

Business Plan

2024-2026

BACKGROUND

Our goal for our 2024-2026 Business Plan is to provide every student with a pathway to a successful future. The plan has been developed with input from staff and our School Board. This is our second Business Plan since opening in 2021. With the presence of data, we were better informed of areas of focus for our next 3 years. Our plan is to consolidate high quality teaching practices in a positive and inclusive learning, environment to achieve improved academic and social outcomes. We consider our Business Plan to be a working document guiding our decision making, and the systems that underpin our whole school direction for the next 3 years. The plan is aligned with the Department of Education's strategic direction, Building on Strength, and strategic directions for public schools 2020 – 2024 Every Student, Every Classroom, Every Day. The Bush 2 Beach Strategic direction also influenced the Yanchep Rise Business Plan and we plan to strengthen existing partnerships with schools in our Network.



YANCHEP RISE
Primary School



OUR VALUES - Be a Yanchep RISER!

Our whole school values are acknowledged and recognised by our school community. We refer to ourselves as being the RISER family. Fostering the meaning of family, we use our values to support and care for each other while creating a sense of belonging. We also have a school mascot – Yiribin, which means “Rise Up” in Noongar. His tail has 5 colours, each representing one of our values. Our values are also translated in our school wide Language - Auslan.



RESPECT



INTEGRITY



SAFETY



EXCELLENCE



RESILIENCE

OUR VISION

Our vision is simple, students are at the centre of everything we do. As depicted in our school logo, the students are encompassed by the school and community consolidating our mantra that students are at the centre of everything we do.

BUSINESS PLAN PRIORITIES:

Four drivers in achieving our targets are:

- Teacher Quality
- Learning Environment
- Connected Relationships and Partnerships
- Leadership for Impact



Teacher Quality

TARGETS:

- ◇ Implement Quality Teaching Strategies and embed school wide evidence based programs.
- ◇ Strengthen a data literate approach where teachers collaborate, moderate, and interrogate data to effectively inform practice.
- ◇ Grow staff instructional skills and curriculum knowledge through the continued commitment of the Performance and Development processes.
- ◇ Effectively utilise Network partnerships to further develop and refine whole school approaches and pedagogical practices.
- ◇ Strengthen whole school classroom observation and feedback structures for the purpose of reflection, coaching, continuous improvement and pedagogical growth.
- ◇ Consistent expectations for the explicit teaching of mathematic concepts through the proficiencies using evidence and research based strategies.
- ◇ Increase opportunities for students to use digital technologies to enhance learning experiences.

STRATEGIES:

- ◇ All staff within the Bush 2 Beach Network complete an annual audit of the QTS to identify areas of improved teaching practice. (data to be used for planning network professional learning).
- ◇ Provide collaborative DOTT for structured and data driven PLC meetings.
- ◇ Provision of targeted professional learning for all staff that support school priorities and high impact pedagogical practices.
- ◇ Provide budgeted support for literacy and numeracy instructional coaching including an observation and feedback model.
- ◇ Increase the number of CAT trained staff to provide CMS professional learning on our school site.
- ◇ Actively engage with current research and evidence based practices to improve quality of teaching and learning based on assessment data and student progress.
- ◇ Strengthen induction practices for teaching and non teaching staff.



Connected Relationships and Partnerships

TARGETS:

- ◇ Expand meaningful partnerships with a broad range of associations for the benefit of student engagement and impactful learning programs (eg Yanchep HUB Plan with increased local access to professionals such as Speech Therapists, Occupational Therapists, Psychology services and Child Health services).
- ◇ Increase the profile of the School Board and P&C throughout the school community.
- ◇ Incorporate sustainability priorities and practices within classrooms and across school, involving the wider community.
- ◇ Strengthen educational partnerships with schools in the Bush 2 Beach network.
- ◇ Develop collaborative partnerships with Early Childhood providers for pre-kindy students to ensure successful foundations for school readiness.
- ◇ Strengthen parent knowledge of teaching and learning practices, experiences and outcomes through improved engagement and attendance at school events.

STRATEGIES:

- ◇ Provide information sessions for families and community which are out of school hours and driven by community need.
- ◇ School Psychologist work shops and information shared within community (eg Triple P)
- ◇ Align network School Development Days across the Bush 2 Beach Network.
- ◇ Introduce the Fathering Project to the school community.
- ◇ Family engagement through whole school events eg ANZAC, thank you morning tea, Chaplain Drop In
- ◇ Develop a sustainability committee including community/parent members
- ◇ Scheduled Bush 2 Beach moderation dates prior to semester reporting
- ◇ Increase social media presence of P&C events, minutes from meeting and Board meeting minutes/agenda.
- ◇ Increase the opportunities for parents to be involved in student learning experiences and visit classrooms.



RESPECT INTEGRITY SAFETY EXCELLENCE RESILIENCE

Learning Environment

TARGETS:

- ◇ Strengthen the school wellbeing plan which is based on the Network Wellbeing operational plan..
- ◇ Embed common language of school expectations and positively reinforce desired behaviours through consistent approaches as per the school's Positive Behaviour Support Plan.
- ◇ RAP committee to progress school's commitment to culturally responsive practices, acknowledgements, initiatives and understandings, guided by the Aboriginal Cultural Standards Framework.
- ◇ Increase our whole school attendance average to be equal to or above like schools. (Implement the Network Attendance Plan).
- ◇ A collective focus on exceeding all Quality Areas within the National Quality Standard using the Reflection Tool and associated improvement planning.
- ◇ Continue to grow and strengthen Student Service Processes to case manage and facilitate opportunities for a positive outcome for students at educational risk.
- ◇ Reduce the number of students receiving suspensions and negative behaviour consequences.
- ◇ Continue to provide evidence-based Literacy intervention programs to students at academic risk.
- ◇ Implement an evidence-based Numeracy intervention program to support students at academic risk.
- ◇ Continue to establish a learning environment that is set up intentionally to encourage engagement, routine, inclusion and positive behaviour.

STRATEGIES:

- ◇ Continue to support scheduled network meetings twice per term for the school based wellbeing leaders.
- ◇ Complete and implement the Berry Street Education modules and action plan.
- ◇ Financially support a school based team to improve the provision for neurodivergent students (ASD Intern project).
- ◇ Develop a RAP committee to create a plan for reconciliation and embed the Aboriginal Cultural Standards Framework across all learning areas.
- ◇ Increase Chaplaincy support for students at social and emotional risk.
- ◇ Increase the number of staff trained in Gatekeeper and Youth Mental Health.
- ◇ Implement the School Attendance Plan which outlines strategies such as implementation of a school bus and home visits.
- ◇ Continue to provide access to Coco the school dog and sensory spaces across the school.
- ◇ Continue to consistently implement Mindful Meditation in all classes.
- ◇ Continue to implement fortnightly behaviour expectation lessons to teach desirable behaviours across all classrooms, based on school data.



TARGETS:

- ◇ Aspirant Leaders to be identified through the Performance Management process and Future Leaders Framework and provide them with opportunities to build their leadership capacity.
- ◇ Middle leadership positions to be developed and funded to support whole school processes, providing increased leadership opportunities across the school.
- ◇ Student leaders to be identified and provided with opportunities to develop their leadership skills and have some agency over the student body.

Leadership for Impact

STRATEGIES:

- ◇ Develop and increase the responsibilities of Student Executive Team (SET) by giving more autonomy over their job roles welcoming new families and running assemblies.
- ◇ Aspirant Level 3 Classroom Teachers and Senior Teachers to be mentored and supported.
- ◇ Employ a distributed leadership model with targeted professional learning.
- ◇ SET/Sport captains to attend Young Leaders conference or Parliament House for a tour and lunch.
- ◇ Establish student voice in years 2 -6 (student forum, two representatives from each class) to provide ideas to the SET team.
- ◇ Student leadership survey to inform future SET practices.
- ◇ SET to be invited to a School Board meeting.



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Student Achievement and Progress

TARGETS:

SCHOOL BASED ASSESSMENTS

- ◇ All year 3 – 6 students who are not on an Individual Education Plan to progress by 5 scaled score points each semester in PAT Adaptive Mathematics.
- ◇ All year 2 – 6 students who are not on an Individual Education Plan to progress by 5 scaled score point each semester in PAT Adaptive reading.
- ◇ All students in Pre-Primary to Year 2 who are not on an Individual Education Plan to increase their YARC Early Years PA composite score by at least 10 across the year.
- ◇ All students on an Individual Education Plan to make progress towards their goals with goals reviewed every term.
- ◇ Students in Kindy and Pre-Primary to demonstrate progress in Mathematics using the Yanchep Rise Early Numeracy Screening Tool.
- ◇ All Pre-Primary, Year 1 and Year 2 students to increase their Sounds write total score by at least 50% per year.
- ◇ All Yr 3-6 students identified at risk for literacy to increase their Sounds Write total score each semester.
- ◇ All Kindergarten student to be assessed with the Kindergarten Assessment Tool and students at risk to receive targeted intervention from Term 2.



NAPLAN

- ◇ All students to show progress from Year 3 NAPLAN to Year 5 NAPLAN results.
- ◇ Increase the percentage of students achieving in the Strong and Exceeding categories for NAPLAN.
- ◇ For the comparative performance of our students to fall within the above expected mean bracket, across all NAPLAN assessments.