

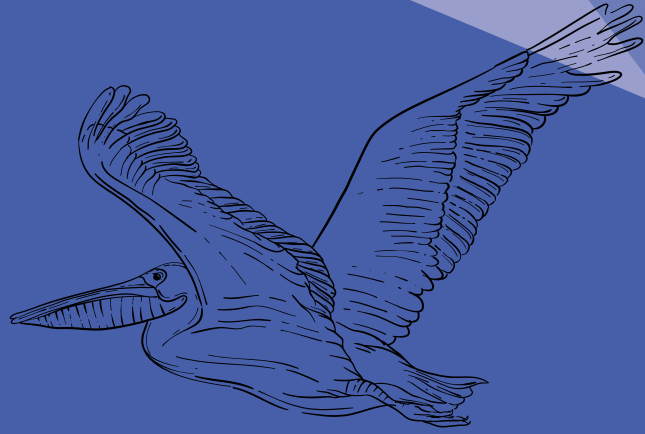
SHELLEY
PRIMARY SCHOOL



SCHOOL BUSINESS PLAN

Shelley Primary School
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2024 - 2027



Our Vision

is to inspire a passion for learning



Education Department WA Priorities 2020 - 2024

Strengthen support for teaching and learning excellence in every classroom.

Use evidence to drive decision-making at all levels of the system.

Provide every student with a pathway to a successful future.

Support increased school autonomy within a connected and unified public school system.

Build the capability of our principals, our teachers, and our allied professionals.

Partner with families, communities, and agencies to support the educational engagement of every student.



School Priorities 2024 - 2027

Our school will provide the best opportunities for our students when...

CLASSROOM DIRECTION

All staff and students demonstrate a commitment to improving their own and others' wellbeing.

Staff commit to improving practice through high-level data analysis, coaching, collaboration and modelling.

Teachers have high expectations and a broad range of high impact strategies to drive student progress.

ORGANISATION DIRECTION

The wellbeing of everyone in a safe and encouraging school environment are prioritised as pre-conditions for improvement.

Rigorous monitoring of student progress; allocating human, physical and financial resource to maximise impact.

All staff and students commit to financial and digital citizenship.

PARTNERSHIP DIRECTION

The school board and P&C partner with the school to elevate community perception and support wellbeing.

The school supports increased parent/carer involvement in classroom activities

The school partners with external agencies to offer opportunities that match community expectations.





EXCELLENT TEACHING

- Explicit social skills education
- Rigorous synthetic phonics
- Maths and reading fluency
- Collaborative practice
- Support for differentiation
- Data Analysis
- Regular reflection

+

PROACTIVE LEADERSHIP

- Honest two-way feedback
- Effective resource management
- Collaborative change management
- Student voice
- Improved data monitoring and communication
- Provision of extra-curricular opportunities

+

DYNAMIC PARTNERSHIPS

- Community group partnerships
- Parent support in classrooms
- Improved community feedback
- Staff engagement with school community groups

=

SUCCESSFUL STUDENTS

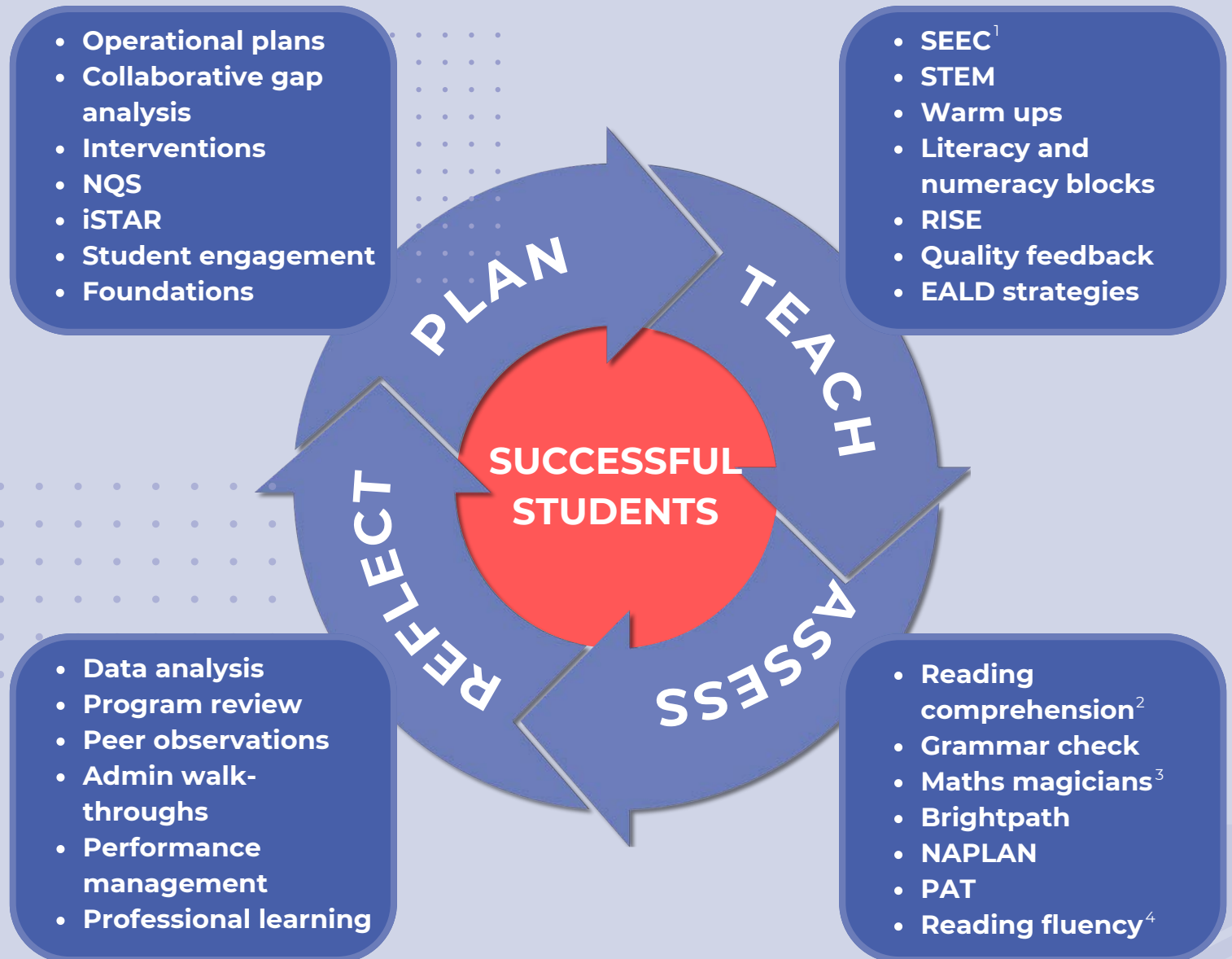
- Respectful and resilient citizens
- Self-motivated and successful learners
- Efficient and effective communicators
- Digitally and financially literate
- Emotionally regulated



SHELLEY
PRIMARY SCHOOL
An Independent Public School

QUALITY TEACHING CYCLE

Shelley Primary School staff have adopted a common approach to teacher development that is geared towards continuous improvement. This pedagogical model outlines the provision of quality education as a natural outcome of engagement with the Plan, Teach, Assess and Reflect cycle.



The cycle sees teachers planning lessons after reflecting on data from formative and/or summative assessments. Teachers reflect on assessment and observation data to grow their practice. While the phases generally follow on as per the diagram (above), the reflection phase can, and should, occur at multiple places in the cycle.

Confidential observation and feedback processes, alongside rigorous review of our programs and practices, are intended to support the reflection phase and drive improvement across the other phases.

¹Shelley Extension & Enrichment Classes

²Data obtained through Literacy Pro, Letters and Sounds, running records, On Entry and SOCS

³Maths fluency and speed

⁴Sight Words mapped out to Year 2

1 CLASSROOM DIRECTION

- ✓ All staff and students demonstrate a commitment to improving their own, and others' well-being.
- ✓ Staff commit to improving practice through high-level data analysis, coaching, collaboration, and modelling.
- ✓ Teachers have high expectations and a broad range of high impact strategies to drive student progress.

2027 CLASSROOM TARGETS

By the end of 2027, from our stable cohort of students, we expect:

1	50%	Of students achieve above expected social-emotional wellbeing scores on PAT.
2	80%	Of students agree that student behaviour is well managed at SPS in the 2026 Student Survey.
3	100%	Of staff agree that student wellbeing needs are being addressed.
4	90%	Of students to achieve PAT (Years 2 – 6) and NAPLAN (Years 3 and 5) scores above the Australian mean.
5	60%	Of students achieve in the top 20% NAPLAN Numeracy, Reading and Writing.
6	95%	Of Year 4-6 students complete a financial literacy project.
7	SPS mean writing scores in Brightpath are higher than All Schools mean scores in narrative (25%) and persuasive texts (40%).	



1 CLASSROOM DIRECTION

STRATEGIES TO ADDRESS CLASSROOM TARGETS

STRATEGIES		TIMELINE
1.1	RISE program continues with the addition of mindfulness into everyday practice	Sem. 2 2025
1.2	Teachers complete one mindfulness exercise each day	Sem. 2 2025
2.1	Term One student survey re behaviour and wellbeing	Annually
2.2	Student leaders, with guidance, design survey items for year 5 & 6 peers	Annually
3.1	SAER program expands intervention for students in PP-2 in Reading based on assessment data	Every term
3.2	Resources allocated to support access to curriculum including EAL/D	Every term
4.1	Excellence in Teaching committee monitors all phases of the Letters and Sounds Phonics program	Ongoing
4.2	Assessments completed in Terms 1, 2, 3 and 4 to ensure earlier intervention	Annually
5.1	Shelley Extension & Enrichment Classes (SEEC) expands to include Year 3	Sem. 1 2024
5.2	Maths Magicians to commence in Term One and continue in each term for all Yr 1 – 6 students	Term 1 2024
6.1	Semester Literacy and Numeracy targets set and monitored from K – Year 6	Sem. 1 2024
6.2	Reading and Numeracy assessment data shared with parents	Sem. 2 2025
7.1	Increase PL for staff on innovation and entrepreneurship	Even Years
7.2	Allied Professionals trained to support early intervention programs and data input	Ongoing



2 ORGANISATION DIRECTION

- ✓ The well-being of everyone in a safe, encouraging school environment is prioritised as a pre-condition for improvement.
- ✓ Rigorous monitoring of student progress; allocating human, physical and financial resources to maximise impact.
- ✓ All staff and students commit to financial and digital citizenship.

2027 ORGANISATION TARGETS

By the end of 2027, from our stable cohort of students, we expect:

1	100%	Of stable cohort students retain their good standing every year.*
2	100%	Of students in years 4 – 6 participate in Bring Your Own Device (BYOD).
3	95%	Of staff are satisfied with the feedback provided by their line manager regarding work at SPS.
4	85%	Of students achieve 'Consistently' on the Attitude, Behaviour and Effort (ABE) domains annually.
5	100%	Of classroom teachers and administrators complete WH&S checklists annually.
6	90%	Of parents agree that SPS teachers provide useful feedback about their child's schoolwork.
7		A range of STEM competitions/clubs are offered across years 3 – 6 every term.

Stable cohort refers to students that have been enrolled at this school for at least two years.



2 ORGANISATION DIRECTION

STRATEGIES TO ADDRESS ORGANISATION TARGETS

STRATEGIES		TIMELINE
1.1	Review and update Good Standing rewards and procedures	Sem. 1 2025
1.2	RISE artefacts (e.g. Success Ladder) profiled at assemblies, parent evenings and in classrooms	End 2024
2.1	BYOD Program expands to include all Year 4 – 6 students	Full implementation by Sem. 1 2026
2.2	School retains a store of devices to ensure 100% participation	
3.1	Performance Development meeting with line manager every semester	End 2024
3.2	Development of informal staff wellbeing program	End 2025
4.1	Whole school approach to ABE data developed and implemented	End 2025
4.2	Whole school attendance strategy increase mean attendance to 95%	End 2026
5.1	Consolidation of health & wellbeing procedures ensure staff and students work in a safe space	2025
5.2	Regular report to the board on risk management prepared by staff	Sem. 2 Annually
6.1	Structured whole school approach to sharing student assessment data with families	Sem. 2 2025
6.2	Developmentally appropriate assessment rubrics implemented	Sem. 1 2025
7.1	Upgrade of STEM Lab to accommodate more Digital Technology projects and competitions	Every semester
7.2	Development of informal staff wellbeing program	End 2024



3 PARTNERSHIP DIRECTION

- ✓ The school board and P&C partner with the school to elevate community perception and support wellbeing.
- ✓ The school supports increased parent/carer involvement in classroom activities.
- ✓ The school partners with external agencies to offer opportunities that match community expectations.

2027 PARTNERSHIP TARGETS

By the end of 2027 we expect:

1	100%	Of board members have engaged in governance training.
2	70%	Reduction in usage of electricity from the grid.
3	70%	Of families surveyed have discussed the success ladder with their children.
4	80%	Of parent/carers surveyed understand the role and function of the board.
5	50%	Increase in professional learning provided by external agencies.
6		External providers have enhanced opportunities for students in core learning areas.



3 PARTNERSHIP DIRECTION

STRATEGIES TO ADDRESS PARTNERSHIP TARGETS

STRATEGIES		TIMELINE
1.1	Online training accessed by all new board members, tracked by board secretary	Annually
1.2	Building & Grounds committee formed	2025
2.1	Promote proactive sustainability strategies – (turning switches off, timers etc.)	2025
2.2	Re-brand recycling team as sustainability team	2025
3.1	Success ladder is promoted at assemblies, parent evenings and through the newsletter	2024
3.2	Parent information evening includes RISE resources	2024
4.1	Board Chair letter to parents prior to open board meeting	Annually
4.2	Board Chair to participate regularly in school assemblies and functions	Annually
5.1	External professional learning to enhance understanding of learning difficulties	School Development Days (SDD) SDD
5.2	External professional learning to enhance understanding of EAL/D	
6.1	Teachers volunteer to attend one P&C fundraiser/event each year	Annually
6.2	Staff making a request for funds attend the P&C meeting	As required
7.1	Continue financial and human resource support to STEM (ie Scientists in Schools Program)	2025
7.2	Parent helpers in classrooms to support small group work (ie reading groups)	2025





SUPER POWER

Great things happen because I make great decisions.

I make strong CHOICES

'I think before
I do things'

I find SOLUTIONS

'This way
helps everyone'

I can CHANGE

'I will make a better
choice next time'

**I OWN my choices. I help
others and myself**

'I will practice'
'I can help you'

I HOPE it gets better

'I can't change it'
'Someone else might do it'

I make EXCUSES

'It's not my fault'
'I wasn't ready'

I BLAME other people

'He started it'
'She did it too'

I CAN'T change it

'Someone should do it for me'

NO POWER

Things don't go well because I don't own my actions and thoughts.



**SHELLEY
PRIMARY SCHOOL**

inspiring a passion for learning

**CLIMBING
THE LADDER
OF SUCCESS**