



GOOLLELAL
PRIMARY SCHOOL



An Independent Public School

Business Plan 2018 to 2020

Introduction

At Goollelal Primary our school motto, 'Sharing, Caring and Learning,' is embodied throughout the school. Goollelal Primary enjoys a well earned reputation in the local community for nurturing every child and assisting them to achieve their potential. This reputation can be directly attributed to the supportive learning environment provided by our dedicated staff. We believe that building relationships with our students and their families is the key to building a successful learning community.

Our 2018-2020 Business Plan aims to strengthen these values. The plan builds upon the work of the inaugural Goollelal Primary Business Plan 2015-2017. Whilst the first plan was built around three core areas, the current plan has introduced a new focus area, 'A Safe and Sustainable Environment'. In addition to this, the three original focus areas have been reworded in order to align more closely with the strategic directions of the Western Australian Department of Education. As such, the Goollelal Business Plan 2018-2020 will focus on:

- Success for All Students
- Excellence in Teaching
- A Safe and Sustainable Environment
- Strong Community Partnerships

This Business Plan has been planned and refined over a six month period. I would like to thank the Goollelal staff and School Board for the collaborative role they have played in it's development.

Lynne Anderson | **PRINCIPAL**



Our Vision

To provide all students with a quality education, one that promotes respect for self and others, embraces the pursuit of excellence and inspires a love of lifelong learning.

Our School Motto

The actions of our staff, students and parents are guided by the following school motto:

Sharing

Shared ownership, shared accountability and shared responsibility

Caring

Empathy for others, care and compassion

Learning

High expectations and the passion to seek greater knowledge

Our Objectives

- For all students to be successful in achieving their potential, academically, socially and emotionally; in order to contribute to the community
- To provide a safe, inclusive and welcoming environment which engages, challenges and supports students to build resiliency and develop their ability to work individually and as part of a team
- To develop positive relationships between the school and its community
- To provide professional development opportunities for all staff so they are empowered to work with confidence, enthusiasm and commitment
- For all staff to be accountable for the progress of our students and our school performance
- To promote confidence in public schooling

School Improvement Cycle and Self-Assessment

Central to our school effectiveness, is the School Improvement Cycle. At Goollelal Primary School we implement a self-assessment framework that focuses on student achievement and progress. This involves collecting and analysing student and school performance data to make judgements about the standard of student achievement and the effectiveness of our teaching practices, school processes and operations. This information is used to plan for and enact improvement.

Our Journey

In 2017, Goollelal Primary completed its first three year Business Plan as an Independent Public School. The Independent Review Report identified areas for commendation and areas for future school development.

Commendations

- The creation of a caring and supportive environment where the whole-school community joins together to engage students in learning.
- The strong, united leadership of the principal and deputy principal in building a cohesive learning environment that is valued by staff, students and parents.
- The commitment, expertise and determination of the deputy principal in working with staff to sustain high quality support for students with disabilities or at educational risk.
- The professional and skilled standard of support for students and teachers provided by the special needs education assistants.
- The development of a sensory room which provides an area for activities which calm and focus students who have anxiety and engagement issues.
- The professional commitment of staff in providing an innovative range of clubs and optional lunchtime activities which enhance engagement, extension and challenge for students.
- The high level of community and business support for the school to provide a range of resources and activities which benefit all students.
- Strong leadership and advocacy for the school by the board chair.



School Development

- Develop a set of specific, measurable, achievable, relevant and time limited targets for the next business plan.
- Investigate the use of non-academic targets to measure performance.
- Continue with the intention to focus on the need for connected practice in all classrooms in the next performance development cycle.
- Strengthen the collaborative team structure and the role played by team leaders in contributing to the decision making processes.
- Continue with the intention to develop a policy and schedule for assessment.
- Explore additional opportunities to communicate with the broader community regarding the activities and responsibilities of the board.
- Develop a workforce plan which includes future planning for leadership development, sustainability and the strategic needs of the school.



Targets

Writing

- By 2020, the percentage of Year 1 students who achieve an On Entry Assessment (OEA) Writing score of 1.0 or higher will be 50% or above
- By 2020, the Year 3 relative assessment trend (NAPLAN) will be at or above expected (zero)
- To increase the percentage of Year 5 students achieving at NAPLAN Band 6 and above by 2020 (currently 41%)
- By 2020, the Year 5 relative assessment trend (NAPLAN) will be at or above expected (zero)

Mathematics

- To maintain the percentage of Year 1 students who achieve an On Entry Assessment (OEA) Mathematics score of 1.0 or higher, at 80% or above by 2020
- To maintain or increase the percentage of Year 3 students achieving at NAPLAN Band 4 and above by 2020 (currently 89%)
- To maintain or increase the percentage of Year 5 students achieving at Band 6 or above by 2020 (currently 67%)
- By 2020, to maintain the incline in the Year 5 Numeracy

Reading

- To increase the percentage of Year 1 students who achieve an On Entry Assessment (OEA) Reading score of 1.0 or higher, to 50% or above by 2020
- To maintain or increase the percentage of Year 3 students achieving at NAPLAN Band 4 and above by 2020 (currently 74%)
- To maintain or increase the percentage of Year 5 students achieving at Band 6 and above by 2020 (currently 63%)
- By 2020, the Year 5 relative assessment trend (NAPLAN) will be at or above expected (zero)

Personal and Social Capability

- By 2020, over 70% of students surveyed with the Child CYRM will report that *they are able to sort out their own problems* 'quite a bit' or 'a lot' of the time
- By 2020, 70% or more, of parents surveyed report that *their child comes up with solutions to problems they are having at school*
- Between 2018 and 2020, the student attendance rate will remain at or above 96%

Focus Area 1 : Success for All Students

Aspirations	Strategies	Evidence
Literacy and Numeracy		
<p>A whole school focus to drive academic improvement in Writing and Reading</p> <p>A continued focus on high achievement in Mathematics</p>	<ul style="list-style-type: none"> • Whole school implementation of Talk for Writing • Review and consolidate guided reading (with a focus on inferential questioning) • Review and consolidate synthetic phonics programs and Words Their Way spelling • Collaborative teams to review and extend existing K-2 Literacy Plan up to Year 6 to consolidate and implement a whole school approach to Literacy in line with the Western Australian Curriculum • Review and consolidate whole school approach to Problem Solving and Mental Calculations (basic facts) • Collaborative teams to review and extend existing K-2 Numeracy Plan up to Year 6 to consolidate and implement a whole school approach to Numeracy in line with the Western Australian Curriculum 	<p>Refer to Academic Targets</p> <ul style="list-style-type: none"> • Teachers to complete Talk for Writing PL • Staff PL on Inferential Questioning • Staff PL Words Their Way • K-6 Literacy Plan • K-6 Numeracy Plan • Outdoor Plan K-2
Specialist Programs		
<p>Continue to build on students' STEM capabilities by planning opportunities across the curriculum</p> <p>Target skills in digital technologies to prepare for future needs</p> <p>Introduction of LOTE Indonesian Program</p> <p>Continuation of Visual Arts Program</p>	<ul style="list-style-type: none"> • Provide staff with professional development and opportunities to share knowledge and enhance pedagogy in relation to STEM. STEM to be integrated in all classrooms by 2020 • Development of ICT Committee to lead co-ordinated approach to equipment purchase and PL • Complete a Digital Readiness Plan with ICT Committee • Appointment of NAPLAN Online Coordinator to assist Principal in preparation for NAPLAN Online in 2019 • Introduction of KETAWA, online delivery of Indonesian language learning to Year 3 students in 2018, extending to Year 4 in 2019 and Year 5 in 2020 • Classroom teachers to complete PL before introducing KETAWA • Review distribution of specialist programs to ensure continuation of Visual Arts over the period of this Business Plan 	<ul style="list-style-type: none"> • Digital Readiness Plan • Development of ICT Committee • Staff ICT Surveys • Tech Talks • Principal and NAPLAN Online Co-ordinator to attend PL in 2018 • Admin to attend 'Establishing a Languages Program' PL • Teachers to complete KETAWA PL
Assessment and Intervention		
<p>Early identification and intervention to support students with additional needs</p> <p>Implement a differentiated curriculum to meet the needs of all students</p>	<ul style="list-style-type: none"> • Measure longitudinal data and individual student progress in the Early Years by using the Kindergarten Assessment Tool (KAT) in Kindergarten, and On Entry Testing in Pre-Primary and Year One • Measure longitudinal data and individual student progress in Year 2 to Year 6 using whole school assessments including PAT-R, PAT-N, South Australian Spelling Test, Words Their Way Spelling Inventory, Westwood Mental Calculation Test and NAPLAN • Continue to develop documented plans and to monitor their effectiveness in addressing individual needs of SAER • Continue to implement a case conference model to manage all SAER • Deputy Principal to continue to provide quality PL to teachers and Education Assistants to support students with disabilities or at educational risk • Continue targeted PL to upskill teachers and EA's to provide differentiation and intervention 	<ul style="list-style-type: none"> • Develop a whole school assessment schedule annually • Data analysis and review to be included in assessment schedule and collaborative planning meetings • SEN Plans • ABLESWA Plans • Case Conference records • Teacher and Education Assistant PL

Focus Area 2: Excellence in Teaching

Aspirations	Strategies	Evidence
Whole School Connected Practice		
<p>Consolidate a Connected Practice approach to quality teaching and learning, so that all teachers are instructionally intelligent and share a common language and teaching methodology</p>	<ul style="list-style-type: none"> • Reinforce and maintain a consistent format for Literacy and Numeracy blocks • I STAR Lesson Framework • Visible Learning approach to learning and teaching based on the research of Dr John Hattie • Continue to develop whole school approach to writing through the Talk for Writing program • A continued focus on synthetic phonics and guided reading • Continue a whole school approach to Mathematics using the Origo Stepping Stones program as a tool • Continue school focus on problem solving and mental calculation 	<ul style="list-style-type: none"> • Consistent format for Literacy and Numeracy blocks is displayed and used in all classrooms • Staff use common language in professional self reflection documents • Teachers demonstrate understanding of and commitment to components of Connected Practice through classroom observations • Components of whole school Connected Practice are reviewed and refreshed during staff meetings and School Development days
Professional Development		
<p>Continue to build staff capacity to meet the diverse and changing needs of our students through a process of self reflection and professional review</p> <p>Support and mentor aspirant leaders</p> <p>Acknowledge and celebrate professional achievements of all staff</p>	<ul style="list-style-type: none"> • Review the school Professional Development Policy and reinforce understanding of AITSL Standards for teachers • Draw on evidence-based feedback — including classroom observations and student data — to improve teacher practice • Professional Learning for teachers and education assistants is tied to targeted needs identified through self reflection and professional review • Implement the Principal Performance Improvement Tool • Identify, mentor and support staff with Senior Teacher or Level 3 Teacher aspirations • Strengthen the role played by collaborative team leaders in school decision making processes • Support and develop graduate staff 	<ul style="list-style-type: none"> • A Performance Development Cycle is carried out annually. This will include: <ul style="list-style-type: none"> -Personal Reflection and Goal Setting documents for all admin, teachers and education assistants -Co-Coaching and Mentoring -Administration observations, feedback and review with all teachers • Collaborative Team Leaders develop agendas for meetings with admin and in line with school focus areas
Workforce Development		
<p>Ensure forward planning for staff leave and recruitment to meet the learning needs of our students</p> <p>Goollelal Primary will continue to attract and retain innovative educators who provide excellence in teaching</p>	<ul style="list-style-type: none"> • Annually implement and review the school's workforce plan to ensure current and future needs of the school are recognised and addressed. • School based selection of all staff • Initiatives to maintain staff health and wellbeing 	<ul style="list-style-type: none"> • Review the workforce plan with the School Board annually • Biannual Staff Survey

Focus Area 3: A Safe, Supportive and Sustainable Environment

Aspirations	Strategies	Evidence
A contemporary, high quality Early Years Education program		
<ul style="list-style-type: none"> To meet and exceed the standards outlined in the National Quality Framework Continue to build on the purposeful playground learning and to provide resources and facilities which support this 	<ul style="list-style-type: none"> Early childhood staff to review the updated version of the NQF and complete annual self audit Early childhood staff to continue producing and using a fortnightly Outdoor Plan to enrich outdoor and nature play opportunities Early Years Learning Framework and SCSA Curriculum to form the basis of planning (this is from DPA) A strong focus on explicit instruction of Speaking and Listening, phonemic awareness, spelling, vocabulary , comprehension and numeracy skills 	<ul style="list-style-type: none"> NQS Self Audit 2018, 2019 NQS Outdoor Plans K-6 Literacy and Numeracy Scope and Sequence
Personal and Social Capability		
<ul style="list-style-type: none"> Provide leadership opportunities and responsibilities To enable students to take responsibility for their own wellbeing and learning about self To enable to students to know what resources they have to build competence when they face mental and physical challenges To develop students capacity to work as part of a team to solve problems and to find solutions to challenges Continue to provide an effective transition to secondary schooling program for Year 6 students 	<ul style="list-style-type: none"> Protective Behaviours K-6 Provide students with opportunities to develop leadership skills through classroom roles in all years and through distributed leadership model in Year 5/6 e.g. classroom monitors, assembly roles, Leadership Groups (Environment and Technology, Community and Sport) Encourage healthy eating and physical exercise through programs like Mindfulness, Morning Fitness and other programs Revision of whole school reward system to focus on team work and caring for others Review and consolidate the Resiliency Doughnut program and renew community awareness Continue developing playground to provide opportunities for students to experience mental and physical challenges in a safe environment School Chaplain to continue BUZ program and working with individual SAER Year 6 students to take part in the Greenwood College Transition Program 	<ul style="list-style-type: none"> Protective behaviours signage Student Engagement Policy Child CYRM Parent Survey– Resiliency Student Surveys Introduction of Faction Slip reward program Chaplaincy program-BUZ, Peer Mediators Parent and community awareness of resiliency programs through meetings and articles in school newsletters
Opportunities to Demonstrate Active and Informed Citizenship		
<ul style="list-style-type: none"> Continue to promote the school ethos of Caring, Sharing and Learning Ensure a co-ordinated approach to environmental sustainability and responsibility Provide opportunities for students to learn about and engage with other cultures 	<ul style="list-style-type: none"> Introduction of Waste Wise program– Faction Coloured Bins in undercover area. Environment Leaders to monitor waster disposal Redevelopment of Hen House area and integration with Science Redevelop garden beds to provide students with opportunities to plant, care for and harvest vegetables Integration of SCSA cross-curriculum priorities throughout all learning areas Harmony Week 	<ul style="list-style-type: none"> Waste Audit Waste Wise Accreditation Development of living (plant) play equipment Indonesian signage in classes Art incursions and projects Addition of Welcome to Country to all school assemblies and ceremonies

Focus Area 4: Positive School Culture and Strong Community Partnerships

Aspirations	Strategies	Evidence
Whole School Self Assessment Processes		
<p>Implement a self-assessment framework to focus on student achievement, reflect on school performance and to plan for school improvement</p>	<ul style="list-style-type: none"> • Teachers and education assistants to develop, implement and review operational plans annually • Collaborative planning and moderation continues through collaborative teams and staff meetings • Collect, analyse and act on bi-annual staff, student and parent surveys 	<ul style="list-style-type: none"> • School Development Day agendas • Establish collaborative team leaders with meeting agendas distributed and minutes recorded and actioned • Collaborative Team Leaders to report at whole of staff meetings • Surveys to be conducted in 2018 and 2020 and results published in Annual Reports
Transparent and Timely Governance		
<p>Continue to build a high functioning School Board</p>	<ul style="list-style-type: none"> • School Board training offered to all current Board members and an induction package to be provided to incoming members • Communication strategy to be developed in 2018 to increase Board presence in the school community • Regular self reflection to maintain high level of board effectiveness 	<ul style="list-style-type: none"> • Board Training • School Communications Strategy • Redevelopment of school website to include Board and P&C sections • Annual School Board effectiveness survey will achieve a mean score of 4.5 or above
Strong Community Partnerships		
<p>A strong commitment to maintaining positive, genuine school-community relationships</p>	<ul style="list-style-type: none"> • Development of new school website • Increase awareness of Goollelal Playgroup through social media and school publications • Out of School Hours Care (OHSC) • Therapy Focus • Continue to work closely with the P&C to develop school and fundraising activities which enrich community relationships • Increase student participation in community e.g. School of Thought Radio Program 	<ul style="list-style-type: none"> • Maintain current rate of attendance at the school playgroup • Regular meetings with OHSC provider, Care for Kids • Lease agreements with Playgroup, Care for Kids and Therapy Focus • P&C Agendas and Minutes included on the school website • Senior Students to host School of Thought local radio show

Endorsement

Endorsement of Business Plan	
Name of Principal	Lynne Anderson
Signature of Principal	
Date	
Name of Board Chair	Geoff Rintoul
Signature of Board Chair	
Date	



ACRONYMS

ABLEWA	Abilities Based Learning Education WA
AITSL	Australian Institute for Teaching and School Leadership.
BUZ	Build Up Zone
CYRM	Child and Youth Resilience Measure
DPA	Delivery & Performance Agreement
EA	Education Assistant
I STAR	Inform/Inspire, Show, Try, Apply, Review
ICT	Information Communication Technology
KAT	Kindergarten Assessment Tool
KETAWA	Indonesian Program
LOTE	Languages other than English
NQS	National Quality Standards
OEA	On Entry Assessment
OHSC	Out of Hours School Care
PAT-N	Progressive Achievement Test-Numeracy
PAT-R	Progressive Achievement Test-Reading
PL	Professional Learning
SAER	Students at Educational Risk
SCSA	School Curriculum Standards Authority
SEN Plans	Special Educational Needs
SIS	Student Information System
STEM	Science, Technology, Electronics and Mathematics

