

NORTH BALGA PRIMARY SCHOOL



BUSINESS
PLAN
2025 - 2028

Vision

Creating A Brighter Future For All

Values

Excellence

Continually challenge ourselves to achieve our potential
Acknowledge and nurture individual goals and aspirations
Value, promote and celebrate progress

Commitment

Believe in ourselves and our ability to achieve our goals
Provide quality teaching, nurturing environments and abundant opportunities
Commitment to developing and sustaining relationships and partnerships

Respect

Take ownership of our choices and represent our school with pride
Value and promote inclusivity
Demonstrate empathy and kindness in support of each other



Context



North Balga Primary School takes pride in its flexible and engaging programs, and its multicultural environment, and continually strives to achieve excellence in the academic, social, emotional, behavioural and sporting aspects of school life. We encourage children to persist and commit to giving their best effort at all times, supported in a mutually respectful environment.

Our school is enriched by its cultural diversity, with 9% of Aboriginal background and 66% of children having English as an Additional Language or Dialect. All children, learn in a safe, inclusive learning environment where their unique skills, needs and talents are embraced, celebrated and supported.

Our staff has a strong sense of a shared common purpose. Our school is fortunate to have dedicated, caring, passionate and collaborative staff committed to making a difference to the children in our care. Our staff are deeply committed to continually improving their practice and they are empowered to deliver excellence in teaching. They value the support and partnership they receive from the parent community, as it safeguards the precious relationship between teacher, student and parent.

Our school thrives on strong partnerships between home, school and external agencies that enable our students to value learning and to achieve their personal best. Our culture of high performance and high care and building on strength means we treat each child as an individual and encourage them to reach their full potential, including the support and extension of children. We respond to the needs of our local community and we measure our success not only by achievement, but also by the measure of growth in each individual.

Grant Kennedy, Principal



School Board

As the Chair of the School Board, I am proud to present this business plan for North Balga Primary School. Our school is dedicated to providing an enriching and supportive learning environment for all students, fostering their academic, social, and personal growth. This plan outlines our vision for the future of our school, focusing on improving the quality of education, enhancing student well-being, and ensuring long-term sustainability.

Our commitment is to create a school community where every student is encouraged to reach their full potential. With a dedicated team of educators, staff, and involved parents, we aim to continue providing innovative programs and resources that meet the diverse needs of our students. This business plan is a roadmap for achieving our goals, aligning resources effectively, and building strong partnerships within our community.

We believe that with collaboration, creativity, and a clear vision, we can build a brighter future for our students and make North Balga Primary School an even greater place to learn and grow. Thank you for your continued support as we work together to achieve our shared goals for the success of our school and its students.

Sincerely,
Wayne Morling
Chair, School Board



Priority One

Quality Teaching and Learning: Pathways to a bright future

Targets

60% of Year 3 stable cohort to make moderate to very high progress in Numeracy On Entry to Year 3 NAPLAN

60% of Year 3 stable cohort to make moderate to very high progress in Reading On Entry to Year 3 NAPLAN

80% of Year 3 students achieve developing or above proficiency in NAPLAN Numeracy, Reading and Writing

60% of Year 5 stable cohort to make 'Moderate' to 'Very High' progress in Numeracy NAPLAN Year 3 to 5

60% of Year 5 stable cohort to make 'Moderate' to 'Very High' progress in Reading NAPLAN Year 3 to 5

60% of Year 5 stable cohort to make 'Moderate' to 'Very High' progress in Writing NAPLAN Year 3 to 5

80% of Year 5 students achieve developing or above proficiency in NAPLAN Numeracy, Reading and Writing

Meet and maintain all NQS Quality Areas

All teachers to meet and maintain AITSL Teaching Standards

Non-teaching staff to meet and maintain Job Description (JDF) descriptors

What we will do

Strengthen Early Childhood Education

Embed whole-school practices

Focus on structured play-based learning for students in K-2

Improve the outcomes of our Aboriginal and English as a Second Language or dialect

Disciplined dialogue of data used to measure impact of teaching programs

Increase our understanding of inclusion to better support students with disability and/ or complex needs (Focus 2025)

What you will see

- Early screening of new enrolments
- Support early intervention prior to formal schooling
- Review of numeracy practices in the Early Childhood
- Whole school approaches to planning, teaching and assessment
- Data is used to identify students at risk and inform teaching practice
- Explicit teaching of phonological, phonemic awareness and phonics in K-2
- Heggerty implemented to enhance phonemic awareness
- NQS Audit to drive planning
- Strengthen staff knowledge of the Science of Reading
- A strong focus on the explicit teaching of Literacy and Numeracy
- Integration of digital technologies and STEM to enhance learning outcomes
- Monitoring the effectiveness of new assessment tools
- Review and implement Aboriginal Cultural Awareness Plan
- Planned performance development

Priority Two

Supporting Staff and Student Wellbeing:
Building a resilient school community

Targets

Improve the percentage of students in the regular attendance category between 2025 – 2028

Aboriginal attendance rate to be above 'Like Schools'

At risk students receive intervention and support

Maintain positive school culture as measured by the DoE School Survey (2025)

Create shared understanding of how school staff can best contribute to the mental health and wellbeing of students, as described in Student Wellbeing and Care: Future Directions (Focus 2025)

What we will do

Improve student attendance and engagement

Foster and promote health and wellbeing for students

Foster and promote health and wellbeing for staff

Whole-school focus on student services

Student Services Team engage with outside agencies

Staff will implement Berry Street Education Model

Staff and students engage in BeYou Survey

Continue to implement workload reduction initiatives that enable a focus on teaching and learning (Focus 2025)

What you will see

- Monitor school attendance on a regular basis and develop plans for students 'at risk'
- A high care culture based on strong individual case management
- High expectations modelled by staff in all school activities
- Sustain planning and communication for students in care of the Department of Communities
- Weekly Student Services meetings to target individual and family support
- Biannual report published by Student Services Team outlining engagement with students and community
- Maintain a whole-school focus on the schools' three values – Excellence, Commitment and Respect
- Resources targeted to employ Student Services Support Officer and School Chaplain
- Develop Psychosocial Risk Management Plan
- All staff trained in the Berry Street Education Model
- Maintain a whole-school approach to behaviour management restorative practices aligned with Berry Street Education Model

Priority Three

Inspiring Leadership:
Creating leaders of tomorrow

Targets

Staff aspirations and skillsets are supported through targeted performance development

Distributed leadership is evident across the school

Evidence of student voice in school

What we will do

Ensure we are a responsive organisation for now and into the future

Strengthen operational teams

Provide opportunities for student leadership

Provide opportunities for staff leadership roles

Provide effective governance and accountability to the DoE

What you will see

- Identify and develop leadership potential across school staff
- Operational leaders follow Operational Leader Roles and Responsibility document
- Capacity of Learning Area Leaders developed through professional learning
- Maintain Graduate Mentor program
- Audit of staff professional learning to align with school programs and teacher effectiveness
- Improved communication from Board to Community
- Improved engagement and effectiveness of the School Board as per Board Survey Data

Priority Four

Meaningful Community
Partnerships:
Fostering strong relationships

Targets

Maintain the positive school culture of the school as measured by the DoE School Survey (2025)

High level of parent and community involvement

Strengthen partnerships with local Aboriginal Communities and Organisations

What we will do

Strengthen relationships between school and families

Foster and promote health and wellbeing for the school community

Teachers implement Berry Street Education Model

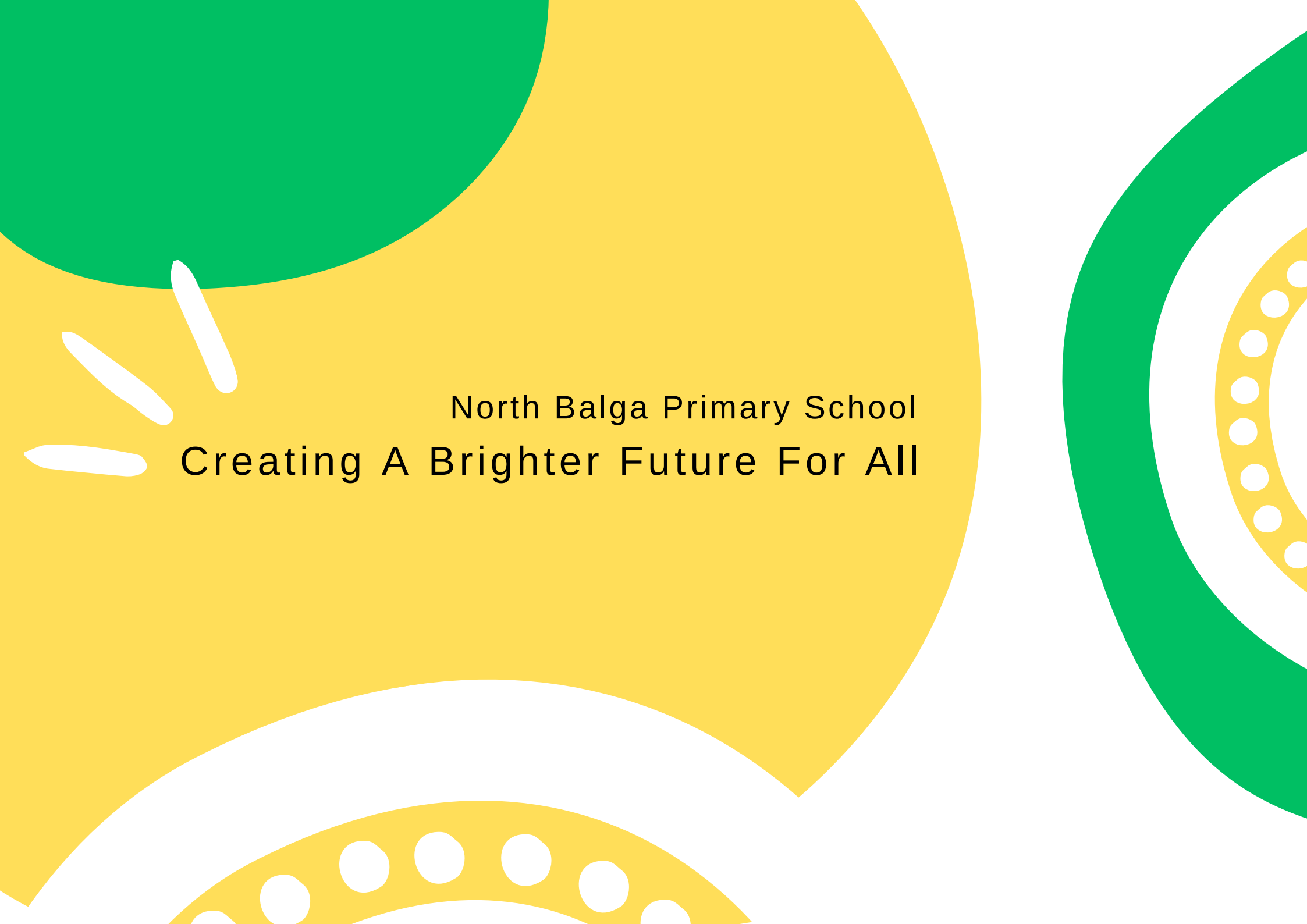
Collaborate with the Swan Network of schools

Foster partnerships with external agencies

Explore external opportunities to enhance student development

What you will see

- Resourcing of Student Support Officer and School Chaplain to support students and families identified as 'at risk'
- Promote and encourage the community to participate in school activities
- Promote school community roles and encourage participation
- Review of the Health and Wellbeing Plan
- Provide parent workshops to support priority areas
- Promote learning and collaboration with the Swan Network of schools
- Productive collaborative partnerships with external partners



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