with schools in the Mt Lawley Hub Network of Schools.
- Maintain positive partnerships with allied health services who support the educational engagement of students.

Connected and supportive school alliances

- Communicate and promote the role of the School Board and P&C with the staff and the community.
- Continue to work productively with the School Board and P&C.
- Maintain a highly effective School Board through provision of ongoing training and comprehensive induction processes.

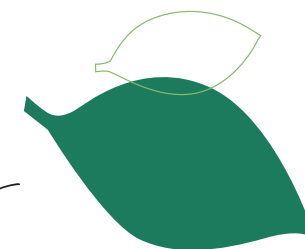
Open and clear communication

- Streamline communication across the school for shared understanding and expectations.
- Communication processes that are reliable, timely and clear.
- Formal and informal feedback is gathered and acted upon (e.g. National School Opinion Survey, feedback following events)

Relationships built on an expectation of respect and care

- Executive leadership to strengthen relationships and connections with teachers and students through visibility in classrooms and professional conversations.
- A supportive induction process that caters for the unique context of our school.
- Continue to schedule opportunities for parents to engage in children's learning.
- Involve families in learning forums and parent education initiatives (e.g. BYOD, Budding readers, whole school approaches, cyber safety).
- Build on the professional culture of collegiality and mutual respect.

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Targets

The 2024-2026 Strategic Plan targets articulate our commitment to high expectations. Monitoring of the school improvement targets will involve regular data analysis and feedback mechanisms that allow us to make informed decisions, nuance our strategies and ensure that we are enhancing the quality of education we provide; ultimately strengthening student outcomes and the culture within our school.

Student achievement

By 2026-

- Year 3 Spelling & Writing achievement will be consistently equivalent to or better than Like Schools
- Year 3 Reading achievement will be consistently better than Like Schools
- Year 3 Numeracy achievement will be consistently better than Like Schools.
- Year 5 Spelling achievement will be equivalent to Like Schools
- Yr 5 Numeracy achievement will be consistently at or above Like Schools
- Yr 5 Reading & Writing achievement will be equivalent to Like Schools
- Yr 5 student representation in the Exceeding proficiency to be equivalent to Like Schools in Reading, Writing and Numeracy

School community and culture

- The survey results for community, staff and students will be positive with an average rating of 4.0 or greater.

Glossary

Like Schools- Western Australian Schools with a similar ICSEA (Index of Community Social and Economic Advantage).

Pedagogy- A set of agreed upon techniques teachers adopt to influence knowledge, skills and behaviour.

NAPLAN: National Assessment Program-Literacy and Numeracy completed in Year 3, 5, 7 & 9.

Distributed Leadership: Key leadership roles across the school to support school improvement.

Aspirant Leader: staff who are supported to develop leadership skills and attributes.

Student Voice: Opportunities for students to have agency and a say in their education.

Strategic Plan: A collaboratively developed 3-year plan that shares the direction and priority areas of the school.

Moderation: Teachers examining student work and collaboratively deciding on student achievement.

Evidence- informed: Programs, strategies or teaching approaches that are informed by evidence and research.

Executive: Principal, Deputy Principals and Manager of Corporate Services.

Integration: When multiple curriculum areas are taught together.

BYOD: In Year 4-6 we have a Bring Your Own Device iPad program.

SAER: Students at Educational Risk.

Allied health services: for example, school health nurse.

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Inglewood Primary School

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9223 9900

Inglewood PS Pre-primary

Corner Eighth Avenue and Hamer
Parade Inglewood WA 6052
Unit 3 9271 5084
Unit 4 9271 5867
Unit 5 9371 7991

Inglewood PS Kindergarten

Corner Grand Promenade and Craven
Street Bedford WA 6053
Unit 1 9271 9485
Unit 2 9271 7685

Caring and Sharing

Inglewood Primary School acknowledges and respects the Wadjak Noongar people, the traditional carers of the boodja (land) where we work, learn and live. We recognise their continuing connection to the boodja, bilya (rivers), ngamma (waterholes) and karda (hills) and we pay our respects to their Elders past, present and emerging.