



River Valley
PRIMARY SCHOOL

Business Plan

2024 - 2026



LEARNING TOGETHER

River Valley Primary School is an Independent Public School serving the community of Burekup. We are a small country school, with country values, in the urban area of Bunbury. This business plan outlines the future directions and goals that we have for our students in this unique context.

This business plan was developed in consultation with our staff, students, parents and the School Board. The student voice was at the forefront in the planning process. In summary, students want our school to be a place where they can achieve both positive academic outcomes and be contributing citizens in their local community.

At River Valley, learning together means every child matters, every child belongs, and every moment counts. Our vision is to provide every child with opportunities to learn, so that they grow to be independent, successful members of society. To foster this, our classes are multi-age grouped and our students have frequent opportunities to engage with their peers in every year level. Our outdoor classroom is the hub of the school, a space that encourages connection and enhances student wellbeing.

River Valley Primary School, is committed to achieving year on year growth for every student. To achieve this, every student's academic and social needs are identified, monitored and achieved via an individualised case management approach. Staff regularly engage in professional learning and use contemporary, research-based teaching methods. Our teachers use techniques that have each student working on tasks that engage and challenge them to achieve their personal best. Whole school approaches are embedded in school practice and all staff have ownership for the school improvement process.

Vision Statement

To provide every child with opportunities to learn, so that they grow to be independent, successful members of society.

At RVPS, we achieve this through:

- Building trusting relationships.
- High expectations of success, by focusing on individual strengths.
- Best practice whole school programs.
- Collective teacher efficacy.
- Students, staff, and community partnerships.



Our School Values

Our core values of respect, equity, teamwork and learning, along with our positive behaviour support expectations of Resilience, Responsibility and Respect, underpin everything we do. The health and wellbeing of staff and students is paramount.



Resilience: The ability to recover from or adjust to misfortune or change.

- Persevere before seeking help
- Learn to self-regulate and identify own emotions
- Give your personal best at all times

Responsibility: Doing the things you are supposed to do and accepting the results of your actions.

- Set up ready to learn
- Manage your time effectively
- Use resources and equipment wisely
- Respond quickly to signal for attention or sirens
- Be aware of safety risks



Respect: To treat with care and consideration.

- Be an active listener and participant
- Greet and speak to others in a friendly manner
- Use appropriate voice volume and tone
- Consider and respect others opinions, feelings and personal space

Our School Board

Our School Board is deeply involved in ensuring that the school is addressing the needs of our students and community. Our P&C and volunteers provide outstanding support to our students and staff. Families and carers are actively encouraged to become involved in their children's education.

Our Educators

Our educators implement the River Valley whole school 'Learn' pedagogy approach, with a focus on developing the whole child. This includes English, Mathematics, a Growth Mindset, and students' mental health and wellbeing. Our specialist programs include Science, Japanese and Technology. We are committed to catering for all student needs, including the specific needs of our Students at Educational Risk (SAER) and those requiring academic extension.

Shared Beliefs

Staff at River Valley Primary School base their planning, teaching and decision-making on the following shared beliefs:

- All children are expected to make individual progress.
- Student learning is optimised when consistent teaching approaches are used.
- Students learn best through a Gradual Release Model (I do, we do, you do).
- The learning environment is safe, challenging and inclusive.
- Students are most successful when we develop the whole child - socially, academically, emotionally, creatively and physically.
- Students prior knowledge and understanding determines what and how we teach.
- Positive student – teacher relationships are the key to successful learning.
- High expectations, both academically and socially, are expected of all.
- Diversity of all is respected, valued and celebrated.
- To be at their best, the health and wellbeing of students and staff is always a priority.
- Partnerships in teaching and learning are sought after and valued.



A young boy with short brown hair and black-rimmed glasses is smiling at the camera. He is wearing a dark blue polo shirt with teal and yellow trim on the sleeves. He is holding a stack of colorful children's books with both hands. The background is a blurred classroom setting with a large green letter 'S' on the wall and a grey chair.

LEARNING TOGETHER

Mission Statement

Learning together means every child matters, every child belongs, and every moment counts.

Teaching Quality

Department of Education Priority

- Teaching and Learning excellence in every classroom.
- Use evidence to drive decision-making at all levels of the system.

Our Priority

Explicit teaching of Literacy and Numeracy underpinned by effective curriculum differentiation with targeted and sustained intervention and support.

Key Objectives

- The *River Valley Instructional Framework* is the basis of lesson design.
- Explicit teaching is used in all Literacy and Numeracy lessons.
- Daily reviews are used in all Literacy and Numeracy lessons.
- Build an observation and feedback culture to support continuous improvement.
- We adjust our instructional practices to meet the challenge of change.

| AREA OF FOCUS | WHAT WE WILL DO | MEASURING OUR SUCCESS |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Explicit Teaching | <ul style="list-style-type: none"> • Deliver lessons using our instructional framework. • Use consistent visual prompts and language in all classrooms. • Continue to implement the agreed whole school programs with fidelity. | <ul style="list-style-type: none"> • Students experience consistency from class to class. |
| High Expectations | <ul style="list-style-type: none"> • Develop whole school expectations, including high impact strategies of what quality teaching looks like, in every classroom. • Ensure that class programs provide creative and critical thinking opportunities. • Continue to focus on the provision of learning extension for GAT students, whilst maintaining programs in place for SAER. | <ul style="list-style-type: none"> • Agreed standards are applied in all classrooms. • Programs are reflective of all curriculum requirements. |
| Observation and Feedback | <ul style="list-style-type: none"> • Provide timely feedback following an observation. • Develop a consistent culture of observation and feedback for teaching staff. | <ul style="list-style-type: none"> • Staff feedback. • All teaching staff are routinely observed. |
| Data | <ul style="list-style-type: none"> • Developed teachers' data literacy. • Discuss and analyse data at scheduled curriculum meetings, including next steps. | <ul style="list-style-type: none"> • Data is accessed regularly and effortlessly. • Data analysis is linked to student planning. |
| Professional Learning | <ul style="list-style-type: none"> • Teachers collaboratively plan, where feasible. • Ensure a balance between explicit teaching and play based learning in the K-2. • Participate in target projects to further develop our practices. • Match professional learning to needs in context with strategic and operational plans. | <ul style="list-style-type: none"> • Staff feedback. • Parent feedback. • Partner project reviews. |
| Teacher Development | <ul style="list-style-type: none"> • Continue to focus on teacher development, in line with strategic planning. • Provide opportunities for teachers to collaborate and learn from each other. • Ensure consistent judgements of student performance. • Continue to promote and seek networking opportunities between schools and regions, both face to face and online. • Use our partner school to further develop and enhance our Literacy and Numeracy practices. | <ul style="list-style-type: none"> • Access to training opportunities. • Staff feedback. |

Student Achievement and Progress

Department of Education Priority

- Strengthen support for teaching and learning excellence in every classroom.
- Use evidence to drive decision-making at all levels of the system.

Our Priority

All students demonstrate growth and reach individualised learning targets.

Key Objectives

- Annual growth is monitored in Literacy and Numeracy.
- Year level benchmarks and assessments are used to prioritise students for intervention.
- Rigorous data analysis is to be undertaken in scheduled meetings.
- Focused reporting of students' progress, to parents/teachers.

| AREA OF FOCUS | WHAT WE WILL DO | MEASURING OUR SUCCESS |
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| Student Growth and Achievement | <ul style="list-style-type: none"> • Establish year level benchmarks that students are required to meet, in Literacy and Numeracy. • Recognise, reward and celebrate student achievement and progress. • Embed student goal setting with a focus on our priority areas. • Report to parents on student growth as a key component of their learning, alongside achievement. | <ul style="list-style-type: none"> • Numbers of students below benchmarks reduce. • Students actively engage in goal setting. • Parent feedback on quality of reporting are 4 or higher. |
| Consistent Judgements | <ul style="list-style-type: none"> • Reengage and refine moderate practices with partner schools, to ensure teachers judgements align with the judging standards and NAPLAN. • Regularly use moderation tools such as Brightpath Maths and Writing. | <ul style="list-style-type: none"> • Teacher judgements are consistent. |
| Data Analysis | <ul style="list-style-type: none"> • Rigorous analysis of assessment data each term. • Collect and collate student performance data, from a range of evidence based sources, to ensure accurate judgements. • Analyse performance data, regularly. • Use data to identify students at risk, and to determine the skills to target for instructional support. | <ul style="list-style-type: none"> • Data literacy is the basis for planning. • Student performance is tracked. • New enrolment data is available to teacher. |
| Students At Educational Risk | <ul style="list-style-type: none"> • Support teachers of students at educational risk. • Engage with parents of students at educational risk. • Develop intervention planning for students at educational risk. • Provide high level opportunities for learning extension, for students identified as gifted or talented. | <ul style="list-style-type: none"> • Teachers have access to resources and expertise. • Intervention students show growth. • High achieving students show growth. • An increasing number of Year 1 students annually meet or exceed the Phonics Check minimum. |
| Literacy | <ul style="list-style-type: none"> • Maintain the explicit teaching of Literacy concepts. • Ensure we carry out daily reviews. • Prioritise the teaching of Reading and Writing. • Teach spelling within the classroom Literacy block. • Prioritise the Writing development of at-risk writers. • Set and celebrate the achievement of individualised learning goals, for all students. | <ul style="list-style-type: none"> • Year 3 and 5 Reading and Writing data will be at or above like schools. • Identified case managed students show positive growth. • A range of assessment tools such as Acadience, Brightpath, Acer Testing and in class assessments will be used in the monitoring of our students progress. |
| Numeracy | <ul style="list-style-type: none"> • Increase our focus on the explicit teaching of Numeracy concepts. • Ensure we carry out daily reviews. • Identify students who require targeted intervention. • Establish clear intervention approaches, for identified students. | <ul style="list-style-type: none"> • Year 3 and 5 Numeracy data is at or above like schools. • A range of assessment tools such as Acadience, Brightpath, Acer Testing and in class assessments will be used in the monitoring of our students' progress. |

Relationships and Partnerships

Department of Education Priority

Partner with families, communities, and agencies to support the educational engagement of every student.

Key Objectives

- High student and family satisfaction.
- Effective reporting of students' progress to parents/guardians.
- Embedding the Cultural Standards Framework into all planning.
- Regular publication of positive school stories in a range of media.

Our Priority

Ensuring a positive school climate, good relationships with communities and strong parent support, to enable a culture where everyone works together to achieve improved student learning.

| AREA OF FOCUS | WHAT WE WILL DO | MEASURING OUR SUCCESS |
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| Parent Engagement and Communication | <ul style="list-style-type: none"> • Provide regular opportunities for parents to attend workshops that support the school's priorities. • Seek the parent community's ideas on workshops they value being offered. • Communicate regularly and share student learning electronically. • Survey the school community annually, on all aspects of the school performance. • Explore ways increase the parent voice in School Opinion Surveys, to ensure a broader representation. • Provide a structured transition program for all new Kindergarten enrolments. • Develop a communication charter to enhance transparency about student learning and progress, that identifies the expected type and frequency of parent, teacher and school communication. • Use the <i>Engaging and Working with your Community Framework</i> to strengthen the school's approach to family-school relationship and partnerships. | <ul style="list-style-type: none"> • Participant feedback is positive overall. • Annual parent survey data is rated 4 or higher. • Parent feedback is positive at interviews and through the at-risk process. • Attendance figures at workshops and events. • Survey data for families entering and leaving the school are positive. |
| Reporting to Parents | <ul style="list-style-type: none"> • Maintain parent interview opportunities annually, in Term One & Three. | <ul style="list-style-type: none"> • Parent feedback is positive. |
| Aboriginal Cultural Standards | <ul style="list-style-type: none"> • Review the <i>Aboriginal Cultural Standard Framework</i>, to identify how our school is progressing and determine focus areas. • Continue to develop the schools <i>Reconciliation Action Plan</i> (RAP), through re-engagement of staff. • Explore ways to build understanding of Aboriginal histories, through the engagement with local communities and organisations. • Provide opportunities to further develop the cultural awareness of the school community. • Respectful working relationships with Aboriginal students and their families | <ul style="list-style-type: none"> • Teacher feedback. • Student feedback. • Achieving "Cultural Competence" as a minimum standard. |
| Sense of Community | <ul style="list-style-type: none"> • Maintain and strengthen community partnerships with organisations and groups that best connect with and support the school priorities. | <ul style="list-style-type: none"> • Community feedback via annual survey & event feedback is rated 4 or higher. |
| Promoting the School | <ul style="list-style-type: none"> • Publish stories on a regular basis, in local print newspapers. • Continue to maintain a social media presence, to share the school's achievements and activities. • Develop, improve and upgrade identified areas of the school, to install a sense of pride. | <ul style="list-style-type: none"> • Maintain parent ratings above 4 on school appearance items in the annual survey. |

Learning Environment

Department of Education Priority

Strengthen support for teaching and learning excellence in every classroom.

Key Objectives

- Positive behaviour, and purposeful and positive play.
- Increased student voice.
- Increased regular attendance, with a reduction in unexplained and unauthorised absences.
- Creating environments to increase the likelihood students learn and behave, in order to develop the whole child.

Our Priority

Ensuring that the school is orderly, with mutually respectful relationships that provide safe and positive learning cultures for students and staff.

| AREA OF FOCUS | WHAT WE WILL DO | MEASURING OUR SUCCESS |
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| Positive Behaviour | <ul style="list-style-type: none"> • Maintain a reward system across the school for student incentives and rewards. • Continue to develop our whole school knowledge and understanding, through professional learning of positive behaviour modules. • Maintain the whole school approach to regulating emotions. • Maintain the whole school approach to student wellbeing. • Build consistent, whole school vocabulary to support positive behaviour. | <ul style="list-style-type: none"> • Behaviour referral rates are incline annually. • Suspension rates are below 5%. • Staff survey feedback are 4 or higher. • Parent survey ratings are 4 or higher. |
| Student Voice | <ul style="list-style-type: none"> • Further enhance strategies to develop an authentic student voice in an increasing range of class and school factors. • Survey all students Y3-6 annually, to gain feedback on safety and wellbeing. • Ensure that all classrooms are culturally responsive and inclusive. | <ul style="list-style-type: none"> • Student ratings are 4 or higher in survey data. • Student bullying data shows students feel safe. |
| Health and Wellbeing | <ul style="list-style-type: none"> • Maintain <i>KIDDO</i> testing to inform our Physical Education programs. • Teach social and emotional skills in all classrooms. • Maintain <i>Friendly School</i> survey to determine student wellbeing focus areas and understand student perspectives. • Identify students at-risk socially and emotionally. | <ul style="list-style-type: none"> • Students achieve age appropriate milestones. • Self and school averages remain positive. • Identified students show growth. |
| Attendance | <ul style="list-style-type: none"> • Implement the Education Departments' <i>Attendance Plan</i>. • Maintain intervention approaches for students with at-risk attendance. • Maintain the attendance monitoring, by the Principal and School Office staff. • Implement and maintain an annual <i>Attendance Improvement Plan</i>. | <ul style="list-style-type: none"> • Regular attendance remains higher than 90%. • Poor attending students are supported to improve. |
| Play | <ul style="list-style-type: none"> • Provide a mixture of play environments, to further engage and develop student play. • Continue the playground replacement and enhancement program. • Continue to review and acquire age-appropriate play-based resources in the early years K-2. | <ul style="list-style-type: none"> • Teacher feedback on play options. • Student use of play spaces is high. • Play is a central component of K-2 programs. |
| Classroom | <ul style="list-style-type: none"> • Create flexible learning spaces in the classroom. • Create inclusive and culturally safe learning environments, where differences and culture are identified and valued. • Continue to develop strategies to encourage students to engage in meaningful decision making. • Select culturally and linguistically responsive strategies and resources. | <ul style="list-style-type: none"> • Classroom programs utilise a range of layouts to support learning. • Parent feedback. • Student feedback. • Staff feedback. |

Leadership

Department of Education Priority

- Provide every student with a pathway to a successful future.
- Build capacity of our Administration staff, our Teachers and our Allied Professionals.
- Strengthen support for teaching and learning excellence in every classroom.

Our Priority

Leadership ensures that high expectations for student learning and behaviour are explicit, identifiable, and understood by all stakeholders.

Key Objectives

- Executive team is strategic and ensures learning environments are orderly, friendly and inclusive.
- There is a strategic approach to building and distributing leadership capacity.
- Staff enjoy a strong sense of team cohesion.
- Continue to align the school vision and planning to *Quality Teaching Strategy* and *Teaching for Impact* resources.

| AREA OF FOCUS | WHAT WE WILL DO | MEASURING OUR SUCCESS |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vision and Values | <ul style="list-style-type: none"> • Revisit school's purpose, vision and beliefs each business plan cycle. • Ensure that school planning and programs are culturally responsive. • Optimise development and learning in the Early Years . | <ul style="list-style-type: none"> • Parent feedback is rated 4 or higher in surveys. • Achieving "Cultural Competence" as a minimum standard. |
| Communication | <ul style="list-style-type: none"> • Establish a whole school plan for celebration of annual key events. • Collaborative structures are provided to enable teaching staff to moderate, plan and ensure consistency. | <ul style="list-style-type: none"> • Entry survey data is positive. • Staff feedback is positive. |
| Staff Development | <ul style="list-style-type: none"> • Review and reform the performance feedback cycle. • Reflect on our teaching practices via their impact. • Implement the use of the <i>Future Leaders Framework</i>, for staff wishing to develop their leadership credentials. • Maintain identified future leaders. • Support the continued development of all staff. | <ul style="list-style-type: none"> • <i>Performance Development Framework</i> reviews are positive. • Future leaders manage key areas. • All staff have opportunities for development. |
| Change Management | <ul style="list-style-type: none"> • Whole school approaches are selected from evidence-based research. • Place the student at the centre of the change process. | <ul style="list-style-type: none"> • Staff feedback. • Effectiveness of whole school approaches. |
| Resourcing | <ul style="list-style-type: none"> • Ensure that expenditure on programs meets agreed criteria. • Ensure that resourcing is aligned with planning. | <ul style="list-style-type: none"> • Consistent whole school approaches. • Expenditure is tracked and matched as per budgeted areas. |



Our History

Set near the Ferguson Valley in a unique rural setting, River Valley Primary School is an Independent Public School serving the communities of Burekup, Roelands and surrounds.

The school opened in 1999 as a result of the amalgamation of the former Roelands Primary School (est. 1903) and Burekup Primary School (est. 1913). The school has maintained its rural background and has a strong sense of community and community involvement.



River Valley
PRIMARY SCHOOL

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