GOOSEBERRY HILL PRIMARY SCHOOL

2018 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 National Park, 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 2017 our school underwent an Independent Review, conducted by the Department of Education Services, which complemented the school's own self-review process of our Business Plan. The review commended and affirmed the school's achievements as an Independent Public School. Following the retirement of long standing Principal, Mr Patrick Bourke, the new Principal, with the support of the School Board, made the decision to continue with the same strategic direction, allowing time to develop an understanding of the school and its community. The Principal will continue to work with the Board and the wider school community identifying what makes us unique, which programs add value for students, and what new strategies are needed to meet the challenges for the 2019 – 2020 School Business Plan. The 2018 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.
- Our school values the contribution made by the Languages (Indonesian), Visual and Performing Arts Programmes.
- Our school is an intricate part of the local and wider environment, and fosters an attachment to nature by promoting sustainable practices.
- 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

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 equal to the 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.
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 2020.

Index of Community Socio Economic Advantage (ICSEA)

The Average ICSEA across Australia is 1000. Gooseberry Hill Primary School has an ICSEA of 1075 in this document, 'like' school comparisons refer to other schools with a similar ICSEA.

EXCELLENCE IN TEACHING AND LEARNING

Improvement Targets
Target 1
- Develop an upward trend in all areas for Year 3 and 5 to achieve mean performance comparable to like schools in Literacy and Numeracy.

Target 2
- In Year 5; 90% of students' progress will be moderate or better as measured by first cut over a two year cycle in Reading, Writing and Numeracy.

Target 3
- 95% of students to achieve at least the National Minimum Standard in Year 3 and 5.

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*)
- ✕ Continue to implement Dr Paul Swan Instructional strategies.
- ✕ Continue to implement Literacy and Numeracy Blocks and Talk 4 Writing.
- ✕ 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. Provide SEN plans for students at risk.
- ✕ Utilise paraprofessionals and personnel from outside agencies to support in-class and small group intervention for students with learning needs.
- ✕ Implement Letters and Sounds in K-Year 3 and Words Their Way in Years 4-6.
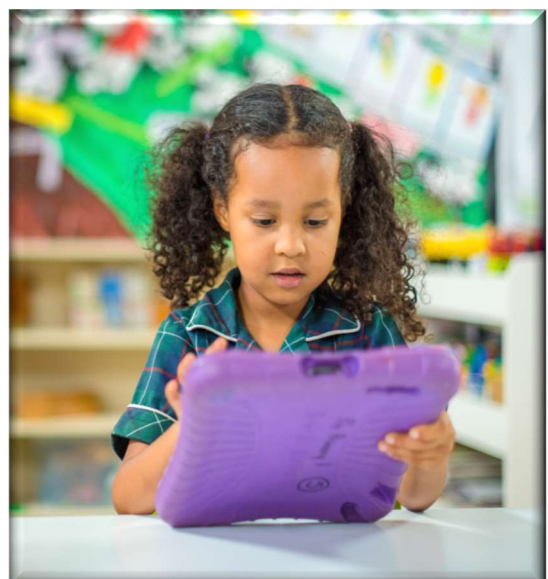
Curriculum and Teaching

- Implement the *Western* Australian *Curriculum* in all areas.
- Focus on strategies to improve instruction in oral language, phonological awareness, phonics, vocabulary, fluency and comprehension.
- Utilise programs to support development of physical and perceptual motor skills in young children in K-2.
- Focus on strategies to teach numeracy proficiencies and their connection to science, technology, engineering and mathematics (STEM) education.
- Maximise the use of technology 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.
- Assist with school programs such as PMP, Reading Programmes. ECE parent rosters etc
- Participate in and support School Board.
- Participate in the P&C including Sub-Committees such as the Library, Canteen, Fair and Early Childhood.
- Nominate as Classroom Parent Representatives.

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.

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.
- Learning Area Committees to review, investigate, maintain and update operational plans, policies, scope and sequence documents and school-made resources in line with the *Western Australian Curriculum.*

SAFE AND SUPPORTIVE ENVIRONMENT

Improvement Targets

Target 4
- 95% of students to achieve usually or consistently in the Attitude, Behaviour and Effort attributes in the semester reports.

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

Target 6
- 85% of Students "Feel Safe at School" as per Student Survey.

Target 7
- Attain the standard in National Quality Area 2 –*Childrens' Health and Safety.*

Major Strategies and Milestones
Organisational Structure and Leadership

- Maintain whole school approach to teaching of values, resiliency skills and behaviour through Chaplaincy program, Ninja health, PAThS , Zones of Regulation and Virtues.
- Provide targeted support for students with social and emotional or behavioural needs to build healthy relationships through School Chaplain, Rainbows, School Psychology service, outside agencies.
- Consistently review behaviour management approaches, ensuring practices promote positive behaviour through clear articulation of expectations for student behaviour.
- Continue to 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.

Curriculum and Teaching and 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.
- Utilise Traffic Lights and Zones of Regulation approaches to monitor expectations for student behaviour.

Professional Learning and Support

- Implementation of whole school approaches in relation to behaviour management such as UR Strong (Girl Power, Good Guys), Operational Assemblies etc.

Parent and Community Support

- Provide feedback to parents on student behaviour.
- Provide opportunities for Guest Speakers to support the school communities understanding of health and child development issues.

STRONG, SUSTAINABLE PARTNERSHIPS

Improvement Targets

Target 8
- Increase attendance of families at Open Night to 90%.

Target 9
- Maintain current trend in school enrolment.

Target 10
- Increase the number of respondents to parent survey by 50%.

Target 11
- Increase parent attendance at parent –teacher interviews to 100% .

Major Strategies and Milestones
Organisational Structure and Leadership

- Actively seek, promote and encourage parent participation in aspects of school life.
- Recognise and acknowledge parent and community volunteers through thank you morning teas, breakfasts and special events.
- Continue to foster creativity and promote excellence in school programs, Performing and Visual Arts, Languages, 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.
- 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.
- Provide school tours for prospective parents of new students.
- 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).

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.

Our staff, look forward to working together with you and your family as we implement the 2018 Business Plan for Gooseberry Hill Primary School.

Matt Snell, Principal.