



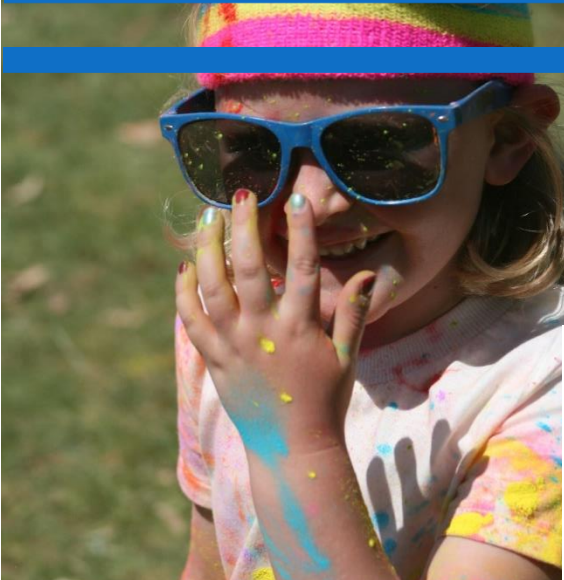
HEATHRIDGE PRIMARY SCHOOL

Business Plan 2022-2024



Administration, Teachers, Educational Assistants, and community members were involved in the process of developing this Business Plan.

Our Vision



At Heathridge Primary School we provide a quality, inclusive learning environment in which all students are inspired to become respectful and confident citizens with a sense of belonging.

We believe students learn best when:

- They feel safe, supported, valued, and have a sense of belonging.
- There are trusting and positive relationships between all members of the HPS community.
- There is high quality teaching.
- They are actively engaged with purposeful learning experiences.
- They take responsibility for their own learning.
- Their individual differences are recognised and catered for.
- They feel challenged and confident to reach their potential.



A message from the Principal

It is with pleasure that I present the 2022-2025 Business Plan for Heathridge Primary School. It is completed with collaboration of staff and endorsed by the School Board.

We pride ourselves on our commitment to high performance and high care, and on our reputation for inclusivity, strong values, strong pastoral care and community engagement. Our P&C Association and school board play important roles in our school.

As an Independent Public School, we strive to inspire our students to become respectful and confident citizens, providing them with a sense of belonging, and encouraging them to achieve their very best. We are a distinctive school offering a diverse, inclusive and exciting range of learning programs. Our students experience success due to high quality teaching and learning using whole-school approaches and evidence-based practice.





Our School



Heathridge Primary School is located approximately 26km north of the Perth CBD. Since opening in 1980, Heathridge Primary School has continued to provide a high-quality education as per our school's motto 'Fly High - See Far'.

The school is renowned for its inclusivity and strong pastoral care within the Heathridge community.

We provide exciting and inclusive educational programs for students from K-6 and are committed to providing an environment where our students are given every opportunity to reach their full potential.

- Heathridge Primary School became an Independent Public School in 2015.
- The Specialised Learning Program for Autism started in 2018.
- In 2021, Heathridge Primary School became a Teacher Development School for both Special Needs Education & Digital Technologies.



High Quality Teaching & Learning



Students experience success due to high quality teaching with a focus on numeracy and literacy. Whole school programs and evidence-based practices allow continuity across all year levels and learning areas.



Our classrooms offer challenging, fun, flexible and engaging programs which cater for all aspects of our students' academic, social, emotional and physical needs. Our students are developing 21st century skills and capabilities of communication, collaboration, creativity and critical thinking via access to iPads, coding equipment and computers. Our classrooms offer flexible seating and a variety of active learning opportunities so our students flourish.





Health & Well-being

Heathridge has a strong pastoral care and chaplaincy program. Our School Chaplain works with staff, students and families promoting well-being, resilience and self-care. Staff implement the Zones of Regulation program to allow students to self-regulate and cater for their emotional needs. Student clubs involve Harmony Hub, Lego Club, Running Club and after school sporting groups.

Twice a term we offer WeCare Breakfasts where all families and students are welcomed to join staff and our Year 6 Student Leaders for a community breakfast in a relaxed and friendly atmosphere.

Specialised Learning Program

The Specialised Learning Program for students with Autism allows teachers to meet the individual needs of students with Autism Spectrum Disorder.

It caters for all students from Kindergarten to Year Six. Teachers guide students to achieve positive academic, behavioural, social and emotional outcomes to enhance the skills required for primary education and a transition to full-time mainstream classrooms.

Both mainstream staff and specialised learning program staff are trained in Applied Behaviour Analysis and implement positive behaviour support programs into all teaching and learning experiences.

Students are supported by:

- Individual Education Plans
- Behaviour Management Plans
- Visual supports, timetables & daily schedules
- Small class sizes with a higher ratio of Education Assistants
- Calming zones with sensory resources to ensure students have the opportunity to regulate their emotions
- Individualised reinforcers for positive rewards
- Staff work closely with outside agencies and community therapists such as Occupational Therapy, Autism Association & Therapy Focus



Joorndalup Learning Community



Key Focus:

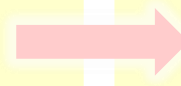
- Subject based networking
- Using data to identify area for improvement



- Digital Technologies Hub
- Early Childhood Hub
- JLC Student Leadership Day
- Primary to Secondary Transition program

Key Focus:

- Aspirants program
 - Aboriginal Cultural Standards Framework (ACSF)



- Promote ACSF at JLC Principal Meetings
- Aspirant Hubs to implement leadership programs aligned to DOE leadership strategy

Key Focus:

- School board training



- JLC Network Principal Meetings twice per term
- Annual board training
- Multi-school sporting Activities

Positive Behaviour Support

Heathridge Primary School's behaviour management policy includes Positive Behaviour Support (PBS). PBS is a framework to improve student academic and behaviour outcomes. We provide multiple opportunities for students to receive positive acknowledgement for appropriate behaviours. All school staff play a role in 'catching' a student doing the right thing and formally acknowledging it.

A core goal of PBS at HPS is to provide safe and positive environments in which to grow and learn. Students were specifically taught expected behaviours and how to be successful both in and out of the classroom, with a long-term goal of creating mentally and emotionally healthy and happy citizens.

The PBS Reward System forms part of the PBS framework, a school wide reward system that reflects expected behaviours. Our FLTTRS statements are the core of our K-6 reward system where students receive tokens for displaying positive behaviours.

FAIR

LEARNERS

THOUGHTFUL

TRUSTWORTHY

RESPONSIBLE

STRONG

Our Students



Heathridge PS believes in students having a voice in decision making, leadership and feeling a sense of belonging. The student leadership team involves year 5 and 6 students who are selected by a vote from both students and staff.

The student leadership team have many roles throughout the school.

School Captains:

The school captains address all whole school and values assembly, with updates about exciting things around the school and upcoming events.

Faction Captains:

The faction captains are responsible for assisting with duties involved with sport

Spirit Leaders:

Our Spirit Leaders lead the school in the School Creed at each assembly and perform duties at the front office to assist the administration staff.



Our school leaders read merit awards at each assembly, collect, and count the FLTTR (PBS) tokens that have been rewarded in each class. We are very lucky to have a Flag Leader, who takes pride in raising and lowering the flag each day and at special assemblies. Each Friday, one of our very special student leaders performs the Friday Funnies, and finishes the school week with bringing laughter into our classrooms.



“I love that I get the opportunity to be a leader. Meeting Emily Hamilton is something I am really looking forward to. I like all the special jobs I get to do”. – Yr. 6 Student Leader



Amy Gilly – P&C President

The Heathridge Primary School Parents & Citizens Association, known as the P&C, works as a separate organisation to unite the needs of the school with the wants of the parents and carers within our community.

The P&C is an extremely active group of parents and carers, along with our school principal, who volunteer their time to coordinate and manage a range of activities and events for the whole school community. The P&C plays an important role in raising funds for educational resources and upgrades within the school, as well as contributing funds for in-school activities, excursions, library books, reading books, book prizes, graduation, and camp costs.



Parents & Community

Looking forward the P&C will be integral in assisting with the transition of the new Heathridge Primary School uniforms by contributing funds to ensure affordability for all families to purchase the new pieces for their children. The P&C will also continue with fundraising and hosting events that unite the whole school community.

"I used to always struggle with my emotions because I have Autism. The teachers have helped me, and everything is just easier".
– Student

Dear prospective families, staff and community members,

Thank you for your interest in joining the Heathridge Primary School Community.

We are a small, friendly and tight knit school community. We promise that your children will thrive in our highly supportive, caring and nurturing environment. We are honoured to have been given the opportunity to be a Teacher Development School for Special Education Needs and Digital Technology.

As Board Chair, and as the parent of two children who are a part of the school, I cannot speak highly enough of the leadership, teaching staff and all involved in the day-to-day care of our children. It really is a wonderful environment to be a part of. I am certain you and your family will enjoy the experience.

Kind Regards,

Grant Bowen
School Board Chair



Our School Board



*“Heathridge is more than just a school. It’s a community.
I love watching the families grow from year to year.
There is something really special about a small school” – Classroom
Teacher.*

Focus Area: High Quality Teaching and Learning

TARGET:

Increase the number of students achieving equal to or above the **like** schools mean in NAPLAN for Years 3 and 5 by 2024

PROGRAMS & MONITORING

Talk 4 Reading and Writing

Promoting Literacy Development (PLD)

Brightpath

DIBELS Reading Assessment
Heggerty

KAT

TARGET:

Reduce the number of students making low progress and low achievement from Year 3 - Year 5 NAPLAN by 2024

PROGRAMS & MONITORING

Talk 4 Reading and Writing

Promoting Literacy Development (PLD)

Dandelion Readers

Brightpath Assessment

Reading Eggs

DIBELS Reading Assessment

TARGET:

Implement early identification and intervention programs in Writing

PROGRAMS & MONITORING

Brightpath Assessment

NAPLAN Practice

Talk 4 Writing Hot / Cold tasks

On Entry Assessment

TARGET:

Increase the number of students achieving equal to or above the like schools mean in NAPLAN for Years 3 and 5 by 2024 In Grammar & Punctuation

PROGRAMS & MONITORING

Spelling Mastery

PLD

South Australian Spelling

Reading Eggs

CORE STRATEGIES

- Learning intentions and success criteria are made explicit at the beginning of each lesson
- Gradual Release Responsibility Model and effective questioning opportunities
- Use assessments tools to determine readiness to progress learning
- Use data and moderation to inform planning and track student progress
- Analyse teaching practice and whole-school programs through Teaching Sprints
- Deliver curriculum through collaborative approaches based on evidence from assessments
- Collaborative planning
- Differentiate learning programs
- Prioritise human resources to support identified areas of need
- Ensure all staff effectively use data to identify, respond and track student progress
- Moderation



“I love the Teachers. No matter what classroom you go in, they are all nice. I feel so supported at Heathridge”. – Student

CORE STRATEGIES

- Develop, implement, and support a whole school numeracy plan
- Provide professional learning for teachers and Education Assistants
- Learning intentions and success criteria are made explicit at the beginning of each lesson
- Differentiated learning tasks.
- Develop staff capacity and expertise to integrate digital technologies
- Ensure all staff effectively use data to identify, respond and track student progress.
- Formalise programs to enrich and extend students

TARGET:

Increase the number of students achieving equal to or above the like schools mean in NAPLAN for Year 3 and Year 5 students by 2024

PROGRAMS & MONITORING

One Minute Basic Facts Assessment
NAPLAN Practice
Prime Math Program
classroom assessments
EasyMark Assessment –
Formative and Summative
On Entry Assessments
Origo

TARGET:

Reduce the school's average percentage in the bottom 20% in NAPLAN assessment from Years 3 and 5

PROGRAMS & MONITORING

Numeracy Block
RUCSAC approach
(Read, Understand, Choose, Solve, Answer, Check)
Prime Maths Program
Paul Swan Games

TARGET:

Provide opportunities for extension of student learning

Allocate human resources to support areas of identified need

PROGRAMS & MONITORING

Use a range of assessment data to inform planning to meet the diverse needs of students.

Analysis of whole school data to identify areas of strengths and weakness

Focus Area: High Quality Teaching and Learning

Focus Area: Collaborative Leadership and Effective Management

TARGET:

Promote and Increase leadership capacity for all staff and students.



Further develop the school's culture of distributed leadership across the school.

TARGET:

Strengthen the culture of collaboration and shared responsibility



Create opportunities for sharing effective practice and mentorship.

TARGET:

Determine the effectiveness and impact of whole-school programs



Analyse student achievement data to measure growth

Core Strategies

- Provide aspirants with mentorship and leadership opportunities within the school and through the JLC. Future Leader Framework
- Provide timetabled opportunities for collaboration and planning days across all year levels.
- Support teachers in the Level 3 and Senior teacher applications.
- Review and restructure the current staff committee process and facilitate effective leadership.
- Continue to reflect on and improve the analysis of student progress and achievement data during staff development days.





TARGET:

To achieve and maintain a four plus satisfaction rating across all areas of parent, staff and student surveys.

Create opportunities for parents to participate in school life and to provide feedback

TARGET:

All staff actively engage in performance development, school culture and school development process.

Create opportunities for staff to enhance their professional learning, leadership skills and well-being

TARGET:

Widen partnerships with the community, network schools and external stakeholders

To develop a culturally responsive environment

Core Strategies

- School Culture Survey.
- National School Opinion Survey.
- Engage in purposeful, meaningful and sustainable Performance Development Process.
- School Board Self-Assessment Survey.
- Use the Aboriginal Cultural Standards Framework to enhance what is already in place.
- Formalise the practice for students to have a voice in school decision making.
- Provide parent workshops guided through parent surveys and P&C feedback.
- Apply for Local, State and Federal grants that will enhance the learning environment, school programs and connections with the local council.
- Alongside the school board review the parent agreement.

Focus Area: Respectful Relationships and Positive Partnerships



HEATHRIDGE PRIMARY SCHOOL

55 CHANNEL DRIVE

HEATHRIDGE WA 6027

(08) 9233 8950

heathridge.ps@education.wa.edu.au

www.heathridgeps.wa.edu.au