Grandis
PRIMARY SCHOOL

# Business Plan
2022 – 2024

Our Mission:

As a learning community the fundamental purpose of Grandis Primary School is to support 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
- Staff are effective
- The learning environment is supportive
- Community partnerships enhance learning
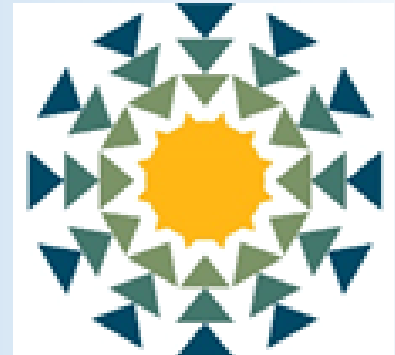
Our Context:

Established in 2019, Grandis Primary School is a rapidly growing school serving families in the suburb of Banksia Grove. The school is in the North Metropolitan Education Region and is a member of the Wanneroo Education Network of schools. Our Index of Socio Economic Advantage (ICSEA) is 1011 with the average across Australia being 1000.

Situated on Grandis Boulevard in Banksia Grove, the school was built in two stages. The school includes five teaching blocks, administration area, playgrounds, undercover area, library, dental therapy centre as well as multi-purpose courts and an oval, which is shared with the City of Wanneroo.

Grandis Primary School works closely with the local community to establish and build positive relationships. The school has a strong and proactive School Board and Parents & Citizens Association. These groups provide our community with input into the direction that the school will take as we continue to grow and move forward.

The school has a strong focus on Literacy and Numeracy and provides specialist programs that cover Physical Education, Performing Arts, Visual Arts, Science and Indonesian language lessons.

Connected Autonomy:

As an Independent Public School (IPS) within the Western Australian state schooling system, we work towards achieving targets and goals specific to our context while also supporting and implementing system priorities and initiatives.

Department of Education
GOVERNMENT OF WESTERN AUSTRALIA

Every student, every classroom, every day
Strategic directions for public schools 2020–2024

The Western Australian public school system is a major contributor to the State's prosperity and growth as a fair society promoting the wellbeing and participation of all its citizens.

Our aspiration is for every student to:

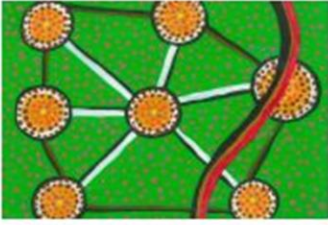| Unlock and fulfil their learning potential | Be equipped with contemporary and emerging work capabilities | Develop the personal and social attributes that form the basis for future wellbeing | Achieve year on year growth in their learning throughout their schooling | Be well prepared to take the step beyond school into further education, training or work |

Our improvement drivers:

1 Provide every student with a pathway to a successful future.

2 Strengthen support for teaching and learning excellence in every classroom.

3 Build the capability of our principals, our teachers and our allied professionals.

4 Support increased school autonomy within a connected and unified public school system.

5 Partner with families, communities and agencies to support the educational engagement of every student.

6 Use evidence to drive decision-making at all levels of the system.

Planning Cycle:

Grandis Primary School utilises a strategic self-assessment and planning cycle, which guides how we assess, plan and act to improve outcomes for all of our students. The five domains of the Education Department's Standard are used by the school to reflect on our performance and to plan for improvement. Research has shown that these domains have the greatest impact on student achievement and progress.

There are three distinct but linked planning cycles in operation across the school.

1. The Business Plan is a three-year plan that contains the broad directions of the school. This plan is informed by the Departments' strategic plan as well as goals and targets, which are specific to our school context. The Business Plan is formally assessed at the end of each cycle.

2. School Operational and Events plans are developed on an annual basis. These plans are informed by the Business Plan and outline specific programs, strategies and activities relevant to the school context. These plans are reviewed each semester with key achievements and highlights reported through the school's Annual Report along with areas for improvement.

3. Classroom Plans are informed by the WA Curriculum as well as Operational and Events plans. Individual teachers, in collaboration with Phase of Learning Teams, are responsible for assessing these plans.
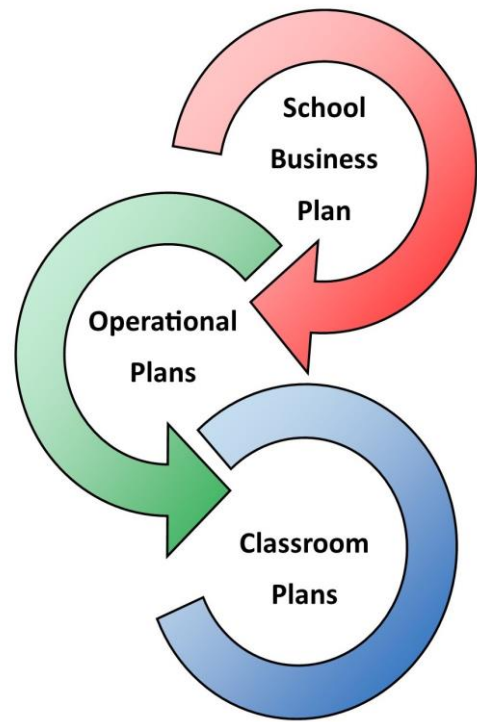
Behaviour Expectations:

Grandis Primary School uses the WA Positive Behaviour Support (PBS) framework to create classrooms with high academic engagement, supporting an integrated approach to behaviour, learning and teaching. PBS will ensure that we keep our students engaged in purposeful learning where they feel safe, valued and confident to tackle academic and personal challenges. PBS underpins the school's focus on social and emotional learning and the building of resilience and positive behaviour in all students. Through PBS students are encouraged to "treat others as they would like to be treated" and to strive at all times to achieve their personal best. The school's behaviour expectations include:

- We are Kind
- We are Respectful
- We are Responsible
- We are Learners
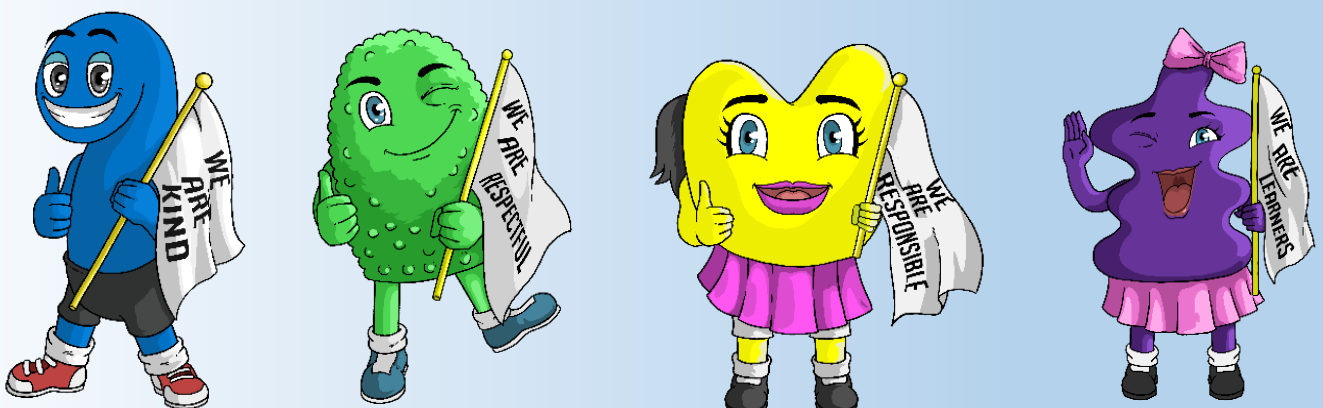
Strategic intent:

As a school community, we have identified focus areas that will see our vision fulfilled.

Students are successful	The learning environment is supportive	Staff are effective	Community partnerships enhance learning
Develop an inclusive learning community supporting student progress.	Develop a school culture that supports every student to progress.	Develop a professional learning community where staff implement practices that promote student progress.	Develop and maintain relationships within the school and the wider community.

Broad Strategies:

- ## Students are successful

❖ Teaching Quality
- Provide intentional play-based learning for students K – 2
- Implement evidence based, whole school literacy strategies.
- Implement whole school math strategies.
- Develop collaborative learning skills to enhance cooperative learning strategies

❖ Learning Environment
- Provide a safe, caring and culturally inclusive learning environment.
    - Whole school student services policy (G-CARE)
    - PBS in every classroom
    - Zones of Regulation taught across the school
    - Recognition of cultures within classrooms
    - EALD learners catered for, as per identified needs
    - Aboriginal Education embedded in school ethos and curriculum delivery
- Develop student voice to inform decision making

❖ Relationships & Partnerships
- Staff are supported to work collaboratively to plan, teach, and assess student learning with consistency across all year levels through PoLT teams and shared DOTT time.

❖ Leadership
- Promote and facilitate curriculum leadership opportunities
- Promote and facilitate student leadership opportunities

❖ Use of Resources
- Evidence based decisions shape resource allocation
- Resource allocation complies with the Funding Agreement for Schools

- ## The learning environment is supportive

❖ Teaching Quality
- Teachers will implement CMS strategies that balance student accountability with safety to maximize engagement in every lesson
- All teachers will support the PBS initiative by actively teaching agreed focus behaviours and embedding in regular classroom behaviour management strategies
- Staff will create culturally inclusive and responsive classroom environments

❖ Learning Environment
- Establish clear G-CARE transition processes for all students, as appropriate
- Embed BeYou Framework across the school

❖ Relationships & Partnerships
- Create proactive and open communication processes to welcome new families
- Communicate key CMS/BeYou messages to parents

❖ Leadership
- NQS Leadership Team established to plan, assess and strengthen ECE practice
- Committee leaders work to effectively implement and embed whole school strategies across the school.

❖ Use of Resources
- Intervention programs implemented and supported through G-CARE Leadership Team

- **Staff are effective**

❖ **Teaching Quality**	❖ **Relationships & Partnerships**

• Common lesson design and planning utilised for teaching and learning across the school.
• Teachers analyse and use data to identify student needs and plan accordingly. Data to include parent feedback.
 	
❖ **Learning Environment**
• Agreed whole school strategies and programs implemented across every class.
• Quality professional learning opportunities linked to whole school Performance Management process in which staff self-reflect and set goals linked to PoLT as well as individual professional needs.
• Disciplined dialogue around teaching, assessment and learning.
	• Staff collaborate as part of Phase of Learning Teams (PoLTs) with a positive focus on student progress
	• Establish and build relationships within the Wanneroo Education Network.
	
	❖ **Leadership**
	• Distributed leadership will enhance teaching and learning through sharing of strengths.
	• Opportunities provided to build leadership through
	   o Future Leader's Framework
	   o Senior Teacher status
	   o Level 3 teacher
	
	❖ **Use of Resources**
	• Operational Plans will align with the Business Plan, whole school programs/strategies and funds will be allocated to support implementation
	• Essential Professional Learning opportunities are funded in line with whole school programs and strategies.
	• Collaborative practice will be supported through the DOTT timetable.

- **Community partnerships enhance learning**

❖ **Teaching Quality**	❖ **Relationships & Partnerships**

• Collaborate with key agencies, stakeholders and caregivers in the G-Care planning and review process
• Actively involve the wider community including EALD and Aboriginal families in school activities and events as well as the learning process.
 	
❖ **Learning Environment**
• Utilise PBS structures as the basis for developing positive culture and learning environment
	• Develop active working relationships with external agencies and key stakeholders to support the school programs and strategies
	• Establish effective communication and collaboration with all parents/carers and stakeholders including EALD and Aboriginal families
	• Continue active working relationship with Playgroup Australia parents
	• Establish active working relationships with local day care services to inform student transition to school
	• Continue active working relationship with OSHC provider – Camp Australia.
	• Promote more active participation of EALD and Aboriginal families in P&C and School Board (cultural diversity)
	
	❖ **Leadership**
	• Establish and maintain an active body of key community leaders
	   o School Board
	   o P&C
	
	❖ **Use of Resources**
	• Provide families with school financial information that shows and explains the impact of school programs and strategies on student learning

School Targets:

	Match or exceed like school and state average for overall attendance. *2021 school average - 91.3%, Like school average – 91.5%, WA school average – 91.0%*
	Match or exceed like school and state average for regular attendance. *2021 school average – 69.3%, Like school average – 72.4%, WA school average – 71.0%*
	Match or exceed like school and state average for the attendance of Aboriginal students. *2021 school average – 89.1%, Like school average – 83.0%, WA school average – 76.8%*
	Maintain or improve all student, parent and staff survey ratings at 3.5 or above.
	NAPLAN: **Year 3 Numeracy – Match or exceed the percentage of students above the minimum standard** *2021 school 80% Australian average 84%* **Year 3 Reading – Match or exceed the percentage of students above the minimum standard** *2021 school 82% Australian average 86%* **Year 3 Spelling – Reduce the percentage of students below the minimum standard to less than that of the Australian school average** *2021 school 10% Australian average 5%* **Year 3 Grammar - Match or exceed the percentage of students above the minimum standard** *2021 school 83% Australian average 85%* **Year 3 Writing – Reduce the percentage of students below the minimum standard to less than that of the Australian school average** *2021 school 8% Australian average 3%* **Year 5 Numeracy – Match or exceed the percentage of students above the minimum standard** *2021 school 78% Australian average 92%* **Year 5 Reading – Reduce the percentage of students below the minimum standard to less than that of the Australian school average** *2021 school 13% Australian average 6%* **Year 5 Spelling – Reduce the percentage of students below the minimum standard to less than that of the Australian school average** *2021 school 9% Australian average 7%* **Year 5 Grammar – Reduce the percentage of students below the minimum standard to less than that of the Australian school average** *2021 school 13% Australian average 7%* **Year 5 Writing – Reduce the percentage of students below the minimum standard to less than that of the Australian school average** *2021 school 9% Australian average 7%*
	On-entry: **Reduce the percentage of students in the bottom 20% to be less than the ICSEA Decile for Numeracy and Reading** *Numeracy - 2022 school 21% ICSEA Decile 16%/Reading – 2022 school 27% ICSEA Decile 18%* **Increase the percentage of students in the top 20% to be equal or greater than the ICSEA Decile** *2022 school 10% ICSEA Decile 23%*
	PBS: **Reduce the number of referrals to the office for students not being 'kind' by at least 10%** Semester One 2022 was 65% **Increase the number of Dojo points given to students for being 'kind' by 100% or more** Semester One 2022 average was 1894 per term. **Reduce the number of referrals to the office for students involved in physical assaults by 20% or more** Semester One 2022 – 48.9% of referrals