



North Perth Primary School

Business Plan 2023-2025



Respect / Inclusivity / Responsibility and Resilience



*Inspiring Young Minds,
Creating Possibilities*

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Whadjuk people of the Nyoongar nation as the Traditional Custodians of this country and its waters, and that North Perth Primary School stands on Whadjuk Nyoongar Boodja. We pay our respects to Nyoongar Elders past, present and emerging. It is a privilege to learn and work on Nyoongar land.

Our school community is on a journey towards reconciliation. Local Indigenous artist Jarni McGuire created a Nyoongar artwork that tells the local Nyoongar story, connecting our school to the land. The Goonderup (North Perth area) was a main campsite for Nyoongar people. It was known for its wetlands; the Nyoongar people would move between the lakes, the coastal plain and the hills following the Nyoongar six-season calendar. These waterways would be a safe haven for the Nyoongar people as they had close access to freshwater. The symbols shown represent the Nyoongar people coming together, camping and their paths travelled throughout the Nyoongar six-season calendar.



OUR VISION

Inspiring Young Minds,
Creating Possibilities

VALUES

Respect, Inclusivity,
Responsibility and Resilience

OUR CONTEXT

North Perth Primary School, established in 1899, has a long and celebrated history and connection to the local community. We promote a culture of high expectations enabling students the opportunity to develop the skills, knowledge and learning disposition required for a pathway to a successful future.

The objective of this 2023-2025 Business Plan is to achieve improved academic and social outcomes for all students over the next three years. By consolidating teaching and learning programs, creating cohesive, cooperative classrooms and play environments, and ensuring concise and respectful two-way communication with community stakeholders, NPPS will continue to improve the academic and social outcomes for all students.

The four pillars of this Business Plan have been identified through analysis of whole-school data, consultation with stakeholders and in alignment with the Department of Education's strategic directions: **Strategic Directions 2020-2024, Quality Teaching Strategy, Student Care and wellbeing, Aboriginal Students Succeeding as Aboriginal People.**

OUR FUTURE FOCUS

In the process of determining our future focus, the leadership team, teachers, and School Board have compiled data and feedback, relating to our strengths and opportunities for improvement, from students, parents, and the wider community. The key themes that emerged through this consultation are the desire for continued collaboration between the school and community members, and the strengthening of a learning culture to enhance both teacher and student performance. This plan sets out the school's operational direction and includes Department of Education system directives.

North Perth Primary School

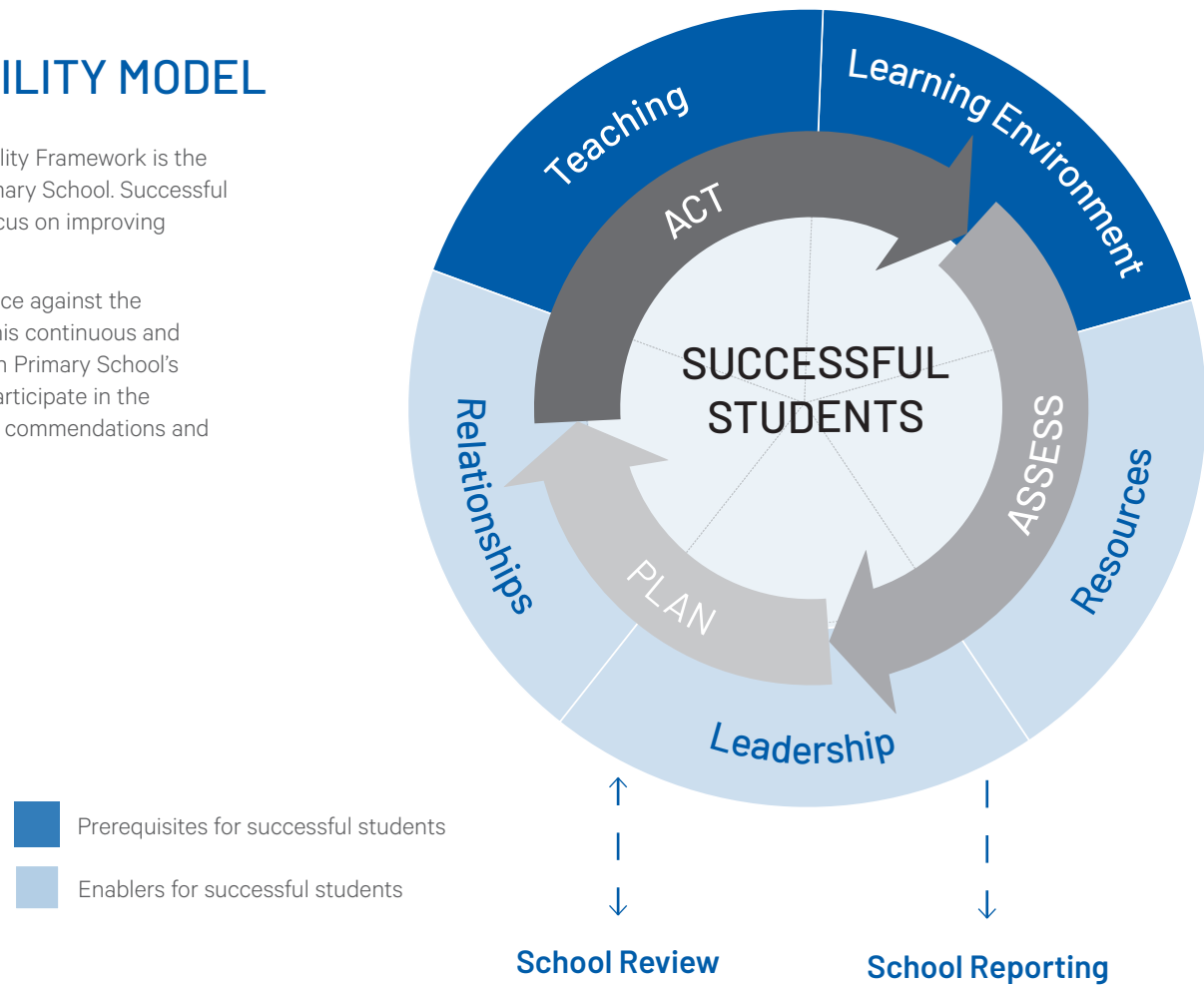
Empowering active participation in education



NORTH PERTH PRIMARY SCHOOL IMPROVEMENT AND ACCOUNTABILITY MODEL

The Department of Education’s School Improvement and Accountability Framework is the strategic driver of school improvement processes at North Perth Primary School. Successful students are central to our decision-making processes, with a firm focus on improving student progress, achievement, and wellbeing.

The school improvement cycle monitors and assesses our performance against the targets and improvement strategies outlined in this Business Plan. This continuous and collaborative process with our school community ensures North Perth Primary School’s ongoing effectiveness and accountability. In 2023 and 2025 we will participate in the school review process to validate our school’s self-assessment where commendations and recommendations will be provided.



North Perth Primary School

Building enduring and respectful relationships



OUR CULTURE

We strive for a culture of excellence that creates a sense of belonging where students, staff and parents feel they are valued as members of the school community. We strive for a school environment that nurtures high levels of trust, engagement, and enjoyment to inspire young minds and create possibilities.

A culture of high-quality teaching models what effective teachers believe, what they know, and what they do to have a high impact on student outcomes. We create classroom climates that nurture high levels of care, intellectual curiosity, and enthusiasm to improve student engagement, well-being and learning.

Ideal School Climate:

We have a growth mindset and work collaboratively as a team, we are open to feedback and learn from one another

Ideal School Climate:

- We feel empowered valued, understood, included, respected supported and safe
- We are transparent and are dedicated to our values and vision
- Environment is inspirational, creative and encourages learning
- We have consistent and clear expectations that guide achievement and behaviour
- We have open, effective, and inclusive communication
- We have a growth mindset and work collaboratively as a team, we are open to feedback and learn from one another
- We are positive and solution focused, with a strong sense of community and we are open to asking for help
- We are courageous to try new approaches and not afraid to fail.

Ideal Teaching Climate:

- Students, teachers, leadership, and parents work collaboratively to support and learn from one another
- Our environment is safe, engaging and encourages learning
- Students and teachers have high expectations and consistent practices that support learning
- Students, teachers and leadership care and have respect for one another, themselves, and the environment.
- Students and teachers take responsibility for learning
- Students and teachers feel safe, valued, understood, and supported.
- Students and teachers show respect are positive, friendly, and welcoming.
- Quality teaching and curriculum that inspires and motivates students.

LEADERSHIP

We Believe:

Every staff member is a leader and partner in the education of our students.

We Model:

Highly effective instructional and relational leadership at all levels, senior, middle and emerging.

We Promote:

Consultative and collaborative leadership. We communicate a shared vision to build trust amongst staff, students and community.

Strengths

- A commitment to the continuous development of staff.
- A passionate leadership team.
- A continual improvement is driven through data analysis.
- Our Leadership Team tracks progress against Business Plan and operational plan targets and milestones.
- An engaged School Board.

Focus Areas

- Engaging staff in professional development and feedback processes.
- Building a culture of excellence.
- Fostering a safe and productive work environment where staff voice, work and efforts are valued.
- Enabling conditions for collaboration, professional learning communities and managing personnel and resources strategically.
- Timely and transparent communication between school and families.

Strategies

- Agreed change management processes based on formal consultative structures.
- Develop processes for staff to have increased agency in decision making.
- Identify, develop, and support emerging school leaders.
- Implement the Department of Education's Performance and Development Policy to enhance self-reflection, goal setting, observations, and feedback.
- School Leaders ensure staff are informed of key information including our Workforce Plan, Business Plan monitoring, finance and class structure.
- Engage the School Board in the school's improvement agenda.
- Monitor the School Board effectiveness through annual surveys and review.



Ensuring students and staff are happy, healthy and independent

What you will see...

- ✓ Leaders providing constructive feedback to staff.
- ✓ Emerging school leaders identified and developed.
- ✓ Leaders actively involved in promoting a positive school environment.
- ✓ Leadership of a high standard that is collaborative and focused on the identified needs of the school.
- ✓ Decisions are made with thorough consultation.
- ✓ Attraction and retention of high-quality staff.
- ✓ Equal opportunities for all staff to nominate for committees and School Board.

Targets

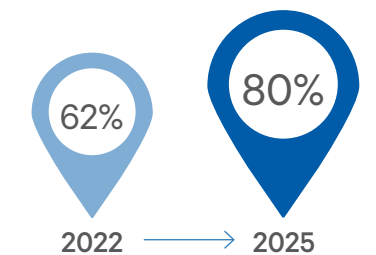
High performing schools have effective leadership. A clear shared focus provides the conditions for high levels of collaboration and communication. Key areas are monitored to ensure a high performing working environment is fostered and maintained. We use the DoE National Schools Opinion Survey (NSOS) and Building Cultures survey biannually to collect this data.

NSOS (Staff)

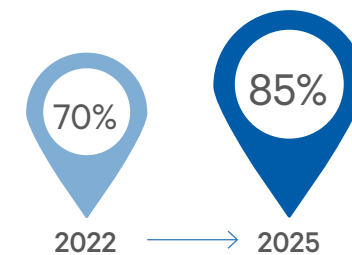
The school is well lead. *70% in 2021 to 85% satisfaction or above in 2025.*



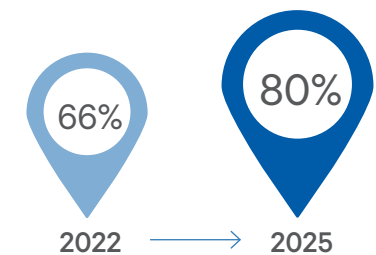
Building Cultures Survey (Staff)



Our school culture supports staff professional growth. *62% in 2022, to 80% satisfaction or above in 2025.*



School Leaders ensure staff are working in ways that optimise student learning. *70% in 2022, to 85% satisfaction or above in 2025.*



Staff receive feedback on implementation of school wide pedagogical approaches. *66% in 2022, to 80% satisfaction or above in 2025.*



TEACHING QUALITY

We Believe:

That quality teaching has the greatest influence on student outcomes.

We Model:

Personal growth through reflecting on the impact of our teaching practice using the Department of Education's Teaching for Impact Tool and AITSL Standards.

We Promote:

Consistent, connected curriculum, pedagogy and practice enabling students to thrive academically, socially and emotionally.



Strengths

- Systematic, high-quality evidence-based literacy and numeracy programs.
- Whole school assessment schedule informs data collection for analysis and classroom planning.
- A culture of collaboration.
- High quality staff who are engaged and dedicated.

Focus Areas

- Provide professional learning opportunities to develop and refine teaching skills and curriculum knowledge.
- Identify and utilise staff skills and strengths to deliver internal professional learning and instructional coaching.
- Strengthen knowledge and refine SAER approaches and strategies to meet the increasingly complex needs of students.
- Improve technology skills and knowledge to ensure ICT is implemented across the curriculum.

Strategies

- Develop and implement a North Perth PS Pedagogical Framework.
- Implement a systematic approach to develop evidence-based best practice to support the implementation of the WA Curriculum, including critical and creative thinking.
- Collaborative teams moderate student achievement to inform teaching and learning programs.
- Implement instructional coaching in literacy and numeracy to ensure consistent and connected practice.
- Use student data to inform differentiation in curriculum delivery.
- Provide training to increase the effective and safe use of technology in teaching and learning programs.
- Staff engage in performance development planning to identify areas for personal growth and professional learning.

PILLAR : TEACHING QUALITY

What you will see...

- ✓ Consistent pedagogy and practice across the school.
- ✓ Teachers undertaking high quality pedagogical professional learning.
- ✓ Collaborative teams planning, monitoring, and assessing.
- ✓ 'Students at educational risk' identification and intervention programs established and well-organised.
- ✓ Accurate and consistent approaches for assessment and reporting against expected standards.



North Perth Primary School

Empowering active participation in education

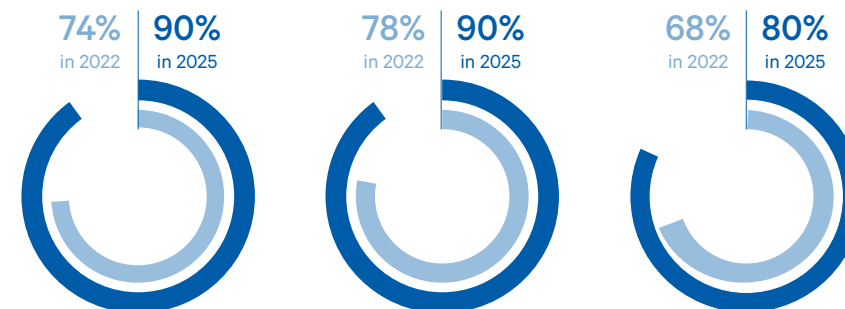
Student Achievement Targets

Student academic achievement is monitored to ensure that each student's individual educational needs are met. The National Assessment Program for Literacy and Numeracy (NAPLAN), Progressive Achievement Testing (PAT ACER) and On Entry assessments are some measures we use to track student achievement over time.

Academic

- To close the gap to match Like-Schools mean in Reading, Writing, Language Conventions and Numeracy NAPLAN assessments in Year 3 and 5 annually.
- To match or exceed expected annual progress in Year 3-6 cohorts in Progressive Achievement Tests (PAT) for Numeracy and Reading.
- To match or exceed 80% of students making moderate (or above) progress from Pre-Primary to Year 1, and Year 1 to Year 2 in On Entry Reading and Numeracy assessments, annually.

Non-Academic (Staff - Building Culture Survey)



We have a whole-school pedagogical framework designed to help achieve the learning outcomes that we intend for our students. *74% in 2022, to 90% satisfaction or above in 2025.*

We collaborate to interrogate whole-school data and evidence to better understand student performance. *78% in 2022, to 90% satisfaction or above in 2025.*

I receive feedback on how my teaching impacts on student learning. *68% in 2022, to 80% satisfaction or above in 2025.*

LEARNING ENVIRONMENT

We Believe:

In a culture where wellbeing and engagement is connected and essential to student achievement.

We Model:

A growth mindset and engagement in whole school instructional practice that promotes the care and wellbeing of all staff and students.

We Promote:

Valuing diversity, inclusivity, equity and reconciliation.



North Perth Primary School

Using proven, contemporary educational practices

Strengths

- Articulate and engaged student body.
- Strong student leadership and student voice.
- Engaged families.
- A responsive and transparent approach to whole school behaviour management to promote resilience and self-efficacy.

Focus Areas

- Consolidate high expectations that target student learning.
- Transparent and consistent whole-school behaviour management processes.
- Embed evidence-based approaches for social emotional development.
- Staff create engaging learning environments, including critical and creative thinking, enabling success for all students.
- Effective integration of ICT into the learning program.
- Implement social and emotional learning strategies that support the inclusivity of all students.
- Leaders model wellbeing strategies to foster a safe and supportive learning environment for all staff and students.
- Target resources to align with curriculum priorities and support learning.

Strategies

- Establish and embed a community shared commitment to safety and inclusion for K – 6.
- Implement strategies to support staff wellbeing.
- Create a shared approach to promoting growth mindset at school.
- Establish guidelines that communicates and promotes student voice opportunities.
- Create intellectually stimulating and inspiring learning environments and classrooms that support and promote student engagement and achievement.
- Explore the use of digital platforms to increase effective engagement with learning.
- Students and staff are trained to use technology effectively and safely.
- Communicate clear guidelines to staff outlining whole-school approaches, practices and processes.
- Review school policies and processes for managing student behaviour annually.
- Investigate and communicate strategies for funding the development of our facilities and grounds.

PILLAR : LEARNING ENVIRONMENT

What you will see...

- ✔ Student voice reflected in education, safety, community, and facility plans.
- ✔ Enhanced play and learning spaces that inspire students.
- ✔ Positive classroom environments and best practice in instruction and classroom management.
- ✔ Improved facilities and resources to support student learning.
- ✔ School community members actively involved in promoting a positive school environment.
- ✔ Consistent pedagogy and practice across the school.
- ✔ Positive, happy, and friendly students, staff and parents.
- ✔ A school community that has high expectations and works collaboratively to support one another.
- ✔ A school that celebrates the diverse needs and backgrounds of all students.
- ✔ Staff demonstrating consistent behaviour management.

Targets

High Performing schools have identifiable learning environment characteristics. The operational environment is monitored closely to ensure that there is optimal support for ongoing high performance. The Building School Culture Survey is used to set and monitor progress against the 2025 satisfaction targets below.

Building School Culture Survey (Staff)

*Baseline data to be established in 2023

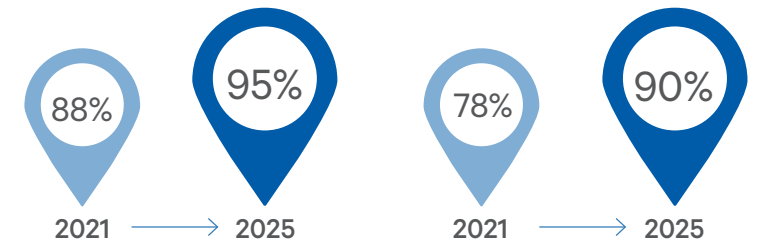
80% Our school provides a safe, orderly, and inclusive learning environment - *80% Satisfaction*

85% Positive behaviour approaches are applied consistently across our school - *85% Satisfaction*

85% Our school has a culture where mutually respectful relationships are promoted and valued - *85% Satisfaction*

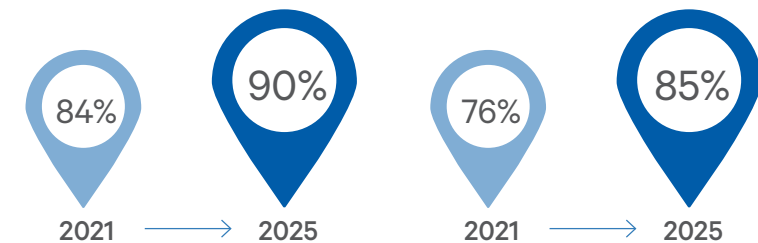
80% I have access to contemporary learning environments through the use of learning technologies - *80% Satisfaction*

NSOS (Parents)



My child feels safe at the school. *88% in 2021 to 95% satisfaction in 2025.*

My child's learning needs are being met. *78% in 2021 to 90% satisfaction or above in 2025.*



Teachers expect my child to do their best. *84% in 2021 to 90% satisfaction or above in 2025.*

Student behaviour is well managed at this school. *76% in 2021 to 85% satisfaction or above in 2025.*

PARTNERSHIPS AND RELATIONSHIPS

We Believe:

In a shared responsibility between the school, families, and the broader community to unlock the learning potential of every child.

We Model:

Positive partnerships between the principal, staff, students, School Board, P&C, parents and the wider community that drive improved student achievement.

We Promote:

Valuing diversity, inclusivity, equity and reconciliation.

Strengths

- Strong community involvement.
- Strong relationships between staff and parents.
- Strong relationships between staff and students.
- Supportive and engaged School Board and P&C.

Focus Areas

- Timely and transparent communication and consultation with the community and stake holders.
- Strengthen the governance and decision-making processes with the School Board and P&C.
- Strengthen relationships and engagement with Aboriginal Elders, local communities and organisations.

Strategies

- Engage students and their families with individual progress and achievement data to inform goal setting and future learning.
- Engage and educate the community with the history and current practices at NPPS.
- Formal consultative structures and decision-making processes are shared and transparent.
- Share common beliefs and expectations in managing and teaching positive student behaviours with parents.
- Explore the use of digital platforms to increase effective engagement with our school community.
- Strengthen engagement with the Aboriginal Cultural Standards Framework.
- Observe and celebrate significant 'global' and 'national' days and events.



North Perth Primary School

Ensuring effective communication between students, staff and families

PILLAR : PARTNERSHIPS AND RELATIONSHIPS

What you will see...

- ✓ High family participation and involvement in school and community events.
- ✓ P&C actively engaged in supporting the school's needs.
- ✓ Effective communication to parent community of current and new school programs.
- ✓ Professional learning for NPPS parents and community members to support student learning.
- ✓ Implementation of a third-party communication system.



National School Opinion Survey Targets

High performing schools have high levels of parent and community involvement. At North Perth, we use the National School Opinion Survey and the School Life Questionnaire to monitor student wellbeing. Key survey results from 2021 and 2022 are included below:

Students

National Schools Opinion Survey		
	in 2021	satisfaction or above in 2025
Student behaviour is well-managed at my school.	70%	85%
My teachers provide me with useful feedback about my schoolwork.	82%	90%

School Life Questionnaire (ACER)

	in 2022	satisfaction or above in 2025
Boys rating of enjoyment at school	69%	80%
Boys rating of success at school	85%	90%

Parents

National Schools Opinion Survey		
	in 2021	satisfaction or above in 2025
My child likes being at this school.	84%	90%
The school takes parent's opinions seriously.	78%	90%
The school has strong relationships with the community.	84%	95%

School Life Questionnaire (ACER)

	in 2022	satisfaction or above in 2025
The Aboriginal Cultural Standards Framework informs our culturally responsive whole-school planning (Building Culture Survey).	64%	80%

North Perth Primary School : Values

Respect, Inclusivity, Responsibility and Resilience



OUR WHY



Inspiring Young Minds, Creating Possibilities



Community

- › Families feel they belong
- › Our school is recognised as integral to the North Perth community
- › Energised to support and contribute to school growth
- › Parent body are an asset
- › Families value the school
- › Positive
- › Proactive
- › Practical
- › Collective wisdom
- › Shared values



Students

- › Engaged with community
- › Love of learning
- › Sense of curiosity
- › Courage to try
- › Resilient to failure
- › Welcoming
- › Generosity of spirit in time, energy and thoughts
- › Contributors
- › Kind



Staff

- › Teachers are recognised, valued, listened to and respected.
- › Enthusiastic
- › Passionate
- › Motivated
- › Team focused
- › Skilled
- › Knowledgeable
- › Learners
- › Givers and contributors
- › Mentors

GLOSSARY

ACER – Australian Council for Educational Research

AITSL- Australian Institute for Teaching and School Leadership

Like schools – Schools deemed similar to one another based on their ICSEA (Index of Community Socio-Educational Advantage) values

NAPLAN – National Assessment Program – Literacy and Numeracy

National Schools Opinion Survey - is a data collection tool designed specifically for Australian schools and allows schools to gather valuable feedback from their school community.

On Entry Assessment – An assessment at the beginning of Pre-primary that provides teachers with information about the skills and understandings that a child possesses.

Progressive Achievement Tests (PAT) – Are assessment created by ACER that measure a student’s knowledge, skills and understanding in a subject and helps pinpoint where they are in their learning journey and what they need to progress.

Professional Learning Community – Teachers of similar year levels who meet to focus on the continuous improvement of their performance as well as student learning.

School Board – A decision-making body made up of parent, community and staff representatives.

School Life Questionnaire - A confidential survey that offers instant insights into students’ wellbeing at school.

LINKS

[Department of Education Strategic Directions 2020 – 2024](#)

[Quality Teaching Strategy – Teaching for Impact](#)





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