

2024-2026 BUSINESS PLAN



Acknowledgement of Country

We acknowledge the traditional custodians of the land on which our students live and are educated, the Whatjuk (Wadjuk) Noongar people. We wish to acknowledge and show respect for their elders, past, present, and emerging, for their continuing culture and the contributions they make to the life of our community, both now and in the past.

OUR VISION

Every student will achieve their highest potential and become life long, self motivated learners and active participants in society.

OUR MISSION

Marmion Primary is committed to:

- Differentiated learning and evidence based practice.
- Inclusive, enriching and supportive learning environments.
- Highly effective teaching staff.
- Embedding character strengths in all aspects of school life.
- Encouraging and valuing student leadership and voice.
- Valuing family and community partnership.

Marmion Primary School is an Independent Public School with a reputation for consistently providing quality learning opportunities that enable students to achieve their personal best. We pursue academic excellence and have a clear focus on the social and emotional needs of all students.

We are committed to making a difference for every student by providing a learning environment where children feel safe, valued and confident to tackle academic and personal challenges. We believe that all community members play a valuable role in the life of the school, building a culture that supports excellence.



WHOLE CHILD POLICY

At Marmion Primary School we believe that we play a vital role in preparing a child for life beyond formal schooling. Students need to be armed with skills that enable them to deal with the demands of growing up, entering the workplace and achieving long-term success. The whole child approach we take is about holistic education, where learning looks beyond the classroom to support personal development



We have a clear focus on developing the whole child by:

- Fostering a supportive environment that promotes strong relationships among staff, students and families.
- Implementing meaningful, engaging instructional practices that develop a students' ability to manage their own learning.
- Developing habits, skills and mindsets that build a students' social, emotional and academic competence.
- Creating opportunities for students to be involved in diverse curricular activities that develop their interests and passions.
- Creating an integrated system of school that supports extended learning opportunities and community partnership.

CHARACTER STRENGTHS

Marmion Primary School works to develop and embed strengths-based interventions into our everyday. Using current best practice, staff and students work together to:

- Identify and acknowledge personal strengths and lesser strengths.
- Capitalise on strengths and work to improve lesser strengths.
- Recognise strengths in others and provide constructive feedback.
- Identify strengths of a group, class or whole school community.
- Use strengths to advance learning achievement and well-being.
- Reflect and set strength based goals.



CHARACTER STRENGTHS ARE IDENTIFIED WITHIN SIX KEY VIRTUES:

Empathy | Wisdom | Community | Courage | Optimism | Self-Control

2024 – 2026 BUSINESS PLAN

The Business Plan describes the key focus areas and strategies that we will employ as a school that are intended to have the maximum impact on student achievement, improvement and progress.

Our 2024 – 2026 Business Plan was developed in collaboration and partnership with the Marmion Primary School staff and School Board following thorough data analysis, self-assessment and consideration of the school's performance data.



ACHIEVEMENT AND PROGRESS

DATA	FOCUS	STRATEGIES	TARGETS	REVIEW DATE
<ul style="list-style-type: none"> Brightpath Writing Ladder 	<ul style="list-style-type: none"> Moderate Brightpath work samples across all year levels 	<ul style="list-style-type: none"> Whole school implementation of writing samples twice a year Time allocated during professional learning meetings to moderate work samples 	<ul style="list-style-type: none"> Consistent application of criteria when levelling student work sample 	2024
<ul style="list-style-type: none"> Mathematics Assessment Tool 	<ul style="list-style-type: none"> Refine Mathematics assessment around additive thinking Develop effective open ended moderated tasks in Mathematics 	<ul style="list-style-type: none"> Review semester one Mathematics assessment results against the new Assessment Tool in term 3. The committee to then refine the tool by the end of the year. Develop a bank of open ended assessment tasks across all year levels to be accessible on the shared drive 	<ul style="list-style-type: none"> Consistent use of Mathematics Assessment Tool to inform judgements on student progress Bank of open-ended tasks completed on the shared drive 	2024 2025
<ul style="list-style-type: none"> NAPLAN data 	<ul style="list-style-type: none"> Differentiation with a focus in Mathematics and English 	<ul style="list-style-type: none"> Whole school differentiation implementation plan developed at Marmion and across network schools 	<ul style="list-style-type: none"> Achieve results in line with like schools Increase Band target spread 	2025 2026
<ul style="list-style-type: none"> Social and Emotional criteria framework 	<ul style="list-style-type: none"> Moderation of SEL data 	<ul style="list-style-type: none"> Develop clear criteria for assessing social and emotional learning on Semester reports 	<ul style="list-style-type: none"> Consistent application of criteria across all year levels 	2025
<ul style="list-style-type: none"> School report data/ NAPLAN data 	<ul style="list-style-type: none"> Consistent application of grade allocation in line with WA standards 	<ul style="list-style-type: none"> Professional learning on the standards in WA Curriculum in Mathematics and English to identified staff 	<ul style="list-style-type: none"> School data judgements are in line with NAPLAN results 	2025
<ul style="list-style-type: none"> Reading Assessment Tool 	<ul style="list-style-type: none"> Refine middle & upper school reading assessment 	<ul style="list-style-type: none"> Trial and review reading assessment tool in years 3-6 	<ul style="list-style-type: none"> Consistent use of Reading Assessment Tool to inform judgements on student progress in years 3 - 6 	2025





LEADERSHIP

DATA	FOCUS	STRATEGIES	TARGETS	REVIEW DATE
<ul style="list-style-type: none"> Leadership structure feedback on two-tiered policy NSOS data (<i>National Schools Opinion Survey</i>) 	<ul style="list-style-type: none"> Refine and review new leadership structure to ensure staff are provided with opportunities to lead 	<ul style="list-style-type: none"> Leaders meet termly with Admin to give formal feedback on effectiveness of new leadership structure Continue to implement weekly morning meetings with school Admin and Level 3 teachers – include curriculum leaders on a monthly basis 	<ul style="list-style-type: none"> NSOS Staff data on criteria "This school is well lead" scores above 4.5 	2025
<ul style="list-style-type: none"> Student leaders feedback sheet Audit of leadership roles throughout the school 	<ul style="list-style-type: none"> Provide students with age appropriate learning and support Increase leadership participation throughout the school 	<ul style="list-style-type: none"> Elected student leaders meet twice a term with teachers and admin to clearly define roles and responsibilities and to identify ideas and issues Clear focus on leadership as an element of the Character Strength process 	<ul style="list-style-type: none"> Student leaders feedback on criteria "I feel supported in my role" scores above 4.5 Increase number of student leadership roles Improve student leadership opportunities/ participation and ability 	2024
<ul style="list-style-type: none"> Performance Management documentation 	<ul style="list-style-type: none"> Effective performance feedback for staff 	<ul style="list-style-type: none"> Review performance management process with all staff each semester to identify and record progress towards identified goals Leaders identify professional learning opportunities as an element of their performance management 	<ul style="list-style-type: none"> Teachers attain personal goals as identified in performance management plans NSOS data on criteria "I receive effective feedback on my work" scores above 4.5 	2024
<ul style="list-style-type: none"> School planning and operation documents 	<ul style="list-style-type: none"> School planning is evidenced based and aligned to the Curriculum Standards Authority expectations 	<ul style="list-style-type: none"> Identified leaders implement termly committee reviews on operational planning and targets 	<ul style="list-style-type: none"> Consistent alignment of school planning documentation across all identified learning areas 	2025



LEARNING ENVIRONMENT

DATA	FOCUS	STRATEGIES	TARGETS	REVIEW DATE
<ul style="list-style-type: none"> Yarning Circle tracking sheets Issues/ideas box NSOS data 	<ul style="list-style-type: none"> Students feel safe and included – "My school takes my opinion seriously" 	<ul style="list-style-type: none"> Establish a tracking sheet to be used consistently across all year levels outlining issues and ideas raised Students place any ideas or issues in the box using the following format – Ensure name is on the sheet, identify the issue or idea, outline possible problems/ procedures, include solutions 	<ul style="list-style-type: none"> NSOS student data on criteria "My school takes my opinion seriously" scores above 4.0 	2025
<ul style="list-style-type: none"> NSOS data 	<ul style="list-style-type: none"> Review and maintain condition of physical work environment 	<ul style="list-style-type: none"> Finance committee meet monthly to review expenditure and prioritise projects in school upgrade fund targeting teachers specific work environment 	<ul style="list-style-type: none"> NSOS staff data on criteria "The school is well maintained" scores above 4.0 	2025
<ul style="list-style-type: none"> Staff feedback survey on effectiveness of BESM policy 	<ul style="list-style-type: none"> Ratify draft BESM Policy 	<ul style="list-style-type: none"> All elements of the draft BESM policy implemented, reviewed and ratified by staff 	<ul style="list-style-type: none"> Full implementation of BESM policy 	2024
<ul style="list-style-type: none"> Case Conference rating survey 	<ul style="list-style-type: none"> Record parent/carer feedback on satisfaction with Individual Education Plans 	<ul style="list-style-type: none"> Learning support coordinator to refine and review current individual Education Plans based on feedback from parents/carers and staff twice a year 	<ul style="list-style-type: none"> High satisfaction rating from parents/carers and teachers around the effectiveness of Individual Education Plans 	2024
<ul style="list-style-type: none"> Spence Anxiety Scale (Modified version) 	<ul style="list-style-type: none"> Record parent/carer feedback on satisfaction with Individual Education Plans 	<ul style="list-style-type: none"> Collate before and after data from students and parents/carers on the Mindful Me program to gauge effectiveness 	<ul style="list-style-type: none"> Consistent student rating of 'agree' against the modified Spencer Anxiety Scale around the questions of: <ol style="list-style-type: none"> "I know how to manage my emotions" "I know how my brain works" 	2024



RELATIONSHIPS AND PARTNERSHIPS

DATA	FOCUS	STRATEGIES	TARGETS	REVIEW DATE
<ul style="list-style-type: none"> NSOS data 	<ul style="list-style-type: none"> "Teachers give my child useful feedback" "Parent opinions are taken seriously" "Strong relationships with the school community" "Effective school/parent communication" "The school works with me to support my child's learning" 	<ul style="list-style-type: none"> Implement Learning Journeys and provide opportunities for parent feedback on the structure of the format or process Implement parent workshops to provide opportunities to educate parents on school initiatives and gain feedback (minimum of two workshops per year) Use Connect for whole school ongoing communication between teachers and parents. Use the website to promote the school within the community Provide parents with learning from home information, including online learning sites 	<ul style="list-style-type: none"> NSOS data above 4.0 for identified focus questions 	2025
<ul style="list-style-type: none"> NSOS data Staff performance management feedback data 	<ul style="list-style-type: none"> "I receive useful feedback about my work" 	<ul style="list-style-type: none"> Review Performance Management Policy to include better feedback to staff Implement formal survey on staff satisfaction with performance feedback Promote the completion of the parent NSOS survey by reminders through Connect, discuss at parent information evening, advertise in school newsletter and Parent Representative to promote through their networks 	<ul style="list-style-type: none"> NSOS staff data on criteria "I receive useful feedback" score above 4.2 100% staff agree that they receive useful feedback on their performance. Minimum 50% of families complete the 2025 NSOS survey 	2025
<ul style="list-style-type: none"> NSOS Student school-based feedback data 	<ul style="list-style-type: none"> "My school takes my opinions seriously" "I can talk to my teacher about my concerns" 	<ul style="list-style-type: none"> Continue to implement the Yarning Circles to enable a student voice Include feedback questions in all Yarning Circles around issues or ideas Implement student leader meetings twice a term 	<ul style="list-style-type: none"> NSOS data above 4.0 for identified focus questions 	2024





TEACHING QUALITY

DATA	FOCUS	STRATEGIES	TARGETS	REVIEW DATE
<ul style="list-style-type: none"> Teacher survey targeting differentiation across all stages of lesson implementation 	<ul style="list-style-type: none"> Differentiation 	<ul style="list-style-type: none"> Implement professional learning for identified staff who will lead differentiation policy Provide time for leaders to implement professional learning with staff in differentiation 	<ul style="list-style-type: none"> All staff have a strong understanding of differentiation across all elements of the teaching process 	2025
<ul style="list-style-type: none"> Mathematics Assessment Tool NAPLAN data 	<ul style="list-style-type: none"> Additive thinking 	<ul style="list-style-type: none"> Continue to support leaders to implement additive thinking strategies through trialling identified strategies in classrooms, building a bank of school wide resources, moderation of student work samples & refining Mathematics Assessment Tool 	<ul style="list-style-type: none"> Consistent application of Additive Thinking strategies across the school Achieve NAPLAN results in line with like schools in the Number strand 	2025
<ul style="list-style-type: none"> Character Strengths tracking data 	<ul style="list-style-type: none"> Character Strengths 	<ul style="list-style-type: none"> Continue to embed Character Strengths in daily practice through goal setting and tracking Target strengths that have not been identified in students for staff professional learning. 	<ul style="list-style-type: none"> Whole school use of goal setting processes standardized across the school 	2024
<ul style="list-style-type: none"> Reading Assessment Tool 	<ul style="list-style-type: none"> Reading 	<ul style="list-style-type: none"> Provide professional learning around Reading Assessment Tool in years 3 – 6. Trial implementation 	<ul style="list-style-type: none"> Year 3 – 6 Reading Assessment embedded in teacher's practice 	2024
<ul style="list-style-type: none"> NQS domain rating data 	<ul style="list-style-type: none"> Early Childhood NQS domains 	<ul style="list-style-type: none"> Support leaders to work with staff on implementation of the NQS in Early Childhood 	<ul style="list-style-type: none"> NQS data achieves standards across domains in Areas 1 & 2 (Partnerships and Educational programs) 	2025



USE OF RESOURCES

DATA	FOCUS	STRATEGIES	TARGETS	REVIEW DATE
<ul style="list-style-type: none"> Audits of grants applied for both successful and unsuccessful 	<ul style="list-style-type: none"> Work collaboratively with the P&C to target and write grant based applications 	<ul style="list-style-type: none"> Establish clear criteria for identifying and applying for grant application 	<ul style="list-style-type: none"> Actively apply for grants that meet established criteria 	2024
<ul style="list-style-type: none"> School operational and planning documents 	<ul style="list-style-type: none"> Budget and resource management practices that support school planning 	<ul style="list-style-type: none"> Review school operational and school planning documents with identified leaders termly Minute meetings as an element of finance committee 	<ul style="list-style-type: none"> School receives "outstanding" rating from external audit on budget and financial management 	2025
<ul style="list-style-type: none"> SSEN data (Students of Special Educational Needs) 	<ul style="list-style-type: none"> Use of student characteristics and targeted initiative funding to assist student learning 	<ul style="list-style-type: none"> Review SSEN planning resource allocation termly in line with individual plans 	<ul style="list-style-type: none"> Students consistently meet individual targets outlined in IEP documentation 	2024
<ul style="list-style-type: none"> Workforce Plan 	<ul style="list-style-type: none"> Implementation of an effective workforce plan 	<ul style="list-style-type: none"> Workforce plan clearly analyses, forecasts and plans for workforce supply and demand including assessing gaps and determining staff skill management interventions to ensure we meet the needs of students 	<ul style="list-style-type: none"> Workforce planning and management practices align with demographic and student needs 	2025

