Helena Valley Primary School is a small metropolitan school, situated in the foothills of the Darling Range. The school gained Independent Public School status in 2015.

Students are recognised for their positive attitude towards learning and respect for peers. They are offered educational opportunities to cater for their individual learning needs.

Staff are committed and experienced educators. They work in partnership with educators at neighbouring schools in Professional Learning Communities, focusing on peer observation and feedback for performance growth.

The school consistently receives positive feedback from families reflecting the community spirit present at Helena Valley Primary School. The staff work closely with dedicated parents through the P&C and School Board.

Staff at Helena Valley Primary School strive to be collaborative professionals who employ evidence-based and reflective practices for the growth of all students.

Students at Helena Valley Primary School embrace and value all educational opportunities to become lifelong learners who contribute to society in a positive way.

Community members of Helena Valley Primary School are valued partners that understand a positive community and school relationship is integral to student learning.

Helena Valley Primary School is committed to establishing a positive and consistent culture through the core values of:

- **Excellence**
- **Responsibility**
- **Citizenship**

Helena Valley Primary School’s improvement cycle is an ongoing process, encompassing the components of:

1. **Assess**
   - Staff assess students and whole school performance at regular intervals across the school year.
   - Data is analysed through using the disciplined dialogue process by staff and the School Board.

2. **Plan**
   - Staff plan and teach to improve the standards of student achievement. Whole school planning is reflective of Data Analysis points of need.

3. **Review**
   - Staff provide feedback as part of the review of student and school performance. The School Board provides feedback against achievement targets.

Helena Valley Primary School utilises the national School Improvement Tool (ACER 2013) as an instrument to develop and review all layers of the school.
The Business Plan outlines a succinct overview of the strategic intent the school has towards quality education, in the academic and non-academic domains. The plan references the Department of Education’s strategic direction and forms part of a suite of documents outlining the school’s vision.

### Our Targets

**Achievement**
- All students are to maintain or improve in the areas of literacy and numeracy as reflected in whole school data.
- Increase the percentage of Pre-Primary to Year 6 students achieving ‘consistently’ in the Attitude, Behaviour & Effort on school reports.
- Increase the percentage of Year 3 to 6 students who achieve ‘consistently’ in regard to ‘sets goals and works towards them with perseverance’ on school reports.
- Increase the percentage of Pre-Primary to Year 2 students who achieve ‘consistently’ in regard to ‘sets goals and works towards them and ‘displays perseverance’ on school reports.
- Literacy and Numeracy progress of the stable cohort of Year 3 and 5 students will be equal to or above like schools in NAPLAN data.
- Increase the stable cohort of Year 3 and 5 students achieving in bands 4 and 6 in NAPLAN data.
- Increase the attendance rate of all students at Helena Valley Primary School, as reflected in whole school attendance data.
- Decrease the percentage of students with unauthorised attendance absences, as indicated in attendance data.
- Decrease the percentage of students at risk of falling in the category of ‘moderate’ or ‘severe’ in attendance data.
- Increase the number of responses from the community to the parent community satisfaction survey.

**Engagement**
- Pre-Primary to Year 2 to show continued growth in On-Entry data.
- Increase the percentage of students in Pre-Primary to Year 2 achieving appropriate progression points in On-Entry data.
- Increase the percentage of students entering Pre-Primary with 0.5 progression point in writing, in On-Entry data.
- Maintain and increase the general attendance rate of all students at Helena Valley Primary School, as reflected in whole school attendance data.

### Improvement Intentions

<table>
<thead>
<tr>
<th>Improvement Intention</th>
<th>Our Intention:</th>
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<tbody>
<tr>
<td><strong>1 An Explicit Improvement Agenda</strong></td>
<td>To have a clearly articulated strategy for improving student achievement and well-being.</td>
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<tr>
<td><strong>2 Analysis and Discussion of Data</strong></td>
<td>To give high priority to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance, behavioural and well-being.</td>
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<tr>
<td><strong>3 A Culture that Promotes Learning</strong></td>
<td>To maintain a learning environment that promotes intellectual rigor that is safe, respectful, tolerant and inclusive. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents.</td>
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<tr>
<td><strong>4 Targeted Use of School Resources</strong></td>
<td>Apply resources in a targeted manner to meet the learning and well-being needs of all students.</td>
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<tr>
<td><strong>5 An Expert Teaching Team</strong></td>
<td>Build a school-wide professional team of highly competent staff, which includes staff taking on leadership roles extending beyond the classroom. Procedures are in place to encourage a shared responsibility for student learning and success.</td>
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<tr>
<td><strong>6 Systematic Curriculum Delivery</strong></td>
<td>Have a sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations.</td>
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<tr>
<td><strong>7 Differentiated Teaching and Learning</strong></td>
<td>Place a high priority on ensuring that teachers identify and address the learning needs of individual students.</td>
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<tr>
<td><strong>8 Effective Pedagogical Practices</strong></td>
<td>Recognise highly effective teaching is the key to improving student learning.</td>
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<tr>
<td><strong>9 School-Community Partnerships</strong></td>
<td>Seek ways to enhance student learning and well-being by partnering with parents and families, other educational and training institutions and community organisations. Parents and families are recognised as members of the school community and partners in their children’s education.</td>
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Staff will engage in a culture of review, response and personal accountability to achieve high standards for students and teachers.

Staff will engage in a process of collecting, analysing and interpreting data to inform practice, school improvement and/or self-improvement.

Staff and students will engage in challenging and appropriate learning opportunities and develop accountability for their personal growth.

Staff and students will develop social skills to build long lasting and positive working relationships.

Staff will allocate all human, physical and financial resources in alignment with the Business Plan.

Staff will engage in collaborative processes and Professional Learning Communities with colleagues to improve curriculum delivery and student achievement.

Staff will identify and initiate effective, accountable partnerships to maximise professional growth.

Staff will implement Phase 2 and 3 of the Australian Curriculum to inform planning and assessing.

Staff will use the Helena Valley ‘Scope and Sequence’ curriculum documents.

Staff will assess the whole school against the National Quality Standards.

Staff will identify and monitor the progress of students and continually adjust teaching and learning opportunities in response to student data (WAVE intervention).

Staff understand and use evidence-based pedagogical practices to improve student learning.

Partnerships are sought after and developed to support the health, well-being and academic progress of individuals.

Partnerships are developed to assist in the delivery of strategies that will enhance learning outcomes and the learning environment.

Staff will work in collaboration with school staff to promote the school’s vision in the wider community.