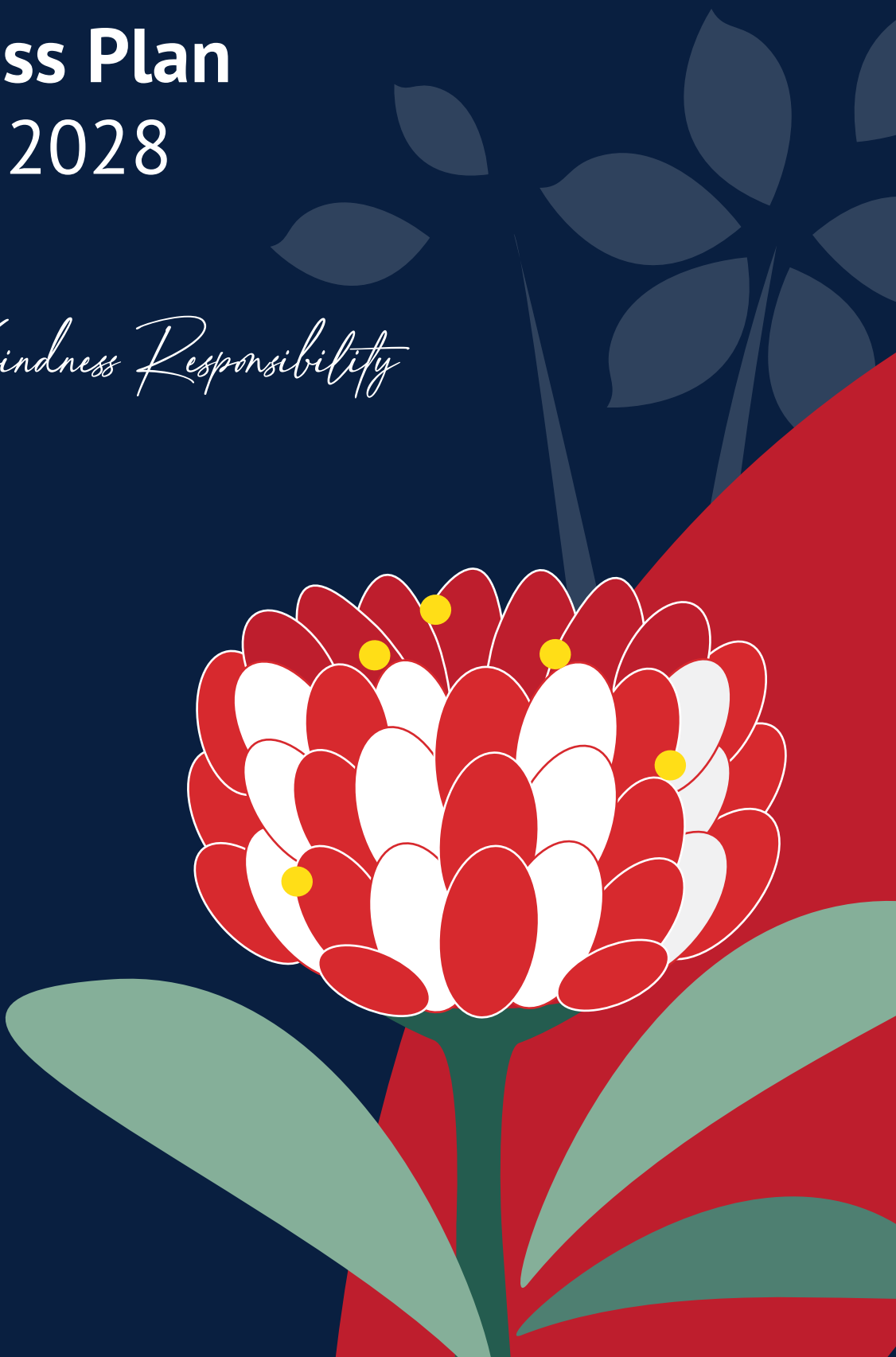
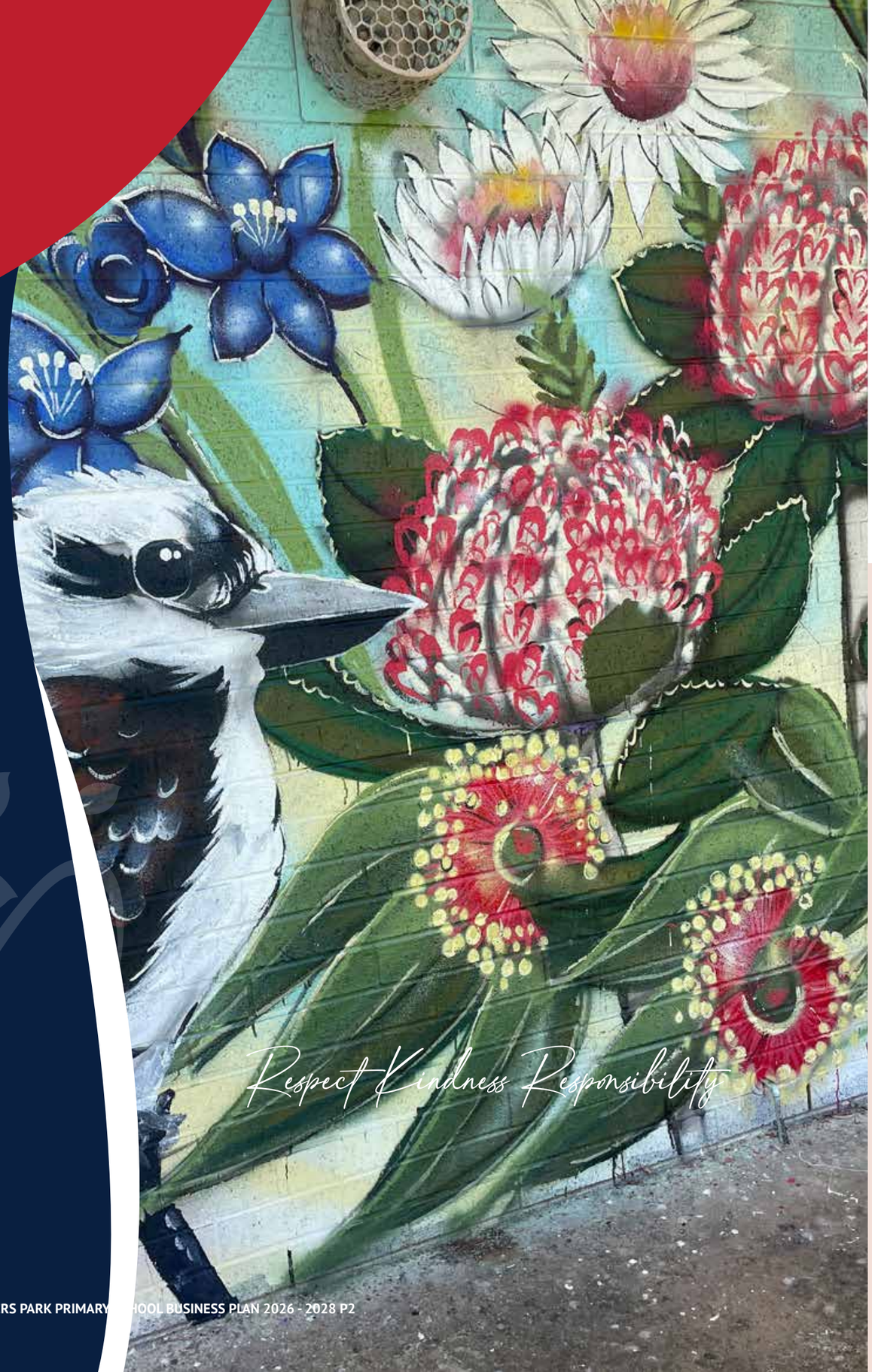
FLINDERS PARK
Primary School

Business Plan
2026 - 2028

Respect Kindness Responsibility





Learning minds, Kind hearts, Connected community.

Flinders Park Primary School is a welcoming and inclusive community, proudly located on Menang Boodja, where every student is known, valued and supported to belong, achieve and thrive. Guided by our moral purpose, **Together we ensure every student belongs and achieves their personal best,** we are commited to providing high quality teaching, strong relationships and a safe supportive learning environment. We honour the rich cultural heritage of the Menang Noongar people and are committed to fostering respect, understanding and connection to Country as part of our school's learning journey.

Our Business Plan 2026–2028 outlines the strategic priorities that will guide our work to improve outcomes for every student. Developed in partnership with our staff, students, families and community, the plan reflects our shared commitment to continuous improvement. Through ongoing self-assessment, evidence-informed decision-making and regular monitoring of our progress, we will ensure every student is supported to reach their full potential. It is structured around the three fundamental key priorities:

1. **Teaching and Learning Excellence**

   To embed evidence-based whole-school approaches that reduce variability in teaching practice and ensure every student experiences excellence in learning.

2. **Safe and Supportive School**

   To foster a happy, healthy and self-regulated school community where every student, staff member and family feels they belong and can flourish.

3. **Connected Community**

   To strengthen meaningful partnerships and engagement across families, staff, students and the broader community to create a connected and inclusive school.

With a defined vision, values and strategic key priorities, we are well-positioned to achieve our improvement goals and continue to positively shape the lives of our students.

Warm regards

Kylee Weadley
Principal
Flinders Park Primary School



Our Values

At Flinders Park Primary School, our values of Respect, Kindness and Responsibility are at the heart of everything we do. They guide the way we learn, work and build positive relationships with one another. We believe that creating a safe, welcoming and inclusive school is everyone's responsibility, and we work together with students, families and staff to support every child to thrive.

Respect

We value ourselves, others and our environment. We listen, use polite language, appreciate different perspectives, and care for people, places and property.

Kindness

We are caring, helpful and inclusive. We use kind words and actions, support others and help everyone feel safe, valued and welcome.

Responsibility

We make positive choices, are honest and reliable, and always strive to do our best. We take ownership of our learning, our behaviour and the impact our actions have on others.

Our whole-school approach to positive behaviour is built on strong relationships, clear expectations and consistent support. We recognise and celebrate each student's strengths, value the diversity of our community, and work in partnership with families to create a positive learning environment where every child feels they belong and can achieve success.



Targets

The 2026-2028 Business Plan targets articulate our commitment to high expectations. Monitoring of the school improvement targets will involve regular data analysis and feedback mechanisms that allow us to make informed decisions, nuance our strategies and ensure that we are enhancing the quality of education we provide; ultimately strengthening student outcomes and the culture within our school.

By the end of 2028, every student will demonstrate measurable academic growth, with teaching that is responsive, evidence-informed and designed to ensure all learners achieve their full potential.

Student Achievement and Progress

1. Demonstrate a year on year increase in the percentage of Year 3 and 5 students achieving Strong and Exceeding achievement in NAPLAN Reading and Mathematics, comparable to like schools in 2028.
2. Demonstrate a year on year decrease in students identified as being at educational risk in Reading, identified through the Pre-primary On-Entry Literacy assessment.
3. Demonstrate a year on year decrease in the percentage of students achieving Needs Additional Support proficiency level in Year 3 NAPLAN Reading.

Our Key Priorities for 2026-2028

Teaching and Learning Excellence

To embed evidence-based whole-school approaches that reduce variability in teaching practice and ensure every student experiences excellence in learning.

Goals	• Reduce within-school variability in teaching practice. • Embed evidence-based literacy practices with fidelity across all classrooms. • Deliver a consistent, low-variance English curriculum. • Consistently analyse and use data to inform teaching practice.
Strategies for success	• Embed a clear instructional model (linked to Department of Education Teach for Impact) and consistent pedagogical routines (Consistent Predictable Routines). • Implement a multi-tiered system of support (MTSS), including targeted interventions and supports at all levels. • Establish and embed whole school Literacy Block. • Embed whole-school spelling programs across all classrooms. • Develop and leverage staff expertise through professional learning, coaching, and leadership pathways. • Embed observation and feedback cycles to drive continuous improvement in teaching practice. • Build collaborative cultures through Professional Learning Communities (PLCs) and empowered middle leadership. • Develop and implement a comprehensive induction and onboarding process for new staff, supported by ongoing mentoring.
Measures of Impact	• System-level data (e.g. NAPLAN) provides benchmarks of student achievement, progress and school performance. • Whole-school assessments (DIBELS, Brightpath and PAT) monitor literacy and numeracy achievement and growth across cohorts. • Classroom-level progress monitoring tools (UFLI and Word Origins) track individual student growth and learning outcomes. • Professional practice indicators, including observation and feedback records, PLC outcomes and staff development milestones, measure the consistency and quality of teaching practice.





Safe and Supportive School

To foster a happy, healthy and self-regulated school community where every student, staff member and family feels they belong and can flourish.

Goals	• Maintain a robust whole-school behaviour framework. • Build a culture of high expectations for students and staff. • Establish and embed a Multi-Tiered System of Supports (MTSS) for behaviour and wellbeing.
Strategies for success	• Implement and consolidate a whole-school Behaviour Curriculum Framework, including social-emotional learning initiatives. • Create a comprehensive wellbeing plan for students and staff with structured support systems. • Implement data collection processes to monitor and evaluate student and staff wellbeing. • Cultivate positive relationships as the foundation for learning, aligned with Respectful Relationships framework. • Enhance outdoor spaces for learning and play (e.g. bike tracks, gardens, bush areas).
Measures of Impact	• Student wellbeing survey data (PAT and PBS) to monitor students' sense of wellbeing, belonging and engagement. • Academic reporting data (A–E grades) as an indicator of student engagement, achievement and overall wellbeing. • Staff survey data to capture perceptions of wellbeing, belonging, psychological safety and workload manageability. • Organisational Health Index (OHI) survey data to monitor staff engagement, organisational health and school improvement culture.

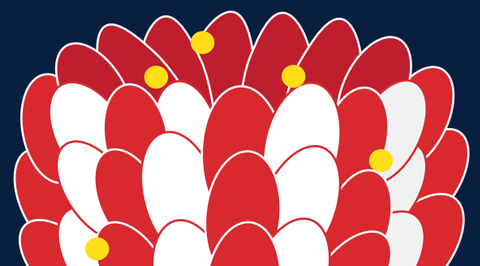
Connected Community

To strengthen meaningful partnerships and engagement across families, staff, students and the broader community to create a connected and inclusive school.

Goals	• Sustain authentic community partnerships. • Increase the number of domains rated "Proficient" within the Cultural Standards Framework. • Improve parent, staff and student satisfaction in National School Opinion Surveys.
Strategies for success	• Celebrate Indigenous culture and perspectives through authentic partnerships, curriculum integration and embedding culturally responsive practices throughout the school. • Facilitate ongoing community forums, including Danjoo Koorliny, to provide opportunities for dialogue, feedback and collaboration. • Develop a Reconciliation Action Plan in partnership with community, staff and students. • Maintain strong parent voice and engagement through effective School Board governance and collaboration with P&C. • Leverage community expertise and partnerships to enhance student learning opportunities. • Further develop the Community Hub with initiatives such as a micro library, visiting nurse, and other family friendly services.
Measures of Impact	• Parent perception survey data to measure communication effectiveness, engagement and cultural inclusivity. • Enrolment trends as an indicator of community confidence in the school. • Attendance at school events (e.g. sports carnivals, assemblies and arts showcases) to measure community participation and engagement. • Community engagement metrics, including Community Hub utilisation and participation in consultation forums and school initiatives.



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