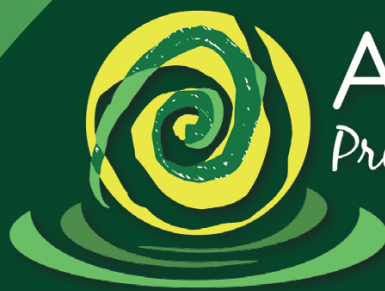




**Business Plan • 2024-2026**



**Ardross**  
Primary School

## Welcome to our School Community

At Ardross Primary School, we take a holistic approach to student success, fostering social and emotional wellbeing, resilience, and active citizenship, while promoting academic excellence, to ensure that all students in our care are able to become the best versions of themselves.

Our skilled and experienced staff deliver high-quality teaching and learning using evidence-based, school-wide instructional practices, underpinned by a culture of high expectations. Specialist programs and a range of extra-curricular opportunities enrich and extend the learning experiences available for our students.

The beautiful native bushland and greenery of our school grounds reflect our commitment to environmental sciences and sustainability, and our respect for Indigenous knowledge and culture.

Our school community takes pride in the family-friendly environment and the partnership that exists between school and home. We draw on family support and positive community partnerships, to enhance opportunities and outcomes for students.



## Our Vision

At Ardross Primary School we are committed to providing an inclusive, collaborative and dynamic environment where students are enriched with the values and skills to become active citizens; sensitive to the importance of sustainability and to our changing world.

## Our Motto

Motivate • Educate • Celebrate

## Our Values

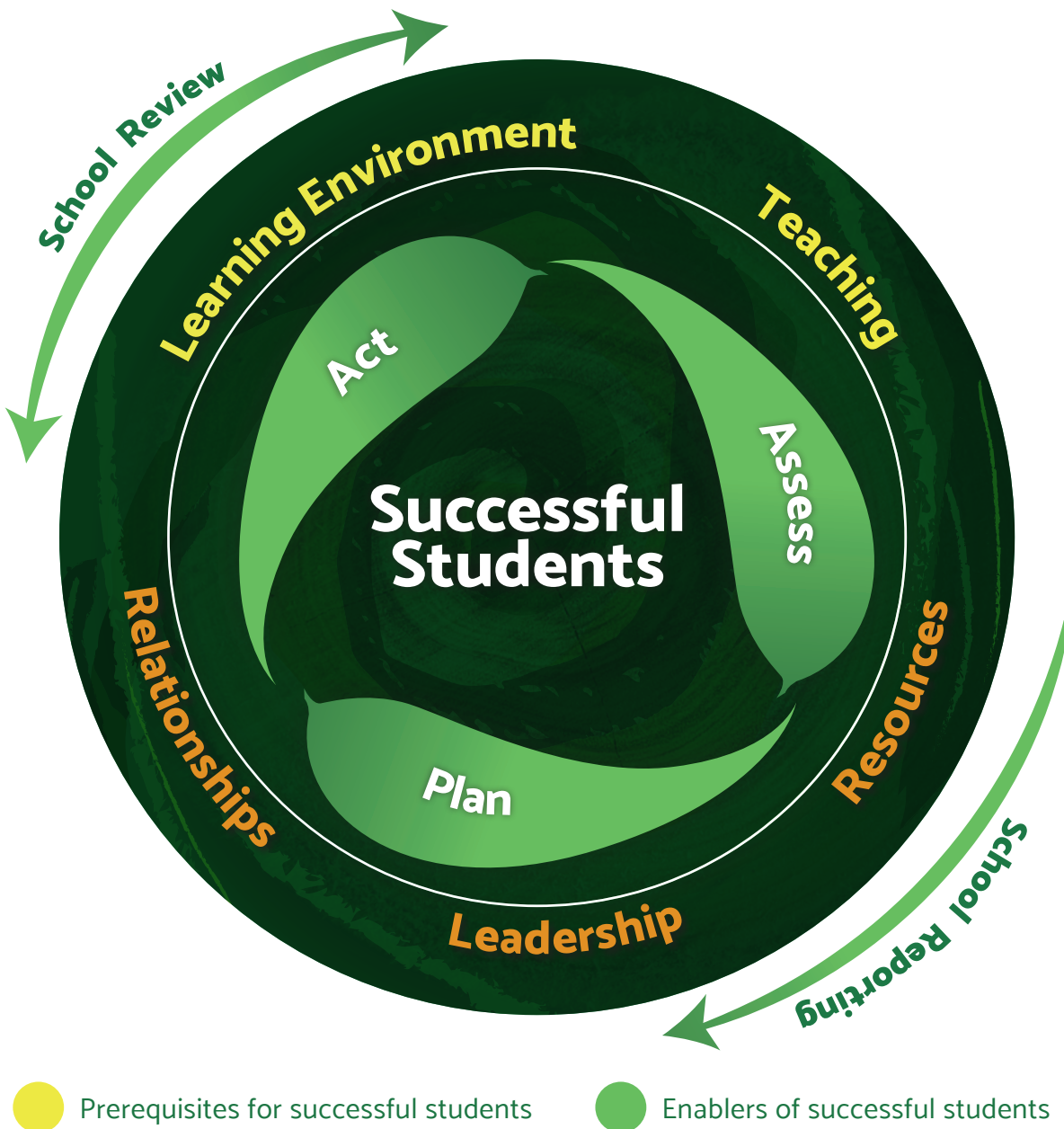
Respect • Responsibility • Resilience • Safety



# Business Plan 2024-2026

Our Business Plan represents the collective work of our school leadership team, our staff and our School Board in identifying the key elements of the school’s targeted improvement agenda. These serve to guide our focus and practice over the next three years and articulate our priorities, strategies and performance indicators. Successful students are at the core of our school improvement and accountability framework. All other components connect to, and focus on, the standards of student achievement, both academic and non-academic.

Our school operations are the practices, processes and procedures that enable us to ensure improvement in our standards of student achievement. These include the prerequisites domains of ‘Teaching’ and ‘Learning Environment’ and the enabling domains of ‘Relationships’, ‘Leadership’ and ‘Resources’. At Ardross Primary School, we strive to achieve excellence across all five domains. External validation of our progress is provided through the Public School Review process.





## Teaching Quality

Strengthen and support our whole-school approach to quality teaching with a focus on shared beliefs, purposeful staff collaboration, differentiated quality teaching, and informed decision-making using quality data.

### **School-Wide Teaching Approach**

Teachers will plan, teach, and assess student work using school-wide approaches in literacy and numeracy.

### **Early Childhood Practices**

Create an Early Childhood Belief Statement to ensure a balanced curriculum delivery with explicit instruction and opportunities for choice and playful practice.

### **Building Capacity**

Ongoing opportunities for staff self-reflection, coaching, and mentoring.

### **Data Literacy**

Build teacher capacity around data literacy and the use of data to inform evidence-based teaching practice. Staff are confident and effective in the use of data to inform decision-making about student wellbeing, achievement, and progress to target future planning.

### **English as an Additional Language or Dialect EALD**

Continue with English as an additional language (EALD) policy and procedures including targeted early intervention and assessment and reporting against the EALD progress map.



## Learning Environment

Provide an inclusive and welcoming school environment where staff and students alike feel valued and supported in their work and learning.

### **Positive Behaviour Support**

The Positive Behaviour Support (PBS) Framework supports students in embedding behaviour expectations.

### **Inclusivity**

Continue to provide a holistic approach to addressing academic, physical, social and emotional needs of students.

### **Environment and Sustainability**

Continue to integrate environmental sciences and sustainability in learning programs.

### **Student Support and Voice**

Full implementation of the student services policies and procedures to ensure targeted interventions and pastoral care.

Engage student voice by developing students' ownership over their learning.

### **Culturally Responsive School**

Continue to support and implement strategies from our current Reconciliation Action Plan. Focus on creating opportunities to work collaboratively with local communities, including our Aboriginal community to determine aspirations and maximise opportunities for students.



## Relationships and Partnerships

Provide a positive school climate with strong parent support and purposeful relationships with the community. Ensure a focus on improved student performance through productive and supportive staff relationships facilitated by the school leadership.

### Health and Wellbeing

Continue to implement processes to support the development of an environment and culture where all community members feel supported and can flourish. Continue to focus on staff engagement and workplace satisfaction.

### School Board

Continue to develop strong communication strategies and tools for the School Board to build school and community understanding of its role. Review and refine School Board processes including formal DoE training for new members, updated recording, and procedures.

### Network

Continue to strengthen collaborations with the Applecross Schools of Excellence, including shared Professional Development opportunities and accessing expertise from within the network.

### Community

Continue to build positive and proactive engagement with the community to strengthen collaborative efforts towards common goals through;

- Parents and Citizens Association
- Cadet WA River Rangers
- City of Melville

### School and Student Surveys

Continue to provide school surveys to parents, staff and students enabling a voice and feedback.

# Leadership

Develop leadership practices that support excellence, encourage and facilitate participation, and focus on creating a culture of shared responsibility to improve our student outcomes and school performance.

## Staff Leadership

Develop and formalise a comprehensive staff leadership framework that incorporates the key aspects of the Future Leaders Framework and serves to support staff in undertaking a range of leadership opportunities.

## Student Leadership

Review current practices and implement a revised framework of student leadership that supports all students to develop leadership skills and formalises senior school leadership roles.





## Governance and use of Resources

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Ensure school resources – human, physical and financial – are strategically deployed to support targeted school improvement and maximise student achievement.

### **Human Resource Management & Workforce Planning**

Strategically plan, recruit, develop, and manage staff to ensure they meet the needs of our students.

### **Finance Committee**

A fully operational Finance Committee, with representation across the staff, oversees budget allocations with a focus on resourcing priority areas and supporting school improvement agendas.

### **Asset Replacement**

Asset replacement schedules are implemented with a focus on the replacement and updating of classroom furniture and fittings with an emphasis on addressing the ageing infrastructure. School budgeting ensures financial resources are allocated to reserves annually.

### **Technologies**

Continue to ensure that students have access to current technologies through the engagement of expert contractors and priority of ICT infrastructure.



## Student Achievement and Progress

Continue to ensure a rigorous and cohesive cycle of school improvement with a focus on fostering excellence in student learning and a celebration of student talents and achievements – Every Student, Every Classroom, Every Day.

Develop an agreed suite of data tools to inform teaching and learning and support teacher judgement about students' levels of achievement.

Moderation processes promote alignment between student achievement and progress and grade allocations.

There is an understanding of the need to align evidence and professional judgement, with classroom planning decisions prompted by noting changes in student performance.



## School Performance Targets

Based on the analysis of data from the previous years, our school has set the following aspirational academic and non-academic targets to encourage continuous improvement of student outcomes, and to ensure our school continues to meet the needs and expectations of our local community.

### Academic Targets

- Increase the percentage of students demonstrating high/very high progress between Pre-primary (On Entry) to Year 3 (NAPLAN) and Year 3 – Year 5 (NAPLAN).
- To achieve above the national mean in Year 2-6 PAT assessments in Reading and Mathematics.
- Mean growth (as measured by NAPLAN) between Years 3 & 5 to be above that of WA 'like schools.'
- Following the final assessment each year, at least 65% of students have demonstrated achievement beyond the Achievement Standards for their year level in English, Mathematics, and Science.

### Non-Academic Targets

- Overall scores for Social and Emotional wellbeing in ACER survey will be above 'all schools' mean.
- To complete the National Quality Standard Audit annually and meet each quality area.
- Whole-school attendance rate to be above 95%.
- Percentage of students in the indicated risk category of attendance to be below 8%.





[www.ardrossps.wa.edu.au](http://www.ardrossps.wa.edu.au) • 46 Links Rd, Ardross WA 6153