



APPLECROSS
PRIMARY SCHOOL

BUSINESS PLAN 2024 - 2026

*Unlock the learning potential
of every student, towards
successful life-long learners.*



Teaching Quality

- Embed evidence-based approaches in English and Maths, providing continuity within year levels and consistent practice throughout the school.
- Develop a whole school tracking process, to show how the school caters for student needs.
- Provide efficient resources and infrastructure to effectively integrate General ICT Capabilities, resulting in purposeful use of digital technology, across all learning areas.
- Enrich learning through a cross-curriculum approach.



Maximising the efficacy of class teachers, our greatest resource, ensures we have a strong impact on student learning.



Relationships and Partnerships

- Strengthen support for staff through professional collaboration and engagement in professional learning that aligns with our strategic focus.
 - Commit to the development and implementation of our school Reconciliation Action Plan (RAP), supporting the Aboriginal Cultural Standards Framework.
- Develop a whole school wellbeing plan, addressing the psychological safety of staff and students.
- Creating a consultative environment with clearly understood communication systems for parents and the broader community.



Student Achievement

- Analyse student data to inform planning that includes targeted teaching, appropriate interventions and resourcing allocations based on student needs.
- Use data platforms to identify gaps in learning and inform English and Maths daily review focus, to cater for diverse learners within the classroom.
- Develop moderation processes to accurately grade student achievement allowing for consistent, valid and reliable judgements.



Leadership

- Engage in professional learning and opportunities to develop middle leaders at a school and network level.
- Provide instructional coaches, to ensure opportunities for sharing, mentoring and feedback.
- Provide support and professional learning to build the financial capabilities of all staff.
- Engage in professional learning for allied professionals to develop their capabilities.



Business Plan Targets & Milestones

Teaching Quality

- All classroom teachers plan, teach and assess student work using school-wide approaches to English and Maths.
- All teachers follow whole school processes to track and refer students requiring additional support (academic and social-emotional).
- All teachers incorporate technology in line with the ICT General Capabilities scope and sequence, through accessing shared devices and BYOD program.
- Each term, Showcase Weeks will demonstrate cross-curriculum approach, including sharing of the inquiry process where it is embedded as part of good practice.

Student Achievement

- All teachers use student performance data (as per school assessment schedule) to inform their teaching and learning programs.
- Student NAPLAN performance to match or exceed that of statistically similar schools.
- Continue to monitor and provide support and intervention, as required, for students who have not yet demonstrated proficiency in NAPLAN.
- To increase the percentage of students making moderate to very high progress in:
On Entry— Year 3 NAPLAN and Year 3—Year 5 NAPLAN (2025 onwards).

Relationships and Partnerships

- Staff: Score 4.0 or higher on the NSOS statement “Staff morale reflects quality professional relationships”.
- Staff: Score 4.0 or higher on the NSOS statement “My classroom planning is culturally responsive to the needs of Aboriginal Students”.
- Provide quality Student Services initiatives that are responsive to the needs of students, staff and families.
- Student & Parent: Score 4.0 or higher on the NSOS statement, “My school takes students’ & parents’ opinions seriously.”

Leadership

- Performance Development meetings to evaluate evidence and discuss progress toward personal goals, rating against AITSL standards.
- Performance Development opportunities, including Professional Learning, observations and coaching, reflective of staff needs and school priorities.
- Staff: Score 4.0 or higher on the NSOS statement, “I receive useful feedback about my work at this school.”
- Committees have ownership over writing operational plans which inform resource purchases and professional learning needs.





Applecross Primary School Pedagogical Framework

Vision: To unlock the potential of every student, toward successful life-long learners

Cultural Competence

All stake-holders use a variety of avenues to nurture new and existing relationships, connecting with students, families and caregivers.

Staff and students co-construct a culture that encompasses growth mindset, school values and virtues and student voice.



Data Literacy

Staff develop data literacy skills through disciplined dialogue at a whole school, phase of learning, classroom and individual level.

Staff use a variety of data collection methods to create differentiated, targeted outcomes.

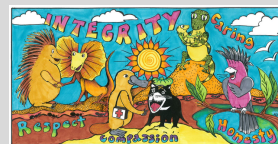


Teaching Practices

Staff effectively communicate in collaborative teams developing shared beliefs and understandings which lead to embedded, consistent practice.

Teachers create and deliver programs that are:

- evidence-based
- curriculum aligned
- purposeful



Learning Practices

Teachers provide a balance of explicit teaching, play-based and critical thinking tasks to enrich student learning.

Student voice is supported across the school to enhance engagement, fostering a sense of wellbeing and belonging.

