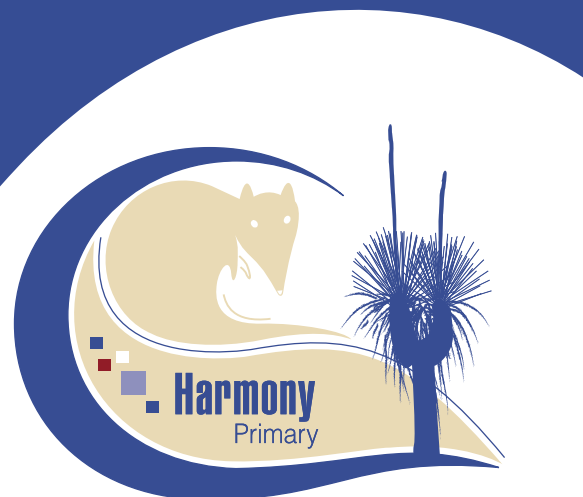
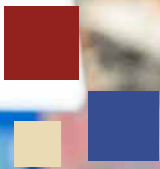




Harmony Primary School  
**Business Plan**  
2023 - 2025





# Our Vision Live, Learn and Grow in Harmony

## Successful Students

- Capable, confident and connected learners
- Self-motivated to reach their full potential
- Responsible, respectful and resilient citizens
- Effective communicators
- Functional Literacy and Numeracy skills

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## Effective Ways of Teaching

- Evidenced based practices that are consistent and collaborative
- Purposeful data used to inform teaching and learning
- Differentiation and inclusion
- Setting goals for learning
- Common lesson structure
- Explicit teaching
- Collaborative learning
- Effective questioning
- Quality two way feedback
- Provision for student agency

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## Social Emotional Well Being

- Facilitating connections and collaboration
- Evidence based social intervention programs
- Positive Behaviour Supports
- Trauma informed practice
- Promoting emotional literacy
- Explicit emotional regulation education



# At Harmony Primary School we believe that the best conditions for learning are created by:



## Effective Educators

- Use evidence-based approaches
- Consistently apply High Impact Teaching Strategies
- Use purposeful data to inform teaching
- Develop meaningful connections with students
- Communicate effectively with students, parents and colleagues

## Effective Leadership

- Clear and transparent, two-way communication and feedback
- Respectful and inclusive of different personalities and ways of being
- Pro-active with a focus on relationship building and recognising new opportunities
- Inspire trust through consistent decision making
- Genuine empathy and understanding of work/life challenges

## Safe and Inclusive Environment

- A supportive environment that promotes kindness & honesty that recognises strength in others
- Encouraging safe risk-taking
- Safe and flexible physical environment
- Culturally and linguistically supportive practices
- Processes for opinions to be voiced and heard
- Understand and respond positively to student behaviour

## Positive Culture

- A culture that is supportive and non-judgemental, promoting connection between peers
- Recognising and capitalising on the strengths of everyone
- Positive and solution focused conflict resolution practices
- Expectations and responsibilities are framed in a positive and supportive manner
- High expectations are accompanied by appropriate training and support

## Collaborative Partnerships

- Genuine partnerships built on trust which are respectful, positive and purposeful
- Collaborative practices and connectedness between home, school and external agencies are vital for successful students
- Collaborative practices and connectedness between colleagues, cohorts, teams and networks

## Consistent Whole School Approaches

- Student behaviour is both supported and managed through a positive lens
- English and Mathematics programs and practices are consistent across K-2 and 3-6
- Whole school data collection is purposeful, contributing to decision making and planning
- Evidence-based interventions in English, Mathematics and Social Emotional Learning are applied in group and individual settings



# Values

## Respect

As influencers of young people, we want the best for our students. We want them to have positive experiences, healthy relationships and opportunities to learn. We want them to clearly and explicitly understand right and wrong. We want them to respect others, respect themselves and respect the environment around them.

## Responsibility

Being responsible means being dependable, keeping your word and honouring your commitments. It is accepting the consequences for what you say and do. It also means developing your potential. People who are responsible don't make excuses for their actions or blame others when things go wrong.

## Resilience

We help staff and students to cope and thrive in the face of personal challenges through the promotion of social competence, a sense of responsibility, purpose and having a positive perspective. We promote problem solving skills as well as effective and constructive coping strategies to build a sense of self-efficacy and positive self-esteem.





# School Direction

In 2023, our staff will focus on the development of consistently applied, high impact teaching strategies. These will be clearly evident in every classroom, while maintaining the supportive, collaborative environment for which Harmony Primary is renowned.

To realise our vision, we are committed to reflecting on the processes and practices we implement to promote ‘Successful Students’.

Over the next 3 years, there will be an emphasis on the way our leaders, teachers and support staff share their skills and expertise, creating an effective collaborative approach to planning, implementing and monitoring teacher interventions for student success.



## School Priorities 2023 - 2025

EVERYONE LEARNS	EVERYONE MATTERS
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## System Priorities 2020 - 2024

Provide every student with a pathway to a successful future.	Strengthen support for teaching and learning excellence in every classroom.
Build the capability of our principals, our teachers and our allied professionals.	Support increased school autonomy within a connected and unified public school system.
Partner with families, communities and agencies to support the educational engagement of every student.	Use evidence to drive decision-making at all levels of the system.



## Priority Area Everyone Learns

### School Direction

1. Confident staff that effectively use data to inform decision making about student wellbeing, progress and achievement to target future planning.
2. Staff use documented, consistent and collaborative practices for planning, teaching and assessment.

### 2025 Improvement Targets

**70%**

of students in P-6 will achieve or exceed the Acadience Reading benchmark for their year level.

**Year  
3 & 5**

students will achieve at or above like schools in both Numeracy and Reading in NAPLAN.

**40%**

of Year 3 students will show 'high' or 'very high' progress in both Numeracy and Reading when comparing On Entry to Year 3 NAPLAN results.

**30%**

of Year 5 students will show 'high' or 'very high' progress in both Numeracy and Reading when comparing Year 3 & 5 NAPLAN results.

Key Initiatives to address Targets		When
<b>1.1</b>	Undertake School Culture Survey to measure the quality of teaching, learning environment, relationships, leadership and resources at Harmony.	<b>Semester 1 2023 (Pre) Semester 1 2025 (Post)</b>
<b>1.2</b>	Refine assessment timeline and cohort level tracking document to reflect agreed whole school data collection.	<b>Semester 1 2023</b>
<b>1.3</b>	Build teacher capacity around data literacy and use to inform planning and teaching.	<b>Ongoing</b>
<b>1.4</b>	Maintain regular cohort and team meetings with refined expectations to ensure consistent and collaborative practice.	<b>Ongoing</b>



Key Initiatives to address Targets		When
<b>1.5</b>	Provide curriculum overview documents which include scope and sequences for all curriculum learning areas.	English/Maths Semester 1 2023 All Curriculum Areas Semester 2 2023
<b>1.6</b>	All teachers plan and deliver structured lessons which incorporate a series of clear steps and transitions between them, and scaffold learning to build students' knowledge and skills.	Semester 1 2023
<b>1.7</b>	All teachers set and communicate clear lesson goals to help students understand the success criteria, commit to the learning, and provide the appropriate mix of success and challenge.	Semester 2 2023
<b>1.8</b>	All teachers use explicit teaching to provide instruction, demonstrate concepts and build student knowledge and skills.	Semester 1 2024
<b>1.9</b>	All teachers use evidence of student learning readiness, learning progress, and knowledge of individual student learning profiles, to make adjustments for individuals so all students experience challenge, success and improved learning.	Semester 2 2024
<b>1.10</b>	All teachers provide opportunities for students to participate in flexible groups that collaborate on meaningful tasks and respond to questions that support achievement of learning goals.	Semester 1 2025
<b>1.11</b>	Increase teacher understanding of the developmental process of reading and increase confidence of teachers in using Science of Reading aligned teaching practices.	Ongoing
<b>1.12</b>	All educators use consistent language, frameworks and strategies appropriate to their phase of learning/area.	Fully Implemented by Semester 1, 2025
<b>1.13</b>	Use a Response to Intervention model for English and Maths to monitor and improve student performance.	Fully Implemented by Semester 1 2025
<b>1.14</b>	Further develop ECE practices aligned with the NQS to balance curriculum delivery with explicit instruction and opportunities for choice and play.	Ongoing



## Priority Area

# Everyone Matters

### School Direction

1. Provide an environment for staff and students which supports positive health and well-being through engaging relationships between staff, students and their families
2. Utilise a repertoire of evidenced based strategies to engage and motivate students to participate to their potential.
3. Embed consistent approaches to the identification of students at educational risk and provide evidence-based interventions that are clearly documented and communicated with all stakeholders.

### 2025 Improvement Targets

**80%**

A minimum 80% of students will achieve a rating of consistently against the Attitude, Behaviour and Effort domains on their Semester 1 reports.

**-10%**

Reduce the number of major behaviours referred to the office for administration intervention and support by 10% (Benchmark - 280 in 2022).

**75%**

Increase the number of senior students (Yr 5/6) who feel safe at our school to 75%, as taken from the National School Satisfaction Surveys (2022 = 56%).

**65%**

Increase the number of senior students who feel they can talk to their teachers about their concerns to 65%, as taken from the National School Satisfaction Surveys (2022 = 46%).







Key Initiatives to address Targets		Who / When
<b>2.1</b>	Undertake School Culture Survey to measure the quality of teaching, learning environment, relationships, leadership and resources at Harmony.	Semester 1 2023 (Pre) Semester 2 2025 (Post)
<b>2.2</b>	Use evidence-based programs to develop emotional literacy of all students.	PBS Team, Semester 2 2023
<b>2.3</b>	Positive behaviour support strategies are used across the school to manage unexpected behaviours. Behaviour management processes are designed to be educative, not punitive in nature.	All Staff, Ongoing
<b>2.4</b>	Well-being committee will develop, maintain and promote a shared understanding of well-being for staff & students at Harmony.	All Staff, Ongoing
<b>2.5</b>	Evidence based social emotional learning (SEL) frameworks will be developed and implemented in all classrooms across the school from Kindergarten to Year 6.	Developed 2023 Implemented Semester 1 2024
<b>2.6</b>	Students at educational risk to be identified early and plans to be put into place that involve making adjustments, providing intervention to improve student outcomes.	All Staff, Ongoing
<b>2.7</b>	A non-denominational chaplaincy service is provided to staff, students and their immediate families through the National School Chaplaincy and Student Welfare Program.	Youth Care Chaplain
<b>2.8</b>	School wide, evidenced-based strategies are implemented to develop positive relationships between staff, students and the wider community.	All Staff, Ongoing
<b>2.9</b>	The school acknowledges, promotes and celebrates significant mental and physical health days throughout the year, aligned to our Health Promoting School strategy.	Health and Well Being Committee, Ongoing
<b>2.10</b>	All teachers use effective differentiation strategies to support students at educational risk.	Fully Implemented by Semester 1 2025



## **Harmony Primary School**

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