

# School Business Plan 2024-2026

ASPIRE • CONFIDENCE • RESPECT





# OUR VISION

In a rapidly changing world, we are committed to creating an environment where students have the opportunity and desire to become aspirational, confident and respectful learners.

# OUR BELIEFS

At Edgewater Primary School we believe:

- We are a learning community with the common goal of fostering the physical, emotional, social, and cognitive domains of every child.
- All stakeholders share responsibility for learning by building the knowledge of the community and the wellbeing of all.
- Within the school environment everyone has the right to feel safe, secure and valued.
- Everyone has the right to engage in positive learning activities.
- Children have the right to learn, and teachers have the right to teach.
- Children learn and develop at different rates, and in different ways.
- Successful children and staff are aspirational, confident and respectful.

## CONTEXT AND SCHOOL SELF ASSESSMENT

Kaya / Hello

Edgewater Primary School is located on the traditional lands of the Whadjuk people of the Noongar Nation. We pay our respects to Whadjuk ancestors, and to their elders past and present.

Edgewater Primary School is an Independent Public School which has provided quality education since 1983. There is strong collaborative partnership between the School Board, Parents and Citizen's Association, school staff, parent body and the broader community. Many families have retained ongoing links with second generation returning to the school.

This plan details the five strategic priorities intended to have maximum impact on overall school performance in both academic and non-academic areas. The school is looking to the future to ensure that our young people thrive in a time of rapid social and technological change - Alice Springs (Mparntwe) Declaration.

Our Business Plan has been developed collaboratively with our community; school leaders, the School Board, staff, students and parents. It is underpinned by five strategic priorities:

1. Learning Environment - Culture and Care
2. High Quality Teaching and Learning
3. Relationships and Partnerships
4. Inspiring Leaders
5. Use of Resources

Kim Perkins  
Principal





# EVERY STUDENT, EVERY CLASSROOM, EVERY DAY

The school will use the Department of Education's Electronic School Assessment Tool to self-assess against the following six domains.

The school will host a Director from Public School Accountability, and a peer reviewer for a validation visit in 2026 in the final year of the Business Plan.

## Learning Environment – Culture and care

What we will do	What you will see	School Targets
Maintain a culture of high support in the health and well-being of students and staff.	<p>School chaplain services maintained.</p> <p>Resources from the Be You initiative used to support staff, students, and families.</p> <p>The continuation of case management approaches to support Students at Educational Risk (SAER).</p> <p>Support staff in developing differentiated plans for SAER students.</p> <p>Revision of SAER policy and procedures.</p> <p>Implement the South Australian (SA) Health and Well-being census for students in Year 4-6.</p> <p>Education assistants used to support academic and wellbeing learning of students.</p>	<p>Maintain established student and staff initiatives.</p> <p>All staff are familiar with SAER processes at EPS.</p> <p>SAER Policy revised by end of 2025.</p> <p>SA Health and Well-being census implemented 2024-2026.</p>
Use Early Years Learning Framework and National Quality Standards (NQS) to inform best practice.	Cycle of review using NQS in K-1 Phase of Learning (POL) Team.	Achieve 'Met' on annual reporting of NQS.
Develop learning environments that incorporate Aboriginal and Torres Strait Islander (ATSI) cultural understandings.	<p>QR codes and learning journey through bushtucker garden.</p> <p>Establishment of outdoor classroom (Yarning Circle).</p> <p>Maintenance of bushtucker gardens.</p>	By 2025, Yarning Circle/ Outdoor Classroom established.
Use student voice to inform school improvement.	A document that explains how student voice influences school operations in different contexts.	Student survey data to indicate 4.0 or greater for 'My school takes student opinions seriously'.
Support families to improve student attendance.	Case management approach for identified students.	Overall attendance rate to be 90% or above.

# Teaching Quality –

## High quality inclusive teaching and learning

What we will do	What you will see	School Targets
Develop successful lifelong learners guided by the Department of Education's Quality Teaching Strategy.	<p>System and school data informing planning and student tracking.</p> <p>Low variability teaching across year levels evidenced in collaborative planning documents.</p> <p>Consistent use of whole-school pedagogy (methods of teaching).</p>	<p>The percentage of students in 'Strong' and 'Exceeding' categories to be at or above like schools in NAPLAN.</p> <p>90% of students make 'Moderate' or better progress in NAPLAN between Year 3 and Year 5.</p> <p>90% of students show progress in PAT stanines each year in Reading, Mathematics and Science.</p> <p>By 2026, school mean to be at or above like schools in Spelling and Grammar in NAPLAN.</p> <p>Students identified in 'Needs Additional Support' in Year 3 NAPLAN to be 'Developing' or better in Year 5 NAPLAN.</p>
Focus on a collaborative performance and development (P&D) culture that is valued by staff.	<p>Teachers using the collaborative teaching sprints approach to support professional development.</p> <p>Data discussions to continue as part of P&amp;D cycle.</p> <p>Opportunities for coaching conversations and classroom observations.</p>	<p>Staff survey data to be 4.0 or higher for 'I receive useful feedback about my work at this school'.</p>
Use technology to drive pedagogical innovation.	<p>Strategies to optimise use of technology across the curriculum explored.</p> <p>The development of ICT capabilities checklists for Year 2, 4 and 6.</p> <p>Student engagement in BYOD program in Year 4-6.</p> <p>Maintain Banks of iPads available from Pre-Primary - Year 3.</p>	<p>80% of students assessed as proficient against ICT Learning Continuum.</p>





# Inspiring Leadership

What we will do	What you will see	School Targets
Build the capability of our Principal and middle leaders to drive school improvement.	Participation of principal and staff leaders in the Department of Education's Leading Cultures of Teaching Excellence program.	Completion of participation in three-year program by end of 2025.
Maintain opportunities for staff leadership.	Continue distributed leadership practices. (e.g. Curriculum leaders, Phase of Learning Leaders, Year Level Leaders, Leaders of Student Teams). Staff undertaking higher duties (targeted projects). Participation in Joondalup Learning Community Future Leaders Framework.	Staff aspirations and innovations are nurtured and supported.
Maintain opportunities for student leadership.	Continued student leadership practices. Students attending leadership events. Processes developed for easier communication between students and student leaders before meetings.	Student survey data demonstrates that student leaders: - feel they have contributed to the school. - have improved confidence in their leadership skills.

# Relationships and Partnerships

What we will do	What you will see	School Targets
Work in partnership with the School Board to provide effective governance.	Regular review of School Board processes through self-assessment survey. Induction of new members. Curriculum leaders presenting to school board.	Maintain membership as stated in Terms of Reference.
Work in partnership with the Parents and Citizens Association.	School working alongside the P&C to achieve common outcomes for students and families.	National surveys reflect parent and community satisfaction.
Continue to develop the school community's knowledge and understanding of ATSI people, culture and history.	Staff engagement with Aboriginal Cultural Standards Framework – Relationships. Integration of sustainability and bushtucker gardens evident in teacher planning. The reconciliation action plan committee supporting the school's culturally responsive practices.	All staff understand the Relationships domain of the Aboriginal and Cultural Standards Framework.



# Use of Resources

What we will do	What you will see	School Targets
Identify and apply for relevant grants that promote cross curriculum priorities.	Applications submitted for key projects or tasks where applicable.  (e.g. Partnership Acceptance Learning Sharing (PALS), Sustainability, Arts, Sports, Languages).	School budget increased to add value to curriculum areas.
Prioritise resource acquisition to improve priority areas.	The school community working in partnership with the Department of Education and the community on attaining funding to upgrade the undercover area.  Enhanced collaborative and flexible learning environments.	Aspirational: undercover upgraded by 2026.  By the end of 2026, three or more classrooms furniture upgraded.  All cluster doors painted and labelled.  The completion of the outdoor yarning circle.
Workforce planning addresses identified needs in both teaching and non-teaching staff.	The school staffed to meet student needs and Department of Education requirements.	Breadth of skills across staff.



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