

# GOOSEBERRY HILL PRIMARY SCHOOL

## BUSINESS PLAN

2025-2027



**EXCEL** **COMMIT** **BELONG**

Success through  
excellence and experience

# SCHOOL CONTEXT

Since opening its doors in 1972, Gooseberry Hill Primary School has proudly served the local community by providing a high-quality education to generations of families. Many of our students are the children and grandchildren of past pupils, creating a deep, enduring connection between the school and the wider community.

This strong sense of belonging and pride is a defining feature of our school culture. Set in a beautiful bushland environment, Gooseberry Hill Primary School offers a unique and inspiring learning atmosphere surrounded by abundant nature and native wildlife. Our natural setting not only enhances the wellbeing of our students but also enriches learning across all areas of the curriculum.

We are committed to delivering an excellent education, with a dedicated and highly skilled teaching staff who provide a caring and supportive environment where every child is known and valued. Our school fosters academic success, underpinned by the effective use of data to inform teaching practices, ensuring that every student is supported and challenged at their point of need. At the same time, we maintain a strong focus on developing the whole child, nurturing social, emotional, and creative growth.

Students at Gooseberry Hill Primary School benefit from a wide range of opportunities to explore and excel in both core and specialist areas. Our outstanding programs in music, sport, visual arts, and languages are delivered by passionate educators who inspire curiosity, creativity, and personal achievement. Through a strong partnership with families and the broader community, Gooseberry Hill Primary School continues to uphold its long-standing tradition of excellence, opportunity, and care, preparing students not only for the next stage of their education, but for a lifetime of learning and success.





# OUR VISION AND VALUES

**We seek wisdom by striving for excellence and success through a nurturing and challenging environment, rich with rigour and experience.**

**RESILIENCE**

**COMPASSION**

**EXCELLENCE**

**RESPONSIBILITY**



# OBJECTIVE AND PURPOSE

The 2025–2027 Business Plan for Gooseberry Hill Primary School has been developed in alignment with the aspirations set by the Department of Education,

ensuring it is relevant to our community and responsive to the needs of our students.

This plan is focused on supporting every student in every public school to:

- Unlock and fulfil their learning potential
- Develop the personal and social attributes essential for future wellbeing
  - Achieve consistent, year-on-year growth in their learning
- Gain the skills and capabilities required for contemporary and emerging workplaces
- Be well-prepared to transition successfully into further education, training, or employment

This Business Plan sets out the targets, processes, and strategies that the school, in partnership with the wider community, will work towards. It outlines the ongoing practices, behaviours, and actions that will be embedded across the school to ensure sustained success.

Our goal at Gooseberry Hill Primary School is to prepare our students to thrive in life beyond primary school. We believe that the key to unlocking the potential of every student lies in creating a learning environment where they feel safe, valued, and connected to a sense of purpose within their community.



At Gooseberry Hill, we are guided by two core beliefs:

- **Every child matters, every day**
- **Every child can be successful**

# TEACHING QUALITY & STUDENT ACHIEVEMENT AND PROGRESS

## Culture of Teaching Excellence – Our Commitment:

### We will:

- Embed the GHPS Explicit Teaching Instructional Model, aligned with the Department of Education's Quality Teaching Strategy, and integrate High Impact Teaching Strategies (HITS) to ensure literacy and numeracy programs are delivered with low instructional variance.
- Implement Explicit Instruction and purposeful lesson design, supplemented by intentional play-based and inquiry learning to enhance student engagement.
- Evaluate teaching effectiveness by rigorously analysing school and system-based data during POD and Cohort meetings to inform future practices.
- Foster consistent high-quality teaching across the school through ongoing professional learning, including observation and feedback, moderation, and the development of a collaborative culture focused on connected practices.
- Prioritise the early years to ensure a strong foundation for student learning.
- Maintain and support high-quality specialist programs to broaden student learning experiences.

## Success Indicators:

We will measure success through year-on-year positive trends in:

- On-entry assessment (OEAP – Year 3 NAPLAN results).
- Progress Achievement Tests (PAT Maths and Reading) for Years 1-6.
- NAPLAN performance for Year 3 & 5, with students represented in the 'Exceeding' achievement/progress bands.
- Grade distributions aligning with like schools.
- A reduction in the number of students requiring support through intervention programs.





# RELATIONSHIPS & PARTNERSHIPS/ LEARNING ENVIRONMENT

## Connected Community – Our Approach:

We will:

- Strengthen a collaborative staff culture by developing agreed-upon collective practices focused on building a unified team grounded in respectful relationships.
- Empower the School Board with greater involvement in school planning to support the school's targets and priorities within the community.
- Partner with an active P&C to promote community engagement, fundraising initiatives, and support for school priorities.
- Work closely with families to build mutually respectful relationships that contribute to improved student outcomes.
- Strengthen connections with community organisations to support broader student well-being and learning.
- Foster a culturally responsive and inclusive school environment where diversity is celebrated.
- Enhance parent understanding of their child's academic progress and achievements.
- Provide opportunities for student agency to allow students to have a voice in their learning journey.

## Success Indicators:

Our success will be reflected in:

- Positive trends in the National School Opinion Survey across community, staff, and student groups.
- Full implementation of the Grow Your Minds SEL program to equip students with conflict resolution skills and foster responsibility and resilience.
- A school environment where students feel welcome, safe, and have a sense of belonging.
- Staff demonstrating a genuine interest in students' personal and academic growth and understanding of individual circumstances.
- Genuine staff collaboration, where self-awareness and an understanding of others contribute to improved student outcomes.
- Engagement of families in workshops, learning journeys, interviews, and whole-school events focused on student learning.
- Strong relationships with community organizations such as Kanyana and Blue Goose.
- An engaged School Board and P&C, collaborating to improve student outcomes aligned with school priorities.

# LEADERSHIP AND USE OF RESOURCES

## Strategic Leadership - Our Vision:

### We Will:

- Provide clear, forward-thinking leadership to foster a culture of high expectations, collaboration, and shared accountability for student success.
- Ensure the effective use of resources by continuously reviewing teaching practices, programs, and staffing to maximise student learning outcomes.
- Cultivate leadership skills at all levels, from classroom educators to senior leadership, to ensure sustainable growth and improvement in student achievement.
- Implement organisational structures to support school improvement.
- Include students in authentic leadership roles.

## Success Indicators

### Our success will be reflected in:

- School leaders and staff ensuring consistent delivery of curriculum across the school
- Deputy Principals responsible for phases of learning K-2 and 3-6.
- Teacher leaders leading K-2 and 3-6 phases of learning in POD meetings.
- Ongoing professional learning for leaders to effectively lead at their level.
- The school seeking input from students to inform decision making.
- Flexible allocation of Education Assistants to prioritise support for multiple students within classrooms across the school.
- Increased staff understanding of financial practices to empower them to contribute with confidence to resourcing decisions.





# TARGETS

## Quality Teaching

- Match or exceed WA Like Schools in all NAPLAN assessments in years 3 & 5 annually.
- The proportion of students achieving Exceeding proficiency levels across NAPLAN domains are greater than 25%.
- The proportion of students making moderate, high or very high progress between Pre-primary in Year 3 Reading and Numeracy, and between Year 3 and 5 in all NAPLAN is above that of WA Like Schools

## Partnerships

- When surveyed, 80% or above of parents/carers feel the school is inclusive and encourages them to be active, connected members of the community.
- School Board Chair/Board members confidently promote the strategic direction of the school



## Attendance

- The proportion of students attending at least 90% of available student days is at or above the expected range.
- Downward trend of students absent for unauthorised vacations

