



GOSNELLS PRIMARY SCHOOL

Business Plan 2015 - 2017

Gosnells PS has an ethos of working together, caring for others, developing positive community involvement, taking pride in our achievements and maximising the educational opportunities for all children.

Successful Students

- Lifelong learners
- Academic achievement
- Responsible citizens
- Social and emotional well being

Effective Pedagogy

- Instructional leadership
- Intentional & explicit teaching
- Whole school consistency
- Classroom management

Social Emotional Well Being

- Belief in self
- Positive attitude
- Virtues / core values
- Welcoming environment
- Community belonging

At Gosnells Primary School we believe that the best conditions for learning are created by:

Effective Teachers

- Have realistically high expectations
- Teach intentionally and explicitly
- Acknowledge individual differences, learning styles and learning needs
- Are organised
- Have a thorough knowledge of curriculum
- Monitor progress and provide timely feedback
- Value prior learning
- Build positive relationships
- Have a passion for teaching
- ENJOY THEIR JOB!

Promoting Social and Emotional Well Being

- Students are taught the necessary social and emotional skills and processes through:
- A focus on virtues
 - Fair & Consistent Discipline
 - Building Positive Relationships
 - Promoting Active Listening
 - Inclusivity & Tolerance
 - Modelling Acceptable Social Behaviours
 - Encouraging resiliency

Supportive Environment

- Students and staff share a learning environment which is
- Inclusive
 - Stimulating
 - Challenging yet supportive
 - Safe
 - Accessible
 - Conducive to building positive relationships
 - Transparent about expectations.

Positive Partnerships

- Positive partnerships are valued within the school community.
- Collaborative practices and connectedness between home, school and other relative agencies are vital for successful students.

Instructional Leaders

- The Leadership Team are instructional leaders who coach and promote teacher development, ensuring decisions are consistent with our Mission Statement and School Vision.
- Classroom teachers are instructional leaders who teach intentionally and explicitly, coach and mentor each other.

School Vision

At Gosnells we foster mutual respect in an innovative, challenging environment. Our teachers are professionals who understand that **effective teaching** has many facets. They therefore strive for excellence in the areas of curriculum delivery and classroom management. Our school community appreciates, understands and accepts individual differences. Parents and carers are recognised as vital to the education of their child. **Our teachers enjoy their job and Gosnells students are successful students.**

Values

Learning: A positive approach to learning that is encouraged in others

Excellence: High expectations of students and staff which result in high standards of academic and social achievement

Equity: Recognition of the differing circumstances and needs of all students and dedication to achieving the best possible outcomes for all.

Care: Treatment of all individuals with care - relationships based on trust, mutual respect and the acceptance of responsibility.

Leadership and Committee Structure

The many levels of leadership at Gosnells include our School Board, School Leadership Team, Classroom Teacher Leaders, Curriculum Leaders, P&C and Student Council.

School Direction

Our direction in 2015 will be to continue the implementation and development of whole school pedagogy in the areas of literacy and numeracy, while maintaining the supportive environment for which Gosnells is renowned. To make our school vision a reality, we are committed to expecting more in relation to **Effective Teaching** and **Successful Students**.

| School Priorities 2015 - 2017 | |
|---|-----------------------------------|
| Whole School Approach to Literacy | Whole School Approach to Numeracy |
| Develop Social and Emotional Learning | |
| Strengthening Early Childhood Education | |

| System Priorities 2015 | |
|--------------------------------------|---|
| Success for all students | Improved student attendance, engagement and behaviour |
| High quality teaching and leadership | A capable and responsive organisation |

| PRIORITY AREA | School Direction | | |
|--|--|--|----------------------------------|
| Whole School Approach to Literacy | <ol style="list-style-type: none"> 1. Develop a Professional Learning Community that utilises self-reflection and classroom observations and feedback to strengthen the education we provide all students. 2. Strengthen whole school approaches to English Instruction. 3. Prioritise Pre and Early English Strategies in K - 2 | | |
| | Improvement Targets | | |
| | <ul style="list-style-type: none"> • Achieve “at” or “above” national means for Reading and Writing in Years 3 & 5 by 2017. • 20% of Year 3 students achieve Band 6 or higher in Reading by 2017; • 20% of Year 5 students will achieve in band 8 or higher in Reading by 2017; • 90% of all year 3 students above the National Minimum Standard in Reading & Writing by 2017. | | |
| | Key Initiatives to address Targets | | Who /When |
| | 1.1 | Australian Curriculum will be used in the planning and assessment of all Teaching and Learning programs. | Ongoing |
| | 1.2 | Sanctioned literacy blocks across all year levels (K-6). The focus being on the explicit teaching, with targeted focus groups operating and no interruptions to teaching. | All year levels |
| | 1.3 | Students at Educational Risk to be identified early and plans to be put into place that involve making adjustments and providing intervention to improve English outcomes. | K - 6 Ongoing |
| | 1.4 | Build and extend upon childrens’ oral language skills across all years of schooling. | K - 6 |
| | 1.5 | Implement explicit and systematic phonological awareness programs in K - 2. | K - 2 Ongoing |
| | 1.6 | Explicit and systematic instruction of letters and their sounds in an order that promotes blending and segmenting very early (Synthetic Phonics using the Letters and Sounds program). | K - 2, then ongoing intervention |
| | 1.7 | Explicit vocabulary instruction to master the understanding of literary strategies as well as subject specific words. | K - 6 Ongoing |
| | 1.8 | Reading fluency instruction that focuses on letter - sound, sight word and oral reading fluency. | PP - 6 |
| | 1.9 | Use guided and reciprocal reading strategies to teach then develop reading comprehension, in conjunction with First Steps skills and strategies | PP - 6 |
| | 1.10 | English Committee to review data, set targets and propose initiatives for the end of year review. | English Committee |
| 1.11 | Spelling will be taught explicitly from the introduction of Letters and Sounds and beyond, adhering to the ‘Five Principles of Spelling’ and the Australian Curriculum. | K - 6 | |
| 2015 MILESTONES | | | |
| <ul style="list-style-type: none"> • In 2015 40% of students in year 3 will achieve in Proficiency Band 5 or higher in Reading. • In 2015 35% of students in year 5 will achieve in Proficiency Band 6 or higher in Reading. • In 2015 35% of students in year 3 will achieve in Proficiency Band 5 or higher in Writing. • In 2015 25% of students in year 5 will achieve in Proficiency Band 6 or higher in Writing. • 75% of Year 3 students “above” National Minimum Standard in Reading & Writing. | | | |


| PRIORITY AREA | SCHOOL DIRECTION | | |
|--------------------------------------|--|--|------------------|
| Whole School Approach to Mathematics | <ol style="list-style-type: none"> 1. Develop a Professional Learning Community that utilises self-reflection and classroom observations and feedback to strengthen the education we provide all students. 2. Strengthen whole school approaches to Mathematics instruction. 3. Prioritise Early Mathematics Strategies in K/PP. | | |
| | Improvement Targets | | |
| | <ul style="list-style-type: none"> • Achieve “at” or “above” national mean for Numeracy in Years 3, & 5 by 2017. • 25% of Year 3 students will achieve in band 5 or higher by 2017. • 20% of Year 5 students will achieve in band 7 or higher by 2017. • 90% of year 3 students above the national minimum standard by 2017. | | |
| | Key Initiatives to address Targets | | Who /When |
| | 2.1 | Australian Curriculum will be used in the planning and assessment of all Mathematics Teaching and Learning programs. | K - 6 Ongoing |

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| | 2.2 | Each class will have a daily 60 minute Numeracy block that contains; <ul style="list-style-type: none"> ❖ Engage and Motivate ❖ Explicit Instruction ❖ Guided Practice ❖ Independent Practice ❖ Review & Reflect | K - 6 Ongoing |
| | 2.3 | First Steps in Mathematics (FSiM) strategies and resource books to be used as the basis for Mathematics teaching and learning experiences. | K - 6 Ongoing |
| | 2.4 | Students at Educational Risk to be identified early and plans to be put into place that involve making adjustments and providing intervention to improve Mathematics outcomes. | K - 6 Ongoing |
| | 2.5 | Mathematical vocabulary is taught explicitly in both Literacy and Numeracy blocks. | K - 6 Ongoing |
| | 2.6 | An intra-school lunch time Numero Competition will run with a view to entering interschool teams in 2015. | Yr 1 - 6 Weekly |
| | 2.7 | Mathematics Committee to review data, set targets and propose initiatives for the 2015 Review. | Mathematics Committee |
| | 2015 MILESTONES | | |
| <ul style="list-style-type: none"> • Achieve “at” or “above” like school mean for Numeracy in Years 3 & 5. • 20% of Year 3 students will achieve in band 5 or higher. • 15% of Year 5 students will achieve in band 7 or higher. • 60% of Year 3 students “above” national minimum standard. | | | |

| PRIORITY AREA | SCHOOL DIRECTION | | |
|-------------------------------------|--|---|-------------------------------------|
| Develop Social & Emotional Learning | 1. Promote emotional well-being, personal success and positive relationships amongst staff, students and their families. | | |
| | Improvement Targets | | |
| | <ul style="list-style-type: none"> • Reduce the number of students in the moderate and severe risk category for attendance to under 10% by 2017 (2014 = 13.4%); • Increase the number of students with <i>regular</i> attendance to 75% of total student population by 2017 (2014 = 64.3%); • Increase the overall attendance rate of all students to 92% by 2017 (2014 = 90.2%) • Reduce the percentage of students being suspended from school to under 2.5% of the total school population by 2017. | | |
| | Key Initiatives to address Targets | | Who/When |
| | 3.1 | Individual Attendance Plans are required for all children whose attendance drops below 85% throughout the year. | Classroom Teachers As Identified |
| | 3.2 | All children identified in either the moderate or severe risk category for attendance are placed on the School Passport Program as an incentive to improve attendance | A/Principal Ongoing |
| | 3.3 | A revised Whole School Classroom and Playground Behaviour Management Plan is followed by all staff. The program centres on rewarding students consistently demonstrating positive behaviour while implementing an educative and restorative approach to managing negative behaviours. | All Staff Ongoing |
| | 3.4 | Individual Behaviour Management Plans are implemented for students whose behaviour is not adequately managed through the whole school programs. | |
| | 3.5 | Virtues Program - A fortnightly focus virtue is addressed in classes and reinforced at assemblies and during muster. | |
| | 3.6 | A series of intra-school lunch time competitions are organised throughout the year, including but not limited to T20 Blast Cricket, Faction Footy, Chess and Ping Pong. | John De Antoni Ongoing |
| | 3.7 | A Reading Breakfast program is held every Tuesday morning where children are encouraged to read to an adult and share a healthy breakfast. | Di Lomas Ongoing |
| | 3.8 | A non-denominational chaplaincy service is provided to staff, students and their immediate families through the National School Chaplaincy and Student Welfare Program | Grace Munnee Ongoing |
| 3.9 | An AIEO is employed to assist our Aboriginal and Islander students and their families, making them feel welcome and respected within the school community. | Kayla Clinch Ongoing | |

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| | The AIEO also supports classroom teachers deliver Aboriginal Perspectives Across the Curriculum where appropriate. | |
| 3.10 | Rainbows classes run for 12 weeks in each semester, catering for students suffering from grief/loss. | Grace Munnee |
| 3.11 | The 'Zones of Regulation' program will be implemented across the school in an effort to foster self-regulation and emotional control. | 4 class trial in 2015 |
| 2015 MILESTONES | | |
| <ul style="list-style-type: none"> • Reduce the number of students in the moderate and severe risk category for attendance to under 10% (2014 = 13%); • Increase the number of students with <i>regular</i> attendance to 70% of total student population (2014 = 64.3%); • Reduce the number of students being suspended from school in 2015 to fewer than 2.5% of the total school population. | | |

| PRIORITY AREA | SCHOOL DIRECTION | | |
|--|---|--|-------------------------------|
| Strengthening Early Childhood Education | <ol style="list-style-type: none"> 1. Kindergarten and Pre Primary will provide a balance of Intentional Teaching in English and Mathematics as well as opportunities to learn through play & discovery. 2. Develop a Professional Learning Community that includes all educators involved in our K - 2 classrooms to utilise the National Quality Standards (NQS) Self Reflection Tools to strengthen the education we provide all students. | | |
| | Improvement Targets | | |
| | <ul style="list-style-type: none"> • 90% of Year 1's will be at or above Progression Point 1.0 in Literacy by the start of Year 1 according to On-Entry Assessment. (32% in 2015) • OR 90% of Year 1's will be at or above Progression Point 0.8 in Literacy by the start of Year 1 according to On-Entry Assessment. (64% in 2015) • 95% of Year 1's will be at or above Development Point 1.6 in Numeracy by the start of Year 1 according to On-Entry Assessment. (83% in 2015) • 20% of Year 3 students achieve Band 6 or higher in Reading by 2017; • 25% of Year 3 students will achieve in band 5 or higher by 2017. • All Year 3 students in our stable cohort will achieve National Minimum Standards in Reading and Mathematics by 2017. | | |
| | Key Initiatives to address Targets | | |
| | 4.1 | The school will utilise the National Quality Standards (NQS) to conduct a thorough audit of its environment and practices in K - 2 classrooms to gauge the collective program quality and identify any priorities for improvement. | Annually |
| | 4.2 | Develop holistic approaches to teaching and learning that pay attention to children's personal, social, emotional and spiritual well being as well as cognitive aspects of learning. | K - 2 Educators Ongoing |
| | 4.3 | Educators are responsive to all children's strengths, abilities and interests, valuing their strengths, skills and knowledge to ensure their motivation and engagement in learning. | K - 2 Educators Ongoing |
| | 4.4 | Provide opportunities for children to learn as they discover, create, improvise and imagine. Through play, children create social groups, test out ideas, challenge each other's thinking and build new understandings. | K - 2 Educators Ongoing |
| | 4.5 | Provide a welcoming learning environment, both indoor and outdoor, that reflect and enrich the lives and identities of children and families and respond to their interests and needs. | K - 2 Educators Ongoing |
| | 4.6 | Use intentional teaching which is deliberate, purposeful and thoughtful. Educators actively promote children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills | K - 2 Educators Ongoing |
| 4.7 | Collect, document, organise, synthesise and interpret information as evidence about what children know, can do and understand. This assessment forms part of an ongoing cycle that includes planning, documenting and evaluating children's learning. | K - 2 Educators Ongoing | |
| 2015 MILESTONES | | | |
| <ul style="list-style-type: none"> • 60% of Year 1's will be at or above Progression Point 1.0 in Literacy by the start of Year 1 according to On-Entry Assessment. (32% in 2015) • OR 75% of Year 1's will be at or above Progression Point 0.8 in Literacy by the start of Year 1 according to On-Entry Assessment. (64% in 2015) | | | |

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- 90% of Year 1's will be at or above Development Point 1.6 in Numeracy by the start of Year 1 according to On-Entry Assessment. (83% in 2015)
 - 20% of Year 3 students will achieve in band 5 or higher in Mathematics.
 - 80% of our stable cohort will achieve National Minimum Standards in Reading and Mathematics.