



Fremantle Primary School

Business Plan

2025 - 2027

Developing this Business Plan

This School Plan was collaboratively developed by staff and the School Board at Fremantle Primary School through a comprehensive consultation and self-review process. It is informed by surveys from our school and parent community, as well as learning data.

Aligned with the Department of Education's (DoE) strategic plans, it also integrates improvement strategies from our 2024 Public School Review. For more details, visit our website: www.fremantleps.wa.edu.au

Welcome

We are on Whadjuk Noongar Boodja.

We acknowledge the custodial owners of the land and the traditions of education and recognise that this land is now and always has been a place of teaching and learning.

Our Vision

At Fremantle Primary School we are dedicated to supporting students on their educational journey. Our values of care, inclusivity and excellence, and a focus on sustainability and Aboriginal culture are embedded across everything we do.

Inspiring
creative, critical
thinkers in a
caring, inclusive
community.

Our Values



Care: Every student deserves to feel valued and safe at school. When children experience care, they show kindness to others, develop the courage to act with integrity, and stand up for what is right—for both themselves, and those around them.

Inclusivity: All students should feel that their character, languages, skills and contributions are equally valued and respected. Our teaching fosters an inclusive environment where students of all cultures, backgrounds and abilities can thrive and achieve success.

Excellence: Our pursuit of academic excellence is driven by goal setting and maintaining a growth mindset. This is supported by a commitment to personal and social excellence.

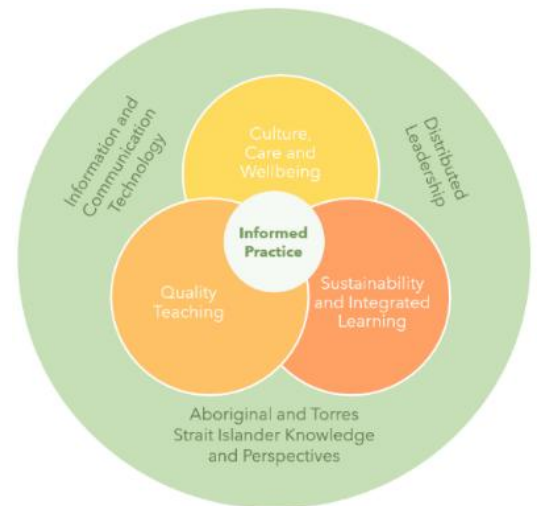
We strive to do what is right by being generous, supportive, inclusive, and caring, and celebrating the success of others.

Our Core Pillars

At Fremantle Primary School culture and practice are shaped by three interconnected core pillars:

- Culture, care and wellbeing,
- Sustainability and integrated learning, and
- Quality teaching.

Each pillar is grounded by Informed Practice and linked through information and communication technology, distributed leadership and Aboriginal and Torres Strait Islander knowledge and perspectives. These sit within the Department of Education strategic priorities and reflect the Quality Teaching Strategies.



The Fremantle Focus

The *Fremantle Focus* is the pedagogical framework that guides our work and reflects our understanding of the students we teach - who they are, where they come from, and what they need to be successful learners. In its expanded form, it articulates the principles, practices, and commitments that underpin our work and anchor what we believe, what we know, and how we educate to make a measurable difference in student outcomes.



How we will measure success

Academic Targets

NAPLAN comparative achievement will be at or above like schools.

Increased percentage of students will show a proficiency of 'strong' or 'exceeding' from Pre-primary to Year 3, and Year 3 to Year 5.

Progress between on-Entry and Year 3 NAPLAN in English and Maths will be at or above like schools.

Progress in Progressive Achievement Tests (PAT) results will match or exceed expected annual growth.

100% of students in Tiers 2 and 3 will make measurable progress towards their goals.

Non-Academic Targets

Whole school attendance rate will be on par with like schools and above 92%.

At Risk attendance category will be below 15%.

Be You Survey domains for staff, parents and students will achieve a minimum score of 4.0.

National Quality Standards verification will show an assessment of 'meeting all areas'.

Milestones

The Fremantle Focus and associated pedagogical frameworks and strategies will be embedded and formalised in practice.

Collaborative practice and data informed decision-making will drive student improvement.

Students will demonstrate year-on-year progress in sustainability goals.

Assessment against the Aboriginal Cultural Standards Framework (ACSF) continuum will show the school meeting a level of cultural competence across the five standards and this will be reflected in the school Reconciliation Action Plan (RAP).

Relationships and Partnerships

What we want to do

What it will look like

Academic Excellence

Ensure parents are aware of curriculum targets, system strategies and provide support at home for learning.

Continue and extend network connections.

Parent meetings for individual students provide timely information.

Whole school and classroom level parent meetings are well attended.

Staff draw on expertise from network schools to improve student outcomes and moderate outcomes.

Middle leadership skills and engagement is built through Network training and leadership opportunities.

Integrated Learning

Develop community partnership opportunities to provide authentic experiences and enhanced engagement in all year levels.

Develop technological skills using community experts to upskill staff and students.

Student curriculum knowledge is extended through parent and community experts who deliver specialized content.

The Technology Hub is used to integrate ICT into lessons and provide opportunities for creative and critical thinking.

Sustainability

Reflect the community focus on sustainable practices.

Regular meetings with staff and community members to build sustainability practices in the school.

Culture

Enrich the curriculum with connections to Aboriginal histories, language and culture in all learning areas and phases of learning.

Communicate openly with the community and stakeholders about decision-making processes, ensuring timeliness and transparency.

Improved student attendance, ensuring they arrive at school on time and ready to learn.

Stephen Michael programs are embedded, with Elders providing staff with knowledge on history and culture.

Strong connections with Aboriginal Elders, artists and cultural programs improve curriculum connections to local Aboriginal perspectives, histories and culture.

Reconciliation Week and NAIDOC Week are used as focus times to consolidate cultural understanding and connection.

The School Board is actively engaged with and supported to ensure transparent decision making.

The P&C actively engage the community through liaison roles, school and community events and support for school operations.

Student with low attendance have intervention plans in place.

Teacher/parent communication and student engagement processes support their arrival at the beginning of each day.

Care and Wellbeing

Ensure students can fully participate in school.

Build a school culture based on positive behaviours and the school values.

Build a shared responsibility amongst staff for maintaining respectful, professional relationships.

External agencies and volunteer organisations support the school in responding effectively to student's needs.

Whole school approaches to behaviour management.

A Behaviour Expectation Matrix has been collaboratively developed and implemented.

Collaboration of teaching staff is strengthened to promote effective teacher efficacy.

The "Ways of Working" are embedded and reflected in the relationships staff have with each other and the community.

Well-being check-ins are implemented regularly with staff to identify where support is required.



Learning Environment

What we want to do

What it will look like

Academic Excellence

High expectations for student learning are explicit, identified and understood by staff, students and parents.

An instructional model informs lessons design and the delivery of essential curriculum.

Year-on-year progress is supported through school assessment and learning processes.

Provide targeted support and ensure year-on-year growth for all students through intervention and extension strategies.

Intervention programs build the skills of identified students at point of need.

Differentiation and documented plans are used in every classroom to support student progress.

Integrated Learning

Embed Deep Learning as an inquiry methodology.

Students actively engage in critical and creative thinking tasks, which allow them to apply logic and reasoning.

Sustainability

Outdoor learning environments and gardens are used to create a variety of learning and skill development opportunities.

Outdoor learning opportunities are created which allow students to make connections and understand both sustainability practices and Aboriginal culture.

Sustainability and Maths leaders have developed ways to explicitly teach inquiry and problem-solving skills and apply them to real-world problems.

Culture

Motivate students to set challenging goals in an environment of trust and respect.

Students and teachers have high expectations and take equal responsibility for learning and achieving goals.

Ensure every classroom is safe and predictable.

Consistent predictable routines are visible and explicitly taught in all classrooms.

Build improved student engagement through Positive Behaviour Support.

Positive behaviour strategies and incentives are implemented with fidelity in all classrooms.

Connect with Aboriginal culture and language through learner-centred, place-based approaches.

The standards of the Aboriginal Cultural Standards Framework (ACSF) are used to provide a structure for cultural responsiveness. A Reconciliation Action Plan is developed, as an extension of the ACSF.

Increase communication with Deaf students by the hearing community.

A sustainable model for integrating Auslan is developed, and hearing students communicate socially with Deaf students.

Care and Wellbeing

Provide support for students and staff well-being in a culturally safe and inclusive way.

Student wellbeing is supported through teacher connection and opportunities to build on student skills and strategies.

The Chaplain provides support for all staff and students, including targeted small group programs to address specific needs such as anxiety, self-esteem and positive relationships.

Leadership

<i>What we want to do</i>	<i>What it will look like</i>
<p>Academic Excellence</p> <p>Provide clear roles/responsibilities to identified instructional leaders and senior teachers to drive school improvement.</p>	<p>Staff make informed decisions and implement whole school approaches for Literacy and Numeracy, through strengthened leadership roles which reflect school improvement strategies.</p>
<p>Sustainability</p> <p>Support student agency by providing opportunities to improve sustainability practices.</p>	<p>Student representatives (Green Team) and staff define sustainability roles for each year level.</p>
<p>Culture</p> <p>Improve outcomes for students using the collective efficacy of a distributed leadership model for staff.</p>	<p>Strong middle-leader opportunities allow staff to lead authentically and with authority.</p>
<p>Develop student leadership through targeted roles and responsibilities.</p>	<p>Student leaders are given opportunities to develop their voice and agency through classroom and whole school roles.</p>
<p>Embed student voice in school culture and decision-making processes.</p>	<p>Students help shape the school community and culture through peer coaching and support.</p>
<p>Enhance staff performance, development, and accountability.</p>	<p>Students are given opportunities individually and through class and school representatives to voice their opinion and to influence school planning and decisions.</p> <p>Student voice reflects an understanding contemporary social issues as well as having input into school planning.</p> <p>Staff are supported through professional learning to build an ongoing commitment to targeted student improvement outcomes.</p> <p>Staff actively create a collective approach to improving student engagement and learning success.</p>
<p>Strengthen the school culture of instructional coaching to support professional growth.</p>	<p>Teaching leaders share their knowledge and skills in areas of expertise, as well as classroom observation and modelling to build capacity at the school and network level.</p>

Use of Resources

<i>What we want to do</i>	<i>What it will look like</i>
<p>Ongoing financial needs of the school met through strategic planning processes</p> <p>Target resource acquisition and infrastructure replacement through reserves financial planning.</p>	<p>Updated and responsive financial planning drives decision making and auditing.</p> <p>A range of funding sources are identified and integrated into school resource planning, including DoE funding, grants and P&C fundraising.</p>
<p>Resource allocation and budgets and resource management</p> <p>Reflect planned improvements to student outcomes in targeted links between operational planning and school resourcing.</p>	<p>Staff understand operational planning and budgeting processes. This is evident through planned resources acquisition and Finance Committee consideration of planning documents.</p>
<p>Workforce planning and management</p> <p>Align workforce planning with student needs, curriculum goals and enrolment trends.</p>	<p>Workforce Plans reflect the needs of the school and anticipated changes are clearly managed.</p>



School Grounds and Buildings

Develop and resource outdoor play-based programs to build connections to integrated learning and STEAM challenges.

Outdoor teaching environments reflect play-based learning and inquiry opportunities.

Build on plans for culturally responsive and sustainability focused initiatives.

School Grounds improvement is focused on sustainability, cultural responsiveness, outdoor learning, play, and creativity.

Technology

Support student capacity in using technology in inquiry and integrated learning.

Staff engagement in using technology in the classroom is extensive and reflective and provides varied learning opportunities.

Streamline communication and updates with parents through an accessible digital platform.

The Digital Hub is resourced and utilized across all curriculum areas. Project Kaartdijin is embedded and Compass is used for supporting student attendance, parent communication and the management of events.

Teaching Quality

What we want to do

What it will look like

Academic Excellence

Create an instructional model with clear and consistent processes that reflect the DoE Quality Teaching Strategy.

An instructional model that informs lessons design and the delivery of essential curriculum.

High quality, low-variance explicit teaching is consistently delivered in all classrooms.

Tiers of intervention processes reinforce the accommodation of all students' needs.

Embed evidence-based, high impact teaching strategies.

Whole school approaches to the teaching on English and Maths incorporate the use of high impact teaching and learning strategies.

Early Learning Literacy programs ensure all students meet expected year level targets.

Use whole-school approaches to teaching and Learning.

Detailed scope and sequence documents for English and Maths inform year level and classroom planning.

Integrated Learning

Incorporate technology as a tool for problem solving, inquiry and multimedia productions.

A Scope and Sequence for K - 6 students provide details for the integration of technology in the classroom.

Students responsibly and creatively use technology to access learning, show their understanding and organise their thinking.

Reflect the diverse skills of students in high quality specialist programs.

Students engage in fine arts, music, languages, science and physical education programs which align with whole-school planning and provide accessible, challenging and engaging learning experiences.

Current practice is developed for each specialist area and deep learning opportunities are provided through in school and external learning opportunities.

Sustainability

Provide relevant cross-curriculum connections across the school using sustainability planning tools.

A Sustainability Scope and Sequence for K - 6 students provide details for the integration of sustainability practices across all classrooms.

Culture

Support all students to learn concepts, content and skills.

Differentiated learning strategies and goals are embedded, reflect student input and are regularly reviewed.

Induction processes for new staff provide a clear direction on school philosophy, practices and programs.

Student Achievement and Progress

What we want to do

What it will look like

Academic Excellence

Embed learning intentions and success criteria in lesson instruction.

Build staff data literacy through the regular collection and analysis of data for, of and as learning.

Drive a data culture which uses robust professional dialogue and moderations processes to inform teaching and student achievement.

Integrated Learning

Provide for the development and assessment of creative and critical thinking skills.

Students confidently articulate lesson learning goals and outcomes.

Data platforms and moderation processes inform classroom practice and allow for consistent, valid and reliable judgements.

Disciplined dialogues around gap analysis support staff teams in improving student progress in literacy and numeracy.

Identified evidence based learning programs and tracking tools measure student outcomes in Early Literacy and Numeracy.

Databases that track student outcomes in core curriculum areas are developed and maintained.

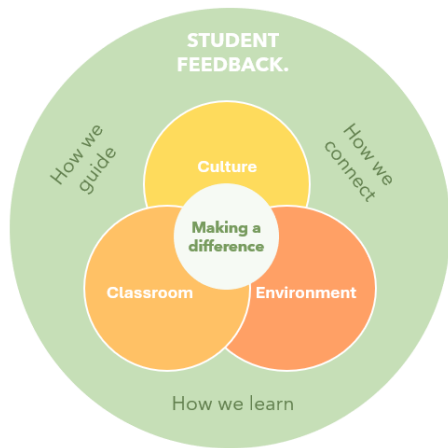
Differentiated, data-informed planning caters for the needs of each student, including students at educational risk and those who need opportunities for extension.

Coaching and team collaboration reflect a focus in the use of data to drive student improvement in short- and long-term planning.

Staff regularly provide learning updates to parents in a manner that is transparent, consistent, and responsive to student needs.

Students understand how to apply Deep Learning competencies and respond to feedback to build inquiry-based skills.





What Students Want

Our students have told us that they care about the environment, the culture of the school and the experiences they have in class. This is reflected in their goals for the next three years.



Working Together and Being A Team (Relationships and Partnerships)

Student Leaders and Values Assemblies support students and build an understanding of school culture. Students have opportunities to spend time learning from Aboriginal Elders and artists. The Student Council report to the School Board on matters that impact students.



Where We Learn and Grow (Learning Environment)

The Green Team drive the development of student action plans on sustainability and school grounds improvements. The Green Team will create Electricity Monitors to save on power usage.



Helping Us Learn To Be Our Best, and Reach our Goals (Teaching Quality, Student Achievement and Progress)

Students use technology in the classroom to improve how they learn. Support other students to learn by having peer tutors and strategies to learn in new ways.



Guiding and Helping Each Other (Leadership)

Class Representatives let their peers and teachers know about their class opinions and concerns on school issues. Upper School Leadership teams drive student inclusion and the development of a strong student culture.



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