FALLS ROAD
PRIMARY SCHOOL
CHALLENGE THE PRESENT
CREATE THE FUTURE

# 2026–2028
# *Business Plan*



# School Context

Falls Road Primary School is a vibrant Independent Public School situated in the picturesque bushland of Lesmurdie, providing education from Kindergarten to Year 6. The school is committed to developing responsible, capable and kind learners in a supportive and inclusive environment. With a strong sense of community, the school fosters positive relationships between students, staff and families, while offering a broad curriculum that includes specialist programs in Music, Visual Arts, Physical Education and Italian. The school's bushland setting, dedicated staff and active family partnerships contribute to a learning environment that values excellence, equity, care and lifelong learning. We are committed to enhancing culturally responsive practices that promote inclusion, respect and meaningful connections with the diverse cultures within and beyond our school community.

In our recent Public School Review, Falls Road Primary School received commendations across all six domains - Relationships and Partnerships, Learning Environment, Leadership, Resources, Teaching Quality and Student Achievement and Progress, highlighting its strong community connections, effective teaching practices and commitment to continuous improvement. The next Business Plan cycle 2026 – 2028 outlines our clear intentions focused on ensuring success for all students through high-quality teaching, data-informed decision-making and a culture of collaboration. Embedded processes and procedures support consistency, accountability and ongoing reflection, ensuring the school continues to provide a safe, engaging and successful learning environment for every child.

## Our Moral Purpose

We are committed to supporting all students to achieve their full potential by providing a safe, inclusive and respectful environment where they can build the skills and virtues needed to be active, valued members of the community.



## Our Motto

Challenge the present
Create the future

# Our Values

- Be Safe
- Be Respectful
- Be Kind
- Be Engaged



# Our Priorities

## 1. Excellence in Teaching & Learning

Delivering high quality teaching and learning experiences

## 2. Student Wellbeing & Engagement

Promoting student belonging, inclusion, and resilience

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## 4. Partnerships & Community Engagement

Strengthening family and community engagement

## 3. Leadership & Staff Development

Building the capacity, skills and effectiveness of staff through strong leadership, professional learning and a culture of collaboration



# 1. Excellence in Teaching and Learning

Delivering high quality teaching and learning experiences

At Falls Road Primary School, we are committed to delivering high-quality teaching that engages and challenges every student. Our teachers use evidence-based practices, data-informed planning and collaborative approaches to ensure learning is purposeful and effective.

| Strategies | Success Measures / Indicators |
|---|---|
| 1.1 Implement a whole-school instructional framework aligned with the FRPS TFI model. | • Observable consistency in teaching practice.<br>• Regular staff review of TFI. |
| 1.2 Embed consistent literacy and numeracy approaches. | • Progress in Literacy and Numeracy data.<br>• Growth in On-entry, PLD, MiniLit, Bright-path and PAT Reading/Numeracy results. |
| 1.3 Use regular interrogation of data to plan and implement targeted interventions and extension. | • Increased percentage of students achieving the 'Exceeding' proficiency band in NAPLAN.<br>• Increased growth of students participating in MiniLit compared with their cohort, demonstrated through comparative school-based data.<br>• Consistent use of school-based assessment data to inform teaching and learning. |
| 1.4 Implement effective differentiation. | • Consistent implementation of FRPS differentiation documents. |
| 1.5 Strengthen inquiry and play-based approaches in early childhood classrooms. | • Observable play-based practices evident in early childhood classrooms.<br>• Regular inclusion of play-based learning discussions in meeting agendas.<br>• Regular training opportunities provided to all early childhood staff. |
| 1.6 Implement Department of Education supporting documents consistently. | • Annual review of school-based documents to ensure alignment.<br>• Regular opportunities provided for leaders to update staff. |



# 2. Student Wellbeing & Engagement

Promoting student belonging, inclusion and resilience

At Falls Road Primary School, we place equal importance on student achievement and wellbeing, recognising that both are essential for success. Students are encouraged to strive for their personal best and take pride in their learning.

| Strategies | Success Measures / Indicators |
|---|---|
| 2.1 Create safe, respectful and engaging learning environments. | • Increased positive responses to the student wellbeing survey.<br>• Development of a sensory space.<br>• Visual displays of PBS school values. |
| 2.2 Review and update Behaviour Management and Attendance Policies to meet the changing needs of the students. | • Consistent implementation of PBS school values and restorative behaviour approaches across teaching practice. |
| 2.3 Establish student voice opportunities. | • Updated student leadership program<br>• Regular monitoring of survey results. |
| 2.4 Partner with families and external agencies to support individual wellbeing needs (e.g. chaplain, school psychologist, external agencies, mentoring). | • Consistent implementation of effective student services policies and procedures |
| 2.5 Engage students through innovative and future focused practice. | • Consistent embedding of sustainability practices across the school.<br>• Increased cultural responsiveness across the school community through:<br>  • cross curricular planning<br>  • School events<br>  • Community consultation<br>• Continued engagement with contemporary digital technology. |



# 3. Partnerships and Community Engagement

Strengthening family and community engagement in learning

At Falls Road Primary School, we value strong relationships as the foundation of a supportive and successful learning environment. We work closely with parents, carers and the wider community, fostering respect and inclusivity to ensure every child feels connected, valued, and supported.

| Strategies | Success Measures / Indicators |
|---|---|
| 3.1 Communicate regularly through newsletters, digital platforms & website. | • Sustained parent engagement demonstrated through survey results. |
| 3.2 Encourage active parent involvement in school life and student learning through formal and informal engagement opportunities. | • Strong community participation at meetings, parent night, assemblies and special events. |
| 3.3 Continue strong transition partnerships & connections. | • Coordinated and supported transitions into early childhood and through to secondary education.<br>• Ongoing partnerships with network schools. |
| 3.4 Encourage parent/carer participation in educational experiences, planning & decision making. | • Decision-making opportunities provided to parents. |
| 3.5 Continue building effective relationships between the school, the School Board & the P&C. | • Continued engagement and joint initiatives between the school, School Board and P&C. |
| 3.6 Raise awareness of the purpose and roles of our School Board. | • Increased visibility at school events and through school communication. |
| 3.7 Build cultural responsiveness across our school & community. | • Increased awareness through the cultural survey and newsletter.<br>• Development of a Reconciliation Action Plan (RAP). |



# 4. Leadership & Staff Development

Building the capacity, skills and effectiveness of staff through strong leadership, professional learning and a culture of collaboration

At Falls Road Primary School, we build collective efficacy through shared leadership, professional collaboration and ongoing professional learning aligned to school priorities. Strong leadership at all levels and a culture of collaboration lead to sustained improvement in teaching and learning outcomes.

| Strategies | Success Measures / Indicators |
|---|---|
| 4.1 Maintain and embed a collaborative middle leadership structure that strengthens teaching and learning through collective expertise. | • Staff understanding of middle leadership roles is evident across the school.<br>• Implementation of school initiatives by leaders. |
| 4.2 Build capacity of middle leadership and aspiring leaders through professional learning, coaching and mentoring. | • Increased middle leadership capacity through engagement in professional learning, coaching, and mentoring. |
| 4.3 Embed a culture of observation, reflection and feedback. | • Continued opportunities for professional learning, collaboration and moderation.<br>• Measurable performance and development plans for all staff members.<br>• Increased participation in coaching, peer observation, walk-throughs or self-reflection. |



# Glossary of Terms

| | |
|---|---|
| Play-based learning | Educators provide intentional play-based learning through hands-on opportunities: child initiated; child- or adult-guided; adult-led. |
| TFI | Teaching for Impact outlines what effective teachers believe, what they know, and what they do to have high impact on student outcomes. |
| PAT | Progressive Achievement Test- taken in terms 1 and 4 providing standardised data. |
| PLD | Promoting Literacy Development – Literacy program used in K-1 |
| On-Entry | Mandated Pre-primary test in term 1, assessing numeracy and literacy |
| MiniLit | Meeting Initial Needs in Literacy – intervention program targeting Year 1s and 2s. |
| BrightPath | Assessment and reporting tool used to track and improve student development, particularly in writing and mathematics. |
| PBS | Positive Behaviour Support - proactive, whole-school approach that promotes positive behaviours through clear expectations, consistent practices, and supportive relationships to enhance student wellbeing and learning outcomes. |
| Cultural Responsiveness | Recognising, valuing, and incorporating students' diverse cultural backgrounds, perspectives, and experiences to create inclusive and respectful learning environments. |

Our Business Plan aligns with the Department of Education's Aspirations for All by creating the conditions for every student to achieve success, experience wellbeing, and develop the knowledge, skills, and confidence to thrive now and into the future. This is supported by strong and effective leadership at all levels.

