



# Alinjarra Primary School Business Plan

2026-2028

Alinjarra Primary School is a friendly and welcoming place where children feel safe, supported and encouraged to do their best. We take great pride in the strong sense of belonging across our school, and we work hard to ensure every student feels known, included and valued for who they are.

Our staff are dedicated to creating a positive and engaging learning environment. We want students to enjoy coming to school, build confidence in their learning and develop the social and emotional skills they need to succeed. With a diverse community profile and a lower ICSEA than similar schools, belonging, connection and wellbeing are not just values - they are essential conditions that enable students to thrive and grow.

## Together we belong, together we grow

Our Vision guides and underpins the direction in our Business Plan. We have selected five domains to reflect our belief. 'Together we belong' reflects our commitment to connection, culture and wellbeing, while 'Together we grow' speaks to improvement, capability and learning for all.

## We Care • We are Successful • We are Responsible

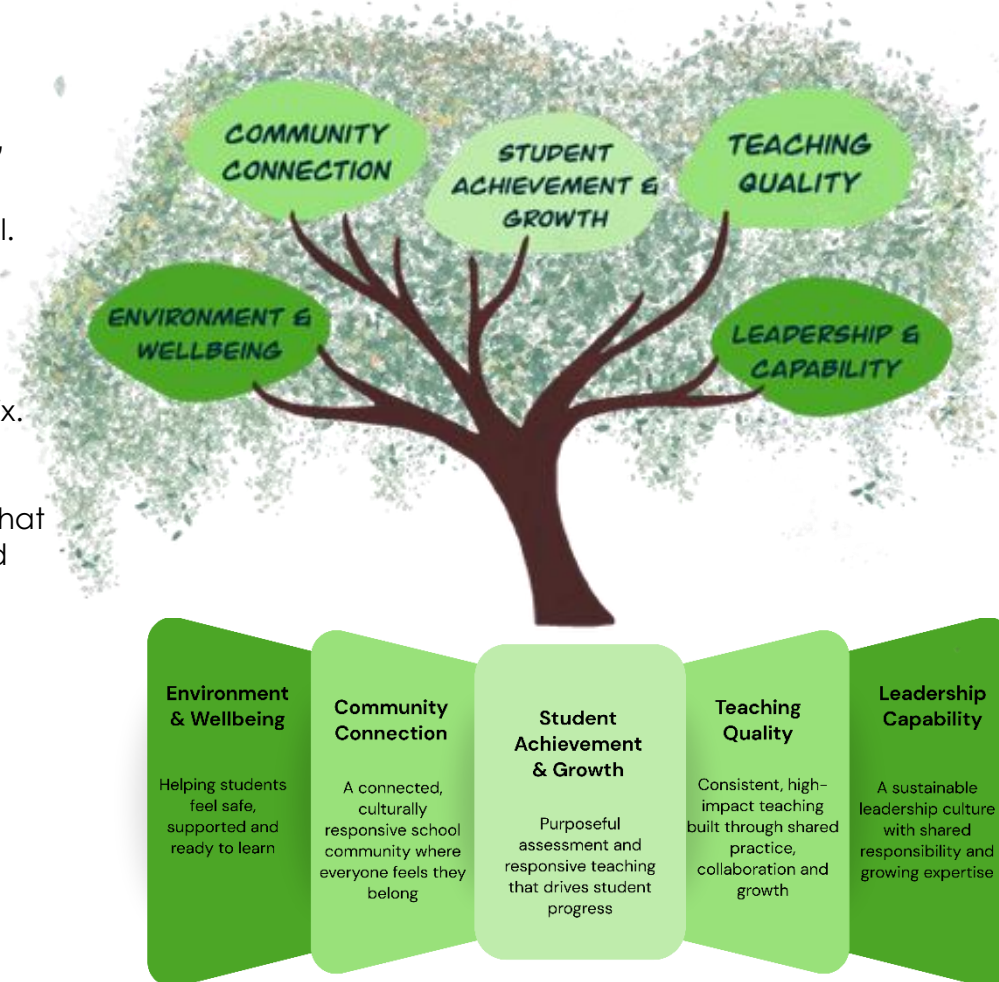
Our values are grounded in our whole-school Positive Behaviour Support program and are explicitly taught through weekly focus lessons. They are reinforced consistently through our whole-school Behaviour Matrix.

## Friendship

Our motto, Friendship, reminds us that everyone belongs at Alinjarra and that learning and wellbeing thrive when we treat each other with kindness and respect.

## 2026 Priority Focus

- Positive Behaviour Support (PBS) Program
- Classroom Management Strategies (CMS)
- Cultural Committee
- Distributed Leadership





## ENVIRONMENT & WELLBEING

## COMMUNITY CONNECTION

## STUDENT ACHIEVEMENT & GROWTH

## TEACHING QUALITY

## LEADERSHIP CAPABILITY

What will we do

### WELLBEING & SOCIAL EMOTIONAL

- Implement a shared approach to Social and Emotional Learning to promote wellbeing and positive behaviour
- Enhance SAER support through clear, consistent whole-school processes and strong partnerships with families and external services

### POSITIVE BEHAVIOUR SUPPORT

- Embed and refine PBS by embedding expectations and using data and student feedback to refine practice
- Build capability in positive behaviour practices through targeted professional learning aligned with PBS

### PHYSICAL SPACES FOR LEARNING

- We will collaborate with staff, students, and the community to maintain and enhance safe, engaging spaces that reflect school values, support play, and enrich learning

### PARTNERSHIPS & ENGAGEMENT

- Promote open, consistent communication with families and community through purposeful partnerships, such as P&C
- Strengthen School Board visibility and collaboration with local organisations and cultural groups to support learning and wellbeing

### CONNECTION

- Embed a structured induction program to support in connecting with culture, values and processes
- Engage in the Ballandjarra Network, contributing to shared priorities aligned with the Network Strategic Plan

### CULTURAL RESPONSIVENESS

- Build cultural responsiveness and inclusivity through shared learning, consultation and reflection

### ASSESSMENT SYSTEMS

- Implement and refine a whole-school assessment schedule to ensure consistent collection and analysis of data
- Strengthen the use of assessment tools to monitor progress and identify students requiring targeted support or extension

### DATA INFORMED PRACTICE

- Use early assessment data to inform intervention, planning and support
- Implement regular data analysis meetings to review student progress, track growth, and adjust plans accordingly

### EAL/D DEVELOPMENT

- Strengthen staff capability in EAL/D pedagogy and assessment to identify language needs, plan targeted instruction, and track progress with consistency

### PROFESSIONAL COLLABORATION

- Embed collaborative planning, coaching and classroom observations as regular practice
- Maintain high expectations through reflective performance development processes aligned with school priorities

### CONSISTENT PRACTICE

- Implement shared whole-school practices that promote consistency and evidence-informed teaching
- Purposeful professional learning that connects directly to whole-school programs, ensuring staff have the knowledge and skills to deliver agreed priorities

### RESPONSIVE TEACHING

- Differentiate instruction to respond to learner needs, ensuring every student is challenged, supported and able to progress

### STRATEGIC ALIGNMENT & STRUCTURES

- Maintain alignment across key school documents to ensure coherence and shared direction
- Embed a Leadership Model that clarifies roles, responsibilities and structures across the school

### CONTINUOUS IMPROVEMENT

- Strengthen performance development to ensure alignment, accountability and continuous improvement
- Build leadership capability through clear expectations, learning opportunities and reflective collaboration

### GROWING LEADERSHIP

- Grow aspirant leaders through purposeful development pathways that strengthen confidence and capability
- Provide meaningful opportunities for student leadership to promote voice, responsibility and contribution

How will we know

- PBS, SAER and SEL tools used consistently and reflected in policy, planning and data
- Case management, Compass data and student voice show improvement trends
- Environment enhancements visible and aligned to wellbeing priorities

- Clear communication systems and induction processes enacted and reviewed
- Partnership and RAP documentation actively used to strengthen belonging and cultural responsiveness
- School Board artefacts demonstrate visibility and alignment
- By 2027, at least 90% or more students will agree or strongly agree that they feel a strong sense of belonging and pride in our school', as measured through the NSOS Survey

- Assessment schedules enacted; data tools used consistently (DIBELS, On-Entry, PAT, EAL/D maps)
- Teachers use assessment and analysis meetings to plan and adjust instruction
- PL calendar and documentation reflect shared focus on responsive teaching
- Students achieving 'High' or 'Very High' in ORF (DIBELS) to increase by at least 10% from beginning-of-year to end-of-year results

- Coaching, peer observation and collaborative planning cycles evident across classrooms
- APS Impact Guide referenced in walkthroughs and feedback conversations
- NSOS and performance development evidence demonstrate alignment to priority practices
- By 2027, at least 80% of staff will report through the NSOS Survey that 'agreed teaching practices' are being used consistently across the school

- Leadership Model visible through structures, decision-making and documentation
- Coaching records, aspirant pathways and performance development evidence capability growth
- Student leadership structures enacted and providing voice and responsibility