



Forrestdale
Primary School

October 2023

Forrestdale Primary School

Draft Business Plan 2023 – 2026

Our school's business roadmap

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Principal's Statement

Thank you for taking the time to view our Forrestdale Business Plan. The purpose of this plan is to guide our school community to achieve our school mission.

Developing this Business Plan has required rigorous professional reflection from staff, students, and our school community. In this instance, we thank everyone for their valued contributions to our Public School Review, which informed our main objectives.

You may note that Health and Wellbeing, English and Mathematics are emphasised throughout this plan. This is based on data analysis and will be driven by a dedicated staff, united in their commitment to inspire, create, excel, and care! We are keen to do all this in partnerships with families and the community, being responsible to ensuring our students engage in inspired learning, and that we remain respectful of our wonderful natural environment and celebrate our valued diverse cultures.

In enabling this Business Plan, we look forward to working with our community, families, staff, and students, with the vision to provide the best possible learning experience for all our students.



School Governance

Our Forrestdale Primary School Board works with the school community to oversee that performance indicators within this Business Plan are met, ensuring good school governance. This means that school resources will be used efficiently, community expectations are respected, and the school's priorities reflect the needs of students so students can achieve their best outcomes.





Our mission...

Forrestdale Primary School **inspires confident** and creative learners, **cultivates academic** excellence and nurtures health and wellbeing. We foster a culture of **resilience, respect, and responsibility**, where students embrace nature and experience a sense of belonging.

Our vision...

A culture of confidence, working together to:

**Inspire, Create,
Excel and Care**



Our values...

Respect

Responsibility

Resilience

Caring relationships and partnerships

Main Objective:

Forrestdale values strong and harmonious relationships, understanding all members of our community have a significant role in our ongoing success at Forrestdale Primary School.

Our main objective is to create the conditions for staff, students, and families to be happy and proud; valuing each other's contributions and sustaining an inclusive, supportive, and harmonious learning environment that focuses on student's wellbeing, safety and creativity.

To achieve this, we will:

- Promote and support the health and wellbeing of students, staff and community using the School Improvement Tool.
- Continue effective communications and build on our communications policy.
- Continue to advocate the importance of attendance and communicate attendance percentages with families.
- Establish parent liaisons who support our P&C and school priorities.
- Clearly outline our improvement priorities in English, Mathematics and Health and Wellbeing, and celebrate these as a whole school.
- Continue to make connections with the wider community.
- Continue to make connections and work with outside agencies.

Performance Indicators:

Student, parents and staff surveys indicate increasing satisfaction in alignment with improvement strategies

'Be You' and/or Friendly Schools Plus surveys are implemented with all students

Attendance processes are transparent

School celebrations



Inspiring learning environment

Main objective:

Forrestdale Primary School has stunning surroundings, unique and expansive playgrounds, Noongar trails and creative learning areas.

Our main objective is to further embed the Department of Education frameworks & standards, and enable student voice to guide their learning, supporting them to thrive.

To achieve this, we will:

- Further embed the Aboriginal Cultural Standards Framework, including progressing the connection with local shires and their existing or developing Reconciliation Action Plans.
- Focus on the National Quality Standards (NQS) to guide inclusive and safe indoor and outdoor learning environments.
- Ensure processes are in place to support a happy and healthy learning environment where students engage in intentional play-based learning.
- Seek further opportunities to incorporate student voice in the design of their learning, enabling students to expand and enrich their purposeful, personal, social, cultural, and aesthetic experiences through rich language and literature.
- Mathematics will be purposeful and provide students with the opportunity to be creative problem solvers

- Facilitate creativity, inquiry, and imagination through rich learning experiences.
- Continue to commit to our common language and agreed approaches to restorative behaviour management processes.
- Create and implement a Grounds Committee and subsequent plan heading into the next 5 years.

Performance Indicators:

Ongoing monitoring, using the NQS Reflection Tool, to ensure FPS meets all the elements of the NQS standards.

Annual playground audit to ensure compliance and suitable collection of areas across diverse students' developmental phases and needs.

An established Grounds Advisory Committee to create a grounds plan in alignment with an inspiring learning environment.



Supportive leadership

Main objective:

Our main objective is to nurture and sustain a high performing leadership team who are committed to building trust and helping colleagues. Leaders are committed to professional development of themselves, and all staff, to enable success for the school.

To achieve this, we will:

- Maintain strong Governance at Forrestdale in partnership with the FPS Board and P&C.
- Support the success of Forrestdale PS as a Professional Learning Community (PLC).
- Identify aspirants and build their capacity using Future Leaders Framework in alignment with Australian Institute for Teaching and Leadership Standards (AITSL).
- Continue to develop our leadership model, with the vision to provide purposeful leadership opportunities.
- Oversee the provision of a professional learning schedule that supports whole school improvement plans and strategies.
- Enable leaders to create and implement improvement plans in the priority areas, ensuring all staff are well resourced to meet the objectives within these whole school improvement plans.
- Develop capacity for instructional coaching, peer observations, impact coaching and mentoring in priority areas.
- Engage with networks.

Performance Indicators:

School Improvement Tool (tracking milestones in priority areas and demonstrating the effectiveness of the Distributive leadership model)
Professional Learning Communities (PLCs) embedded.
Meeting minutes.



Aligned resources

Main objective:

Forrestdale Primary School focuses on students and their needs when resourcing. Our main objective is to empower staff to be financially literate and ensure resourcing is aligned to our priority areas.

To achieve this, we will:

- Optimise finances & resourcing to support the implementation of the English, Mathematics and Health & Well Being (H & WB) plans.
- Target resources that promote dynamic and evolving literature to enable FPS learners and educators to connect to diverse rich texts.
- Provide high quality professional learning (PL) to build Instructional Leadership and improve teachers understanding of H & WB, English and Mathematics, including peer observations & sharing around particular focus areas.
- Ensure the cost centre budgets reflect resourcing as identified in School Improvement Plans.
- Continue to supply collaborative DOTT for Phase of Learning Teams.
- Sustain the implementation of intervention programs.

Performance Indicators:

Completed Health & Wellbeing plan that engages all staff, indicated in a National Schools Opinion Survey (NSOS).

Milestones in School Improvement Tool will be met in a timely manner.



Quality educators

Main Objective:

Our Teaching Quality is driven by educators who commit to Professional Learning Communities. Our main objective is to improve student's performance and proficiency in English and Mathematics while enabling our educators to focus on student data, identifying students' strengths and weaknesses while using a whole school approach.



Quality educators

To achieve this, we will:

- Use Professional Learning Communities to implement Health & Wellbeing strategies reflecting our school plans, values, and the WA Curriculum.
- Engage in Performance & Development processes that are linked to whole school improvement and AITSL Standards.
- Engage in high quality professional learning linked to our schedule.
- Maintain and monitor National Quality Standards (NQS) to ensure continued improvement across the school.
- Encourage connected curriculum to engage students in rich and complex vocabulary.
- Ensure educators understand and embed 'Teaching for Impact' in their performance to ensure students have the best opportunities to achieve.
- Continue to create conditions where educators are confident in running intervention programs.
- Continue to embed DOE recommended literacy practices and programs.
- Embed numeracy practices, programs and mathematical proficiencies.
- Promote Mathematics as purposeful while providing students with the opportunity to be creative problem solvers.
- Engage in intentional play to facilitate creativity, inquiry, problem solving and imagination.
- Provide PL to Specialist Teachers allowing them to thrive in their specialist area, and value the impact it has on our students.
- Enable ECE Educators to review the Early Childhood philosophy with a focus on Teaching for Impact, NQS, EYLF and best practices.

Performance Indicators:

- FPS Parent Survey
- Staff Performance and Development SMART Goal.
- Intervention progress data
- Assessment Schedule & data
- School Improvement Tool



Excellent student achievement & progress

Main objective:

Student achievement and progress at Forrestdale Primary School is consistent and ambitious. Data drives student improvement.

To achieve this, we will:

- Focus on student data, identifying students' strengths and weaknesses and committing to an agreed whole school approaches.
- Value student autonomy and voice.
- Tracking student achievement for intervention, and for extension, of learning opportunities.
- Analyse Norm reference assessments for lines of inquiry and gap analysis using disciplined dialogue.
- Review and use data to monitor progress and set targets in PLCs.
- Administer the Screens of Communication Skills (SOCS) assessment in Kindy and maintain an early intervention process within the Student Services Team.

Performance Indicators:

Student NSOS
Assessment Schedule Data
Elastik
NAPLAN
On-Entry
SOCS
SAER Overview





Every student, every classroom, every day!

