



2025

# *Business Plan*



Respect | Perseverance | Success

# Our Vision

Through teamwork our school community will provide a challenging, innovative and caring environment that empowers and motivates all to achieve their potential. The Vision for Ranford Primary is reflected in every aspect of the day to day management and operations of the school, the priority focus of teaching and learning programs, the professional and physical environments and all interpersonal interactions. It drives all decisions, policies and processes and the shared goals of both the school and its community.

# Our Beliefs

We believe in:

- Education being the responsibility of all – the student and their family, the school and the community
- Respecting diversity and multiculturalism
- Motivation as a powerful learning tool
- Teamwork and cooperation to inspire and empower students and staff
- A supportive and nurturing environment that ensures the wellbeing of all
- Providing a comprehensive, innovative and challenging curriculum for all
- Members of the school community having the right to feel respected and valued
- The pursuit of excellence and the achievement of individual potential
- The focus always being on the individual child
- The importance of values in developing self worth and citizenship
- Supporting the professionalism and commitment of all staff
- The pursuit of excellence in teaching through models of best practice
- Respect for one another, the environment and ourselves
- Optimising learning through a positive attitude and an active & healthy body
- Preparing our children for being a responsible member of the global community

The beliefs articulate a fundamental shared understanding of the school's Vision in operation. They describe the characteristics and qualities of learning and social contexts and provide a framework for decision making and policy. The Beliefs describe our school in action.

# School Context

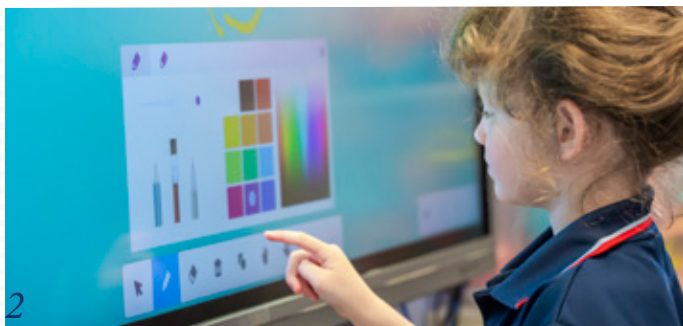
Ranford Primary was opened at the beginning of the 1999 school year and from its inception, through a clearly articulated vision and through elements of its physical design, the school has maintained a focus on community and the shared responsibilities for the education of young children.

Ranford Primary continues to develop and strengthen its strong reputation as a high achieving school that constantly prioritises the needs of the individual child. This dedication is underpinned by ensuring quality teaching and learning programs, committed and professional staff and providing an innovative and motivating physical environment.

Currently student enrolment is steady at 700 with approximately 38% percent of students having English as an Additional Language or Dialect. As a culturally responsive school, we appreciate diversity and a harmonious and inclusive community.

# The Business Plan

This Business Plan 2023-2025 is the school's long term strategic plan which outlines the direction of the school in broad terms, describing key focus areas of development which are intended to have maximum impact on overall school performance. The plan is underpinned by the Department of Education's Statement of Expectation and makes clear and public the responsibility of the school in relation to student achievement and progress.



# Accountability and Self-Assessment

Accountability for student achievement and effectiveness of school operations continues to provide the key purpose for demonstrating commitment to school self-assessment processes that are part of a strong planning and review cycle at Ranford Primary.

A rigorous and strategic process is in place for the school to make judgements about its performance. This process involves all stakeholders, has a focus on quality data and informs future planning. Judgements are made about the quality of teaching and learning programs in relation to student achievement and school operations. The analysis of student achievement and information includes National and System level data, ongoing monitoring and tracking as well as teacher judgement at individual, class and year level.



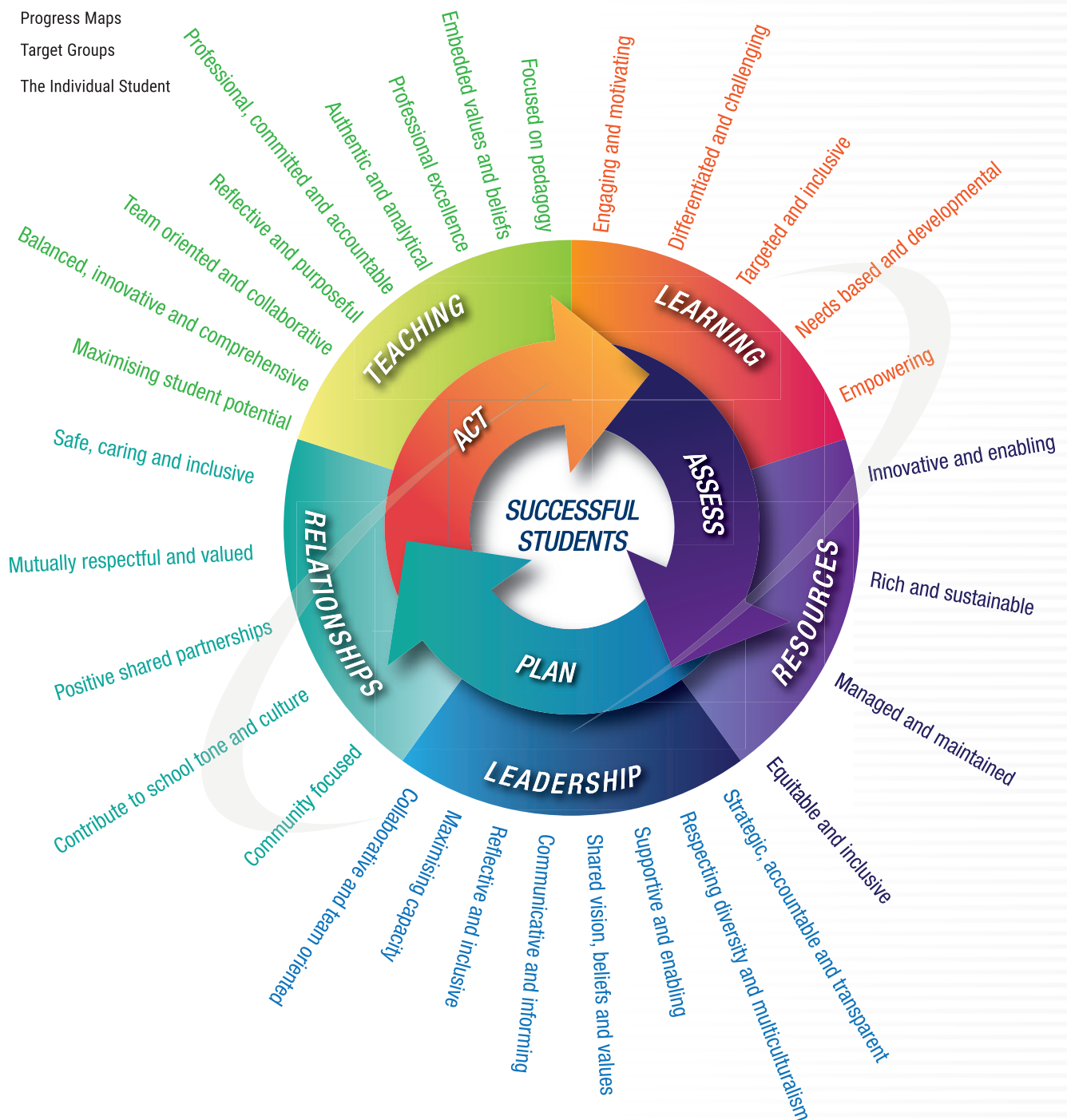
# School Improvement & Accountability Framework

## Ranford Primary Business Plan

- Pedagogy, Wellbeing and Learning Area Plans
- Reporting and Assessment Plan
- Tracking and Monitoring Documentation
- Self-Assessment and Review
- Student Wellbeing and Performance
- Progress Maps
- Target Groups
- The Individual Student

## Western Australian Curriculum

- Strategic Directions for Public Schools 2020 - 2024
- Quality Teaching Strategy (QTS) Lead School



**Every student's wellbeing, development, progress and achievement is a target.**

# Professional Learning Community

## Maximising Professional Capital

The growth of knowledge, expertise and commitment of staff to the Professional Learning Community of Ranford Primary will impact on each child's opportunity to achieve their potential as well as the development of school wide pedagogy that makes visible what we believe about teaching and learning.

We recognise that the capacity of all staff impacts upon the efficacy of the school in every aspect of its operations – Teaching, Learning, Leadership, Relationships, Environment and Resources.

Trust, collaboration, accountability and a sense of the moral purpose of education are fundamental to the sustainability of a Professional Learning Community.

Focusing on and developing the individual performance of all staff is maximising the school's professional capital.

## Visible Learning Pedagogy

The teaching pedagogy at Ranford Primary is underpinned by strong research based evidence. Teaching and learning practices are aligned with the work of Professor John Hattie, who has analysed international research and identified the practices which have the most positive impact on learning outcomes for students.

Ranford's Visible Learning pedagogy, implemented since 2017, continues to link strongly throughout the Teaching and Learning components of this Business Plan to support staff and students to consolidate a school wide pedagogy.

A Pedagogy Leadership team ensures the implementation of the Visible Learning Plan is on track and evolves with the needs of staff and students. This work includes the planning of whole staff professional development and evaluating the effectiveness of Visible Learning strategies in the classroom. A comprehensive, ongoing professional learning program, mentoring and classroom observations build confidence and help embed a common school wide pedagogy.

Students are encouraged to take ownership and responsibility for their learning by having a clear understanding of the characteristics of a Visible Learner. Teachers use Learning Intentions and Success Criteria at the beginning of lessons, providing students with a common understanding of what they will be learning and how they can demonstrate what is required in order to assess their learning.

As the journey of Visible Learning pedagogy has developed, so too has the suite of strategies teachers use to develop students' understanding of the learning process. For the next three years, teaching and learning will focus on implementing SOLO Taxonomy to further extend student thinking and support the transition from surface to deep learning. This will build the critical thinking and problem solving skills students require to thrive and engage actively in their education and support them to seek feedback in order to learn effectively.

*I am a Visible Learner when I...*

- Show a positive attitude
- Take responsibility for my learning
- Persevere with challenges
- Share what I am learning and why
- Ask questions and seek feedback
- Learn from mistakes
- Understand my next learning step
- Know what to do when I don't know what to do
- Support others to learn

*The most important thing to know is that I am always learning*

Ranford Primary  
Respect | Perseverance | Success

**The Learning Pit**

Learning

Success

The Pit

Thought bubbles:  
- "I think I know the answer but it's a real challenge."  
- "I understand it now and I feel proud."  
- "I think I'm getting it and I feel more confident."  
- "I need to work harder at this."  
- "I'm confused."  
- "This is not as easy as I thought."

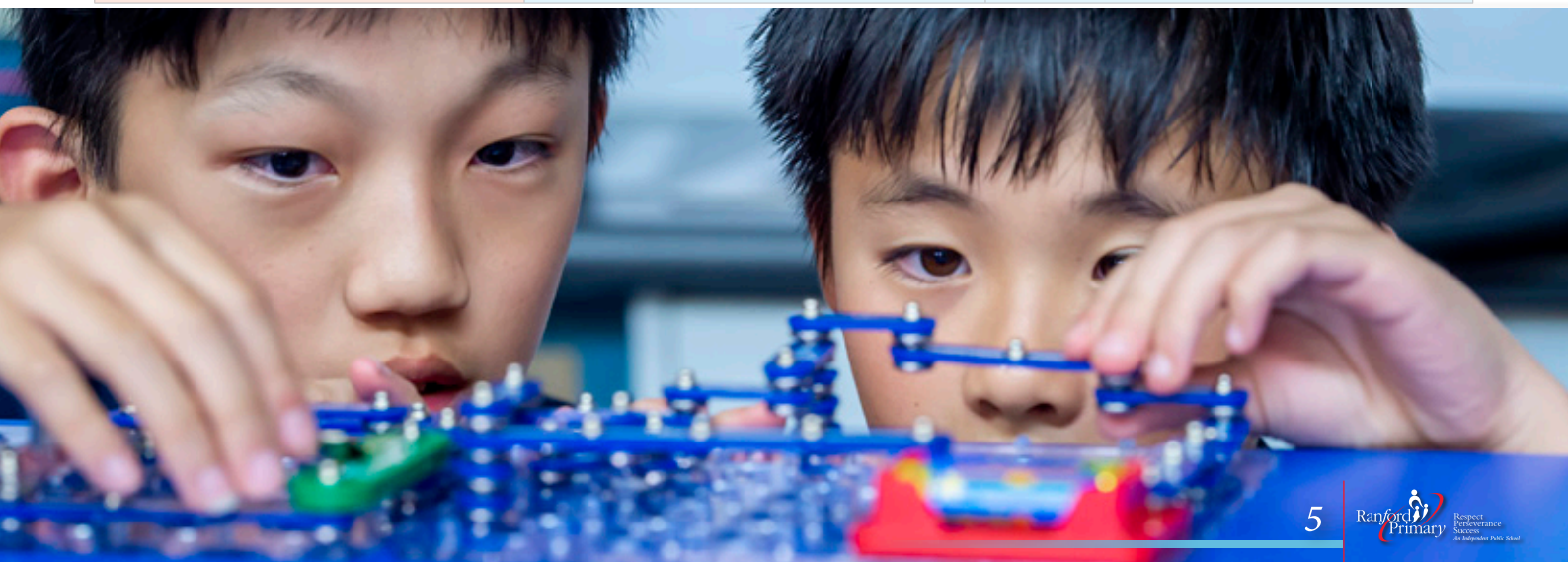
Ranford Primary  
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The Learning Pit by James Nottingham

# Teaching Excellence in Teaching

The professional environment is one of collaboration with specific management strategies employed to maintain and support a culture in which excellence in teaching is pursued and accountability is visible. A commitment to ongoing, planned professional development for all staff adds depth and expertise to the capacity, experience and knowledge of the team. This continues to ensure the quality and rigour of curriculum development and the teaching programs. Keeping abreast of current research will challenge and continually improve whole school planning and the ability to focus teaching on the individual child.

Focus Area	Intentions and Strategies	
<p><b>School wide pedagogical consistency and depth of curriculum knowledge with a Visible Learning focus on:</b></p> <ul style="list-style-type: none"> <li>• high expectations</li> <li>• explicit instruction</li> <li>• learning intentions and success criteria</li> <li>• surface to deep learning</li> <li>• SOLO Taxonomy</li> <li>• quality feedback</li> <li>• growth mindset</li> </ul> <p><b>Research based strategies inform teacher practice</b></p> <p><b>A balanced, differentiated and engaging curriculum that focuses on:</b></p> <ul style="list-style-type: none"> <li>• National Quality Standards</li> <li>• Quality Teaching Strategy</li> <li>• Aboriginal Cultural Standards Framework</li> <li>• Wellbeing</li> </ul> <p><b>Intentional structures support Leadership Teams to implement the requirements of the Western Australian Curriculum</b></p> <p><b>Authentic assessment, evaluation and moderation across the curriculum</b></p> <p><b>Maximising professional capital through reflective practice and targeted professional learning</b></p> <p><b>Performance development will reflect school wide pedagogy and the capacity of the staff</b></p> <p><b>A professional learning community that shares expertise, experience and knowledge</b></p> <p><b>Collaborative and co-operative planning, teaching and assessment</b></p>	<ul style="list-style-type: none"> <li>• Staff collaborate in a variety of teams to plan for the ongoing sequential implementation of the Western Australian Curriculum.</li> <li>• Research and rigorous analysis of quality data (system and school level) informs planning and enables appropriate judgements about the standard and progress of achievement.</li> <li>• Embedded school wide pedagogy will be evident through visible teaching and learning strategies.</li> <li>• Staff present learning opportunities in a way that students understand, making the purpose of a lesson clear and accessible to students.</li> <li>• Low variance across the school for pedagogy, social and emotional programs, strategies and assessment, K-6 are evident.</li> <li>• A rich and engaging curriculum is enhanced by specialist teaching expertise in Science, The Arts, Health and Physical Education and Languages.</li> <li>• Continually validate appropriate tools to monitor and evaluate learning and progress of whole school processes and programs.</li> <li>• A differentiated curriculum will meet the needs of all students through teaching and learning adjustments.</li> <li>• School wide teaching and learning strategies will enhance and maximise learning opportunities.</li> <li>• Explicit teaching and high expectations will provide clear and transparent intentions for learning and engagement.</li> <li>• Ongoing self-assessment processes from individual to whole school supporting high standards of professionalism and student achievement.</li> <li>• Professional Learning enhances and maximises the capacity of staff and the professional capital of the school.</li> <li>• Explicitly teach Protective Behaviours and provide follow up interventions as required.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Professional Learning is directly connected to best practice, affects instructional change in the classroom and is tailored to improve student learning.</li> <li>• Provide a supportive and collaborative professional environment in which performance management is viewed as ongoing self-development and feedback is provided to acknowledge strengths and support needs.</li> <li>• Strengthen the classroom observation model to add depth to the implementation of research supporting school wide pedagogy.</li> <li>• Implementation and ongoing monitoring of program quality across the early years.</li> <li>• Investment in detailed induction and mentor program for graduates, new and returning staff.</li> <li>• Accountability structures and processes ensure staff are committed to monitoring and making judgements about student achievement and progress.</li> <li>• Embedding a model for the provision of academic extension and challenge.</li> <li>• Maintain curriculum implementation of the Aboriginal Cultural Standards Framework.</li> </ul>	



# Learning *Maximising Student Achievement*

Targeted achievement levels are attainable for every student through the opportunities provided in the innovative and challenging teaching and learning program delivered by all teachers.

A strong focus on the needs of the individual child ensures success for all.

Fundamental to the whole school Visible Learning pedagogy is the belief that successful student achievement occurs when the curriculum addresses a student's academic, social and emotional needs. Strategies to motivate student learning focus on high expectations and positive engagement.

Learning and achievement are evaluated, monitored and reported to ensure programs are catering for areas of need and parents/carers are informed partners in this process.

Focus Area	Intentions and Strategies	
<p><b>Characteristics of a Visible Learner – I am a Visible Learner when I:</b></p> <ul style="list-style-type: none"> <li>• Show a positive attitude</li> <li>• Take responsibility for my learning</li> <li>• Persevere with challenges</li> <li>• Share what I am learning and why</li> <li>• Ask questions and seek feedback</li> <li>• Learn from mistakes</li> <li>• Understand my next learning step</li> <li>• Know what to do when I don't know what to do</li> <li>• Support others to learn</li> </ul> <p><b>Student Engagement</b></p> <ul style="list-style-type: none"> <li>• Responsibility, participation and motivation</li> <li>• Application, aspiration and challenge</li> <li>• Student agency and self-assessment</li> </ul> <p><b>Western Australian Curriculum</b></p> <ul style="list-style-type: none"> <li>• Knowledge, skills, behaviour and dispositions</li> <li>• Access for all</li> <li>• Extension and Challenge</li> <li>• Intervention and Support</li> </ul> <p><b>Collection, collation and analysis of individual data and information at all year levels</b></p> <p><b>Student Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Growth Mindset</li> <li>• Attitudes reflecting school values</li> <li>• Pastoral Care</li> </ul> <p><b>Learning Environment Factors</b></p> <ul style="list-style-type: none"> <li>• Inclusive and supportive</li> <li>• High expectations</li> <li>• Motivating and challenging</li> <li>• Regular Attendance</li> </ul> <p><b>Aboriginal Cultural Standards Framework</b></p> <p><b>Community Partnerships enhance learning</b></p>	<ul style="list-style-type: none"> <li>• Teaching and learning programs cater for student interests and needs.</li> <li>• Structured feedback explicitly taught to assist goal setting, motivation and achievement.</li> <li>• Visible Learning strategies are embedded to support student learning.</li> <li>• Students demonstrate a growth mindset and apply the Visible Learner characteristics.</li> <li>• A commitment to doing one's best is modelled through consistently high expectations and strategies.</li> <li>• Ongoing data collection supports early intervention programs.</li> <li>• The tracking of student progress and achievement will continue to indicate the effectiveness of learning programs and interventions.</li> <li>• Identification of target groups through detailed analysis of data collection and evidence with a focus on those performing above and below expected levels.</li> <li>• Promote the importance of attendance and punctuality by high expectations and home/school communication / interventions as required.</li> </ul>	<ul style="list-style-type: none"> <li>• A differentiated curriculum provides opportunities for extension and challenge.</li> <li>• The impact of social/emotional factors on learning is monitored and appropriate support applied.</li> <li>• Individual Adjustment Plans are developed to cater for specific needs of students.</li> <li>• Consultation with parents/carers to inform and support the Individual Adjustment Plan.</li> <li>• EALD student needs will be determined on enrolment and appropriate resources and monitoring will be implemented.</li> <li>• A coaching approach based on the school's Values is explicitly taught and reinforced to support student behaviour and to develop responsibility, resiliency and independence.</li> <li>• Pastoral Care and Wellbeing programs support the individual student.</li> <li>• Students will have the knowledge and skills to access technologies as a tool for learning.</li> <li>• Cultural awareness and responsiveness will enhance the learning of all.</li> </ul>



# Leadership *Committed and Innovative*

Strategic leadership management empowers staff to share their strengths and abilities, enhancing the professional environment, the teaching and learning programs and whole school focus areas.

Professional learning and development is valued and supported and the sharing of professional knowledge, experience and expertise is promoted. Leadership opportunities are strategically planned and acknowledge the strengths and attributes of staff alongside student needs and school priorities.

Participation in policy development, curriculum implementation, accountability processes and decision making develops and maintains ownership and commitment of staff.

Leadership opportunities are also extended to the student group as well as parents in a variety of roles and capacities.

Focus Area	Intentions and Strategies	
<p><b>Leadership Teams</b></p> <ul style="list-style-type: none"> <li>Leadership team development and opportunity</li> <li>Leading teacher learning and development</li> <li>Leading innovation</li> <li>Building relational trust</li> <li>High performance expectations</li> <li>Building purposeful collaboration</li> <li>Fostering interaction and shared learning</li> <li>Providing acknowledgement and feedback</li> <li>Maintaining motivation</li> <li>Strategic and transparent decision making</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>Building capacity</li> <li>Committed and accountable</li> <li>Collective responsibility</li> <li>Collaborative and team oriented</li> <li>Reflective self-assessment and development</li> <li>Aspirations and opportunity</li> <li>Celebrating successes</li> </ul> <p><b>Student Leadership</b></p> <ul style="list-style-type: none"> <li>Role models</li> <li>High expectations</li> <li>Leadership development and opportunities</li> <li>Network opportunities</li> </ul> <p><b>Network and System</b></p> <ul style="list-style-type: none"> <li>Professional Learning Communities</li> <li>Western Australian Future Leaders Framework (WAFLF)</li> <li>Quality Teaching Strategy (QTS) - Lead School</li> </ul> <p><b>School Board</b></p> <ul style="list-style-type: none"> <li>Governance and accountability</li> <li>Participation and consultation</li> <li>Advocacy and representation</li> </ul>	<ul style="list-style-type: none"> <li>Leadership is based on a distributive model promoting and ensuring the shared Vision and Beliefs of the school.</li> <li>Leadership team focus for all school processes and projects.</li> <li>All staff in leadership roles model a strategically planned approach and place a high level of importance on being well informed in their area of responsibility and leadership.</li> <li>The interests, expertise and experience of staff is valued and used to enhance the capacity of the team.</li> <li>Implement the WAFLF to identify, develop and support individuals with high potential for leadership.</li> <li>Middle tier leaders to access coaching and mentoring professional learning.</li> <li>Decision making processes of all teams are inclusive and process oriented.</li> <li>Leadership effectiveness is reviewed and aligned with the annual Performance Development cycle.</li> <li>Student leaders are mentored to know how to model appropriate behaviour and values.</li> <li>Student leaders are provided with opportunities to develop the skills and characteristics of positive young leaders and role models.</li> </ul>	<ul style="list-style-type: none"> <li>Planned collaborative time creates opportunities to share professional learning and expertise.</li> <li>The School Board effectively represents the wider community and has a leadership role in the accountability processes of the school.</li> </ul>



# Relationships *Positive Partnerships*

The positive tone and culture of Ranford Primary is underpinned by a strong values foundation and behaviour management processes that focus on motivating student dispositions towards learning. This is embedded in the Beliefs of the school and is demonstrated through all interactions and communications. Mutual respect and a positive attitude are fundamental prerequisites upon which other skills are built.

The wellbeing focus of the school provides for the needs of students, parents and staff on many levels and aspires to maximise learning and social/emotional development for all.

Focus Area	Intentions and Strategies	
<p><b>Quality relationships between school and home, the teacher and student, and staff are built on:</b></p> <p><b>School / Home</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Respect</li> <li>• Reciprocal trust</li> <li>• Collaboration</li> <li>• Relationship</li> <li>• Partnership</li> <li>• Shared Values / Goals</li> </ul> <p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Student / Family Wellbeing</li> <li>• Staff Wellbeing</li> </ul> <p><b>Partnerships and teams – in school</b></p> <ul style="list-style-type: none"> <li>• School Board and P&amp;C Association</li> <li>• Leadership Teams</li> <li>• Parent leadership</li> <li>• Allied Professionals</li> </ul> <p><b>Partnerships – external agencies</b></p> <p><b>Community and Network Focused</b></p> <p><b>Parent Education</b></p> <p><b>Maintain quality Intra-school communications</b></p> <p><b>Demonstrate cultural awareness and develop relationships with Aboriginal and EALD families and students</b></p>	<ul style="list-style-type: none"> <li>• The social and emotional wellbeing of students is monitored and supported by a range of programs and processes.</li> <li>• Pastoral care is provided through a range of school services, programs and policies.</li> <li>• Parents, students and teachers share school vision, beliefs and values.</li> <li>• The values of the school are embedded in all contexts, policies and programs.</li> <li>• Student wellbeing is enhanced by effective school and community partnerships.</li> <li>• Interagency support and expertise supports the school's ability to cater for students' needs.</li> <li>• Partnerships with internal and external support staff and agencies is characterised by mutual respect and professional value.</li> <li>• Partnerships and shared projects with P&amp;C fund additional support and resources for the students.</li> <li>• The relationship with the School Board has a positive impact on school effectiveness, strategic planning and accountability processes.</li> <li>• Cultural diversity within the school community is highlighted and celebrated.</li> </ul> <ul style="list-style-type: none"> <li>• Community feedback, via survey and discussion groups, informs planning, policy direction, procedures and decision making.</li> <li>• Establish links with educational institutions and participate and support the local schools in the Nicholson Network.</li> <li>• Develop meaningful citizenship programs to further promote global citizenship and responsibility.</li> <li>• Parent education opportunities and communication processes support home school partnerships.</li> <li>• The school provides layers of easily accessible information for its community.</li> <li>• The programs and policies of the school are shared with the community.</li> <li>• Pre-Kindergarten information and communication supports early learning opportunities.</li> <li>• Promote parent opportunities to be involved within the school community.</li> <li>• Promote practices that specifically encourage participation of families from diverse backgrounds – Aboriginal and EALD.</li> <li>• Increase cultural awareness and understanding within the school community.</li> </ul>	





# Wellbeing

Wellbeing is dynamic and multifaceted. It is a way of being, doing and thinking, individually and in connection with others. At Ranford, Health and Wellbeing is considered an individual and shared responsibility so that a positive culture is created. As an accredited Be You Learning Community, staff are committed to ensuring a whole school approach that promotes the mental health and wellbeing of students and staff. This is underpinned by the Be You Framework and is implemented through a strategic action plan.

## Wellbeing Goals

- Staff, students and families have a whole school approach and common language to support positive mental health and wellbeing
- Support for our community through Pastoral Care and Wellbeing programs
- A school environment that is inclusive and supportive of all students, families, and staff
- Effective partnerships are established to support a culture that prioritises mental health and wellbeing development



Sourced from  
[www.beyou.edu.au](http://www.beyou.edu.au)



## *Environment Safe, Supportive and Values Oriented*

The environment has a strong impact on both the “hidden curriculum” and the sense of belonging and optimal wellbeing for all.

The ability to plan for facilities improvements and to improve the future development and maintenance of the school campus according to the needs of the school is seen as a positive message about how we value our environment and the pride we have in it.

The learning environment at Ranford Primary is characterised by a high level of engagement, a direct result of students being challenged at their level by a rich and stimulating teaching and learning program.

Focus Area	Intentions and Strategies	
<p><b>Work Environment</b></p> <ul style="list-style-type: none"> <li>• Safe, caring and supportive</li> <li>• Collaborative and team oriented</li> <li>• Collective effort</li> <li>• Professionally positive and motivating</li> </ul> <p><b>Learning Environment</b></p> <ul style="list-style-type: none"> <li>• Calm, safe and respectful</li> <li>• Well resourced</li> <li>• Multi-purpose learning areas</li> <li>• Student focused and flexible</li> <li>• Centred on wellbeing</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Strategic</li> <li>• Collective responsibility</li> <li>• Global responsibility</li> </ul> <p><b>Physical Environment</b></p> <ul style="list-style-type: none"> <li>• Well maintained</li> <li>• Aesthetically pleasing</li> <li>• Enhances teaching and learning</li> <li>• Innovative and flexible</li> <li>• Shared facilities and services</li> </ul> <p><b>Hidden Curriculum</b></p> <ul style="list-style-type: none"> <li>• Culture and tone</li> <li>• Embedded values</li> <li>• High expectations</li> </ul> <p><b>The school environment provides a welcoming support link for family wellbeing</b></p>	<ul style="list-style-type: none"> <li>• The environment reflects the values and beliefs of the school and the desired learning culture the school has established.</li> <li>• A calm and orderly environment promotes a positive school tone and intentional strategies explicitly reinforce this.</li> <li>• Staff wellbeing is surveyed to enhance the adult workplace and maximise teaching and learning.</li> <li>• An inclusive and enriched learning environment motivates and engages learners.</li> <li>• The physical environment is well maintained and provides learning opportunities beyond the classroom as well as encouraging pride in the school.</li> <li>• A professional work environment that promotes and values staff wellbeing.</li> <li>• Teachers use the environment outside the classroom to maximise learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvements to the grounds and environment are planned and enhance teaching and learning programs throughout the school.</li> <li>• The work environment has a collaborative culture and collective effort.</li> <li>• A commitment to doing one’s best is modelled through consistently high expectations and strategies supporting and encouraging the achievement of individual potential.</li> <li>• The sustainability leadership team embed the whole school strategic plan.</li> </ul>



## *Resources Resource Rich and Capacity Building*

Resources and the physical environment are critical in providing the context which supports all teaching and learning opportunities. The ongoing renewal of resources and assets will ensure the most up to date opportunities for students. Investment in the ongoing development of staff builds professional capacity ensuring teachers and support staff are equipped with the skills, knowledge and understandings to provide optimum learning experiences. Strategic financial planning ensures sustainability and the support of future needs.

Focus Area	Intentions and Strategies	
<p><b>Targeted resource management</b></p> <ul style="list-style-type: none"> <li>• Strategic and well researched</li> <li>• Staff development and wellbeing</li> <li>• Capacity building</li> <li>• Equitable breadth and depth</li> <li>• Ongoing renewal and maintenance</li> <li>• Enhance curriculum content and implementation</li> <li>• Future focused</li> <li>• Student needs a priority</li> </ul> <p><b>Well managed deployment of staff to enhance teaching and learning</b></p> <p><b>Build on school wide pedagogy</b></p> <p><b>Maintain a high standard of grounds, building and learning areas</b></p>	<ul style="list-style-type: none"> <li>• Resource management is accountable and equitable.</li> <li>• Resources are aligned to school priorities and planning with a focus on sustainability and renewal.</li> <li>• Resources enable innovative and creative teaching and a differentiated curriculum to be implemented.</li> <li>• Resources support the academic and social-emotional needs of students.</li> <li>• Allocating resources to professional learning will be guided by system level requirements, Focus Areas of the Business Plan, Learning Area plans, capacity of staff and sustainability.</li> <li>• Staff development programs are strategically planned to support school wide pedagogy and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources enable current technology to be a learning tool as and when required.</li> <li>• Resource management considers future needs and planning.</li> <li>• Shared projects with the P&amp;C Association enhance the school’s capacity to maintain a resource rich environment.</li> <li>• A workforce management plan is in place and supports all other operational and learning area plans as well as student needs.</li> <li>• Actively seek additional funding through grants and special initiatives.</li> </ul>

# Academic Improvement Targets for Literacy & Numeracy 2023-2025

Curriculum implementation at Ranford Primary has a strong focus on continuity from Kindergarten, where the Early Years Learning Framework focuses on personal and social competencies and early Literacy and Numeracy development.

Students from Pre-primary to Year 2 are assessed yearly using system level standards (On-Entry Assessment) which measures the achievement of pre-requisite skills in Literacy and Numeracy.



## On Entry

### Pre-Primary

- All students in Pre-Primary are assessed using the On-Entry Assessment.
- On-Entry Assessment data is used to inform teaching and learning programs.

### Year One and Year Two

- All students in Year 1 and 2 are assessed using the On-Entry Assessment.
- Every student to make positive growth in all areas.
- 60% of students to meet or exceed expected growth in Reading, Writing and Numeracy.
- 50% of students to be at or above the ICSEA Schools Median in Reading, Writing and Numeracy.
- On-Entry Assessment data is used to inform teaching and learning programs.
- In Year 2, On-Entry Assessment data is used to set target groups for predicted NAPLAN achievement.

Students in Years 3 & 5 sit NAPLAN testing in Reading, Writing, Spelling, Punctuation & Grammar and Numeracy. NAPLAN uses a common assessment scale, referred to as Bands, to cover the full range of student achievement in each test. The scale for each domain is divided into 10 Bands and maps the increasing complexity of the skill assessed by NAPLAN. Individual student Band growth is measured on a two-year continuous cycle. The three-year cycle of the Business Plan will not capture all student's growth from 2023-2025. Data is available and monitored for tracking students from Year 3 to Year 7 (for those students enrolled in Public High Schools). This information is used to review teaching and learning programs in Years 3-6.

## NAPLAN

Teaching and Learning Focus  Domains	Expected Attainment		Individual Targets	Former Students
	State Target 2023 - 2025	National Target 2023 - 2025		
Reading	School mean will be consistently above the mean of like schools and WA Public Schools.	90% of students will be above the Australian Minimum Standard (AMS).	<p>All students are supported to make progress within their capacity.</p> <p>Based on Year 3 NAPLAN, students identified as not achieving the AMS will form a target group for focused intervention.</p> <p>Based on Year 3 NAPLAN, students who achieve a Band 8 or higher will form a target group for extension and challenge.</p>	<p>The progress and achievement of former students attending Public High Schools will continue to be monitored.</p> <p>It is expected that 80% of these students should perform above the National Mean in all areas.</p>
Writing				
Grammar & Punctuation				
Spelling				
Numeracy				

# Attendance “Every Day Counts, Every Lesson Counts”

Consistent attendance and participation at school are essential factors in achieving social and academic learning outcomes. Student attendance of less than 90% will have an impact on a child’s opportunity to achieve their potential.

## *Attendance is a system-level priority with the following focus areas:*

- A positive school culture, with high expectations for student attendance, is maintained.
- Daily monitoring and follow-up are embedded within school practice.
- Students, families and the community are engaged in the learning program.
- The connection between attendance and outcomes is understood and valued.
- Employment of a wide range of targeted strategies that are aligned to the cause of student absence.

## *Particular emphasis at Ranford:*

- Reduce the percentage of ‘students at risk’ across all categories, in line with the percentage of students identified in the years prior to COVID.
- Monitoring students with ‘unapproved absences’, specifically vacations during school terms.



# Workforce Development and Management

The development and strategic management of staff at Ranford Primary will determine the effectiveness of the teaching and learning programs and the nature of the environment in which adults work as well as children learn. It determines our capacity as a school to deliver on the expectations of ourselves as professionals, the community we serve and the students we inspire to be lifelong learners. It is acknowledged that a school needs to be a healthy and motivating adult workplace as well as an engaging, challenging and caring learning environment.

Strategic and thoughtful workforce planning encompasses:

- Recruitment
- Performance Development
- Career and Aspirant Opportunities
- Professional Development
- Human Resource Administration
- Safety and Wellbeing
- Succession Planning
- Equal Opportunity

The effective management of the workforce will ensure the school maximises its capacity to see evidence of its Vision and Beliefs in all facets of its organisation and operation.



## Sustainability

The structure of the school's leadership and the ownership of school processes for planning, implementation, reflection, review and self-assessment cycles is well embedded. There is a strong sense of accountability and strategic decision making based on the strength of Business and Operational Plans which are developed with input from all stakeholders. Whole school commitment to programs and policies provides clear direction with continuity and consistency.

The school's capacity to deliver a curriculum of breadth and depth, along with pastoral care is determined by what each member of the team brings in experience, expertise and commitment. This is carefully balanced to ensure variety and development essential to building and maintaining this capacity. Through staff selection processes and strategically planned development opportunities the school is able to maximize students' learning and maintain accountability for both system and school level projects and initiatives.

Workforce planning is future directed and considers the needs of students and staff taking into account workload, staff wellbeing and system level requirements.

# Focus Areas

## Recruitment

- School needs: Balance of experience and expertise
- Selection process – timelines and policy
- Workforce profile
- Special projects
- Sustainability
- Capacity building

## Human Resource Management

- Office procedures – training
- Payroll
- Leave management
- Induction, motivation, retention
- Compliance and legislation
- Equity and focus driven
- Code of Conduct
- Resourcing

## Performance Development

- Australian Professional Standards for Teachers
- Competency Framework for Education Assistants
- Competency Framework for School Corporate Services staff
- Self-reflective and motivated
- Classroom observations
- Committed to the professional culture

## Safety and Wellbeing

- Workload and Wellbeing Committee
- Staff wellbeing program
- Pastoral care and collegiate support
- Social opportunities
- Work Health and Safety Training
- Emergency and Evacuation planning
- Staff surveys

## Career and Aspirant

- Leadership structure and opportunities
- Level 3 and Senior Teacher mentor program and leadership roles
- Future Leaders Framework - High Potential Identification
- Career development and opportunity

## Professional Development

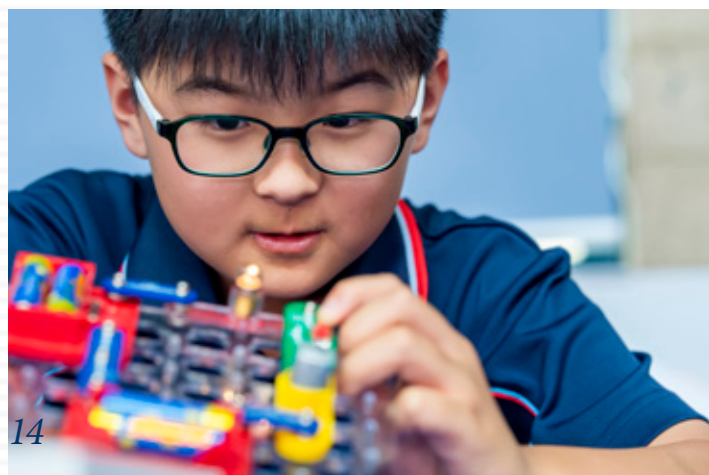
- Strategically planned
- Focused on pedagogy
- Collaborative and team oriented
- Capacity building
- Professional Learning Communities – school, network and system
- Mentoring

## Equal Opportunity

- New staff
- Special projects
- Valuing extra curricula interests and expertise
- Equal Employment Opportunity Legislation

## Succession

- Leadership opportunities
- Project leadership
- Shared leadership
- Individual development and aspirational opportunities
- Mentoring





## *A Message from our School Board*

It is the privilege of the Ranford School Board to endorse all that is, our exceptional Ranford Primary. We are an award-winning independent public school nestled in the South-eastern suburbs, within a 20km radius of Perth's CBD. Our focus remains on providing the best educational outcome for each and every child, balanced with physical and artistic development. We are fortunate to have excellent facilities to enable the continuous and innovative development of teaching practices and techniques, taking our school beyond those set by the Department of Education. Our leadership team and school staff consider our community aspirations, needs of our students and staff, and the strategic priorities of the Department of Education in the development and formation of our Business Plan. We welcome all to experience what our wonderful school has to offer with a visit soon.



