

DRAFT (16/04/24)

Grovelands Primary School

Engage Experience Empower

Business Plan 2024-26

School Vision

An inspired community of engaged empowered learners.

Context

Grovelands Primary School is an Independent Public School which opened its doors to students for the first time in 1979. Serving Camillo and its surrounding suburbs, the school is committed to providing a high-quality education to all students.

Grovelands Primary School is a 'You Can Do It!' school which celebrates the five keys to success - Organisation, Getting Along, Persistence, Confidence and Resilience.

We have a dedicated team of experienced and passionate teaching staff who are committed to providing engaging and empowering opportunities for students. Our staff place an emphasis on quality teaching, and work to provide a broad and challenging curriculum that meets the interests and learning needs of all students.

We are committed to developing and sustaining a culture of continuous self-improvement and lifelong learning in an environment of collaboration and innovation. Grovelands Primary celebrates diversity and achievement and promotes excellence in all areas of life.

Strategic Intent

We intend on improving school performance by focussing on 5 key areas:

1. Student Achievement and Progress
2. Quality Teaching
3. Relationships & Partnerships
4. Learning Environment
5. Leadership

This Business Plan outlines the long-term strategic approach for the school and describes key focus areas, strategies, school performance and student improvement targets intended to have maximum impact on overall school performance.

1. Student Achievement & Progress

Targets

Reading

Year 3:

- To increase the number of students achieving the NAPLAN proficiency standards of 'strong' and 'exceeding' to equal or exceed like schools.
- To increase the number of students in the high and very high progress bands to equal like schools.

Year 5:

- To increase the number of students achieving the NAPLAN proficiency standards of 'strong' and 'exceeding' to equal like schools.

Writing

Year 3:

- To increase the number of students achieving the NAPLAN proficiency standards of 'strong' and 'exceeding' to exceed like schools.

Year 5:

- To increase the number of students achieving the NAPLAN proficiency standards of 'strong' and 'exceeding' to exceed like schools.

Numeracy

Year 3:

- To increase the number of students achieving the NAPLAN proficiency standards of 'strong' and 'exceeding' to equal or exceed like schools.
- To increase the number of students in the very high progress band to equal like schools.

Year 5:

- To increase the number of students achieving the NAPLAN proficiency standards of 'strong' and 'exceeding' to equal like schools.

Strategies

1. Consistent implementation of whole school programs and strategies as outlined in Grovelands PS Literacy & Numeracy Policies.
2. Whole school approach to explicit lesson design utilising the iStar Model.
3. Consistent utilisation of school and system data to analyse student achievement and identify student needs for future learning.
4. Whole school focus on Oral Language, with targeted intervention for identified students.
5. Employment of a Speech Pathologist to build teacher capacity and support students in the Early Childhood years.
6. Maintain whole school Numeracy focus on problem solving, mental strategies and mathematical language.
7. Implement a structure that enhances Teacher-Education Assistant collaboration in planning, implementing, and assessing targeted Literacy & Numeracy intervention.
8. Implement SEN planning and reporting for identified students requiring individual adjustments to their learning.
9. Continue the integration of Digital Technologies across Learning Areas and provide meaningful STEM experiences for students.
10. Engage in regular moderation of student work to ensure consistency and comparability in grade allocation within the school and across the system.

Milestones

- Talk 4 Writing implemented K-6
- Letters and Sounds implemented K-2
- GPS Phonics Scope & Sequence implemented 3-6
- Top 10 Mathematics introduced in K and implemented P-6
- Effective Lesson Design is evident across the school
- Teacher- EA Collaboration is evident in Literacy and Numeracy Intervention planning, implementation, and assessment.
- Moderation Schedule is in place and adhered to
- Assessment Schedule is in place across the school with clear links to curriculum delivery
- Intervention programs are delivered to support learners.

2. Quality Teaching

Targets:

Average rating in School Culture Survey will be at or above 4 in all aspects of the areas:

1. School wide approaches to teaching and learning
2. Planning Alignment
3. Performance & Development Culture

Strategies

1. Provision of structured collaboration opportunities with a focus on teaching, learning and student achievement data.
2. Engage staff in review and action of the National Quality Standards.
3. Planned engagement in the Quality Teaching Strategy.
4. Support teachers to implement whole school programs – Letters & Sounds, Talk 4 Writing, Top 10 Maths, with ongoing support from Curriculum Leaders.
5. Engage Education Assistants in professional learning that supports whole school programs, aligned to their role in the classroom.
6. Digital Technologies available and utilised in teaching and learning.
7. Engage staff in EALD planning and reporting professional learning.

Milestones

- Collaboration schedule is in place and adhered to
- Meeting all elements of the NQS is achieved by the end of this plan
- All Allied Professionals are engaged in targeted professional learning related to their role in whole school programs
- Integration of digital technology is evident across the school
- Implementation of a classroom observation and feedback model, targeting whole school programs and practices. A cycle of purposeful and regular peer observations, designed to improve teacher practice, is implemented
- Coaching established and used with staff at all levels
- EALD planning & reporting is evident for identified students
- SEN planning and reporting processes are followed consistently.

3. Relationships & Partnerships

Targets

Community

1. Average rating of 4 and above in annual parent survey in these areas:
 - I can talk to my child's teacher about my concerns.
 - This school takes parents' opinions seriously.
 - This school works with me to support my child's learning.
 - This school has a strong relationship with the school community.
 - Teachers at this school care about my child.

Staff

1. Average rating of 4 and above in Relationships Category of annual staff culture survey in all areas.

Students

1. Average rating of 4 and above in annual student survey in these areas:
 - I can talk to my teachers about my concerns.
 - My school takes student opinions seriously.
 - My teachers motivate me to learn.
 - My teachers care about me.
2. Student regular attendance will be above 60% and whole school compulsory age attendance rate above 85%.
3. Aboriginal student regular attendance will be above 40% and compulsory age attendance above 80%.

Strategies

Community

1. A range of community events to engage families to play an active role in the life of the school.
2. Innovative local partnerships to support improved student achievement and wellbeing, including but not limited to Kids Hope, New Spring Church, WANSLEA, Communicare, Westfield Park Child & Parent Centre, YMCA, Fathering Project.

3. The School Board employs strong governance procedures to enable the community to play an active role in the direction of the school and engage with authentic decision-making.
4. Effective High School transition procedures are planned and promoted.
5. The contributions of families, volunteers and partners are recognised regularly and publicly.
6. Promote the roles and activities of the School Board in the school community.

Staff

1. Attraction and retention of quality staff. Staff are engaged with vision, policy, and procedures.
2. Continue to provide opportunities for an authentic staff voice, including opportunities to provide feedback and for feedback to be acted upon.
3. Continue to develop protocols and expectations for communication and collaboration based on our Grovelands Way of Being.
4. Regular participation in SEC Network & Network 20, establishing a positive relationship with partner schools.

Students

1. Rigorous attendance procedures are in place to encourage regular attendance.
2. Regular Attendance is promoted and rewarded.
3. Opportunities for student voice to be heard and have an impact.
4. Positive behaviour is acknowledged, rewarded, and celebrated across the school.

Milestones

- School Board is engaged in the life of the school
- Community events that are well attended by families
- P&C Membership is strong and there is active participation
- Transition processes empower students to confidently move to Year 7
- High staff retention levels
- Regular attendance promoted and rewarded
- A range of communication types are used regularly between home and school
- End of year transition procedures are in place
- Consultation group process and procedures are entrenched in staff culture
- Staff are accountable to the Grovelands Way of Being
- Success is celebrated regularly and in different ways.

4. Learning Environment

Targets

Positive Behaviour

1. 80% of students (P-2) will score consistently or often in the identified PSL categories in Semester 2 reports:
 - Makes positive choices with confidence
 - Displays perseverance
 - Expresses emotions appropriately
 - Respects the ideas, feelings and needs of others
 - Resolves conflicts in a positive manner
 - Interacts with peers and adults in acceptable ways
 - Collaborates in group activities.

2. 90% of students (3-6) will score consistently or often in the identified ABE categories in Semester 2 reports:
 - Shows self-respect and care
 - Shows courtesy and respect for the rights of others
 - Participates responsibly in social and civic activities
 - Cooperates productively and builds positive relationships with others
 - Sets goals and works towards them with perseverance
 - Shows confidence in making positive choices and decisions.

3. Average rating of 4 and above in annual parent survey in these areas:
 - Teachers at this school treat students fairly
 - My child feels safe at this school
 - Student behaviour is well managed at this school
 - My child likes being at this school.

4. Average rating of 4 and above in annual student survey in these areas:
 - Teachers at my school treat students fairly
 - I feel safe at my school
 - I like being at my school.

5. Average rating of 3 and above in annual student survey in:
 - Student behaviour is well managed at my school.

Strategies

1. Monitor the progress of improved levels of positive behaviour across the school.
2. Build on initiatives to support student wellbeing through the development of a whole school plan focussed on student emotional and social development.
3. Pursue funding opportunities that will improve the amenity of the school for the benefit of the school community.
4. Engage staff in regular professional learning and reflection that support our whole school strategies – 123 Magic and Emotion Coaching, Classroom Management Strategies, Restorative Practice, Zones of Regulation, Team Teach, Mindfulness and Trauma Informed Practice.
5. Social and emotional learning is explicitly taught, modelled, and reinforced.
6. Strengthen culturally responsive practices and approaches when working with Aboriginal students, their parents, families, communities, and organisations, by continuing implementation of the Aboriginal Cultural Standards Framework (ACSF) and Reconciliation Action Plan (RAP).
7. Continue to celebrate the cultural diversity of our local community through whole school events, such as Harmony Day, NAIDOC Week and Diwali celebrations.

Milestones

- Positive behaviour and success are celebrated regularly and in different ways
- Whole school plan for student social and emotional development is completed and evident in whole school practice
- The ACSF is embedded in daily practice
- Staff are engaged in a program of professional learning that supports implementation of whole school behaviour practices
- Classrooms and outdoor environments are inviting places for students
- Positive interaction is evident between all community members
- Common language is evident in behaviour strategies from K-6
- Celebrations of cultural diversity in the school community are evident on a regular basis.

5. Leadership

Targets

1. Average rating of 4 and above in the Leadership Category of annual staff culture survey in all areas.
2. Maintain Average rating of 4 or above in annual parent survey in the areas below:
 - This school is well led
 - I am satisfied with the overall standard of education achieved at this school.

Strategies

1. Provide instructional leadership with a focus on consistent, connected practice.
2. Continue implementation of classroom observations and performance management process to reinforce consistent practice.
3. Ensure consistent alignment between the Business Plan and annual operational plans that are regularly reviewed and monitored.
4. Progress distributive leadership model aligned to strategic/operational planning and ensure strategic clarity of roles.
5. Continue to develop the capacity of student leaders to be supportive role models for all students and help create positive change in the school.

Milestones

- All staff are engaged in meaningful and purposeful performance development planning
- Regular progress reviews are conducted against targets in Business Plan
- Operational Plans are in place and subject to regular monitoring and review
- Coaching established and used with staff at all levels
- Distributive Leadership roles are appropriately resourced and clearly aligned to the school's strategic direction
- Student voice is clearly apparent in the strategic direction and decision-making processes of the school.