



Rossmoyne Primary School

Business Plan 2025 - 2028





2025 - 2028 Rossmoyne Primary School Business Plan

School Context



Rossmoyne Primary School serves approximately 400 students from Pre-Primary to Year 6, sharing a strong partnership with the nearby Rossmoyne Community Kindergarten. Students benefit from a comprehensive and balanced curriculum, featuring specialist subjects and various extracurricular opportunities. Guided by a clear school vision and the professional dedication of staff, Rossmoyne Primary School is recognised within the local community for its commitment to academic excellence, social-emotional wellbeing, and individualised student support. The school is distinguished by a culture of teaching excellence, restorative practices, and positive relationship-building, with culturally responsive teaching methods that value inclusion and celebrate student diversity. RPS cultivates a close-knit, supportive community where relationships between students, parents, and staff are grounded in care, respect, and open communication within a safe learning environment.

The 2025–2028 Business Plan was developed collaboratively with Rossmoyne Primary School staff and the School Board, serving as a roadmap to guide and align decisions, structures, and resources over the next three years. This plan is supported by the Department of Education WA’s priority documents. Comprehensive plans in English, Mathematics, Health and Wellbeing, Student Services, and all other curriculum areas underpin the Business Plan’s priority goals, connecting classroom planning with the overarching direction established in the Business Plan.

Our Vision



“Together we empower global citizens”





Acknowledgement of Country



Ngalak Kaadatj Noongar Wadjak boodja.

Ngalak Kaadatj Noongar moort koora koora yeyi wer boodakan.

Rossmoyne Primary School baal bilya-ngat ali boola boorn, dek wer barna nyininy.

Ngalak NoongarWadjuk boodja-k dayin.

We acknowledge that we are on Noongar Wadjak land.

We show respect to all Noongar people who are living here now.

We remember the Noongar ancestors who shared their knowledge and stories that will always continue through future generations. Rossmoyne Primary School is close to the river which is home to many trees, plants and animals.

we are all connected to Noongar Wadjak land.

Integrity



Doing the right thing even when no-one is watching...

Respect



Caring for self, others, the community and our environment...

Courage



Facing challenges, showing resilience and doing our personal best...

Belonging



Being an active and valued member of our communities...



Teaching For Impact at Rossmoyne Primary School

Teaching for Impact at RPS: In alignment with the Department of Education's Quality Teaching strategy, RPS staff reflected on the Teaching for Impact Overview and tailored it to fit our school's unique context in 2024. Guided by our vision, "Together we empower global citizens," this approach enhances our focus on impactful, high-quality teaching practices that prepare students to thrive as informed, engaged members of a global community.

Rossmoyne Primary School Teaching for Impact

This document is based on DoE Teaching for Impact. It outlines what effective teachers believe, what they know, and what they do to have high impact on student outcomes within the specific context of Rossmoyne Primary School.

BELIEVE

- We believe in unlocking the learning potential of every student.** We are committed to recognising the unique strengths, interests, and abilities of all students, ensuring that each individual has the opportunity to thrive academically, socially, and emotionally.
- We believe in fostering a culturally responsive and inclusive learning environment.** By understanding our own cultural backgrounds and those of our students, we create classrooms that celebrate diversity and actively respond to the needs of students from all linguistic, cultural, and socioeconomic backgrounds.
- We believe that student wellbeing and engagement are foundational to achievement.** We create safe and supportive learning spaces where all students feel valued, included, and capable of achieving success through high expectations and positive relationships.
- We believe in the shared responsibility for student success.** We work in partnership with families, schools, and the community, recognising that collaborative efforts are essential to achieving the best outcomes for our students.
- We believe in the power of data to inform teaching and learning.** We continually reflect on and assess our practice using data-driven insights to ensure that we meet each student's individual learning needs and measure the impact of our teaching.
- We believe in preparing students to be critical, creative thinkers and life-long learners.** Through problem-solving, inquiry, and real-world applications, we equip students with the skills they need to succeed in a rapidly changing world and take ownership of their learning.
- We believe in equity and reconciliation.** We are dedicated to fostering equitable opportunities for all students and committing to reconciliation by promoting a deep understanding of and respect for Aboriginal cultures, histories, and contributions.
- We believe in professional growth and continuous improvement.** As educators, we take responsibility for evaluating the impact of our practice and engaging in professional learning to enhance our skills, knowledge and effectiveness in teaching.

KNOW

- Effective teachers know themselves.** Effective teachers at Rossmoyne Primary School understand their own cultural backgrounds, values, and beliefs. They reflect on this knowledge to critically engage with students' diverse needs, promoting inclusivity and responsiveness to all learners.
- Effective teachers know their students.** Rossmoyne Primary School teachers are aware that students come from a variety of cultural, linguistic, and socioeconomic backgrounds. They know how students learn and apply this understanding to design lessons that are relevant, engaging, and responsive to the individual strengths and needs of each student.
- Effective teachers know the curriculum.** Our teachers have a deep understanding of the Western Australian curriculum and what students are expected to know at each stage of learning. They can tailor their teaching and learning programs to ensure that all students progress towards achieving curriculum goals.
- Effective teachers know what works best.** At Rossmoyne Primary School, teachers draw on evidence-based instructional strategies that have the greatest impact on student learning. They continually evaluate and adjust their approaches to ensure positive outcomes in student engagement, progress, and well-being.
- Effective teachers know how to create positive learning environments.** Teachers at Rossmoyne Primary School are skilled at fostering a culture of high expectations, where students feel supported and valued. They know how to create safe, inclusive, and supportive classrooms where every child feels capable of achieving their best.

At RPS, effective teachers put students at the heart of quality teaching and learning by creating culturally responsive, safe and inclusive environments. We build a classroom culture where students are confident to take risks, build relationships with parents, the community and specialised services, and celebrate diversity and individual strengths. We analyse data collaboratively in our POS and curriculum teams, use differentiated and tiered approaches to meet diverse needs, and plan structured lessons aligned with the RPS Lesson Design and whole-school priorities. With a solid understanding of key learning theories like Cognitive Load Theory, we ensure students achieve clear learning intentions and success criteria by the end of each sequence.

ENGAGE	INSTRUCT	PRACTISE	APPLY
<p>RPS teachers create a learning environment where students feel valued and supported. They engage students by clearly communicating learning intentions and success criteria, using data to identify individual strengths and areas for growth. Teachers set high expectations and ensure that students understand how their efforts contribute to their overall learning. Teachers at RPS engage students in meaningful questioning and discussions. They provide opportunities for students to think critically, articulate their understanding, and explore new ideas in a safe, inclusive environment. This encourages deeper engagement with the learning process.</p>	<p>RPS teachers use clear, explicit instruction to model key concepts, demonstrating learning processes through worked examples. They scaffold tasks by breaking them down into manageable steps, ensuring that all students can progress, regardless of their starting point. At RPS, instruction is informed by data. Teachers differentiate their teaching methods and materials based on student performance data, ensuring that lessons meet the diverse learning needs of every student. This evidence-based approach allows for targeted support and extension.</p>	<p>RPS teachers give students ample time to practise and consolidate their learning through repeated, varied activities. Students are encouraged to reflect on their learning and make connections between previous and current knowledge, building mastery over time. Teachers at RPS provide students with regular, constructive feedback, using it as a tool for continuous improvement. This feedback is timely, specific, and non-threatening, helping students reflect on their progress and understand the next steps in their learning journey.</p>	<p>RPS teachers empower students to apply their knowledge and skills in real-world contexts. Through inquiry-based learning and problem-solving activities, students are encouraged to think critically, collaborate with peers, and transfer their learning to new situations. Teachers at RPS provide opportunities for students to take ownership of their learning. Students are encouraged to make decisions about how to approach tasks, fostering self-efficacy, autonomy, and a sense of responsibility for their own learning.</p>

ASSESS

- Assessment Strategies at RPS**
 - RPS uses formative, summative, and self-assessments to track student progress. Formative assessments monitor ongoing learning, summative assessments evaluate understanding at milestones, and self-assessments encourage student reflection.
 - Data-Driven Instruction with Elastik**
 - Elastik analyses assessment data to inform planning and instruction.
 - This approach identifies trends, gaps, and strengths to tailor teaching to student needs.
 - Professional Judgement and Curriculum Alignment**
 - Teachers combine assessment data with professional judgement to report on student achievement.
 - Judgements ensure alignment with the Western Australian curriculum and school standards.
 - Continuous Student Progress and Parental Involvement**
 - Emphasis on tracking year-on-year student progress for continuous improvement.
 - The Seesaw app is used to keep parents informed, promoting partnership in education.

Lesson Design: Rossmoyne Primary School



Optimism

I embrace opportunities with a positive attitude and a growth mindset.



At Rossmoyne Primary School, outstanding Education Assistants are:

Lifelong Learners – Continuously developing skills and knowledge to support students effectively

Strong Communicators – Listens actively and communicates clearly with students, teachers, and parents.

Team Players – Supports the teacher and colleagues, fostering a positive and collaborative work environment.

Dedicated and Hardworking – Loves the job, gives 100% effort, stays efficient, and uses initiative.

Professional and Respectful – Maintains confidentiality, knows personal limits, and upholds high standards of professionalism.

Versatile and Adaptable – A true "jack of all trades," able to multi-task, show initiative, and adapt to various roles, including hygiene and safety.

Student Advocates – Helps children find their voice, feel valued, and develop a strong sense of belonging

Culturally Aware and Compassionate – Builds trust and understanding with students from diverse backgrounds, demonstrating empathy and warmth.

Patient and Supportive – Creates a nurturing environment, understanding students' needs and offering consistent encouragement

Have a Sense of Humour – Brings positivity and joy into the classroom, making learning enjoyable for students.



Priority Area 1. RELATIONSHIPS AND PARTNERSHIPS

Schools mobilise parents and communities to attain goals for improved student performance. Positive relationships fostered by leadership teams contribute to high staff morale and job satisfaction.

- Build the capacity of the school to connect with Aboriginal culture
- Strengthen relationships and connectedness with families and the wider community

WE WILL....	HOW?	WE WILL KNOW WHEN...
Develop and embed a Reconciliation Action Plan	Develop effective relationships with local Aboriginal parents, families, elders and community members Maintain RAP coordinator and working group positions and meet regularly	When staff, Aboriginal students, their parents, families and local Aboriginal community members are all actively involved in consultation and decision making
Provide a variety of avenues for parents and students to provide opinions and feedback	Continue to promote the profiles of the School Board and P & C Distribute the School Culture Survey - Community annually Continue to promote and enhance cultural respect and responsiveness across the school	School Culture survey indicates demonstrated annual improvement in the Relationships section

Inclusivity



I include everyone and show that I value and respect them. I speak and act in a polite way.



Priority Area 2. LEARNING ENVIRONMENT

Schools strive to establish a safe and supportive learning environment for students and staff. They create programs to address student attendance, behaviour, engagement and retention and implement strategies to provide support for all students, particularly those at educational risk.

- Embed systems and processes to ensure every student's diverse needs are identified, supported and met.
- Build a cohesive and supportive culture of connected community.

WE WILL....	HOW?	WE WILL KNOW WHEN...
<p>Develop a cohesive student services team to address the diverse academic, social, emotional, and behavioral needs of all students.</p>	<p>Establish clear roles and responsibilities within the team. Develop and implement a plan for the systematic monitoring of referrals to School Psychologist and Chaplain; and collection and analysis of relevant data to measure the impact of interventions Conduct regular collaborative meetings to review student data and plan interventions. Engage with families, external agencies, and specialists for targeted support. Provide ongoing professional development for relevant staff.</p>	<p>Data indicates high level of effectiveness and progress for case managed students. Student needs are being met through a multi-tiered system of supports. Students are making year on year progress.</p>
<p>Establish and reinforce a comprehensive whole-school approach that nurtures a positive school culture.</p>	<p>Implement the new School Virtues Program and Mind Up program. Regular PL sessions for teachers and staff to familiarise them with the core principles and practices of both programs. Conduct regular assessments to measure the impact of the programs on student wellbeing and school culture. Conduct ACER Social Emotional Wellbeing survey; Be You Family and Educator Wellbeing surveys annually</p>	<p>Consistent language, practices, and values are visible across all classrooms and settings. Survey data indicates demonstrated annual improvement</p>

Kindness



I am kind to people, animals and the environment. I look for ways to help others.



Priority Area 3. LEADERSHIP

School leaders facilitate organisational change and growth, achieving alignment between management obligations, professional responsibilities and accountability with a clarity of vision, creating confidence and trust in both staff and the wider community.

- Build upon the distributed leadership structure across the school to empower and support highly effective teams in key priority areas, ensuring continuous improvement and sustainability.

**WE
WILL....**

Identify, develop and support staff with high potential for leadership

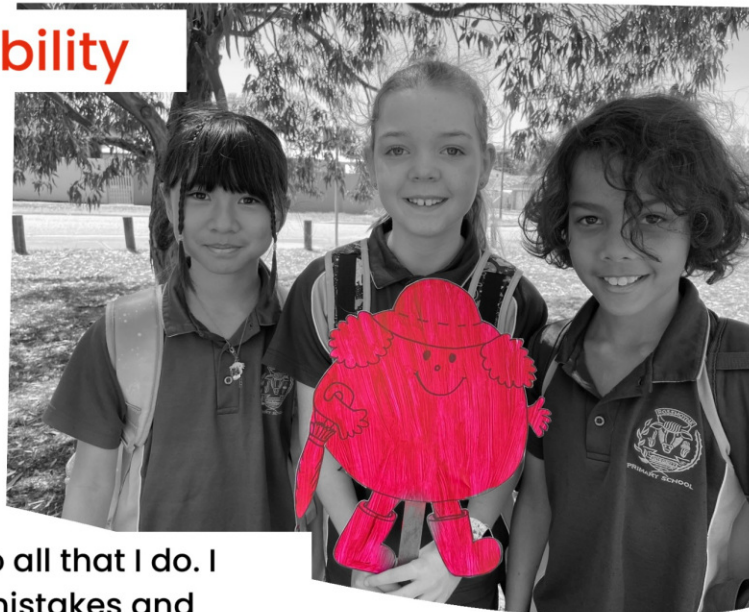
HOW?

Implement the Western Australian Future Leaders Framework
Develop and implement strategies to distribute leadership responsibilities among staff
Provide targeted professional development to enhance team effectiveness
Create and maintain a succession planning framework to identify and develop future leaders, ensuring the continuity of leadership and the sustained success of school initiatives.

**WE WILL KNOW
WHEN...**

A culture of continuous improvement is embedded, with ongoing training and development opportunities available. A mentorship program is established, supporting emerging leaders and promoting knowledge sharing, consistent with the framework's approach. Annual evaluations indicate sustained improvements in leadership effectiveness and positive impacts on student outcomes.

Responsibility



I give my best to all that I do. I learn from my mistakes and make amends.



Priority Area 4. USE OF RESOURCES

Schools manage resources in a targeted manner, maximising the learning outcomes for all students. Supplementary funding provided to the school is used to underpin targeted support programs and required teaching and learning adjustments.

- Monitor alignment of Targeted Initiative funding with student outcomes.
- Manage resources in a targeted manner, maximising the learning outcomes for all students

WE WILL....

Align workforce planning and management practices, and purchase of physical resources with student needs

TI funding will be utilised to enhance student outcomes for the intended students

HOW?

Use student outcomes data and operational planning to drive the purchase and use of physical and human resources
Utilise flexible Education Assistant additional FTE to deliver targeted support/intervention programs across Years 1 – 6

Regular monitoring of distribution of TI funds and the impact of initiatives on student outcomes

WE WILL KNOW WHEN...

Physical, financial and human resources are being effectively used to improve student outcomes and year on year student progress is evident

Students are making year on year on progress

Gratitude



I appreciate what I have and what people do for me. I say Thankyou.



Priority Area 5. TEACHING QUALITY

schools invest in creating and sustaining the conditions under which quality teaching can prosper with an ethos of shared ownership for the success of all students.

- School-based and System progress data in Literacy and Numeracy demonstrates year-on-year progress for all students.

WE WILL....

HOW?

WE WILL KNOW WHEN...

Build a culture of teaching excellence.

Build capacity of teaching staff and EAs to consistently deliver whole school programs with low variance in practice across classrooms.
 Implement instructional coaching, observation and feedback model.
 Maintain Literacy and Numeracy Leader positions and teams.
 Increase awareness of and visibility in classrooms of whole-school approaches and processes.

Students are making year on year progress in Literacy and Numeracy

Use system and school-based assessment data to inform planning and measure student achievement and progress

Increase data literacy levels of all staff through:

- PL in the use of Elastik data system and how to use the gap analysis/review feature for effective planning and measurement of impact/progress
- Ongoing practise in making consistent judgements through moderation of school based assessments
- Collaborative POS meetings to drive a continuous improvement cycle

Elastik Gap Analysis and Review indicates that interventions have been effective
 Teachers are confidently making consistent judgements about student achievement and progress
 Authentic collaboration occurring within phases of schooling.
 Students are making year on year progress

Excellence



I always try my personal best. I work towards and achieve my goals.

