Noranda Primary School
Business Plan
2025 - 2027

The 2025 – 2027 Business Plan outlines our approach to the future direction of Noranda Primary School by identifying our priorities over the next three years.

Our school priorities are:

1. Our Students
2. Our Staff
3. Our Community

Following the implementation of Public School Reviews; building, validating and explicitly articulating a standard was identified as a key area for development.

Our Vision:
Our school community supports, challenges and inspires each other to personal excellence.

The starting point for building a standard is defining what is going to be measured. In this case, it is the school performance for each of the 'enabling' domains of the School Improvement and Accountability Framework (SIAF).

We have set our 2025 – 2027 priorities of Students, Staff and Community against the Department of Education's Standard:

- Relationships and Partnerships
- Learning Environment
- Leadership
- Use of Resources
- Teaching Quality
- Student Achievement and Progress

Relationships and Partnerships
We will . . .
- ensure clear communication is evident, both within the school and with key stakeholders.
- continue meaningful engagement with families and strengthen their connection with the school.
- consolidate and strengthen community partnerships with external companies, agencies and the Morley Schools Network.
- endeavour to connect to all cultures and beliefs seen within the school community.
- enhance understanding and capacity of the School Board to review school and strategic planning.

Learning Environment
We will . . .
- provide a safe, caring, inclusive and culturally responsive learning environment.
- develop consistent student behaviour learning engagement strategies in line with restorative practice.
- continue to build awareness and capacity in staff and students to maintain wellbeing.
- build and maintain a positive/cohesive school culture.
- provide students with leadership and connection opportunities.

Leadership
We will . . .
- develop a coaching and mentoring culture within the school with a focus on instructional growth and development.
- build a leadership model embedding a culture of observation and feedback.
- create opportunities for staff for career advancement and to lead school innovation and improvement initiatives.

Noranda Primary School
Friendship and Knowledge

Use of Resources

We will . . .
- develop and implement a strategic approach to the allocation and expenditure of human, physical and financial resources, maximising learning outcomes for students.
- maintain direct and transparent links between budget and school planning.
- use Student Characteristics and Targeted Initiative funding to assist student learning.
- engage in ongoing workforce management considerations.

Teaching Quality

We will . . .
- support all teachers to implement whole school evidence-based approaches in literacy and numeracy, connected to the identified needs of students and the school.
- explore programs in other curriculum areas to improve consistency across the school.
- continue to embed English as an Additional Language or Dialect (EAL/D) understanding.
- use a school-based instructional playbook to embed high impact teaching strategies.
- balance explicit and play-based teaching in the Early Years.
- continue to create and maintain a positive, collaborative culture with all staff committed to ongoing professional development.

Student Achievement and Progress

We will . . .
- continue to strengthen teachers' ability to effectively interpret, communicate and use data.
- use data driven practice to foster year on year growth.
- enable conditions that drive high expectations for all stakeholders.
- articulate and apply the qualities of an effective learner.

Each year we complete a rigorous cycle of self-assessment, review, annual reporting and planning.

We aim to achieve the following targets to feed into this process.

ACADEMIC	
On Entry	• Each year from 2025 to 2027, the Year 1 On Entry median score will increase from the Pre-primary median score by: • A minimum of 60 points in Reading • A minimum of 200 points in Writing • A minimum of 65 points in Numeracy
NAPLAN Progress	• The progress demonstrated by the same cohort of students from Year 3 to 5 to be at or above the like school progress level.
NAPLAN Literacy & Numeracy	• Year 3 and 5 NAPLAN results will be at or above the like school mean. • The percentage of students in the combined Exceeding and Strong proficiency levels will be equal to or greater than like-schools in Year 3 and 5 Reading, Writing, Spelling, Grammar and Punctuation and Numeracy
EAL/D	• 80% of students to move at least one progress level each year
Kindergarten	• 80% of students will score greater than 80% for syllable segmentation and verbalisation of initial sounds • 60% of students will independently score greater than 60% for onset-rime and cvc phonemic level blending
English	• By the end of Pre-primary, 70% of students will be reading at or above 7 words correct per 30 seconds (WARN) • By the end of Year 1, 70% of students will be reading at or above 50 words correct per minute (WARL) • By the end of Year 2, 80% of students will be reading at or above 82 words correct per minute (WARP)
NON ACADEMIC	
Attendance	• The school will maintain an overall attendance performance at or above WA Public schools
Attitude, Behaviour and Effort	• Teacher judgments' of student Attitude, Behaviour and Effort will have 90% of students achieving a level of "often" or higher in all areas
National Quality Standard	• Each year the school will meet 5 or more Quality Areas of the National Quality Standard, K-2.

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