

PINGELLY PRIMARY SCHOOL

# BUSINESS PLAN

**2025 – 2027**

At Pingelly PS we STRIVE for excellence.



# Our School

## School Profile

Pingelly Primary School is in the town of Pingelly in the Wheatbelt region of WA. We have a student population of approximately 100 children and belong to the Narrogin Education Network. Our school culture is driven by our student-centred approach. We use a strengths-based lens to view and meet the needs of all our students. We cater for students from Kindergarten to Year 6, offering a range of extra-curricular, well-being, intervention and extension programs - including the Berry Street Education Model, Grass Roots Music Foundation, Choir, Desert Light Photography, PExcel Project-based Learning, Extension Maths, MultiLit, Physical Education and LOTE (Auslan) programs.

## Our values

**STRENGTH** - It takes great strength to be sensible.

**THOUGHTFULNESS** - Have reasons for the things you say and do.

**RESPECT**- Treat others as you would like them to treat you.

**INITIATIVE**- Pursue your personal best no matter who you work with.

**VALIANCE** - Be brave, participate to progress.

**EMOTIONAL INTELLIGENCE** - Be the master not the victim to your feelings.

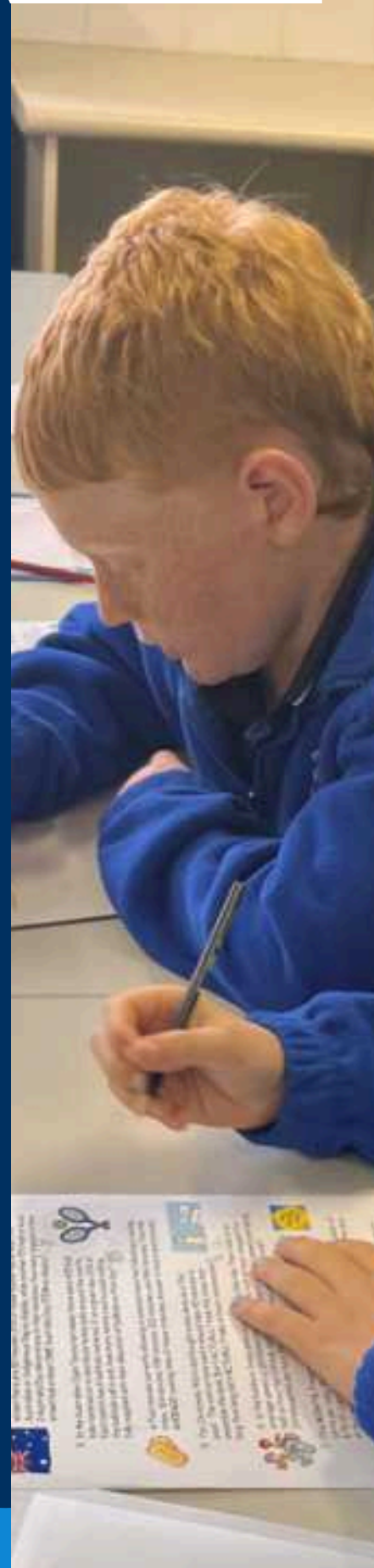


# Our Business Plan

Our 2025 - 2027 Business Plan outlines the priority areas we will be focusing on over the next 3 years. It has been developed in consultation with students, staff and community feedback by assessing the effectiveness of our previous plan to identify ongoing and new targets. Our plan complements the priorities identified in the Department's Strategic Direction for Public Schools 2020 - 2024: *Every student, every classroom, every day*, Focus 2025 and the Quality Teaching Strategy (QTS).

## Our Targets

- Demonstrate 'year on year' progress for every student.
- Increase the number of students who are achieving 'at' or 'above' the National Minimum Standard in NAPLAN Literacy.
- Increase the number of students who are achieving 'above' the National Minimum Standard in NAPLAN Numeracy.
- Continue to achieve a ranking of 4 or higher in the Social-Emotional Wellbeing Survey (SEW).
- Increase the percentage of students who have a regular attendance rate.
- Achieve 'cultural responsiveness' for all domains of the Aboriginal Cultural Standards Framework.





## Our Vision

At Pingelly Primary School we want all students to be prepared for their future as confident, well-rounded masters of literacy and numeracy, who are technologically competent, self-disciplined, with a good work ethic, always striving for their personal best and aware of their responsibility to their community.



## Our Moral Purpose

Our purpose is to cultivate lifelong learners who are resilient, respectful and emotionally intelligent through valuing and nurturing each individual child to strive for their personal best, so that they are prepared for tomorrow's world.



## Our Commitment

At Pingelly Primary School we believe that high quality teaching has the most impact on student achievement. We are committed to developing a school culture of teaching excellence where staff and school leaders have high expectations of each other, work collaboratively together, trust and believe in each other, seek and receive feedback, share effective strategies and evaluate their impact on student achievement.



# 2025 – 2027

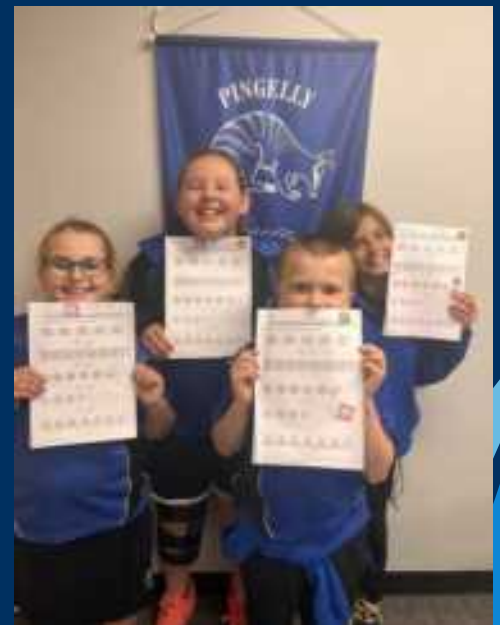
## STUDENT ACHIEVEMENT

### Goal

Staff will use individual student, cohort and whole school data to plan and implement targeted teaching and learning programs.

### Strategies

- Continue to implement our 10-week teaching, learning and assessment cycle in reading, spelling, writing and basic number facts.
- Continue to use a case management approach to track student progress and achievement.
- Continue to build staff data literacy, analysis and reflection through the use of Elastik and Brightpath to interrogate our students' data.
- Continue to conduct Progressive Achievement Tests (PAT) in reading, spelling, grammar & punctuation, and numeracy bi-annually.



# 2025 – 2027

## TEACHING QUALITY

### Goal

Staff will demonstrate a commitment to our high expectations culture through their collective responsibility to ensure high impact teaching and learning occurs in every classroom.

### Strategies

- Continue to embed the implementation of the Instructional Playbook and Instructional Coaching program to ensure the delivery of consistent, quality teaching and High Impact Teaching Strategies (HITS) in all classes.
- Continue to implement the Quality Teaching Strategy at the classroom and whole school level.
- Continue to develop a shared understanding of what constitutes best practice in teaching and learning.
- Continue to adopt a whole school approach to the implementation of the following evidence-based instructional strategies – MultiLit: InitialLit (K-2), Spelling Mastery (Year 3-6), Stars & Cars, Seven Steps to Writing Success, and Think Mentals.
- Continue to deliver a play-based, Walker Learning inspired teaching program in the Early Years (Kindergarten and Pre-primary).
- Continue to implement the Multi-Tiered Systems of Support (MTSS) model to ensure that individual and groups of students expeditiously receive the intervention/extension they require.
- Explore further opportunities for staff to participate in English and Mathematics moderation activities.





# 2025 – 2027 LEADERSHIP

## Goal

The leadership team, inclusive of the School Council, will create the enabling conditions for teaching and learning excellence to occur in every classroom.

## Strategies

- Continue to strengthen our school self-assessment across all 6 domains of the School Improvement and Accountability Framework. (Public School Review)
- Establish school networks, middle leaders and/or future leaders to lead curriculum area operational planning in Mathematics, Literacy and Social-Emotional Learning.
- Ensure aspirant leaders have the opportunity to complete leadership training.
- Continue to develop student agency and voice through the implementation of enrichment and leadership activities.



# 2025 – 2027

## LEARNING ENVIRONMENT

### Goal

Staff will create a safe and inclusive learning environment where behaviour is well managed, where student social emotional programs promote student wellbeing, and where attendance and engagement are priorities.

### Strategies

- Construct our custom-built Nature Playground and Kitchen Garden to increase learning opportunities. (Planning completed)
- Construct our outside Aboriginal Cultural learning areas – the Noongar Garden and the bush tucker section of the Kitchen Garden. (Planning almost completed)
- Continue to support student social and emotional wellbeing through the continued implementation of the Berry Street Educational Model (BSEM) and Zones of Regulation programs, and our Sensory Room. Research and implement a suitable Social Emotional Learning (SEL) program.
- Implement Positive Behaviour Support (PBS) as a whole school approach to behaviour management (staff trained 2024, started lessons 2025).
- Continue to foster a culture of high expectations by ensuring all stakeholders embody our STRIVE values.
- Continue to partner with the Grass Roots Music Foundation to provide more opportunities for student wellbeing support.
- Continue to implement strategies to improve attendance and engagement: Morning Fitness, Lego Club, Aboriginal Art. Pursue new opportunities for ongoing improvement in this area.





# 2025 – 2027

## RELATIONSHIPS AND PARTNERSHIPS

### Goal

Staff will collaborate to build strong internal and external relationships with families and community groups that are founded upon trust and a collective belief that 'together' we can maximise outcomes for our students.

### Strategies

- Develop partnerships with surrounding schools to establish staff networks. (eg Kindergarten, Literacy Hub & Numeracy Hub).
- Strengthen relationships with the Aboriginal community through embedding the Aboriginal Cultural Standards Framework across the school.
- Develop and implement a Reconciliation Action Plan (RAP) in partnership with our Aboriginal community.
- Continue to develop partnerships with Pingelly community groups (eg the Shire, playgroups).
- Continue the partnerships with allied health professionals to provide services to students and families on school site particularly in speech, occupational therapy and the Earbus.
- Maintain regular parent communication and feedback.
- Maintain our strong relationships and collaboration with our P&C and School Council members.





# PINGELLY PRIMARY SCHOOL



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