



Forrestfield
PRIMARY SCHOOL



2026-2028 School Plan

harmony nurtures excellence



School Ethos

At Forreestfield Primary School, we have expectations around being Proud, United and Good, and challenge our students, staff and community to be Advocates, Involved and Excellent. We carry with us a motto of, “harmony nurtures excellence”, and a commitment to constantly question how we can improve as a school by reflecting on our achievements and considering how we can be “even better if...”


harmony nurtures excellence

Mission

Our mission at Forrestfield Primary School is to place the best possible teachers in front of every class, every day, and to create a culture of continuous improvement that inspires excellence in teaching and learning. Guided by our motto, “harmony nurtures excellence”, we are committed to fostering professional growth, retaining high-performing staff, and deepening pedagogical expertise, particularly in literacy, through disciplined dialogue, collaborative practice and targeted professional learning. By embedding consistent, data-informed approaches, we ensure every student has the opportunity to reach their full potential.

Vision

Our school strives to achieve measurable improvement in student learning by building on strong foundational systems and fostering a culture of disciplined dialogue, distributed leadership, and targeted professional learning. We are committed to deepening pedagogical expertise and embedding consistent, data-informed practices to ensure every student, in every classroom, every day, reaches their full potential.

Plan Focus

The formulation of the 2026–2028 Forrestfield Primary School Plan has been derived from a number of sources. These include, but are not limited to, consultation with stakeholders, the 2025 School Review Report, and Department of Education focus and strategic documents.

Our Goals

The purpose of the plan is to improve student outcomes. This is achieved through accountable leadership and a clearly articulated direction for the school. This plan will be the catalyst for our future direction around teaching and learning and the expenditure to support it.

From the Principal

At Forrestfield Primary School, we are proud to be guided by our values of being Proud, United and Good, and by our belief that “Harmony Nurtures Excellence.” This School Plan reflects our shared commitment to ensuring every student is supported, challenged and inspired to achieve success.

Developed through consultation with staff, students, families and the wider community, this plan sets a clear direction for improving student outcomes through high-quality teaching, strong wellbeing practices, meaningful partnerships and consistent whole-school approaches. We remain committed to evidence-informed practice, high expectations and continuous improvement in every classroom, every day.

As a school community, we will continue to work collaboratively to create inclusive learning environments where students feel safe, connected and empowered to reach their full potential. Together, we will continue to ask how we can be “even better if...” as we strive to provide the very best opportunities for every child at Forrestfield Primary School.

From Our Board

The School Board is pleased to endorse the Forrestfield Primary School Plan 2026-2028. Developed through consultation with staff, students, families and the wider community, this plan captures our shared aspirations for the future and sets a clear course for continued growth and improvement. The priorities identified reflect a collective commitment to creating a school where every student is supported to achieve, belong and thrive.

We value the strong partnerships that underpin our school and recognise the dedication of those who contribute to its success each day. Through our governance role, we will provide oversight of the school’s strategic direction, monitor progress against planned targets and support the Principal in pursuing the best possible outcomes for students. We thank our staff, students and families for their ongoing contribution to the Forrestfield Primary School community and look forward to seeing the impact of this plan over the coming years.



Driving Change



Our school uses a structured improvement framework built around four stages of change: Identify, Develop, Evident and Embed. Guided by clear targets, evidence-informed strategies and ongoing evaluation, this process ensures improvement initiatives are purposeful, sustainable and focused on student access. Through high levels of trust, transparency and staff involvement, we create shared ownership of change and a culture of continuous improvement where successful practices become embedded across the school.

IDENTIFY

- Is evidence driving the change?
- Do we have the right agents for change?
- Is the nature of the change defining or redefining?
- How do we triage and commit to the need?
- What is the timeframe for implementation?
- Will the investment meet the impact?
- Will the change be transferable and sustainable?

DEVELOP

- How will we develop change agents for success?
- How will we create a need and staff commitment to change?
- How will we resource the process and its sustainability?
- Will we need to compromise other foci for success?
- Will the process allow us to pivot and adapt to changing needs?
- How will we celebrate the milestones during the change process?
- How will we be culturally responsible and responsive?

EMBED

- What will we see to assess the impact of change?
- How will we maintain frameworks for ongoing assessment?
- How will we continue to monitor the impact of change?
- How will we provide meaningful feedback?
- How will we ensure ongoing commitment to change?
- How will we share successes with stakeholders?
- How will we continue to commit resources to change?

EVIDENT

- We can articulate the shared understanding of the strategy.
- We see evidence of the impact of the change.
- The strategy is part of consistent school-wide practice.
- Staff value the strategy as an integral part of professional repertoire.
- Stakeholders believe the strategy is critical to school success.
- The change is culturally appropriate and responsive to need.
- Stakeholders enthusiastically advocate for the strategy.

High Quality Teaching Focus

At Forrestfield Primary School, we are committed to ensuring every child benefits from high-quality teaching in every classroom.

Guided by our values of being Proud, United and Good, staff work together to plan consistent and engaging learning experiences for all students.

Teachers use assessment and student progress data to understand each student's learning needs and celebrate their growth over time. Whole-school planning and shared teaching approaches help ensure students experience continuity as they move through the school.

Ongoing professional learning strengthens teacher expertise and keeps teaching practices aligned with evidence-based approaches.

Through collaboration, reflection and a focus on improvement, we continue to build a strong culture of learning so that every student is supported to achieve success and reach their full potential.



We will

Use student progress information to inform teaching and improve learning outcomes.

Implement consistent whole-school planning to ensure continuity of learning from Kindergarten to Year 6.

Embed consistent, evidence-based teaching practices that support every learner.

Strengthen teacher expertise through high-quality professional learning and collaborative practice.

You'll see

- Teachers regularly monitoring student progress to inform teaching.
- Lessons adjusted to support students requiring intervention or extension.
- Teachers working collaboratively to discuss student progress and plan next steps.

- Teachers planning collaboratively to provide consistent learning experiences across classrooms.
- Clear learning goals shared with students.
- Lessons aligned with the school's improvement priorities.

- Clear lesson structures that help students understand what they are learning and why.
- Teachers using evidence-based strategies to meet the needs of all learners.
- Teachers observing one another and sharing effective practice to strengthen teaching.

- Teachers participating in high-quality professional learning and working with experts to strengthen practice.
- Staff collaborating and sharing effective practice to improve student learning.
- Opportunities for staff to develop leadership capability across the school.

We'll know

- When teachers regularly review student progress data.
- When teachers meet to discuss student learning and plan support.
- When empirical evidence of improvement in student progress is visible.

- When whole-school and classroom planning is regularly reviewed.
- When staff are harmoniously working together in planning meetings.
- When feedback from staff, students and families is being actioned in school priorities.

- When classroom visits are regular and confirm consistent teaching approaches.
- When teachers are sharing successful strategies in team meetings.
- When we see evidence of improved student engagement and outcomes.

- When professional learning plans are being reviewed regularly.
- When staff feedback is gathered after professional learning and it influences targeted opportunities to benefit all.
- When we see evidence of improved teaching practices across the school.

Literacy Focus

Forrestfield Primary School is committed to improving English outcomes for every student through a consistent, whole-school approach to literacy. Guided by the Department of Education's Teaching for Impact strategies, the school prioritises explicit teaching, high expectations and data-informed practice to support student success.

A structured literacy block across Kindergarten to Year 6 ensures consistent instruction in reading, writing, vocabulary and comprehension. In the early years, systematic phonics instruction builds strong foundations in decoding, fluency and reading development.

Student progress is regularly monitored through a whole-school assessment framework, enabling teachers to identify learning needs and respond with targeted teaching and intervention.

Through collaborative practice, professional learning and ongoing review, Forrestfield Primary School ensures every student experiences high-quality literacy instruction that supports measurable growth in English achievement.



We will

Deliver consistent, high-quality literacy teaching in every classroom.

Use student progress data to inform teaching and improve literacy outcomes.

Maintain high expectations to maximise student growth in literacy.

Build strong foundations in early reading.

Continuously strengthen literacy teaching.

You'll see

- A daily literacy block in all classrooms from Kindergarten to Year 6.
- Teachers using agreed literacy programs and common teaching approaches.
- Explicit teaching of reading, writing, vocabulary and comprehension.

- Regular reading and writing assessments across the school.
- Teachers analysing student progress and planning targeted support.
- Early identification of students requiring intervention or extension.

- Clear literacy learning goals for students.
- Differentiated teaching to support and extend learners.
- Targeted intervention programs supporting student progress.

- Explicit phonics instruction in Kindergarten to Year 2.
- Students practising phonemic awareness, decoding and fluency.
- Use of decodable texts to support early reading.

- Teachers collaborating to review student progress.
- Professional learning focused on literacy instruction.
- Teaching programs refined based on student data.

We'll know

- When classroom observations are confirming consistent literacy practices.
- When the use of the whole-school literacy framework is evident in all classes.
- When the school literacy assessment data is showing improvement.

- When the whole-school assessment schedule is implemented with rigour each term.
- When termly data discussions and disciplined dialogues are occurring.
- When students who are identified for support have targeted learning plans.

- When most students are demonstrating expected or above-expected progress.
- When NAPLAN literacy achievement indicates year-on-year improvement.
- When On-Entry literacy outcomes reflect improvement in Pre-Primary achievement.

- When improvement is demonstrated in phonics screening and early reading assessments.
- When an increased number of students are achieving reading benchmarks.
- When data indicates that early literacy achievement is improving across cohorts.

- When literacy data is being reviewed each term by leadership and staff.
- When evidence of teaching adjustments are being made following data analysis.
- When continuous improvement is being demonstrated across school literacy measures, including NAPLAN.

Numeracy Focus

Forrestfield Primary School is committed to working in partnership with families to ensure every student develops strong numeracy skills and confidence in Mathematics. Through a consistent whole-school approach, students from Kindergarten to Year 6 participate in a structured daily numeracy block focused on number understanding, fluency, reasoning and problem solving.

Guided by the Department of Education's Teaching for Impact framework, teachers use explicit teaching and evidence-based practices to support student learning and maintain high expectations for achievement. Student progress is regularly monitored through a whole-school assessment framework, enabling teachers to respond to individual learning needs and provide targeted support where required.

Through collaborative teaching practices and ongoing professional learning, Forrestfield Primary School ensures every student experiences high-quality Mathematics teaching that supports measurable growth in numeracy outcomes.



We will

Deliver consistent, high-quality numeracy teaching in every classroom.

Use student progress data to inform teaching and improve numeracy outcomes.

Maintain high expectations to maximise student growth in numeracy.

Develop strong foundations in number sense, fluency and mathematical understanding.

Continuously strengthen numeracy teaching.

You'll see

- A daily numeracy block across Kindergarten to Year 6.
- Teachers using agreed numeracy programs and teaching approaches.
- Explicit teaching of number, problem solving and mathematical reasoning.

- Regular numeracy assessments across the school.
- Teachers analysing student progress and planning targeted support.
- Early identification of students requiring intervention or extension.

- Clear learning goals in Mathematics.
- Differentiated teaching to support and extend students.
- Targeted intervention programs supporting numeracy development.

- Daily number fluency routines in classrooms.
- Explicit teaching of mathematical strategies and number facts.
- Use of concrete materials and visual models to support understanding.

- Teachers working collaboratively to review student progress.
- Professional learning focused on numeracy teaching strategies.
- Teaching programs adjusted based on student data.

We'll know

- When a whole-school numeracy block is implemented in all classes.
- When classroom observations are confirming consistent numeracy teaching practices.
- When measurable improvement is evident in school numeracy assessment data.

- When the whole-school assessment schedule is implemented with fidelity (On-Entry, PAT-M, SAIS, Prime).
- When staff are engaging in disciplined dialogue and data review meetings every term.
- When targeted learning plans are developed and implemented for students requiring support.

- When most students are demonstrating expected or above expected progress in numeracy.
- When there will be year-on-year improvement in NAPLAN numeracy results.
- When there will be measurable improvement in Pre-Primary On-Entry numeracy outcomes.

- When fluency monitoring shows increasing student automaticity in number facts.
- When data indicates improved performance in early numeracy assessments.
- When an increased number of students are meeting expected numeracy benchmarks.

- When numeracy data is being reviewed each term by leadership and staff.
- When teaching adjustments are being made following data analysis.
- When data indicates continuous improvement across school numeracy measures.

Specialist Learning Area Focus

At Forrestfield Primary School, our specialist programs give students the chance to explore their interests, develop new skills and build confidence. Through subjects such as the arts, technology, health and leadership activities, students experience a wide range of learning opportunities that support their growth both inside and outside the classroom.

These programs encourage creativity, teamwork and problem-solving while helping students discover their strengths. Students may take part in activities such as performances, creative projects, technology activities and leadership opportunities.

Our specialist teachers work together to make learning engaging and inclusive so that every child can participate and succeed. By working with families and the local community, we aim to create learning experiences that inspire students, celebrate culture and help every child feel connected to their school.



We will

Provide specialist learning programs that build confidence, creativity and leadership.

Embed Aboriginal histories, cultures and perspectives across the curriculum to strengthen understanding and respect.

Create learning environments where students feel safe, supported and ready to learn.

Provide learning experiences that enable every student, including those learning English, to succeed.

You'll see

- Students taking part in activities such as coding, technology projects, arts exhibitions and performances.
- Opportunities for students to take on leadership roles.
- Creative projects that connect different areas of learning.

- Aboriginal stories, histories and perspectives included in learning.
- Activities connected to events such as NAIDOC Week and Reconciliation Week.
- Opportunities for students to learn from Aboriginal community members.

- Clear expectations for behaviour in specialist classes.
- Lessons that include activities supporting emotional awareness and self-management.
- Students having opportunities to share ideas and take part in decisions about their learning.

- Teachers using visuals, demonstrations and hands-on learning.
- Extra language support where needed.
- A variety of teaching approaches to support different learning styles.

We'll know

- When stakeholders have access to a yearly calendar of clubs and activities.
- When tracking shows student participation in programs throughout the year.
- When leadership opportunities are evident within specialist learning programs.

- When programs are meaningfully reviewed to ensure they support First Nations priorities.
- When cultural learning experiences are evident in student work and teacher planning.
- When feedback from students and staff is being collected and is a catalyst for planning.

- When classroom visits are positive and supportive learning environments.
- When students are completing engagement surveys which impact on school priorities.
- When wellbeing strategies are embedded within all school planning.

- When student progress is monitored across the year and results are impacting on planning.
- When students from all backgrounds are supported in teaching programs.
- When families are being asked for feedback to improve student participation.

Student Wellbeing Focus

At Forrestfield Primary School, we believe that students learn best when they feel safe, supported and connected.

Guided by our school values of being Proud, United and Good, we work closely with families to support the wellbeing and personal growth of every child. Our staff explicitly teach social skills and emotional regulation so students can build confidence, resilience and positive relationships.

Evidence-based wellbeing programs and student leadership opportunities help children develop voice and agency in their learning and school life. We also partner with external agencies to provide additional support for students and families when needed.

Through these approaches, we nurture the whole child and maintain a caring, inclusive school community where wellbeing and learning are equally valued every day



We will

Develop students' social and emotional skills and emotional regulation.

Develop strong partnerships that support student wellbeing and engagement.

Develop consistent wellbeing programs that support every child.

Empower students to have a voice and contribute meaningfully to school life.

You'll see

- Students learning how to manage feelings and build positive friendships.
- A commitment to invest in best practice support programs for students.
- Extra small-group or individual support for students when needed.

- Strong relationships with families to support student wellbeing.
- Access to external support services to meet the needs of students.
- The school working with families to plan support for students.

- Wellbeing programs taught in classrooms across the school.
- Clear expectations that help students feel safe and supported.
- Staff continuing to learn new ways to support student wellbeing.

- Students involved in leadership and decision-making.
- Regular opportunities for students to share ideas.
- Students helping shape school activities and initiatives.

We'll know

- When students are regularly checked in on to monitor wellbeing and relationships.
- When the feedback from students and families is impacting on the wellbeing programs.
- When student engagement and progress is being tracked following targeted support.

- When student support plans are regularly being reviewed following meetings with families.
- When the school has ongoing communication with external services to support families.
- When student engagement and wellbeing is being monitored over time.

- When regular reviews of wellbeing programs are being conducted to ensure effectiveness.
- When classrooms are being visited consistently to support use of wellbeing programs.
- When feedback from students, staff and families are being used to guide improvements.

- When student leadership opportunities are provided each year.
- When student surveys are being used to gather feedback and generate new ideas.
- When student voice is evident in school planning and initiatives.

Community Engagement Focus

At Forrestfield Primary School we believe strong partnerships between families, staff and the community help every child thrive.

Our school is committed to creating a welcoming, inclusive environment where diversity is celebrated and every family feels connected to school life through multicultural events, community activities and shared learning experiences. We will strengthen relationships and showcase the achievements of our students.

We will continue to embed the Aboriginal Cultural Standards Framework to ensure respect for First Nations cultures and perspectives across our school.

Parents and community members will have opportunities to share their feedback, volunteer and participate in school initiatives.

By sharing school information and progress in clear and accessible ways, we will work together with our community to support student wellbeing, belonging and success.



We will

Build strong partnerships with parents and community members to help guide our school.

Foster a school community that celebrates diversity and inclusion.

Encourage parents and volunteers to be actively involved in school life.

Maintain clear and open communication with families.

You'll see

- Families sharing ideas and feedback through surveys, meetings and school events.
- The School Board and P&C working with the school to support priorities.
- Open communication about school plans and improvements.

- Families joining in events such as Harmony Day, NAIDOC Week and Reconciliation Week.
- Student learning and cultures celebrated through assemblies, performances and showcases.
- Partnerships with community organisations that support inclusivity.

- Parents helping with classroom activities, excursions and reading programs.
- Flexible opportunities for families to volunteer or participate in school events.
- Volunteers recognised and thanked for their contribution.

- Regular updates about school progress and priorities through meetings and online platforms.
- Simple summaries of school achievements and improvement plans.
- Opportunities for parents to ask questions and stay informed.

We'll know

- When parent and community surveys are completed each year.
- When feedback is discussed at School Board and P&C meetings.
- When school plans reflect the ideas and suggestions from families.

- When a yearly calendar of cultural and community events is available.
- When participation in events is being tracked each year.
- When we have strong ongoing partnerships with local community organisations.

- When the school has a volunteer register which is updated each year.
- When parents' participation in school activities is increasing over time.
- When volunteers are welcomed and inducted in alignment with school expectations.

- When school progress is being shared with the School Board and community regularly.
- When updates are being provided through school communication platforms.
- When parent surveys show families feel informed about school progress.



The Forrestfield Difference

At Forrestfield Primary School, relationships are at the heart of everything we do. We believe students thrive when they are genuinely known, understood and supported, and this belief shapes every decision we make.

Nestled at the foot of the Darling Scarp on Whadjuk Noongar Country, we combine the warmth, care and connection of a close-knit community with the opportunities of a metropolitan education. Our context allows us to know our students and families well, build strong partnerships and respond to the individual strengths, needs and aspirations of every learner.

Guided by our values of being Proud, United and Good, we create personalised pathways, hold high expectations for every child and celebrate success together. We honour Aboriginal culture, embrace the diversity of our community and foster a genuine sense of belonging where every learner is empowered to grow, contribute and achieve their personal best.

Relationships that Matter

Strong relationships are the foundation of great learning. By knowing our students and families well, we build trust, create a strong sense of belonging and respond to individual needs with care and purpose. These genuine connections allow every learner to feel valued, supported and confident to succeed.

Every Learner Matters

Every learner brings unique strengths, interests and aspirations. We use this understanding to provide personalised learning that challenges, supports and inspires every child to achieve success. We believe high expectations, combined with genuine care, enable every learner to reach their potential.

Everyone Belongs

Belonging is fundamental to wellbeing and learning. Students, staff and families work together to create a welcoming, inclusive community where every voice is valued, every contribution matters and everyone has the opportunity to participate, lead and make a positive difference.

Connected by Community

Community is at the heart of Forrestfield Primary School. Strong partnerships between students, families and staff create a connected environment where people genuinely know, support and care for one another. It is this shared commitment to learning, wellbeing and belonging that makes Forrestfield a place where every learner is encouraged to thrive and every family feels part of our story.

Strong in Culture

Our community is enriched by the many cultures, languages and experiences that shape who we are. We proudly honour Aboriginal culture while embracing the diversity of our school, fostering respect, understanding and meaningful connections that ensure every child and family feels welcomed, valued and included.



Our School identity and colours are friendly, vibrant and energetic, with each element working together to reflect a connected school community supporting every student on their learning journey.

White spaces flow from the school and rise above the Darling Scarp symbolising the upward learning journey of every student as they develop the knowledge, skills and values that prepare them for life beyond school. Orange identifies the priorities, actions and targets focused on student success. They sit at the centre of our logo, and reinforce our commitment to ensuring students remain at the heart of every decision. The four pieces and surrounding paths represent the diversity of our students, illustrating that while each individual brings unique strengths and experiences, together they create a connected and thriving school community even though they may have a different pathway.

Our strong foundation of granite reflects our staff and our commitment to their professional growth and wellbeing. It further highlights the significant expertise, care and commitment of our staff to student improvement and our whole school community. The granite throughout the plan identifies the priorities, actions and targets that support our staff in the journey as outstanding educators.

Above this strong foundation sits the school itself, represented by the blue shape. Its upward form suggests an arrow, symbolising aspiration, growth and our commitment to supporting every student to achieve their personal best.

Sweeping across the logo is the Darling Scarp, an iconic reference to our location and reflecting the strong partnership between the school and its community. This represents our belief that the school sits at the heart of the community it serves. Green identifies the priorities, actions and targets that strengthen partnerships with families and stakeholders to improve outcomes for all students.

Finally, the Blue Leschenaultia flower reaches outward. Each petal mirrors the shape of the school, symbolising the many values, experiences and life lessons that grow from a student's time at Forrestfield Primary School.



Forrestfield
PRIMARY SCHOOL

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