



THE WAY FORWARD 2023 – 2025

NORTH MORLEY

Style

A decorative border at the bottom of the page featuring traditional Indigenous Australian art. It includes stylized figures of kangaroos, emus, and birds, along with circular patterns and a blue band with yellow flowers, all set against a red and brown background.

We acknowledge and respect First Nations people and their continuing connection to the language, stories, culture, and history. On Noongar Boodjar, from the hills to the waters, we open our hearts and our eyes as we walk this land, listening, learning, and caring for Country and its people. We extend this respect to Elders: past, present, and emerging, and to all First Nations people reading this today.

In creating this Business Plan, we consulted with our entire school community. Included in this consultation were our First Nations families, where together it was decided we would use the terminology 'First Nations', in our school documentation. It was agreed that we would meet again and review this at the end of the Business Plan.

We would like to thank Maarakool Art for working with us and creating the artwork featured throughout this Business Plan, and Noongar Elders, Geri and Tina Hayden, for sharing their stories, history, traditions and culture with us.



*More than just a school.
We are a community.*



THE WAY FORWARD 2023 - 2025

'The Way Forward' is our path through the next 3 years. We aim to achieve what we **BELIEVE** an effective school looks, sounds and feels like. The plan is built on what we **KNOW** about our context and best practice. It highlights what we plan to do, what you will **SEE** happening, and how we will measure the impact of this.

It was built by our whole school community; with students, staff, families, School Board and P&C all having a voice. It is broken down into our 3 priority areas: Teaching and Learning, Relationships, and Support and Care.

Teaching and Learning encompasses the achievement outcomes that we aim to achieve through the learning programs embedded in our school.

Relationships allow us to know each of our staff, students and families personally, enabling us to create not just a school, but a community.

Support and Care focuses on our desire to nurture each child, catering for the individual.

By working through cycles of data analysis, finding the latest research, completing professional learning, and embedding practice, we commit to nurturing our students to achieve their best. We cater to each individual's needs through a tiered approach of whole class, small group, and individual opportunities to support students where needed.

As new students, staff, and families join our school we will share our plans through induction processes so they understand who we are as a school, and they too can begin doing it North Morley Style!

OUR VISION

**NORTH MORLEY PRIMARY
SCHOOL IS A CARING, INCLUSIVE
COMMUNITY WHERE WE
NURTURE OUR STUDENTS TO
LEARN AND ACHIEVE THEIR
PERSONAL BEST**



OUR PRIORITIES



TEACHING AND LEARNING

Effective
Evidence Based
Consistent
Growth



RELATIONSHIPS

Respectful
Supportive
Reliable
Culturally Responsive
Purposeful



SUPPORT AND CARE

Connected
Supportive
Inclusive
Safe
High Expectations



OUR VALUES

SAFE
POSITIVE
ORGANISED
RESPECTFUL
TOLERANT



<p>We speak calmly to an adult if there is a problem.</p> <p>We use equipment safely.</p> <p>We practise good hygiene.</p> <p>We follow our routines and procedures.</p> <p>We keep our hands to ourselves.</p>	<p>We greet people with a smile and a hello.</p> <p>We make supportive comments.</p> <p>We are enthusiastic.</p> <p>We try our best.</p> <p>We accept responsibility for our choices.</p> <p>We have a confident and friendly attitude.</p> <p>We show resilience.</p> <p>We approach tasks with a can-do attitude.</p>	<p>We are independent.</p> <p>We only take the equipment we need.</p> <p>We move around the school in an orderly line.</p>	<p>We use please and thank you.</p> <p>We listen to the speaker.</p> <p>We leave places as we found them.</p> <p>We respect others' spaces.</p> <p>We use environmentally friendly options where we can.</p> <p>We follow instructions.</p>	<p>We value other opinions.</p> <p>We include everyone.</p> <p>We have empathy.</p> <p>We have patience.</p> <p>We accept differences.</p> <p>We invite others to join us.</p>
<p>We walk inside.</p> <p>We use technology safely.</p>	<p>Mistakes help me learn.</p> <p>We stay on task.</p> <p>We take our time to complete our best work.</p>	<p>We stay in our personal space.</p> <p>We keep our classroom neat and tidy.</p>	<p>We listen actively.</p> <p>We allow others to work and learn.</p>	<p>We work with everyone.</p> <p>We respect different styles of teaching and learning.</p>
<p>We walk on the paths.</p> <p>We play in our designated play areas.</p>	<p>We accept defeat.</p> <p>We congratulate others when they have success.</p>	<p>We agree on game rules before starting the game.</p>	<p>We pick up rubbish.</p> <p>We let our gardens grow and walk around them.</p>	<p>We accept decisions.</p>



TEACHING AND LEARNING



You will SEE:

- Whole school consistency in pedagogical approaches (how we teach) including Daily Reviews, Explicit Direct Instruction, and Engagement Norms.
- Development and implementation of whole school scope and sequence documents for all aspects of English with a focus on Number in Mathematics.
- Consistent, structured English and Maths blocks embedded across all classrooms.
- Increased data literacy for staff through a whole school-consistent data collection and analysis cycle.
- Investigation and implementation of small group intervention programs in English and Maths.
- A culture of continued growth through establishing and implementing a cycle of professional learning, classroom observations, and instructional coaching.
- Continued development and embedding of performance development processes.
- Regular reporting of school-based assessment results to families of student academic progress.
- Implementation of Individualised Education Plans and EAL/D Progress Map to show progress for identified students.
- Resourcing and development of the role of School Improvement Team Leader for Teaching and Learning to lead operational plans and ensure they are used to guide classroom practice.





RELATIONSHIPS



You will SEE:

- Regular and purposeful opportunities to engage with a diverse school community.
- An enrolment process that includes face-to-face meetings and follow-up phone calls to review school plans, build relationships, and collect accurate enrolment information.
- Development and implementation of a targeted marketing strategy including continued promotion of connection and communication.
- Community engagement days and initiatives promoted, resourced, and accessed by students and families.
- The roles of the School Board and P&C promoted to gain maximum participation and accurate representation of the school community.
- Community consultation is utilised to refine processes and policies to ensure strengthened transparency and shared understanding between school and home.
- Continued focus on building relationships and sharing resources to develop and implement the 'Reconnecting to Country' initiative.
- Staff collaboration is encouraged and promoted through resourcing and whole school processes.
- Staff well-being is measured, planned for, and resourced.
- Resourcing and development of the role of the School Improvement Team Leader for Relationships, to lead operational plans and ensure they are used to guide classroom practice.



SUPPORT AND CARE

You will SEE:

- Investigation and implementation of Data Sets to measure student social and emotional well-being.
- Exploration and implementation of an evidence-based social and emotional program for whole school and small group intervention.
- Continued development of Positive Behaviour in Schools (PBS) to see consistent teaching of behaviour, and supporting of behaviour through rewards and restorative behaviour support processes.
- Development of positive relationships with our EAL/D and First Nations families, and local Elders to develop a shared understanding of their culture, history, and language to embed their perspectives in our resources, environment, and teaching and learning programs.
- Access to professional learning and allied services to investigate and implement best practice adjustments to support students with special educational needs to achieve social, emotional, and sensory regulation.
- Research of the benefits of outdoor learning environments and how to utilise them to support student well-being.
- An understanding of students and families socio-economical, physical, emotional, and social needs and the implementation of strategies to cater to these.
- Resourcing and development of the role of School Improvement Team Leader for Support and Care, to lead operational plans and ensure they are used to guide classroom practice.



IMPACT

You will **KNOW** it is having an impact when you **SEE**:



Our school based assessments showing consistent progress.



Our PBS Evaluation data shows improvement.



Our data is comparable to state and national benchmarks.



Our student numbers increase each year.



Staff and families having a shared understanding of student achievement and progress and are able to articulate where their child is at academically.



Our unauthorised attendance rate is below 10%.



Our First Nations and EAL/D families are represented at family events and on school committees.



Our Staff and Community Culture surveys have an average score of 4.0 or higher.



Engagement in social media and completion of School Surveys by families increases.



“North Morley is a safe place where everyone is kind.” - Oliver, Year 2





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