

GERALDTON PRIMARY SCHOOL

SCHOOL BUSINESS PLAN

2018 -2020



Educating Generations

Established 1878 – The oldest continuously operating public primary school in Western Australia

We respectfully acknowledge the past and present traditional custodians of this land and also acknowledge the

Geraldton Primary School

Educating Generations



Geraldton Primary School has an established, excellent reputation in the Geraldton community, attracting students from all parts of the city and outlying regions.

In our 140 plus years of operation the school has educated generations of families who speak proudly and fondly of their time at the school.

Geraldton Primary School is Western Australia's oldest continuously operating public primary school, with students first attending in 1878. The school is heritage-listed with distinctive school architecture.

Our students come from a range of cultural backgrounds which greatly enhances our school community. Our staff work effectively to build and maintain strong links with the parents/carers and families and our families provide great support to their children, the school and staff.

Our school staff pride themselves on their personal approach to families and pastoral care programs. We cater for both the needs of individual students as well as the education of all our students. We actively seek and build partnerships with agencies and the local community to provide high quality educational opportunities for every student.

Our staff members have considerable teaching experience and are committed to their roles leading to stable and quality learning environment.

We work to support students to achieve their potential by providing high quality effective professional teaching practices, collaborating with parent/carers and families and the wider school community whilst engaging students in a curriculum that meets their needs, now and into the future.

We have a solution focused attitude and always seek opportunities to continue to improve the provision of an excellent standard of education for all of our students.

OUR VISION

To engage and support our students in their learning so that they are empowered to achieve to their potential.

OUR PURPOSE

To provide a high quality, effective and differentiated teaching and learning program to meet the needs of our students, now and into the future.

OUR SCHOOL MOTTO AND VALUES

Our school motto of **Generosity, Perseverance and Service** are exemplified daily throughout the school in our daily work.

Our values form the moral purpose and the foundation for ensuring a quality learning environment for all members of our school community.

Additionally, values are a foundation for building social responsibility and a sense of belonging.

We explicitly teach these values through the acronym REACH which stands for **Responsible and Respectful Encouraging Achievers who are Caring and Helpful**.

We have high expectations that all members of our school community will follow the **REACH** values each and every day.

“What a fantastic display of sportsmanship and indomitable spirit evidenced by the way our students performed and persevered through various difficulties in our various sporting challenges and competitions.”

At Geraldton Primary School we are all:
**RESPONSIBLE AND RESPECTFUL,
ENCOURAGING ACHIEVERS who
are CARING and HELPFUL**

We are also guided by the four core values of the Department of Education, Western Australia.

**Learning, Excellence, Equity
and Care**



We strongly believe that student outcomes will be improved when we actively develop and maintain strong and effective partnerships and relationships

OUR FOCUS AREAS AND PRIORITIES

Our focus areas for the next three years are derived from both the Department of Education’s Classroom First, Focus 2018 and 2019 and Department of Education Strategic Plan as well as from the needs identified from our school context and distinctive school community.

We will focus on:

- Continued development of our staff’s Digital Technologies Curriculum Learning and Planning skills, knowledge and abilities.
- Continued development of our Student Behaviour, Engagement and Support Program via the Positive Behaviour Support Program.
- Continued development of our students’ capabilities in the Technologies Curriculum, including General and Digital Technologies.
- Professional learning and the implementation of STEAM (Science, Technology, Engineering, Arts and Mathematics) in teaching programs.
- Tiered intervention and differentiation strategies to meet the needs of individual students.
- High quality teaching practices which are explicit, collaborative and evidence based.
- Utilise a framework for talent identification and leadership development with our staff.

At Geraldton Primary School we work to meet the diverse needs of our students with the opportunity for development through the provision of a sequenced, balanced, challenging and relevant national curriculum.

We actively foster a learning environment that is responsive to the needs of our students which links directly to the West Australian Curriculum standards.

We employ differentiated and targeted teaching strategies which is an effective high impact strategy that helps teachers ensure that learning is a challenging but successful experience for students of all abilities.

This multi-tiered approach to classroom teaching enables us to identify the abilities of individual learners and provide additional instruction to learners who may benefit from support in smaller, more targeted settings.

Student achievement is closely monitored to help both teachers and students understand how their development is progressing, and to celebrate success in their learning.

We aim to continue improving and consolidating the gains we have made in previous years as we strive to provide an excellent standard of education.

We regularly utilise feedback from a range of sources with regular, relevant self-assessment mechanisms to identify “What is working well?” and “What would be even better if?” and then act upon feedback and results.

We place a significant and unrelenting focus on developing high quality, self-reflective professional teaching practices to improve student outcomes.



SUCCESSSES AND CELEBRATIONS

Laboratory by 2020 with our successful \$25 000 grant for a Primary Specialist Science Laboratory and Science Resources.

Your child will be able to engage in a stimulating and creative Makerspace facility with our successful \$5000 grant to fund a Makerspace program.

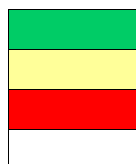
Our school community is enjoying working and learning in our refurbished environment with \$250 000 expended on building maintenance and upgrade works to both the interior and exterior of the school.

Students continue to show continued improvement results in national assessments working at and above national means.

ACHIEVEMENTS

NAPLAN Comparative Performance Summary

	Year 3			Year 5		
	2016	2017	2018	2016	2017	2018
Numeracy	0.4	-1.1	1.4	0.3	0.6	-0.2
Reading	0.2	-0.1	0.7	0.3	-0.6	0.8
Writing	0.6	-0.9	1.0	0.7	0.3	-0.6
Spelling	0.9	-0.8	0.3	1.0	0.3	0.0
Grammar & Punctuation	1.0	-0.4	0.3	0.4	-0.2	0.2



Above Expected - more than one standard deviation above the predicted school

Expected - within one standard deviation of the predicted school mean

Below Expected - more than one standard deviation below the predicted school mean

If blank, then no data available or number of students is less than 6

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	94.9%	93.4%	93.7%	83.9%	87.1%	80.7%	93.7%	93%	92.6%
2017	95.1%	93.3%	93.8%	91.8%	86.9%	81.2%	94.6%	93%	92.7%
2018	94.6%	93.1%	93.7%	91.5%	85.7%	80.8%	94.1%	92.7%	92.6%

STUDENT ACHIEVEMENT TARGETS

Over the next three years we will measure both academic and non-academic student achievement. Academic achievement will be measured by a range of individual, class and year level means (see Whole School Assessment Schedule).

Non-Academics information will be measured through mainly through school data collection on program outcomes and qualitative data and also through whole school assessments, e.g. NSOS (National School Opinion Survey), Student Perceptions Questionnaire and surveys.

Data collection measures and results will be presented in the Annual Report.

NAPLAN (link) - Students in Years 3 and 5 will participate in NAPLAN assessments annually and targets will be set for individuals, cohorts and year levels.

Student progress will be measured with linking Teacher Judgements with NAPLAN assessments.

Teachers from K to 6 will participate in twice yearly moderation opportunities in English and Mathematics with other Geraldton schools as a gauge for teacher judgement and opportunities to network.

The Brightpath Ruler system will be used by K to 6 staff in Writing to level, moderate and monitor student progress.

On-Entry Testing (link)

In Term 1 each year, all Pre-Primary students will participate in Online Entry Assessment. Students at risk will be identified, teaching programs differentiated for individual, group and class needs and parent/carers informed.

Students at risk will be re-tested in Term 4.

Speech and Occupational Therapy Assessments

Kindergarten students will be assessed for Speech and Occupational Therapy needs by external agencies.

Child Development Milestones

Will be monitored by the class teacher and Community Health Personnel will conduct regular age appropriate assessments.

Students at risk will be identified and appropriate support and differentiated programs put in place as require.

Interagency and interagency support will be utilised to provide strategies and resources for identified students.

Attendance will be monitored regularly by class teacher and the Attendance Coordinator will work closely with parent/carers to support and improve attendance, using set targets.

A whole school focus will be placed on reduced unauthorised absences and maintaining above like school and state attendance rates.

STAFF ACHIEVEMENT TARGETS

Staff Achievement Targets will be measured against the Support Staff Job Descriptions, AITSL Teacher Standards, Principal's Performance Improvement Tool, AITSL Leadership Profiles and through the use of the Department of Education's Performance Management process.



2018 to 2020 Priorities

SUCCESS FOR ALL STUDENTS

High expectations of success for every student

We will:

1. Focus on writing achievement across all years, including areas identified in NAPLAN testing.
2. Target skills in digital technologies in the primary years to prepare for future needs.
- 2a. Work in collaboration with the two senior secondary schools to identify key learning in ICT required for Year 7 students.
3. Ensure each Year 3 student is learning a language and prepare for Year 4 students in 2018.
4. Effectively address the literacy needs of our students.
5. Implement engaging, innovative, and rigorous learning experiences which cater for the differing needs of our students
6. Improve the transition of students at key points in their schooling.
7. Provide case management for those students' not meeting National Minimum standards in literacy and numeracy and implement targeted interventions.
8. Case manage tiered interventions with individual and group education planning processes
9. Emphasise the role of play-based learning in a balanced curriculum for Kindergarten and Pre-primary students.



Strategies, programs and methodologies

General:

Utilise the Sprint Cycle procedure and moderation opportunities (within and outside the school) to target focus areas that require consolidation.

English:

Led by the English Committee, provide professional learning in vocabulary development, sentence structure, paragraphing and the writing process to support and enhance student learning.

Mathematics:

Led by the Mathematics Committee, identify key areas requiring progress outcomes and provide professional learning, assessment and moderation opportunities to improve student outcomes.

Science:

Provide Science and STEM Specialist Teachers in the timetable.

ICT

Provide professional learning opportunities in STEAM and Digital Technologies for all staff including the use of ICT to enhance skills.

ASSESSMENT, ENGAGEMENT AND FEEDBACK

Utilise Brightpath and iStar methodology to support assessment of student needs and track progress of student improvement and achievement.

Explicitly develop a shared understanding and correct use of WALT, WILF, TIB and WAGOLL terminology.

Provide explicit and point of need feedback to students about the progress and standards.

Initiate and maintain Student Led Conferences as a means of involving students in self-reflection practices.

STUDENTS WITH EDUCATIONAL NEEDS

Continue to provide professional learning in case management, individual education planning, SEN case management, NCCD support and SEN Reporting.

Broker professional learning in ASD, Anxiety and SLD for all staff.

EARLY CHILDHOOD EDUCATION

Provide access to play-based learning professional development to Early Childhood Education staff.

2018 to 2020 Priorities

HIGH QUALITY TEACHING

A renewed and relentless focus on the best possible teaching practices

We will:

1. Implement an explicit teaching methodology in every classroom.



2. Build teacher understanding of the Australian Professional Standards for Teachers to improve individual practice.
3. Draw on evidence-based feedback — including classroom observations, student data and student surveys — to improve teacher practice.
4. Strengthen performance management processes to support teachers and provide targeted support and feedback to staff linked to standards and job descriptions.
5. Tie professional learning to targeted areas for improvement identified in each teacher's performance.
6. Increase the capacity of teachers to use their knowledge of the history, culture and experiences of Aboriginal people, and explicitly use this in classroom practice.
7. Focus on growth in student achievement in addition to attainment.
8. Increase beginning teacher expertise in developing positive student behaviour.



9. Use evidence-based instruction tailored to the education needs of students with specific learning disorders.
10. Provide deliberate opportunities through the Western Australian Curriculum for students to develop general capabilities of critical thinking, creativity and entrepreneurship, including through STEM.

Strategies, programs and methodologies

1. Teaching and Support Staff to engage in classroom observation – both self, with peers and their class teacher to improve their professional practice.
Utilise the Whole School Assessment Schedule and GPS Pedagogical Framework when planning teaching and learning programs.
2. Continue to develop the use of Sprint Cycles to collaboratively work in teams to target areas of need, implement quality evidence-based teaching strategies and assess student progress.
3. Work in Year Level Professional Learning Communities to moderate student work and plan for year level, class, cohort and individual improvements.
4. Effectively use digital technology tools to enhance the teaching and learning program and differentiate work for students.
5. Introduction of a dedicated STEM (Science, Technology, Engineering and Mathematics) and Science teaching program specialists.
6. Provide professional learning via local Aboriginal consultants and Aboriginal Culture Essentials to improve staff knowledge of Aboriginal history.
7. Provide staff with professional learning in unpacking NAPLAN and SAIS data to better understand and contribute to value adding strategies.
8. Complete the Positive Behaviour in Schools Tier 1 Agreement and develop a Tier 2 Agreement. PBS Committee to engage in Tier 2 professional learning and provide all staff with professional learning in growth mindset, dealing with minor and major misbehaviours and proactive and preventative behaviour management, engagement and support strategies.
9. Work in collaboration with the School of Educational Needs – Behaviour and Disabilities, Midwest Engagement Centre and intra and inter agency personnel and organisations to provide support and direction for student, staff and parent/carers.
10. Continue to provide opportunities to staff for in-depth examination of the WA Curriculum requirements via TDS and other PL.

2018 to 2020 Priorities

EFFECTIVE LEADERSHIP

Strong and empowering leadership in the school

We will:

1. Undertake self-reflection against the new Principal Performance Improvement Tool to make judgements about own performance and to plan for improvement.
2. Self-assess development needs using the Principal Performance Improvement Tool Take a visible and deliberate leadership role in implementing the Aboriginal Cultural Standards Framework across the school.
3. Use the Aboriginal Cultural Standards Framework to make improving outcomes for Aboriginal students the role of the entire school community.
4. Develop initiatives that support positive wellbeing and health for staff and students.



5. Mentor those in middle leadership roles as part of a school-based talent identification and development initiative.
6. Identify and support the development of staff with strong leadership potential.
7. Implement policy requirements to address violence in schools.

Strategies, programs and methodologies

1. Trial PPIT with Principal and Deputy Principals and provide feedback to DoE.
2. Aboriginal Cultural Standards Framework analysis, planning and implementation.
3. Seek active involvement of the School Council in setting of ACSF goals.

Provision of regular professional learning as per ACSF strategic plan ([link](#))

4. Review of PBS strategic plan. To include:
 - Development of a PBS Handbook.
 - Review of student behaviour and support policy and procedures.
 - Review of REACH Expectations Matrix (students)
 - Provision of Tier 2 PL Support for staff
 - Ongoing data collection and assessment for planning.
 - Continue to explicitly promote and teach the REACH Values
 - Continue to promote, encourage and teach selected values at PBS Assemblies.
5. Provide opportunities for staff to act in leadership positions as per performance management and development goals.
6. Select staff for leadership project leading opportunities, e.g. Sounds Write, Literacy, Committee Leadership, PLC Team Leaders.
7. PL in Violence in Schools for all staff and Team Teach Refresher PL for selected staff

2018 to 2020 Priorities

STRONG GOVERNANCE AND SUPPORT

A capable and responsive organisation, now and into the future

We will:

1. Implement the revised Child Protection policy, including protective behaviours curriculum.
2. Participate in the new three yearly school review process to gain feedback for improvement and give confidence to the school community.
3. Continue to make school facilities available to third party providers of outside school hours care.
4. Develop guidelines to review settings for privacy and security of sensitive information.
5. Assess infrastructure and attend professional learning to prepare for the introduction of online student testing in 2019.
6. Include implementation of the Aboriginal Cultural Standards Framework as part of school self-assessment and report this to the school community.
7. Ensure school planning captures the views of students and facilitates involvement where appropriate.
8. Consider how the Child Safe Standards proposed by the Royal Commission into Institutional Responses to Child Sexual Abuse can be addressed.
9. Ensure school readiness for increased participation in online NAPLAN assessment.

Strategies, programs and methodologies

1. Continue provision of Protective Behaviours Professional Learning for all staff, provide explicit teaching of protective behaviours to all students and offer workshops for parent/carers.
2. Continue with individual counselling and support and the addition of the Seasons for Growth program to support students who are experiencing grief and loss issues with the School Chaplain, School Psychologist and interagency support.
3. Continue with Deed of Licence with before and after school care provider.
4. Seek participation in trial projects in webSIS and school based TRIM record keeping systems.
5. Surveying the School Community via National School Opinion Surveys – Staff, Students and Parent/Carers.
6. Seeking feedback and responses from the school community on school context and pertinent topics.
7. Provide more opportunities for Student Voice initiatives.
8. All staff to complete the Child Protection Online Modules and all students to participate in Protective Behaviours lessons throughout the year.
9. Participate in NAPLAN Online Professional Learning.

OTHER SCHOOL PRIORITIES

- Registration for Independent Public School opportunity.
- Improvement and development of the visual identity of the school including signage, uniform, entrance statement.
- Review and improvement of the Parent Communication.
- Repair/replacement of Lesser Hall flooring.
- Replacement of Kindergarten kitchen and upgrade of Kindergarten toilets.
- Completion of identified Building Condition Assessment works
- Creation of an overflow car parking area behind the Kindergarten including resurfacing of the area.
- Resurfacing of the basketball court with P & C financial support.
- Purchase of more iPads, laptops, Apple TVs, STEM resources, 3D Printers and upgrading of Interactive Whiteboards in classrooms and the Library and Staffroom.
- Increase parent communication and involvement via Seesaw App and Facebook Page.
- Focus on creative and imaginative play via Loose Parts Play concept and purchase of additional playground equipment.
- Promote physical, emotional and social well-being through explicit teaching and whole school activities.
- Planning and preparation for the Primary Science Specialist Laboratory works resource and refurbishment works.

Links

[Public School Review – July 2019](#)

[Geraldton PS Annual Report 2018](#)

[Schools Online Report – Geraldton PS](#)

[Student Performance Summary Report – Geraldton PS](#)

THE GERALDTON PRIMARY SCHOOL CREED

THIS IS OUR SCHOOL
LET PEACE DWELL HERE
LET THE ROOMS BE FULL OF CONTENTMENT
LET LOVE ABIDE HERE
LOVE OF ONE ANOTHER
LOVE OF MANKIND
LOVE OF LIFE ITSELF
AND LOVE OF GOD
LET US REMEMBER THAT AS MANY HANDS
BUILD A HOUSE
SO MANY HEARTS MAKE A SCHOOL



Geraldton Primary School

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<https://geraldtonprimaryschool.wa.edu.au>



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