



Ellenbrook  
Primary School  
**Business Plan**  
**2023 - 2027**



## Values

- 1. A pursuit of knowledge and a commitment to achievement of potential*
- 2. Self-acceptance and respect of self*
- 3. Respect and concern for others and their rights*
- 4. Social and civic responsibility*
- 5. Environmental responsibility*

## Vision

Our vision at Ellenbrook PS is to provide a positive and caring environment that empowers students to acquire, demonstrate, articulate, and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practise the core values of the school.

## Motto

*“Life long learning”*

## Integrated Priorities

Health and wellbeing  
Sustainability  
Digital Technologies

# Background

Ellenbrook Primary School, an Independent Public School, opened in 1996 and has a diverse range of students with a wide variety of cultures represented throughout the school community. Ellenbrook PS is in a rapidly growing suburb on the north eastern edge of the Perth metropolitan region. At Ellenbrook PS we strive to ensure that every student is successful and that they are given the tools they need for future success. All staff are committed to helping students reach their full potential.

## A five year plan for school Improvement 2023 - 2027

### Our Mission:

At Ellenbrook PS our mission is to prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future. In partnership with families and community, our goal is to create relevant learning opportunities for students — both inside and outside the classroom — that help them develop the knowledge, critical thinking skills, and character necessary to succeed in a technologically advanced world.

This 5 year Business Plan has been developed in consultation with staff, students and parents. We are committed to using whole school data and the latest evidence-based research to inform the direction of our targets and actions with a clear focus to value add in all areas that will develop every student's achievement at Ellenbrook Primary School.

All targets in both academic and non-academic areas will be monitored and evaluated to establish their effectiveness and inform future operational directions.



# School Priorities

The EPS Business Plan uses Department of Education school domains to demonstrate links to our endorsed school priorities.



# Improvement Targets

## Academic Targets

### NAPLAN

- Year 3 stable cohort students attain Band 2 or above in all NAPLAN assessments.
- 80% of Year 3 stable cohort students attain Band 3 or above in Numeracy and Reading
- Year 5 students attain Band 4 or above in all NAPLAN assessments.
- 80% of Year 5 stable cohort students attain Band 5 or above in Numeracy and Reading.
- ATSI students achieve at or above the stated band levels.

### On Entry

- 75% of students in PP will achieve between 341 – 360 points or higher in Numeracy when tested in On Entry at the start of the year.
- 75% of students in PP will achieve between 471 - 480 points or higher in Reading and between 451 to 460 points or higher in Speaking and Listening when tested in On Entry at the start of the year.



## Non-Academic Targets

### Attendance

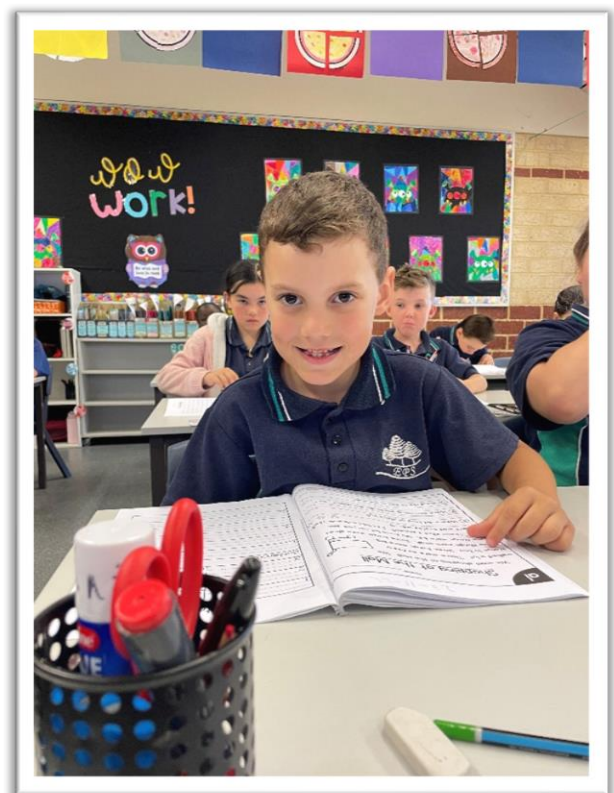
- The attendance rate of students is above WA public schools.

### NQS

- By 2024, all seven quality assessment areas will consistently be achieving a minimum standard of 'Meets National Quality Standards'

### ACSF

- By 2024, all ACSF standards will be at or above proficient on the continuum





# Student Achievement and Progress

**Priority One** - We will provide every student with a pathway to fostering excellence in learning.

## Our Action

Implement the use of Ed Companion as a whole school data platform and train staff to actively engage with the data consistently.

Implement and embed Heggerty into K-2.

Implement Australian Decodables K-2 with alignment to our Phonics Scope and Sequence.

Implement Prime Digital Assessments Year 2-6.

Implement a support teacher or intervention curriculum to assist with students at educational risk (tier 3).

Provide greater extension opportunities for Tier 1 students.

## Our Impact

- More consistent use of data to inform whole school planning and teacher planning to increase student progression

- Improved student phonemic outcomes

- Improved Reading Outcomes

- More consistent use of data to improve Numeracy outcomes

- Improved literacy and numeracy results for students working below the expected year level

- Greater achievement progress for students achieving at or above level



# Teaching Quality

**Priority Two** - We will provide quality teaching in every classroom through empowering excellence in teaching.

## Our Action

Implement and embed an agreed whole school High Impact Instruction Framework (*Teacher Handbook*).

Implement whole school approaches to teaching the Big 5 in reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Embed year level and phase of learning collaborative planning where teachers plan for, act on, and assess student learning.

Implement whole-school moderation practices using the SCSA Judging Standards documents, Brightpath, ACER Reading & Numeracy, Prime Maths Assessments for P-6 that inform teaching and learning.

Implement the Education Departments Quality Teaching Strategy to support existing whole school practices.

## Our Impact

- Enhanced teacher collaboration in the planning and delivery of the curriculum

- Improved student outcomes in reading

- Improved teaching practices
- Greater levels of consistency in teaching practices
- Shared responsibility in the development of teaching resources
- Increase in student's overall achievement levels
- A greater sense of teacher accountability

- Teachers (continue) making consistent judgements about student academic progress

- Greater consistency across the whole school in terms of effective teaching practices translating into greater student outcomes



# Learning Environment

**Priority Three** - We will provide a safe, caring, inclusive, orderly learning environment where students can thrive both academically and socially.

## Our Action

Integrate digital technologies across all year levels and learning areas.

Implement Positive Behaviour Support (PBS) as an agreed whole school behaviour management framework.

Develop and implement a student wellbeing program/policy.

Continue to implement sustainable practices into the school. i.e Introduce recycling bins into each block/classroom for soft plastics and aluminium cans.

## Our Impact

- Improved student outcomes in use of digital technologies in a variety of settings

- Improved student behaviours as well as more consistent classroom behaviour processes

- Improved student wellbeing, engagement, and achievement

- Reduce student eco-anxiety
- Assist in building long-term sustainable practices in students





# Relationships & Partnerships

**Priority Five** - We will develop an environment where positive relationships and partnerships across the school and wider community are fostered through our actions.

## Our Action

Implement approaches that promote Aboriginal histories, language and culture.

Implement and embed approaches that promote all cultures.

Build an active and informed School Board to support school decision making.

Build and strengthen partnerships with local community groups and network schools to promote initiatives that enhance student learning.

Strengthen our use of Connect throughout the school as our platform for communication with parents.

Strengthen our commitment to Staff Wellbeing through the development of the EPS Social Club.

## Our Impact

- Improved efficacy of teaching cultural awareness across staff
- Improved sense of culture, belonging and engagement among Indigenous students
- Improved awareness of various cultures that exist within the Ellenbrook PS community
- Improved connection and appreciation for all cultures for students, staff and community members

- School Board members can confidently contribute to good school governance

- More engaged community
- Positive image of students' academic achievements

- Improved parent-teacher relationship, communication, and parent involvement in child's learning

- Improved staff wellbeing, engagement and morale leading to retainment of staff at Ellenbrook PS



# Leadership

**Priority Four** - We will provide strong leadership that is collaborative, shared and focused on student academic and social development.

## Our Action

## Our Impact

Implement a distributive leadership model that creates shared ownership of the school's strategic direction and outcomes.

- Aspirant leaders identified and given opportunities to develop leadership skills
- Greater levels of ownership amongst staff for curriculum and social outcomes
- Collaborative processes being built upon

Identify, develop and support leadership at all levels using the WA Future Leaders Framework to guide the process.

- Staff members identified as leaders will share expertise with their colleagues and increase the knowledge base for all staff.

Implement a rigorous performance development and coaching culture for all staff.

- Improved professional practice for all staff leading to improved student outcomes.

Develop opportunities for student voice to inform school decision making.

- Increase student engagement
- Increase in student ownership of the school's vision and values

# Use of Resources

**Priority Six** - We will ensure school governance is aligned to the DoE directives and the schools' strategic direction.

## Our Action

## Our Impact

Resource allocation will be focused on meeting whole school priorities identified in the Business Plan and Annual Operational plans.

- Aligned funding to school priorities
- Improved student outcomes

Expend Targeted Initiative funding on meeting those initiatives.

- Targeted initiatives being achieved

Develop a workforce management plan and practices that align with student needs.

- Recruitment of new staff aligned to the priorities of the school
- Skill set of new staff enhance student outcomes

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