



NEERIGEN BROOK PRIMARY SCHOOL is part of the Department of Education public school system and is accountable to the Minister of Education and our school community. The Department's Strategic Plan and policies shape our strategic direction and are framed to suit our distinctive school context. The 2022- 2024 Business Plan provides strategic direction for the school and is a long-term strategy outlining its development and direction. The plan has involved extensive consultation and review in the process and involves all our stakeholders including staff, students, parents/carers, School Board and community members.



BUSINESS PLAN

STRATEGIC DIRECTION

Through consultation processes with the School Board and community forums and together with staff contributions our future aspirations and school direction is actualised and forms our next Business Plan goals. The 2022-2024 Business Plan serves to provide strategic direction and purpose for the operational plans and programs over the next three years. This cycle serves to drive future direction in accountability processes by outlining targets and strategies for six areas of focus:

- Relationships and Partnerships
- Learning Environment
- Leadership
- Use of Resources
- Teaching Quality
- Student Achievement and Progress

Accountability to the Business Plan will take the form of our own school based annual review of the progress of targets and strategies outlined in the plan. For this we analyse both school and system data collected and collated throughout the year and compare it to previous years attainment and targets and strategies. In addition to this we have a triennial ESAT review scheduled at the end of this Business Plan cycle. This information is shared with the School Board and included in the Annual School Report creating transparency.

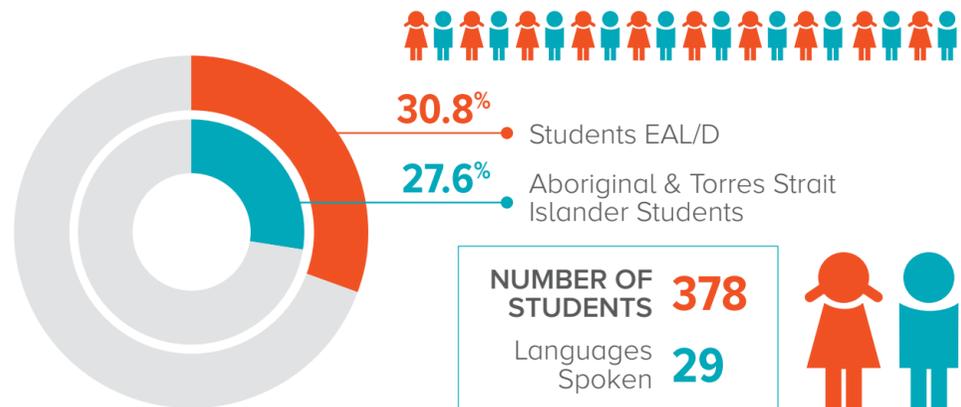
RELATIONSHIPS AND PARTNERSHIPS

- School leaders, in collaboration with local Aboriginal community members, will have developed a strong, sustainable education partnership that reflects the expectations and aspirations of Aboriginal students and their families.
- Staff and local Aboriginal community members and organisations will work collaboratively in planning meetings and school activities and events.
- There is a strong collegial culture of mutual trust and support among teachers and school leaders, and parents are treated as partners in the promotion of student learning and wellbeing.
- Community partnerships and networks are fostered by staff and school leaders to enhance student engagement and achievement. Neerigen Brook Primary School will partner with stakeholders to improve educational outcomes for students.
- Neerigen Brook Primary School engage the School Board as partners to create purposeful connections and build meaningful relationships with external stakeholders to improve educational opportunities and outcomes for students.



ACKNOWLEDGEMENT TO COUNTRY

Kaya, we acknowledge the Whadjuk Noongar People, and recognise their continuing spiritual connection to boodjar land, kep water and community. Neerigen Brook Primary School is a special place where we continue our mooditj kaartdijin learning journey together and pay our respects to the Elders, past, present, and emerging



VISION

“Strive to Achieve through Mooditj Kaartdijin” encompasses our strong culture focused on high expectations, academic excellence and ensuring that all children have the skills needed to be active and resilient citizens.

ABOUT US

Neerigen Brook Primary School is an Independent Public School located on the fringe of the metropolitan area and has been serving the community for over 50 years. Students at our school come from a wide range of cultural backgrounds contributing to the rich diversity of our community. At Neerigen Brook Primary

School we focus on what matters, our team of teaching staff and allied staff, work collaboratively to maximise learning opportunities for students, making every moment of every day count. Teachers provide high-quality teaching and learning, have a shared responsibility for all our students and use evidence-based data to drive improvement.

Neerigen Brook Primary School has forged strong relationships with the community. Parents and carers are actively involved in school events and continue to provide feedback and work collaboratively with the school to create a strong sense of community spirit. Aligning with departmental direction, Neerigen Brook Primary School has a focus on building an inclusive community and closing the gap for our Aboriginal students. As a culturally responsive school we continue to create respectful opportunities to share and learn from one another where difference and diversity is celebrated and valued.



TEACHING QUALITY

- Teachers at Neerigen Brook Primary School are professionals in the year levels in which they teach, with high levels of confidence in teaching in those fields and are eager to expand their subject knowledge to learn how to improve on their current teaching practices.
- Teachers will use a wide repertoire of evidence-based teaching strategies to cater to individual student needs.
- Teachers lead a culture of analysis into practice and measuring and evaluating impact, to critically reflect on results of ongoing efforts to improve teaching practices.
- Teachers will adopt a reflection-for-action approach to pedagogy.

USE OF RESOURCES

- School leaders place a high priority on the ongoing professional learning of all staff and on the development of a school-wide, self-reflective culture focused on improving student outcomes.
- Neerigen Brook Primary School will build capacity in staff to provide teaching and learning for 21st century students.
- We will assist students to become competent and confident users of ICT who can use the knowledge and skills required to assist them in their daily lives.
- There are clear links between school priorities and the human, physical and financial resources to meet the strategic direction of Neerigen Brook Primary School.

- Aligning with the Aboriginal Cultural Standards Framework, student characteristics funding will be used to target initiatives and programs for Aboriginal and Torres Strait Islander students.
- We will foster a whole school approach to the ownership of the grounds and facilities to ensure they are maintained to a safe and high standard.

STUDENT ACHIEVEMENT AND PROGRESS

- Teachers will use school and system evidence-based programs and strategies to deliver a connected curriculum.
- At Neerigen Brook Primary School, data driven decision making will create the conditions for continuous improvement in the delivery of teaching, which in turn will improve student learning.
- Student data will be collected and collated aligning to whole school and system wide processes.
- Teachers will work collaboratively with colleagues in collecting, analysing, interpreting and using data to inform the Plan-Teach-Assess cycle.
- Students in Year 3 and Year 5 will perform above like schools in NAPLAN for Reading.
- Students in Year 3 and Year 5 will perform above like schools in NAPLAN for Writing.
- Students in Year 3 and Year 5 will perform above like schools in NAPLAN for Mathematics.
- We will increase the percentage of students achieving 90% attendance or above in order to meet Department of Education minimum standard.

LEARNING ENVIRONMENT

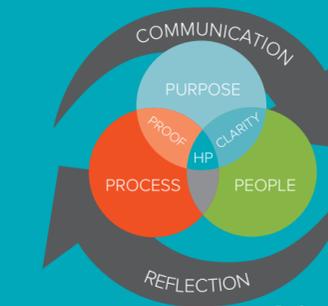
- Neerigen Brook Primary School provides an inclusive learning environment that supports every student to reach their full potential both academically and, socially and emotionally.
- Staff are deliberate, purposeful and thoughtful in their preparation and planning to promote high levels of engagement and participation for improved attendance.
- The provision of indoor and outdoor learning spaces that cultivate optimal learning conditions for each child.
- Neerigen Brook Primary School creates an inclusive learning environment that is culturally responsive to meet the needs of all students.
- We will cultivate an environment that contributes to the wellbeing, creativity and the development of independence in our early childhood students.
- Staff engage Aboriginal students, families and community in developing an environment that reflects and respects their histories, cultures and languages.
- Students are equipped with a repertoire of skills and strategies to develop their social and emotional competencies.



LEADERSHIP

- School leaders prioritise building capacity of all staff and on the development of a school-wide, self-reflective culture focused on improving classroom teaching.
- Leaders make successful student learning the central consideration in all aspects of their leadership.
- Leaders encourage teams to engage in the systematic investigation of alternative teaching strategies; and the introduction and leading of school-wide initiatives to improve the quality of teaching and learning.
- Teachers are reflective practitioners who continue to review and improve on their practice and pedagogy to deliver high performance and high care to students.

The model for High Performance (HP)



By George

