



ANNE HAMERSLEY
Primary School

BUSINESS PLAN

2026 - 2028

**EVERY CHILD MATTERS, AND CAN LEARN,
EVERY DAY**



www.annehamersleyps.wa.edu.au

FROM THE PRINCIPAL...

Dear Anne Hamersley Primary School Community,

It is with great pleasure that I present the Anne Hamersley Primary School 2026–2028 Business Plan – a strategic vision that builds on our successes and sets a clear direction for the years ahead.

Anne Hamersley Primary School is an Independent Public School located in the rapidly growing suburb of Ellenbrook, within the North Metropolitan Education Region. Since opening in 2016, we have expanded significantly and now cater to over 860 students from Kindergarten to Year 6, supported by a dedicated and diverse staff of more than 100. We proudly serve a culturally rich community, with 31% of students representing 55 different language backgrounds and 11% identifying as Aboriginal. Our commitment to cultural responsiveness, respect, and inclusion is embedded in every aspect of school life.

At Anne Hamersley Primary School, we remain deeply committed to the belief that every child matters and can learn, every day. This guiding principle underpins every decision we make, with students firmly at the centre of our improvement agenda.

Since 2022, our team has worked tirelessly to strengthen teaching and learning programs, build a culture of high expectations, and refine whole-school processes. Through this collective effort, student achievement now exceeds that of like schools across all areas of NAPLAN – a reflection of our clear focus, strategic action, and unwavering belief in our students' potential. This new Business Plan ensures we sustain that trajectory, addressing areas of need while continuing to grow and innovate.

We are proud to be recognised as one of the leading schools in the Ellenbrook area – a vibrant, inclusive community where every child is supported to thrive. Strong partnerships with families, local agencies and community networks extend learning beyond the classroom, while a broad range of extracurricular opportunities foster student engagement and connectedness. Initiatives such as Whole School Expectations and Values Program have strengthened students' emotional literacy, wellbeing, and self-regulation.

Student voice is valued and celebrated through Speak Ups, student leadership, cultural events, and community partnerships, building a strong sense of belonging and pride. Our staff remain committed to high-impact, evidence-based teaching practices, supported through ongoing coaching, observation, feedback, and professional learning, ensuring excellence in every classroom.

Our pedagogical approach is anchored in explicit instruction, data-informed practice, and reflective collaboration – supporting the development of the whole child academically, socially, and emotionally, while laying strong foundations for lifelong learning.

With high expectations and a unified community, we will continue to build on what we have achieved. When staff, families, students, and the wider community work together, our students flourish, and our school continues to excel.

I am honoured to lead Anne Hamersley Primary School into this next phase and thank you for your continued partnership. Together, we will ensure every child is supported, challenged, and celebrated on their learning journey.

MR CHRISTIAAN MOIR...

SELF ASSESSMENT & IMPROVEMENT...

At Anne Hamersley Primary School, rigorous self-assessment and continuous monitoring are integral to our improvement cycle. These processes ensure alignment with the Department of Education's School Improvement and Accountability Framework (SIAF) and strategic directions outlined in Focus 2025 and Teaching for Impact. Our reflective practice informs the Annual Report, School Board discussions, and ongoing strategic reviews, ensuring measurable impact on student progress and achievement.

Our self-assessment approach is dynamic, inclusive, and evidence-driven, engaging staff, students, and the wider school community. It is guided by the Assess-Plan-Act model:

Assess

Student academic and non-academic data are analysed to identify strengths, areas for improvement, and priority cohorts. Key data sources include NAPLAN (Years 3 and 5), On-Entry Assessment (Pre-primary to Year 2), and a range of school-based assessments across literacy, numeracy, and wellbeing.

Plan

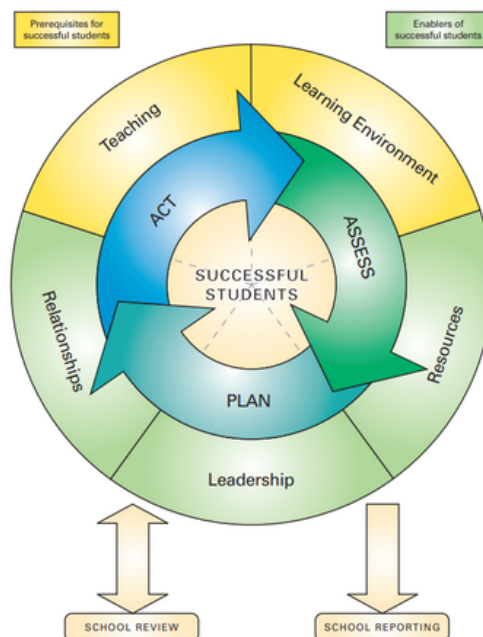
Data-informed planning shapes Operational Plans that outline targeted strategies to enhance student achievement and engagement. These plans are reviewed annually, ensuring alignment with Business Plan priorities, Focus 2025, and Department expectations.

Act

Improvement strategies are implemented with fidelity and reviewed regularly through Professional Learning Communities (PLCs), collaborative planning, coaching, and leadership reflection. Data is continually revisited to ensure responsiveness and measurable impact in every classroom.

Staff engage collaboratively in analysing both quantitative and qualitative evidence, including student assessments, work samples, behaviour and attendance data, and perceptual feedback from students, families, and staff through cyclical surveys.

This culture of reflection and evidence-based practice ensures Anne Hamersley Primary School remains responsive to student needs, accountable to our community, and committed to continuous improvement and high performance across all areas of teaching and learning.



OUR VISION

At Anne Hamersley Primary School, we strive to strengthen teaching and learning excellence in every classroom. We provide a safe and inclusive learning environment, to empower every child and set a strong foundation for future learning.



KARNANT COOPERATION

We work together to ensure success for all, acknowledging the rights of others to have different views and opinions.



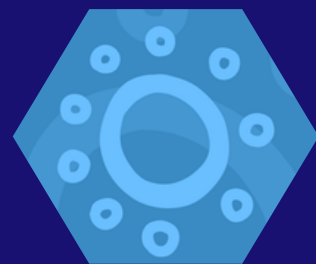
MORDIDJABINY COMPASSION

We show compassion by caring for ourselves and others with understanding, kindness and honesty.



WOONINY RESPECT

We always treat and act in a positive way towards ourselves, others, the diverse community, and the changing environment around us.



WOOLA KATITJIN EXCELLENCE

We strive to improve, and to achieve our goals, in all aspects of our life.



MOORDITJ RESILIENCE

We bounce back from our adversity, learn from our mistakes, and challenge ourselves to overcome obstacles

TARGETS



SUCCESSFUL STUDENTS

1

- Year 1–2 On-entry results equal or exceed like schools.
- Year 3 and 5 NAPLAN results equal or exceed like schools.
- 20% of Year 3 & 5 students achieve equal to or exceed top 20% of Australian schools in NAPLAN.
- At least 80% of Kindergarten and Pre-primary students demonstrate expected or above-expected growth in early literacy and numeracy based on On-entry and school-based assessments, aligned to EYLF Learning Outcomes.



HIGH QUALITY TEACHING



- Maintain a 4.2+ rating from parents on school leadership.
- Maintain a 4.2+ rating from staff on educational achievement.
- Maintain a 4.2+ rating from students on learning needs being met.
- At least four staff participate in leadership development annually.
- All staff have biannually reviewed PDP goals aligned to school priorities.
- All teachers participate in coaching, PL, and moderation each year.
- All Early Years educators participate annually in moderation and professional learning aligned to EYLF and NQS, focusing on intentional teaching and developmental progress.

2

SAFE & ENGAGING LEARNING ENVIRONMENT

3

- Overall and Aboriginal attendance equals or exceeds like schools and WA Public Schools.
- Authorised absences remain equal to or exceed 80%.
- 75% of students achieve 'Consistently' in end-of-year attributes.
- Parent satisfaction ('school looks for ways to improve') maintained at 4.2+.
- Student satisfaction ('I feel safe at school') maintained at 4.2+.
- Student satisfaction ('Behaviour is well managed') maintained at 4.2+.
- Student satisfaction ('I like being at school') maintained at 4.2+

EFFECTIVE RELATIONSHIPS AND PARTNERSHIPS

- Maintain a 4.2+ parent rating on the school valuing their opinions.
- Improve School Board survey results to reflect stronger understanding and effectiveness.
- Maintain a 4.2+ parent rating on community relationships.

4



STRATEGIC PRIORITY AREA 1:

STUDENT ACHIEVEMENT & PROGRESS



At Anne Hamersley Primary School, we are committed to delivering a high-quality, inclusive education where every student succeeds, regardless of background, ability, or circumstance. Aligned with the Department of Education's Strategic Directions, we set high expectations, use data to guide teaching, deliver a balanced curriculum, and foster wellbeing and belonging. Through strong partnerships and reflective practice, we intentionally support every learner to thrive and confidently prepare for the future.

LITERACY

What We Will Do

Enhance curriculum alignment and instructional consistency through targeted early intervention in literacy, with a strong focus on lifting outcomes in PP-Year 1.

What You Will See

Embed evidence-based programs and refine scope and sequence to deliver consistent, data-informed literacy instruction and improve PP-Year 1 outcomes.

Why

Ensure strong literacy outcomes through early, evidence-based support and instruction coaching and aligning with DoE priorities for equity and excellence.

What We Will Do

Strengthen early numeracy through consistent routines, tiered support, and goal setting to build fluency, personalise learning, and foster ownership.

What You Will See

Consistent routines, data-informed teaching, and targeted support building fluency, confidence, and goal-driven, differentiated numeracy learning.

NUMERACY

Why

To improve numeracy achievement and confidence through consistent, evidence-based practices that build fluency, personalise learning, and foster student ownership, aligned with the DoE's focus on high-quality teaching and learner agency.



ICT

What We Will Do

Advance STEM and digital learning through improved access, staff development, and student leadership.

What You Will See

Equitable access, confident tech use, active coding clubs, and whole-school STEM innovation supported by an ICT audit, BYOD trial, and clear digital planning.

Why

To build future-ready learners by embedding digital and STEM capabilities, ensuring equity, and aligning with DoE priorities for innovation and technology-rich learning.

What We Will Do

Implement extension and differentiation strategies that challenge all learners, supported by professional learning for teachers and capacity building for EAs to deliver data-informed Tier 2/3 supports through SMART goals and collaborative planning.

What You Will See

Increased engagement and achievement across all learners, with differentiation evident in planning and practice, targeted support for SEN and EAL/D students, and more students reaching top NAPLAN bands through challenge and data-driven intervention.

DIFFERENTIATION

Why

To extend achievement and provide responsive, individualised support for all learners, aligned with the DoE's focus on excellence, equity, and high performance.

DATA

What We Will Do

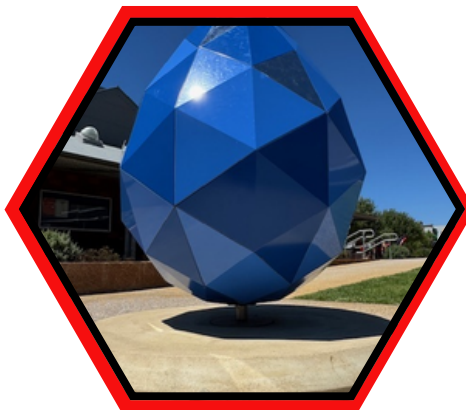
Strengthen data use through collaborative planning and analysis.

What You Will See

Regular data reviews, responsive planning, visible tracking tools, and data-driven student support.

Why

To enable targeted teaching and intervention, aligned with the DoE's focus on equity and data-informed practice.



STRATEGIC PRIORITY AREA 2:

HIGH QUALITY TEACHING AND LEADERSHIP



We are committed to high-quality teaching and purposeful leadership that drive improvement and inspire excellence. Through collaborative professionalism, reflective practice, and continuous learning, every student benefits from consistent, high-impact teaching. Our leaders foster a safe, inclusive, and future-focused environment where staff are supported, challenged, and empowered to grow. This commitment builds a skilled, adaptive, and culturally responsive workforce aligned to the Department of Education's strategic intent and our shared responsibility to lift student achievement.

PERFORMANCE & DEVELOPMENT

What We Will Do

We will align staff performance goals to ensure clarity, consistency, and connection to school priorities.

What You Will See

Consistent PDP templates, aligned goals, regular reviews, and a strong culture of accountability and strategic focus.

Why

To ensure staff development is purposeful, aligned, and supports high-quality teaching, leadership, and continuous improvement.

What We Will Do

Continue to embed Literacy, Numeracy and CMS coaching cycles that engage all staff in observation, feedback, and reflection to strengthen consistent, high-quality teaching and learning across the school.

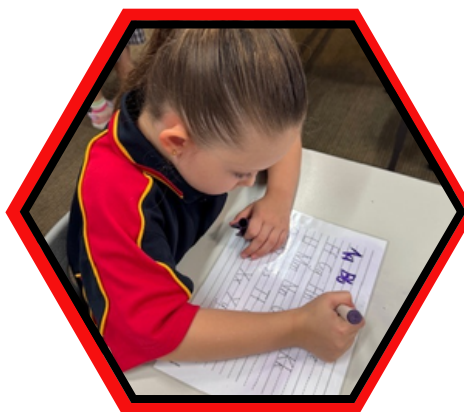
What You Will See

Coaching occurring regularly across all learning areas; consistent instructional practices evident in every classroom; improved staff confidence and alignment in teaching and learning approaches.

Why

To ensure teaching practices are implemented with fidelity across all classrooms, aligned to the Department of Education's Teaching for Impact framework, driving improved student progress and achievement through a shared commitment to continuous improvement.

COACHING



PROFESSIONAL LEARNING

What We Will Do

We will align professional learning to staff needs and whole-school priorities.

Why

To ensure professional learning is targeted, relevant, and aligned with 'Aspirations for All' and supporting high-quality teaching, leadership, and whole-school improvement.

What You Will See

Staff engaged in coaching, aligned goals, consistent practice, and a collaborative culture of growth and improvement.

What We Will Do

We will implement a whole-school induction and mentoring program to support staff with clear expectations and ongoing professional growth.

Why

To provide consistent support and build capability, aligned with priorities for effective induction, mentoring, and quality teaching.

What You Will See

Graduate and new staff supported through structured induction, mentoring, and regular feedback to build confidence and capability.

MENTORING

LEADERSHIP

What We Will Do

We will support aspiring leaders through clear pathways, acting roles, and targeted development aligned to school and system priorities.

Why

To grow future leaders and support succession planning, aligned with Aspirations For All priorities.

What You Will See

Clear leadership pathways, acting roles, coaching, and increased staff involvement in whole-school initiatives.

What We Will Do

Strengthen K–2 literacy and numeracy through high-fidelity implementation of evidence-based instructional approaches, with student progress from On-Entry to Year 3 closely monitored to evaluate impact and effectiveness.

Why

To build strong early learning foundations that maximise student achievement, progress, and equity, aligned to the Department of Education's Teaching for Impact and Focus Documents, which emphasise high-impact, evidence-based instruction and equitable outcomes for every student.

What You Will See

Consistent, evidence-based teaching practices across all K–2 classrooms; data showing improved student progress in foundational literacy and numeracy; and early intervention strategies effectively supporting students at risk.



FOUNDATIONS

STRATEGIC PRIORITY AREA 3:

SAFE & ENGAGING LEARNING ENVIRONMENTS



At Anne Hamersley Primary School, we provide a safe, inclusive, and engaging environment where every student feels valued and supported to learn. Guided by Department of Education priorities, we build respectful relationships, uphold high expectations, and use inclusive, restorative practices to foster belonging, wellbeing, and success.

SCHOOL VALUES & EXPECTATIONS

What We Will Do

Embed consistent teaching of school values, especially in ECE, using shared visuals and recognition to support staff, students, and families.

Why

A consistent values framework promotes positive behaviour and inclusion, aligned with DOE priorities of respect, equity, and cultural responsiveness.

What You Will See

Students use values-based language; consistent visuals, recognition, and routines guide behaviour school-wide.

What We Will Do

Strengthen consistent behaviour, regulation, and engagement through Whole School Expectations, CMS, restorative practices, and targeted PL.

Why

To create safe, inclusive classrooms aligned with DoE priorities for proactive, culturally responsive approaches.

What You Will See

Calm, respectful classrooms; visible regulation tools; confident staff; targeted supports; and high student engagement.

BEHAVIOUR

ATTENDANCE, WELLBEING, INCLUSION & ENGAGEMENT

What We Will Do

Strengthen attendance, engagement, and wellbeing through early intervention, inclusion, and community connection.

Why

To support every student to attend, engage, and succeed, aligned with DoEs Focus and the Student Behaviour Policy.

What You Will See

Timely support, strong communication, inclusive spaces, cultural pride, wellbeing initiatives, and improved attendance.



What We Will Do

Embed cultural perspectives, align with ACSF, build staff capability, and implement a whole school RAP

Why

To meet DoE commitments and foster culturally responsive, inclusive schools.

What You Will See

Inclusive teaching, cultural events, strong partnerships, visible representation, and student pride.

**CULTURALLY
RESPONSIVE**



STRATEGIC PRIORITY AREA 4:

EFFECTIVE PARTNERSHIPS & RELATIONSHIPS



At Anne Hamersley Primary School, we believe strong partnerships with families and the community are key to every child's success. In line with Department of Education priorities, we foster inclusive relationships that support learning, wellbeing, and belonging. Through open communication, family involvement, external partnerships, and culturally responsive practices, we create a welcoming, connected school where diversity is valued and families are empowered as partners in student success.

What We Will Do

Maintain clear, respectful, and accessible communication with all families.

What You Will See

Improved access to information and stronger engagement from all families.

Why

To ensure inclusive, culturally responsive communication aligned with DOE priorities and the Multicultural Plan.

COMMUNICATION

What We Will Do

Provide targeted workshops on key school programs.

What You Will See

Greater home learning support and increased workshop attendance.

Why

To build family confidence and capacity to support learning at home aligned with DoE priorities, high-quality teaching, meaningful partnerships, and shared responsibility for student success.

ENGAGEMENT

What We Will Do

Embed diverse cultural perspectives to foster a safe and inclusive school.

What You Will See

Inclusive classrooms, culturally responsive teaching, and stronger connections with Aboriginal communities.

Why

To build a culturally safe environment that values and reflects our diverse community and reflects the Department of Education priorities, Building on Strength, and Multicultural Plan.

CULTURAL RESPONSIVENESS



PARTNERSHIPS

What We Will Do

Strengthen transitions and external partnerships to support learning and wellbeing.

Why

To ensure smooth pathways, equity, and continuous student engagement aligned with Department of Education priorities on equity and student pathways

What You Will See

Seamless transitions and improved access to services and opportunities.

What We Will Do

Seek regular feedback and involve families in school planning.

Why

To build trust and shared ownership by reflecting community voice in an inclusive, culturally safe school.

What You Will See

Families feeling heard, valued, and included in school decisions.

FEEDBACK & VOICE

SCHOOL BOARD & P&C

What We Will Do

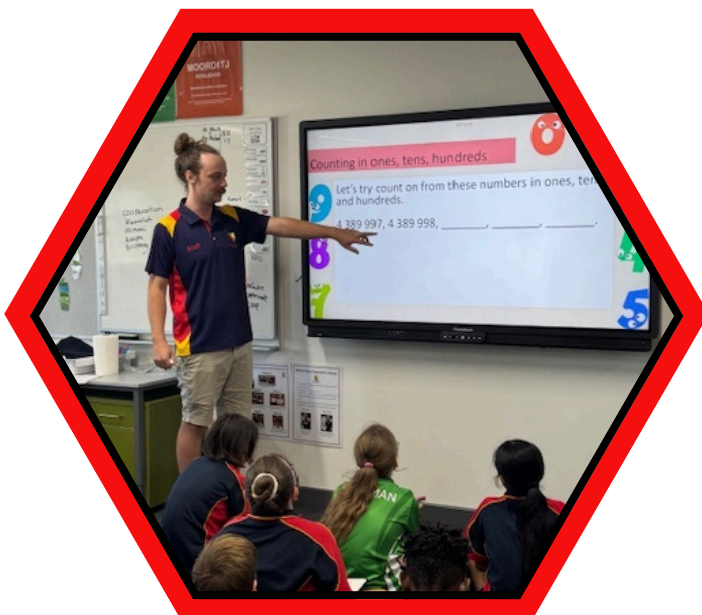
Partner with the School Board and P&C to support school priorities and strengthen community voice.

Why

To promote transparent governance and shared decision-making guided by Department of Education priorities, on school boards, P and C collaboration, and shared decision-making.

What You Will See

Active School Board and P and C involvement and shared ownership of school improvement.



STRATEGIC PRIORITY AREA 5:

EFFECTIVE USE OF RESOURCES



At Anne Hamersley Primary School, resources are managed strategically to maximise impact on student learning, wellbeing, and engagement. Financial and human resources are allocated in alignment with school priorities and Department of Education policies, ensuring equity, transparency, and sustainability. Staff are actively involved in resource planning and decision-making processes, contributing to the effective use of funds that directly support classroom instruction and student achievement. Supplementary and targeted funding is utilised to strengthen intervention, enrichment, and inclusion programs, ensuring all students have access to the support they need to succeed.

FINANCIAL PLANNING

What We Will Do

Align financial planning with whole-school priorities and improvement strategies. Use reserve funds to maintain and renew assets, and direct targeted funding to teaching and learning adjustments that improve outcomes. Streamline budgeting and purchasing to ensure transparency and accountability, supported by regular Finance Committee and School Board review.

Why

To ensure resources are used efficiently and equitably to maximise student achievement and maintain high-quality learning environments, consistent with Focus 2025 and the School Improvement and Accountability Framework.

What You Will See

Clear alignment between budgets and school priorities, effective use of targeted funding to support student needs, sustainable workforce planning, and transparent financial processes monitored each term.

What We Will Do

Ensure budget and resource management practices align with school planning and Department of Education policy. Cost Centre Managers will receive clear communication and guidance to strengthen accountability, consistency, and efficiency in financial procedures and resource management.

Why

To ensure resources are used efficiently and equitably to maximise student achievement and maintain high-quality learning environments, consistent with Focus 2025 and the School Improvement and Accountability Framework.

What You Will See

Consistent and transparent financial processes across all cost centres, improved accountability and accuracy in purchasing and budgeting, and staff confidence in financial management systems.

BUDGET & RESOURCE MANAGEMENT