Gooseberry Hill Primary School

2019 – 2020 Business Plan

HISTORY AND CONTEXT

Gooseberry Hill Primary School, situated on the eastern side of Gooseberry Hill and bordering the National Park, was first established in 1972. The School became an Independent Public School in 2012 and is proud of our strong community identity and excellence in school programs. The school provides a range of educational opportunities and experiences for over 450 students from Kindergarten to Year 6. The educational programs at Gooseberry Hill aim to develop the whole child through the provision of high quality learning experiences and high expectations in learning and behaviour.

The school is committed to providing a quality education for every student through the review of student performance information and reflection on teaching practice. It is our belief that it is the quality of the teaching and learning programs, relationships and the learning environment that maximise student learning.

The school's programs focus on the requirements of the Western Australian curriculum and the students' performances against the achievement standards are used to plan ass and report student progress to parents. Specialist programs are provided in the learning areas of Languages (Indonesian), The Arts (Visual Arts and Music) and Health and Physical Education.

Gooseberry Hill Primary School has a culture that strives to maintain positive respectful relationships with students, parents and each other in a caring learning environment that supports student wellbeing.

The 2019 – 2020 plan is underpinned by our shared vision, values and beliefs.

OUR VISION

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 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 Programs.
* 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.

Objectives

A successful student is one who achieves their social, emotional and academic potential and has a good understanding of their place in the community.

To achieve this we:

* Expect and maintain high standards of student achievement,
* Encourage students and staff through motivation and engagement and
* Provide an inclusive, safe and stimulating environment for all.

SCHOOL IMPROVEMENT AND SELF-ASSESSMENT

Whole school self-assessment practices incorporate the perspectives of staff, students and the community and are underpinned by the three components of the Department of Education's School Improvement and Accountability Framework: Assess-Plan-Act.
The improvement cycle is a continuous process:

- ✖ Assess and analyse student academic and non-academic data to inform priorities and target groups
- ✖ Plan improvement of the standards of student academic and non-academic achievement through annual Operational Plans and;
- ✖ Act to implement planned improvement strategies

This process is supported by the GHPS School Improvement & Accountability Data Collection and Self-Review Schedule.
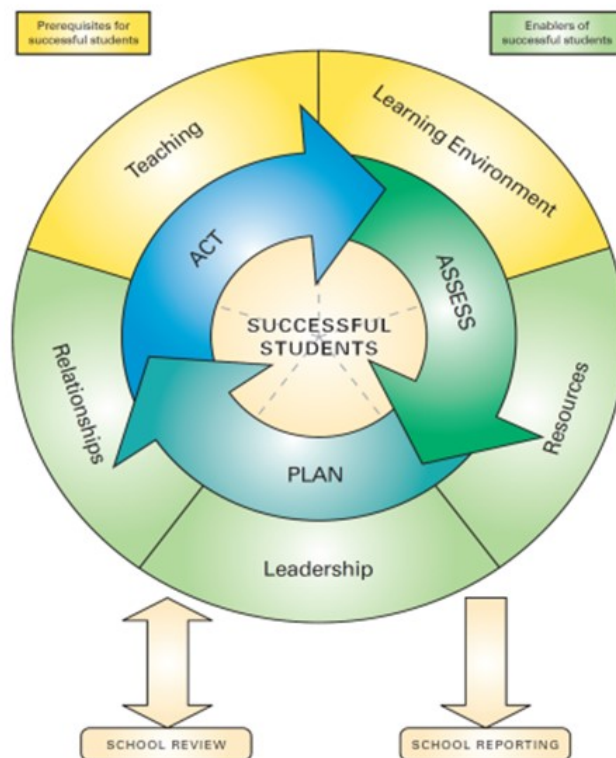
SCHOOL IMPROVEMENT AND ACCOUNTABILITY TIMELINE

Term 1

- School Business Plan: Review
- Strategic Plans: Review of Operational Targets
- Performance Management & Development: Establish Protocols & Procedures
- Screening Tools:
    - On Entry Assessment: PP & Yr1
    - Speech Pathology Testing (Curtain Uni)
    - Words Their Way: Yr4-6
    - Letters and Sounds Diagnostic Tests: K - 3
    - Phonological Awareness Test: K & PP
    - Mathematics Diagnostic Tests

- Common Assessment Tasks
- Documented Plans: Academic, Behaviour & DCPFS: Wk6
- Attendance: Monitoring & SIS
- Staff Induction
- Surveys:
    - WA Census
    - NCCD Updated

Term 2

- School Business Plan: Monitoring
- Strategic Plans: Monitoring of Operational Targets
- Performance Management & Development: Ongoing
- Phonological Awareness Test: K & PP Ongoing
- Common Assessment Tasks
- Documented Plans: Monitoring & Evaluation
- Attendance: Monitoring & SAM
- NAPLAN:
    - Nationwide Yr 3 & 5
- PEAC Yr 4
- ACER Yr 4& 6
- Reporting to Parents: Sem 1
- Surveys:
    - AEDC Triennial
    - NCCD

Term 4

- School Business Plan: Refine Priorities
- Strategic Plans: Establish New Targets
- Performance Management & Development: Review
- Common Assessment Tasks
- Documented Plans: Start Up Term 1 Handover
- Attendance: Monitoring & SAM
- Phonological Awareness Test: Handover
- IMSS Yr 4
- Reporting to Parents: Sem 2
- Transition to High School Yr6
- Surveys:
    - NSOS Analysis
    - NQS Analysis
    - AEDC Analysis

Term 3

- School Business Plan: Review of Targets
- Strategic Plans: Review of Operational Targets
- Performance Management & Development: Ongoing
- Common Assessment Tasks
- Documented Plans: Academic, Behaviour & CPFS: Monitoring & Evaluation
- Attendance: Monitoring & SIS
- On Entry Analysis
- NAPLAN Analysis
- Phonological Awareness Test: K & PP Ongoing
- ACER LOTE: Yr6
- Surveys:
    - NSOS Biennial
    - Sem 2 Census
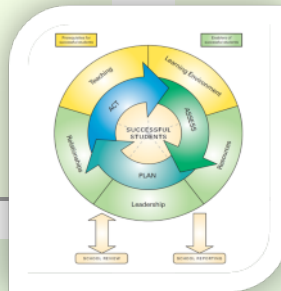
PRIORITY AREAS

The following priorities have been identified to guide the school improvement agenda as we work toward a Culture of Success.

PRIORITY ONE
Excellence in Teaching, Learning and Leadership

PRIORITY TWO
Fostering a Safe, Supportive and Successful Environment

Priority Three
Building and Maintaining Strong and Sustainable Partnerships

IMPROVEMENT TARGETS

Literacy and Numeracy

- Improve the percentage of students performing in the Good and Excellent NAPLAN achievement categories for Numeracy, Reading and Writing by 10%
- Improve the percentage of students making moderate to very high progress in On Entry-Year 3 NAPLAN and Year 3-Year 5 Numeracy and Reading by 10%
- Increase the percentage of Pre-primary - Year 2 students achieving above minimum standard 1 in Numeracy and Literacy On Entry Modules by 10%
- By 2020, achieve at Like Schools Mean or above in all areas of Year 3 & 5 NAPLAN
- Maintain 95% of students above or at National Minimum Standard in Year 3 & 5 NAPLAN in Numeracy, Reading and Writing.

Science

- Increase number of students receiving a B or higher by 10% in Years 4 and 6.
- Achieve a greater percentage of A and B Grades compared to Like schools in Years 4 and 6.

HASS

- Increase number of students receiving a B or higher by 10% in Years 4 and 6.
- Achieve a greater percentage of A and B Grades compared to Like schools in Years 4 and 6.

Attendance

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

Social / Emotional

- 95% of students to achieve usually or consistently in the Attitude, Behaviour and Effort attributes in the semester reports.
- 85% of Students "Feel Safe at School" as per Student Survey
- Attain the standard in National Quality Area 2 –Childrens' Health and Safety.

Community Partnerships

- Increase attendance of families at Open Night to 90%
- Maintain a positive trend in future school enrolments
- Increase the number of respondents to parent survey to 50%
- Increase parent attendance at parent –teacher interviews to 95%

PRIORITY ONE

Excellence in Teaching, Learning and Leadership

Build staff capacity to meet the diverse needs of our students and continue to develop a culture of collective responsibility for school improvement.

Strategies

- 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.
- 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.
- 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, Bibbulmun 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.
- Implement Educator Impact Performance Management strategy.

Milestones

- Professional Learning Communities increase the repertoire of best practices for each phase of learning Evidence of full implementation of the West Australian Curriculum Outline and Assessment.
- Gradual Release of Responsibility practices are demonstrated through peer and line manager observation.
- Professional growth is supported by peer observation and feedback and self-reflective practices.
- Explicit statements of a high performing collaborative culture are evident across the school.
- Successful induction processes are embedded in school culture.
- Distributed Leadership Model for staff and students is evident across the school.
- Recruitment of staff reflects school priorities.

PRIORITY TWO

Fostering a Safe, Supportive and Successful Environment

Continue to provide a Learning Environment where students feel safe and are supported to achieve success with a range of social, emotional and cultural opportunities.

Strategies

- 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.
- 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.
- Implementation of whole school approaches in relation to behaviour management such as UR Strong (Girl Power, Good Guys), Operational Assemblies etc.
- Provide feedback to parents on student behaviour.
- Provide opportunities for Guest Speakers to support the school communities understanding of health and child development issues.

Milestones

- Values and weekly Virtues are demonstrated in the language, learning and behaviour of staff, students and parents.
- Staff and Students Wellbeing Survey results are positive.
- The Music and Arts programs continue to provide opportunities to celebrate student talent.
- Success in achieved and celebrated at every opportunity across all areas of the school.

PRIORITY THREE

Building and Maintaining Strong and Sustainable Partnerships

Foster positive involvement, connection and collaboration with our school community.

Strategies

- 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).
- 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.

Milestones

- Professional Learning Communities are evident across the school
- Parents use the language of the Values and Virtues in support of the school's positive behaviour system
- CPS website and App is current and in regular use
- School Board works with the school to support decisions on school priorities, plans and resourcing

Gooseberry Hill Primary School
24 Ledger Road, Gooseberry Hill WA 6076

08 9293 2777   GooseberryHill.PS@education.wa.edu.au   www.ghps.com.au