



# Williams Primary School 2026-2029 Business Plan

## Acknowledgement of Country

We would like to respectfully acknowledge the past and present traditional custodians of this land on which we are meeting, the Wailman people of the Noongar nation. It is a privilege to be standing on Wailman country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

# About Us

## School Context

Williams Primary School is a small rural primary school serving the farming and town community of Williams. We cater for students from Kindergarten to Year 6 in a small-school setting, where staff know students well and provide responsive support for their academic, social and emotional development.

We are committed to a safe, inclusive and respectful learning environment where high expectations are balanced with strong relationships. Our school's RRISE values — Respect, Responsibility, Initiative, Self-Control and Emotional Intelligence — guide behaviour, relationships and engagement across the school.

We value strong partnerships with families and the broader community and recognise the important role these connections play in supporting student wellbeing, engagement and success.

At Williams Primary School, we understand that students learn best when they feel safe, supported and connected. We also know that strong learning outcomes depend on high-quality teaching and consistent whole-school practice. For this reason, our Business Plan is organised around Nurture and Excel: nurturing the conditions that support wellbeing, belonging and readiness to learn, while strengthening teaching and learning to improve achievement and progress for every student.

## Our Purpose

### Our Vision

Williams Primary School uses proven methodology to promote excellence in a nurturing culture, preparing students socially and academically for an evolving world.

### Our Values

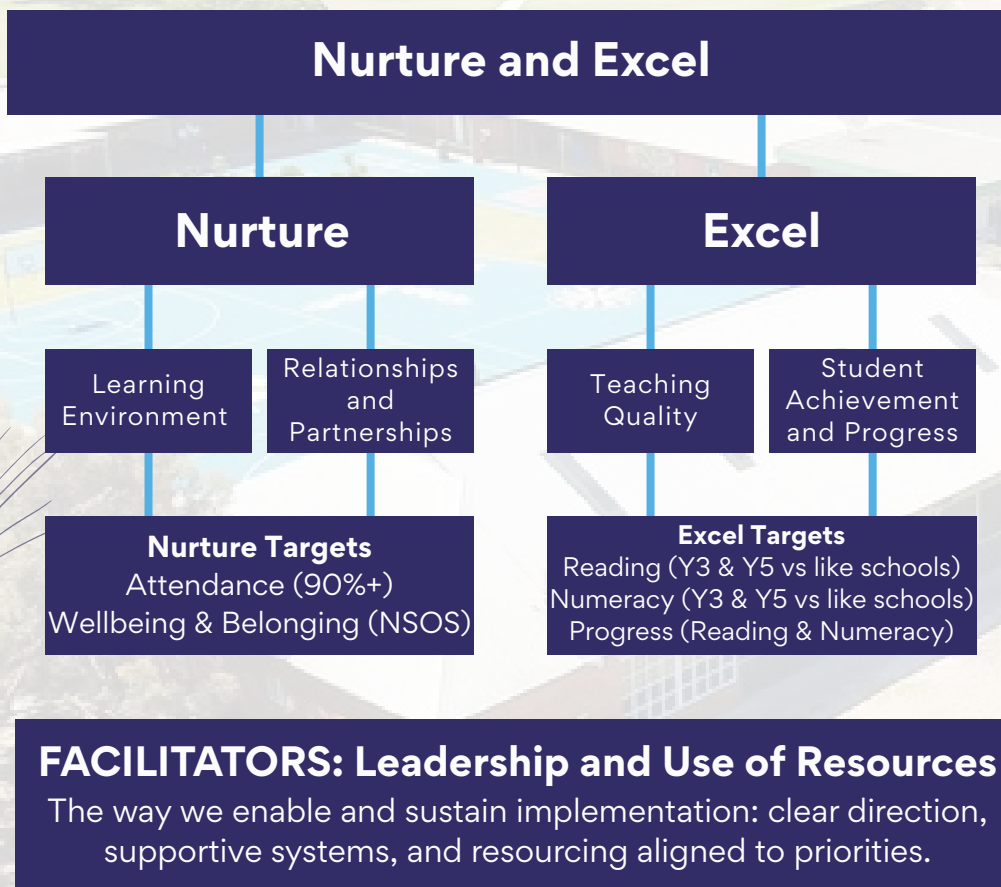
Our school is guided by our RRISE values: Respect, Responsibility, Initiative, Self Control and Emotional Intelligence.

### Our Motto

Nurture and Excel

# Our Improvement Focus

Our motto, Nurture and Excel, reflects our belief that strong foundations of wellbeing and belonging enable excellence in teaching, learning and improvement. In this Business Plan, Nurture describes the conditions for learning, and Excel describes the teaching and learning practices that lift achievement and progress. Strategies are organised across four domains: Learning Environment and Relationships & Partnerships (Nurture), and Teaching Quality and Student Achievement & Progress (Excel). Leadership and Use of Resources support implementation across all domains.



## Rationale

These priorities were selected after reviewing evidence and consulting with staff and School Council. The evidence showed we need to keep strengthening the conditions for engagement and wellbeing while tightening the consistency and impact of teaching practice to lift student progress. The strategies in this plan reflect the practices most likely to improve outcomes for our students across the planning cycle.

# How We Will Measure Success

## Measuring Our Impact

To ensure our strategic directions lead to meaningful improvement, Williams Primary School will monitor a small number of clearly defined, measurable targets.

These targets reflect our commitment to both Nurture and Excel and provide a transparent way to track progress over the life of this Business Plan.

Progress towards these targets will be reviewed annually and used to inform refinement of strategies and operational planning.

## Our Targets

### NURTURE – Targets

#### **N1 – Attendance**

By 2029, the proportion of students attending school 90% or more will meet or exceed the WA state average.

#### **N2 – Wellbeing and belonging**

By 2029, National School Opinion Survey results for student wellbeing, belonging and engagement will average 4.0 or above.

### EXCEL – Targets

#### **E1 – Reading achievement**

By 2029:

- The three-year average percentage of Year 3 students achieving Strong or Exceeding proficiency in Reading will remain above like schools.
- The three-year average percentage of Year 5 students achieving Strong or Exceeding proficiency in Reading will be equal to or above like schools.

#### **E2 – Numeracy achievement**

By 2029:

- The three-year average percentage of Year 3 students achieving Strong or Exceeding proficiency in Numeracy will remain above like schools.
- The three-year average percentage of Year 5 students achieving Strong or Exceeding proficiency in Numeracy will be equal to or above like schools.

#### **E3 – Student progress**

By 2029, the proportion of students demonstrating at least moderate progress in Reading and Numeracy will increase, as measured through system and school assessment data.

# Monitoring, Review and Reporting

Williams Primary School will monitor the implementation and impact of this Business Plan through a clear cycle of evidence review and reflection. This ensures our improvement work remains focused, responsive to student need, and grounded in what is making the greatest difference.

What we will monitor	When	Who
Student achievement and progress (school and system assessment information, including progress measures)	Ongoing in classrooms; termly review points; annual evaluation against targets	Classroom teachers; Principal and Deputy Principal
Attendance and engagement (patterns, early identification and follow-up)	Ongoing monitoring; termly check-ins; annual summary	Principal and Deputy Principal; classroom teachers
Wellbeing and belonging (student voice and survey information, including NSOS)	Scheduled survey cycle; termly review of wellbeing indicators; annual reflection against targets	Principal and Deputy Principal; all staff
Teaching and learning practice (planning and assessment artefacts, moderation, coaching/observation, walkthrough “look-fors” aligned to whole-school expectations)	Regularly through the year; termly review of agreed look-fors; annual review of whole-school practice	Principal and Deputy Principal; all staff
Community and staff voice (feedback from staff, families, School Council and P&C)	Ongoing informal feedback; planned touchpoints across the year; annual synthesis	Principal and Deputy Principal; School Council

Each year, our Operational Plan will translate Business Plan strategies into actions, responsibilities and timelines, and will be refined based on what the monitoring and review process shows is working and where further improvement is needed.



# The How - Nurture

Our Nurture strategies focus on the learning environment at school and the partnerships that strengthen student wellbeing and engagement.

Nurture is about creating a safe, inclusive and engaging environment that supports wellbeing and learning.

This strategic direction focuses on creating the conditions that enable students to engage, feel a sense of belonging and be ready to learn, recognising that wellbeing, engagement and learning are interconnected.

## Relationships and Partnerships

### What we will do

### What you will see

#### N-RP1: Families as active partners

Families are actively engaged as partners in student learning and wellbeing through clear, consistent and purposeful communication aligned to agreed whole-school guidelines.

- Communication with families is consistent, timely and aligned to agreed processes.
- Families are informed about student learning, wellbeing and progress.
- Feedback from families is acknowledged and responded to appropriately.

#### N-RP2: Feedback and governance

The views of students, families and staff are actively sought and used to inform school improvement and strategic decision-making, with the School Council fulfilling its governance role in shaping and monitoring direction.

- Surveys and feedback mechanisms are used to gather student, family and staff perspectives.
- Feedback informs documented school improvement decisions.
- The School Council reviews progress against strategic priorities.
- Council minutes reflect discussion of school improvement and impact.

#### N-RP3: Community and agency partnerships

Community and agency partnerships are strategically leveraged to enhance student wellbeing, engagement and learning outcomes.

- Partnerships with community organisations support identified student needs.
- External services are coordinated to complement school programs.
- Community engagement activities strengthen belonging and connection.

# The How - Nurture

## Learning Environment

### What we will do

### What you will see

#### N-LE1: Behaviour, attendance and engagement expectations

Whole-school expectations and routines for behaviour, attendance and engagement are clearly articulated, consistently implemented and regularly reviewed to support safe, calm and focused learning environments.

- Agreed behaviour and attendance expectations are visible, referenced and consistently enacted across all classrooms.
- Behaviour responses are predictable and aligned to whole-school processes.
- Attendance patterns are monitored regularly, with timely and consistent follow-up.
- Classroom environments are calm, orderly and focused on learning.

#### N-LE2: Use of wellbeing and attendance data

Whole-school wellbeing and attendance data are used to plan, monitor and refine targeted actions that enhance student and staff wellbeing, engagement and readiness to learn.

- Wellbeing and attendance data are reviewed at scheduled points throughout the year.
- Identified trends inform targeted, school-wide responses.
- Adjustments to practice are evident following data review.

#### N-LE3: Early identification and coordinated support

Students at educational risk are identified early and supported through coordinated, evidence-informed case management and differentiated classroom practice.

- Students at educational risk are identified early using agreed criteria.
- Case management processes are documented and consistently applied.
- Support strategies are aligned with classroom practice.
- Progress of identified students is monitored and reviewed regularly.

#### N-LE4: Inclusive and culturally responsive environments

Teaching and learning environments are intentionally designed and maintained to be inclusive, accessible and culturally responsive, with student voice informing decisions about learning and wellbeing.

- Classroom environments reflect inclusive and culturally responsive practices.
- Adjustments are evident for diverse learner needs.
- Student voice informs aspects of learning and wellbeing planning.
- The physical environment supports engagement and belonging.

# The How - Excel

Our Excel strategies strengthen teaching quality and lift student achievement and progress through consistent, evidence-based practice.

Excel is about high-quality, consistent teaching that improves student achievement and progress.

This strategic direction focuses on strengthening teaching quality and using evidence to evaluate impact, ensuring all students at Williams Primary School make strong and sustained progress.

## Student Achievement and Progress

### What we will do

### What you will see

#### E-SAP1: Student understanding of learning

Support students to understand their learning and progress through clear learning intentions, success criteria and feedback.

- Learning intentions and success criteria are visible and referenced consistently.
- Feedback helps students understand next steps
- Students able to talk about their learning

#### E-SAP2: Targeted intervention and extension

Deliver targeted intervention and extension aligned to assessment data to meet the learning needs of students at educational risk, including high-achieving students.

- Students at risk identified early
- Intervention informed by assessment data
- Support aligned to classroom teaching

#### E-SAP3: Moderation practices

Strengthen moderation practices within and beyond the school to ensure consistent and accurate judgements of student achievement and progress.

- Regular moderation of student work
- Greater consistency in teacher judgements
- Professional dialogue focused on evidence

# The How - Excel

## Teaching Quality

### What we will do

### What you will see

#### E-TQ1: Low variance instructional approach

Embed a consistent, low-variance approach to teaching and learning through agreed whole-school instructional practices outlined in the Williams Way.

- Shared instructional practices are evident across all classrooms.
- Lessons follow agreed structures aligned to The Williams Way
- Common language used when discussing teaching and learning.
- Instructional expectations are consistently reinforced through collaboration and feedback.

#### E-TQ2: Literacy and numeracy focus

Maintain a strong and consistent focus on high-quality literacy and numeracy instruction through agreed whole-school approaches and programs.

- Agreed literacy and numeracy approaches are implemented consistently across year levels.
- Clear progression of skills from year to year.
- Alignment between assessment, planning and teaching.

#### E-TQ3: Data informed instruction

Use assessment and student data to inform instructional decisions and refine whole-school priorities, with a clear focus on measurable impact.

- Data used to identify learning needs and next steps
- Teaching adjusted in response to evidence of learning
- Clear links between assessment and planning

#### E-TQ4: Explicit instruction and cognitive load

Reduce cognitive load and increase student engagement through the consistent application of explicit instruction, gradual release and structured lesson design.

- Lessons broken into manageable steps
- Explicit instruction and gradual release used consistently
- Students clear about what they are learning and why
- Engagement levels are high and sustained during instruction.

# The How - Our Facilitators

Purposeful leadership and the strategic use of time, people and resources strengthen both Nurture and Excel. This enabling layer provides clarity of direction, coherence of practice and disciplined implementation, ensuring improvement work is manageable, aligned and sustainable. Through clear roles, consistent communication, annual operational planning and strategic resourcing, we protect staff capacity and maximise impact.

## Use of Resources

### What we will do

### What you will see

#### F-R1: Optimise time and systems

Optimise school time, systems and documentation to reduce duplication and protect staff capacity for teaching, learning and improvement

- Meeting structures prioritise teaching and learning.
- Documentation requirements are streamlined and purposeful.
- Staff workload is considered when introducing new initiatives.

#### F-R2: Strategic allocation of staff and timetables

Allocate staff, timetables and support deployment based on student need and agreed whole-school practice

- Staffing and timetables reflect student need.
- Support deployment aligns with whole school practice.
- Resource decisions are transparent and evidence informed.

#### F-R3: Budget alignment and review

Align budget and purchasing decisions to Business Plan priorities, with transparent rationale and review of impact

- Budget allocations align with Business Plan priorities.
- Purchasing decisions have clear rationale.
- Impact of funded initiatives is reviewed and informs future resourcing decisions.

# The How - Our Facilitators

## Leadership

### What we will do

### What you will see

#### F-L1: Instructional Leadership

Strengthen instructional leadership to embed The Williams Way as the agreed whole-school approach

- Agreed instructional non-negotiables are clearly communicated and consistently reinforced across the school.
- Leaders maintain regular classroom visibility aligned to agreed “look-fors” from The Williams Way.
- Feedback is timely, specific and focused on impact, with clear next steps.
- Follow-up occurs after feedback to ensure agreed practices are embedded.

#### F-L2: Role clarity and communication

Strengthen role clarity and communication/change processes so responsibilities, decisions and expectations are clear, consistent and easy to enact.

- Each priority has a clearly identified lead with defined responsibilities and scope.
- Decision-making processes are clear, transparent and consistently enacted.
- Whole-school decisions are communicated in a consistent format outlining what, why, when and who.
- Staff report clarity about expectations and know where to seek information or support.

#### F-L3: Budget alignment and review

Implement a sustainable school improvement cycle, supported by an annual Operational Plan, that translates the Business Plan into a small number of manageable actions, monitors impact using evidence, and refines priorities through scheduled review points.

- An annual Operational Plan translates strategic priorities into manageable actions.
- Scheduled review points monitor progress against goals.
- Evidence informs refinement of priorities.
- A simple and predictable improvement cycle (plan → do → check → refine) guides priority work.





## **Williams Primary School**

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