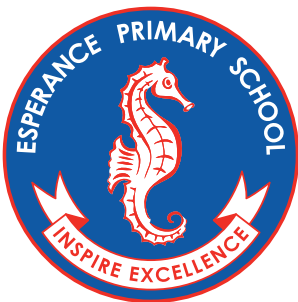




Inspiring Personal Excellence



BUSINESS PLAN

2024 - 2026



We respectfully acknowledge the traditional custodians of Kepa Kurl Boodja on which we stand, the Wudjari Nyungar people, and we recognise their continuing connection to land, sea and skies. We pay our respects to Elders past, present and emerging.



Message from the Principal

I am very excited to present the 2024-26 Esperance Primary School Business Plan. The Business Plan has been developed in collaboration with our staff and School Board and sets the strategic direction for the school over the next three years.

As a school we are proud of what the previous 2021-23 Business Plan has brought the school with significant changes to our whole school approaches in teaching and learning. More significantly the school has achieved a significant improvement in our NAPLAN data where students in Years 3 and 5 are now consistently achieving above Like-Schools. The goal for our staff and community is to build on the strong foundations of the previous plan, consolidating and embedding our evidence-based approaches and focus on inspiring personal best in every student.

Within this Business Plan, we have used an emphasis on 'what we will do' and 'what we will see' in our identified focus areas, which are:

- Success for all Students
- Excellence in Teaching and Learning
- Inclusive Learning Environment
- Community and Relationships

Together we have set a strategic plan in place that will align our resources and professional learning to the four focus areas. The focus areas and strategies within have been developed through a thorough analysis of our student and school performance data and link seamlessly to the priorities identified in the Building on Strength Strategic Plan (2020-24) set by the Department of Education.

Everything we do at Esperance Primary School is about children and doing what is best for them. As a school, we build on the foundation laid by Parents and Carers, and we encourage them to become actively involved in school life.

The entire staff of Esperance Primary School work tirelessly, and with overwhelming moral purpose, to ensure all children's academic, social and emotional needs are considered, planned for and met.

Our staff are committed to building positive relationships, with the motivation to inspire Personal Excellence in every student. Our dedicated and professional teachers maintain an environment which supports each child every day to achieve their personal best.

Our Tribes agreements of Mutual Respect, Attentive Listening, Personal Best, Appreciations / No Put downs and Right to Participate drive our school values and allows our students to connect as a community and develop shared responsibility towards each other and our wider community.


Staff employ evidence-based strategies within a defined whole-school approach to maximise the effect they have on student learning. In addition, we constantly aim to deliver the highest standards of pastoral care and support services in order to enable our students to thrive.

Esperance Primary School embraces all members of our community and strives to maintain a nurturing and welcoming environment that promotes community partnerships. Our Parents and Carers, School Board and P&C are integral to our school community, and together we are committed to providing the best for our students.

Gareth Palmer

PRINCIPAL





Our vision is to provide an inspiring and supportive learning environment, where excellence in teaching, empowers students to achieve their personal best, and to become respectful, responsible and resilient members of the community.



Jargon Buster

AIEO	Aboriginal and Islander Education Officer
BYOD	Bring Your Own Device
ECE	Early Childhood Education
EYLF	Early Years Learning Framework
HR	Human Resources
KSAR	Know, Select, Apply and Review Whole School Approach to Teaching Problem Solving
ICT	Information Communication Technology
IntiaLit	An evidence-based whole-class literacy program
MHiS	Mental Health in Schools
NAPLAN	National Assessment Program - Literacy and Numeracy

PAT-N/R	Progressive Assessment Test in Numeracy and Reading
PEAC	A specialised learning extension program for gifted and talented students in Years 5 and 6
SAER	Students at Educational Risk
SSEN:B	The School of Special Educational Needs: Behaviour
SSEN:D	School of Special Educational Needs: Disability
TAG	Talented and Gifted
TRIBES	A research based process that creates a culture that maximises learning and human development.
WSA	Whole School Approaches

Our Targets

What does success look like?



To perform above our Like-Schools in all areas of NAPLAN in Years 3 and 5



Student performance in PAT R and N assessments will be above the national norm referenced mean.



To maintain unexplained absences below 8% each semester.



The National Schools Opinion Survey results continue to show positive growth, with mean scores above 4.0 out of 5.

We Believe...

Quality teaching is built on a foundation of evidence-based practice and research.

We have the responsibility to evaluate the impact of our teaching and we seek to improve.

Supporting the well-being and engagement of all students will lead to improved student success and achievement.

We are responsive to our student data and this informs our decision making at the classroom, operational and strategic levels.

We are accountable to the success of every student and the development of life-long learners.

We share the responsibility of student success with our parents, families and the school community.

We are an inclusive and culturally responsive school where student diversity is nurtured, valued and celebrated.





WHAT WE WILL DO	WHAT YOU WILL SEE
A focus on strong and trusting relationships in every classroom	<ul style="list-style-type: none"> Teachers take a genuine interest in the lives of their students through understanding the influences on their social, emotional and academic learning. Behaviour management that focuses on positive behaviours to support engagement and learning – with whole school expectations as a pre-condition for effective teaching and learning.
Implement age appropriate and targeted instruction in Literacy	<ul style="list-style-type: none"> Implementing evidence-based and explicit teaching of literacy based on the Science of Reading and Learning. Tier Two Intervention for students at risk through the provision of MiniLit Sage. Staff using the EPS Instructional Framework in delivering their literacy block. The drafting of an EPS Instructional Handbook outlining approaches to teaching literacy.
Implement age appropriate and targeted instruction in Numeracy	<ul style="list-style-type: none"> Staff using Origo Stepping Stones as the primary resource for the teaching of Mathematics. Developing a consistent vocabulary based on Origo for all phases of learning. Consistent application of WSA in Calculate Strategies, Problem Solving (KSAR) in all classrooms. Continue to explore approaches for Tier 2 intervention for identified students at risk. Staff using the EPS Instructional Framework in delivering their numeracy block.
Catering for all students' individual needs	<ul style="list-style-type: none"> SEN Learning adjustments to be recorded for students working below year level expectations in N&A, W and R. Early identification of students at risk using the Response to Intervention (RTI) model and a focus on resourcing individual and small group support. Identification of TAG students and resourcing allocated for implementation of enhanced learning programs to cater for their individual needs.
Supporting students to become effective users of technology	<ul style="list-style-type: none"> Students engaged in a BYOD 1:1 iPad Program in Year 4 -6, with participation in professional learning for staff to grow and share best practice in ICT integration. Students effectively using technology, redefining their learning through engaging lessons by staff. Emphasis placed on embedding ICT in all learning areas.
Early Childhood is a key focus	<ul style="list-style-type: none"> Catering for the whole child in ECE, by reviewing, addressing and meeting all areas of the National Quality Standards and the EYLF. Early identification of SAER students, working in partnership with families, external agencies and employing differentiated teaching to address their needs. Embedding the ECE Philosophy outlining our school's beliefs around early childhood education.

WHAT WE WILL DO

WHAT YOU WILL SEE

Embed Whole School Approaches (WSA) in Literacy and Numeracy

- Resourcing of Instructional coaches to support staff in their consistent delivery of WSA.
- Staff receiving regular professional learning to support WSA aligned to school vision and priority areas.
- Staff actively participating in an agreed classroom observations and feedback process.
- Staff applying professional knowledge of the Science of Reading and Learning in their classroom practice.

Consolidate staff understanding of data literacy

- Staff accountability and ownership of student data; to effectively Plan, Teach, Assess, to improve student outcomes.
- Data Analysis guided by a disciplined dialogue approach, based on 3 questions:

What do you see
in the data?



Why are we
seeing this?



What, if anything,
should we do about it?



Develop a clear and consistent pedagogy across the school

- Staff using the Quality Teaching Strategy Teaching for Impact documents when reflecting on our school's pedagogical approaches.
- All classes implementing an agreed Instructional Framework incorporating a consistent approach to Daily Reviews and the language of learning intentions and success criteria.
- Daily Reviews to be a focus in our classrooms with planned support for teachers in operational plans.
- Teachers collaboratively planning, teaching, assessing and reporting in all areas of WA Curriculum with a focus on consistent and connected practice across phases of learning.





WHAT WE WILL DO

Strengthen staff culture with a common belief and philosophy

WHAT YOU WILL SEE

- Staff valuing and displaying in their behaviours our Staff Norms and Tribes Learning Community Culture as the foundations of staff culture.
- All new staff are provided with a thorough induction of WSA and Tribes.

School Leadership enables conditions for quality teaching







- School leaders facilitate reflective conversations with staff based on classroom practice and student data.
- WSA and priorities to be the focus of School Development Days and staff meetings.
- Distributed leadership model evident across the school, assisting aspirant leaders in their career development.
- Financial and physical resourcing is targeted catering for students' needs and improved student outcomes.



Inclusive Learning Environment

WHAT WE WILL DO	WHAT YOU WILL SEE
Invest in Tribes Learning Community as the foundation of our school culture	<ul style="list-style-type: none">• TRIBES Learning Community to be embedded in all classrooms.• Modelling and sharing of TRIBES activities by staff in professional forums.• New staff to be inducted in TRIBES and coached in developing a TRIBES community in classrooms.• Whole school promotion and awareness of TRIBES culture.• Staff regularly acknowledging their peers, expressing gratitude and appreciations for their efforts.
Focus on Mental Health in Classrooms	<ul style="list-style-type: none">• School working alongside parents in supporting their child's social and emotional needs.• Staff use a variety of resources in supporting the teaching of mental health in classrooms.• Staff and students focus on mindfulness core practice on a consistent basis, supported by MHIS coach.
Provide Intervention for SAER students	<ul style="list-style-type: none">• Embed the agreed processes and procedures within the school's Students at Educational Risk (SAER) policy.• Classroom teachers being supported to implement documented plans and learning adjustments for SAER students, differentiating the curriculum to suit their individual needs.• Targeted, and at point of need intervention, using strategic alignment of financial and human resourcing for at risk students.
Support students and families to ensure regular school attendance	<ul style="list-style-type: none">• Individual attendance targets and plans implemented for identified at-risk students.• School to continue to focus on reducing the number of unexplained absences.
Ensure high level of student behaviour is maintained	<ul style="list-style-type: none">• Behaviour management procedures and whole school expectations are consistently promoted and implemented in all classrooms and our playground.• Regular acknowledgment of students who demonstrate positive behaviour at individual, class and whole-school levels.• Review the school's BMIS policy to align to the Department's new (July 2023) Behaviour Management Policy and Procedures.
Strategically allocate HR and resources to support all students	<ul style="list-style-type: none">• Principal and Finance committee to strategically allocate resources based on student needs.• Consideration to be given to the resourcing of support in teaching numeracy in split classes.



WHAT WE WILL DO	WHAT YOU WILL SEE
Work in partnership with School Board and P&C	<ul style="list-style-type: none"> The School Board, consisting of staff, parents and community members, operating at a high level as the peak governance group for the school. School Board to provide regular input for whole school improvements, leading to successful students. School Board to promote the school positively within the community and participate in the review of our school's performance cycle. An active and dynamic P&C providing an opportunity for all parents to proactively engage with initiatives and priorities to support the school.
Strengthen the relationship between school staff and parents	<ul style="list-style-type: none"> Teachers communicating with parents professionally, regularly, honestly and at point-of-need about their child's social & emotional development and academic progress. Parents to be actively involved in workshops, learning journeys and whole school events to engage in student learning and consolidate relationships with the school.
Progress towards being culturally responsive	<ul style="list-style-type: none"> School's journey towards being more culturally responsive to be mapped against the Aboriginal Cultural Standards Framework. Our classrooms reflect practice that is culturally responsive, focusing on celebrating and acknowledging our local Nyungar culture. Collaborative relationships with local Aboriginal organisations and groups in providing opportunities for students to gain an authentic experience of local Nyungar culture. The celebration of all cultures that reflect the changing demographic of Esperance (Harmony Week).
Supporting SAER & TAG students	<ul style="list-style-type: none"> Student Service Team coordinate support for our at-risk students and families on an individual case-management basis. Continue to provide differentiated learning opportunities for our TAG and PEAC identified students.
Communicate regularly with our parents and school community.	<ul style="list-style-type: none"> High quality communication with parents through a variety of mediums. <div>  Face to Face  SeeSaw  Audiiri  Newsletters  Website  EPS Facebook </div>
Actively engage as a member of the Esperance Regional Network	<ul style="list-style-type: none"> School Leaders actively leading and representing our school at Esperance Regional Network meetings and events. Partnerships with local schools that attend to, and promote, high levels of connected autonomy based on Network Strategic Plan and priorities. Improved retention of students from year 6-7, work closely with Esperance SHS to strengthen transition for all of our students, from our most at risk to TAG students.



Esperance Primary School

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