

Our Business Plan

2024-2026



Gosnells
PRIMARY SCHOOL



Maintaining Momentum

Our Vision: Shaping bright futures by empowering lifelong learners



Enhancing social and academic outcomes for students
through consistent evidence-based practices

OUR TARGETS	OUR STRATEGIES
• An upward trend in achievement for all areas of NAPLAN during the 2024-2026 period. • Maintain student attendance above like school and the WA school average. • Gosnells School Opinion Surveys for students maintain an average of 4.2/5 or higher, continuing an upward trend. • Targeted teaching implemented in all classrooms to support deficits in student knowledge and understanding. • Learning environments reinvigorated and fast tracked for upgrades throughout the school (internal and external). • Rating of 'meeting' or 'exceeding' achieved in an independent National Quality Standards (NQS) review in 2026. • Provide further opportunities for staff to make defensible grade judgements using relevant assessment data including Progressive Achievement Tests, On-entry and NAPLAN as well as the Student Achievement Information System. • Incorporate age-appropriate life skills across the curriculum. • Consistently implement Zones of Regulation program across the school.	• Targeted teaching implemented in all PP- Yr6 classrooms using data from Elastik. • Funds allocated and distributed to fast track internal and external school upgrades based on need. • Student voice is active and embraced in the development of clubs, fundraisers, key events and school wide initiatives at every opportunity. • Whole-school approaches consolidated in the teaching of Reading and Writing to cater for the learning needs of all students, including those in the SLP and students from linguistically diverse backgrounds. • All students at educational or attendance risk are supported through active case management. • Intentional play will be prioritised through the Early Years Committee. • PBS values and processes are visible in every classroom. • Refresher of Zones of Regulation curriculum. • Identify suitable students to access social thinking curriculum with trained staff. • Implement DOE SLP Blueprint*. * Specialised Learning Programs - Autism A blueprint for supporting the provision of education to students attending a Specialised Learning Program





Embedding quality teaching through the delivery of high impact, explicit instruction

OUR TARGETS	OUR STRATEGIES
• The GPS Pedagogical Framework forms the foundation of a high quality, consistent approach across all classrooms. • Gosnells School Opinion Surveys for staff maintain an average of 4.2/5 or higher, continuing an upward trend. • Targeted professional learning is accessed by all staff and supports high impact teaching and learning. • Enhance the existing culture of wellbeing, promoting work-life balance and cementing GPS as a 'school of choice' for staff. • Continued encouragement and support of staff leadership opportunities (Level 3, Senior Teacher and administrative lead roles). • Maintain opportunities for staff to collaborate and share best practices.	• Continue the implementation of the DOE Quality Teaching Strategy (GPS Pedagogical Framework) to embed a consistent approach to support effective teaching and learning across the school. • Curriculum plans created in all subject areas by teachers for teachers and reviewed annually. • Continued release time allocations to support staff development and leadership opportunities across the school including peer observation and coaching. • Staff centred performance development process maintained and strengthened. • Current staff induction processes continued. • Distributed leadership and mentoring opportunities readily available. • Engage in well-being activities initiatives that further strengthen collaborative teaching and relationships and staff culture (e.g two external events per term and Teacher Games). • Maintain a high level of support for staff through the expanded Student Services team.



PRIORITY 3

Our Community



62% of our students come from EALD backgrounds

Maintaining strong engagement within and beyond our school community

OUR TARGETS	OUR STRATEGIES
• An effective, outcomes driven School Board and Parents and Citizens Association is operational and indicative of best practices. • Gosnells School Opinion Surveys for parents maintain an average of 4.2/5 or higher, continuing an upward trend. • An industry leading partnership is maintained between the Child and Parent Centre Gosnells and the school. • Partnerships and opportunities for collaboration with South East Education Community (SEEC) schools and external agencies are strengthened. • Cultural opportunities are defined, enhanced and embraced. • Networking with Southern River College and 14 local primary schools in the establishment of a Gosnells Robotics Club (GRC). • Continue to meet with Aboriginal families to identify opportunities for improvement.	• Ongoing distribution of polls and surveys to community stakeholders that incorporate feedback for key school changes and directions that impact our community. • Enhanced engagement with the Child and Parent Centre Gosnells with extended cross collaboration across all key events. • Maintain and further strengthen partnerships with community and social service agencies to promote student and family engagement opportunities. • Formal opportunities for parents and staff to discuss student achievement and progress is scheduled on a termly basis. • Communication remains timely, consistent and inclusive across each of the school communication mediums. • Continued collaboration and simplification of transition processes between feeder schools. • Development of lead school events hosted by GPS staff. • Hosting of a school robotics club to foster an innovator mindset in students. The use of digital resources to support the teaching and assessing of students' future ready skills. • Continue to reflect on the Aboriginal Cultural Standards Framework each semester.

