Business Plan

2025 – 2027

Singleton
PRIMARY SCHOOL

Inspiring Lifelong Learners

Our Vision

We inspire our children in a motivating, dynamic learning community to prepare them for the future by engaging them today

Our Moral Purpose

Inspiring Lifelong Learners

Our Values

At the heart of our school are the Positive Behaviour Expectations of Kindness, Honesty, Personal Excellence, Safety and Respect.

We believe children learn best when:

- They are provided with a safe, secure, and happy learning environment
- Individual differences are recognised, respected, and supported
- Their educators are highly motivated, skilled, and enthusiastic
- Learning is valued by the school community
- They are provided with opportunities to communicate their needs
- Their learning environment has a rich range of resources to guide their learning

We are committed to:

- Knowing each student as an individual
- Engaging all students in dynamic and meaningful learning experiences
- Ensuring classrooms are safe, secure, and happy places
- Differentiating the curriculum to meet the needs of all students
- Open communication with parents and carers
- Working closely with parents and carers as partners in their child's learning journey

Student Achievement Targets

On Entry Assessment	Increase the percentage of students demonstrating high progress in literacy and numeracy from On-Entry to Year 3 as measured by NAPLAN growth data **on SAIS**.
NAPLAN	**NAPLAN Performance Benchmarking** Meet or exceed the performance of 'Like Schools' in NAPLAN assessments across all tested domains. **Progress from On-Entry to Year 3** Increase the percentage of students demonstrating moderate to very high progress in literacy and numeracy from On-Entry to Year 3 to at least 75% as measured by NAPLAN growth data. **Progress from Year 3 to Year 5** Increase the percentage of students demonstrating moderate to very high progress in literacy and numeracy from Year 3 to Year 5 to at least 75%, as measured by NAPLAN growth data. **High Progress and High Achievement** Improve the proportion of students achieving both higher than expected progress and higher than average achievement between Year 3 and Year 5 to at least 40%.
ACER (PAT Assessment)	At least 80% of students in Years 1-6 will demonstrate expected or above-expected growth with 40% achieving above National norms.
National Quality Standard (NQS)	Kindergarten to Year 2 will meet the requirements in all seven quality areas of the National Quality Standard (NQS).
Attendance	**Overall Student Attendance** Achieve a regular attendance rate of **90% or higher** for all students. Equal or exceed the 'Like Schools' average for regular attendance (typically around **88–90%**). Equal or exceed the Western Australian state average for regular attendance - approximately **89%** **Aboriginal Student Attendance** Achieve a regular attendance rate of **85% or higher** for Aboriginal students. Equal or exceed the 'Like Schools' average for Aboriginal student attendance - typically around **80–83%.** Equal or exceed the Western Australian state average for Aboriginal student attendance - approximately **82%**
Attitude Behaviour Effort	Increase the percentage of students achieving in the "Consistently" category on school-based summative assessments e.g., report grades, learning area rubrics to at least ***40%*** across all year levels and learning areas.

Student Voice and Satisfaction	Student survey data will reflect high levels of satisfaction, with an average rating of ***4.0 or higher out of 5*** across key domains in the National School Opinion Survey (NSOS) or similar, including teaching quality, safety, engagement, and wellbeing.
Staff Health and Wellbeing	**People at Work Survey – Psychosocial Safety and Wellbeing** Achieve an improvement in staff wellbeing and psychological safety as measured by the People at Work Survey, with results meeting or exceeding national benchmarks across key psychosocial domains e.g., workload, support, role clarity, and recognition. Demonstrate year-on-year improvement in overall staff satisfaction and wellbeing scores.
Parents and Community	**Parent Satisfaction and Voice** Parent survey data from the National School Opinion Survey (NSOS) or similar, will reflect high levels of satisfaction, with an average rating of **4.0 or higher out of 5** across key areas such as communication, school climate, and student support. **Improved Feedback Opportunities** Enhance the quality and frequency of feedback mechanisms for parents, staff, and students, including the use of surveys, forums, and digital platforms. Establish annual feedback cycles and ensure transparent communication of results and actions taken in response to feedback.

Relationships and Partnerships

Strategic Initiative (We aspire to)	Key Improvement Strategy (What we will do)	Success Indicators (What success will look like)
Strengthen authentic, inclusive, and culturally responsive relationships and partnerships with families, the local community, and Aboriginal stakeholders to enhance student engagement, wellbeing, and achievement.		
Family and Community Engagement	Increase communication and engagement through platforms such as Class Dojo, Facebook, and Microsoft Forms Surveys. Promote school events through community calendars, newsletters, and social media. Encourage parent involvement through classroom rosters, school events, and feedback opportunities.	Facebook and Dojo engagement increase by 10%. Parent survey satisfaction ratings average 4.0/5 or higher. At least 20 feedback responses per major school event via Microsoft Forms.
Student Voice and Belonging	Conduct regular class meetings and block assemblies to gather student feedback and promote a sense of belonging. Positive Behaviour Support (PBS) strategies and reward systems to foster a positive school culture. Provide leadership opportunities for students through roles such as councillors, tech crew, Noongar Group, and library monitors, creative assistants.	Student Engagement 5% increase in students reporting they like being at school (PAT SEW Q11). 80% of students demonstrate consistent Attitude, Behaviour, and Effort (ABE) in reports. Increased participation in student leadership activities.
Cultural Responsiveness and Indigenous Partnerships	Embed Aboriginal Cultural Standards Framework (ACSF) across teaching, learning environments, and leadership practices. Celebrate NAIDOC Week with culturally significant events, including guest speakers and ceremonies. Develop and implement a culturally responsive garden in collaboration with local Noongar community members and environmental organisations.	Cultural Engagement Authentic Indigenous spaces established and actively used for learning. 100% of staff demonstrate culturally responsive practices (as measured by ACSF Continuum). Increased visibility of Noongar resources in classrooms and shared spaces.
Feedback and Continuous Improvement	Use survey tools e.g., NSOS, Microsoft Forms to gather feedback from parents, staff, and students after key events. Analyse feedback to inform planning and improve future engagement strategies.	Monitor and report on engagement metrics e.g., survey satisfaction ratings, social media reach.

Learning Environment

Strategic Initiative (We aspire to)	Key Improvement Strategy (What we will do)	Success Indicators (What success will look like)
Establish and sustain a safe, inclusive, and engaging learning environment that supports student wellbeing, fosters positive behaviour, and ensures equitable access to learning for all students, particularly those at educational risk.		
Safe and Supportive Culture	Embed the Zones of Regulation and PBS strategies school wide. Use SEW and WEC data to monitor student wellbeing and safety. Promote student voice through structured class meetings and feedback loops.	50% of students reporting they feel safe and connected (SEW/WEC)
Inclusive and Culturally Responsive Spaces	Integrate Noongar and other culturally appropriate resources into classrooms. Establish visible Indigenous learning spaces and hubs. Implement ACSF-aligned practices across all learning environments.	Classrooms using Noongar and Indigenous resources 100%
Targeted Support for Students at Risk	Apply the START process for early identification and intervention. Use tailored programs to support neurodivergent learners. Monitor and respond to attendance and engagement data.	Consistent use of START
Collaborative and Innovative Learning Design	Create flexible, student-centred learning spaces. Align classroom practices with the “Connections to Learning” framework. Provide professional learning to support inclusive and engaging pedagogy.	Staff using Engagement Booklet and inclusive practices 100%

Leadership

Strategic Initiative (We aspire to)	Key Improvement Strategy (What we will do)	Success Indicators (What success will look like)
Foster a culture of inclusive, transparent, and responsive leadership that prioritises staff wellbeing, promotes shared decision-making, and builds trust across all levels of the school community.		
Supportive and Inclusive Leadership	Continue fortnightly support meetings between Executive Team and Education Assistants. Continue whole staff communication meetings, held weekly. Investigate and improve communication pathways for teachers and allied professionals to raise concerns and propose solutions. Promote a solution-focused mindset in addressing workplace challenges.	Staff feel supported by leadership and comfortable raising concerns ≥ 85% positive response in PAWS
Data-Informed Decision Making	Use People at Work Survey (PAWS) data to identify psychosocial risks and inform wellbeing strategies. Develop and implement a Psychological Risk Management Plan to address prioritised hazards.	Psychological Risk Management Plan implemented and reviewed annually
Transparent Communication and Procedural Justice	Share PAWS survey results and rationale for changes with all staff. Facilitate PLC discussions on procedural justice and gather feedback to guide improvements. Establish clear processes for staff to express concerns and contribute to decision-making.	Staff understand and trust decision-making processes ≥ 5.0 rating in PAWS Staff report clear and timely communication from leadership ≥ 85% satisfaction
Recognition and Staff Voice	Survey staff on preferred forms of praise and recognition. Implement meaningful reward and recognition programs based on staff input. Promote inclusive planning to ensure all staff feel valued and involved.	Staff feel valued and recognised for their contributions ≥ 90% report feeling appreciated
Empowering Student Voice	Establish regular student forums or surveys to gather feedback on wellbeing, engagement, and school culture. Involve student leaders in planning and evaluating school events and initiatives. Use student feedback to inform leadership decisions and school improvement planning.	Students feel their voice is heard and valued≥ 80% positive response (NSOS or internal survey) Student Leadership - Students involved in school planning and feedback Student leaders contribute to at least 3 major initiatives annually

Resources

Strategic Initiative (We aspire to)	Key Improvement Strategy (What we will do)	Success Indicators (What success will look like)
Ensure the effective allocation, management, and use of physical, human, and financial resources to create safe, inclusive, and high-quality learning environments that support staff wellbeing and student achievement		
Human Resources and Wellbeing	Use PAWS (People at Work Survey) data to identify psychosocial risks and inform staff wellbeing strategies. Implement a Psychological Risk Management Plan to address prioritised hazards. Provide professional learning and support structures that promote staff health, collaboration, and retention.	PAWS participation and satisfaction≥ 85% response rate; ≥ 5.0 average rating Risk Management Plan implemented and reviewed 100% implementation
Physical Environment and Infrastructure	Create inclusive and culturally responsive spaces, including Indigenous learning areas and wellbeing zones. Maintain and upgrade facilities to ensure safety, accessibility, and engagement for all students and staff. Explore partnerships and grants to enhance physical spaces such as staffrooms and outdoor learning areas.	Indigenous and wellbeing zones established At least 2 new inclusive spaces
Financial Planning and Resource Allocation	Align budget decisions with strategic priorities, including wellbeing, cultural responsiveness, and student engagement. Allocate funds for recognition programs, team-building activities, and inclusive learning resources. Monitor and evaluate spending to ensure transparency and impact.	Budget aligned with strategic goals Annual review and reporting completed
Digital and Instructional Resources	Maintain and expand access to digital platforms and tools that support teaching, learning, and communication (e.g. Class Dojo, Microsoft Forms). Develop shared resource hubs for staff (e.g. OneDrive folders for wellbeing, ACSF, and engagement). Ensure relief staff and specialists have access to up-to-date student support information.	Staff access to shared digital resources 100% staff usage of OneDrive hubs Quick-reference student profiles available 100% coverage for Tier 2 & 3 students

Quality Teaching

Strategic Initiative (We aspire to)	Key Improvement Strategy (What we will do)	Success Indicators (What success will look like)
Deliver high-impact, evidence-based teaching practices that are inclusive, culturally responsive, and differentiated to meet the diverse learning needs of all students, ensuring every student is engaged, challenged, and supported to achieve their personal best.		
Using data to inform teaching and learning.	Data Literacy and Analysis Build staff capacity to interpret and use data from NAPLAN, PAT, ABE, SEW, and formative assessments. Facilitate regular data review cycles in PLCs to inform planning and differentiation. Use data dashboards or profiles to track student progress and identify trends.	Staff confidence in using data to inform teaching ≥ 90% staff self-report confidence
Providing professional learning to build teacher capacity.	Professional Learning and Collaboration Provide ongoing professional learning on data-informed teaching practices. Encourage collaborative planning and moderation using student work samples and achievement data. Embed data discussions into staff meetings and performance development processes.	PLCs use data to drive planning and reflection evident in all learning areas
Targeted Instruction and Intervention	Targeted Instruction and Intervention Continue the RTI (Response to Intervention) model to support Tier 2 and Tier 3 students. Use data to group students for targeted instruction and monitor the impact of interventions. Ensure specialists and relief staff have access to up-to-date student support data	Students receiving timely, data-driven intervention100% Tier 2 & 3 students supported
Student Goal Setting and Feedback	Involve students in setting learning goals based on assessment data. Use data to provide timely, specific feedback to students to support growth. Celebrate progress and achievement using visible data walls or digital tools.	Students set and reflect on learning goals 100% students involved in goal setting

Student Achievement and Progress

Strategic Initiative (We aspire to)	Key Improvement Strategy (What we will do)	Success Indicators (What success will look like)
Ensure all students make meaningful progress and achieve success by setting high expectations, monitoring growth across academic and wellbeing domains, and providing timely, targeted support based on individual needs.		
High Expectations for All Learners	Set clear, aspirational achievement targets for literacy, numeracy, and wellbeing. Use NAPLAN, PAT, and ABE data to monitor cohort and individual progress. Celebrate academic growth and effort through school-wide recognition systems.	Academic Growth Students show expected or above-expected progress in NAPLAN and PAT≥ 80% of students
Progress Monitoring and Reporting	Track student progress using formative and summative assessments. Use consistent reporting frameworks (e.g. ABE) to communicate achievement and effort. Engage families in understanding and supporting student progress.	ABE Consistency Students demonstrate consistent Attitude, Behaviour, and Effort ≥ 80% across all cohorts
Equity and Inclusion in Achievement	Ensure students at educational risk receive timely and appropriate support. Use SEN profiles and RTI models to personalise learning pathways. Monitor progress of cohorts e.g. Aboriginal students, EAL/D, students with disabilities.	Cohorts show measurable progress and documented growth for 100% of identified students
Student Agency and Goal Setting	Support students to set personal learning goals and reflect on their progress. Use conferencing and feedback to build student ownership of learning. Embed goal-setting practices into classroom routines.	Students set and reflect on learning goals 100% student participation Reporting Consistency ABE and achievement data used consistently across school Evident in all year levels and reports