PARKFIELD

Growth Through Knowledge

Strategic Plan 2025-2028

Our vision is to provide a safe, inspiring and creative learning environment. We will create opportunities for students to engage in outstanding learning programs, strive for excellence and become active citizens who make healthy and responsible decisions. We will promote a culture of individuality, inclusivity, diversity and respect: for ourselves, our community and the environment.

Parkfield Primary School

Parkfield Primary School is an Independent Public School situated on Chapple Drive, Australind. Australind has the Brunswick and Collie Rivers to the east and south and the Leschenault Estuary to west. The proximity to the estuary, rivers and beach enables staff and students to utilise these waterways for field excursions, learning and recreation. Built in 1993, Parkfield Primary School is a Level 5 school with approximately 650 students.

Parkfield Primary school provides a safe, welcoming and engaging learning environment for students, involving parents and the school community in the educational priorities of the school. Parkfield Primary School is a culturally responsive school, and we aim to build collaborative relationships between all staff, students (Aboriginal and non-Aboriginal), parents, families and the communities to support student learning.

The Executive Leadership Team consists of a Principal, two Deputy Principals and a Manager of Corporate Services. The school also has twenty Senior Teachers and four Level 3 classroom teachers who support strategic learning priorities at Parkfield.

The Executive Leadership team supports a distributed teacher-leadership model, with a mindset of innovative and creative teaching practices, and an effective student services program. Working within a collaborative team environment, Parkfield teachers have an excellent knowledge and understanding of the Western Australian Curriculum and are able to differentiate the curriculum to meet the learning needs of students.

Parkfield's success in the provision of a safe, inspiring and creative learning environment is enhanced by the delivery of whole school approaches and programs. All teaching and learning is embedded within Virtues language and practices.

The Parkfield school community is strongly supported by the School Board, who work with the Principal to set and monitor the key directions of the school, making positive contributions to its continued development. The Parents and Citizens Association is proactive and strongly supports the school.

Parkfield Primary School

Parkfield Primary utilises a dynamic self assessment cycle which directs our school priorities, targets and operational plans. Student achievement data is used to inform both whole school planning and teaching and learning programs.

Student Achievement and Progress

Our focus is to demonstrate our commitment to improving student outcomes and progress. We strive to ensure students are attaining respective achievement standards in Literacy and Numeracy. Teachers work collaboratively to plan for, assess and moderate student progress and achievement.

Targets

School Based Results

- Students results in On Entry Assessment to show moderate or above progress in Literacy and Numeracy in Year 1 and 2.
- Year 3 to 6 students to achieve average and above average progress in school based assessments

(as per Assessment schedule)

System Results

- Students in Year 3 and 5 to show average or above progress in Reading, Writing and Numeracy.
- In all NAPLAN areas, Parkfield Primary School 'mean' to be above 'like schools'.
- Increase the percentage of students (stable cohort), from Year 3 to Year 5, achieving 'Exemplary 'in Reading, Writing and Numeracy.

Attendance

At Parkfield we are very pleased with the attendance rates of our students. Sound attendance practices are encouraged and we work with families to ensure our students attend school. We aim for continued improvement for individuals in this area.

	Total		
	School	Like Schools	WA Public Schools
2021	92.4%	91.2%	91.0%
2022	89.1%	87.8%	86.6%
2023	90.8%	89.8%	88.9%

Parkfield Primary School

Excellence in Teaching and Learning – Literacy & Numeracy

Our focus is to provide quality, evidence based teaching programs and approaches focused on achieving excellence of performance and equity of opportunity, through whole school approaches in our core function of Literacy and Numeracy instruction.

Strategies

- Early childhood teachers are guided by the Parkfield Early Childhood philosophy statement, the Kindergarten Curriculum Guidelines, Early Years Learning Framework and the Western Australian Curriculum.
- Teachers to base teaching and learning programs on the Western Australian Curriculum, incorporating First Steps Literacy and Numeracy strategies, Paul Swan strategies and resources, and DOE resources.
- Teachers move from explicit teaching to student independent learning through the application of the 'Gradual Release Model' (I do, we do, you do).
- Analysis of data from On Entry Assessments, the National Assessment Program in Literacy and Numeracy (NAPLAN) and school based assessments inform planning of early intervention strategies, setting of improvement targets and whole school planning.
- Differentiated programs in English and Mathematics are implemented at all year levels, as deemed appropriate.
- Teachers plan and moderate common assessment tasks at their year levels, using this to inform attainment of achievement standards.
- Teachers to develop year level team goals as well as individual goals that respond to targets in the school's Strategic and Operational Plans. These goals are to be reviewed at Performance Management Meetings and Collaborative meetings.

Parkfield Primary School

Quality and Diverse Learning Opportunities

Our focus is to provide innovative and exemplary specialist programs that develops students' knowledge and understandings whilst nurturing their passion and creativity. Through these dynamic programs, students are supported to grow and develop their skills and are provided with opportunities to showcase their talents to the wider community.

Music

The Music program offers a vibrant and inclusive environment with a sequential and flexible approach to teaching the skills of music, encouraging growth and catering to the diversity in student abilities. Students sing, play instruments, improvise and create their own music as well as learning the musical skills of reading, writing, and listening. Opportunities are provided for students to participate and perform in the school choirs and instrumental ensembles. Year 5 and 6 students have the opportunity to participate in the 'Instrumental Music School Services (IMSS)' program - learning flute, clarinet, brass and percussion instruments.

Japanese

Our focus is for students to gain an understanding of the Japanese culture and transferable language skills with the ability to interact with people from a culture other than their own and to have a respect for diversity and difference, and an openness to different experiences and perspectives. Our sister school relationship with Moka Elementary School provides opportunity for live, real-time interactions with Japanese students, sharing cultural experiences.

Visual Arts

We aim is to develop students who are enthusiastic about the Arts. Students are exposed to a wide variety of Visual Arts forms, skills and techniques and become confident in following studio practice conventions.

Physical Education

Our focus is on enthusiastic participation, enjoyment, motivation and a positive attitude to physical activity. Programs are aimed at developing skills, game awareness and game strategy. Students participate in a variety of carnivals with many opportunities to play different sports.

Dance

The Dance program is a sequential learning program that develops the skills, techniques, and elements of dance. Through the teaching of a variety of dance genres, students come to have an appreciation of the vital role dance plays in cultures and in the community. The emphasis of the program is on creative exploration, participation and enjoyment.

Parkfield Primary School

Relationships and Partnerships

Our focus is to build positive, respectful relationships between staff, students and the wider community, with all interactions reflective of the Virtues Project language and practices

Strategies

- Timely communication with parent and carers occurs via newsletters, parent information booklets, the Parkfield website, and Parkfield app. These provide up to date, two way communication for the community.
- The Seesaw app is used by teachers to facilitate and encourage reciprocal communication with parents and carers.
- High engagement in surveys with continued feedback from staff, students and parents used to set future targets for improvement.
- Community connections are strengthened via programs:
    - PLUS (Parkfield Learning and Understanding of Sustainability)
    - Hands Up for Kids Reading program
    - PALS
    - Science and Physical Education Extension (Australind Senior High School),
    - PEAC—South West education Regional Office
    - Smith Family
    - After School Sports Program.
    - Lions Eye Screening, Year 3 and 6
    - Year 1 Eye screening, Australind Eyes

- Continued collaboration with Australind Senior High School to provide meaningful and supportive transition to high school programs, throughout Year 5 and 6
- We share our expertise and experience by providing mentoring in a range of preservice courses. We work collaboratively with ECU Southwest and other institutions for residency of students.
- Little Learners is a fun, structured program run on site in Term 4 to build connections with our new families and the best transition possible for our new Kindergarten students.
- OSH Club facilities are run on site, providing before and after school Day Care.

Parkfield Primary School

Leadership

Our focus is to continue the implementation of a distributed leadership model that engages staff in a cycle of quality data collection and research based action, informing our teaching practises. We promote a culture of respect for and trust in individual contributions. We provide opportunities for staff to take on formal and informal leadership to affect positive, collaborative change.

Strategies

- Level 3 classroom teachers, Senior Teachers, project coordinators and committee group leaders are all given the opportunity to lead change within our collaborative structures, to enhance the leadership capabilities of staff and to enhance and expand sustainable quality teaching practices. This occurs with the support of the Cultures of Excellence program and the implementation of a middle leaders program.
- We develop strong collaborative teams with year groups and phases of learning. Common Duties Other Than Teaching (DOTT) are scheduled for collaborative purposes. Frequent year level team planning and moderation sessions are scheduled. Curriculum leaders provide support within the team structure.
- Collaborative time is scheduled to allow the review of:
  - National Quality Standards;
  - National Assessment program in Literacy and Numeracy;
  - On Entry Testing data;
  - AECD data;
  - School mandated assessments;
- Strengths and weaknesses are assessed and targets for the schools Operational plans are set and implemented.

Parkfield Primary School

Learning Environment

Our focus is to provide an environment that is calm, safe, consistent and predictable, giving our students the best opportunity to work and interact in a positive and constructive manner.

Strategies

- Through a collaborative process with all staff, evidence based whole-school approaches are established and implemented.
- Our whole school shared expectations and common language are informed by the BeYou Framework and include explicit teaching and implementation of the Virtues project, Challenges and Choices and Zones of Regulation. Our approach to student wellbeing is proactive and educative.
- Our expectations for behaviour are clear. Expected behaviours are explicitly taught. We develop and encourage positive relationships. We frequently acknowledge (formally and informally) those displaying our expectations.
- Differentiated learning programs, within whole school approaches are delivered to enable all students to access the curriculum and achieve academic success.
- Whole school approaches are inclusive and informed by the Aboriginal Cultural Standards framework and EALD plans.
- We create safe and engaging learning environments for our Aboriginal students that attend Parkfield, using the school culture tool (survey) to support the growth of quality teaching. Staff at Parkfield recognise the importance of Aboriginal peoples' cultural strengths and identities, community leadership and ways of working.
    - We develop mutually respectful and collaborative relationships with Aboriginal students, parents, families, communities and organisations.
    - We challenge our Aboriginal students to achieve highly in all areas of the Curriculum, as well as identify and celebrate significant cultural events.
- Connections to our structures are used supportively by our Aboriginal parents and they feel comfortable in accessing services and other forms of assistance from the school.