



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.

Our Vision: 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
 - Learners
- **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.....

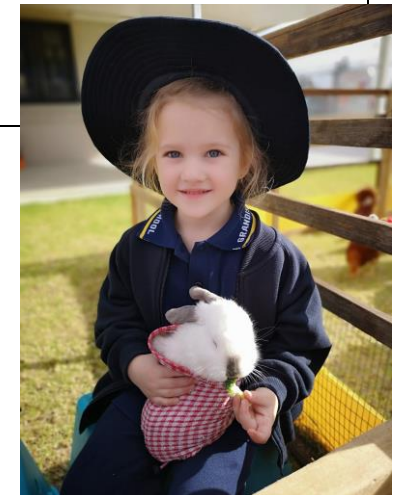
Vision	Student Assessment & Progress	Teaching Quality	Learning Environment	Relationships & Partnerships	Use of Resources	Leadership
Students are successful	<ul style="list-style-type: none"> Develop comprehensive and effective approaches to assessing and monitoring student progress at classroom and whole 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Staff are effective						
Our learning environment is supportive						
Community partnerships enhance learning						



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.	<ul style="list-style-type: none"> Develop K-6 Assessment and Reporting Schedule Curriculum leaders, committees and teams are established to collect, analyse and plan for improvement and report outcomes for system/whole school assessments including: <ul style="list-style-type: none"> NAPLAN On-Entry KAT RAT Classroom teaching programs are informed by assessment data Phase of Learning team goals will be directed by achievement data 	☆	☆		<ul style="list-style-type: none"> Achievement will be above like schools in Year 3 and 5 NAPLAN tests by 2022 100% staff will submit assessments outlined in whole school schedule Data collection, analysis, planning and reporting will be evident in committee and team meetings records/Minutes Classroom planning and team goals will reflect data analysis
Implement evidence based whole school instructional strategies	<ul style="list-style-type: none"> <u>K - 2</u> Letters and Sounds Talk for Writing First Steps Maths Additive/Multiplicative Thinking and Proficiency Strands CMS <u>Year 3 – 6</u> Words Their Way Seven Steps Additive/Multiplicative Thinking and Proficiency Strands CMS 	☆	☆	☆	<ul style="list-style-type: none"> Whole school and classroom planning and instruction will reflect targeted instructional strategies across all curriculum areas.



Students are Successful (continued)

Goal	Key Strategies	Implementation Timeline			Assessment
		2019	2020	2021	
Social/emotional skills to be explicitly taught by all staff	<ul style="list-style-type: none"> Develop an integrated approach to behaviour, learning and teaching through implementation of the Positive Behaviour Support operational framework. CMS instructional strategies to be embedded across K-6 Create Outdoor Play Plan for K/PP students Communicate behaviour expectations to parents via Newsletter Explore evidence based social/emotional program to be implemented across K – 6 Appoint Physical/Health Education specialist to support teaching of social/emotional skills The 'Be You' framework will be developed across the school K – 6 	☆	☆	☆	<ul style="list-style-type: none"> By end of 2019 a PBS implementation plan will be developed By end of Term 1, 2020, a PBS leadership team will be established and trained All teaching staff to complete Instructional Strategies training by end of first year at school CMS instructional strategies will be evident in all classrooms everyday 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).	<ul style="list-style-type: none"> Develop early intervention plan and process utilising documented plans 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 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 	☆	☆	☆	<ul style="list-style-type: none"> By Term 4, 2019, a Student Support team will be established and an intervention plan and process will be developed Classroom planning will provide evidence of differentiation School chaplain will be applied for, Term 3, 2019

We Are Grandis!




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	<ul style="list-style-type: none"> 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 Performance Development plans to incorporate phase and individual goals 	☆	☆	☆	<ul style="list-style-type: none"> All Performance Development plans will include team and personal goals that are developed and assessed using relevant data
All staff will actively contribute to effective collaborative teams	<ul style="list-style-type: none"> Develop and promote clear distributive leadership structure incorporating learning area/special program/events committees Create a collaborative (shared DOTT) timetable Create a set of meeting protocols which are owned by all staff members Structure digital network to ensure planning and resources are readily available for all staff when needed Develop a range of planning templates that can be used as the basis for collaborative team planning Develop common understanding of what collaboration is. 	☆	☆	☆	<ul style="list-style-type: none"> All staff will participate in school committees and planning teams All teaching staff will have shared DOTT Meeting protocols and planning templates will be used for all meetings School shared drive will be easily accessible to all staff Staff survey to assess effectiveness of collaboration
Create opportunities for staff to pursue leadership and actively contribute to the whole school planning cycle	<ul style="list-style-type: none"> Develop a workforce plan that ensures strong leadership across all areas including Literacy, Mathematics, ICT, STEM, Social/Emotional learning 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) Employ Level 2/3 Education Assistants across the school to provide support in classrooms and with special needs students Provide professional learning to staff who undertake leadership opportunities 	☆	☆	☆	<ul style="list-style-type: none"> Workforce plan will be developed and reviewed regularly All staff will report that they have had leadership opportunities as well as leadership training opportunities Level 2/3 EAs will be employed
All staff will build and strengthen whole school approaches adopted by the school	<ul style="list-style-type: none"> Develop an induction process that incorporates information about key programs and whole school approaches Provide staff mentors for new staff All classroom based staff to be part of at least one committee 	☆	☆	☆	<ul style="list-style-type: none"> All new teaching and support staff will complete the induction process and have a mentor All staff will participate in school committees and planning teams

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	<ul style="list-style-type: none"> • CMS foundation strategies to be embedded across K – 6 <ul style="list-style-type: none"> ○ Develop planning tools and visual reminders for teachers of low-key responses ○ 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 	☆	☆	☆	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Promote school vision, values and behavioural expectations through explicit teaching • Provide professional learning to staff that will inform culturally appropriate instruction <ul style="list-style-type: none"> ○ Aboriginal Cultural Standards Framework ○ EAL/D • Profile all EAL/D and Aboriginal students to support curriculum differentiation • Purchase culturally appropriate teaching and learning resources 	☆	☆	☆	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Develop workforce plan and process that supports rapid growth <ul style="list-style-type: none"> ○ 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 	☆	☆	☆	<ul style="list-style-type: none"> • 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

Community Partnerships Enhance Learning

Goal	Key Strategies	Implementation Timeline			Assessment
		2019	2020	2021	
<p>Effective working relationships will be evident across school, community and networks</p> 	<ul style="list-style-type: none"> 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 	☆ ☆ ☆ ☆	☆ ☆ ☆ ☆ ☆	☆ ☆	<ul style="list-style-type: none"> 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
<p>An effective School Board will be established and maintained</p>	<ul style="list-style-type: none"> 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 	☆ ☆ ☆ ☆ ☆ ☆	☆ ☆ ☆ ☆	☆ ☆ ☆ ☆	<ul style="list-style-type: none"> 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
<p>An effective P&C will be established and maintained</p>	<ul style="list-style-type: none"> 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 	☆ ☆ ☆ ☆ ☆	☆ ☆ ☆ ☆	☆ ☆ ☆	<ul style="list-style-type: none"> 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

We Are Grandis!

Community Partnerships Enhance Learning (continued)

Goals	Key Strategies	Implementation Plan			Assessment
		2019	2020	2021	
Establish communication tools that ensure all stakeholders are informed and heard	<ul style="list-style-type: none"> Develop communication tools that are professional and effective <ul style="list-style-type: none"> Newsletter (three times per term) SchoolStream app Website Facebook page School publications – policy, procedures, issues (lice etc.) 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. 	☆	☆	☆	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Whole school events may include: <ul style="list-style-type: none"> Open nights (Term 1 – information, Term 3 – learning journey) ANZAC Day service Harmony Day – celebration of cultures Assemblies (1 per class) 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 	☆	☆	☆	<ul style="list-style-type: none"> % 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

