

Business Plan

2021-2023

"To inspire and prepare students for the challenges and opportunities of the future"



Introduction

The Glencoe Primary School Business Plan outlines the directions of our school for 2021 to 2023. This plan complements the Department's Strategic Directions for Public Schools 2020 to 2024.

A commitment to rigorous and continuous self-assessment processes will ensure the systematic collection and analysis of student, class and school performance data over the year. This will enable us to measure progress and achievement, and to plan for improvement.

The 2021-2023 Business Plan describes six focus areas in which we will direct our attention over the next three years. The plan has been developed with contributions from school staff. As a matter of course, our School Board has provided input.

*Karl Palinkas
Principal*



Our Vision, Moral Purpose & Beliefs

Our Vision

To inspire and prepare students to embrace the opportunities and challenges of the future.

Our Moral Purpose

At Glencoe Primary School we share a commitment to provide our students with a high quality education in an inclusive and respectful learning environment that promotes care and development of the whole child. We place students first and believe every student has the capacity to be a successful learner.

We strive to develop the skills and knowledge required to enable students to be their best and become positive contributors throughout their lives, in a changing society.

Our Beliefs

The health and wellbeing of students and staff is paramount.

Student focused learning is purposeful, relevant, engaging, challenging, enjoyable and differentiated.

Students and staff are both valued and supported, and productive and trusting relationships are nurtured.

High quality teaching is driven by evidence-based practices which caters for individual needs and encourages students to take risks and demonstrate responsibility for their own learning.

Celebrating student success supports positive growth of self-esteem, resilience, self-reflection, motivation to learn and the desire to improve.

High quality teaching and learning occurs when teachers have a shared belief, set high expectations for themselves and their students, collaborate, and consistent teaching practice is evident across the school.

School Self-Assessment

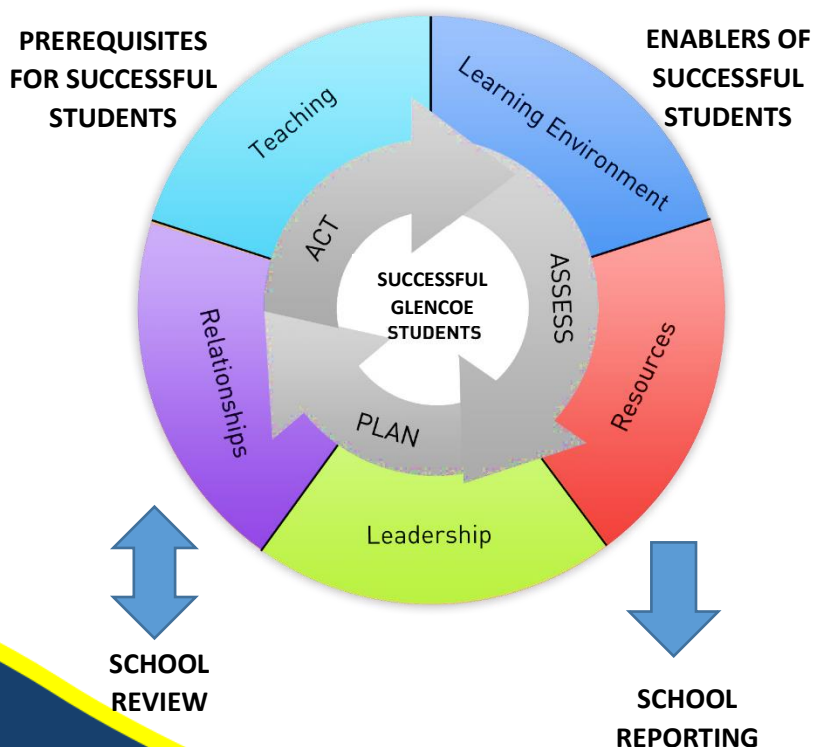
The Glencoe Primary School Business Plan is a strategic plan aligned to systemic policy and describes the key change strategies that we expect to drive improvement in our overall goal of high standards of student achievement, academic and non-academic. Each year the school completes a cycle of self-assessment, review, annual reporting and planning. Quality performance information assists the setting of priorities and decisions related to targets, strategies, resourcing and monitoring and evaluation measures within school planning.

The school will use the Department's Electronic School Assessment Tool (ESAT) against the following six domains:

- * Relationships and Partnerships
- * Leadership
- * Learning Environment
- * Teaching Quality
- * Use of Resources
- * Student Achievement and Progress

Through engagement in effective school self-assessment practices, Glencoe Primary School addresses four fundamental accountability questions:

- **How are we going?**
- **How do we know?**
- **What can we do to improve?**
- **How will we know when we get there?**



Our Values

Be Respectful

To be respectful includes respect for self, others, property and the environment. It involves treating others with acceptance, consideration, dignity and compassion.

Be Responsible

To be responsible means accepting responsibility and being accountable for your choices, actions and the subsequent consequences of your decisions.

Be Safe and Caring

To be safe and caring is recognising that our actions need to be thoughtful, with consideration given to the degree of risk and impact of the safety of others. When working together we are mindful of treating others with care, both physically and emotionally.

Be your Best

To be your best is described as setting high standards and expectations for ourselves and striving to excel. We need to continually challenge ourselves and strive for improvement to sustain ongoing success and personal growth.

The four core values guide our school community and are inherent in our culture.

They are also harmonious with the Department of Education values of Learning, Excellence, Equity and Care.

Our four core values apply to staff, students, parents and the community.



Our Targets

- *Exceed achievement of like schools in NAPLAN Mathematics, Reading and Writing in Years 3 and 5*
- *Meet or exceed the national mean for achievement in NAPLAN Mathematics in Years 3 and 5*
- *Increase the percentage of students making moderate to high progress in NAPLAN Mathematics and Reading between On Entry and Year 3*
- *Increase the percentage of students making moderate to high progress in NAPLAN Mathematics, Reading and Writing between Year 3 and 5*
- *Increase the percentage of students who regularly attend school from 63% to at least 75%.*
- *Decrease the percentage of students who are in the 'At Risk Severe' (2%) and 'Moderate' (9%) attendance categories by at least half.*
- *Improve alignment between allocation of grades and results achieved across a range of standardised testing platforms e.g. NAPLAN, PAT*
- *Score a rating of 4.0 in the Parent National School Opinion Survey identifying that 'The school takes parents' opinions seriously'.*
- *Score a rating of 4.0 or higher in the Student National School Opinion Survey identifying that students 'Feel safe at school'*
- *Score a rating of 4.0 or higher in the Staff National Opinion Survey identifying that staff 'Are well supported at this school'*



Focus Area 1

High Quality Teaching

Strategic Direction 1

- * Collaboratively plan and consistently implement whole-school high quality learning programs.

Strategies

- * Implement explicit teaching methodologies aligned to whole-school approaches e.g. GPS Maths Framework
- * Enhance structures and processes that enable staff to collaborate constructively, to plan, analyse performance data and engage in moderation.
- * Build collaborative capacity across phases of learning.
- * Maintain focus on curriculum committees developing and refining effective whole school planning and supporting staff with implementation.

Strategic Direction 2

- * Support learners to make the best start with access to high quality evidence-based learning opportunities in the early years.

Strategies

- * Utilise National Quality Standard (NQS) to continually reflect upon and consider Early Childhood expectations and practices.
- * Implement evidence-based early intervention strategies linked to needs e.g. Mini Lit
- * Ensure consistent screening, teaching and monitoring of students in the early years (K-2).

- * Build on assistive structures, enabling consistency of practice and alignment to contemporary approaches
- * Embed understanding of Early Years Learning Framework (EYLF).
- * Foster an intensive Early Years focus.

Strategic Direction 3

- * Build the data literacy of staff in enabling effective analysis of data to inform planning.

Strategies

- * Use data to inform all aspects of practice.
- * Monitor the implementation of supportive structures, such as disciplined dialogues, coaching and professional learning, in assisting staff to analyse, reflect upon and respond to data.
- * Prioritise collaborative time for effective data review such as data champions, PLC meetings, increased accountability.

Strategic Direction 4

- * Enhance staff knowledge and application of STEAM skills.

Strategies

- * Establish Innovations Committee to promote new ideas and approaches to curriculum progression
- * Provide further professional learning and ongoing mentoring for the LAUNCH cycle.
- * Draw upon staff expertise and external organisations to increase confidence and capacity of staff in using digital technologies.

Focus Area 2

Safe and Supportive Learning Environment

Strategic Direction 1

- * Create a learning environment that actively promotes optimum confidence, inclusivity, and self-efficacy.

Strategies

- * Progress growth mindset culture across our school.
- * Foster an environment that encourages students to feel supported to take risks.
- * More actively promote our moral purpose regarding the importance of an inclusive and respectful learning environment.
- * Utilise Aboriginal and Islander Education Officer (AIEO) efficiently to provide support for culturally responsive classroom practice.

Strategic Direction 2

- * Administer a more comprehensive approach so that support staff are used most efficiently to improve academic and non-academic outcomes.

Strategies

- * Seek regular feedback on impact of allocated student support on student progress.
- * Facilitate professional learning opportunities for whole-school in maximising efficiency of support staff.
- * Continue to refine and evaluate processes for the integration of support staff.
- * Enhance the versatility of support staff.

Strategic Direction 3

- * Provide greater opportunities for student voice to inform planning and school-wide decision making.

Strategies

- * Implement processes to regularly seek and act on student feedback at the school and classroom level.
- * Increase opportunities for the leadership team to collaborate with the student council on a range of key matters.

Strategic Direction 4

- * Implement sustainable whole-school approaches that support the physical, mental and social health and wellbeing of students and staff.

Strategies

- * Establish a Behaviour and Wellbeing Committee.
- * Implement Zones of Regulation strategically across the school.
- * Continue to provide targeted support for Tier 3 students through Positive Behaviour Support (PBS), case management, Learning Support Team (LST) consultation, school psychologist, chaplain, AIEO, and external agencies.
- * Continue to participate in the Mandurah Schools Network (MSN) wellbeing initiative to enhance practices in this area for students and staff.
- * Maintain partnerships with OVIS and Peel Youth Services (CHOYCES).

Focus Area 3

Enhancing Leadership

Strategic Direction 1

- * Build capacity of staff and students through providing a range of leadership opportunities across the school.

Strategies

- * Align staff leadership positions to more effectively reflect staff expertise and interests.
- * Establish Professional Learning Communities (PLC'S) with identified phase leaders.
- * Improve processes for inducting and mentoring new staff, including graduate teachers.
- * Ensure that leadership positions are clearly defined, equitably distributed and representative of the school's strategic directions.

Strategic Direction 2

- * Foster a performance growth culture through staff being open-minded to new ideas to improve practice and student outcomes.

Strategies

- * Continue to target professional learning and in school support to enhance classroom practice and key elements of whole school focus areas.
- * Use a consistent change management approach when implementing new initiatives.
- * Explore new and more contemporary initiatives to enhance professional growth.

Strategic Direction 3

- * Continue to promote a professional commitment to personal and collective responsibility, and accountability, supported by clear processes and effective communication.

Strategies

- * Progress the performance management cycle with a particular emphasis on increased classroom observation and constructive feedback.
- * Provide regular opportunities for analysis and reflection of student performance data at a whole school level.
- * Refine processes for demonstration of accountability with evidence of classroom planning and assessment e.g. data monitoring tool, daily work pad, more detail in term overview etc.
- * Improve handover processes to ensure information is communicated and reviewed in a timely, structured, informative and transparent manner.



Focus Area 4

Using Resources Efficiently

Strategic Direction 1

- * Budget allocation links resources expenditure more clearly to school priorities.

Strategies

- * Ensure cost centre submissions are aligned to school planning documents and expended accordingly.
- * Review the school's financial position by the Finance Committee regularly meeting to ensure that funding is prioritised to the school's initiatives.
- * Continue to investigate available grants to supplement school finances.
- * Establish subcommittee for grant applications.
- * Develop staff understanding of financial position of school through regular exposure to financial data.

Strategic Direction 2

- * Ensure student characteristics funding and disability resourcing is used to implement appropriate teaching and learning adjustments.

Strategies

- * Review distribution of student characteristic funding with an emphasis on Aboriginality and Disability.

Strategic Direction 3

- * Refine processes for managing physical resources.

Strategies

- * Determine specific roles and responsibilities for the coordination of curriculum resources.
- * Establish clear routines and expectations for the use and management of ICT resources across the school.
- * Develop processes and procedures for the use of the Science lab and its resources e.g. cost centre managers, expectations for resource use etc.



Focus Area 5

Positive and Productive Relationships

Strategic Direction 1

- * Build on collaboration with external agencies and families to enhance our services and support for students at educational risk.

Strategies

- * Continue to provide additional school psychologist and chaplain time.
- * Explore further opportunities to partner with external agencies eg. Be You, OVIS, Peel Youth Services, Child Protection and Family Services (CPFS), Dudley Park Parenting Centre etc.
- * Draw upon Statewide Services to provide professional learning/individualised staff support.
- * Generate greater input from external professionals eg Occupational Therapist and Speech Pathologist in the case management of students with additional needs to support a more streamlined approach to planning.
- * Improve poor student attendance using a more systematic approach, incorporating elements of the Attendance Strategy (MSN initiative).

Strategic Direction 2

- * Create opportunities to work collaboratively with the local community, including Aboriginal and Maori communities, to determine aspirations and set directions for students.

Strategies

- * Continue to plan for school events to increase connection with community e.g. NAIDOC, RUOK?
- * Establish parent cultural group.
- * Strengthen partnerships with Aboriginal and Maori community in working with the school to increase cultural awareness and responsiveness.
- * Maintain and progress positive relationships with local community organisations in supporting initiatives across the school eg. Bunnings, ALCOA.

Strategic Direction 3

- * Promote the school's image in the local and wider community.

Strategies

- * Utilise updated school website as a promotional and communicative tool.
- * Expand the use of Compass as a streamlined communication platform for parents and teachers.
- * Investigate further opportunities to involve local media with school events.
- * Actively promote the school's Kindergarten program in the local community e.g. Mothers Group etc.

Strategic Direction 4

- * Continue to elevate the identity of the School Board and the community.

Strategies

- * Communicate School Board's profile on website.
- * Continue to invite School Board members to School Development Days (SDD's).
- * Include School Board members in school events.

Focus Area 6

Successful Students

Strategic Direction 1

- * Ensure students are achieving year on year progress in English and Numeracy.

Strategies

- * Implement consistent monitoring, data usage, assessment and feedback processes across school.
- * Increase early identification of students at educational risk (SAER) in English and Mathematics.
- * Review and strengthen our intervention processes for lower achieving students in English and Mathematics – particular emphasis on Early Years.

Strategic Direction 2

- * Review and refine whole school planning with an emphasis of English and Mathematics.

Strategies

- * Development of operational plans as working documents to provide increased clarity and guidance across the curriculum.
- * Implement and monitor consistent programs in English and Mathematics.
- * Ensure clear structured learning maps from year to year.

Strategic Direction 3

- * Provide enrichment opportunities to extend students across the curriculum and rigorous case management for lower performing students.

Strategies

- * Provide programs that challenge and extend students in academic and non-academic learning areas both at school and within the community.
- * Extend case management to include lower performing students, particularly those receiving D-E grades in core curriculum areas.
- * Continue to support staff with developing and monitoring effective Special Education Needs (SEN) plans for SAER.
- * Progress the implementation of extra-curricular groups across the school.



“Truth and Friendship”





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