



Rossmoyne Primary School



**Business Plan
2025 – 2027**

Acknowledgment of Country

Ngalak Kaadatj Noongar Wadjak boodja.
Ngalak Kaaditj Noongar moort koora koora yeyi
wer boodakan.
Rossmoyne Primary School ball bilya-ngat ali
boola boorn,
dek wer barna nyininy.
Ngalak Noongar Wadjak 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.

About our School

Rossmoyne Primary School is a proud Independent Public School with a strong reputation for excellence. We currently serve 415 students from Pre-primary to Year 6, and maintain a close partnership with the Rossmoyne Community Kindergarten. We set high expectations for all students, encouraging them to achieve their personal best.

Our dedicated school community places great value on education and lifelong learning, while also nurturing the social, emotional, mental, and physical wellbeing of our students. We foster a welcoming, safe, and inclusive environment that celebrates cultural diversity. Our school is widely recognised for its strong sense of community, positive culture, pastoral care programs, and academic achievement.

Students at our school benefit from a rich and balanced curriculum, complemented by a wide range of extra-curricular opportunities. They are supported by a team of passionate and professional staff, including specialist teachers in Physical Education, Music, Science, and Mandarin. We are also fortunate to have an engaged and supportive School Board and Parents and Citizens' Association.

Our Business Plan

This Business Plan has been collaboratively developed through extensive consultation and a rigorous self-review of academic and non-academic data, community feedback, and findings from our most recent Public School Review. It builds on the achievements of our previous plan and aligns with key WA Department of Education documents, including the 'Aspirations for All' statement and the Multicultural Plan.

Serving as our strategic planning document for 2025–2027, the plan sets a clear direction and outlines broad strategies aimed at enhancing student outcomes. Its core purpose is to improve both academic and non-academic results by strengthening teaching and learning practices and ensuring effective alignment of resources.

Our plan focuses on three priority areas:

- *High Quality Teaching and Learning*
- *Health and Wellbeing*
- *Connected Community*

Thank you for taking the time to read and consider the 2025–2027 Rossmoyne Primary School Business Plan.



Our Vision

Together we empower global citizens.



Our School Purpose

To inspire lifelong learners who strive for personal excellence and community engagement.

Our Values

Integrity

Doing the right thing
even when no-one is
watching



Respect

Caring for self, others, the
community and the
environment



Courage

Facing challenges, showing
resilience and doing our
personal best



Belonging

Being an active and valued
member of our communities



High Quality Teaching and Learning

Targets

- Our school's average score in all Year 3 and 5 NAPLAN assessments will match or exceed the 'WA Like School' average score each year.
- A higher percentage of our stable student cohort will achieve 'high' and 'very high' progress in Reading and Numeracy from On-entry in Pre-primary to Year 3 NAPLAN compared to students in WA Like Schools each year.
- A higher percentage of our stable student cohort will achieve 'high' and 'very high' progress from NAPLAN in Year 3 to Year 5 compared to students in WA Like Schools each year in all assessments.
- To move from 'working towards' Element 1.2.2: Responsive Teaching and Scaffolding of the National Quality Standard for WA Public Schools (NQS) in 2025 to 'achieving' when the NQS audit is conducted in Term 4, 2027.
- To increase the percentage of staff who strongly agree or agree with the statement 'There is a comprehensive induction process embedded in school practice, from 33% in 2024 to 66% when the School Culture Survey is conducted in 2027.

What we will do...

Embed our whole-school approaches to pedagogy and curriculum.

Interrogate system and school-based data to inform planning and targeted support, and to measure student achievement and progress.

Embed systems, processes, and iPad accessibility functions and features to ensure the diverse learning needs of students are identified, supported and met through differentiated instruction and curriculum.

Guide families to support their child/ren's Literacy and Numeracy development at home.

What you will see...

- Teachers consistently using our school's Lesson Design in all classrooms.
- Structured Literacy and Numeracy blocks being used consistently in all classrooms.
- Our school's evidence-based Literacy and Numeracy programs being implemented with fidelity and low-variance.
- Staff planning and working collaboratively using our Scope and Sequence documents.
- Literacy, Numeracy, and Information, Communication and Technology (ICT) Coaches supporting staff.
- Staff participating in coaching and peer observation and feedback opportunities.

- Staff participating in professional learning to improve their data literacy skills and accuracy of their professional judgements.
- Staff engaging in robust professional dialogue about student work and student achievement and progress data.

- Our Student Services Team working cohesively.
- Our Literacy, Numeracy, and ICT Coaches supporting staff.
- Multi-tiered systems of support being provided.
- Staff increasing their understanding of the needs of neurodiverse learners and students with learning difficulties.

- Workshops being held, and resources being developed to guide parents/carers to support their child/ren's Literacy and Numeracy learning at home.





What we will do...

Provide enhanced Literacy and Numeracy teaching and learning opportunities through the targeted integration of technology.

Develop and embed an Early Childhood Play-based Learning Philosophy and Framework that promotes responsive teaching, intentional interactions, and open-ended questioning.

Ensure new staff are effectively supported when they commence at our school.

What you will see...

ICT Coach supporting staff to modify and redefine how they use technology to make new learning opportunities available to students.

ICT Committee researching the role of Artificial Intelligence (AI) in education.

Staff collaboratively developing a play-based framework which is grounded in evidence-based practice and aligned to the Early Years' Learning Framework.

A Staff Induction Program being developed and implemented.



Health and Wellbeing

Targets

- To increase the percentage of staff who strongly agree or agree with the statement, 'Positive behaviour approaches are applied consistently across our school' from 70.3% in 2024 to 80% when the School Culture Survey is conducted in 2027.
- To increase the percentage of staff who strongly agree or agree with the statement, 'My learning community uses evidence-based wellbeing and mental health programs, learning experiences and curriculum resources, from 56% in 2024 to 70% when the Be You Educator Survey is conducted in 2027.
- The percentage of Year 2 to 5 students at our school who agree with the statement, 'It's hard for me to describe how I feel' will be equal to or lower than the corresponding percentage reported across all schools when the Social Emotional Wellbeing survey is conducted in 2027.
- To increase the percentage of families who strongly agree or agree with the statement, 'I receive useful information on how to support social and emotional learning and mental health at home, from 48% in 2024 to 55% when the Be You Family Survey is conducted in 2027.
- A workplace psychosocial risk assessment will be conducted and a management plan developed and implemented by the end of 2027.

What we will do..

Implement and embed our school's Positive Behaviour and Support Policy.

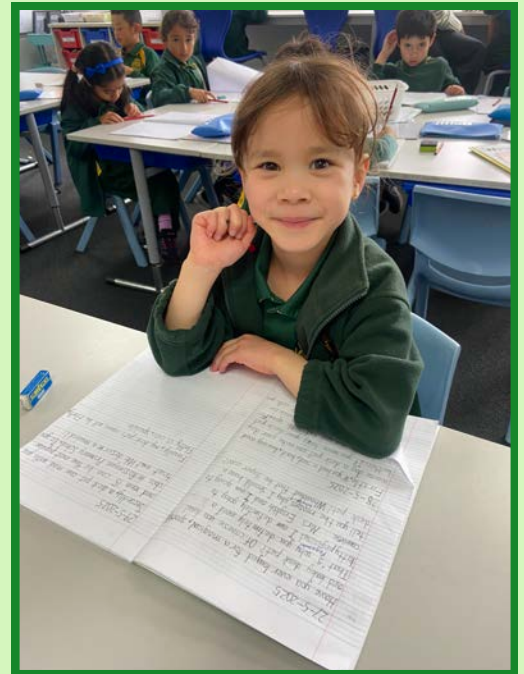
Explicitly teach social and emotional skills using evidence-informed programs and practices.

What you will see...

- Staff and the School Board endorsing the revised Positive Behaviour Support Policy.
- Staff implementing and embedding the Positive Behaviour Support Policy.
- The health and wellbeing of students at educational risk being supported through a highly effective Student Services team.

- Staff continuing to trial the Zones of Regulation: Self-Regulation Curriculum.
- Staff investigating, selecting and implementing an appropriate friendship program.





What we will do..

Guide families to support their child/ren's social and emotional learning and mental health at home.

Build a safe and supportive workplace for all staff by embedding systems and processes that foster a rich culture of health and wellbeing.

What you will see...

- Workshops being held and resources being shared to guide parents/ carers to support their child/ren's social and emotional learning and mental health at home.

- Staff collaboratively identifying and assessing psychosocial hazards in the workplace.
- Strategies being implemented to manage psychosocial hazards.
- The school responding to reports of psychosocial hazards, incidents and injuries (PHiRs).
- A range of activities and initiatives being implemented to support staff health and wellbeing.



Connected Community

Targets

- To increase the percentage of parents and carers who strongly agree or agree with the statement 'The activities and environment of the school are becoming increasingly culturally responsive' from 77% in 2024 to 85% when the School Culture Survey is conducted in 2027.
- To increase the percentage of staff who strongly agree or agree with the statement 'The Aboriginal Cultural Standards Framework (ACSF) informs our culturally responsive whole-school planning' from 63% in 2024 to 80% when the School Culture Survey is conducted in 2027.
- To increase the percentage of parents and carers who strongly agree or agree with the statement 'I am provided with opportunities to actively engage in my children's education' from 81% in 2024 to 88% when the School Culture Survey is conducted in 2027.
- To increase the percentage of parents and carers who strongly agree or agree with the statement 'This school has a strong relationship with the local community' from 69% when the National School Opinion Survey (NSOS) was conducted in 2022 to 81% when the School Culture Survey is conducted in 2027.

What we will do...

Strive to enhance cultural respect, inclusivity, and responsiveness across the school.

Strive to strengthen relationships and connectedness with families and the wider community.

Ensure Board members are actively engaging with and seeking the opinions of the school community.

What you will see...

- Students learning about a range of cultures and cultural events.
- Significant cultural events being acknowledged in classrooms and with our school community.
- A Reconciliation Action Plan being developed and implemented.
- An audit of the ACSF being conducted and an action plan being developed and implemented.

- Events being held throughout the year to encourage families to engage with the school community.
- School developing partnerships with community organisations and the wider community.
- The Compass Student Information System being implemented.

- School community members being provided with opportunities to interact with Board members.
- Parents/carers being encouraged to contribute their opinions before decisions are made at Board meetings.



Rossmoyne Primary School Creed

**In green and gold, we proudly stand,
We are united, hand in hand.**

**Our values guide us, we choose what's right,
With courage and integrity, our strengths shine
bright.**

**Endless potential, where dreams take flight,
We are Rossmoyne, reaching new heights.**





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