Jarrahdale
Primary School

JOY PRIDE SUCCESS

JARRAHDALE

BUSINESS PLAN 2025-2028

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Respect 🍎 *Responsibility* 🍎 *Kindness* 🍎 *Strive for Success*

Welcome

At Jarrahdale Primary School we are dedicated to delivering an exceptional education, by providing comprehensive support for each child's academic growth and overall wellbeing.

The school prioritises an evidence-based approach to teaching while nurturing students' social, emotional, physical and mental wellbeing, creating a comfortable and safe environment that fosters growth and learning.

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VISION AND VALUES

At Jarrahdale Primary School we are passionate about empowering students to be successful life long learners, who reach their full potential.

WE WILL

- Provide an engaging, supportive, and inclusive learning environment for ALL members of the school community
- Foster meaningful and respectful relationships within our school community
- Work together as a learning community to meet the students' academic, social and emotional developmental needs
- Create a learning environment that promotes resilience, optimism, confidence and self-efficacy
- Care for, interact with and enhance our environment, creating active and considerate citizens
- Promote cultural sensitivity and inclusiveness and welcome all students and their families into our community
- Hold high expectations of staff, students and families in all we do
- Ensure students remain the heart of the school
- Build the capacity of students to be successful learners and active citizens

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QUALITY TEACHING & STUDENT ACHIEVEMENT

At JPS, we foster a shared understanding of student learning and the hallmarks of quality teaching. We maintain high expectations for both staff and student performance, utilising feedback and data to drive continuous school improvement, ensuring that every child makes consistent, year-on-year progress.

TARGETS

- Identify students requiring an Individual Education Plan (IEP) within the first six weeks of each school year, ensuring timely support and tailored instruction.
- Continue the oral language screening for all Kindergarten and Pre-Primary students to identify language delays and ensure timely referrals for appropriate support.
- Deliver targeted literacy intervention for students identified as needing additional support to enhance their learning outcomes.
- increase the percentage of students achieving in the top two proficiency bands (Strong and Exceeding) across all NAPLAN areas.
- Foster collaborative planning, programming, and evaluation processes that empower staff to work together in driving continuous school improvement.
- Utilise data-driven insights to inform decisions on student well-being, achievement, and progress, ensuring targeted and effective future planning.
- Ensure all staff have access to professional learning opportunities that are strategically aligned with the school's priorities.

STRATEGIES

- Hold early intervention meetings with teachers, specialists, and parents to review assessment data and observations.
- Use a digital tracking system to monitor student progress and ensure timely updates to IEPs.
- Schedule dedicated times for oral language screening early in the year.
- Provide training for staff on administering and interpreting the oral language screening tool.
- Establish clear referral pathways for students who require additional support, such as speech therapy.
- Continue to use evidence-based literacy programs that are tailored to intervention students' needs.
- Monitor student progress frequently and adjust interventions as needed.
- Use data from previous NAPLAN results to identify trends and target areas for improvement.
- Provide practice opportunities for NAPLAN-style questions and assessments to build confidence.
- Allocate regular time during staff meetings for collaborative discussions on programming and student progress.
- Encourage peer observations and feedback to enhance teaching practices.
- Use data dashboards to provide real-time insights into student progress and identify trends.
- Involve staff in data discussions to ensure collective responsibility for student outcomes.
- Offer a mix of internal and external professional development opportunities that align with school priorities.
- Encourage participation in webinars, workshops, and courses that focus on evidence-based practices.

RELATIONSHIPS & PARTNERSHIPS

Collaboration and communication across all levels of the school is the key to building a positive school culture and strong relationships. Our students remain at the heart of our school and work is done through consultation and with the support of the community.

TARGETS

- Aim to increase student enrolments each year by enhancing the school's image and community presence.
- Increase the participation of community members and parents in school events.
- Develop and maintain a highly effective School Board and Parents & Citizens Association that actively supports and advances the school's priorities.
- Develop and implement a Reconciliation Action Plan that actively supports national reconciliation efforts with Aboriginal and Torres Strait Islander peoples.
- Inclusivity, diversity and equality is upheld throughout the school community.

STRATEGIES

- Update marketing strategies to highlight the unique strengths and achievements of Jarrahdale Primary School through various channels, including social media, local media, and community events.
- Collaborate with local businesses, community groups, and organisations to raise the school's profile and create mutually beneficial relationships.
- Share testimonials from current parents, students and alumni, along with success stories that highlight the school's impact and strengths.
- Create, launch and maintain a new school website.
- Develop strong parent-teacher partnerships by holding at least two parent-teacher meetings per year to discuss student progress, goals, and strategies for continued growth.
- Promote events through newsletters, social media and local community boards to reach a wider audience and increase attendance.
- Administer an annual survey to parents to gather their feedback on school events and overall engagement.
- Offer continuous professional development opportunities to enhance Board members' skills and knowledge.
- Encourage active participation from parents and community members in P&C activities and school events.
- Use the Department's *Equity, diversity and inclusion plan 2021-2025* to ensure inclusivity, diversity and equality is at the forefront of all our actions, fostering a supportive and welcoming environment that reflects the values and needs of the entire school community.

LEARNING ENVIRONMENT

We provide a successful transition from home to school and beyond, supporting children at each stage of their development to help them reach their potential.

TARGETS

- Continue to implement and enhance wellbeing initiatives.
- Achieve and maintain a school-wide attendance rate that meets or exceeds the state average.
- Continue to use and refine the Positive Behaviour Support (PBS) framework to consistently promote positive behaviour.
- Invest in and enhance school facilities and grounds to ensure a welcoming and adaptive environment that meets the evolving needs of students.

STRATEGIES

- Fully embed wellbeing initiatives into the school's curriculum, focusing on building emotional literacy, resilience, mindfulness, and positive social connections.
- Engage the School Wellbeing Officer to deliver personalised support to students through interventions that enhance emotional resilience and coping skills.
- Monitor attendance data closely and intervene early with students showing patterns of absenteeism, including communication with families and support where needed.
- Strengthen relationships with families to emphasise the importance of regular attendance and address any barriers preventing students from attending school.
- Create individualised attendance improvement plans for students who struggle with consistent attendance, incorporating goals, incentives, and regular check-ins.
- Create PBS Leaders to involve students in promoting and modelling positive behaviours.
- Regularly analyse behaviour data to identify trends and areas for improvement, adjusting strategies as needed.
- Conduct frequent assessments of the school's facilities and grounds to identify and address any issues that may arise.
- Seek additional funding and support from local businesses and organisations, to assist with facility improvements and enhance the learning environment.

LEADERSHIP

We have a shared vision and core values that underpin everything we do.
There is evidence of leadership happening across all levels of the school and we
are committed to continuous improvement and ensuring success for all students.

TARGETS

- Ensure that evidence-based programs are implemented across the school by regularly reviewing and evaluating instructional practices and interventions to confirm their effectiveness and alignment with educational research.
- Develop and sustain whole-school approaches with robust operational plans and policies, using evidence of school improvement to guide continuous progress and inform the next school review cycle.
- Establish and maintain distributed leadership across the school with clearly defined roles and processes to support staff.
- Uphold high expectations for students, staff and the school community.

STRATEGIES

- Schedule meetings for staff to review and discuss the effectiveness of current programs and interventions based on student outcomes and research.
- Provide ongoing training for staff on the latest evidence-based practices and research findings.
- Use data from student assessments, staff surveys, and other relevant sources to inform planning and decision-making.
- Implement a systematic process for the regular review and updating of policies to ensure they remain relevant and effective.
- Actively involve staff in collaborative planning sessions to co-create and enhance whole-school strategies, ensuring broad engagement and shared ownership.
- Provide staff members with opportunities to step into the principal role and take the lead on key projects across the school.
- Ensure that staff members in leadership roles receive the necessary support and resources, including access to relevant documents and ongoing guidance from the principal.
- Recognise and celebrate the successes and achievements of students, staff and the school community.
- Engage parents and the community in supporting the school's high expectations by involving them in goal-setting, progress monitoring and celebrating achievements.
- Encourage school staff to model high expectations through their professionalism, work ethic, and interactions with students and the community.
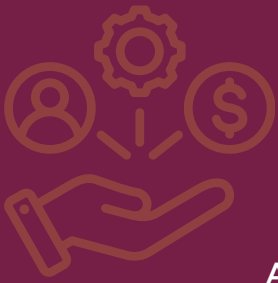
USE OF RESOURCES

As a school we responsibly manage the physical, human and financial resources of the school to support the priorities outlined in the Business Plan.

TARGETS

- Align the budget to fully support and advance the priorities outlined in the Business Plan.
- Strengthen partnerships with community companies to secure resources and financial support for the school.
- Effectively utilise Student and School Characteristics and Targeted Initiatives to meet the learning needs of students.
- Optimise the effective use of the asset replacement schedule to ensure timely and strategic resource management for the school.

STRATEGIES

- Identify key areas within the Business Plan that require funding and allocate resources accordingly.
- Involve key stakeholders, including staff and the school board, in budget discussions to ensure a shared understanding of priorities and transparency in financial decisions.
- Actively seek out and apply for grants, both government and private, that align with the school's priorities, ensuring additional funds are directed towards advancing the Business Plan and supporting the school's needs and priorities.
- Establish regular communication channels with current and potential partners to keep them informed about the school's achievements and needs.
- Ensure open and transparent communications with key stakeholders is upheld.
- Regularly analyse student data, including demographics, academic performance, and engagement, to identify areas where targeted initiatives are needed.
- Ensure that funds from targeted initiatives are used effectively by directing them towards evidence-based interventions that are proven to improve student outcomes.
- Align the asset replacement schedule with the school's budget cycle, ensuring that funds are allocated appropriately and that there are no gaps in critical resources.
- Compliance with Department of Education policy and procedures is adhered to, updated and reviewed consistently.

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