



2022 - 2025
BUSINESS PLAN
ACHIEVING TOGETHER

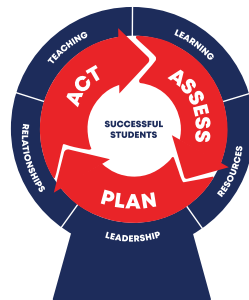
OUR SCHOOL MOTTO

Eddystone Primary School's motto
is 'Achieving Together'.



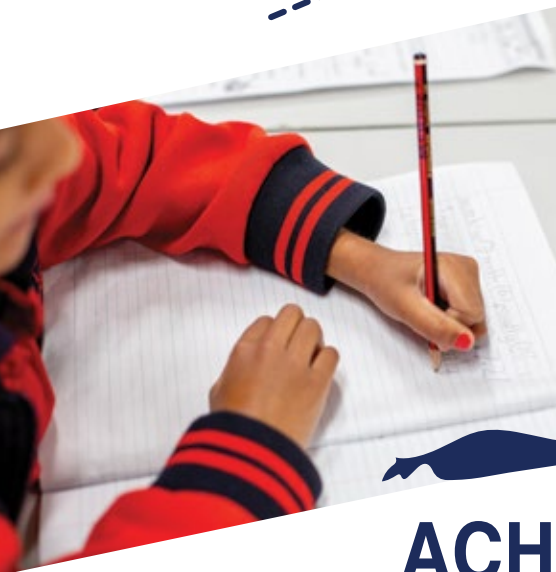
SUCCESSFUL STUDENTS

EFFECTIVE LEADERS



CONNECTED COMMUNITY

HEALTH & WELLBEING



BE RESPECTFUL

BE RESPONSIBLE

BE YOUR BEST

ACHIEVING TOGETHER

OUR SHARED COMMUNITY VALUES

- ✓ Be Respectful
- ✓ Be Responsible
- ✓ Be Your Best

OUR SCHOOL PURPOSE

To provide a positive
school environment that
offers a pathway to success
for every student.

SUCCESSFUL STUDENTS



CONSISTENT WHOLE SCHOOL APPROACH

- Common language and approaches across phases of learning.
- Maintain high impact instructional models, including daily review, engagement norms, Explicit Direct Instruction (EDI) and check for understanding.
- Use evidence-based programs and approaches.
- New Arrival Program based on the second language acquisition process.

GUARANTEED AND VIABLE CURRICULUM

- Scope and Sequence curriculum documents.
- Collaborative planning and moderation.
- High Quality Curriculum embedded across K-6.

EFFECTIVE DIFFERENTIATION

- Every student is valued and can learn.
- High achievement and expectations for every student.
- Intervention strategies that meet student needs.
- Prompt response to students with imputed disabilities.
- Support transition of IEC students into mainstream classes.

ASSESSMENT DATA LITERACY

- Create a culture of teaching excellence where educators share and use data to analyse school and student performance to drive improvement.
- Continued support from Best Performance to analyse our data intelligently and effectively.

BUILDING STAFF CAPACITY

- Performance and Development cycle to support exemplary classroom practice.
- On-going, relevant, and timely professional learning and development.



EFFECTIVE LEADERS



BUILD CAPACITY OF ALL TEACHERS TO LEAD

- Refine the distributed leadership model.
- Identify, develop and support leaders using the JLC Future Leaders Framework.
- Maintain a culture of shared responsibility to improve our student outcomes.
- Leaders of the school support each other to develop and lead a positive learning environment.
- Opportunities to engage staff in peer observation processes to support self-reflection and professional learning.
- Sound school wide organisation with roles clearly defined.

DEVELOPING LEADERS OF TOMORROW

- Develop 'Young Leaders' program for effective student leadership.
- Develop a student leadership policy encompassing student voice and feedback.

BUILDING STRONG GOVERNANCE

- Highly functional School Council with a lead role in the accountability and decision-making processes in the school.
- An active Parents and Citizens committee.



CONNECTED COMMUNITY



EMBRACING PARENTS AS PARTNERS IN THEIR CHILD'S EDUCATION

- Parent education of whole school priorities.
- Encourage parents to take on roles in the school and help out in classrooms.
- Open, honest and timely communication.
- Strong respectful relationships between students, teachers, parents and the community.
- Strong sense of belonging for all.
- Formal parent conferences scheduled as part of school routines.

DEVELOPING A MULTI- DISCIPLINARY APPROACH TO STUDENT SERVICES

- Align student services team and other external agencies as a holistic team approach to streamline case management services.
- Effective 'Students at Educational Risk' policies and processes that meet student requirements.

ENGAGING WITH OUR WIDER COMMUNITY

- Support and engage with the direction of the Joondalup Learning Community (JLC).
- Continue to build explicit partnership with external agencies.
- Build relationships with prospective families in our community, focussing on the 0-4 age group.

CREATING A CULTURALLY RESPONSIVE COMMUNITY

- Provide opportunities for our diverse community members to have a representational voice in our school.
- The diverse and multicultural context of the school is visible, valued, celebrated and planned for annually.
- Use our ACSF and RAP to strengthen culturally responsive practices and approaches when working with Aboriginal students, their families and communities.



HEALTH & WELLBEING



POSITIVE BEHAVIOUR

- Explicitly teach the EPS expectations aligned with our school values.
- Teach protective behaviours.
- Maintain a whole school PBS reward system.
- Build consistent whole school vocabulary to support positive behaviour.

WELLBEING

- Develop and monitor annual Health and Wellbeing operational plans.
- Budget for health and wellbeing.
- Implement wellbeing initiatives.
- Engage all staff in wellbeing professional learning.

SOCIAL EMOTIONAL LEARNING

- Integrate a whole school approach to Zones of Regulation.
- Implement SEL program across the school.
- Collect quality data to monitor health and wellbeing of the school community.



2022 -2025 TARGETS



NAPLAN - NUMERACY

- At least 85% of all students will be at or above the minimum standard for Numeracy, Reading, Grammar and Punctuation, Spelling and Writing.
- 2023 and 2024 Year 5 Cohorts will achieve effect size of at least 0.8 for a 2-year progression in Numeracy, Reading, Grammar and Punctuation, Spelling and Writing.

PAT- ASSESSMENTS (2022, 2023 & 2024)

- Year levels (2-6) will have an average progression above the National Average Progression over a 12-month period in their PAT Reading & PAT Math results.
- Year levels will have effect size of at least 0.4 for a 12-month period in their PAT Reading & PAT Math results.
- Year levels (4-6) will have an average progression above the National Average Progression over a 12-month period in their PAT Science results.
- All year levels (4-6) will have effect size of at least 0.4 for a 12-month period in their PAT Science results.

ON ENTRY

- At least 60% of all Year 1 students will be at or above the mid-year target for Numeracy, Reading, and Speaking & Listening.

NON ACADEMIC

- Increase and maintain student, staff and parent satisfaction rating of above 80% in National School Opinion Survey.
- 75% of parents and carers when surveyed, answer that they feel they are an active part of the school community.
- School Council Effectiveness shows at least 90% agree or strongly agree to all questions answered by Council members.
- Students and staff members are easily able to recall and discuss the school values.
- 95% of Year 5 and 6 students indicate that they agree or strongly agree that they feel safe at school on the National Student Satisfaction Survey.
- Develop a student leadership policy encompassing student voice and feedback which provides a range of authentic student leadership opportunities.
- Refine and build upon the distributed leadership model which embeds and empowers staff to build their leadership capacity.

INTENSIVE ENGLISH CENTRE

English targets for students with prior schooling:

- Early Childhood students will have completed EAL/D EC Progress Map Level 3 in Speaking, Listening, Reading/Viewing and Writing within 12 months, and will be working in level 4.
- Middle Childhood students will have completed EAL/D MC Progress Map Level 3 in Speaking, Listening, Reading/Viewing and Writing within 12 months, and will be working in level 4.

English targets for students with limited schooling backgrounds (including PP students):

- Early Childhood students will achieve EAL/D EC Progress Map Level 3 in Speaking, Listening, Reading/Viewing and Writing within 24 months, and will be working in level 4.
- Middle Childhood students will achieve EAL/D MC Progress Map Level 3 in Speaking, Listening, Reading/Viewing and Writing within 24 months, and will be working in level 4.



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