

2026
2028

Business Plan

Growth through learning



OUR VISION

At Parkwood Primary School, we create a safe, inclusive and supportive community where every student feels a strong sense of belonging and respect. We hold high expectations for learning and behaviour, empowering students to strive for excellence in all learning areas. Through curiosity, resilience and confidence, students achieve their personal best while discovering their strengths through opportunities in curriculum, leadership, and cultural learning, preparing them to thrive in school and beyond.

OUR VALUES

Our school community is committed to living our values every day:

- 1) **Resilience** - We keep going when things are hard. We learn from our mistakes and don't give up.
- 2) **Belonging** - We make sure everyone feels welcome, safe and included.
- 3) **Respect** - We are kind and fair to others, ourselves and our school. We listen and treat people the right way.
- 4) **Responsibility** - We make good choices and take care of our learning and behaviour.

ABOUT US

Parkwood Primary School, inclusive of an Intensive English Centre, is a proud, multicultural school driven by the belief that every student matters and can succeed.

We are recognised for:

- High expectations for every student and staff member
- Strong achievement in literacy and numeracy
- Inclusive practices that support EALD learners and students with complex needs
- A safe, trauma-informed environment underpinned by the Berry Street Education Model
- Extensive opportunities in the arts, sport, language, leadership and cultural learning

Excellence in Teaching and Learning

We are committed to ensuring all students are successful, reflective learners who are challenged, supported and extended. Quality teaching is the most significant in-school factor influencing student achievement. We invest in a shared pedagogical approach, professional learning and coaching to ensure consistent, high-impact teaching in every classroom.

Objectives

Staff and students have high expectations of achievement and progress in literacy, numeracy and specialist learning areas.

A clearly articulated Pedagogical Model is implemented with fidelity across the school.

Instructional leadership and coaching build capacity and ensure low variance teaching practices.

Middle leadership is developed and supported to lead curriculum and improvement initiatives.

A culture of professional growth and reflection is evident across the school.

Key Strategies

Implement the whole-school Explicit Parkwood Pedagogical Mode in Mathematics and English supported with evidence-based programs and clear scope and sequence documents.

Middle leaders lead planning and curriculum implementation.

Provide multi-tiered systems of support where teachers are supported to deliver effective Tier 1 instruction that includes differentiation and opportunities for success for all students.

Implement assessments to monitor achievement and progress in English language acquisition for EALD students.

Implement a formal instructional coaching model, and informal observations, focused on explicit instruction, classroom management and differentiation.

Provide targeted professional learning in evidence-based literacy, numeracy and EALD practices, trauma-informed practice and enrichment/extension.

Maintain specialist programs in: Intensive English, the Arts, Science, Languages and Physical Education.

Maintain robust induction processes for new staff, including mentoring, professional learning and clear explanation of expectations and pedagogy.

Success Indicators

In NAPLAN, the percentage of Year 3 and 5 students (stable cohort) at developing and above proficiency is maintained at 95% or higher across all domains.

70% or more of students achieve moderate, high or very high progress from Pre-primary On-Entry to Year 3 NAPLAN, and from Year 3 to Year 5 NAPLAN.

For PAT-R and PAT-M, the average test score progress is maintained at 20% or more above the test mean in each tested year level.

Students exiting the IEC achieve a minimum of Level 3 on the EALD Progress Maps, with the majority to reach Level 3–4 within one year of enrolment.

All teachers consistently implement the Parkwood Pedagogical Model and review processes show improved teacher confidence and consistency in delivering low variance teaching practices.

Student Wellbeing and Belonging

A safe, inclusive and culturally responsive learning environment underpins student engagement and success. We promote high expectations for behaviour, emotional regulation and resilience, and explicitly teach our expectations and values.

Objectives

Students feel safe, valued and connected to our school.

Positive behaviour and respectful relationships are explicitly taught and reinforced.

Students develop resilience and emotional regulation, supported through trauma-informed practice.

The physical environment is welcoming, stimulating and reflective of our cultural diversity.

Key Strategies

Review and refine the Behaviour and Engagement Guidelines, ensuring clear expectations, explicit teaching of behaviour, recognition systems, values and consistent responses to low-level disruptions.

Embed the Berry Street Education Model along with a Social and Emotional Learning program across classes to support wellbeing and predictable learning environments.

Middle leaders are provided mentoring and time to lead planning and implementation of wellbeing strategies.

Student Services Team will support the implementation of targeted interventions and multi-tiered systems of support and wellbeing for students with behavioural, engagement, social and/or emotional needs.

Use social and emotional wellbeing assessments and other data to monitor student wellbeing.

Strengthen student voice and leadership, including student parliament and ministries, goal setting, feedback opportunities and participation in school improvement initiatives.

Build Aboriginal cultural responsiveness through consultation with Aboriginal students, families and staff, and partnership with Lynwood Senior High School in line with the Aboriginal Cultural Framework.

Success Indicators

Overall student Social and Emotional Wellbeing scores in ACER or equivalent surveys remain above the all-schools mean. The proportion of students with At-Risk attendance decreases year-on-year, and overall attendance remains above like schools. Data in Compass shows a reduction in number of entries for DOE Behaviours of Concern.

Relationships and Community Connection

Strong relationships between students, staff, families and community partners are central to student success. We foster a welcoming culture where all families feel they belong and are partners in their children's learning.

Objectives

Communication with families is open, timely, consistent and two-way.

Families, including those from non-English speaking backgrounds, are actively engaged in school life and decision-making.

Community partnerships enhance learning programs, wellbeing and cultural understanding.

Internal school communication is timely, professional and collaborative.

Key Strategies

Implement school-wide communication guidelines for community and staff to ensure consistent, regular updates about student learning and school events.

Utilise translation and interpreter services, and ethnic education assistants, to enable families from non-English speaking backgrounds to effectively engage with the school and provide feedback.

Provide information sessions, workshops and parent meetings focused on learning, wellbeing and school processes.

Strengthen partnerships with external agencies and community organisations, local government and external service providers.

Offer a range of learning opportunities, whole-school events and celebrations in partnership with the P&C, that build community and celebrate diversity.

Success Indicators

Community survey results for "This school works with me to support my child's learning" remain above 90% agreement. Support of families, including from non-English speaking backgrounds, is represented at major whole-school events, including parent-teacher interviews, school surveys, information sessions and feedback processes.



Monitoring, Review and Accountability

Progress will be reviewed through:

- Annual self-assessment and analysis of student achievement and progress data.
- Systemic and school-based survey data for students, staff and parents.
- Collaborative review of operational plans and targets.
- Ongoing feedback from the School Board, P&C and wider community.