

# Jarrahdale Primary School

**BUSINESS PLAN  
2021-2024**



# Jarrahdale Primary School

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## VISION AND VALUES

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At Jarrahdale Primary School we are passionate about empowering students to be successful life long learners, who reach their full potential.

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We will:

- Provide an engaging, supportive, and inclusive learning environment for ALL members of the school community
- Foster meaningful and respectful relationships within our school community
- Work together as a learning community to meet the students academic, social and emotional developmental needs
- Create a learning environment that promotes resilience, optimism, confidence and self-efficacy

We will:

- Care for, interact with and enhance our environment, creating active and considerate citizens
- Promote cultural sensitivity and inclusiveness and welcome all students and their families into our community
- Hold high expectations of staff, students and families in all we do
- Ensure students remain the heart of the school
- Build the capacity of students to be successful learners and active citizens

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*Respect 🍏 Responsibility 🍏 Kindness 🍏 Strive for Success*



# Strong Governance and Accountability

The Business Plan forms part of a suite of documents including our Statement of Expectation, operational plans and classroom planning. Our School Improvement Cycle of; **Assess, Plan and Act** is embedded and ongoing, and as a school we are committed to building the capacity of the students at Jarrahdale Primary School (JPS).

Our Self-review processes include the performance of staff, the achievements of our students and the views of our community. The success of JPS will be hinged on a collective effort from all stakeholders; the students, staff, parents/caregivers, School Board, P & C and our local community. Together we can make a difference.

## Self-review Cycle

This process ensures the school is accountable to the targets we have outlined in the Business Plan, as well as, the DoE Policy Documents. We are committed to providing an honest assessment of how we are progressing as a school and implementing changes to ensure our continual progress.

## Professional Growth Process

Every member of staff will engage in a Professional Growth Cycle annually. Professional Growth is more than a once a year conversation and is both dynamic and ongoing.

## Student Assessment and Reporting Schedule

Outlines the accountability instruments we use to gather quality data on student performance. Through detailed analysis of data the school informs stakeholders of our progress and ensures future planning is targeted at the point of need.

## School Community Feedback

A range of feedback tools will be used to ensure we have open and honest communication with the school community. Biannual surveys will be completed with staff, students and families.



# Priority 1 - Relationships and Partnerships

Collaboration and communication across all levels of the school is the key to building a positive school culture and strong relationships. Our students remain at the heart of our school and work is done through consultation and with the support of the community.

## 2021

- Successfully transition to the South East Corridor Network (SECN) and start building a supportive educational network for the staff and students
- Build better links with local secondary schools to ensure our Year 6 students have clear pathways
- Investigate and implement a communication strategy that is appropriate, clear and responsive for the school, families and the wider community
- Create informal opportunities for parent and community engagement through social events, community evenings and P & C initiatives
- Have a strong, effective School Board that works to support the schools priorities

## 2022

- Provide further event based opportunities for engagement to celebrate our students and school
- Increase the participation levels of the National Surveys and results that reflect parent and community satisfaction
- Create a school marketing and engagement plan to build the school brand
- Develop educational networks for staff within the SECN to moderate and share best practice
- Have a strong, effective School Board that works to support the schools priorities
- Identify and liaise with Government agencies to identify key local Aboriginal community members and organisations that can support JPS students.

## 2023

- Raise the profile of JPS within the community, so we are seen as a 'school of choice'
- Increase our student population to 85 students
- Staff are engaging in network initiatives to build their capacity as professionals
- Increase the student teachers we host to form strong relationships with universities
- Have a strong, effective School Board that works to support the schools priorities
- Staff have developed reliable connections with local Aboriginal community networks to deepen our understanding of the community's perspectives.

## 2024

- Increase the student population to 90 students
- Retain 95% of our possible local enrolments
- Have a strong, effective School Board that works to support the schools priorities
- Further opportunities to expand school events to include and involve community members and parents
- Parent/Caregiver attendance at school events improves each year



# Priority 2 - Learning Environment

We provide a success transition from home to school and beyond, supporting children at each stage of their development to help them reach their potential.

## 2021

- Implement the Attendance Guidelines
- Raise awareness of the importance of regular attendance. 'Every child, every day' through school communication
- Increase Chaplaincy time to two days
- Chaplain to run BUZ Program in classes
- Undergo Stage Three training for the Positive Behaviour Support (PBS) Program to continue our implementation
- Run two Earth Aware Days per term to continue our sustainability focus
- **Create and implement an Intervention Flowchart to identify Students at Educational Risk (SAER)**
- Maintain a balance between play-based and more explicit teaching in Early Childhood

## 2022

- Provide nature and enriched play experiences for all students
- Maintain a balance between play-based and more explicit teaching in Early Childhood
- **100% of National Quality Standards are met**
- **PBS is fully implemented by Term 1 and the school community knows our values**
- Build a stronger relationship with the local playgroup to assist families transitioning to school
- Increase student voice and leadership opportunities
- Create a strategic approach to fostering student independence, resilience and social skills.
- **Every SAER student receives targeted support**

## 2023

- Further develop an integrated approach to the total health and well-being of students, staff and community
- **Every SAER student receives targeted support**
- Continued focus on our values of respect, responsibility, kindness and strive for success, with a whole school approach to the PBS Program
- Utilise the expertise of staff to provide specialist subjects for students
- Invest in school facilities and grounds to maintain an environment that is welcoming and adaptive to the needs of the students
- **Our attendance rate is equal to the WA State Average**

## 2024

- Continued focus on our values of respect, responsibility, kindness and strive for success, with a whole school approach to the PBS Program
- **Every SAER student receives targeted support**
- Utilise the expertise of staff to provide specialist subjects for students
- **Our attendance rate is above 94%**
- Staff use Aboriginal students' connection to their community to build the capacity of the school to connect with Aboriginal culture.



# Priority 3 - Leadership

We have a shared vision and core values that underpin everything we do. There is evidence of leadership happening across all levels of the school and we are committed to continuous improvement and ensuring success for all students.

## 2021

- Release the new Business Plan and communicate to the school community our intent
- All staff are engaged in developing plans on school performance
- Change is introduced based on an identified need and implemented with sensitivity

## 2022

- A focus on developing staff capacity through instructional leadership
- Ensuring only evidence-based programs are being used
- Maintain high expectations of the students, staff and school community
- We demonstrate respect for, and awareness of, the cultural diversity of the school community.

## 2023

- Investigate the school participating in Leading School Improvement - Small School Professional Learning
- **School Improvement Operational Plan created**
- Maintain high expectations of the students, staff and school community

## 2024

- Distributed leadership is evident across the school with clear roles and process in place to support staff
- The schools has strong school structures and evidence of school improvement to inform our next review
- Maintain high expectations of the students, staff and school community

# Priority 4 - Use of Resources

As a school we responsibly manage the physical, human and financial resources of the school to support the priorities outlined in the Business Plan.

## 2021

- Ensure the budget supports the priorities outlined in the Business Plan
- Undertake an audit of school assets, to create a school asset replacement schedule
- Ensure Student and School Characteristics and Targeted Initiatives are used to support the learning needs of identified students

## 2022

- School Board Reporting Schedule for reporting the schools' performance and financial status will be created
- **Workforce Plan will be created**
- **Expenditure Plans created for Reserve Accounts**

## 2023

- Upskilling the School Board in interpreting school data
- Continue to build links with community companies to support the school either with resources of financially
- Staff include cultural content in classroom activities to support Aboriginal student learning.

## 2024

- Ongoing training for the School Board Members
- Ensure Student and School Characteristics and Targeted Initiatives are used to support the learning needs of identified students



# Priority 5 - Quality Teaching

At JPS we have a shared understanding on how students learn and what quality teaching looks like. We have high expectations of staff and student performance and utilise feedback and data to drive school improvement, to ensure every child is making year on year progress.

## 2021

- Whole school approaches to English and Mathematics will be embedded
- Investigate and implement new whole school Literacy Program by the end of 2021
- Student Assessment and Reporting Schedule created and implemented
- Brightpath in English will be reinstated and used for whole school moderation in Semester 2, 2021
- Review Origo Mathematics Program at the end of 2021 to assess if we proceed with further implementation
- Teachers apply Aboriginal perspectives to the content being taught

## 2022

- Investigate, trial and review the use of Brightpath Mathematics
- Provide opportunities for cross school moderation to ensure teacher judgements are consistent within and across schools
- Investigate, trial and implement a whole school lesson template to reduce teacher variability across the school by the end of 2022
- High progress-high achievement quadrant will be evident in NAPLAN
- English and Mathematics Operational Plans are created by the end of the Semester 1, 2022

## 2023

- Collaborative planning, programming and evaluation processes are in place to allow staff to work together to drive school improvement
- NAPLAN results will be equal to or higher than like schools
- Curriculum Operational Plan created by the end of 2023
- Staff are proficient in data literacy
- National Quality Standards (NQS) Data will be used to inform future planning in Early Childhood
- Teachers have high expectations and differentiate their teaching strategies to respond to the specific learning needs of all students

## 2024

- Over the length of the Business Plan, Scope and Sequence Documents will be created to support consistent and effective planning across the different Learning Areas.
- We have embedded the practice of using data to inform decisions around student well being, achievement and progress to target future planning
- Professional Learning opportunities provided for all staff and align with school priorities

