



Goollelal Primary School

STRATEGIC PLAN

2025 - 2027



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Acknowledgement of Country

Goollelal Primary School derives its name from Lake Goollelal, a Noongar word which means 'swampy sheoak', 'place for camp' or 'place of the swamp hen'. Lake Goollelal is part of the Yellagonga Regional Park, Mooro country, which is named after the Noongar leader at the time of European settlement, Yellagonga.

We respectfully acknowledge the Whadjuk people of the Noongar nation who are the traditional custodians of the land where Goollelal Primary School is located. We pay our respects to elders past and present.

Our Vision

A school where all students are provided with a quality education that promotes respect for self and others, embraces the pursuit of excellence and inspires a love of lifelong learning.

Our Values

Goollelal is a values-driven organisation.

We believe that children flourish when immersed in a community of care, respect, teamwork, belonging and learning.

Every decision, every plan, every action is driven by these values.



Our Targets

We aspire to be a school of excellence and, as such, have set a range of challenging performance targets. We will report on these annually to the Board and community.



More than 90% of students being assessed with 'consistently' or 'often' ratings for Attitude, Behaviour and Effort.



School satisfaction, as measured by students, parents and staff in the National School Opinion Survey, is high (mean scores of at least 4 out of 5).



Average student attendance for the compulsory years of schooling exceeds 93%.



Student progress in NAPLAN numeracy, reading, writing, spelling, and grammar and punctuation exceeds like schools.



Student achievement in NAPLAN Numeracy, Reading, Writing, Spelling, Grammar and Punctuation matching and, over time, exceeding like schools.



Student progress in reading and mathematics as measured by Progressive Achievement Tests exceeds the national average.

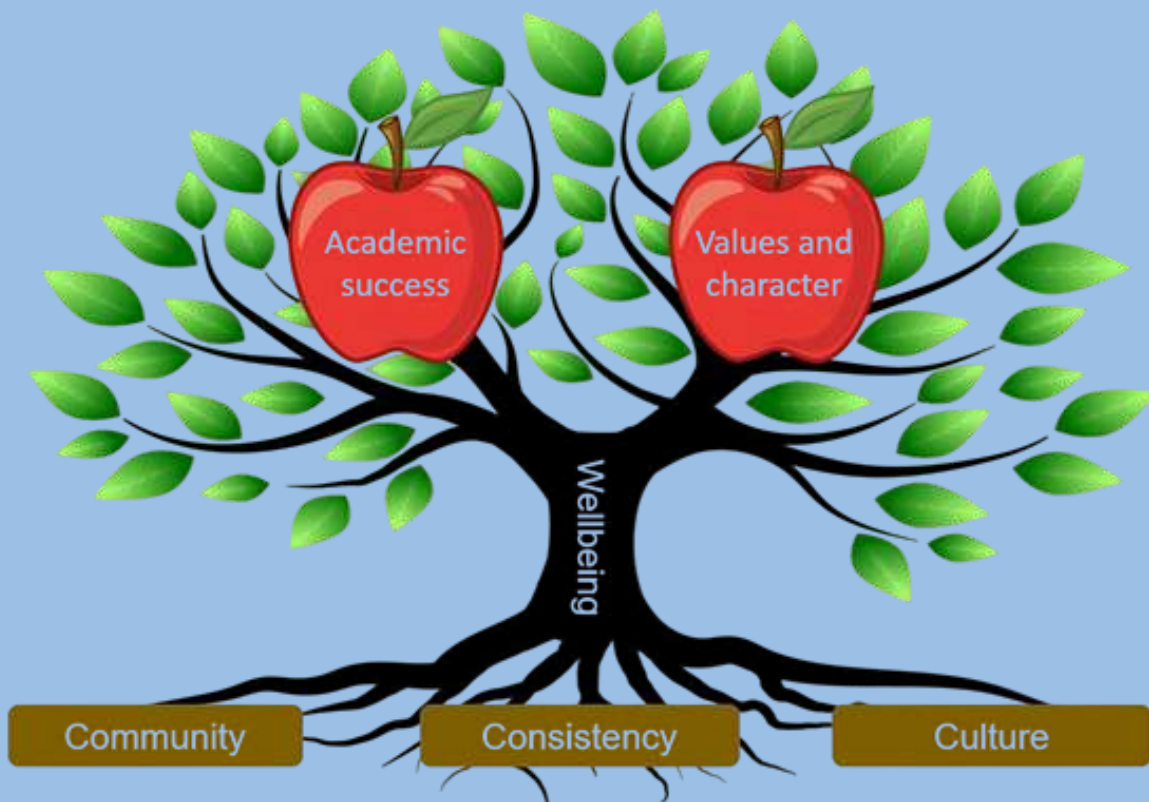


Hearts and Minds

At Goollelal, we are here to grow both the hearts and the minds of our students.

Our goal is to ensure that every student develops strong values, while simultaneously experiencing success in their learning.

We will achieve these goals by focusing on the four ingredients that help students to thrive: community, consistency, culture and wellbeing.



This plan outlines how we will achieve this.

Community

We will form strong partnerships with the local community for the benefit of our students.

What we will do	What you will see
Build respectful and productive relationships with our parent community	• Frequent school events with strong parent involvement. • Teachers proactively communicating with parents about learning and events in the classroom. • Parents and staff members collaborating in a mutually respectful way to support children's learning.
Communicate proactively with our community	• High quality communication through the ClassDojo app, school website and regular newsletters. • Parent and community feedback sought, valued and carefully assessed.
Value and support our Board and P&C	• A trusted School Board, consisting of parents, staff and community members, providing high-level direction into the education provided at Goollelal. • An active P&C giving parents an opportunity to contribute to the school.
Collaborate with other schools	• Active participation in a network of local schools for professional learning, moderation of student work and planning. • Close coordination with Greenwood College and other secondary schools, ensuring a smooth transition for our graduating students.
Work in partnership with organisations in the community	• Connections with local leaders, organisations and businesses to enhance the school environment and outcomes of our students. • Collaboration with allied health professionals to better understand and support our students.



Consistency

We will behave consistently, so that students know what to expect, fostering the feelings of safety and predictability that promote learning.

What we will do	What you will see
Embed a high-impact teaching framework across the school	• A teaching approach that is grounded in research and evidence. • A common lesson structure for literacy and numeracy used across the school. • Teachers using consistent engagement strategies and conducting daily reviews of student learning.
Use whole-school approaches to teaching and learning.	• Evidence-based programs for the teaching of literacy and numeracy used from Kindergarten to Year 6. • The development of scope and sequence documents to support these programs.
Hold consistently high expectations of all students	• Students exposed to a challenging curriculum, including content above their grade level where appropriate. • Explicit teaching of expected student behaviours. • Staff who model very high standards of behaviour. • Students showing pride in their work. • Celebration of students who go 'above and beyond'.
Develop and document whole-school routines	• A Quality Teaching Team, led by teachers, meeting regularly to develop and review whole-school routines. • Creation of a quality teaching playbook, containing the school's agreed routines. • Consistent staff responses to student behaviour.
Engage in a continuous cycle of professional learning	• Staff engaging in a regular process of professional reflection. • Ongoing training and support for staff to deliver the agreed whole-school programs. • Opportunities for staff to observe outstanding teaching, both at Goollelal and elsewhere.



Culture

Our school culture is positive, collaborative and child-focused. We are all here for the children in the blue shirts.

What we will do	What you will see
Build a positive and trusting relationship with every student	• Teachers who know their students as individuals, with an understanding of each child's strengths, challenges, interests and aspirations. • Staff who listen to students, but also empower them to resolve challenges themselves where appropriate. • Students who feel safe to take risks and make mistakes.
Nurture a culture of staff collaboration, feedback and growth.	• A model of distributed leadership, with teachers and support staff involved in key decision-making. • Teachers planning and assessing together. • Staff who give and actively seek professional feedback.
Promote student agency and voice	• Feedback regularly being sought from students. • A review of the school's student leadership program to identify opportunities for greater impact.
Be a culturally responsive school	• Aboriginal and multi-cultural perspectives embedded in teaching and learning programs and the school environment. • Staff provided with opportunities to build and extend their understanding of all cultures in our community, including Aboriginal and Torres Strait Islander cultures. • Implementation of a plan, based on the Aboriginal Cultural Standards Framework, to further enhance our school's cultural responsiveness.



Wellbeing

We will teach and support students to be physically and mentally healthy and will support our staff to maintain work-life balance.

What we will do	What you will see
Teach children how to be mentally and physically healthy	• Every child being taught the skills and knowledge required to maintain their physical and mental health. • A multi-tiered approach, with additional support for children with additional needs. • Every child equipped with a set of protective behaviours that will help keep them safe. • Daily physical activity guided by teachers. • Parent information sessions around wellbeing issues, such as anxiety, technology and resilience.
Nurture the whole child	• A holistic approach to education, including the use of intentional play-based learning in the early years. • The use of our nature playground, surrounding bushland and green spaces as extensions of the classroom.
Share responsibility for student wellbeing	• School staff collaborating with families, health professionals, outside agencies and students themselves. • Clear boundaries, recognising that our expertise is student education.
Support the wellbeing of staff	• Regular activities and events that celebrate and support school staff. • Staff being supported to switch off and disconnect. • Staff meeting reasonable expectations from parents, while being clear about unreasonable expectations. • A workload advisory committee exploring ways to eliminate unnecessary and low-impact tasks.



Academic Success

We will offer a diverse and engaging curriculum, giving every child the opportunity to experience successful learning.

What we will do	What you will see
Provide many avenues to success	• Specialist programs in music, visual arts, physical education, science, technology and Indonesian. • Extra-curricular opportunities, such as coding, art and science clubs, offered on-site. • Engaged and curious learners.
Cater for the learning needs of every child	• Early identification and ongoing intervention for students at academic risk. • Adjusted learning opportunities for identified students with unique needs. • Assessment and careful monitoring of every child's academic progress. • Enrichment opportunities for students who are achieving beyond their year level. • Every child is provided with the opportunity to experience success every day.
Recognise successful learning in all its forms	• A focus on individual progress as well as achievement. • Celebration of each child's unique strengths.



Values and Character

We will support our students to become confident and creative individuals, successful lifelong learners, and active and informed members of the community¹.

What we will do	What you will see
Implement a whole-school approach to social and emotional learning (SEL)	• A comprehensive process to select the most appropriate SEL program for Goollelal. • Implementation in every class, ensuring consistent language and approach. • Students developing emotional literacy, self-awareness, and the ability to manage challenging situations.
Model and teach positive values and behaviours to all students	• Development of a whole-school set of expected school behaviours. • Explicit teaching of values². A calm and orderly school environment. • Students who want to contribute positively to society.
Support positive student behaviour	• Regular values assemblies. • A consistent restorative approach to conflict and misbehaviour, linked to appropriate consequences. • Celebration of positive student behaviour.
Encourage contribution	• Students fundraising to support local charities. • Recycling and sustainability projects. • Buddy classes.



¹ Alice Springs (Mparntwe) Education Declaration 2019.

² In alignment with the Western Australian Values for Schooling.



Sharing, Caring
and Learning

