GRANDIS PRIMARY SCHOOL
BUSINESS PLAN

"Together We Achieve"

Our Mission: As a learning community the fundamental purpose of Grandis Primary School is to assist all students to develop the knowledge, skills and behaviour essential to their success in life.

<u>**Our Vision:**</u> In order to fulfil our mission we will build a school where….

- **Students are successful**
    - Student achievement and growth in academic, social, emotional, behavioural and physical areas is central to all teaching and learning programs and is clearly demonstrated through ongoing assessment.
    - Students are taught the resilience needed to handle the pressures of life.
    - Students increasingly demonstrate the behaviour expectations
        - Kindness
        - Responsibility
        - Respectfulness
        - Leaners

- **Staff are effective**
    - Student achievement and growth drives all policy, planning and procedures
    - Staff collaborate, share knowledge and actively support each other within a trusting environment
    - Responsibility for student achievement is owned by all
    - Staff actively seek to improve what they do through ongoing professional learning, self-reflection and the effective analysis of their impact on student achievement

- **The learning environment is supportive**
    - All students are challenged and engaged in learning
    - Positive learning and growth is supported for every student
    - All members of the school community feel welcome and safe

- **Community partnerships enhance learning**
    - Community members feel a sense of belonging and value in what they bring to the school
    - Community members have opportunities to actively engage in the life of the school
    - Community based programs are highly visible and reflect the needs of the community

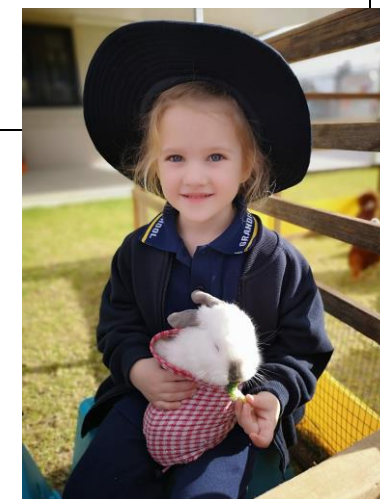**Our Collective Commitments:** If we are to achieve our vision then we must…..

Vision	Student Assessment & Progress	Teaching Quality	Learning Environment	Relationships & Partnerships	Use of Resources	Leadership
Students are successful / **Staff are effective** / **Our learning environment is supportive** / **Community partnerships enhance learning**	• Develop comprehensive and effective approaches to assessing and monitoring student progress at classroom and whole school level. • Use assessment tools that are phase appropriate and reflect the principles of assessment • Use assessment data to determine current achievement and inform future planning/ teaching to address all student needs (remediation and extension) • Use student progress data to self-reflect and improve teaching practice. • Moderate with colleagues and across the network to ensure consistent and accurate judgments of student achievement.	• Establish and commit to whole school approaches that are research based • Commit to self-improvement through evidence based reflective practice • Participate and respond positively to professional feedback • Develop teaching programs that consider school context, student needs, and interests and provide a range of relevant learning experiences. • Deliver deliberate and explicit instruction, where outcomes and expectations are communicated effectively to students. • Work collaboratively in Learning Area and Phase teams to build an effective Professional Learning Community.	• Establish classroom environments that are open, welcoming safe, orderly and inclusive • Establish learning environments that are engaging and interesting and adjust to changing needs • Explicitly teacher social-emotional skills and enable students to practice and demonstrate learning. • Establish learning environments where students are considered and involved, having opportunities to contribute to the learning program in a meaningful way (being, belonging, becoming) • Develop a learning environment that reflects our school community; its values and diverse cultures.	• Communicate student progress and achievement in a range of ways to stakeholders • Provide a range of opportunities for stakeholders to be actively involved in the school community and decision making • Coordinate a range of events and celebrations that involve and showcase our wider community. • Develop effective working relationships with external agencies, organisations and service providers to enhance our support of students and the school community. (CDS, CDC, SEN, Constable Care etc.) • Provide a range of modes to effectively communicate with the wider community on a regular basis.	• Utilise our wider school community as a relevant resource to enhance student outcomes • Purchase resources that are cultural sensitive and inclusive • Provide a range of resources that support remediation and offer challenge across learning areas. • Expend funding / coordinate resourcing and professional learning that directly aligns with whole school direction via links to the Business Plan and Learning area planning. • Coordinate collaborative committees that engage in participative decision making and have representatives from all phases to develop / reflect on whole school plans on a regular basis	• Have engaged leaders with an understanding of and connection to our students, school staff and wider community • Value the input of all member of the school community and encourage consultation and collaborative approaches • Utilise instructional leaders across the phases and provide opportunity for support and collaborative planning/ mentoring • Establish effective means of communication with staff and a commitment to developing and maintaining professional working relationships

Grandis PRIMARY SCHOOL

Our Goals:

Students are Successful

Goal	Key Strategies	Implementation Timeline			Assessment
		2019	**2020**	**2021**	
Student achievement and progress in system wide data will be equal to or greater than like schools.	• Develop K-6 Assessment and Reporting Schedule	☆	☆		• Achievement will be above like schools in Year 3 and 5 NAPLAN tests by 2022
	• Curriculum leaders, committees and teams are established to collect, analyse and plan for improvement and report outcomes for system/whole school assessments including:				• 100% staff will submit assessments outlined in whole school schedule
	o NAPLAN	☆	☆	☆	• Data collection, analysis, planning and reporting will be evident in committee and team meetings records/Minutes
	o On-Entry	☆	☆	☆	
	o KAT	☆	☆	☆	
	o RAT	☆	☆	☆	
	• Classroom teaching programs are informed by assessment data	☆	☆	☆	• Classroom planning and team goals will reflect data analysis
	• Phase of Learning team goals will be directed by achievement data	☆	☆	☆	
Implement evidence based whole school instructional strategies	o <u>K - 2</u>				• Whole school and classroom planning and instruction will reflect targeted instructional strategies across all curriculum areas.
	o Letters and Sounds	☆	☆	☆	
	o Talk for Writing	☆	☆	☆	
	o First Steps Maths	☆	☆	☆	
	o Additive/Multiplicative Thinking and Proficiency Strands	☆	☆	☆	
	o CMS	☆	☆	☆	
	o <u>Year 3 – 6</u>				
	o Words Their Way		☆	☆	
	o Seven Steps		☆	☆	
	o Additive/Multiplicative Thinking and Proficiency Strands		☆	☆	
	o CMS		☆	☆	

Goal	Key Strategies	Implementation Timeline			Assessment
		2019	2020	2021	
Social/emotional skills to be explicitly taught by all staff	• Develop an integrated approach to behaviour, learning and teaching through implementation of the Positive Behaviour Support operational framework.	☆	☆	☆	• By end of 2019 a PBS implementation plan will be developed
	• CMS instructional strategies to be embedded across K-6	☆	☆	☆	• By end of Term 1, 2020, a PBS leadership team will be established and trained
	• Create Outdoor Play Plan for K/PP students	☆	☆	☆	
	• Communicate behaviour expectations to parents via Newsletter	☆	☆	☆	• All teaching staff to complete Instructional Strategies training by end of first year at school
	• Explore evidence based social/emotional program to be implemented across K – 6	☆	☆	☆	
	• Appoint Physical/Health Education specialist to support teaching of social/emotional skills	☆	☆	☆	• CMS instructional strategies will be evident in all classrooms everyday
	• The 'Be You' framework will be developed across the school K – 6	☆	☆	☆	• By the end of 2019, a PE specialist educator will be successfully appointed to the school.
Differentiated instruction will be provided to 'at risk' students (those performing above or below the expected standard).	• Develop early intervention plan and process utilising documented plans	☆	☆		• By Term 4, 2019, a Student Support team will be established and an intervention plan and process will be developed
	• Utilise On-Entry data to identify 'at risk' students	☆	☆	☆	
	• Develop Kindergarten profiling and screener that provides accurate data at enrolment including for EAL/D students	☆	☆		• Classroom planning will provide evidence of differentiation
	• Training and use of Progress Maps to be developed	☆	☆	☆	
	• Develop student support team with clearly defined roles and meeting protocols and procedures	☆	☆	☆	
	• Employ School Chaplain utilising DOE funding	☆	☆	☆	• School chaplain will be applied for, Term 3, 2019

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Staff are Effective

Goal	Key Strategies	Implementation Timeline			Assessment
		2019	2020	2021	
All staff will self-reflect to monitor and strengthen practice using student achievement/progress data and peer feedback	• Develop a Performance Development process that incorporates disciplined dialogue around student achievement/performance data and strong self-reflection using a range of information from lesson observation, peer feedback, student surveys	☆	☆	☆	• All Performance Development plans will include team and personal goals that are developed and assessed using relevant data
	• Performance Development plans to incorporate phase and individual goals	☆	☆	☆	
All staff will actively contribute to effective collaborative teams	• Develop and promote clear distributive leadership structure incorporating learning area/special program/events committees	☆	☆	☆	• All staff will participate in school committees and planning teams
	• Create a collaborative (shared DOTT) timetable	☆	☆	☆	• All teaching staff will have shared DOTT
	• Create a set of meeting protocols which are owned by all staff members	☆			• Meeting protocols and planning templates will be used for all meetings
	• Structure digital network to ensure planning and resources are readily available for all staff when needed	☆	☆		• School shared drive will be easily accessible to all staff
	• Develop a range of planning templates that can be used as the basis for collaborative team planning	☆	☆		• Staff survey to assess effectiveness of collaboration
	• Develop common understanding of what collaboration is.	☆	☆		
Create opportunities for staff to pursue leadership and actively contribute to the whole school planning cycle	• Develop a workforce plan that ensures strong leadership across all areas including Literacy, Mathematics, ICT, STEM, Social/Emotional learning	☆	☆		• Workforce plan will be developed and reviewed regularly
	• Provide staff with opportunities to express interest in leadership roles and with support to undertake these roles effectively through mentoring and release time (in planning)	☆	☆	☆	• All staff will report that they have had leadership opportunities as well as leadership training opportunities
	• Employ Level 2/3 Education Assistants across the school to provide support in classrooms and with special needs students	☆	☆	☆	• Level 2/3 EAs will be employed
	• Provide professional learning to staff who undertake leadership opportunities	☆	☆	☆	
All staff will build and strengthen whole school approaches adopted by the school	• Develop an induction process that incorporates information about key programs and whole school approaches	☆			• All new teaching and support staff will complete the induction process and have a mentor
	• Provide staff mentors for new staff	☆	☆	☆	• All staff will participate in school committees and planning teams
	• All classroom based staff to be part of at least one committee	☆	☆	☆	

The Learning Environment is Supportive

Goal	Key Strategies	Implementation Timeline			Assessment
		2019	2020	2021	

Establish classroom learning environments that engage all students through accountability and safety	• CMS foundation strategies to be embedded across K – 6
	   o Develop planning tools and visual reminders for teachers of low-key responses
	   o Develop framing question tools for use across classrooms
	• Develop lesson design structure that incorporates gradual release (I do, We do, You do)
	• Co-operative learning strategies to be used across all rooms
	• Provide furnishings and furniture arrangements that support co-operative learning
	• Develop Kindergarten to Pre-primary, Pre-primary to Year 1 and Year 6 to Year 7 transition activities.
	• Build links with Child and Parent Centre to support student engagement
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					• CMS foundation strategies will be evident in every lesson
					• Gradual release lesson planning model and co-operative learning strategies will be evident in every classroom
					• Classrooms will be furnished to support co-operative learning approach
					• Transition activities will be provided
					• CPC programs will be actively promoted

Culturally sensitive classroom learning environments will be established K - 6	• Promote school vision, values and behavioural expectations through explicit teaching
	• Provide professional learning to staff that will inform culturally appropriate instruction
	   o Aboriginal Cultural Standards Framework
	   o EAL/D
	• Profile all EAL/D and Aboriginal students to support curriculum differentiation
	• Purchase culturally appropriate teaching and learning resources
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					• Staff will complete PL on the Aboriginal Cultural Standards Framework and EAL/D teaching strategies
					• Teaching programs will reflect differentiation for Aboriginal and EAL/D students
					• Culturally appropriate Teaching resources will increase in number

All physical and human resources to be strategically planned and managed to support Business Plan goals	• Develop workforce plan and process that supports rapid growth o Admin, Teaching and Support staff • Monitor building standards through faults process • Phase teams to select purchasing officers to manage purchases • Resources to be spent in accordance with Operational Plans • Develop a Replacement Plan to ensure sustainability of programs across all areas	☆ ☆ ☆ ☆ ☆	☆ ☆ ☆ ☆ ☆	☆ ☆ ☆ ☆	• Workforce plan will be developed and reviewed regularly • All faults will be reported and repaired in a timely way • Purchasing officer will be in place • Operational plans and replacement plans will be developed and implemented

Goal	Key Strategies	Implementation Timeline			Assessment
		2019	2020	2021	
Effective working relationships will be evident across school, community and networks	• Develop Wellbeing statement covering stakeholders • Establish Code of Conduct and meeting protocols for all teams and committees • Create links to CPC • Establish links with local businesses to support work of the school • The Be You Framework will be established across the school K – 6	☆ ☆ ☆ ☆	☆ ☆ ☆ ☆ ☆	 ☆ ☆	• A wellbeing statement will be in place • Code of Conduct and meeting protocols will be established • CPC programs will be actively promoted • Local businesses will be actively involved in supporting the work of the school • Staff survey to assess effectiveness of teams and collaborative work • Be You reflection tool
An effective School Board will be established and maintained	• Conduct election to form a School Board with variety of tenure periods to ensure consistency • Ensure School Board completes an annual self-assessment • Ensure work of School Board is promoted and advertised • Provide opportunities for School Board members to interact at school events and activities • School Board will co-opt a suitable community member to represent the local community • Provide training for School Board members	☆ ☆ ☆ ☆ ☆ ☆	☆ ☆ ☆ ☆ ☆	☆ ☆ ☆ ☆ ☆	• School Board self-assessment will show high effectiveness • Community surveys will report positive awareness of the School Board and its work • All School Board members will receive training
An effective P&C will be established and maintained	• Engage with community members to form a P&C • Develop a Fundraising Plan that includes P&C activities and events • Encourage P&C members to engage in training • Provide opportunities for P&C members to interact at school events and activities • Support the P&C to conduct fundraising activities	☆ ☆ ☆ ☆ ☆	 ☆ ☆ ☆ ☆	 ☆ ☆ ☆ ☆	• Community surveys will report positive awareness of the P&C and its work • Fundraising activities will have a positive impact on the work of the school

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Goals	Key Strategies	Implementation Plan			Assessment
		2019	2020	2021	

Establish communication tools that ensure all stakeholders are informed and heard	• Develop communication tools that are professional and effective
	   o Newsletter (three times per term)
	   o SchoolStream app
	   o Website
	   o Facebook page
	   o School publications – policy, procedures, issues (lice etc.)
	   o SeeSaw
	• Utilise surveys to gather community opinion and feedback
	• Develop links with local businesses through which school activities and events can be promoted to the local community.
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					• 100% of parents will be registered and engaging with school app.
					• Community surveys will report positive feedback for all communication tools
					• Local businesses will be actively involved in supporting the work of the school

Develop activities and events that engage parents and community members in the schooling process	• Whole school events may include:
	   o Open nights (Term 1 – information, Term 3 – learning journey)
	   o ANZAC Day service
	   o Harmony Day – celebration of cultures
	   o Assemblies (1 per class)
	   o Culturally recognised celebrations such as Mother's Day, Father's Day, Easter, Christmas
	• Establish project groups including interested parents and community members to engage in sustainability, recycling, gardening activities
	• Rosters for parent help to be created in ECE classrooms
	• Engage interpreters to assist all parents to access events effectively
	• Establish events/activities that enable students to contribute to the local community e.g. Clean Up Australia, aged-care support
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					• % of parents attending school events will increase over time
					• Parent representatives will be evident in every project group
					• Events that enable student participation in the local community will be evident