

HEATHRIDGE PRIMARY SCHOOL

BUSINESS PLAN

FLY HIGH - SEE FAR



2025-
2028



Our History

Heathridge Primary School, established in 1980, has proudly served the community for over four decades. In 2015, we became an Independent Public School, strengthening our capacity to deliver high-quality, responsive education.



Our Vision

At Heathridge Primary School, we provide a quality, inclusive learning environment where every student is inspired to become a respectful, confident citizen with a strong sense of belonging.

Fly High - See Far

NAPLAN TARGETS

2024 DATA

2025-2028 TARGETS

MATHEMATICS

3% increase in Year 3.

5% increase in Year 5.

- Increase number of students achieving equal to or above like schools in Year 3, by 2028.
- Increase number of students achieving equal to or above like schools in Year 5, by 2028.

READING

1% decrease in Year 3.

6% increase in Year 5.

- Decrease number of students making low progress in Year 3, by 2028.
- Maintain/increase number of students making progress in Year 5, by 2028.

WRITING

3% increase in Year 3.

3.5% increase in Year 5.

- Maintain/increase number of students making progress in Year 3, by 2028.
- Maintain/increase number of students making progress in Year 5, by 2028.

SPELLING

12% increase in Year 3.

4.5% increase in Year 5.

- Increase number of students achieving equal to or above like schools in Year 3, by 2028.
- Increase number of students achieving equal to or above like schools in Year 5, by 2028.

GRAMMAR & PUNCTUATION

1.5% decrease in Year 3.

8% increase in Year 5.

- Decrease number of students making low progress in Year 3, by 2028.
- Maintain/increase number of students making expected progress in Year 5, by 2028.

Leadership

Intent

- Leadership capacity is continually developed through distributed leadership, growth coaching, and targeted professional learning.
- Student leadership programs empower students with a voice in decision-making and foster active participation in school life.

Evidence / Performance Indicators

- Emerging leaders supported through the Joondalup Learning Community Future Leaders Framework aligned with the WA Public School Leadership Strategy 2022–2024.
- Student leaders guided to fulfil roles and contribute their student voice to school improvement.
- Staff engaged in committee and instructional leadership, fostering shared responsibility and professional growth.

Teaching Quality

Intent

- Strengthen collaborative practise within Phase of Learning teams to share effective strategies, moderate assessments and analyse student data.
- Implement Learning Sprints in Phase of Learning teams to target specific areas of student learning, improving teaching practise and lifting student outcomes.
- Embed whole-school, evidence-based teaching programs aligned with the Western Australian Curriculum (e.g., PLD, Stepping Stones, Talk for Writing/Reading).

Evidence / Performance Indicators

- Collaboration and peer mentoring/coaching are embedded as core professional practises.
- Differentiated instruction and explicit teaching are consistently implemented as whole-school approaches.

Relationships and Partnerships

Intent

- Strengthen communication and connection through parent information sessions, Kindy open days, orientation sessions, enrolment tours and whole-school open evenings.
- Use social media and Compass to provide timely information that supports parents in their child's academic and social development.
- Deliver effective pastoral care, with early intervention and targeted support for students at risk, in partnership with YouthCare and ECU Counselling students.

Evidence / Performance Indicators

- Special events with the P&C and wider school community, including extra-curricular clubs, community breakfasts and school celebrations.
- Collaboration with the School Board and P&C to ensure all stakeholders have a voice in decision-making.

KEY FOCUS AREAS

Learning Environment

Intent

- Provide a safe, caring and inclusive learning environment.
- Enhance student learning through behaviour, attendance and engagement strategies (e.g., Real Schools and Zones of Regulation).
- Prioritise the health and well-being of students and staff.
- Embed cultural responsiveness through the Aboriginal Cultural Standards Framework and Reconciliation Action Plan.
- Identify, support and monitor students at educational risk for improvement.
- Implement documented plans to meet diverse student needs.

Evidence / Performance Indicators

- Ongoing development of RAP initiatives and Miyawaki Forest projects.
- Culturally responsive practices embedded across the school.
- Use of Special Education Needs processes, Class Management Strategies and the Real Schools program to support student engagement.

Use of Resources

Intent

- Maintain a strong bank of technology to support differentiation, engagement, and digital learning.
- Ensure budget management is overseen by the Manager Corporate Services, with Principal and Finance Committee support.
- Align funding with priorities in strategic and operational plans.
- Prioritise student needs by providing additional teacher planning days to strengthen learning programs.
- Implement Workforce and Professional Learning Plans aligned to student needs.

Evidence / Performance Indicators

- Resources allocated to optimise student learning, addressing current and future needs with emphasis on technology.
- Funding of cost centres guided by staff requests, student needs and operational plan priorities.

Student Achievement and Progress

Intent

- Allocate additional Education Assistant time to support students at educational risk engagement, achievement and progress.
- Use rigorous assessment and data analysis to track student progress.
- Ensure staff apply SMART goals (specific, measurable, achievable, relevant, timely) to maximise student achievement.

Evidence / Performance Indicators

- Ongoing review of the HPS Assessment & Learning Program to ensure consistent, evidence-based assessment and practice.
- Develop IEPs for SAER students in Term 1 and Term 3, with the aim of achieving at least 80% of goals each semester.



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