



NORTH  
MANDURAH

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**NORTH  
MANDURAH**  
PRIMARY SCHOOL  
TOGETHER WE SUCCEED

# 2025 - 2027 *Business Plan*

# Acknowledgement of Country

**Kaya wandjoo, nidja Bindjareb Noongar boodja ngalak kaadadjiny dandjoo.**  
Hello welcome, here on Bindjareb Noongar country we are learning together.

North Mandurah Primary School acknowledges the Bindjareb people of the Noongar Nation as the Traditional Custodians of the land on which our school stands. We respect their enduring connection to Country and recognise Mandjoogoordap (now Mandurah) as its traditional name, meaning 'meeting place of the heart'.

**Our motto**  
*Together we succeed.*

## Moral Purpose

We are committed to achieving positive life outcomes for our students by ensuring every child experiences academic success and personal growth.



# Who we are

North Mandurah Primary School has been a cornerstone of the local community for many years, providing education to generations of students in the Mandurah region. The school has a proud history of serving a diverse student population, striving to create an inclusive and supportive learning environment. Over the years, it has undergone significant changes, adapting to the evolving educational landscape to ensure that students receive high-quality teaching and learning opportunities.

In recent years, North Mandurah Primary School has embarked on a transformational journey, responding to challenges with a renewed focus on evidence-based teaching practices and whole-school improvement. Since 2023, the team has worked to implement structured approaches to teaching and learning. This has included the introduction of programs such as UFLI,

Spelling Mastery, and knowledge-based curriculum units, all designed to improve student outcomes. Additionally, we provide specialist instruction in Science and STEM, with plans to expand our offerings into Multimedia in 2025.

Today, North Mandurah Primary School is committed to continuous improvement, fostering a culture of high expectations and collaboration. The school is developing a One School Model that integrates the Special Learning Program for Autism with mainstream education, ensuring that all students receive the support they need. Additionally, the school is strengthening its engagement with the local community through partnerships and initiatives that enhance student well-being and achievement. Through these efforts, North Mandurah Primary School continues to drive meaningful school improvement and ensure success for all learners.



# RELATIONSHIPS & PARTNERSHIPS

## GOAL

At North Mandurah Primary School, we recognise the power of strong relationships and partnerships to enhance the school community's wellbeing, engagement, and learning outcomes. Over the next three years, we will focus on building deeper connections with families, local organisations, and external agencies to create a vibrant, inclusive, and supportive school environment that enhances student wellbeing and enriches learning experiences.



## STRATEGIES

- Expand family involvement initiatives.
- Strengthen volunteer networks.
- Engage local organisations and Experts.
- Expand partnerships for support services.
- Enhance school communication systems.
- Promote behaviour policy awareness.
- Encourage attendance and participation.
- Establish a relationships and partnerships working group to lead and monitor progress.
- Strengthen chaplaincy support to families.
- Upskill parents in learning programs so they have the tools to support students at home.

## TARGETS

- **Family Engagement** – Increase attendance at events and extracurricular activities, and number of active members in P&C and other volunteer programs.
- **Parent Feedback** – Increase parent response rate on surveys and parent satisfaction levels.
- **Community Partnerships** – Increase the number of successful grant applications and partnerships with external agencies and experts.
- **Participation** – Increase overall student attendance and the percentage of children in the regular attendance category.
- **Relationships** – Strengthen relationships between families and teachers and increase the number of students accessing support programs e.g. breakfast club.

By focusing on these initiatives and regularly measuring their impact, North Mandurah Primary School will foster an inclusive, supportive, and thriving community for all students, families, and staff.



# LEARNING ENVIRONMENT

## GOAL

At North Mandurah Primary School we foster a safe, inclusive, and stimulating learning environment that addresses diverse student needs and supports positive behaviour, engagement, and a culture of high expectations for all.



## STRATEGIES

- Ensure whole-school alignment in behaviour management practices and vocabulary to support positive student interactions.
- Ensure whole-school alignment in SAER management practices and vocabulary.
- Strengthen collaboration between teachers, families, therapists, and EAs.
- Train staff in Berry Street practices and integrate trauma-informed teaching strategies.
- Develop explicit lessons focused on social interactions and practical life skills for all years.
- Foster active, ability-appropriate learning experiences to cater to diverse student needs.
- Promote calm, consistent environments through personalised reinforcement strategies.
- Adapt teaching and classroom setups to be inclusive of neurodiverse students, with appropriate sensory resources.
- Strengthen transition practices and establish predictable routines to minimise lost learning time.
- Expand lunch groups and clubs to increase engagement and cater to diverse interests.
- Invest in sensory spaces, varied playground equipment, and classroom resources like rugs for comfort and inclusion.
- Build positive, trusting relationships with students to foster engagement and wellbeing.
- Develop accountability frameworks for managing equipment, transitions, and behaviour.
- Monitor the consistency of trauma-informed practices in classrooms.
- Analyse behaviour data and use of consistent language/practices across the school.

## TARGETS

- **Improved Student Engagement and Wellbeing** measured through surveys, attendance rates, and school audits.
- **Improved Social and Life Skills Outcomes** evaluated through student reflections, teacher feedback, and improvement in peer interactions.
- **Improved School Culture and Staff Satisfaction** measured through Organisational Health Index scores, surveys, and meetings to gather staff perspectives.
- **Improved Behavioural Data** measured through of North Star Points (allocated for good behaviour) and reduction in behavioural incidents.
- **Improved Physical Environment** measured through student and teacher satisfaction with classroom and playground resources.

These strategies and metrics will provide a structured approach to creating an engaging, supportive, and consistent learning environment while addressing areas identified as “Even Better If” during staff collaboration.



# LEADERSHIP

## GOAL

North Mandurah Primary School will have a highly capable and cohesive leadership team that drives sustained school improvement through evidence-based practices, clear strategic direction, and a strong culture of collaboration. Leadership will be distributed across the school, empowering staff to take ownership of whole-school initiatives and ensuring continuous growth in student outcomes.





## STRATEGIES

- Develop strong induction processes for new staff.
- Review performance development procedures to focus on a strengths based approach and ensure strong alignment with whole-school improvement plans.
- Engage a leadership coach to further strengthen relationships within the leadership team.
- Introduce structured leadership impact reviews, where school leaders set, review, and reflect on their personal and team-based leadership goals.
- Establish a structured leadership development program to identify and mentor aspiring leaders within the school and encourage participation in external leadership programs.
- Implement clear structures for shared decision-making, and establish cross-functional teams to drive improvement projects.
- Train middle leaders in the effective use of student achievement, engagement, and wellbeing data to inform decision-making.
- Develop protocols for data-driven reflection and action planning and implement regular data reviews within leadership meetings to track progress against KPI.
- Develop clear expectations and role clarity for leadership positions, ensuring alignment with whole-school priorities.
- Engage with external experts, including leadership consultants, professional networks, and education researchers, to bring new insights and expertise into the school.
- Partner with universities and professional learning providers to explore research-based leadership development opportunities for staff.

## TARGETS

- **Collaborative School Improvement Vision:** Staff work alongside families to establish clear school improvement goals and drive a shared transformational vision for change.
- **Data-Driven and Adaptive Leadership:** School leaders engage all stakeholders in setting priorities and use rapid Learn, Measure, Evaluate (LME) cycles to inform decisions.
- **Empowered Leadership and Change Management:** Staff operate within a strong authorising environment where they feel empowered and supported to take ownership of and lead meaningful change.
- **Culture of Performance and Development:** A high-performance culture is embedded through robust performance management, professional development, and alignment with whole-school improvement plans.
- **Sector Leadership and Knowledge Sharing:** Actively support other schools and share effective practice widely, particularly in advancing inclusive education within the Specialised Learning Program for Autism (SLP-A).

These strategies will work alongside the existing initiatives to create a robust and sustainable leadership framework at North Mandurah Primary School, ensuring a strong foundation for ongoing school improvement.



# USE OF RESOURCES

## GOAL

Strategically allocate resources to support our improvement priorities, ensuring that financial, human, and material resources are aligned with student outcomes and performance goals. Continue to evaluate and optimise resource distribution ensuring efficient use of resources to maximise impact on teaching and learning.



## STRATEGIES

- Leverage the expertise of trained SLP-A staff to upskill other staff across the school, fostering a collaborative environment of professional growth.
- Plan for the strategic distribution and interchanging of staff between programs to ensure consistent support and resource sharing across the school.
- Dedicate specific, targeted spaces to address the needs of staff and students, enhancing learning environments and wellbeing.
- Provide professional learning opportunities focused on Berry Street, Teach Well, and the Specialised Learning Program (SLP) to ensure staff are equipped with effective strategies.
- Expand intervention programs to support at-risk students and promote targeted learning outcomes by training additional staff.
- Establish "Tap-In Tuesday" sessions to focus on continuous staff development and engagement.
- Expand student engagement and development through the clubs program, allowing students to explore various interests by maximising the skills/talents of school staff.
- Use strengths-based leadership profiles to guide professional development, ensuring leadership is aligned with staff expertise and growth.
- Direct financial resources to align with identified student needs, ensuring budget decisions enhance educational outcomes.
- Improve school grounds by introducing sensory paths and enhancing outdoor spaces to support sensory and physical needs.
- Apply for relevant grants and strengthen the school's partnership with the P&C to improve the school environment, provide additional resources and support student learning initiatives by maximising external funding opportunities.
- Introduce collaborative meeting time to foster professional dialogue, sharing of best practices, and coordination across teams.

## TARGETS

- **Enhanced Staff Capacity:** All staff will have received targeted upskilling from trained SLP-A staff, ensuring that best practices are consistently applied across the school.
- **Optimised Staff Deployment:** Staff will be strategically rotated across programs, resulting in a more efficient and collaborative use of human resources throughout the school.
- **Purpose-Built Learning Spaces:** Dedicated spaces for staff and student needs will be fully implemented, providing tailored environments that enhance both teaching and wellbeing.
- **Aligned Financial Resources:** The school's financial resources will be fully aligned with student needs, with all budget decisions driving measurable improvements in student outcomes.
- **Improved School Grounds:** Enhancement of the physical environment to include sensory enriched spaces, with the P&C actively contributing.

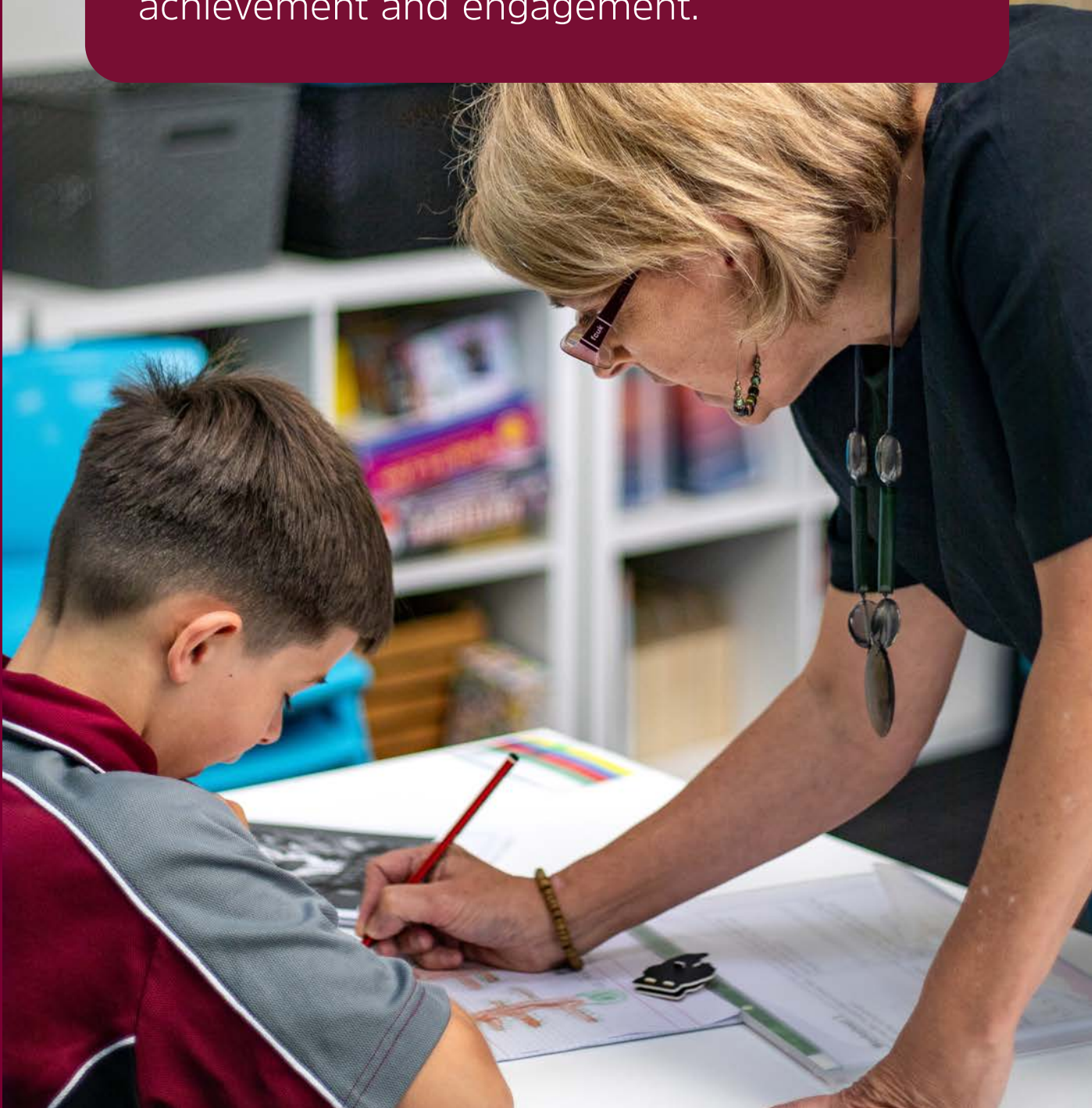
North Mandurah Primary School will strategically align and optimise resources to enhance student outcomes, foster professional growth, and improve the physical and learning environments to support school-wide improvement initiatives.



# TEACHING QUALITY

## GOAL

North Mandurah Primary School will continue to enhance teaching quality by embedding evidence-based instructional practices across all classrooms, ensuring consistency in teaching and learning outcomes. We will focus on ongoing professional development, regular peer observations, and the alignment of teaching practices with the school's improvement goals to maximise student achievement and engagement.



## STRATEGIES

- Develop a guaranteed and viable curriculum with a fine-grained scope and sequence that reflects critical content and supports the whole-school instructional model.
- Create opportunities to extend and challenge high-achieving students, ensuring they are provided with appropriate learning pathways.
- Develop community-based learning opportunities beyond the classroom, integrating high-engagement approaches for special groups to foster inclusivity.
- Identify and develop selected teachers to become internal instructional coaches, strengthening professional learning and support across the school.
- Train all Education Assistants (EAs) in the use of intervention programs operating within the school to enhance support for students with diverse needs.
- Integrate Specialised Learning Program (SLP-A) social skills strategies into mainstream classrooms, ensuring consistency and alignment across the school.

## TARGETS

- **Foster a Culture of Continuous Improvement:** Create a school culture that values adaptive learning, with staff demonstrating a collective passion for ongoing improvement in teaching and learning.
- **Build Staff Confidence and Capability for Change:** Staff will possess the knowledge, skills, and confidence to achieve sustained transformational change, with professional development supporting the implementation of best practices.
- **Strengthen Collaborative Practices:** Staff will demonstrate a high level of trust and confidence in one another, working collaboratively to support change initiatives both within the school and with external partners.
- **Leadership and Staff Advocacy for Change:** School leaders and staff will actively advocate for change, accepting shared accountability in achieving the school's vision for continuous improvement and innovation.
- **Engage Students as Change Advocates:** Students will actively participate in and support the school's vision for change, where appropriate, fostering a sense of ownership and accountability in their learning journey.

North Mandurah Primary School will build a high-performing teaching culture by providing ongoing professional development, fostering collaboration, and ensuring that evidence-based practices drive sustainable improvements in teaching and learning.



# STUDENT ACHIEVEMENT & PROGRESS

## GOAL

North Mandurah Primary School will ensure all students demonstrate measurable progress through consistent use of data-driven instruction, targeted interventions, and differentiated learning approaches with a particular focus on improving outcomes in literacy and numeracy.



## STRATEGIES

- Refine the selection and use of assessments to ensure alignment with school-wide goals and accurate measurement of student progress.
- Deepen data analysis by setting finer-grained student learning targets, tracking individual progress, and identifying areas of achievement and need.
- Develop a consistent approach to student/class handovers between year levels, ensuring teachers capture individual progress, achievement, and next steps for each student.
- Trial numeracy screening tools to identify intervention and improve targeted support.
- Establish ourselves as a comparison school for MultiLit to evaluate writing program effectiveness.
- Use the Explicit Mathematics Program (EMP) to moderate student grades and ensure consistent and rigorous assessment standards in mathematics.
- Streamline reporting processes for teachers, ensuring clear communication of student progress and achievement.
- Refine Special Education Needs (SEN) reporting procedures to provide more detailed and actionable insights into student progress.
- Set achievement targets in areas beyond literacy and numeracy, ensuring a holistic approach to student progress.
- Provide regular progress reports for students to track their development and highlight areas for further focus.
- Use collaboration (collab) meeting times to moderate student achievement, analyse data trends, and identify common themes across student progress.
- Create a clear schedule and expectations for data analysis, ensuring that findings are applied directly to classroom instruction.
- Review the approach to Individual Education Plan (IEP) meetings to increase student voice and involvement in their learning journey.

## TARGETS

- **Refined Assessment Practices:** Have refined assessment selection and usage, ensuring all assessments are aligned with student learning goals and provide actionable data.
- **Data-Driven Target Setting:** Set finer-grained learning targets, tracking individual progress and achievement, with regular data analysis informing instructional decisions.
- **Effective Handover Process:** A consistent handover process between year levels is in place, ensuring each student's progress, achievement, and next steps are documented and communicated effectively between teachers.
- **Regular Monitoring of Progress:** Numeracy screening tools will be fully implemented, and regular progress reports will be provided to students and parents, enabling continuous monitoring of achievement and early identification of support needs.
- **Collaborative Data Analysis:** Teachers will use dedicated collaboration time to moderate student achievement, analyse data trends, and apply insights directly to classroom instruction, ensuring a targeted approach to addressing areas for growth.

Our school is committed to improving student achievement and progress through evidence-based teaching practices, a focus on explicit instruction, and tailored support for students at educational risk.



# CULTURALLY RESPONSIVE SCHOOL



## GOAL

North Mandurah Primary School is committed to becoming a culturally safe and inclusive environment where Aboriginal students thrive academically, socially, and emotionally, and where the relationships between the school and the local Aboriginal community are strong, respectful, and reciprocal.



## STRATEGIES

- Create an advisory group comprising Aboriginal and non-Aboriginal community members, including Elders, families, and staff.
- Hold termly community meetings to provide opportunities for consultation and co-planning with Aboriginal families.
- Develop a Reconciliation Action Plan (RAP) and embed RAP goals and milestones into the school's operational planning.
- Build staff capability in cultural competence.
- Partner with local Aboriginal cultural educators to deliver workshops for staff.
- Enhance cultural safety across the school environment.
- Implement targeted academic and wellbeing support.
- Create visible representations of Aboriginal culture, (such as murals, flags) and promote Aboriginal cultures through art and signage in the Noongar language.
- Revitalise and expand Noongar language and cultural programs.
- Revitalise the NAIDOC room and increase usage of the room by both Aboriginal and non-Aboriginal students.
- Create specialist Aboriginal programs for each of our specialist subjects.
- Collaborate with community members to explore possibility of two-way learning opportunities, such as the Ngaparrtji Ngaparrtji Two-Way Science program.

## TARGETS

- **Reconciliation Action Plan (RAP) Implementation:** Complete the RAP and implement identified actions within set timeframes, ensuring annual progress reviews.
- **Improving Outcomes for Aboriginal Students:** Increase IEP completion and review rates for Aboriginal students, leading to measurable improvements in academic outcomes.
- **Enhancing Cultural Safety and Engagement:** Increase attendance rates of Aboriginal students and families at engagement events, with positive trends in family satisfaction surveys.
- **Culturally Inclusive Learning Environment:** Conduct an annual audit of the school environment, incorporating feedback from Aboriginal students and families to enhance cultural safety.
- **Building Cultural Capability and Community Partnerships:** Increase the number of staff completing cultural competency training, with survey data indicating greater confidence in teaching Aboriginal students.

We are dedicated to creating a culturally safe and inclusive environment by fostering meaningful engagement with Aboriginal students, implementing a Reconciliation Action Plan, and expanding our cultural education programs.









  
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