



**YARRALINKA**  
PRIMARY

"Young people, big potential"



# **BUSINESS PLAN**

2021-2024



## CONTEXT

Yarralinka Primary School opened in 2021 as an Independent Public School and is located in the rapidly growing suburb of Southern River.

The school will open in two stages - Kindergarten and Pre-Primary students in 2021, expanding to cater from Kindergarten to Year 6 in 2023.

We have an outstanding team of staff who share a commitment to our school vision and working in partnership with our school community.



## VALUES

Seeking Yarralinka excellence through the three R's:

- Respect
- Responsibility
- Resilience

Respect is centred on ensuring we treat ourselves and others with kindness and care.

Responsibility focuses on ensuring we are making good choices.

Resilience is about our ability to bounce back and try again in all areas of our learning.

**VISION** "We are committed to developing the whole child through collaboration and authentic partnerships."

**MOTTO** "Young people, big potential"

# SELF-ASSESSMENT CYCLE

The embedding of reflective self-assessment processes are a fundamental part of the planning and improvement cycle at Yarralinka Primary School.

Our self-assessment process involves gathering appropriate data within agreed timelines, analysing the collected data and making judgements about our performance.

Our self-assessment processes are centred on the six areas of the Department of Education's School Improvement and Accountability Framework, which are:

- Relationships and Partnerships
- Student Achievement and Progress
- Leadership
- Teaching Quality
- Learning Environment
- Use of Resources



# STRATEGIC PRIORITIES

We have engaged in consultation with staff, parents and the school board to set the strategic direction of our school as outlined in this plan. Through this process we have identified three strategic priorities which are outlined below.

## EXCELLENCE IN THE WHOLE-CHILD

We seek to adopt consistent whole school approaches in our curriculum delivery that is centred on evidence-based research, data analysis, our whole-child philosophy and students reaching their full potential.

## COLLABORATIVE AND INNOVATIVE STAFF

We are committed to excellence in quality teaching and whole-school leadership principles. Our collective approach is built upon trust, professional growth and a positive team ethos.

## CONNECTED AND AUTHENTIC PARTNERSHIPS

We embrace the cultural diversity and strengths of our local school community. Authentic two-way communication and partnerships form the basis for sustaining student success.



## STUDENT IMPROVEMENT TARGETS

- By the end of 2024 the school will achieve a rating of “meeting” in at least five of the quality areas within the National Quality Standards framework.
- By the end of 2024 the school will achieve a median score of at least 4.3 in all question areas of the National School Opinion Survey amongst all three survey groups.
- Over the period 2022-2024 the percentage of students that are classified with a regular attendance rate (90%) is at or above that of like schools.
- By the end of 2024 the mean score for Yr 3 NAPLAN reading, writing and numeracy will be at or above that of like schools.
- Over the period 2022-2024 the school will achieve targets set in operational plans relating to numeracy, reading, writing and phonological awareness.
- By the end of 2024, the mean score for Year 2-6 students in the ACER Social-Emotional wellbeing survey will be at or above that of all schools.

# STRATEGIC PRIORITY 1- EXCELLENCE IN WHOLE-CHILD FOCI

## Whole-school curriculum delivery

### Strategies

- Implement whole-school approaches towards literacy, with an emphasis on reading, writing and oral language.
- Implement whole-school approaches towards numeracy, with an emphasis on problem solving skills.
- Develop and implement a whole-school lesson framework based on the principles of explicit teaching.
- Develop and implement scope and sequence curriculum documents to support the consistency of teaching across the school.
- Establish a remote learning plan that is responsive to the needs of the school community.
- Provide opportunities for students to engage in all areas of the Western Australian curriculum to support the school's focus on the whole child.



## Supporting our students

### Strategies

- Implement a whole-school approach towards social and emotional learning based on the Second Step programme.
- Develop and implement a whole-school approach for students with English as An Additional Language/ Dialect.
- Implement a whole-school attendance plan and strategies that support a high expectations culture.
- Adopt consistent whole-school approaches for supporting Students At Educational Risk, which includes case management approaches and school intervention models.
- Develop a co-constructed play approach for Kindergarten- Year 2.
- Develop a respectful, high expectations culture based on the school values and positive behaviour support framework.
- Develop and implement a whole-school National Quality Standards plan.

# STRATEGIC PRIORITY 2- COLLABORATIVE AND INNOVATIVE STAFF

## Professional Growth

### Strategies

- Align staff professional learning to the strategic and operational needs of the school.
- Cultivate a culture of peer observations, feedback and coaching to support professional growth of high quality teaching practices.
- Implement Performance Development processes to support and strengthen staff capacity of high level instructional strategies and skills.
- Implement staff induction and ongoing support processes that are centred on clear expectations, school priorities and desired school culture attributes.

## Professional Leadership Culture

### Strategies

- Establish collaborative team structures which are focused on classroom and curriculum teaching.
- Adopt the work of Patrick Lencioni as the leadership philosophy / culture and practices relating to whole-school staff leadership.
- Develop staff as leaders; distributed leadership and opportunities for curriculum, year level and aspirant leadership.
- Develop and implement approaches to support staff health and wellbeing.



## STRATEGIC PRIORITY 3

### - CONNECTED AND AUTHENTIC COMMUNITY PARTNERSHIPS

#### School community participation

##### Strategies

- Establish a school board which is focused on strong governance and reflective of the school community's aspirations.
- Establish a P&C Association which is focused on working in partnership with the school.
- Utilise the Aboriginal and Cultural Standards Framework to support school enrolment and new family induction processes that are culturally responsive to the needs of the school community as the school grows.
- Communicate regularly via various platforms to engage and inform our school community, including school successes.



#### Supportive school partnerships

##### Strategies

- Work in partnership with the South East Education Corridor network to support the sharing of best practices.
- Build collaborative partnerships with external agencies that focus on enhancing the educational outcomes of our students.
- Encourage the establishment of a Playgroup by the school community within the school's facilities.
- Implement initiatives that seek to work in partnership with parents within the educational process.
- Seek opportunities for students to engage with and give back to the wider community (e.g. performances, charity etc).



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