



Business Plan 2024–2026

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

Glengarry Primary School successfully applied to be an Independent Public School in 2014. Since this time, the school has maximised the opportunities presented through the signifying increased levels of independence and the ability to manage our school operations at a local level. Subsequently the 2024-2026 Business Plan aims to build on the growth obtained 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, Phase of Learning planning, and the school's Department of Education, Funding 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.

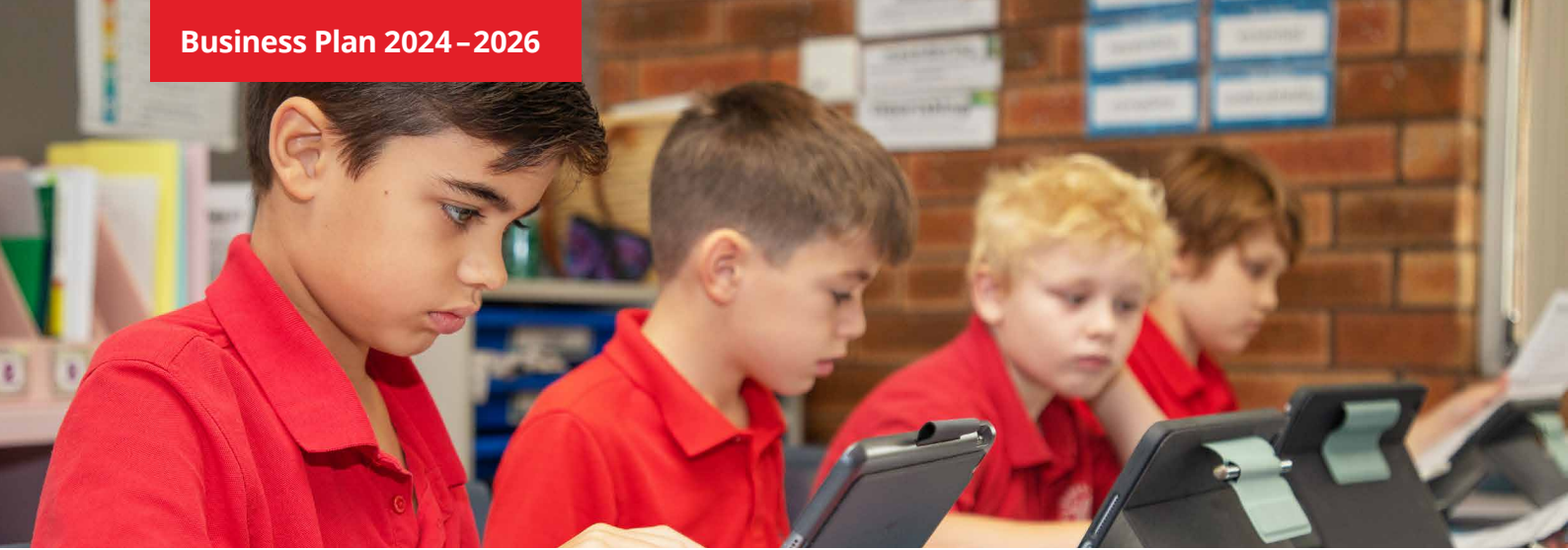
Targets for Literacy and Numeracy are established following extensive consultation with staff and endorsement by the School Board. These targets relate to annual goals and long-term aspirations while within each annual Operational Plan there are specific strategies to maintain high levels of progress.





**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 Quality Teaching Strategy, Teaching for Impact: Assess-Plan-Act.

The improvement cycle is a continuous process:

- **Assess:** analyse student academic and non-academic data to inform priorities and target groups.
- **Plan:** improvement of student achievement in academic and non-academic areas through annual Operational Plans and,
- **Act:** to teach or implement planned improvement strategies.



Whole school self-assessment practices incorporate the perspectives of all staff and are incorporated in the “Glengarry Primary School: Monitoring Success” document.



Maximising The Potential For All Students

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:
 - 1 We assess data and other evidence related to student achievement and school operations,
 - 2 We plan improvement strategies and,
 - 3 We action them.
- Operational Plans are devised annually to address key aspects of the stated targets outlining strategies and resourcing.





**ELEVATING
EXCELLENCE**
excellence!

Focus Areas

LITERACY AND NUMERACY

- Embed all relevant strategies across all areas of Literacy and Numeracy.
- 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.

PEDAGOGY: TEACHING FOR IMPACT

- Plan - effective teachers place students firmly at the centre of quality teaching and learning.
- Teach - effective teachers engage students, differentiate for increased understanding, consolidate skills and allow students to apply knowledge.
- Assess - effective teachers assess student learning and teacher impact.

INFORMATION & COMMUNICATION TECHNOLOGY

- Professional learning remains the cornerstone of maintaining high level ICT across the school.
- Our school remains committed to providing the most current, contemporary ICT skills to all students, especially in the years leading up to high school.
- Pedagogy and student skill attainment (i.e., teaching and learning) will align directly to the School Curriculum and Standards Authority, Technologies Curriculum.

WELLBEING, ENGAGEMENT AND PARTICIPATION

- Embed strategies to assist students with self-moderation.
- Ensure processes are maximised to allow high levels of communication within our school and to the community.
- Embed our school values across the school – ensuring these are visible and with a high level of understanding.
- Align to the Staff Health and Wellbeing Strategy 2023-2027
- Engage parents, the wider community and local government to promote positive outcomes for students.





Targets

Our school aspires to be at least 5% above NAPLAN national average across all assessments in Year 3 and 5 annually.

LITERACY AND NUMERACY

Literacy

- Spelling - demonstrate improvement in stanines 6 to 9 on the Progressive Achievement Test (PAT) from Term 1 to Term 4 in Years 2 to 6.
- Reading - develop comprehension skills in Year 1 to 6 to improve overall levels as measured by PAT.
- Writing - demonstrate average growth on the Brightpath ruler (20 points for Year 2/3 and 10 points for Years 4 to 6) from mid-term one to mid-term four within the Narrative genre in Years 2 to 6.
- Grammar – improve understandings of conventional language as evidenced in writing and monitored via PAT.

Numeracy

- Number - develop place value understanding (e.g., financial literacy, conversion of units) to improve Numeracy levels as measured by PAT in Years 2 to 6.

EARLY CHILDHOOD EDUCATION

- Continue to meet the NQS standards (1-6) through consistent reflection by K-2 team annually.
- Maintain consistent data collection each term through a range of Literacy and Numeracy assessments that facilitate early intervention of students at educational risk by connecting families with key health professionals.
- Achieve consistent Quality Teaching across K-2 through the ongoing use of Literacy and Numeracy Daily Reviews, explicit teaching strategies and engagement norms.



PEDAGOGY: TEACHING FOR IMPACT

- Visible learning is explicit across the school with clear expectations developed in 2024 that are consistent in all classrooms.
- All teaching and leadership staff are trained in instructional pedagogy by the end of 2024.
- There are instructional coaches across the school to support, mentor and guide teachers following professional learning in 2024.

INFORMATION & COMMUNICATION TECHNOLOGY

- All relevant teachers will aim to obtain Apple teacher accreditation during the term of this plan.
- The 1:1 iPad program will be embedded across all Year 4 to 6 classes before the end of this plan.
- A Scope and Sequence aligned to SCSA will be developed following external consultation in 2024 and embedded by 2026.

- All students will be measured against the developed Scope and Sequence annually.

WELLBEING, ENGAGEMENT AND PARTICIPATION

- As measured by the annual Student Socio-Emotional Well-being Survey, maintain or improve in all year levels against all items.
- As measured by the biennial National School Opinion Survey, staff responses to be at or above level 4 on the Likert scale across all items.
- As measured by the biennial National School Opinion Survey, community responses to be at or above level 4 on the Likert scale across all items.

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 others and respect for the environment.

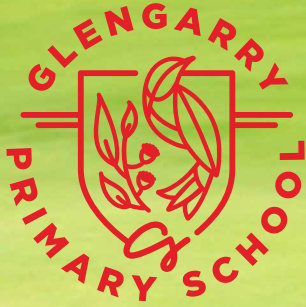
OUR VALUES



Implementation of the school's Pastoral Care program, including behavioural management strategies, is supported by our school Student Wellbeing Officer. The relevance of maintaining a Student Wellbeing Officer within our school is recognised by our school Parents & Citizens Association. The role of the Student Wellbeing Officer aligns directly to the health and wellbeing of students.







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valued **VALUED**