



Gosnells
PRIMARY SCHOOL



Business Plan 2021-2023

Our Journey, Our Future



Our Vision

Working, caring and achieving together with PRIDE.

Successful Students

- Motivated, Engaged, Lifelong Learners
- Responsible and Respectful Citizens
 - Confident
- Reaching their Full Potential

Effective Pedagogy

- Setting Goals for Learning
 - Structuring Lessons
 - Explicit Teaching
 - Worked Examples
- Collaborative Learning
 - Multiple Exposures
- Metacognitive Strategies
 - Questioning
 - Feedback
- Differentiated Teaching

Social Emotional Well Being

- Belief in Self
- Positive Attitude
- Sense of Belonging
 - Resilience
- Sense of Identity
 - Self-Regulation
- Feeling Safe and Supported

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

Effective Teachers

- Have realistically high expectations of all students
- Apply knowledge of High Impact Teaching Strategies to planning and lesson delivery
- Respond to 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 with students, families and their colleagues
- Have a passion for teaching

Promoting Social & Emotional Well Being

- Students are taught the necessary social and emotional skills and processes through:
- Clear Behaviour Expectations
 - Consistent Responses to Unexpected Behaviour
 - Extrinsic Motivators and Rewards for Expected Behaviours
 - Building Positive Relationships
 - Promoting Whole Body 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 School Vision and Values.
- Classroom teachers are effective instructional leaders who apply High Impact Teaching Strategies and interventions in their Teaching and Learning programs
- Classroom staff participate actively in Learning area teams to coach and mentor each other.

Values

Excellence: We strive for the highest level of personal achievement in all aspects of our work and learning. We place a high value on individual and community actions, work and life-long learning.

Inclusivity: We recognise that our differences make us stronger. We respect difference, and seek inclusion, realising that we learn from each other. To create a positive culture, we all have a responsibility to promote equity, inclusion, dignity, and respect for all.

Integrity: We recognize the importance of being dependable and following through on commitments made. Staff and students are open and honest in all communications and hold themselves accountable to any mistakes made.

Resilience: We help Staff and students to cope and thrive in the face of personal challenges through the promotion of social competence, a sense of responsibility, purpose and having a positive perspective. We promote problem solving skills and effective and constructive coping strategies to build a sense of self-efficacy and positive self-esteem.

Leadership and Committee Structure

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

School Direction

In 2021, Our Staff will focus on the development of consistently applied, High Impact Teaching strategies. These will be clearly evident in every classroom, while maintaining the supportive environment for which Gosnells Primary is renowned.

To realise our vision, we are committed to “Being Better” in ‘Effective Teaching’ to promote ‘Successful Students’. Over the next three years, the emphasis will be on the way Administration, teachers and support staff share their skills and expertise, creating an effective collaborative approach to planning, implementing and monitoring teacher interventions for student success.

School Priorities 2021 - 2023	
Collective Teacher Efficacy	Fostering Positive Health and Well Being for Students and Staff
System Priorities 2020 - 2024	
Provide every student with a pathway to a successful future.	Strengthen support for teaching and learning excellence in every classroom.
Build the capability of our principals, our teachers and our allied professionals.	Support increased school autonomy within a connected and unified public school system.
Partner with families, communities and agencies to support the educational engagement of every student.	Use evidence to drive decision-making at all levels of the system.



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Priority One – Collective Teacher Efficacy

School Direction

1. Develop a Professional Learning Community that utilises self-reflection and classroom observations and feedback to strengthen the way we deliver teaching and learning opportunities to all students.
2. Teacher pedagogy at Gosnells Primary School is reflective of High Impact Teaching Strategies (HITS), as identified and supported through research.

2023 Improvement Targets

1. Gosnells Primary School students will achieve 'Higher Progress and Higher Achievement' on their NAPLAN Assessments when comparing longitudinal data to like schools (Not achieving this in Writing, Reading or Spelling in 2020).
2. 90% of all staff feel they are well supported to deliver the curriculum to their students (90% in 2020).
3. 90% of staff feel, through Performance and Development, they receive useful feedback on their performance (83% in 2020).

		KEY INITIATIVES TO ADDRESS TARGETS	WHO/WHEN
Collective Teacher Efficacy	1.1	A full audit and teacher survey to ascertain what current practices are in place when planning for student learning	November 2020
	1.2	Professional Learning and support provided to staff to understand and apply the HITS to their existing classroom practice	Ongoing from Semester One, 2021
	1.3	Classroom Observations to be based on the 'Continuum of Practice' for each semester's focus strategy	Ongoing from Semester One, 2021
	1.4	Learning Team Meetings provide opportunities for teachers to pool their knowledge of effective teaching into a collaborative approach to planning, implementing and monitoring teaching interventions	Ongoing from Semester One, 2021
	1.5	ALL teachers use evidence of student learning readiness, learning progress and knowledge of individual student learning profiles to differentiate teaching for individuals and groups so all students experience challenge, success and improved learning	Maintenance
	1.6	ALL teachers set and clearly communicate lesson goals that help students to understand the success criteria, commit to the learning and provide the appropriate mix of success and challenge	Sem One, 2021
	1.7	ALL teachers use worked examples to reduce student cognitive load, enabling them to focus on understanding a process which leads to an answer, not the answer itself	Sem One, 2021
	1.8	ALL teachers use explicit teaching to provide instruction that shows students what to do, how to do it and create opportunities in lessons for them to demonstrate understanding and apply the learning	Sem Two, 2021
	1.9	ALL teachers utilise two-way feedback to gather information about a student's understanding, to assist students to advance their own learning, and to verify the impact of their own practice	Sem Two, 2021
	1.10	ALL teachers plan and deliver structured lessons which incorporate a series of clear steps and transitions between them, and scaffold learning to build students' knowledge and skills	Sem One, 2022
	1.11	ALL teachers provide multiple exposures to new content knowledge and skills, strategically spread over time, as part of a well-planned unit of work and lesson structure	Sem One, 2022
	1.12	ALL teachers use questioning as an interactive means to engage and challenge students, and as a tool to check student understanding and evaluate the effectiveness of their teaching	Sem Two, 2022
	1.13	ALL teachers use metacognitive strategies to help students develop awareness of their own learning, to self-regulate and to drive and sustain their motivation to learn	Sem Two, 2022
	1.14	ALL teachers provide opportunities for students to participate in flexible, collaborative groups that work on meaningful tasks and respond to questions that support achievement of learning goals	Sem One, 2023

2021 MILESTONES

- 100% of classrooms are implementing an agreed template to set and communicate clear lesson goals at the beginning of every lesson.
- 100% of classrooms are following the agreed explicit teaching lesson design when introducing new concepts and content to students.
- 85% of Year 3 – 6 students are able to access the age appropriate curriculum through Tier 1 Planning
- 80% of PP – 2 students are able to access the age appropriate curriculum through Tier 1 Planning

2022 MILESTONES





Priority Two – Fostering Positive Health and Well Being for Students and Staff

School Direction

1. Provide an environment for staff and students which supports positive health and well-being through engaging relationships between staff, students and their families.
2. Utilise a repertoire of evidenced based strategies to engage and motivate students to attend school and participate fully in the education provided.

2023 Improvement Targets

1. Increase the number of students with regular school attendance to 75% of the total student population by 2023 (2020 = 69%).
2. Increase the overall attendance rate of all students to 90.5%, in line with like schools, by 2023 (2020 = 89.5%).
3. Increase the number of senior students (Yr 5/6) who feel safe at our school to 90% as taken from the National School Satisfaction Surveys (2020 = 80%).
4. Increase the number of senior students who feel they can talk to their teachers about their concerns to 75%, as taken from the National School Satisfaction Surveys (2020 = 59%).
5. Increase to 90% the number of senior students who indicate they like being at school, as taken from the National School Satisfaction Surveys (2020 = 77%).

PRIORITY AREA	KEY INITIATIVES TO ADDRESS TARGETS		WHO/WHEN
	Fostering Positive Health and Well Being for Students and Staff	2.1	A well-being committee will be established to develop, maintain and promote a well-being mantra for staff at GPS
2.2		A Case Management Approach is adopted when a student's overall attendance drops below 80%. Targeted strategies are applied in response to 'why' the child/ren have been absent from school.	Admin and Teachers, Ongoing
2.3		Positive Behaviour Support strategies are used across the school to manage unexpected behaviours. Behaviour Management processes are designed to be educative, not punitive in nature.	All Staff Ongoing
2.4		To assist in keeping our students safe, 'Protective Behaviours' education is part of the curriculum taught in every classroom from Kindergarten to Year 6. Any disclosures and/or concerns are reported to the Student Services Deputy and passed on to the relevant authorities for further investigation where required.	Classroom Teachers, Ongoing
2.5		The 'Zones of Regulation' program will be implemented in all classrooms across the school in an effort to foster self-regulation and emotional control in students.	Classroom Teachers, Ongoing
2.6		Students at Educational Risk to be identified early and plans to be put into place that involve making adjustments and providing intervention to improve student outcomes.	Admin and Teachers, Ongoing
2.7		An AIEO is employed to assist our Aboriginal and Islander students and their families, making them feel welcome and respected within the school community. The AIEO also supports classroom teachers deliver Aboriginal Perspectives Across the Curriculum where appropriate	AIEO, Ongoing
2.8		A non-denominational chaplaincy service is provided to staff, students and their immediate families through the National School Chaplaincy and Student Welfare Program.	Chaplain, Ongoing
2.9		School wide, research based strategies are implemented to develop resilience in both staff and students.	Student Services Deputy, Commencing 2022
2.10		The school acknowledges, promotes and celebrates significant mental and physical health days throughout the year; <ul style="list-style-type: none"> • RUOK Day • Wellness Day • Jump Rope for Heart 	Health and Well Being Committee
2.11		The staffroom is a safe space for staff to focus on themselves and their own well-being during the work day	April 2021
2.12		Alternative social interaction opportunities are provided to students throughout the school year; Woolly Wednesday Reading Club Homework Club Breakfast Club Robotics Lunch Time Clubs	All Staff, Ongoing
2.13		The school has a peer mentoring program, with identified students trained and supported to provide mentorship amongst their peers.	Program Coordinator – SLP, Term Two, Each Year

2021 MILESTONES

- 100% of students with an overall attendance of 80% or less are being planned for using an individual, documented Case Management Approach.
- A minimum 80% of staff express feeling satisfied with the work environment and its impact on their health and well-being.

2022 MILESTONES



Our Journey, Our Future

Working together, caring for others, developing positive community involvement, taking pride in our achievements and maximising the educational opportunities for all children.



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