

YALE

PRIMARY SCHOOL

Business Plan

2026 -2029



OUR MOTTO

Be the Best You Can Be.

OUR VISION

Develop the whole child enabling them to experience success through high quality education that is guided by our core values of respect, responsibility, caring for others and being our best.



OUR SCHOOL COMMUNITY

Yale Primary School is an Independent Public School located on Sage Road in the heart of Thornlie. Established in 1969, the school caters for nearly 370 students from Kindergarten to Year 6, representing a wide range of cultural backgrounds. For over fifty years, Yale has built a tradition of creativity, innovation, and strong community connection, thriving on partnerships that help students value learning and take pride in their achievements. As a Positive Behaviour Support School, we promote respect, care, and responsibility where every child is supported to reach their full potential.

The Yale Standard is our benchmark for excellence, where we hold high expectations for all students across learning, engagement and wellbeing. Alongside our focus on academic achievement, we prioritise pastoral care and wellbeing initiatives that foster a safe, inclusive, and collaborative environment where students, parents, and staff feel connected, supported, and inspired to 'Be the Best You Can Be'.



QUALITY TEACHING MODEL

Yale's Quality Teaching Model provides a common language for learning and consistent, high-impact teaching across the school. Grounded in the Department of Education's Teaching for Impact framework and strengthened through our partnership with TeachWell, it reflects our belief that all students can learn and that teachers must continually evaluate their impact. Whole-school data informs decisions, guiding improvement and maximising learning opportunities for every student. This model forms the learning pillar of The Yale Standard, our commitment to excellence in teaching and learning for all.

ENGAGE

Ensure full participation
Opportunity for student voice
Maximise wellbeing and belonging

REVIEW & ASSESS

Set goals through reflection
Moderate student achievement
Design effective school assessment
Use assessment for, of and as learning

**BE
YOUR
BEST**

INSTRUCT

Differentiate learning intention
Check for understanding
Scaffolded for success
Use gradual release

APPLY

Empower student voice
Promote deep learning
Enable transfer of learning

PRACTICE

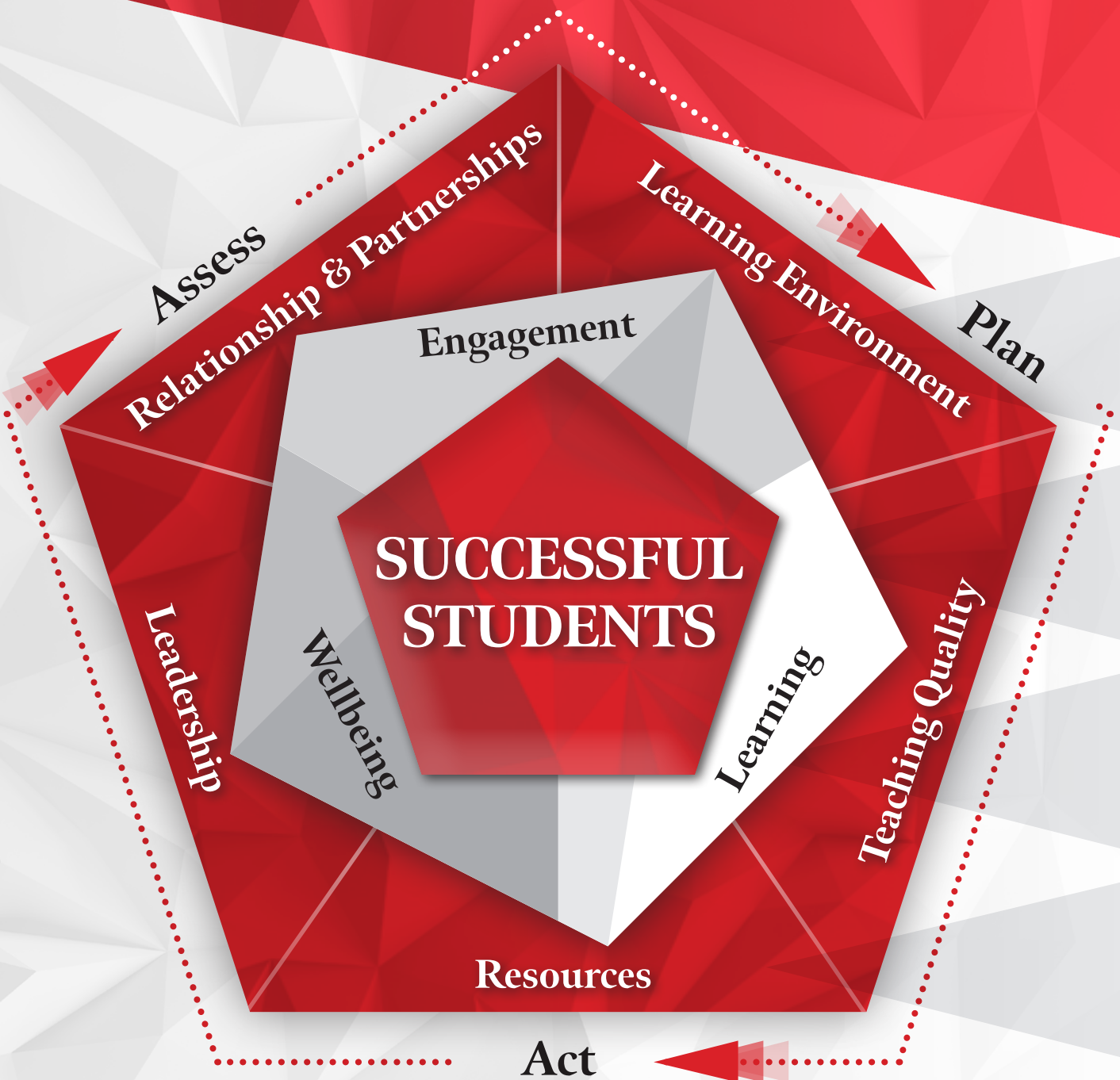
Use daily reviews
Give explicit feedback
Use guided practice
& cadence review



OUR PLAN

Developed collaboratively with staff and the school community, the 2026-2029 Business Plan is underpinned by system priorities outlined in Aspirations for All and the Department's School Accountability and Improvement Framework. It guides decision making, resource allocation and improvement efforts over the next four years across our focus areas of Learning, Wellbeing and Engagement.

Aligned with the Department's Quality Teaching Strategy, our plan reflects what we know; effective teachers make the greatest difference to student learning, and what we will do; refine practice, evaluate impact and work collectively to improve outcomes for all students. The plan is supported by operational plans with detailed targets based on system and school data to resource and guide classroom practice to improve outcomes for every student.





TARGETS

Our overarching goal is for Yale students to achieve the National Average in all NAPLAN areas by 2030

- Achievement across all NAPLAN assessments to be comparable or stronger than contextually similar schools.
- Progress across all NAPLAN assessments to be comparable or stronger than contextually similar schools.
- Increase overall student attendance and Aboriginal student attendance to be comparable or stronger than contextually similar schools.
- Improve student and staff wellbeing.
- Improve stakeholder engagement with the biennial Parent National School Opinion Survey (NSOS).
- Improve School Board Self-Assessment Survey results.
- Increase opportunities for student voice to inform learning experiences and school decision-making.
- Increase the number of collaborative partnerships that support student learning, wellbeing and engagement.

WELLBEING FOCUS AREA 1

| Improvement Focus <i>What we believe</i> | Our Actions <i>What we will do</i> |
|---|--|
| <p>We believe student wellbeing is essential to student achievement.</p> | <ul style="list-style-type: none">• We will implement the Berry Street Education Model to strengthen student wellbeing by embedding trauma-informed, relationship-based practices that build emotional regulation, resilience, and readiness to learn across all classrooms.• We will survey student wellbeing and engagement to evaluate the impact of the Berry Street Education Model on student outcomes. |
| <p>We believe supporting staff wellbeing can develop a culture of high performance and care.</p> | <ul style="list-style-type: none">• We will engage an approved Organisational Wellness provider to deliver tailored wellbeing programs that empower staff to thrive personally and professionally. |
| <p>We believe consistent attendance is vital for every child's learning, wellbeing and long-term success.</p> | <ul style="list-style-type: none">• We will strengthen our Multi-Tiered System of Support (MTSS) to improve student attendance with Tier 3 identification and direct intervention, and Tier 1 and 2 incentives and tracking. |



LEARNING FOCUS AREA 2

| Improvement Focus <i>What we believe</i> | Our Actions <i>What we will do</i> |
|---|--|
| <p>We believe effective teachers can unlock the learning potential of every student.</p> | <ul style="list-style-type: none"> • We will embed a consistent whole-school pedagogical model aligned to Teaching for Impact and TeachWell, strengthening lesson clarity, explicit teaching, guided practice, daily review and feedback so all students are supported to achieve success. • We will provide further professional learning around using the EALD Progress Maps for student planning and assessment, as well as opportunities for staff moderation. |
| <p>We believe effective teachers evaluate the impact of their practice and continually seek to improve so that every student can achieve their full potential.</p> | <ul style="list-style-type: none"> • We will set aspirational learning targets and will use our data dashboard to evaluate the impact of teaching and inform differentiated planning. • We will collaborate in Professional Learning Communities to evaluate the impact of selected teaching practices with rich data to strategically guide improvement. |
| <p>We believe effective teachers collaborate to use school and system data to improve and implement evidenced-based learning programs.</p>  | <ul style="list-style-type: none"> • We will integrate the purposeful use of mathematical manipulatives in Kindergarten to Year 2 to support hands-on learning that strengthens conceptual understanding, engages diverse learners, builds confidence, and supports students to make meaningful connections between mathematical concepts and real-world contexts. • We will enhance children's language acquisition by creating inclusive environments where expressive and receptive language skills are developed through embedded programs, play-based learning and intentional teaching. • We will provide targeted literacy instruction, in small groups, using the school's Tier 1 program (UFLI) to empower Tier 2 students in junior primary to build foundational reading and writing skills. • We will collaboratively engage in a reading review with SELDC to identify areas for improvement, ensuring that all students have access to effective strategies and resources. |
| <p>We believe effective teachers inspire curiosity, critical thinking and adaptability so students become independent and successful life-long learners.</p> | <ul style="list-style-type: none"> • We will develop higher-order thinking and Future Ready Skills through STEAM learning experiences that promote critical thinking, creativity, collaboration and communication. • We will empower student agency and voice by actively listening to students, valuing their input, and consider their perspectives through forums and feedback. |



ENGAGEMENT FOCUS AREA 3

| Improvement Focus <i>What we believe</i> | Our Actions <i>What we will do</i> |
|--|---|
| <p>We believe external partnerships promote a stronger community and enhance learning opportunities for teachers and students.</p> | <ul style="list-style-type: none"> • We will broaden and strengthen our external partnerships to increase opportunities and resources that improve student outcomes. • We will engage with Teach, Speak and Hear (TSH) as an onsite partner to enhance oral language development through targeted early-years intervention. |
| <p>We believe in being culturally responsive and commit to reconciliation.</p> | <ul style="list-style-type: none"> • We will implement a Reconciliation Action Plan (RAP) to embed cultural responsiveness and strengthen reconciliation across our school community. • We will review our progress with the Aboriginal Cultural Standards Framework (ACSF) and implement new strategies where appropriate. |
| <p>We believe families are partners in their child’s education, contributing to a supportive and collaborative school community.</p> | <ul style="list-style-type: none"> • We will partner with families through the P&C to create opportunities for all parents to engage and contribute to school initiatives and priorities. • We will support the School Board to grow its membership and composition to better reflect the cultural diversity and voices within our school community. • We will support the School Board to expand connections and partnerships with the wider community. |
| <p>We believe high trust and support is the foundation for professional growth and development for staff.</p> | <ul style="list-style-type: none"> • We will use a coaching approach, with GROWTH and TeachWell instructional coaches working alongside staff to build trust, reflection, and professional growth through feedback and shared practice. • We will identify and grow teacher leaders through professional learning and mentors via the SEEC Network Leadership Program. |



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