



# Business Plan

2021  
-2023



“ .....  
*Doing a great job  
and my children love coming  
to East Hamersley. Thank you.*  
.....”



Our school community recognises the guardianship of the traditional owners of the land upon which our school has been established, the Mooro people on Wadjak Noongar country. We acknowledge the traditional custodians long ago, now and future.





East Hamersley Primary School



## Message from the Principal

East Hamersley Primary School is continually moving forward learning and sharing Noongar knowledge and culture. With a beautiful setting surrounded by leafy trees, open grounds, friendly students, and quality staff we take pride in the peaceful and welcoming environment our school provides.

It gives me immense pleasure to present to our community, the East Hamersley Primary School Business Plan for 2021–2023. Over the three-year period we will focus on aligning our priorities and targets with the Department of Education Strategic Direction for WA Public Schools. Through rigorous whole school self-assessment, student performance data and working collaboratively with the School Board and our community we will monitor our effectiveness in achieving the Department of Education's strategic direction of every student, every classroom, every day.

We have become a school of choice and with our strong positive reputation in the community we acknowledge and respect the need for us to keep evolving our expectations to meet the aspirations of families for their children.

Looking to the future, this Business Plan continues to strengthen the emphasis on providing quality education in a caring environment. Our vision, to inspire excellence in all that we do, has never been more meaningful. Moving forward, we want to build on this expectation further. We have broadened our focus to acknowledge that successful students are those who are curious, who aspire, demonstrate respect, have a voice, are technologically adept and value their environment. We also believe that effective teaching is the single biggest determinant of student improvement in the school.

As an inclusive school, we look forward to continuing to work positively with all our families, as we embrace and celebrate our diversity. We are proud of our community who care, celebrate, and foster a strong school pride and sense of belonging.

With a staff who are dynamic, unified, collaborative and community oriented we aim to ensure all East Hamersley students feel a sense of belonging, are safe and are provided with a high-quality teaching and learning program that ensures we inspire a culture of excellence in all that we do.

*Glen Bewick*



**OUR VISION**

Inspiring a culture of excellence in all that we do

“.....  
Great school,  
great staff.  
We are very happy!  
.....”

## Our objectives

**Our objectives are linked to our School Business Plan Priority Areas and Department of Education Strategic Directions for Public Schools.**

Our objectives	Business Plan Priority Area
Documented curriculum plan, assessment, and shared pedagogical approaches.	 Excellence in Teaching and Learning
	 Building Leadership Teams
School-based professional learning program developed and implemented that supports the school's identified improvement strategies.	 Excellence in Teaching and Learning
	 Building Leadership Teams
School Improvement Team embedded to oversee and evaluate the effectiveness and impact of the School Business and Curriculum Plans for improving student outcomes.	 Building Leadership Teams
	 Excellence in Teaching and Learning
Grow student voice, leadership, and agency in own learning so students have positive school experiences and can act as partners in school improvement.	 Excellence in Teaching and Learning
	 Positive Climate for Learning
	 Community Engagement in Learning
Continue to build a positive and safe whole school approach to health, wellbeing, inclusion, and engagement.	 Positive Climate for Learning
	 Community Engagement in Learning
Embed evidenced-based whole school approaches and strategies that strengthen teaching, learning and progress of students.	 Excellence in Teaching and Learning
Ensure data collection, analysis, and evaluation of student learning growth over time.	 Excellence in Teaching and Learning
	 Building Leadership Teams
	 Positive Climate for Learning
Maintain positive and engaged partnerships with our families and the wider community.	 Community Engagement in Learning





### Links to Department of Education Strategic Directions for Public Schools

Strengthen support for teaching and learning excellence in every classroom.  
Use evidence to drive decision-making at all levels of the system.  
Provide every student with a pathway to a successful future.

Build the capability of Principals, teachers, and allied professionals.

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Support increased school autonomy within a connected and unified public school system.

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Strengthen support for teaching and learning excellence in every classroom.

Provide every student with a pathway to a successful future.  
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Partner with families, communities and agencies to support the educational engagement of every student.

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Partner with families, communities, and agencies to support the educational engagement of every student.  
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**WE  
BELIEVE...**

Every student,  
every classroom,  
every day!

# East Hamersley PS—We Excel

We achieve this by valuing the following:

## Quality Teaching

Effective teaching is the single biggest determinant of student progress in a school. We are committed to identifying, understanding, and implementing the most effective teaching methods with a high priority given to evidence-based teaching strategies.

## Relationships

Build, develop and maintain quality relationships with students to achieve engagement, self-confidence, and growth as a learner.

## Feedback

We are committed to providing feedback that enables students to understand their learning, track their progress and develop learning goals to achieve measurable growth and learning progress.

## Engagement

A school environment that is fun, safe, supportive and inclusive, where students are more likely to perform better behaviourally, emotionally, and academically. We will foster a culture that is linked to positive relationships and high expectations to build and maintain student engagement.

## Responsive

We hold each other accountable and take collective responsibility for responding to students social, emotional, physical, and cognitive needs and progress. We will be proficient in using school and system data about student achievement to identify and respond to the needs of our students.

## Wellbeing

We aim to develop excellence in our wellbeing program by developing a whole school comprehensive and integrated approach to support students to flourish and be successful in the school environment and wider community.

## Our Staff Values

We believe our culture is the driving force behind achieving outcomes. We aim to be a high performing team where every member not only works for themselves but also for the betterment of the school community.

As a high performing team of educators, we will achieve our goals by fully utilising the expertise and skills of every staff member by being:

- Unified** Trust the strength of our relationship as we head in the same direction, working for the same goals.
- Collaborative** Playing to each other's strengths as we empower, evolve, and grow together professionally.
- Dynamic** Our collective joy and energy stimulates progress, creativity, and innovation of growing minds.
- Community** Caring and connected in partnership. You're welcome with open arms.





# Priority One: Excellence in Teaching and Learning

We believe effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. Every student, every classroom, every day.

Focus Area	What we will do
1.1 Building Practice Excellence	<ul style="list-style-type: none"><li>• Embed consistent explicit pedagogical lesson framework across the school.</li><li>• Ensure whole school approaches are embedded in literacy and numeracy blocks.</li><li>• Implement effective differentiation practises across all years for identified students.</li><li>• School-based professional learning program developed and implemented that supports the school's identified improvement strategies.</li><li>• Continuous improvement in teaching practice is sustained by systematically collecting, analysing, and evaluating teaching practices and student achievement data.</li><li>• Professional Learning Community (PLC) time is collaborative, involving reflection and feedback, and is devoted to challenging and improving teacher practice.</li><li>• Teachers use their knowledge of the history, culture and experiences of Aboriginal people and explicitly use this in classroom practice.</li><li>• Develop and promote innovative and strategic applications of digital technology in the classroom.</li></ul>
1.2 Curriculum planning and assessment	<ul style="list-style-type: none"><li>• Scope and sequence documents exist for all subject areas that align with School Curriculum and Standards Authority expectations.</li><li>• Build upon Digital Technology focus through integrated STEM opportunities across all phases of learning.</li><li>• Moderation of common assessments tasks is embedded in the assessment schedule to inform practice and student growth.</li></ul>
1.3 High impact teaching strategies	<ul style="list-style-type: none"><li>• Continue to embed explicit instruction following "I do, we do, you do" lesson framework.</li><li>• High Impact Teaching Strategies (HITS) are routinely used and visible across all year levels and classrooms.</li></ul>
1.4 Evaluating impact on learning	<ul style="list-style-type: none"><li>• School Assessment schedule supports Teachers to evaluate the impact of teaching and learning.</li><li>• Effect sizes are used to measure student growth and progress over time.</li><li>• Administration, Leadership Team and Teachers will analyse student data to monitor progress and improve responsiveness of teaching and learning practice.</li><li>• Use student voice to examine the impact of teaching.</li></ul>







## Priority Two: Building Leadership Teams

School leadership has the second largest impact on student outcomes in the school, behind teaching quality. Leadership contributes to a school culture where learning can flourish through quality communication, high expectations, collaboration, challenge, trust and support. We aim to create conditions where teachers thrive by building leadership, team capacity, empowerment and collective efficacy based on the school's vision and values.

Focus Area	What we will do
2.1 Instructional and shared leadership	<ul style="list-style-type: none"><li>• Build leadership capacity by creating a culture of empowerment, responsibility, and opportunities for growth at all levels of experience.</li><li>• Leaders to model and demonstrate elevated levels of pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies.</li><li>• Leadership is distributed and centred around developing the capabilities of all members of the school community, including students.</li><li>• School Improvement Team formed to develop, oversee, and evaluate the effectiveness and impact of the School Business and Curriculum Plans.</li></ul>
2.2 Strategic use of resources	<ul style="list-style-type: none"><li>• Integrate student achievement data into target setting, workforce planning, professional development, and strategic resource planning processes.</li><li>• Staff identified to deliver intervention programs using MiniLit, MacqLit and Maths intervention program.</li><li>• Engage the manager of corporate services, leadership team and School Board to ensure that long term financial planning is aligned with strategic direction.</li><li>• Match staff strengths to the diverse needs of students and to achieve school goals.</li><li>• Use Education Assistants more flexibly for point of need support and intervention.</li></ul>
2.3 Vision, values and culture	<ul style="list-style-type: none"><li>• Agreed staff values are embedded in everyday practices of the school.</li><li>• Explicit targets in student outcomes focus the whole school's attention on core learning improvements.</li><li>• Articulate our high expectations, vision and values that reflect the aspirations of the school community.</li><li>• Develop Western Australian Positive Behaviour Support (WAPBS) school behaviour expectations in consultation with students, parents, and staff.</li></ul>



“.....  
Great work by  
amazing teachers!  
.....”





## Priority Three: Positive Climate for Learning

We believe that the school climate impacts a wide range of health and wellbeing outcomes as well as students' motivation to learn and achieve. When students experience a sense of belonging and significance through voice, agency, and leadership, they are likely to articulate their sense of empowerment and school pride. We will continue to build and nurture an inclusive school for all members of our school community.

Focus Area	What we will do
3.1 Student voice	<ul style="list-style-type: none"><li>• Develop a range of informal and formal structures to engage with, listen and respond to student perspectives and feedback for school improvement.</li><li>• Teachers use student feedback to reflect on and improve teaching and learning across the school.</li></ul>
3.2 Student agency	<ul style="list-style-type: none"><li>• Develop visible learners across the school so students understand their learning, track their performance, progress, and develop their own learning goals.</li><li>• Form a student action group to investigate and implement sustainable environmental practices within the School Community.</li></ul>
3.3 Student leadership	<ul style="list-style-type: none"><li>• Provide opportunities for structured models that promote school wide leadership practice.</li><li>• Actively develop leadership skills in all students.</li><li>• Provide opportunities to work with a variety of community stakeholders to practice leadership skills.</li></ul>
3.4 Promoting inclusion	<ul style="list-style-type: none"><li>• Aboriginal Cultural Standards Framework is used to develop a culturally responsive plan for the improved action to build upon existing knowledge and practices.</li><li>• Celebrate, promote, and protect throughout the school our diverse school community.</li><li>• Maintain targeted approaches of MiniLit and MacqLit to engage students identified as being at considerable risk in literacy.</li><li>• Develop a numeracy intervention approach for students at elevated risk in Mathematics.</li></ul>
3.5 Safety, health and wellbeing	<ul style="list-style-type: none"><li>• Continue to embed a whole school approach to health and wellbeing by engaging specialists with a focus on mindfulness and self-regulation.</li><li>• Implement, develop, and embed WA Positive Behaviour Support in consultation with the school community.</li><li>• Create learning environments that promote resilience, optimism, confidence, and self-efficacy.</li><li>• Review "Good Standing Policy" annually with School Board.</li></ul>





## Priority Four: Community Engagement in Learning

As an effective school we establish links and build relationships with a broad range of people and organisations to expand opportunities and improve outcomes for our students. Genuine school/family partnerships are based on trust and mutual respect and support the school's vision and values. They have the greatest impact when they are focused on student learning and wellbeing and underpinned by student agency.

Focus Area	What we will do
4.1 Develop parent, carer and family engagement	<ul style="list-style-type: none"><li>• Embed regular and consistent communication methods through Skoolbag App, Seesaw, newsletter, social media, and school website.</li><li>• Develop communications policy to develop expectations and understandings on school/teacher/parent communication.</li><li>• Deliberate efforts are made to promote, acknowledge, and celebrate school events and successes.</li><li>• Link with P&amp;C to invite parents/carers to termly morning teas.</li><li>• Build upon case management and reporting to parents process to develop understandings of student learning and progress.</li><li>• Develop and implement the ethical and safe use of technology.</li><li>• Ensure the School Board, consisting of staff, parents, and community members, operates at a prominent level as the peak governance group for the school.</li></ul>
4.2 Build community partnerships	<ul style="list-style-type: none"><li>• Build processes through a range of forums for parents to provide feedback to the school to be considered and used to shape future direction.</li><li>• Create opportunities to work collaboratively with local communities, including Aboriginal communities, to address identified student learning and wellbeing needs to enrich learning experiences and opportunities.</li><li>• Improve collaboration with other agencies to enhance our services and support for students with disabilities.</li></ul>
4.3 Networks with schools	<ul style="list-style-type: none"><li>• Develop the STEM Innovation Partnership to embed opportunities for students development and learning.</li><li>• Work with cell cluster schools to create cross school moderation activities using Brightpath.</li><li>• Through the Balcatta Greenwood Warwick Schools Network develop professional learning opportunities in mental health and wellbeing for staff and students.</li></ul>



“.....  
*We are very happy  
with what the school does.*  
.....”



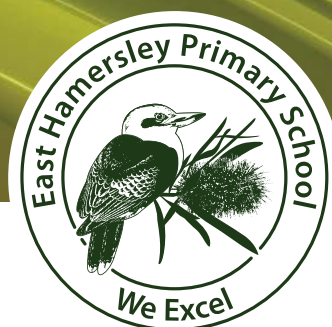
# Targets

- 1 Year 3 and 5 mean NAPLAN performance in all areas will be above 'like' schools (schools with a similar demographic to EHPS).
- 2 Year 3–5 stable cohort progress in NAPLAN writing will be above like schools' progress.
- 3 The percentage of students achieving highly proficient in Year 3 and 5 NAPLAN numeracy, reading and writing is more than 5% above like schools.
- 4 The percentage of students achieving proficient and highly proficient in Year 3 and 5 NAPLAN numeracy, reading and writing is more than 5% above like schools.
- 5 Percentage of students making low to very low progress from PP On Entry Assessment to Year 3 NAPLAN will be less than like schools in numeracy and reading.
- 6 The alignment of student writing A–E grades and NAPLAN will be at or above WA Public School percentages.
- 7 In the National Opinion Parent Survey maintain ratings above a score of 4 in all areas.
- 8 In the Student National School Opinion Survey students will identify a rating of 4+ in relation to:
  - Student Behaviour is well managed at my school.
  - My school takes student opinions seriously.
  - I can talk to my teachers about my concerns.

“.....  
*Awesome teachers, principal,  
deputy principal, office staff,  
cleaners – who all take  
excellent care of the children.*  
.....”



“.....  
*I would strongly recommend  
this school to my friend's kids...*  
.....”



Independent Public School

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