

BUSINESS PLAN

2022 - 2025

“
Students and
learning at
the centre of
all that we do



“
Every student
known, valued
and cared for



“
Every student
successful







KAYA,

It is our privilege to welcome you to Harrisdale Primary School, an Independent Public School. The traditional custodians, the Whadjuk Noongar people, have a strong spiritual connection to the boodja (land) on which Harrisdale Primary School stands. They believe that the Wagyl, a giant serpent, created the rivers and wetlands around the Harrisdale area. We acknowledge and pay our respects to the traditional custodians for the boodja on which we meet, learn and play.

Our school logo symbolises the wings of the Heron, a native wetland bird. The Heron represents the wetlands and our connection to the natural environment on which the school was built. The ripples on the water of the wetlands also represent the cycle of life-long learning. The notion of three - 3 wings, 3 ripples, 3 colours represents the connection and partnerships that exist between the school, the students and the community.

Opening in 2016, Harrisdale Primary has quickly earned a reputation for Excellence, Innovation and Success. You can read about our school in our Annual Report or Public School Review, available on our website.

Our vision of 'Every Student Successful' recognises that all students can, and should achieve success, and that success can be achieved in many different ways. To ensure every student is successful, students and learning are always at the centre of our decision making. Harrisdale Primary is also committed to 'High Quality, High Care' and prioritises that all students are known, valued and cared for.

As you browse through this plan you will read in more detail about the four key areas that drive our school improvement agenda:

- Strong Start, Strong Foundations
- Future Focussed Learning
- High Quality Teaching and Leadership
- Engagement and Partnerships.

Also, the values and expectations that underpin the plan - Excellence, Responsibility, Respect, Resilience and Safety.

We would like to formally thank our students, staff, parents and community for their contributions and input toward our new school business plan. The artwork within the Business Plan has been designed by Rosie Paine (A Noongar/Yamatji/Wongutha artist), Sarrina (Year 6 student) and Ekta Sharma (Parent).

We invite you to join us at Harrisdale Primary School to experience all that we have to offer.



Principal

Central dots represent students at the centre of all we do. The U shaped symbols recognise staff, parents and the community as key stakeholders in student development. The outer edges represent the wetlands on which Harrisdale PS stands.



VISION & VALUES



STRONG START, STRONG FOUNDATIONS

Continue to foster a positive school culture through building relationships, a caring environment and high expectations - academics, behaviour, attendance.

- Learning environments are safe and welcoming
- A strong focus on relationship building (The First 6 Weeks of School)
- A growth mindset is fostered through Positive Behaviour Support (PBS) values time
- Student and staff health and wellbeing is prioritised
- Whole school approach to 123 Magic
- Continuation of PBS
- Classroom Management Strategies (CMS) training for staff
- Rigorous, whole school attendance tracking and processes to capture students at risk

Continue to focus on fidelity to whole-school, connected practice; this includes the Harrisdale Lesson Design, Visible Learning and effective teaching of Literacy and Numeracy.

- Impact Coaching for teachers - Literacy and Numeracy
- Structured Literacy and Numeracy blocks
- Explicit lesson objectives and differentiated success criteria
- Data walls tracking student progress
- A whole school approach to Lesson Design including Literacy and Numeracy warm-ups and explicit teaching
- Align to the Quality Teaching Strategy

STRONG START, STRONG FOUNDATIONS

Continue the provision of evidence-based, targeted intervention and extension strategies for identified students.

- Early identification and intervention of students at risk - intervention and extension/challenge
- Harrisdale Intensive Literacy Support phonics and reading program (Quick 60)
- HPS data overview, school-based and standardised assessments used to identify students at risk
- Learning Support Coordinator employed to support teachers to develop individual education plans and EAL/D progress maps
- Continue full-time extension class - MAG (multi-age grouping)

Promote, monitor and support wellbeing practices school-wide for students and staff with an emphasis on physical, mental and social/emotional wellbeing domains.

- Champion Life daily fitness and wellbeing check-ins
- Provision of varied play experiences in the playground
- Continue to employ and devise social/emotional support programs with the support of School Chaplains
- Promote healthy initiatives and events
- Protective Behaviours lessons



STRONG START, STRONG FOUNDATIONS

Continue to embed the principles and standards of the National Quality Standard (NQS) and Early Years Learning Framework (EYLF).

- Fundamental Movement Skills explicitly taught in the early years
- Provision of inclusive, safe and imaginative play-based environments
- Ensure staffing arrangements and ratios align to NQS
- Engaging, well maintained and welcoming learning environments
- Child agency is promoted through enabling choice, student voice and decision-making
- Engage students, families and the community in K/PP transitions and orientation days

Continue to develop personal interests, alternative pathways, talents and excellence through specialist learning programs (The Arts, Physical Education, French, Drama & Science).

- Continued partnership with Instrumental Music School Service (IMSS)
- Provision of extra-curricular activities
- Opportunities for students to perform and compete



STRONG START, STRONG FOUNDATIONS

Targets

- ① When surveyed, 80% (or above) of students indicate that they agree or strongly agree that teachers care about them.
- ② When surveyed, 80% (or above) of students indicate that they agree or strongly agree that they feel safe at this school.
- ③ Attendance - Continue to align to, or better, like-school attendance.
- ④ NAPLAN - In all areas tested, the stable cohort achievement aligns to, or is better than like-schools.
- ⑤ NAPLAN - In all areas tested, the stable cohort progress aligns to, or is better than like-schools.
- ⑥ 80% of students exiting the Quick 60 program will demonstrate improved progress.
- ⑦ When surveyed, 80% (or above) of students indicate that they agree or strongly agree that they like being at this school.
- ⑧ Continue to maintain NQS verification of 'meeting the standard' in all 7 Quality Areas.



HIGH QUALITY TEACHING & LEADERSHIP



Recruit, induct and retain diverse, passionate and committed, high-quality staff.

- Ensure rigorous and transparent recruitment processes
- Readily available induction and mentoring for new and existing staff
- Staff exit survey feedback will be taken into consideration for future planning
- Ongoing workforce planning
- Align to the Quality Teaching Strategy and continue to build a positive school culture

Provide all staff with opportunities for growth and development.

- Impact and Information Communication Technologies (ICT) Coaching
- Peer Observation and Feedback
- Performance Development aligned to the AITSL Standards
- Support aspirant staff to pursue leadership opportunities, Level 3 Classroom Teacher and/or Senior Teacher status
- Professional Learning differentiated to suit the needs of staff and school

Promote wellbeing practices for staff.

- Explore and design workplace wellbeing practices aligned to research and best practice
- Prioritise and promote staff wellbeing through social gatherings, physical challenges and wellbeing initiatives
- Maintain a Workload Advisory Committee



HIGH QUALITY TEACHING & LEADERSHIP

Identify, develop and provide distributed leadership opportunities for aspirant leaders (all staff).

- Identification and development of high potential leaders through the Future Leaders Framework
- Provision of leadership PL
- Involvement in the Nicholson Network Aspirant Leadership programs and Professional Learning opportunities

Promote a data culture that emphasises robust professional dialogue around student achievement and progress.

- Timetabling includes Collaborative DOTT (Duties Other Than Teaching)
- Year level teams will analyse data to drive discussion on student improvement
- A Data Coach and team will support and guide directions and review of assessment, data collection and analysis
- Moderation processes scheduled
- Review of grade alignment against like-schools

Student voice and leadership opportunities exist to inform directions for school improvement.

- Targeted leadership development opportunities and roles for students
- Students are provided with opportunities to express opinions and guide school direction

Targets

- 9 When surveyed, 80% (or above) of staff indicate that they agree or strongly agree there are opportunities for growth and development at this school.
- 10 When surveyed, 80% (or above) of staff indicate that they agree or strongly agree there are strategies in place at this school to support staff wellbeing.

ENGAGEMENT & PARTNERSHIPS

Draw on the diversity of our multicultural community to build mutual respect, relationships and culturally responsive practice.

- Develop a Reconciliation Action Plan and embed the principles of the Aboriginal Cultural Standards Framework (ACSF)
- Continue to develop culturally responsive practice through delivering Professional Learning and raising awareness

Build partnerships and engage parents, community services, local government and businesses to pursue positive outcomes for students and the school.

- Whole school events that promote community engagement
- Actively encouraging parent and external partnerships with the school
- Maintain an Engagement and Partnerships Team

Encourage and support an active School Board and P&C.

- Engage in P&C meetings and continue to encourage active parent participation
- Maintain strong school governance through an active School Board

Continue to maintain a positive reputation amongst the school community by seeking opinions and acting on feedback.

- Conduct the NSOS on a biennial basis
- Continuation of Communication Strategies and Brand Guidelines

ENGAGEMENT & PARTNERSHIPS

Assist children and families that are identified and need specialist or family support services.

- Partner with local and state-wide services
- Continue to employ School Psychology Services
- Continue to employ School Chaplain Services
- Student Services team will triage support for Students at Educational Risk (SAER). Where necessary, referrals to external agencies will be supported
- Provide opportunities for students with a diagnosed disability to engage with therapists on site

Targets

- 11 NSOS parent response of 80% or above in the category of agree or strongly agree (cultural diversity is valued at this school).
- 12 NSOS parent responses with a rating of 3.7 or above.



FUTURE FOCUSED LEARNING

Continue to promote interdisciplinary learning through an inquiry model, providing learning experiences that promote sustainability, civic responsibility, culturally responsive practices and solutions to real-world problems.

- Embed a whole school inquiry model 'Future Focussed Learning' (FFL) with consideration to the United Nations (UN) Sustainability Goals
- Utilise the Department of Education Sustainability Framework to identify areas for school improvement
- Continue to prioritise Science Technology Engineering and Maths (STEM)
- Embed Aboriginal perspectives and awareness

Continue opportunities for students to deepen learning and develop social/wellbeing and cyber-safety strategies through learning with new and emerging technologies.

- Bring Your Own (BYO) iPad program will continue in Years 3-6
- Focus on high quality pedagogy and integration of technology in all learning areas and year levels
- Cyber-safety strategies are explicitly taught and prioritised

Targets

- 13 When surveyed, 80% (or above) of students either agree or strongly agree that Future Focussed Learning has given them the opportunity to learn about and explore real world problems.
- 14 90% or higher uptake by students in Years 3-6 BYO iPad Program.





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