Falcon Primary School

Business Plan

2025

2027

Falcon Primary School

SAILING TO SUCCESS

Inspiring Growth. *Empowering Success.*

Falcon Primary School

Mission Statement

Our mission is to nurture and inspire every child to become lifelong learners who contribute positively to society.

Our Vision

Our vision is to be a school of high expectation and opportunity, where students reach their full potential.

We aim to provide a learning environment where student achievement and progress is cultivated through high impact teacher practice and collaborative stakeholder relationships.

A balanced and comprehensive curriculum will support our students' academic, creative, social and emotional growth.

Inspiring Growth.
Empowering Success.

Show Respect | Own Responsibility | Act Safely | Rise with Resilience

S O A R

PRIORITY AREA **1** **Teaching Quality**

We aim to establish a consistent, evidence-based instructional model that enhances teaching quality, fosters professional growth, and improves student achievement through data-driven practices.

FOCUS AREAS	What we will do
Consistent Low Variance Teaching Practices and commitment to whole school approaches	• **Use Teaching for Impact** to engage staff in establishing shared beliefs about teaching and learning. • Implement a **whole-school Instructional Framework** to ensure consistency across classrooms. • Ensure consistent use of **Engagement Norms** in every classroom. • Ensure consistent use of **Daily Reviews** in every classroom. • Establish a common **Lesson Design** for all classrooms. • Embed the Instructional Framework into **staff induction processes.** • Implement common **Literacy and Numeracy Block structures**. • Develop a whole-school approach to teaching **Reading Comprehension** and **Reading Fluency** via evidence based programs.
Collaborative Planning and Data-Driven Instruction	• Utilise **common DOTT time** to enable collaboration and shared planning of year level curriculum and assessments. • Use **data-driven discussions** to align student achievement with instructional planning. • Strengthen **moderation processes** to ensure consistent judgements. • Establish assessment processes to support **longitudinal data tracking.** • Standardise the **Talk for Writing approach** within year levels, from model text to moderation. • Create **Scope & Sequence for odd years Talk for Writing.** • Ensure consistent implementation of **Soundwaves.** • Ensure consistent implementation of Letters & Sounds using the **Letters and Sounds Lesson Design.** • Develop **common PowerPoints** via collaborative planning for Letters and Sounds including a bank of **Daily Review templates** and **video examples.**
Building Staff Capability through Professional Learning	• Complete the **Shaping Minds Research to Impact program** to improve instructional effectiveness. • Provide **ongoing staff workshops** to consolidate our instructional model. • Train staff in **DIBELS assessment** to support intervention in Reading. • Provide **ongoing professional learning in whole-school programs** for new staff and refresher training for existing staff. • Engage staff in **instructional coaching** to refine teaching practices. • Utilise external **instructional coaches (Shaping Minds)** to support staff capability. • Maintain **school-based instructional coaches** with **a structured coaching schedule** including **demonstrations of model lessons.** • Monitor **staff feedback** from surveys to inform level of whole school implementation of the instructional model. • Build **staff capacity in data analysis** to inform planning and improve instructional effectiveness. • Investigate **Talk for Reading** and trial in selected classes in 2025 for possible implementation 2026.

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2 # Leadership

We aim to lead change and improvement through a clear vision, strategic alignment, instructional leadership, and a culture of accountability to enhance student outcomes.

FOCUS AREAS	*What we will do*
Strategic Vision and Alignment	• Participate in the **Leading Cultures of Teaching Excellence program** to strengthen leadership in instructional practices. • Ensure the **school's vision, priorities, and direction** align with the Department's expectations. • Promote a **shared vision of high expectations** for student learning and growth. • Develop an **Early Years shared vision** in consultation with teachers and administration.
Evidence-Based School Planning	• Use **data and evidence** to inform school planning and decision-making. • Engage in **Shaping Minds Research to Impact Professional Learning** for all staff (2024-2025) to strengthen evidence based teaching practices. • Use PAT, Letters & Sounds, On Entry, NAPLAN, and DIBELS **data to inform instructional planning** at whole school, class, group, and individual levels.
Change Management and Continuous Improvement	• Implement low-variance, high-impact instructional practices through in-class **coaching and feedback cycles.** • Provide opportunities for staff to demonstrate accountability in whole-school programs through **performance management processes.** • Train and support **Instructional Coaches** to deliver professional learning, in-class coaching, and feedback. • Increase the number of **Letters & Sounds trainers** to support staff with implementing synthetic phonics.
Instructional Leadership and Staff Capability Development	• Resource **Instructional Coaches** to provide professional learning, demonstration lessons, and in-class coaching. • Establish **Talk for Writing champions** to support staff in consistent program implementation. • Provide **training for Instructional Coaches** to ensure alignment with school-wide pedagogical practices. • Provide **structured peer observation** opportunities for teachers to observe high-impact instruction. • Document an agreed **coaching process and timeline** to support ongoing professional growth and development. • Measure implementation of instructional strategies through **staff surveys and a high impact monitoring tool.** • Continue to **develop teacher leaders** and maintain a **distributed leadership structure** and **leadership meetings.**
Performance Feedback and Professional Growth	• Ensure **Performance Management processes** begin early Term 1. • Ensure **Performance Management Agreements** include a goal for all teachers related to **Instructional Framework strategies.** • Ensure Performance Management Agreements to include a goal for teachers based on **student performance data** (PAT, Letters & Sounds, On Entry, NAPLAN, DIBELS). • Ensure **superordinate or peer observations** linked to whole-school pedagogy/instructional goals. • Ensure teachers provide **data as evidence of improvement** based on Performance Management goals. • Engage staff in **Shaping Minds Research to Impact Professional Learning workshops, demonstrations and coaching** to support growth.

PRIORITY AREA **3** **Learning Environment**

We aim to create a safe, inclusive, and engaging learning environment by promoting positive behaviour, supporting diverse student needs as well as enhancing student and staff wellbeing.

FOCUS AREAS	What we will do
Safe, Inclusive, and Culturally Responsive Learning Environment	• Revisit the **Aboriginal Cultural Standards Framework** and upskill staff in their knowledge and integration of culturally responsive perspectives in the curriculum via HASS and Science. • Explore **renaming of buildings and/or factions with Aboriginal names.** • Celebrate our cultural diversity through **Harmony Day and NAIDOC Day** activities. • Provide **targeted support for our EALD** learners. • Explore more structured use of AIEO to **support Aboriginal students.** • Increase **engagement with local Aboriginal community** via AIEO. • Incorporate **play-based learning** in a balanced curriculum for Kindergarten and Pre-Primary.
Student Behaviour, Attendance, and Engagement	• Implement **Positive Behaviour in Schools (PBS)** to provide consistent school-wide behaviour expectations. • Ensure a consistent approach to behaviour management through **1,2,3 Magic and Emotion Coaching.** • Provide teachers with **CMS coaching** for behaviour management support via CAT trained staff. • Develop and monitor **attendance strategies** to increase the rate of regular attendance. • Consolidate student wellbeing and behaviour support into an **integrated whole-school approach.** • Implement **Zones of Regulation** across the school with a common language to support student regulation and improved behaviour. • Implement **consistent routines, expectations and Engagement Norms** to positively impact on behaviour and engagement. • Provide **positive reinforcement for 90% or greater attendance** to increase our rate of regular attendance. • Organise **games and clubs** at break times to positively engage students. • Schedule **Block Assemblies** to promote positive behaviours and consistent expectations.
Support for Students at Educational Risk (SAER)	• Increase resourcing for the **Student Support Coordinator** role to provide increased support to students, staff and families to better cater for diverse learning needs. • Strengthen **identification, support, and monitoring processes** for SAER. • Document and implement, with fidelity, a comprehensive, whole-school, evidence-based **response to intervention program,** to provide tiered support for SAER. • Implement **Letters & Sounds intervention**. • Implement **Bond Blocks intervention**. • Increase **intervention for students in Year 3-6.** • Implement **DIBELS** to identify students at risk in literacy. • Provide staff with **professional learning in supporting diverse learning needs.**
Physical Environment Enhancements	• Replace existing **fencing** to provide a more safe and secure environment for students. • Create a **student services hub** to co-locate school Psychologist, Chaplain, Student Support Coordinator and AIEO to improve **triaged support** to students. • Create a **sensory area** within the student services hub to support student self regulation. • Refurbish the **library** to create a modern and engaging learning environment. • Provide **additional nature play** areas to increase positive behaviour in the yard. • Continue to **refresh classroom furniture** to provide an engaging learning environment. • Increase **PBS visuals and signage in the yard.** • Ensure consistent **environmental print in classrooms** to support Social Emotional Programs and the Instructional Framework.
Student Voice	• Actively **include student voice** in school decision-making. • Engage the **student council in P&C meetings** to increase student voice in fundraising initiatives. • Promote **Junior Council participation** to increase student leadership opportunity within the community.
Health and Wellbeing of Students and Staff	• Identify and address **learning needs** that impact student wellbeing and achievement. • Implement **Zones of Regulation** to support student regulation and wellbeing. • Resource the new **digital curriculum** for Zones of Regulation to reduce teacher workload. • Promote an **active social committee** to foster positive staff relationships and wellbeing.

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4 # Student Achievement & Progress

We aim to enhance student achievement and progress through consistent data-driven assessment, targeted interventions, and evidence-based decision-making to ensure sustained academic growth.

FOCUS AREAS	What we will do
Data-Driven Assessment and Planning	• Implement the **whole-school Assessment Schedule** consistently across classes and year levels. • Include scheduled assessments on the staff term planner to support consistent implementation. • Conduct **regular discussions on student progress,** ensuring **data-informed decision-making.** • Implement **DIBELS testing, student monitoring, and individual improvement planning** across all year levels. • Review and refine **school-based assessments** to build **longitudinal standardised data sets** for tracking student progress.
Accountability and Evidence-Based Decision-Making	• Establish **shared ownership for student achievement** across the school. • Ensure **Performance Management processes** focus on student achievement data at the **class and individual student level.** • Collect and use data from **On Entry, Letters & Sounds, DIBELS, NAPLAN, Brightpath, PAT, and Sound Waves testing** to inform whole-school, cohort, and individual planning. • Further utilise this **data to evaluate the impact of teaching and learning programs** on student achievement and progress. • Conduct an **annual review of the Assessment Schedule** to ensure its effectiveness in tracking student progress.
Literacy and Numeracy Achievement	• Implement **targeted intervention,** including Bond Blocks and Letters & Sounds. • Ensure whole-school implementation of **DIBELS testing** to monitor improvement in Reading Fluency. • Evaluate the **Soundwaves Spelling Program** and explore **alternative programs** to enhance literacy outcomes. • Use **PAT Adaptive, PAT Linear and Brightpath assessments** to monitor student growth over a 12-month period, reflecting teacher impact. • Maintain **Literacy and Numeracy Committees** to support curriculum implementation, moderation, and grading processes.
Moderation and Teacher Judgement Consistency	• Establish **formalised moderation processes** using **Brightpath for writing and mathematics.** • Use **School Curriculum and Standards Authority (SCSA) Judging Standards** to ensure consistent grade allocation. • Embed **Common Assessment Tasks (CATs) and moderation processes** across year levels. • Conduct year level **Brightpath Numeracy and Writing moderation via CATs each term.**

PRIORITY AREA # 5 # Relationships & Partnerships

We aim to foster a collaborative, respectful, and inclusive school culture by strengthening staff relationships, enhancing communication, engaging parents and the community, and developing sustainable partnerships that support student success.

FOCUS AREAS	What we will do
Collaboration and Professional Relationships	• Foster shared responsibility for student success through a **collaborative teaching** culture. • Strengthen **staff collaboration** through structured professional learning and coaching aligned to whole-school priorities (Engagement Norms, Daily Review, Lesson Design, Talk for Writing, Letters & Sounds). • Facilitate **peer observation and professional dialogue** to promote best practices and consistency in teaching. • Ensure **leadership, instructional coaches, and teachers collaborate** to embed high-impact, low-variance practices across all year levels. • Reinforce **Workplace Norms** in staff meetings and professional learning to maintain a high-performing, professional team culture. • Ensure Kindergarten and Pre-Primary teachers use the **National Quality Standard, Early Years Learning Framework, and the Kindergarten Guidelines** to guide collaborative planning.
Respectful and Inclusive School Community	• Foster a **positive, inclusive school culture** where all staff, students, and families feel valued. • Engage Aboriginal students and families through **culturally responsive practices** that enhance belonging and success. • Provide professional learning on **inclusive, trauma-informed practices** to support diverse student needs. • Promote **well-being and positive relationships,** ensuring students feel safe, supported, and empowered.
Effective Communication with Stakeholders	• **Streamline communication** to keep staff, students, and families informed without overload. • Strengthen use of **multiple platforms** (website, SMS, social media, face-to-face) to boost **parent engagement.** • Develop and share a **communication policy** outlining expected communication. • Ensure staff deliver **consistent messages** on school priorities and expectations.
Parent and Community Engagement	• Strengthen the role of the School Board in providing governance and strategic direction, via **formal training** to promote a greater understanding of their roles. • Engage families as active partners in learning through **parent teacher meetings, interviews, case conferences and reporting** • Actively seek and respond to **parent and carer feedback** to enhance school operations. • Maintain **school events** that foster stronger parent and community connections, such as assemblies, performances, RU OK? Day, Harmony Day, NAIDOC Day and special events. • Encourage broader **P&C membership** to ensure sustainability.
Sustainable Community Partnerships	• Develop and maintain **partnerships with local businesses, government agencies, and service providers** to enhance student learning opportunities and provide targeted support services. • Strengthen connections with **community organisations** to offer student mentoring such as EdConnect and Story Dogs. • Engage with **external stakeholders** in **supporting school initiatives,** including Halls Head College **STEM programs** and City of Mandurah **leadership development opportunities** for students. • Continue to engage an **Outside School Hours Care** (OSHC) provider as a mutually beneficial arrangement of use of school facilities in return for a contracted fee.

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6 Use of Resources

We aim to ensure financial, human, and physical resources are strategically allocated and managed to support school improvement, high-impact teaching, and long-term sustainability.

FOCUS AREAS	What we will do
Strategic Financial and Resource Management	• **Align budget and resource allocation with strategic objectives** outlined in the Business Plan and Public School Review recommendations. • Continue to establish **reserve accounts** for technology, facility upgrades, and curriculum resources to support long-term resource sustainability and renewal. • **Prioritise funding for Professional Learning in literacy, numeracy and instructional initiatives,** (eg Shaping Minds, Talk for Writing, DIBELS, and Letters & Sounds).
Targeted Funding to Support Student Learning	• Resource **a Student Support Coordinator** to oversee Disability Resourcing and Learning Support, ensuring effective intervention and accommodations for students with disabilities and learning difficulties. • Use **Student Characteristics and Targeted Initiative funding** to implement structured intervention programs (eg Bond Blocks, Letters & Sounds, Reading Fluency). • Maintain **ongoing funding for Instructional Coaching** to ensure consistency in high-impact teaching practices.
Workforce Planning and Management	• **Align workforce planning** with school priorities, ensuring staff expertise supports strategic objectives in literacy, numeracy, explicit instruction and inclusion. • Consider **staff skills, experience, and professional learning needs** when recruiting new staff and allocating professional development opportunities. • Strengthen leadership capability by developing instructional leaders and **resourcing instructional coaching** to support whole-school pedagogical consistency.
Governance and Transparency	• Engage the **School Board in financial oversight,** via regular reporting to the Board, demonstrating alignment between budgeting, resource allocation, and student achievement goals. • Ensure the **Finance Committee** plays an active role in monitoring expenditure and ensuring resourcing aligns with priorities.
Sustainable Asset and Resource Planning	• Implement **a structured replacement and maintenance plan** for key assets, and ICT infrastructure to ensure long-term sustainability. • Ensure **resource management** supports school improvement initiatives, including evidence-based programs, professional learning, and student support services. • Allocate funds for **ongoing playground upgrades.**

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Our Targets

2025 2027

1. Year 3 and 5 comparative achievement in all NAPLAN areas is within +0.5 or above standard deviations of expected performance.

2. Year 3 and 5 student achievement in all NAPLAN areas is at or above Like Schools.

3. Student achievement in PAT-R and PAT-M assessments will be at or above the norm referenced mean.

4. At least 60% of students will achieve proficiency in the Year 1 Phonics assessment.

5. The school overall Attendance Rate is at or above Like Schools and WA Public Schools.

6. The rate of Regular Attendance is at or above Like Schools and WA Public Schools.

7. School satisfaction as measured by students, parents and staff in the National School Opinion Survey mean scores are at least 3.5 out of 5.

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Acknowledgement of Country Falcon Primary School respectfully acknowledge the past and present traditional custodians of this land on which we learn, the Bindjareb Noongar people. It is a privilege to be learning on Bindjareb Noongar country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together - Australia.