



# Business Plan Draft



2024-2026





## Acknowledgment of Country

We acknowledge the Whadjuk people of the Noongar nation as the traditional custodians of this country and its waters and that Murdoch University stands on Noongar country. We pay our respects to Noongar elders past and present, and acknowledge their wisdom and advice in our teaching and cultural knowledge activities.



## About us

We are a school steeped in history and have watched the world and environment change around us. Surrounded on 3 sides by nature we are deeply connected to the natural environment that grows with us. We see ourselves as care takers of the native scrublands and our country feel has a well founded sense of community and family. Established in 1980 with two classrooms, we have grown to over 350 students, still a small school by many modern standards

Staff are welcoming, personable professionals, who in the majority of cases, are experienced and long serving in the school and the local community. At Quinns Rocks Primary School we have vision that as a family we will empower tomorrow's leaders, achievers and caring citizens. This is a vision that is built on the moral purpose that every student can achieve no matter their starting place we can get them there!

With a mix of skills and strategies applied throughout the school to meet the need of every student there is something for every student to thrive. Effective instructional practice is our mantra and as we continue to grow in our explicit instructional model we measure our impact through the success we see in students.

Our P and C and School board form a strong basis for our school based governance and ensure our community has a strong voice to take part in active decision making throughout the school.

This Business Plan sets the future direction of our school in the period 2023 to 2025. It has been developed in consultation with our staff, parents and the School Board and will ensure that we will be the best school we can be.

Robert Croft

Proud Principal of

Quinns Rocks Primary School

## Moral Purpose

Every student can achieve and we have the skills, knowledge and drive to ensure that happens

## Vision

*For the future of our students*

As a family we will empower tomorrow's leaders, achievers and caring citizens

## Mission statement

*How we will achieve our vision*

At Quinns Rocks Primary School through a safe and supportive learning environment we will empower students with the skills and tools they need to achieve greatness. Effective, evidence driven practice is our mantra to empower students to take ownership of their own learning journey. We value the connections we build, action through Aspiration and Respect the differences of all

## We Value

# CARM

## We Believe

- In our ability to meet the needs of all students no matter their presentation.
- Building a strong foundation early.
- Building partnerships with parents is vital to development of student education.
- Rigorous authentic assessment as, of and for learning is vital to effective teaching practice.
- Effective differential practice is vital to meeting needs and ensuring more than a years growth of all students.
- Evidence based practice of staff should be consistent and constantly improved while using it to measure our impact
- School should be an enjoying and safe place for all.
- Importance of explicitly teaching social and emotion learning skills and supporting the well being of all.
- Students need to attend school and building attendance is the responsibility of all.



## Strategic Priority 1: Quality Teaching and Learning

We will provide quality teaching and learning underpinned by evidence based practices to maximise achievements within our students. We will work within our sphere of control and influence to positive student outcomes through ownership of our teaching impact

What we will do	What we will see
Develop and embed high impact whole school pedagogical model	<p>3—Staff delivering consistent learning blocks</p> <p>2a— Teachers and students using common language about learning</p> <p>1 —Students actively engaged and empowered with their learning</p> <p>3—Engrain the concepts of an whole school explicit teaching pedagogical model</p> <p>2—Staff commit to the fidelity of whole school programs</p>
Utilise data and evidence to identify students at educational risk, and design strategies to fully immerse and engage students in their learning	<p>6—Staff use SEN planning/assessment to develop Individualised documents plans using SMART targets</p> <p>4—Build opportunities and teaching strategies to extend students drawing on expert coaches i.e PEAC -</p> <p>4, 2a—Create a whole school approach to problem solving and critical thinking—</p> <p>6—Full engagement in whole school assessment schedule and common understanding of the principals of assessment.</p>
Establish a school culture that builds on both internal and external staff knowledge and understanding to maximise their impact on student learning and wellbeing	<p>7—Develop core school beliefs around teaching and learning</p> <p>5—Staff engage in observation are coached and action feedback from peers and instructional leaders</p> <p>7, 3—School leaders and staff engage and utilise documents and resources for Teach for Impact</p> <p>3—Staff draw from school and department policies to inform teaching practice</p>

## Targets

Q1—By 2026 80% of students will be able to communicate various ways in which they receive and action feedback

Q2—By end of 2026 80% of staff will communicate with fidelity agreed whole school programs

Q2.a by 2026 we will move from 3.6 to 4.1 of community school culture survey when asked if staff have a common approach to how students are taught

Q3—By 2026 we will move from 3.7 to 4.5 staff will describe the QRPS instructional model as explicit and have agreement on the features when asked about whol school pedagogical framework in the school culture survey

Q4 –By end of 2026 we will move from 24.44% of students identified above 80% in PEAC testing to 35%

Q5—By 2026 we will move staff response on school culture survey from 3.0 to 4.1 when asked if they use classroom observation feedback as a valued opportunity for reflection and goal setting

Q6—By 2026 students will make expected year on year progress in line with operational targets.

Q7— By 2026 we will move staff responses on school culture survey from 3.4 to 4.0 when asked if they have set goals for themselves aligned with AITSL contextual to QRPS



## Strategic Priority 2: Learning Environment

Quinns Rocks Primary provides a school environment that is safe and supportive to foster confident, resilient and caring students. Our culture of continuous rigours improvement underpins our confidence to take a risk and try new things.

Picture here?

What we will do	What we will see
Provide a school and classroom environment where students feel safe and supported to ensure maximum educational impact	<p>LE1—Staff and community collaborate to develop and embed a behaviour policy that aligns with updated DOE recommendations , developing whole school restorative practice, student responsibility and resilience</p> <p>LE3—Collaboration with parents to understand the needs and interests of the students</p> <p>LE2—Create an empowered and intellectually stimulating environment for students that support learning</p> <p>LE1,2—Implement evidence based differentiated teaching practice strategies for all students</p> <p>LE6—Integrate sustainability into schools vision of empowering caring citizens</p> <p>LE2—All staff taking responsibility to maintain regular attendance</p>
Adopt a multi-tiered approach to support SAER and wellbeing	<p>LE5—Collaboratively develop and finalise SAER policy and clear tiered intervention.</p> <p>LE8, 1—A well being and Social Emotional Learning (SEL) program across all years</p> <p>LE7—Create opportunities for staff to interact socially</p> <p>LE7—Organisational structures support our improvement agenda</p>
Self reflective and collaborative school culture	<p>LE7— Thorough induction process for all new staff members</p> <p>LE7—Develop mindsets and skills that align to effective collaborative practice</p> <p>LE8—Executive leaders empower stewardship of strategic priorities</p> <p>LE7—Recruitment practice will prioritize those with high quality instructional practice and strong interpersonal skills</p> <p>LE8—Create an approach to staff health and wellbeing</p>
Create a culturally safe environment	<p>LE3—School leaders and staff collaborate to develop a Reconciliation Plan to acknowledge and celebrate diversity</p> <p>LE5,7—Ensure EALD policy, resources and recommendations are adopted into school planning and teaching pedagogy</p>

LE1—We will move students from 53.97% achieving consistently to 65% achieving consistently in reporting to parents by 2026

LE2—We will move our regular attendance rate from 61 % to 65% by 2026

LE3—By 2026 we will move from 2.8 to 3.5 on community school culture survey when asked if teachers create learning experiences that are culturally responsive and connected to the local context

LE4—By 2026 we will move from 2.9 to 3.5 through community school culture survey when asked if there are effective pastoral care processes in the school

LE5—By 2026 we will move from \_\_\_\_ to \_\_\_\_ SEN goals achieved each semester

LE6—By 2026 we will move from 5.58KG of Waste to 3.0KG waste when measured in waste wise audit

LE7—By 2026 we will move from 4.1 to 4.3 when staff are asked if they are supported to practice self-care in the school culture survey

LE8—By 2026 we will move from 3.82 to 4.0 and 3.7 to 3.9 when measured on the student and staff Be you survey

### Strategic Priority 3: Relationships and Partnerships

We see relationships to core to our success as a family. We will continue to foster and develop relationships with staff, students and their families and wider community organisations to enhance the learning experience and support growth in student outcomes while empowering ownership of parents in educational practice.

What we will do	What we will see
Create good governance by work collaboratively with our School Board and P&C	R1—School Leaders will P&C to develop clear roles and responsibilities to maximise their capacity to support school initiatives R4, 2—Induction and operating processes are clear and transparent R5. 1—School leaders and Boards work towards rebranding and marketing of the school, to build on school enrolments
Collaborate with Networks both internally and externally	R4—All staff to engage with school networks to share knowledge to enhance practices to enhance student achievement R4, 3—Teachers moderate with network of schools to build authentic connections, opportunities and validation of teacher judgement R2, 3—Staff to explore additional effective collaborative structures to build student achievement R4—School to engage with RUMA network in network projects and external partners (e.g. Go Bananas) R2—Staff and community will demonstrate professional actions and judgements in line with Code of Conduct, Professional standards and Connect and Respect framework
Work with parents and students as partners to enhance engagement and experience	R2—Teachers utilise communication structures to foster effective feedback on student achievement R2,3—School leaders and staff build student capacity to develop learning goals and reflect on their learning R1, 4—Foster a culture of belonging through our vision and actions R2—Engagement in teacher, student, parent conferencing structures R6—Embed culturally responsive practice to build two way partnerships with Aboriginal families R2,2—Effective parent and student engagement is the responsibility of all staff

R1—By 2026 we will move from 3.4 to 4.0 through the community school culture survey when asked that the school board values the opinion of the community when big decisions need to be made

R2—By 2026 we will move from 3.6 to 4.0 through the community school culture survey when asked if they are provided with opportunities to actively engage in their Childs education

R3—By 2026 we will move from \_\_\_ to \_\_\_\_\_.In collaborative reflection against the engaging and working with your Community Framework

R4—By 2026 90% of LOC leaders will be able to tie external partnerships they are participating in to improved student outcomes for our students

R5—By 2026 we will move from 65% out of area enrolled students to 50% out of area enrolled students.

R6—By 2026 we will have moved from 2.9 to 3.5 in school culture survey when the community responds that staff have positive relationships with Aboriginal students, their families and the local aboriginal community

## Strategic Priority 4: Leadership

School leaders will advocate the schools vision and mission to provide clear understanding, direction and moral purpose, while displaying the attributes of effective leadership. We will take accountability for projects in our care and learn from reliable data evidence when making decisions.

What we will do	What we will see
Have a clear direction for future improvement	<p>L2, 4—Strategic priorities, directions and plans are clearly evident in classroom practice and planning</p> <p>L4, 5—School leaders, staff and students using consistent language about effective improvement and goals</p> <p>L2—Develop and embed a consistent communication policy and structure</p> <p>L6—Ensure resource allocation is aligned to planning and student need whilst looking for opportunities to build opportunities for improved learning</p> <p>L1—Build on the preconditions for and model of change as part of specific improvement agenda</p>
Ensure best practice across the school	<p>L1, 2—School leaders and staff ensure consistent planning, delivery and assessment lesson blocks of the curriculum across the school.</p> <p>L2, 3—Leaders and coaches regularly visit classrooms</p> <p>L3—Embed a productive performance development culture with a focus on student achievement and integrity</p> <p>L1, 2 —Create structure for teachers to easily share and collaborate on planning across year levels</p>
Authentic connection with leadership opportunities	<p>L1, 2, 3,5—Distributed leadership structure creates opportunities for aspiring staff with a focus on high impact teaching</p> <p>L6—Student elected leaders are developed through clear responsibilities and roles. This will include induction processes</p> <p>L6—Selection, approach and focus are aligned to the effective attributes and skills of leadership</p>

L1—By 2026 we will move from 3.9 to 4.5 in staff school culture survey when asked if school leaders identify develop and support leaders at every level of distributed leadership structures

L2—By 2026 we will move from 3.3 to 4.0 in the staff school culture survey that school leaders address issues with staff who are not meeting expectations and additional support is provided

L3—By 2026 80% of staff will successfully achieve at least one performance development goal aligned to school priorities and measured through improved student achievement

L4—By 2026 80% of staff and 60% of students will be able to articulate the a —schools vision, b—moral purpose and c—mission statement

L5—By 2026 we will move school grade alignments to meet operational targets

L6—By 2026 100% of identified leaders will take action in line with effective leadership skills and attributes



## School Self—Assessment Cycle and conceptual model

The school will use the Department of Education’s Electronic School Assessment Tool to self-assess performance annually in our strategic priority areas. The school will host a director and a principal peer reviewer from the Department of Education’s Public School Accountability team for a validation visit within the duration of this business plan. The report from this review will be published on our website



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