

INDEPENDENT PUBLIC SCHOOL

Business Plan

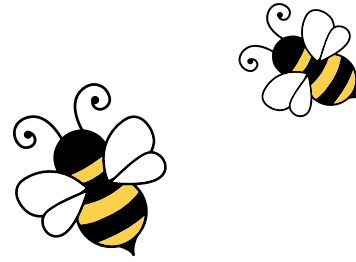
2024 - 2026

Our best - for every learner, every day.



Moral Purpose

Our best – for every learner, every day.



Vision

Be – Belong – Become

For every child to **be** themselves, **be** present, **be** fair, **be** kind, **be** safe and **be** a learner.

For every child to know and feel they **belong** in our school, local and global community; and contribute to those communities.

For every child to have the opportunity to **become** their best self to make the most of the possibilities of the future.



Our Values

- Care and Compassion
- Doing Your Best
- Fair Go
- Freedom
- Honesty and Trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, Tolerance and Inclusion

Mission

We collaborate with our community to:

- Sustain a positive, caring and aspirational environment in which students, families and staff can each be their best.
- Ensure every student matters everyday as they work towards achieving their academic, creative, social, emotional and physical potential. We work with rigour and aim for excellence.
- Maintain a strong sense of belonging for all and contribute responsible, self-assured and compassionate individuals to the world.

Our Expectations

For all members of our school community to:

- Be Safe
- Be Kind
- Be Fair
- Be Learners



We proudly acknowledge that we have been learning on Whadjuk Boodja since 1934.

We sustain a positive, caring and aspirational environment in which students, families and staff can each be their best.





Context

Learning Since 1934

Small numbers, big heart – Located in the centre of Morley, our school of 200 Kindergarten to Year Six students is at the heart of the community and has been for 90 years. We celebrate a culturally diverse community which is united by high hopes and expectations for our students and school. Our dedicated staff are committed to ensuring all students achieve their potential through excellence in teaching and support them to be their best in a safe, friendly and inclusive environment.

Knowing strong relationships between all members of our school community support student learning and wellbeing, we work hard to develop and sustain genuine partnerships with our families and the wider community. We are actively involved in the Morley School Network and collaborate with neighbouring schools to ensure we deliver opportunity and best practice to our students.

As an Independent Public School since 2017, we offer Mandarin lessons across the school and have done for many years. Situated in lovely grounds, our buildings reflect our heritage while being equipped with contemporary equipment and technology. We have a well-resourced library and purpose-built Art Centre which hosts classrooms for specialist Music and STEM. Our early childhood students enjoy a nature learning space and older students benefit from a variety of play opportunities.



Our School Affirmation

At Morley Primary we are safe, fair and kind.

We include everyone and value our diversity.

We are learners, with curious and creative minds.

We persist when challenged and grow from our mistakes.

We are always the best that we can be.

At Morley Primary our community comes together to achieve and inspire, for we know that with knowledge we grow.





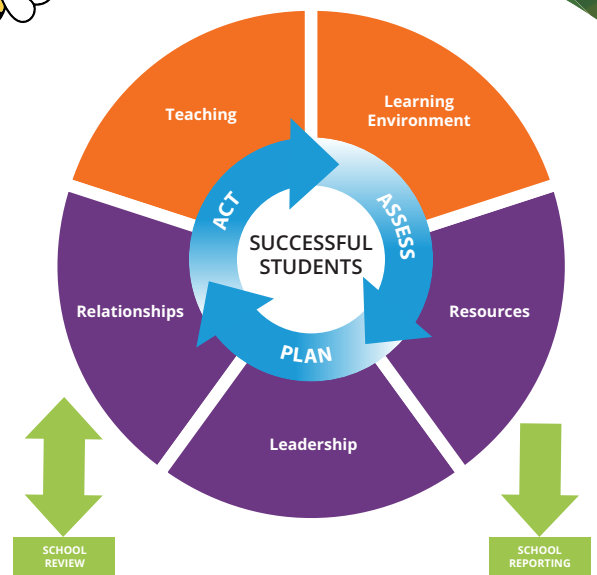
School Self-assessment

Our best – for every learner, every day.

Morley Primary School uses a range of review and evaluation measures including the National School Improvement Tool to monitor our school improvement progress.

By engaging in effective school self-assessment practices, Morley Primary School addresses the three fundamental accountability questions:

- How are we going? (judgement)
- How do we know? (evidence)
- What are we doing to improve? (planning)



Student Achievement Targets

English

- Improve the percentage of stable cohort students with ‘moderate’ to ‘very high’ progress from On-entry to Year 3 NAPLAN in Reading and Writing
- Improve the percentage of stable cohort students with ‘moderate’ to ‘very high’ progress from Year 3 to Year 5 NAPLAN in Reading and Writing (Data series 2025 onwards)
- Achieve above ‘like schools’ for stable cohort in all areas of Literacy in Year 3 and 5 NAPLAN
- Maintain or exceed an effect size of 0.40 or greater for Brightpath writing in every cohort from Year 1 – Year 6
- Maintain or exceed the proportion of students in the ‘exceeding’ proficiency band, above ‘like’ schools in NAPLAN Reading

Mathematics

- Improve the percentage of stable cohort students with ‘moderate’ to ‘very high’ progress from On-entry to Year 3 NAPLAN Numeracy
- Improve the percentage of stable cohort students with ‘moderate’ to ‘very high’ progress from Year 3 to Year 5 in Numeracy (Data series 2025 onwards)
- Achieve above ‘like schools’ for stable cohort in Numeracy in Year 3 and 5 NAPLAN
- Maintain or exceed the proportion of students in the ‘exceeding’ proficiency band, above ‘like’ schools in NAPLAN Numeracy

Engagement and Wellbeing

- Improve student attendance to above ‘like schools’.
- Achieve meeting all 7 Quality Areas of the National Quality Standards.
- Improve average rating in student, staff and parent responses to the National School Opinion Survey from 2022 baseline.
- Improve the wellbeing of students as measured by the Social Emotional Wellbeing survey from 2024 – 2026



School Leadership, together with all staff, promote the moral purpose and vision. Inspired by our belief in collective efficacy, our education team collaborate to support wellbeing and professional development, and to ensure connected practice.



To achieve our targets we will...

Leading High Impact Teaching	
What we will do	By 2026, this will look like
<p>Honour, and further develop, teaching expertise.</p> <p>Ensure that every student knows what they are learning, where they are in their learning and what is their next step for progress,</p> <p>Use consistent pedagogy and whole school approaches</p> <p>Develop attributes and skills to ensure students are prepared for future challenges and opportunities.</p> <p>Support deep learning through inquiry and facilitate opportunities for extension.</p> <p>Opportunities for future leaders are developed and nurtured through transparent processes.</p> <p>Whole school review and self-assessment.</p>	<ul style="list-style-type: none"> • Culture of collaborative, professional work through Phase of Learning teams, Teaching Sprints, observation and coaching, and performance development cycles sustained. • Data literate educators engaged in formative assessment that informs planning, and moderation. • Specific, timely feedback to learners. • Students able to articulate their learning journey and goals. • Teaching for Impact underpins our work. • “Early Learning at Morley” philosophy and practice embedded. • Structured literacy across Years 3-6. • Lighthouse Maths developing problem solving and reasoning across Years 2-6. • ICT capabilities scope and sequence embedded, and use of technology to enhance curriculum delivery and pedagogy. • Across the curriculum, but particularly in STEM and the Arts, students are innovative, curious and creative in their problem solving. They use teamwork and strong communication skills to collaborate, adapt, engage and explore in their learning. • Student identification processes embedded, and diverse extension opportunities offered. • Morley Schools’ Network Future Leaders initiative • Phase of Learning team leaders, senior teachers, and other roles developed through embedded practice. • Continuing annual reflection and planning against the National School Improvement Tool. • Regular capacity building of staff and Board. • Evidence informed decision making. • Investigation of School Culture Survey.

Conditions for Learning

<i>What we will do</i>	<i>By 2026, this will look like</i>
<p>Enable equity in access to the curriculum and school participation through contextual, individual need and cultural responsiveness.</p> <p>Focus on wellbeing of students and staff.</p> <p>Develop student leaders and, ensure provision for student empowerment through student agency and voice.</p> <p>Enhance and embed Positive Behaviour Support across the school.</p> <p>Develop and embed, student-led sustainable practices across the school</p> <p>Use of resources is targeted and aligned to school plans.</p>	<ul style="list-style-type: none"> • Continued identification of all Students at Educational Risk and appropriate plans documented and delivered. • Plans and processes continue to reflect needs of Aboriginal and EALD students and their families. Aboriginal Cultural Standards Framework and the Multicultural Plan underpins our practice. • A Reconciliation Action Plan documented in collaboration with the community. • Case management of students with identified 'at risk' attendance embedded. • Continued strengthening of productive connections with DoE supports and external agencies. <ul style="list-style-type: none"> • Promotion of belonging and inclusiveness for all in the school community. • Intervention groups in addition to social and emotional learning incorporating mindfulness across all classes. • Implementation of a Wellbeing Plan and the role of the Wellbeing Officer embedded. <ul style="list-style-type: none"> • Student Empowerment Charter implemented. • Responsibilities of student leaders well defined. <ul style="list-style-type: none"> • Matrix and expectations promoted and celebrated. • Zones of Regulation implemented across the school. <ul style="list-style-type: none"> • Develop and implement Sustainability Action Plan • Waste Wise accreditation • Solar Panels installed. <ul style="list-style-type: none"> • Continued compliance with the expectations of the Funding Agreement for Schools. • Resource allocation decision making is evidence and context based. • Budget allocation and impact communicated to the school community. • Workforce planning and management practices align with student needs.

Productive Partnerships

<i>What we will do</i>	<i>By 2026, this will look like</i>
<p>Ensure effective and strong governance.</p> <p>Engage with parents and the broader community to advocate and support wellbeing and educational engagement.</p>	<p>School Board continues to reflect the school's diversity and engages in required work as well as self-reflective practices and training.</p> <ul style="list-style-type: none"> • Student progress and achievement communicated to parents in a timely, understandable, and accurate manner. • Kaartdijin implemented. • 'Partners in Learning' program expanded and thriving. • Parents regularly engaged in P & C, School Board and other opportunities.



Designed by Brain Ink.



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