



2025 - 2028 Business Plan



MESSAGE FROM THE PRINCIPAL AND BOARD CHAIR

We are thrilled to share our new Business Plan for 2025-2028. This plan will continue our commitment to nurturing every child, focusing on their knowledge, skills, attitudes and values.

Our key priorities will be to:

- Promote student agency, learning and achievement
- Enhance a learning environment to champion inclusivity, wellbeing and engagement
- Inspire shared leadership for impact
- Strengthen connection through relationships and partnerships
- Support strategic resourcing

The strength of our community lies in our collective commitment and enthusiasm. By working together, we can profoundly impact our children's engagement with their schooling. Our plan is firmly centred on nurturing well-rounded individuals, fostering a spirit of collaboration, and reinforcing our community connections.

We look forward to implementing this plan over the next 3 years with our community. Thank you for your ongoing support.

Barbara Affla & Claire Smith

Principal & Board Chair

ACKNOWLEDGEMENT OF COUNTRY

Kaya, nidja Wadjak Noongar boodja

We would like to thank the Aboriginal people for looking after this wonderful land of Australia that we all live, learn and play together.

We like walking in our hills, wandering in our rainforests, watching the native flowers grow, and listening to the magic of the magpies warble.

We love the crystal-clear waters, our sandy stretching beaches with seashells to collect, crabs to see and rocks to climb.

We treasure the Pink Lake of Esperance, our glorious Uluru and all the special wildlife that share this land with us.

We pay our respects to Elders past and present, and promise to join together in caring for Country, our home – Australia.

Created by Room 1 (2024)



Our School

Jolimont Primary School is an Independent Public School (IPS) which has been part of the community since 1905. The school has an exceptional reputation, a vibrant learning community and beautiful natural grounds.

Jolimont is renown for its culture of excellence, inclusivity and innovation. Staff are committed to ensuring the continuation of past merits and tradition, fostering a nurturing environment in which every child is supported to flourish.

Programs reflect current best practice in education and are renowned for their explicit teaching of literacy and numeracy, and draw from children's own interests and lives. Project-based programs enhance creative and critical thinking, problem solving, and develop self-concept and intrinsic motivation. Students participate in a wide variety of extra-curricular activities and programs which encourage and develop personal growth, leadership skills, resilience and intellect.

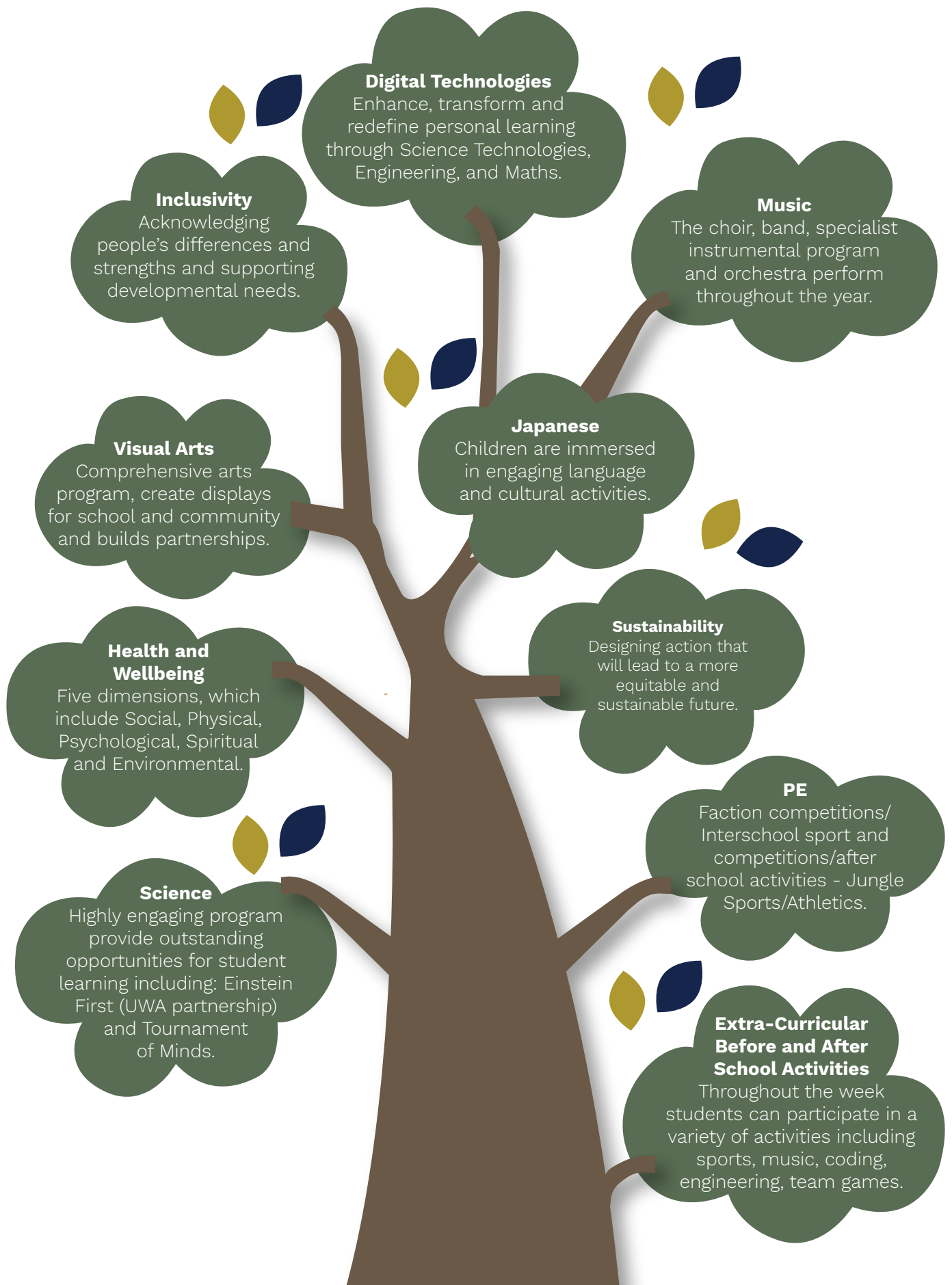
Strong alliances exist between the Board and P&C which enables strong alignment with school priorities and resources. We acknowledge the members of the School Board for their robust governance, and the Parents and Citizens Association for their ongoing success to sustain our strong and supportive community.

We will continue to build upon our accomplishments by striving to inspire a joy of learning, encouraging our children to succeed and providing an excellent education for the students in our care.

Our vision is to 'inspire a joy of learning and instil the courage to succeed'.



Enriching the Whole Child



PROMOTE STUDENT AGENCY, LEARNING & ACHIEVEMENT

Strategic Intent	Strategies
Embed whole school, high impact teaching strategies to drive individual student progress.	<ul style="list-style-type: none"> • Employ consistent student engagement strategies to maximise learning for full participation in line with Teach Well Participation Principles. • Differentiate instruction and support to cater for the learning needs of all students including culturally and linguistically diverse (CALD) and neurodiverse students. • Prioritise the balance between explicit teaching and play-based learning for early childhood students to build social, emotional and academic foundations.
Implement whole school evidence-based programs.	<ul style="list-style-type: none"> • Embed selected literacy and numeracy whole school programs and associated pedagogies to ensure a consistent approach across year levels. • Integrate and refine whole school literacy and numeracy scope and sequence documents.
Continue to implement a consistent, collaborative approach to whole school data analysis.	<ul style="list-style-type: none"> • Refine the data collection schedule to analyse and track individual, group and year level progress. • Interpret data to responsively inform classroom and cohort planning and practice.
Employ a continuous professional learning cycle that targets school and Department of Education priorities.	<ul style="list-style-type: none"> • Support the delivery of consistent high impact teaching practices through ongoing modelling, observation, feedback and coaching. • Support teachers to attend PL that aligns with whole school pedagogies, programs and needs of students.
Offer high-quality specialist programs to support the development of the whole child.	<ul style="list-style-type: none"> • Students participate in a variety of interschool and state events. • Support co-curricular opportunities to enhance specialist programs.



ENHANCE THE LEARNING ENVIRONMENT TO CHAMPION INCLUSIVITY, WELLBEING AND ENGAGEMENT

Strategic Intent	Strategies
Foster positive and safe school environments that create connection and belonging for students and staff.	<ul style="list-style-type: none"> • Create a community where everyone feels welcome, a sense of belonging, supported to participate and is valued for their unique experiences, strengths and cultural knowledge. • Use Department and school-based approaches to support student and staff mental health and wellbeing: social, psychological, spiritual, environmental and physical.
Provide high quality teaching that gives every student a sense of mastery and accomplishment by building on their strengths.	<ul style="list-style-type: none"> • Cater to all tiers of the Response to Intervention Model to optimise learning for all children: academic, behaviour and wellbeing. • Prioritise early screening, intervention and support. • Provide enrichment opportunities to extend students.
Ensure any student who is experiencing difficulties is identified and connected to the support they need either inside or outside the school.	<ul style="list-style-type: none"> • A case-management and referral approach for students with differing needs. • Personalise learning plans for students at risk and with unique learning needs. • Access to onsite specialist expertise and work in partnership with external specialist allied health professionals.
Promote equity, diversity and inclusion across the school community.	<ul style="list-style-type: none"> • Recognise and celebrate characteristics, backgrounds and perspectives within our multicultural school to build strong respectful relationships. • Increase social connections within the community to support new culturally and linguistically diverse families. • Build knowledge, understanding, appreciation and practice of Aboriginal culture, history, languages and perspectives.
Caring for Country by building sustainable practices.	<ul style="list-style-type: none"> • Empowering Students: Equip students with the knowledge and skills to adopt sustainability practices in their daily lives. • Whole-School Approach: Develop and innovate sustainability practices supported by departmentally relevant sustainability action plans. • Impactful Learning: Utilise sustainability as a key context for teaching, fostering an action-based and impactful educational experience.
Every student is an empowered creator and user of technology.	<ul style="list-style-type: none"> • Lead, inspire, and promote the use of technology to open up new ways of connecting, sharing, teaching and learning. • Drive a culture of technological innovation and collaboration that delivers improved outcomes for every student. • Investigate and support new cyber safety initiatives within the school and the parent community.



INSPIRE SHARED LEADERSHIP FOR IMPACT

Strategic Intent	Strategies
Structure the organisation to build capacity.	<ul style="list-style-type: none"> Use the organisational structure to maintain a distributed leadership approach. Build staff collective expertise as a professional learning community. Aspirant teachers are supported through targeted professional development and provided with leadership opportunities.
Sustain a culture of high performing teams.	<ul style="list-style-type: none"> Build staff capacity to implement and monitor the Strategic Priority Areas of the Business Plan. Further develop the capacity of teacher leadership team to support decision making, direction and culture of the school.
Student leadership is enhanced.	<ul style="list-style-type: none"> Foster and develop student voice, agency and leadership. Provide students with opportunities for purposeful leadership.

STRENGTHEN CONNECTION THROUGH RELATIONSHIPS AND PARTNERSHIPS

Strategic Intent	Strategies
High quality teacher student relationships.	<ul style="list-style-type: none"> Demonstrate exemplary practice and high expectations to encourage students to pursue challenging goals in all aspects of their education. All children engage with a classroom environment that promotes confident and creative individuals and successful lifelong learners.
Parents as partners in the development of the whole child.	<ul style="list-style-type: none"> Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the education priorities of the school. Acknowledgement of celebrations and cultural traditions. Provide regular and relevant parent education workshops and forums.
Work in partnership with our school board and P&C.	<ul style="list-style-type: none"> Board to provide strategic guidance and monitoring of the school performance. Support the school in increasing effective autonomy and flexibility to further improve the quality of the whole school program. An active and dynamic P&C that provides parents an opportunity to support the school within a culture of inclusion and volunteerism. Ensure P&C funds are targeted towards priority areas. High quality communication through multiple platforms.
Network of schools.	<ul style="list-style-type: none"> Strong partnerships with network of schools to expand student opportunities: PEAC, Mount Hawthorn Band, debating, sport, public speaking. Engage and support Shenton Network to improve both teacher quality and leadership. Liaise with local high schools to support year 7 transition.
Strengthen partnerships with local and global community.	<ul style="list-style-type: none"> City of Subiaco, Aboriginal, CALD. Maximise the use of school facilities for after school hours extra-curricular activities. Nakuru Hope.

SUPPORT STRATEGIC RESOURCING

Strategic Intent	Strategies
Target resources and expenditure in response to the needs of students and staff.	<ul style="list-style-type: none">• Ensure maintenance and replacement plans are based on Strategic Priority Areas and resourced accordingly.• Manage school infrastructure in-line with enrolment growth in partnership with Departmental supports.
Attract staff with skills and experience aligned to our strategic directions.	<ul style="list-style-type: none">• Review student enrolment growth to ensure the sustainability of staffing in-line with the needs of students.• Recruitment of teachers with high quality instructional practice and strong interpersonal skills.
Ensure oversight of our school delivery and performance.	<ul style="list-style-type: none">• Comply annually with the Department of Education's Funding Agreement for Schools and Control Self-Assessment.



PERFORMANCE INDICATORS

Quality Teaching for Student Achievement and Progress

- NAPLAN - In all areas tested, the stable cohort achievement aligns to, or is better than like-schools.
- NAPLAN - In all areas tested, the stable cohort progress aligns to, or is better than like-schools.
- Continue to maintain NQS verification of 'meeting the standard' in all 7 Quality Areas.
- The proportion of students making moderate, high or very high progress between Pre-primary and Year 3 in Reading and Numeracy aligns to, or is better than like schools.

Enhance a learning environment to champion inclusivity, wellbeing and engagement

- Teacher Judgement for Attitude, Behaviour and Effort to be within half a standard deviation of like schools.
- Continue to align to, or better, like-school attendance.
- EAL/D students reach a 'c' grade within two years.

Inspire Shared Leadership for Impact

- Increase the number of teachers recognised as Level 3 Classroom Teachers and Senior Teacher Level 1 and 2.
- Maintain staff involvement in Middle Leaders programs ie Future Leaders Framework.

- Committees present implementation plans to school board annually.
- Teacher Leadership Team complete annual feedback survey.
- Maintain provision of acting leadership opportunities.
- All Graduate Teachers engage with a mentor or with the Department's coaching process.

Strengthening Connections through Relationships and Partnerships

- School satisfaction as measured by students, parents and staff in the Dept Survey is high (mean scores 4 out of 5).
- Improve the school's level on the Aboriginal Cultural Standards Framework from Cultural Awareness to Cultural Responsiveness.
- Committees continue to build community-based relationships for student achievement.

Support Strategic Resourcing

- Achieve a Control Self-Assessment overall rating of Excellent.
- The school achieves 'good/excellent' in DoE external financial audit finding.
- Meet compliance in line with the minimum expenditure requirements.



GLOSSARY

a list of commonly used educational acronyms and definitions

Cross-curricular	<ul style="list-style-type: none"> Cross-curricular learning involves establishing patterns of information between different academic subjects. It offers a creative way of developing knowledge, understanding and practical skills through a study of interconnected topics
Differentiation	<ul style="list-style-type: none"> A wide variety of teaching techniques and lesson adaptations that teachers may use to instruct a group of students, with diverse learning needs, in the same classroom or learning environment
High Impact Teaching Strategies (HITS)	<ul style="list-style-type: none"> High impact teaching strategies (HITS) are a bank of instructional practices that are internationally recognised as some of the most reliable teaching strategies for delivering learning outcomes
Pedagogy	<ul style="list-style-type: none"> The method and practice of teaching
Response to Intervention	<ul style="list-style-type: none"> A model of differentiating programs to meet the needs of various students
CALD	<ul style="list-style-type: none"> Culturally and linguistically diverse
EA	<ul style="list-style-type: none"> Education Assistant
EAL/D	<ul style="list-style-type: none"> English as an Additional Language or Dialect
ICT	<ul style="list-style-type: none"> Information and Communications Technology
NAPLAN	<ul style="list-style-type: none"> National Assessment Program Literacy and Numeracy
PL	<ul style="list-style-type: none"> Professional Learning
STEM	<ul style="list-style-type: none"> Science, Technology, Engineering and Maths

Our mission is to ‘nurture and empower each other to pursue and be our best’.





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