

An Independent Public School



Floreat Park Primary School | Business Plan 2024-2026

'Inspiring Students'



*We aim to inspire our students, to be curious, creative,
an inspiration to others and to develop a lifelong love of learning.*



Principal's Message



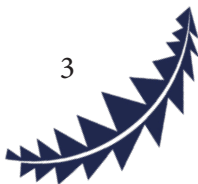
Floreat Park Primary School has established itself as providing a contemporary kindergarten to Year 6 educational experience for local students, reflecting the needs and aspirations of the community we serve.

Overseen by the School Board, our 2024 – 26 Business Plan has been collaboratively developed with staff, parents and caregivers. It harnesses community perspectives gleaned from a variety of sources and reflects best practice in terms of contemporary teaching, learning and leadership.

The community want our students to be happy and enjoy their primary years. They also want our students to be well equipped socially, emotionally and academically to move on to high school. Our plan sits alongside all other forms of school planning and provides the blueprint of how we aim to achieve these goals over the next three years.

I thank all who contributed, especially to school governance for their direction and endorsement.

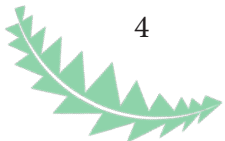
Jane Rowlands
Principal





Our School

VALUES	COURTESY	CONSIDERATION	CO-OPERATION	RESPECT
CONTEXT	<p>Floreat Park Primary School is an Independent Public School (IPS) providing excellence in educational opportunities from Kindergarten to Year 6. We are proud to offer local families a progressive school environment in which students are encouraged to achieve their full potential. While acknowledging our rich history dating back to 1951, we are foremost a contemporary school engaged in best practice teaching methods. Central to our success is the strong participation of our parent community in all aspects of school life. Our approach to education is built on a set of shared values and beliefs about how children learn best. These provide the foundations on which we endeavour to create a vibrant, engaging and supportive environment.</p>			
BELIEFS	<p><i>We believe that students at Floreat Park Primary School learn best when:</i></p> <ul style="list-style-type: none"> • The social and emotional wellbeing of students and staff is prioritised; • Teachers are well supported in their professional growth; collegiality and collaboration is valued; • Teachers have high expectations of their students and actively support their growth; • Learning is engaging, fosters curiosity, creativity and challenges all students; • Students are supported in developing skills to become effective learners; • The learning environment is safe, flexible, supportive of new pedagogies and school programs; • Parents and caregivers are actively engaged in their child’s learning and in the school community; and • There is understanding and respect for diversity, equity and inclusivity. 			



TARGETS

Non-academic

All students register 90% attendance each semester.

Academic

All students make a minimum of a year's growth in English and Mathematics measured by end of year report grades. Year 3 and 5 NAPLAN results are at or above like schools in all assessments.

MONITORING AND ASSESSMENT

Floreat Park Primary School is an Independent Public School (IPS). We work within the governance, policies and procedures of the Department of Education of Western Australia. Our improvement priorities align with those of the Department and the requirements of our local context. This Business Plan is subject to review to reflect ongoing change. Floreat Park Primary is an evidence-based school. Decisions on school priorities and areas of improvement are based on academic and non-academic data, other information gained from surveys, focus groups and what educational research determines is best practice. Whole-school self-assessment processes are monitored by the School Board; data and information collected at a class and individual level is monitored by staff as part of the operational teaching and learning program.





The C

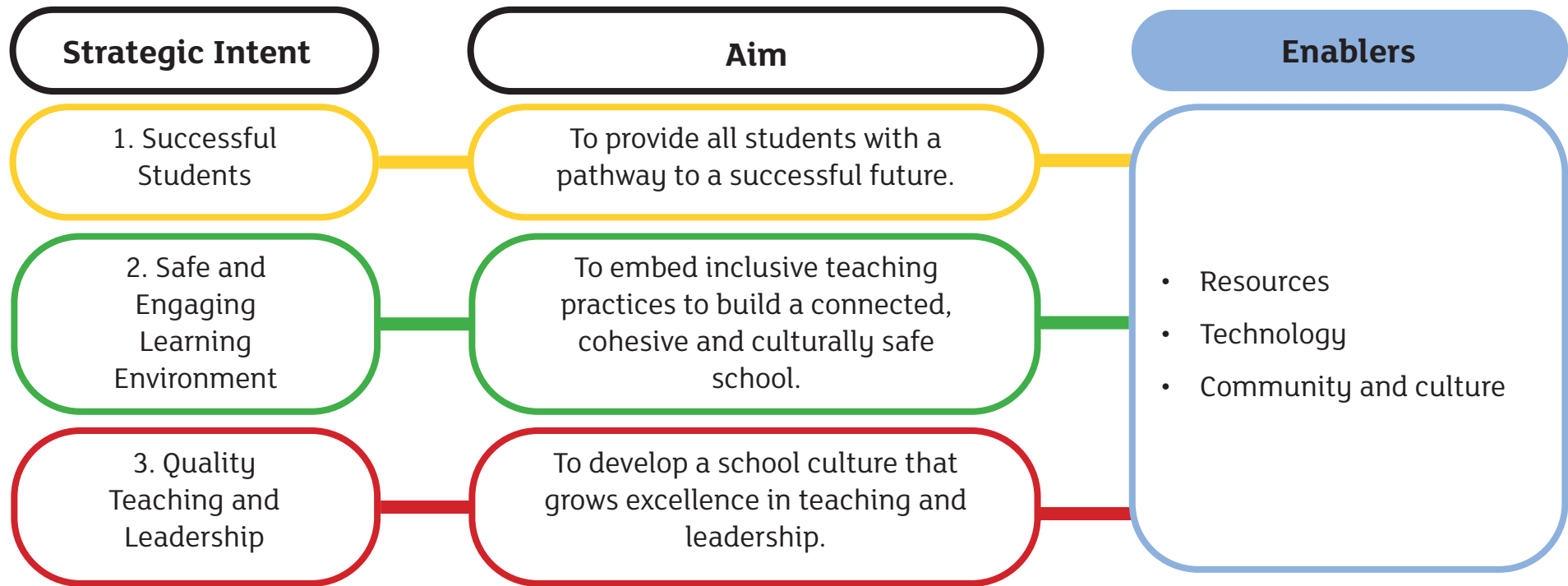
The Canteen

The Canteen
Fresh Fuel for Florence

Plastic
Waste
Free
Bottle

Juices

BUSINESS PLAN STRUCTURE



Strategic Intent: Successful Students

AIM: To provide all students with a pathway to a successful future.

We aspire to:

We will:

1.1 Optimise learning through use of contemporary and best practice pedagogy.

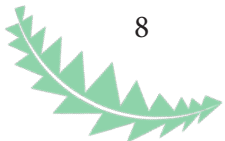
- » Continue to develop our pedagogical framework to embed Inquiry Learning and High Impact Teaching Strategies (HITS).
- » Expand whole school approaches to curriculum planning to incorporate vertical pathways of learning and align phases of learning.
- » Enrich learning through designing cross-curricular learning opportunities.
- » Design learning that delivers opportunities for students to develop the General Capabilities.
- » Embed a consistent focus on students achieving essential learning goals in Mathematics through a whole school approach.

1.2 Enriching the learning experience.

- » Promote student agency through dynamic learning programs.
- » Provide opportunities for students to collaborate and share learning with other schools and networks.
- » Use contemporary technologies that enhance teaching and learning to foster innovation, collaboration and problem solving.
- » Embed digital citizenship in the learning program.

1.3 Deliver differentiated curriculum to support student needs.

- » Use PLC's to identify differentiation strategies in planning curriculum delivery.
- » Continue using Student Services to provide support with planning and implementing strategies for students requiring support, including EAL/D progress maps.
- » Enhance teachers' use of HITS to support all students' learning in classrooms.
- » Increase opportunities for students to participate in cultural, sporting, educational and service opportunities in the school and broader community.



1.4 Develop an agile framework for assessing student achievement.

- » Develop formative and responsive assessment practices that facilitate student ownership over the learning process.
- » Embed effective feedback strategies to inform student progress.
- » Review approaches to providing timely and relevant feedback to parents on student progress.
- » Continue to use data to inform teaching and learning.
- » Improve moderation strategies to support consistent judgements in assessment and reporting.

1.5 Create opportunities for all students to become global citizens.

- » Facilitate student understanding of diversity, global issues, and sustainable living.
- » Further integrate the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories, Asia and Australia's Engagement with Asia, and Sustainability.



Strategic Intent: Safe and Engaging Learning Environment

Aim: To embed inclusive teaching practices to build a connected, cohesive, and culturally safe school.

We aspire to:

We will:

2.1 Embed principles to enhance student and staff wellbeing, resilience, and self-worth.

- » Use positive psychology to advance whole school approaches to social emotional learning.
- » Provide opportunities for students to connect with each other and build strong, healthy, and trusting friendships.
- » Educate students on ethical and social engagement when using ICT.

2.2 Foster a sense of belonging to build character and enhance global citizenship.

- » Establish a wellbeing framework.
- » Develop skills and values which build character.
- » Continue to promote learning linked to the United Nations Global Goals.

2.3 Embed an inclusive culture and celebrate diversity.

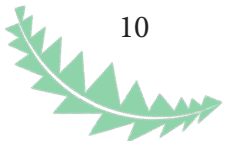
- » Make Aboriginal culture visible throughout the school.
- » Consult with community on matters of diversity.
- » Foster an inclusive culture where everyone feels known, safe and respected.

2.4 Support students with diverse needs.

- » Implement reasonable adjustments to meet the needs of all learners.
- » Cultivate a learning environment which is adaptive to the needs of the students.
- » Continue to prioritise resources to Student Services.

2.5 Embrace connections to community.

- » Create deeper connections with the school community to support current programs and future developments of the school.
- » Community collaboration to support larger improvement projects.
- » Initiate an awareness of actions to support a sustainable world.





Strategic Intent: Quality Teaching and Leadership

Aim: To develop a school culture that grows excellence in teaching and leadership.

We aspire to:

We will:

3.1 Attract high quality educators and leaders.

- » Recruit staff who demonstrate a skill set and mind-set that aligns with the school's direction.
- » Actively support the wellbeing and aspirations of all staff.

3.2 Enhance a strong performance and development culture.

- » Provide high quality, targeted professional learning to support growth of all teachers and EAs in line with whole school approaches.
- » Continue to progress PLC's, mentoring and coaching to strengthen the collective efficacy of teachers.
- » Heighten opportunities to share successful practice within school.
- » Continue to provide opportunities to share with teachers from other schools.
- » Improve valuable and relevant feedback to teachers on their practice to guide further development.
- » Engage and promote professional networking.
- » Continue to contribute to system level leadership.

3.3 Invest in leadership to develop expertise and prepare the next generation of leaders.

- » Use the Future Leaders Framework to identify and support aspirant teacher leaders and school leaders.
- » Expand involvement of middle level leaders in decision making at a school level.
- » Provide opportunities for action research to support leading change.
- » Continue to support the development of aspirant Level 3 Classroom Teachers.

3.4 Strengthen contemporary pedagogies.

- » Continue to enhance the capacity of all staff to use technology as an effective tool in teaching and learning through ongoing professional learning.
- » Strengthen the links between specialists and classroom programs.
- » Support teachers to develop inquiry practices.
- » Evolve the pedagogical framework to reflect contemporary approaches.
- » Develop Instructional Coaches.



3.5 Use data to enhance teaching and learning.

- » Refine the Whole School Assessment Schedule to collect relevant and timely data.
- » Further refine strategies used to respond to data.

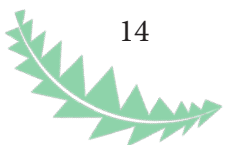
3.6 Support high quality teaching in the cross curricular priority of Aboriginal and Torres Strait Islander histories and culture.

- » Utilise the scope and sequence for incursions/excursions that provide authentic learning opportunities for students and are led by Aboriginal or Torres Strait Islander community members where possible.
- » Access high quality teaching resources in line with the Aboriginal Cultural Standards Framework.
- » Apply teaching practices that demonstrate cultural responsiveness.



Enablers

Enabler	Key Strategies
<p>Resources (human, physical, fiscal)</p> <p>Key Performance indicators: School audit results School Self-assessment Resources</p>	<ul style="list-style-type: none"> » Draw on expertise of The Board and P&C, school and wider community to progress the Business Plan. » Elicit and utilise local, State and Commonwealth governments and private organization support and grants. » Engage with members of the community with expertise in Aboriginal and Torres Strait Islander culture and history. » Prioritise human resourcing to support student wellbeing, engagement and academic progress. » Revise Workforce Plan to reflect future needs. » Ensure technology funding meets strategic objectives. » Regularly review school buildings, grounds and school environment against Work Safety requirements.
<p>Technology</p> <p>Key Performance indicators: Compare National Schools Opinions Survey results from previous years Compare Teacher Apple Education survey results</p>	<ul style="list-style-type: none"> » Continue to define, develop and implement our vision to use technology to enhance student learning. » Maintain a reliable and dynamic environment to inspire innovative learning and teaching. » Continue to build staff capacity in using technology to enhance learning, in a sustainable way. » Continue the 1:1 device program in Year 3-6. » Build students' technology skills in Kindergarten – Year 2. » Explore how Artificial Intelligence can be employed in line to current advice. » Continue to provide advice, information and workshops for parents and caregivers.
<p>Community and Culture</p> <p>Key Performance indicators: Compare National Schools Opinions Survey results from previous years School Culture Survey</p>	<ul style="list-style-type: none"> » The school and P&C continue to provide opportunities to unite the community for social and education purposes. » Continue to develop and implement strategies that promote diversity, equity and inclusivity. » Provide for staff collaborative processes and practices through PLCs. » Regularly review communication strategies; actively seek opportunities and platforms to streamline communication. » Actively employ sustainable practices; collaborate with the community on initiatives to educate and change habits. » Respond to surveys. » Maximise the influence of school governance bodies. » Continue to refresh the school's image.



Glossary

A list of commonly used educational acronyms and definitions.

Cross-curricular	Cross-curricular learning involves establishing patterns of information between different academic subjects. It offers a creative way of developing knowledge, understanding and practical skills through a study of interconnected topics.
Cross-curriculum priorities	A set of three key priorities that provide dimensions to enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Western Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face. The three cross-curriculum priorities are: <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and cultures • Asia and Australia's engagement with Asia • Sustainability
Differentiation	A wide variety of teaching techniques and lesson adaptations that teachers may use to instruct a group of students, with diverse learning needs, in the same classroom or learning environment
Formative Assessment	A wide variety of teaching techniques and lesson adaptations that teachers may use to instruct a group of students, with diverse learning needs, in the same classroom or learning environment
General Capabilities	In the Western Australian Curriculum, the general capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.
High Impact Teaching Strategies (HITS)	High impact teaching strategies (HITS) are a bank of instructional practices that are internationally recognised as some of the most reliable teaching strategies for delivering learning outcomes.
Instructional Coaches	A coach working one-to-one with a teacher, to model and observe classroom practice and to support reflection and professional conversation.
Pedagogy	The method and practice of teaching.
Pedagogical Framework	A shared set of beliefs, practices and outcomes for teaching and learning.
Positive Psychology	The study of the strengths and virtues that enable individuals, communities, and organisations to thrive.
Student Agency	When students are agents in their own learning. Student agency is defined as the capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others. OECD Future of Education and Skills 2030
EA	Education Assistant
EAL/D	English as an Additional Language or Dialect
HITS	High Impact Teaching Strategies
ICT	Information and Communications Technology
PLC	Professional Learning Communities – At Floreat these mainly comprise of teachers in the same year level who have common DOTT time each week to meet. However, a professional learning community could refer to any group of professionals who are working together on the same project or initiative
STEM	Science, Technology, Engineering and Maths

