



BUSINESS PLAN

2024

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2026



Honesty Resilience Responsibility Respect

Our Context

Augusta Primary School is located on Wadandi country, in the beautiful seaside town of Augusta where the Indian and Southern Ocean meet, at the mouth of the Blackwood River. In winter the whales annually come to play off the Cape, and dolphins and stingrays are frequent visitors year-round. In this unique location we have a wealth of history and landmarks, featuring the Leeuwin Lighthouse; the tallest mainland lighthouse in the Southern Hemisphere. Augusta and the primary school have a strong sense of community where everybody works together to achieve and build success across a range of domains.

Augusta Primary School caters for students from kindergarten through to Year 6. The school is part of the Southwest Education District and is serviced by the Regional Education Office in Bunbury and forms part of the Capes Network.

We are a rapidly growing school with approximately 110 students with our intake area stretching from Augusta to Kudardup. The school is surrounded by native bushland and lovely gardens within spacious school grounds. We have a modern and well-resourced Library thanks to kind donations from our local community and the amazing fundraising efforts of our P&C.

We have a brand-new purpose-built Kindergarten building, which boasts our well-established nature play area for the students. We are spoilt to be surrounded by native bushland and in a semi-cleared area, the students can return to nature where they can build, imagine, and play as children. Located next to our oval you will notice our sustainable gardens and Waste Wise shed where students recycle and manufacture new materials.

The school prides itself with its strong sustainability focus equipping the students to be responsible for the future. We are also proud to be a Waterwise and Waste Sorted school. We have a flourishing vegetable garden, just beyond the shed, where each student enjoys gardening, composting and worm farming. Connected to the garden is our school kitchen/canteen that allows the students to cook and create using the abundant organic produce.

Augusta Primary School eagerly participates in community events and prides itself on its partnerships with both voluntary groups and local companies. Many of our programs are community focused encouraging our students are encouraged to interact with community members and contribute to their town. We also engage our community members to part take in school activities.

We are an Independent Public School with stable and enthusiastic leadership. We have a cohesive and devoted staff of classroom teachers, specialist teachers in Science, Japanese and Physical Education, quality education assistants, and dedicated ancillary staff. There is a culture of high standards and expectations with all teachers regularly reflecting on their practice using the AITSL Professional Standards in their performance management. There is a culture of open communication using parent information sessions and interviews, reporting to parents, parent meetings and informal conversations.

Specialist programmes consist of Japanese and Physical Education, STEM/Science and Music in 2025. A strong feature of the school is the highly experienced staff whose collaborative approach is appreciated and valued throughout the community.

The staff are highly trained and dedicated providing excellence in teaching and learning. They provide a safe environment for children to learn, a commitment to providing the best education for each child as well as having enthusiasm when encouraging a child to reach their potential. We are proud to be a PBS aware, and a Be You School; putting children at the forefront of everything we do. We also operate under an 'Open Door Policy', inviting parents and caregivers into the school for parent classroom meetings and individualised student meetings, to take part in their child's learning journey. Staff have access to professional development opportunities such as Heggerty, Letters and Sounds, Brightpath, and Explicit Instruction.



Our Vision

Empowering resilient learners to achieve success and thrive within a nurturing community.

Shared Beliefs

- All children are capable of making progress
- Positive relationships foster positive outcomes and a sense of belonging
- Students are successful when developed as the whole child
- High expectations in all aspects of learning and behaviour
- Collaborative partnerships are nurtured within the school and wider community



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Our Targets

Academic

- 85% of students will achieve results in all NAPLAN tests at or above needs support
- 90% of students to be achieving Stanine 5 or above in each year level on ACER Progressive Achievement Tests (PAT) Reading Comprehension, Grammar, Numeracy
- 100% of students can articulate what they are learning and identify the learning goals
- 95% or above of students in Years 1-6 demonstrate progress across PAT cycles

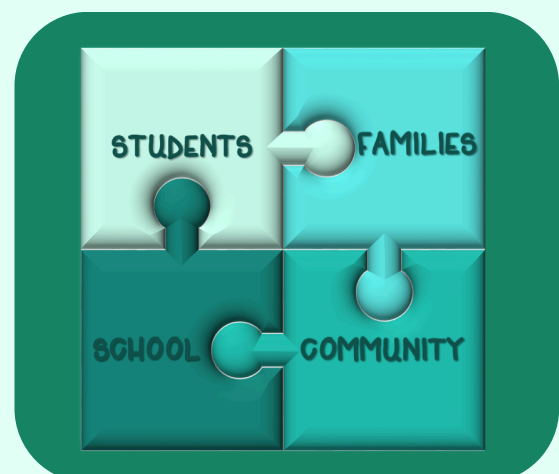
Annually, NAPLAN achievement will exceed like schools for:

- The percentage of Year 3 and 5 students achieving good and excellent achievement in NAPLAN reading to match like schools in 2026
- By 2026, 90% of students identified at educational risk in Reading in Pre-primary OnEntry Literacy assessment achieve above the NAPLAN developing for Reading in Year 3
- 90% of students who are at the NAPLAN needing additional support for Reading in Year 3 achieve above the NAPLAN developing to strong for Reading in Year 5
- By 2026, the NAPLAN Numeracy achievement will exceed like schools for Year 3 and 5



Non-academic

- Maintain attendance rate of 89% or better
- Maintain an overall satisfaction rating of 90% or better in Parent Surveys
- Develop student surveys for feedback to educators on performance and classroom culture
- Continue an increase in diversity of decision making
- SAER - all students identified as needing intervention have a documented IEP and are part of the intervention program
- Analyse WEC data to develop school health and wellbeing focus
- Relationships – maintain the positive culture of the school and continue to build relationships with parents and the wider community



Priority 1: Student Achievement

What we will do

Implement age appropriate and targeted instruction in Literacy

Implement age appropriate and targeted instruction in Numeracy

Cater for students' individual needs and strengths

Utilise quality data to inform our teaching practices, programs and progress

What you will see

Evidence-based programs to support oral language, phonological awareness, phonics, reading, spelling and writing:

- K-2 - Heggerty, Letters and Sounds
- Middle and Upper Primary - Soundwaves

Whole School -

- Consistent, quality English instructional processes across K-6, including the structure of the Literacy Block
- Guided Reading
- Implement Acadience reading assessment cycle to monitor progress and achievement in students
- Brightpath writing moderation
- Elastik data analysis tool to address gaps in literacy
- Explicit teaching of handwriting
- Home Reading Program
- Daily Reviews – spaced interleaved practice linked to Elastik
- Hands Up 4 Kids Volunteers for reading

Evidence-based programs to support Mathematics knowledge and skills:

- Consistent quality Mathematics instructional processes across K-6, including the structure of the Numeracy Block.
- Origo Stepping Stones.
- A whole school daily approach to developing fluency and automaticity of mental math strategies.
- Continue to develop teacher knowledge and understanding of how to incorporate the skills of problem-solving and reasoning into their Mathematics planning and delivery.
- Deliberate integration of Mathematics across learning areas and within the school environment.

Supporting students' needs and strengths through:

- Individual Education Plans.
- Interventions programs (Heggerty, Letters and Sounds).
- Early identification of students at risk.
- Regular meetings between Administration, Teachers, EAs, external agencies to analyse data and discuss student progress.
- Develop and formalise extension programs.
- Teachers identify and plan for a differentiated learning program using whole school and class assessments, that target students' needs with a particular focus on those students who identify as satisfactory achievement/ low progress.
- Tier 2 and Tier 3 intervention students are identified, supported, and monitored.
- Student profiles developed and maintained for case management and handover.

Scheduled school wide assessment data tracking through:

- NAPLAN
- On Entry
- PAT - Reading, Spelling Skills, Grammar and Punctuation, Mathematics, Science
- Brightpath
- Origo Stepping Stones
- Acadience
- Surveys
- Heggerty
- Elastik
- Letters and Sounds
- Soundwaves
- WEC

Priority 2: Health and Wellbeing

What we will do

Implement Whole School Health and Wellbeing

Implement a consistent positive behaviour approach across the school linked to our School Values

Promote and monitor attendance

What you will see

- Be You Initiative
- Grow Your Mind - use neuroscience and storytelling to create innovative and engaging mental health strategies to enhance the social and emotional wellbeing of children, educators and families
- Use the Wellbeing and Engagement Census to monitor and tailor programs to address whole school wellbeing programs
- Explicit Health programs including Protective Behaviours, SDERA, Puberty
- Staff trained and implementing Trauma Informed practices
- Compass
- Pastoral Care - school chaplain, mentors, breakfast program, before and after school activities

- Augusta Primary School Behaviour Matrix
- Explicit teaching of school values
- Positive Behaviour Management through *Wacky Winners* to encourage school values
- Enhance Student Voice through regular meetings with Principal, participate in board meetings, student reports at assemblies
- Staff modelling positive behaviour
- Multi-tiered support
- Use strong relational skills to build positive connections

- Develop and implement attendance policy
- Acknowledgement and celebration of regular attendance
- Communication with families regarding individual student attendance data
- Communication with school community regarding whole school attendance data
- Before school activities to promote punctuality and attendance



Priority 3: Relationships and Partnerships

What we will do

Positively promote the value of the school within the wider community

Sustain community partnerships

Communication – parents, students, and staff

What you will see

- P&C Committee working with the school to host family events and organise fundraising that benefits the students and the community
- Students visiting local businesses and groups such as the Augusta CRC, Augusta Museum, Emergency Services, Augusta Aged-Care Lodge
- Regularly contribute to the local newspaper
- Regularly participate in significant local community events and services - ANZAC Day, NIZAM, Christmas Carols, Pink Up Augusta
- Special events - Mother's/Father's Breakfast, ANZAC ceremony, NAIDOC, Faction Carnival

- Playgroup, Childcare and Vacation Care
- Lions Club Augusta
- Leeuwin Kids Vacation Care
- Augusta Police
- Augusta Bakery
- Men's Shed
- Emergency Services Year 6 – Fire, Marine Rescue and Ambulance
- Nature Conservation Margaret River
- Margaret River SHS
- Community Resource Centre
- EdConnect Mentoring
- Community Garden
- et al.

- Regular parent meetings - formal and informal
- Whole class information sessions
- Community Open Night in Term 3
- Whole school shared assemblies (incorporating class news and parent morning tea)
- Compass/Kaartidijin
- Newsletters
- Board meetings
- Staff meetings
- School website
- Daily notices to staff





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LEADERSHIP

Mr Kim Kehoe - Principal

Mrs Jane Litynski - Manager Corporate Services