

GOOSEBERRY HILL PRIMARY SCHOOL

2015 – 2017 Business Plan



We strive for excellence in all we pursue by motivating, challenging, supporting and assisting our children to reach their full potential, in partnership with teachers, parents and the wider community.

We recognise and celebrate when this is achieved.

Our Vision

Welcome to Gooseberry Hill Primary School

Here at this school, children, our future, stand as tall as the trees

Caring is our foundation

Trusting is our walls

This is the fortress of our commitment

We strive for excellence to achieve pride and joy

Friends will be made and never forgotten

Gooseberry Hill is a school that cares for its students and staff

We share and work as one, because alone we do well

But together, we do better.

Student Council 2003



Our Context

Gooseberry Hill Primary School, situated on the eastern side of Gooseberry Hill and bordering the Hill's forest, was first established in 1972. We became an Independent Public School in 2012 and are proud of our strong community identity and excellence in

school programs. In 2014 our school underwent an Independent Review, conducted by the Department of Education Services, which complemented the school's own self-review process of our first Business Plan. The review commended and affirmed the school's achievements since becoming an Independent Public School. For our next Business Plan, the School Board and staff worked together to shape the strategic direction of our school. We identified what makes us unique, which programs add value for students, and what new strategies are needed to meet the challenges for the next three years. Our plan is underpinned by our shared vision, values and beliefs:

Our Shared Values and Beliefs

Our school community values excellence, respect, diversity, resilience, integrity, accountability and empathy, and work together to instil these values in our children. We share these common beliefs:

- ✦ Students are our primary focus, and should be at the centre of all decision-making;
- ✦ Families are the first and continuing educators of our children;
- ✦ School and families share responsibility for each child's learning and together strive for high quality teaching, fostering creativity, imagination and individuality for our children;
- ✦ Our school values the contribution of parents and carers in our children's education through support shown at home, in classrooms and through activities external to the school;
- ✦ Our school community values and respects the professional expertise of all staff;
- ✦ As the Visual and Performing Arts are a feature of life in the Hills, our school reflects these creative aspirations for our children;
- ✦ Our school is an intricate part of the local and wider environment, and fosters an attachment to nature;
- ✦ Our school models and promotes sustainable practices and involves students in activities to care for the environment;
- ✦ We strive to be inclusive and value and respect the diversity of our whole school community;
- ✦ Gooseberry Hill Primary School is the school of choice for children and their parents or carers in the Hills area, and we are privileged to be part of this vibrant school community.

Our Strategic Direction

We determined three objectives to be addressed over the next three years:

1. To work with a clear purpose to improve student performance in literacy and numeracy achievement to better than that of performance of students in like schools;
2. To provide a safe, nurturing and inclusive learning environment that provides a physical and emotional sense of belonging for each child; and
3. To promote and strengthen community identity and relationships with the intention of all stakeholders being advocates and supporters of school programs.

The targets and milestones within the plan indicate the level of progress towards our three priority areas. All targets are achievable by 2017.

Index of Community Socio Economic Advantage (ICSEA)

The Average ICSEA across Australia is 1000. Gooseberry Hill Primary School has an ICSEA of 1070. In this document, 'like' school comparisons refer to other schools with a similar ICSEA.



EXCELLENCE IN TEACHING AND LEARNING

Improvement Targets

- *Increase the percentage of students in Year 3 in the top two proficiency bands to be on average 5% higher than like schools in Reading, Writing and Numeracy.*
- *Increase the percentage of students in Year 5 in the top two proficiency bands to be on average 5% higher than like schools in Reading, Writing and Numeracy.*
- *Ensure 93% of progress for Years 3 and 5 students in NAPLAN Reading and Numeracy will be moderate or better as measured over a two year cycle.*
- *Ensure 100% of students in Year 3 and 5 achieve at least the National Minimum standard in NAPLAN Reading and Numeracy.*
- *Ensure 100% of students identified through 2013 On-entry assessment as Pre-Primary Standard, achieve at least National minimum standard in Year 3 in NAPLAN Reading and Numeracy.*
- *Ensure 100% of students identified through 2013 On-entry assessment as Pre-Primary Standard above 1.5, score in top two proficiency bands in Year 3 in NAPLAN Reading and Numeracy.*

Major Strategies and Milestones

Organisational Structure and Leadership

- ✦ Provide a formalised whole school approach to literacy and numeracy instruction (underpinned by the *Gradual Release of Responsibility Model*)
- ✦ Introduce new teaching approaches to improve curriculum delivery, strategies and resources – investigation and trial in selected classes; whole school or phase implementation; consolidation; embedded practice and review
- ✦ Develop school-based scope and sequence documents in identified literacy and numeracy areas to ensure systematic progression of concepts and skills for students, through common language and approaches
- ✦ Utilise a case management approach to support literacy and numeracy needs of those students not achieving their potential in each year level
Analyse data to inform teaching and support for students at educational risk (identifying first wave, second wave and third wave teaching)
- ✦ Utilise paraprofessionals and personnel from outside agencies to support in-class and small group intervention for students with learning needs (second and third wave intervention)

Curriculum and Teaching

- ✦ Implement Phase 1 the *Western Australian Curriculum* in English, Mathematics, Science, Geography and History
- ✦ Focus on strategies to improve reading instruction (Big Six) in oral language, phonological awareness, phonics, vocabulary, fluency and comprehension; across the school
- ✦ Focus on common tools and approaches to support writing instruction
- ✦ Explore systematic teaching of inquiry process and creative thinking skills across whole school
- ✦ Utilise programs to support development of physical and perceptual motor skills in young children
- ✦ Focus on strategies to teach numeracy proficiencies and their connection to science, technology, engineering and mathematics (STEAM) education
- ✦ Maximise the use of technology (through Interactive Whiteboards and electronic devices) as a teaching resource and to access digital learning material to enhance and support curriculum delivery

Parent and Community Support

- ✦ Develop and maintain parent and family support of whole school home reading/homework
- ✦ Promote and involve parents in numeracy and literacy learning through assemblies, newsletters, open nights and community Celebration Days

Resources

- ✦ Utilise *Western Australian Curriculum*, First Steps and Department of Education endorsed resources as prime sources for strategies and approaches for literacy and numeracy planning and teaching
- ✦ Utilise agreed common resources to support aspects of literacy and numeracy instruction e.g. Guided Reading, Phonics, Spelling and Mathematics
- ✦ Incorporate Concrete Manipulatives and Thinkboards into numeracy instruction to aid student concept development (concrete to representational to abstract thinking)
- ✦ Utilise generative wall charts and word walls to reflect and reinforce explicit teaching focus, literacy vocabulary and common maths language
- ✦ Utilise *Learning Support Coordinator* to coordinate interagency support for identified students with learning needs

Professional Learning

- ✦ Focus support through Professional Learning Teams to share, refine and review whole school approaches and strategies
- ✦ Utilise Team Leader structure to coordinate professional learning and support through Phase of Development Teams
- ✦ Maintain provision for up-skilling and support of staff in whole school approaches through involvement with *Professional Support for Improving Literacy and Numeracy*, *South East Speech and Language Team*, *Bibbulum Network* WAPPA etc
- ✦ Literacy and Numeracy Committees to review, investigate, maintain and update policies, scope and sequence documents and school-made resources in line with the *Western Australian Curriculum*



SAFE AND SUPPORTIVE ENVIRONMENT



Improvement Targets

Target 1: Ensure 90% of students achieve Satisfactory results or better in Health outcomes, through Self-Management and Interpersonal Skills.

Target 2: Survey of students indicates 85% of respondents 'agree' or 'strongly agree' that they feel safe at school.

Target 3: Survey of students indicates 85% of respondents 'agree' or 'strongly agree' that they feel comfortable talking to staff about their concerns.

Target 4: Ensure 80% of students consistently achieve the Gooseberry Hill Primary School Expected Behaviour Code.

Target 5: Maintain whole school average in student attendance of 94%

Target 6: Attain or exceed the standard in National Quality Area 3: Physical Environment.

Major Strategies and Milestones

Organisational Structure and Leadership

- ✦ Provide a formalised approach to the whole school Health Plan, underpinned by the *Health Promoting Schools Framework* (World HO), i.e. Curriculum, teaching and learning; School organisation, ethos and environment; and Partnerships and services
- ✦ Maintain whole school (first wave).approach to teaching of values, resiliency skills and behaviour through health contexts and values curriculum
- ✦ Provide targeted support (second and third wave) for students with social and emotional or behavioural needs to build healthy relationships
- ✦ Health Team and Admin to review behaviour management approaches, ensuring practices promote positive behaviour through clear articulation of expectations for student behaviour
- ✦ Provide whole school celebration activities and events to promote positive engagement
- ✦ Continue to track and follow up student attendance when it falls below 90%
- ✦ Ensure school environment continues to sustain and maximise its unique natural bush setting, offering opportunities for safe and interactive play
- ✦ Establish School Board Sub-Committee to raise awareness and oversee implementation of strategies to improve safety in parking and traffic around the school environment
- ✦ Develop a Healthy Lifestyles articulating the values of the whole school community around health and well-being, safety, resilience, environment and sustainability

Curriculum and Teaching

- ✦ Utilise Health Plan Scope and Sequence to inform teaching of Health curriculum, with explicit teaching of resiliency skills in health contexts
- ✦ Provide explicit treatment of Virtues and expectations for student behaviour
- ✦ Utilise Traffic Lights approach to monitor expectations for student behaviour

Resources

- ✦ Utilise *Western Australian Curriculum: Health and Physical Education*; and Department of Education endorsed resources as prime sources for strategies and approaches for Health curriculum
- ✦ Incorporate programs and guest speakers to enhance and support Health curriculum
- ✦ Utilise School Chaplaincy program and trained staff in delivery of specific programs to support students with identified social, emotional and behavioural needs (i.e. *Rainbows*)
- ✦ Promote and utilise student leaders (through *Peer Mediation, Committees and Councillor* programs) as positive role models and peer support for students
- ✦ Utilise Virtues program as support for values and behaviour curriculum

Professional Learning and Support

- ✦ Health Committee and Admin to lead staff in developing Health Plan Scope and Sequence, and associated professional learning
- ✦ Behaviour Team Health Committee and Admin to lead staff in implementation of whole school approaches in relation to behaviour management as required by review, such as Girl Power, Good Guys, Operational Assemblies etc.

Parent and Community Support

- ✦ Coordinate opportunities for parent involvement to support Health Plan
- ✦ Use diaries to publicise planned guest speakers and events over the year to support Health Plan and Celebration Days
- ✦ Provide feedback to parents on student behaviour through diary tracking against Traffic Lights
- ✦ Provide parent tips and take home activities to support resiliency in health contexts through newsletters and website according to Health Plan
- ✦ Involve parents in development of Healthy Lifestyles Policy



STRONG, SUSTAINABLE PARTNERSHIPS

Improvement Targets

Target 1 Increase attendance of families at Parent Information Sessions to 60%

Target 2: Maintain current trend in school enrolment.

Target 3: Survey of school community indicates 85% of respondents 'agree' or 'strongly agree' that Gooseberry Hill Primary School has a strong relationship with the school community, and would recommend this school to others.

Target 4: Increase parent attendance at parent –teacher interviews to 90%

Major Strategies and Milestones

Organisational Structure and Leadership

- ✦ Actively seek, promote and encourage parent participation in aspects of school life that involve their children's learning, but also impact on the betterment of the whole school environment (i.e. volunteers, busy bees, fundraising, leadership)
- ✦ Recognise and acknowledge parent and community volunteers through thank you morning teas, breakfasts and special events
- ✦ Coordinate family friendly whole school events and special days (i.e. ANZAC, Easter Hat Parade, sports carnivals), encouraging joint participation by community members and students
- ✦ Increase the profile and provide recognition for students involved in representing the school in sporting events, competitions or performances
- ✦ Continue to foster creativity and promote excellence in school programs, Performing and Visual Arts, and Languages (Indonesian), to the wider community through in-school and out of school performances, displays and cultural events
- ✦ Provide whole school presentation events to showcase student achievement i.e. Class Assemblies, Open Night, Graduation, Presentation Assemblies
- ✦ Maintain open and welcoming school and classroom environment, with approachable and helpful staff
- ✦ Provide Student Leadership Program to allow students to undertake leadership roles and responsibilities in the immediate school environment, assist in pastoral care support and represent and promote the school in the wider community
- ✦ Collaborate with the P&C and School Board to determine desired school image, reflecting the values of the school community, and work to increase school profile (make links to Healthy Lifestyle Policy)

Communication and Promotion Strategies

- ✦ Utilise technology and social media in communication strategies to promote school programs and events to the school and wider community, i.e. website, Facebook and emailed newsletters and reminders
- ✦ Provide Parent Information Sessions for each class at the start of each year to induct parents to school and classroom policy, routines and procedures; and Parent Interviews to discuss the needs of each child
- ✦ Publish a calendar of events and school policy information in the school diary, and utilise as a two-way tool between class teacher and parent
- ✦ Seek feedback from parents and community following specific events, or to gauge opinion about programs or aspects of school operations
- ✦ [Utilise Promotions Officer](#) to Admin to manage publicity and promotion of school programs and events around the school and to the wider community
- ✦ Provide school tours for prospective parents of new students
- ✦ Enhance school environment with photos and Visual Arts displays
- ✦ Increase school involvement in community events to showcase and promote our school to the wider

community

- ✦ Engage in activities with organisations that are mutually beneficial but are compatible with the school's values (i.e. Kanyana, Friends of Huntley Reserve, Sponsor Children)
- ✦ Actively seek out further opportunities for partnerships to benefit students, either educationally or altruistically

Professional Learning and Capacity Building

- ✦ Increase profile of School Board members by inviting them to key school events, including articles in newsletters, website
- ✦ Continue to collaborate with Bibbulmun Network of neighbouring schools to access professional learning, common tools and curriculum; student transition and applications for funding
- ✦ Develop capacity of School Board through active participation, training and support
- ✦ Provide parent support programs and workshops to assist parents to support their children's learning

Resources

- ✦ Investigate use of technology (Connect) to assist individual classrooms to develop effective communication strategy between home and school
- ✦ Regular School Board meetings to monitor strategic direction
- ✦ Regular meetings of Admin Team and P&C to monitor community satisfaction and success of communication and promotion strategies



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