

# Business Plan 2021–2023

*We Care*

# Introduction

## HIGH QUALITY EDUCATION FOR OVER FORTY YEARS

Glengarry Primary School has been providing high quality education for over forty years and has developed a reputation for fostering students with high levels of all round achievement. The school prides itself on the relationships maintained with the community and has maintained an ongoing tradition of collaboration with a supportive School Board, an active P&C, a vibrant parent group and an engaged school staff.

Within the framework of the curriculum, programs are tailored to allow opportunities for difference and create space for students to flourish as learners.

*Where children will  
recognise and achieve  
their individual potential*

## Independent Public School

Following successful application to become an Independent Public School in 2014, Glengarry Primary School entered an exciting new phase of development. The previous Business Plans highlighted the initial recognition of this achievement, signifying increased levels of independence and the ability to manage our school operations at a local level. This subsequent plan aims to build on this growth and maintain the high standing the school has attained in recent years.

## Business Plan

The Business Plan has been a collaborative effort involving the staff, parents and School Board. Together, we have developed the strategic directions for the future that will support our students to be successful learners who have pride in themselves and their community. The plan forms part of a suite of documents including operational plans, the Workforce Plan and the Delivery and Performance Agreement. While this document has been compiled for a three year period, each aspect will be reviewed on an annual basis.





*potential*  
**POTENTIAL**



**CARING**



*caring*



## OUR VISION STATEMENT

*To provide a happy, caring and stimulating environment where children will recognise and achieve their individual potential, so that they can make their best contribution to our school community and society.*

Our school is a community where:

- We value diversity and welcome everyone
- We respect and care for each other and our environment
- We set high standards of teaching and learning
- We recognise effort and celebrate success

## MONITORING SUCCESS

All aspects of our school operations are reviewed on a regular, cyclic basis with data collated as evidence toward future planning. The self-assessment schedule, relates not only to the relevant focus areas or operational plans but also to other aspects of school procedures that are integral to our school. This information is subsequently shared with the School Board.

Targets for Literacy and Numeracy are established following extensive consultation with staff and endorsement by the School Board. Targets relate to annual goals and long term aspirations. Within each Operational Plan there are specific strategies to maintain high levels of progress. While Operational Plans will differ from year to year, the relevant targets are similar.





A photograph of two young children playing on a blue and yellow playground structure. The child in the foreground is a boy with glasses, wearing a blue bucket hat with a white dinosaur pattern and a green t-shirt with a white smiley face. He is holding a yellow teapot. The child in the background is a girl wearing a red dress and a blue floral hat. They are both smiling and looking towards the camera.

# THE FUTURE LOOKS BRIGHT

*bright!*





# Monitoring Success

## THE SCHOOL SELF-ASSESSMENT PROCESS

Whole school self-assessment practices incorporate the perspectives of staff, students and the community and are underpinned by the three components of the Department of Education's School Improvement and Accountability Framework: Assess-Plan-Act.

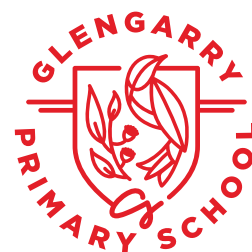


The improvement cycle is a continuous process:

- **Assess:** and analyse student academic and non-academic data to inform priorities and target groups.
- **Plan:** improvement of the standards of student academic and non-academic achievement through annual Operational Plans and;
- **Act:** to implement planned improvement strategies. This process is supported by the CPS School Improvement & Accountability Data Collection and Self-Review Schedule.

*Whole school self-assessment practices incorporate the perspectives of staff, students and the community*

# achieve **ACHIEVE**



## TERM 1

- School Business Plan: Review
- Operational Plans: Review of Targets in Phases of Learning
- Staff Induction
- Screening tools
  - On Entry Assessment
  - Progressive Achievement Tests (Maths / Reading / Spelling / Grammar)
  - Kindergarten Assessment Tool
  - Reading Assessment Tool
  - Words Their Way: Years 4–6
  - Student Profile Record - review
- Brightpath
- Individual Education Plans
- Medical Action Plans
- Census
- Student Achievement Information System
- Performance Development
- Annual Report
- National Quality Standard: reflection tool
- Delivery & Performance Agreement (DPA)
- Moderation: Duncraig Partnership
- Parent/Teacher interviews

## TERM 4

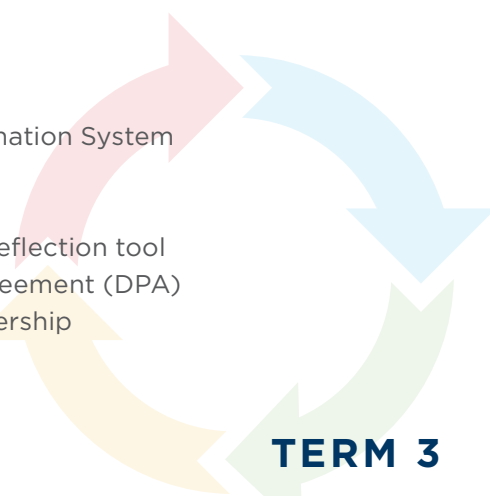
- School Business Plan: Review
- Analysis of all collated data – review & establish new targets
- Operational Planning – draft
- Student Profile Record – review
- Westwood
- Challenge / PEAC assessment (AGAT)
- SAIS (ABE)
- Moderation
- Attendance audit
- Semester 2: Reporting to Parents
- Individual Education Plans – review
- Integris – behaviour: eg. detention & positive interventions

## TERM 2

- School Business Plan: Review
- Operational Plans: Review of Targets in Phases of Learning
- NAPLAN: Year 3 & 5
- Australian Early Development Index (Triennial)
- Attendance audit
- Integris: behaviour profile
- Semester 1: Reporting to Parents

## TERM 3

- School Business Plan: Review
- Operational Plans: Review of Targets in Phases of Learning
- Screening tools
  - Progressive Achievement Tests (Maths / Reading / Spelling / Grammar)
- Brightpath: enter/ moderate
- NAPLAN: analysis
- Performance Development
- Medical Action Plans - review
- National Quality Standard - collated
- Survey: Community, Staff, Board & Students
- Financial Audit: internal/external





# Targets

## KEY STRATEGIC INITIATIVES

- The targets and strategies contained in this plan indicate the level of progress towards achieving our key strategic initiatives;
  - 1 Success for All Students;
  - 2 High Quality Teaching and Leadership; and
  - 3 Wellbeing, Engagement and Participation
- Successful students are the centre of our school improvement planning. Everything we do is evaluated in relation to the impact on student learning. Our school improvement cycle has three elements; we assess data and other evidence related to student achievement and school operations; we plan improvement strategies; and we action them.
- Operational Plans are devised annually to address key aspects of the stated targets outlining strategies and resourcing.

## TARGETS AND STRATEGIES

- Student Socio-Emotional Well-being Survey: maintain or improve in all year levels against all items
- Pre-primary On-entry assessment to Year 3 NAPLAN: 80% of students achieve moderate to excellent progress within Reading & Maths
- Year 3 & 5 Writing: to be at or above like schools against NAPLAN
- Year 3 & 5 Grammar: to be at or above like schools against NAPLAN
- Year 3 & 5 Spelling: to be at or above like schools against NAPLAN
- Year 3 & 5 Reading: to be at or above like schools against NAPLAN
- Year 3 & 5 Maths: to be at or above like schools against NAPLAN
- National School Opinion Survey:
  - Community – to be at or above level 4 on the Likert scale across all items
  - Staff - to be at or above level 4 on the Likert scale across all items





# Focus Areas

## LITERACY AND NUMERACY

- Embed all relevant strategies across all areas of English and Mathematics
- Ensure school level data is valid and comprehensive and informs school planning
- Provide opportunities for teachers to share data, moderate understandings and plan for effective practice

## EARLY CHILDHOOD EDUCATION

- Use the National Quality Standard as the driver for continued validation of ECE
- Consolidate early learning in literacy and numeracy, together with sound assessment processes
- Collect and collate quality data to assist with early identification of students at educational risk

## STUDENT HEALTH AND WELLBEING

- Embed strategies to assist students with self moderation
- Ensure processes are maximised to allow high levels of communication within our school and to homes.
- Embed our school values across the school – ensuring these are visible and with a high level of understanding

*Our school values are visible across the school – ensuring a high level of understanding by students and staff*

# School Values

The Glengarry Primary School *Code of Conduct* forms the platform for our school values. This document outlines the rights and responsibilities of staff, students and community members with a significant emphasis on the key attribute of respect. The school's Pastoral Care processes highlight respect as linking to respect for self, respect for other and respect for the environment.

## OUR VALUES

**Respect**

**Cooperation**

**Compassion**

**Confidence**

**Responsibility**

**Persistence**

**Integrity**

**Resilience**

During the cycle of this Business Plan, all Values will be reviewed and clarified in relation to our school's context. A relevant statement will be devised for each.

Implementation of the school's Pastoral Care program, including behavioural management strategies, is supported by our school Chaplain. The relevance of maintaining a Chaplain within our school is recognised by our school Parents & Citizens Association. The role of the Chaplain is not linked to religion but rather the health and wellbeing of students.





A young girl with freckles and blonde hair tied back is running across a green grassy field. She is wearing a bright yellow polo shirt with a small circular logo on the left chest that says "Glengarry", and black shorts. A yellow ribbon is tied around her waist. In the background, other children in red shirts and adults in high-visibility vests are visible, along with some sports equipment on the grass.

# THE PATH TO SUCCESS

*success!*





**Glengarry Primary School**  
An Independent Public School  
25 Doveridge Drive,  
Duncraig WA 6023



*valued* **VALUED**

