



# *Our Plan*

Vasse Primary School  
Business Plan 2022 - 2025



EST. 1869

## *Acknowledgment to Country*

We acknowledge the Wardandi-Bibbulmen People, the traditional custodians of the boodja (lands) on which our students live and kaadadjiny (learn). We acknowledge parents, families and communities as the first educators of their children. Aboriginal people have a long tradition of teaching and learning through sharing their connections with the land and sea, and through their stories and lived experiences that are passed from generation to generation. We recognise and value the learning that Aboriginal children bring with them from their homes and communities into the classroom.

## *Our School*

Welcome to Vasse Primary School (est. 1869). The present site of the Vasse Primary School has been occupied since 1884 when a stone building was erected as the foundation of the first classroom. Vasse Primary School, an Independent Public School, retains a distinctly rural character in a semi-suburban location. This is a school with clearly articulated values and its particularly pleasing rural ambiance which contributes significantly to a 'sense of place' for students.

Learning is more than an academic pursuit; it is a 'total picture', which provides a balance between a student's intellectual, physical, emotional and relational needs. To support this approach we create an environment where **People** (relationships), **Place** (belonging) and **Pedagogy** (learning and teaching) are prioritised.

Students have an opportunity through the use of play based and Inquiry learning to develop their curiosity and questioning skills in a rich and engaging environment. To further enrich our students' learning we provide a wide range of specialist areas to complement the core learning curriculum. The school offers unique programs in Music, Art, Dance/Drama and Physical Education, Health and Wellbeing. The school actively promotes inclusive pastoral care and fosters the development of social and emotional well-being.

## *About this Plan*

This Business Plan has been developed in conjunction with students, staff, parents and members of the wider community. It sets a clear strategic future for the next four years which will support our students to be successful lifelong learners.

The school, along with the School Board, will actively monitor the school's performance through a variety of measures involving staff, students, parents and community. These measures include academic performance (e.g. National Assessment Program in Literacy and Numeracy - NAPLAN), non-academic performance (e.g. attendance), satisfaction rates (e.g. surveys), and governance (e.g. reviewing operational plans).

This plan is presented in three forms, an overview document, a booklet and a working document. Each level of planning provides a deeper dive into the school's planning process.



*"At Vasse Primary School you make friends easily.*

*I like to gather all the facts for my Inquiry."* Malachi - Yr3

## Our Motto

'Preparing for the future'

## Our Expectations

To support our success criteria we nurture the following expectations:

**Be Responsible • Be Respectful • Be your Best**

## Our Commitment

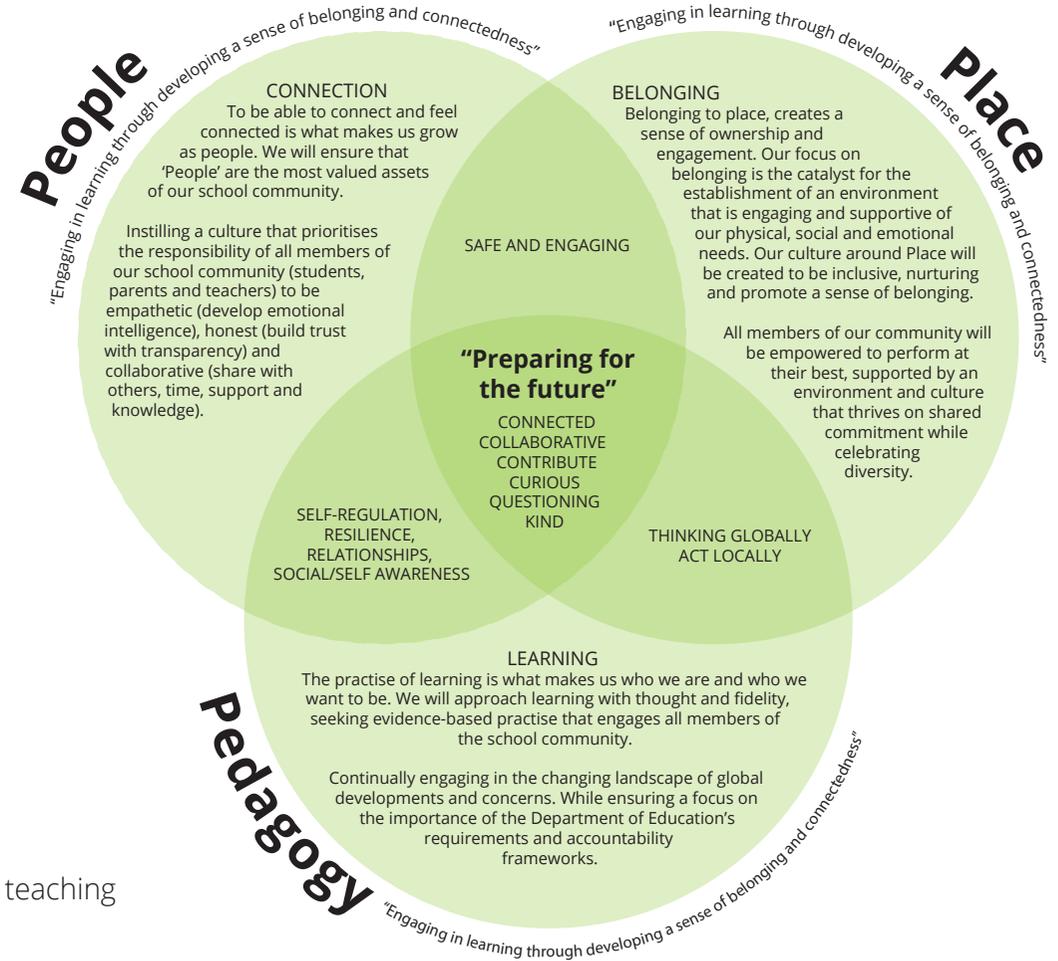
**As a staff** we are a team, and as a team, we constantly work together to prepare common goals for individuals and for the whole school.

**As a team** we each play a vital role in the academic and non-academic education of our students, equipping them with the skills, knowledge and attitudes required for the future.

**As a whole school community** we make decisions in a shared environment with the students' best interests in mind, now and for the future.

## Our Culture

We believe that relationships (People), belonging (Place) and learning and teaching (Pedagogy) are to be prioritised.



"The environment at Vasse is outstanding. Everyone helps one another and we all feel like part of a team." Chloe - Yr6



## Our Leadership

### School Board

**Who:**

Principal  
Staff representatives  
Parent representatives  
Community representatives

**Role:**

Inform strategic direction.  
Alignment of resources to priorities.  
Advise and influence.



### Principal

**Role:**

Ensure Strategic direction and operational direction.  
Clear communication - Relationships, Belonging and Learning.

### Admin Team

**Who:**

Manager of Corporate Services  
Deputy Principals

**Role:**

Support the Principal.  
Ensure operational direction.



### Priority Leaders

**Who:**

Teacher Leaders of Focus Committees (Literacy, Numeracy, Health and Well-being, Koolbardi, Sustainability).

**Role:**

Up and down Communication.  
Coordinate Focus Committee.  
Collect, analysis and act on data.  
Develop planning documents.  
Fiscal management of Focus Area.

Leadership Focus 2022-2025

### Teacher Leaders

**Who:**

Teacher Leader of Committees (Inquiry Learning, Walker Learning, ICT, PBS).

**Role:**

Up and down Communication.  
Collect, analysis and act on data.  
Develop planning documents.  
Fiscal management of Focus Area.

### School Management Group

**Who:**

Principal  
Manager of Corporate Services  
Deputy Principals  
Sub-school Leaders  
Education Assistant Leader  
Aboriginal & Islander Education Officer  
School Psychologist

**Role:**

Up and down communication.  
Teacher development and support.  
Educational leadership.  
Operational management.  
Collaborative planning.

### Sub School Leaders

**Who:**

Teacher Leader  
(Early Years, Junior Years, Middle Years, Senior Years)

**Role:**

Up and down communication  
Promote collaboration  
Fiscal management of Sub-School.

Effective Relationships - Setting direction - Integrity - Accountability



Our People • Our Place • Our Pedagogy

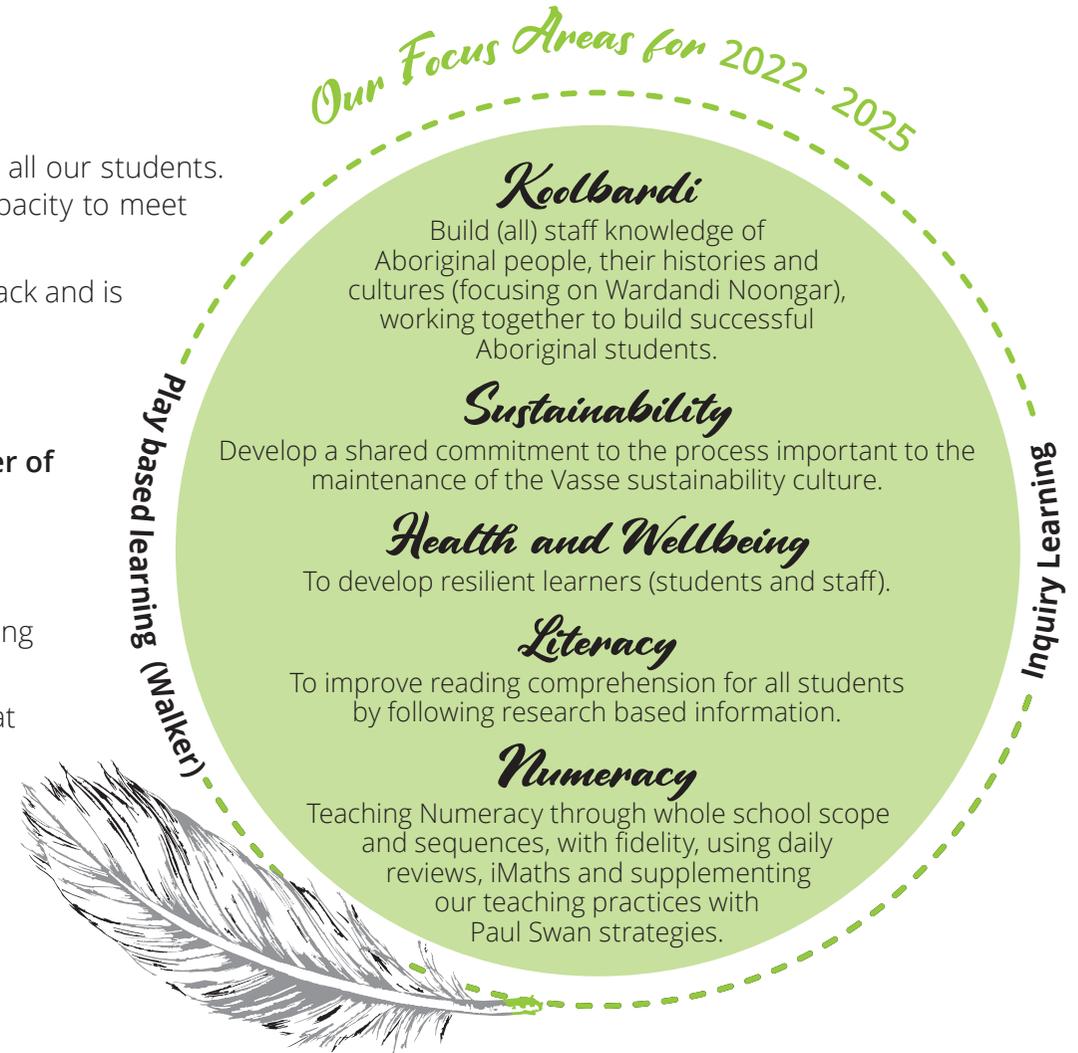
## Our Success Criteria

A graduating student from Vasse will have a sense of ownership of their own learning journey. They have a solid foundation in Literacy and Numeracy and will have the skills set and knowledge which will enable them to pursue their passions. Vasse students can work independently directing their own learning and understand the importance of cooperation when collaborating with others. They are reflective lifelong learners who take on advice and feedback, learning from their mistakes and are emotionally fit. A graduating student from Vasse willingly contributes positively and is a respectful and responsible contributing member of the community.

## Our Learning Statement

Our Learning statements describe the attributes we would like to see in all our students. We provide opportunities for all students with consideration of their capacity to meet these statements.

1. A Vasse learner, **learns reflectively** taking on advice and feedback and is **emotionally fit**.
2. A Vasse learner, **learns cooperatively** when collaborating with others.
3. A Vasse learner, learns knowing they are a **contributing member of the community**.
4. A Vasse learner, learns with a strong foundation of **Literacy and Numeracy skills**.
5. A Vasse learner, learns **independently** directing their own learning journey.
6. A Vasse learner, learns with a skills set and a knowledge base that enable them to **pursue their passions**.



## Our Targets

Our targets are what we measure our success on. They are specific, time appropriate and measurable.

### Cross Curricula Pedagogy

#### WALKER LEARNING and INQUIRY LEARNING

A Vasse learner, learns independently directing their own learning journey

**Learning Statement:** A Vasse learner, learns cooperatively when collaborating with others

A Vasse learner, learns with a skills set and a knowledge base that enable them to pursue their passions

**Target:** By the end of 2025 all K- 2 teachers will be using Walker Pedagogy in their classrooms a minimum of 3 days per week and after two years each staff member will have completed the Walker Learning Overview and the Walker Study Tour.

**Measure:** Check in with teachers each term about their walker timetable and record of Walker Professional Learning

**Target:** By the end of 2025 3-6 teachers will demonstrate movement on the Inquiry Skills Matrix each year during their performance management meetings.

**Measure:** Record of movement on the Inquiry attributes Rubric each year.

### Cross Curricula Concepts

#### KOOLBARDI

**Learning Statement:** A Vasse learner, learns knowing they are a contributing member of the community

**Area of Focus:** Build staff (all) knowledge of Aboriginal people histories and cultures, (focusing on Wardandi Noongar) and work together to build successful Aboriginal students.

**Target:** Staff will demonstrate progress along the continuum of performance descriptors for each dimension of the Aboriginal Cultural Standards Framework (ACSF).

**Measure:** Movement in each ACSF descriptor area as a staff.

#### SUSTAINABILITY

**Learning Statement:** A Vasse learner, learns knowing they are a contributing member of the community

**Area of Focus:** Develop a shared commitment to the processes of the Vasse sustainability culture.

**Target:** The school will show a reduction in the amount of waste leaving the school through the implementation of sustainable practices.

**Measure:** Paper waste, food waste and other sustainable practises embedded into the schools daily practises.



**General Capabilities Concepts**

**HEALTH and WELLBEING**

**Learning Statement:** A Vasse learner, learns reflectively taking on advice and feedback and is emotionally fit.

**Area of Focus:** To develop resilient learners (students and staff)

**Target:** By 2025 the school will make a 20% improvement on baseline data gathered (2022) on WEC focusing on “Engagement with School” and “Social Conflict”.

**Measure:** Wellbeing and Engagement Collection Survey (WEC).

**LITERACY**

**Learning Statement:** A Vasse learner, learns with a strong foundation of Literacy and Numeracy skills

**Area of Focus:** To improve reading comprehension for all students by following research based information.

**Target:** By 2025 NAPLAN mean scores for Year 3 in Reading will be equal to or above the mean scores of like schools and the NAPLAN mean scores for Year 5 Reading will be above the mean scores of like schools.

**Measure:** NAPLAN testing

**Target:** ACER Target- All Year levels 2-6 will match or exceed the normed median reading level in ACER by the end of the year. Year 2 - 100.5 Year 3 - 110.9 Year 4 - 118.7 Year 5 - 124.5 Year 6 - 128.8

**Measure:** ACER testing

**NUMERACY**

**Learning Statement:** A Vasse learner, learns with a strong foundation of Literacy and Numeracy skills.

**Area of Focus:** Teaching Numeracy through whole school scope and sequences, with fidelity, using daily reviews, iMaths and supplementing our teaching practices with Paul Swan strategies.

**Target:** By 2025 NAPLAN mean scores for year 3 in Numeracy will be equal to or above the mean scores of like schools and, NAPLAN mean scores for Year 5 in Numeracy will be above the mean scores of like schools.

**Measure:** NAPLAN testing.

Business Plan 2022 - 2025

*Our Students* Curious, joyous, fun, empathetic.



Our People • Our Place • Our Pedagogy

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