



Grovelands
Primary School
An Independent Public School

2020-2022

Strategic Plan

Welcome to Grovelands Primary School

Grovelands Primary School, originally founded in 1979, has been servicing the Camillo community for over 40 years. Situated in the suburb of Camillo within the City of Armadale, Grovelands has a proud history of providing high quality education to local families. An Independent Public School since 2016, the school works diligently to ensure we continue to meet the needs of our school community by providing a quality education to every student.

Grovelands Primary School has seen an increase in student enrolments in recent years with approximately 370 students from Kindergarten to Year 6 in attendance. The school has approximately 17% of students identifying as Indigenous Australians and 40% having a language background other than English, which reflects our culturally diverse community.

The school buildings, recently named in Noongar language, consist of four learning blocks (Bindi Bindi, Maarak, Kulbardi and Djidi Djidi) and a purpose built Early Childhood Building (Nini Djena). We also have a purpose built Science room (Aliwa), vibrant school library (Karli), a large Art room, administration block (Wandjoo) and a multi-purpose undercover area (Dandjoo). The school grounds are well maintained with various different spaces for students to learn through play, including open green spaces, playgrounds and natural landscapes. Loose Parts play, sensory walks and an edible garden are some of the latest additions to our unique and engaging school environment. At Grovelands Primary School, staff and students have access to interactive whiteboards, touch panels, iPads, laptops, coding and robotics equipment to facilitate teaching and learning.

Teachers follow the West Australian Curriculum, providing all students with access to Literacy, Numeracy, Technologies, Humanities and Social Sciences instruction. We also have a skilled team of specialist teachers who provide meaningful engagement in The Arts, Health and Physical Education, Science and Languages Other Than English (Indonesian). An ever expanding array of extra-curricular activities such as Before and After School Sports, Sustainability Committee and Art Club, support the extensive curriculum. To enhance the interest in Digital Technologies, the school operates a Coding Club during lunch time, and a Robotics Club after school. The school is also working towards being re-accredited as a Waste Wise school, with a team of passionate staff and students leading the school in implementing sustainability practices. These activities help students to diversify interests, whilst providing a platform for developing social relationships. All of this is underpinned by our whole school implementation of 'You Can Do It!' Education which has five keys to success (Resilience, Confidence, Persistence, Organisation and Getting Along) embedded in the program to explicitly teach social and emotional skills.

Our experienced and passionate staff are committed to developing the whole child through high quality programs that engage and support students to grow academically, socially and emotionally. Grovelands Primary School has a successful pastoral care program that is embedded within our school practices. Our dedicated Student Services Team assists our committed staff in ensuring all students and families receive the support they need in order to thrive in the school environment. At Grovelands, we understand that only through engaging and collaborating with the whole school community will we succeed in assisting children to reach their full potential.



Grovelands Primary School has built strong relationships with valued community organisations such as:

- New Spring Church with Trailblazers mentoring and youth leadership program
- The Achievers Club mentoring and tutoring support
- The Fathering Project
- The Smith Family learning programs and family support
- The Champion Centre
- Lions Club
- Westfield Park Child and Parent Centre
- Youth Care Chaplaincy
- The Minderoo Foundation
- Aboriginal Medical Care 360
- Food Bank who provide food for our Breakfast Club and Crunch and Sip programs.



These relationships assist the school in providing extra targeted support to students and their families in meaningful ways that will have long-term benefits.

Department of Education Strategic Plan 2020-2024

The Education Department's Strategic Plan for WA Public Schools 2020-2024 "Every Student, Every Classroom, Every Day" and the Focus 2020 documents shaped planning within the 6 priority areas:

1. Provide every student with a pathway to a successful future.
2. Strengthen and support teaching and learning excellence in every classroom.
3. Build the capability of our principals, our teachers and our allied professionals.
4. Support increased school autonomy within a connected and unified public school system
5. Partner with families, communities and agencies to support the educational engagement of every student.
6. Use evidence to drive decision making at all levels of the system.

Our Vision

A safe learning environment where students are empowered: with the skills to question; the desire to improve; the will to persevere and develop resilience; to inspire each other to be the best they can be.

Our Values and Expectations

To sustain high expectations, Grovelands Primary School instils the 5 'You Can Do It!' Keys; Organisation, Confidence, Getting Along, Persistence and Resilience; which promote students' achievement and wellbeing.

School Planning 2020 -2022

From ongoing rigorous self-examination of the school's achievement against the goals and targets of our previous Business Plan, our school community has decided that the 4 Key Focus areas will remain in place for the duration of the 2020-2022 Plan. These are:

1. High Quality Teaching & Learning
2. Attendance and Engagement
3. An Inclusive, Safe and Sustainable Learning Environment
4. School-Community Relations and Partnerships.

For a more comprehensive explanation of the approaches employed to address the identified focus areas, please ask to see our annual operational plans.

Focus Area 1: High Quality Teaching and Learning

At Grovelands Primary School, we recognise that students are more likely to achieve success when exposed to high quality teaching, coupled with a diverse range of relevant learning opportunities. We understand that every child is unique in the knowledge they bring to school and the way in which they learn. Teachers provide differentiated programs which build on students' strengths and cater to a range of learning styles. Using a whole school approach to Literacy and Numeracy, together with explicit instruction and targeted intervention, teachers facilitate learning while empowering students for success.



Staff work collaboratively to engage in rigorous data analysis which guides them in providing effective and tailored programs that are inclusive of all students. At Grovelands Primary School, staff strive for professional growth and use self-reflective tools and peer observation to improve classroom practice and enhance student achievement.

Grovelands Primary School is aware that our students need to acquire skills for an ever-changing world and we aim to engage all students in Science, Technologies, Engineering & Mathematics (STEM) through our integrated Digital Technologies programs. The students are provided with learning experiences that encourage critical and creative thinking, and are authentic, innovative and challenging. Students are equipped with opportunities to solve real life problems using various resources and technologies.

Key Strategies:

- Consistent implementation of whole school programs and strategies as outlined in Grovelands Primary School Literacy and Numeracy policies.
- Whole school approaches to lesson design utilising the ISTAR model.
- Whole school commitment to explicit instruction of key concepts across all learning areas.
- Whole school Oral Language focus, including the implementation of the Talk for Writing program and targeted support for identified students.
- Employment of Speech Pathologist to support teachers in the Early Childhood years.
- Numeracy focus on problem solving, mental strategies and mathematical language is implemented by all teachers.
- Regular use of school and system data to analyse student achievement and identify individual students' needs for future learning.
- Teachers and Education Assistants collaborate when planning and implementing targeted Literacy and Numeracy intervention.
- Ensure all staff engage in up to date 'Letters and Sounds' and Diana Rigg training.
- Implement Individual or Group Education Plans for students requiring additional adjustments to their learning.
- Single form entry classes where possible.
- Continue to integrate Digital Technologies across learning areas and provide meaningful STEM experiences, through access to coding equipment and programs, as well as exposure to STEM based experiences, such as the Lego League Competitions and Young ICT Explorers Program.

- Ensure all students have access to an increasing range of digital technologies.
- Engage in moderation for report grades to ensure consistency and comparability within our school and across the system.
- Continue to review and evaluate current programs to ensure that we are effectively addressing student needs to achieve our targets.
- Continue to build on the quality of teaching through regular opportunities to share expertise and reflect on performance using Swivl technology, peer observation and coaching in learning teams.
- Teachers reflect on the Australian Institute for Teaching & School Leadership (AITSL) standards to set goals for performance development.
- Education Assistants reflect on the Competency Framework and Job Description to set goals for performance development.
- Staff to share professional learning and/or expertise with colleagues to build whole staff knowledge and skills.
- Celebrate staff achievements through informal/formal feedback and forums such as assemblies and newsletters.
- Provide opportunities for staff to take on leadership roles and encourage career progression.

Targets:

Reading

- Achieve results in NAPLAN Reading that equal or exceed Like Schools.
- Increase the percentage of students achieving NAPLAN Reading results in the highest proficiency bands to match those of Like Schools.
- Increase the percentage of students achieving above the National Minimum Standard in NAPLAN Reading.
- Improve the Year 3 and Year 5 trend lines in NAPLAN Reading by 2022, relative to 2019 data.

Writing

- Achieve results in NAPLAN Writing that equal or exceed Like Schools.
- Increase the percentage of students achieving NAPLAN Writing results in the highest proficiency bands to match those of Like Schools.
- Increase the percentage of students achieving above the National Minimum Standard in NAPLAN Writing.
- Improve the Year 3 and Year 5 trend lines in NAPLAN Writing by 2022, relative to 2019 data.

Numeracy

- Achieve results in NAPLAN Numeracy that equal or exceed Like Schools.
- Increase the percentage of students achieving NAPLAN Numeracy results in the highest proficiency bands to match those of Like Schools.
- Increase the percentage of students achieving above the National Minimum Standard in NAPLAN Numeracy.
- Improve the Year 3 and Year 5 trend lines in NAPLAN Numeracy by 2022, relative to 2019 data.



Focus Area 2: Student Attendance and Engagement

At Grovelands Primary School, we know that attendance and engagement have a direct impact on student achievement. We have high expectations for attendance as we want all Grovelands students to achieve academic and personal success. Our whole school approach aims to recognise every student for their commitment to learning as we know that 'Every Day Counts'.



Grovelands Primary School recognises that everyone in the school community has a role to play when it comes to attendance.

As such, we value the importance of engaging and collaborating with parents and the wider community when planning for and implementing attendance initiatives.

Staff regularly review attendance data in order to identify students who require support, and engage with families and outside agencies to restore regular attendance.

Key Strategies:

- Utilise the Attendance Toolkit and South Metropolitan Education Region: Student Attendance and Engagement Resource.
- Maintain a 0.25FTE School Attendance Officer, School Chaplain and Aboriginal and Islander Education Officer dedicated to building relationships and working with students and their families to improve attendance.
- Regular analysis of attendance data to identify and target students at risk.
- Continue whole school practices of attendance follow up and recordkeeping.
- Support parents to instil good attendance habits in their children from a young age, through targeted information and guidance.
- Engage the school community in attendance planning.
- Engage community organisations to provide a range of programs that support student engagement and attendance.
- Whole school attendance rewards at the end of each term to recognise regular attendees.
- Classroom incentives to encourage and recognise individual and whole class attendance achievement.
- Continue to run Breakfast Club each morning with access for all students.
- Expand school based extra-curricular programs to encourage attendance and engagement.
- Introduce incentive program that aims to engage parents in the school in exchange for credits that can be used for school items such as lunches, uniforms and excursions.

Targets:

Attendance

- Increase the compulsory whole school attendance rate to 90% or greater.
- Increase the number of authorised absences to above 65%.
- Increase the number of students in the regular attendance category to 65% or greater.
- Decrease the number of students in the Moderate and Severe risk categories to below 17%.
- Increase the number of Aboriginal families achieving regular attendance to above 60%.
- Reduce the number of students regularly arriving late (more than 5 times per term) to below 5%.

Engagement

- Decrease the percentage of Pre-primary to Year 2 students achieving 'seldom' in the ABE attribute, 'Is enthusiastic about learning' to below 5%.
- Increase the percentage of Year 3 to 6 students achieving 'consistently' in the ABE attribute, 'Is enthusiastic about learning' to above 45%.

Focus Area 3: An Inclusive, Safe and Sustainable Learning Environment

At Grovelands Primary School, staff are committed to providing a safe, supportive and inclusive learning environment for all students. A comprehensive whole school approach to the teaching of social and personal skills, values and behaviour ensures students are supported to overcome challenges and achieve personal, emotional and academic growth. The school utilises outside agency support and provides specialised resources to students with additional needs, ensuring every student has equitable access to learning.

At Grovelands Primary School we celebrate our diversity and work diligently to build inclusive practice into our policies and procedures. We are committed to creating a respectful learning environment which is conducive to learning.



Key Strategies:

- Continue whole school approach to behaviour management using 123 Magic and Emotion Coaching, Classroom Management Strategies, Restorative Practice, Team Teach and Trauma Informed Practice.
- Continue to engage with outside agencies such as SSEN:BE, CAMHS, Wanslea, Parkerville and CPFS to help support high needs students.
- All teachers explicitly teach social and emotional capabilities from "You Can Do It!" Education that will help equip students with the skills necessary to becoming active resilient, well-rounded and successful members of the community.
- Further develop staff capacity to utilise the 'Zones of Regulation' program to assist students in understanding their emotions and developing the skills required for self-regulation.
- Continue to provide up-to-date Team Teach training for all staff.
- Implement the 'Be You' Mental Health and Wellbeing Framework to support the mental health and wellbeing of our students, staff and community.
- Provide support for identified students through School Psychologist, School Chaplain, Lighthouse Program, Trailblazers Program, and The Smith Family.
- Implement whole school mindfulness strategies through the 'Smiling Minds' program.
- Continue to develop the capacity of student leaders to be supportive role models for all students and help create positive change in the school.
- Continue to celebrate the cultural diversity of our local community through whole school events such as Harmony Day, NAIDOC Week and Diwali celebrations.
- Utilise SEN planning when creating Individual and Group Education Plans for students with additional needs.
- Utilise EAL/D Progress Maps when assessing and planning for students with an additional language or dialect.
- Continue to engage with SSEN:D, SSEN:B and SSEN:MH to support students with additional needs.

Targets:

- Continue to increase the percentage of students who agree that 'student behaviour is well managed at school' in school survey data.
- Continue to increase the percentage of students who agree that 'student opinions are taken seriously at school' in school survey data.
- Maintain positive satisfaction levels above 75% in other domains of student survey data.
- Track school survey data (stable cohort) over the course of this strategic plan on the percentage of students who agree 'that they like being at my school', for students in Year 4 2022.
- Track the ABE/PSL data (stable cohort) over the course of this strategic plan for two cohorts:
 - 2020 PP – 2022 Y2
 - 2020 Y4 – 2022 Y6
 - Increase the percentage of students achieving 'consistently' in all attribute data over the identified period.
 - Decrease the percentage of students achieving 'sometimes' in all attribute data over the existing period.

Focus Area 4: School-Community Relations and Partnerships

At Grovelands Primary School we encourage our school community to be valuable partners in the education of our students. Together we can support students to develop life- long learning habits with the confidence to succeed.

We value the expertise and advice our parents can offer, when it comes to educating their children and we encourage parents to be actively involved in their children's education. All staff aim to create a safe and supportive school environment for students and their families.

We continue to nurture key partnerships with community organisations that assist us in supporting students' educational needs and wellbeing. These partnerships help to ensure a comprehensive and targeted approach to school engagement.

Key Strategies:

- Create a welcoming school environment with approachable and friendly staff.
- Continue to encourage parent presence in the school through regular whole school community events.
- Create opportunities for parents to be involved in the school through the Attendance and Engagement Incentive program.
- Maintain strong relationships with local service providers and community groups to support improved outcomes for our students.
- Continue to actively seek out new community partnerships that will benefit our school community.
- Maintain a committed School Board to ensure a community voice in school decision making processes.
- Raise the profile of the School Board in the community.
- Build a well governed and committed P & C Association to support add value to our school community.
- Trial new methods for involving the broader community in school decision making processes such as online surveys and focus groups.

- Streamline effective communication of information to the school community utilising technological platforms.
- Continue to utilise the Student Services Team; Deputy Principal, School Psychologist, Chaplain, AIEO, Learning Support Coordinator and Attendance Officer in developing community partnerships.
- Recognise and highlight the contributions of parents and community members through school newsletters, Big Breakfast and thank you morning and afternoon teas.
- Create opportunities for Student Councillors to build community links and promote the school values such as visits to aged care facilities.
- Seek out opportunities for students to participate in community activities such as Lego League Challenge, Wakakirri, Kelmscott Show, sports competitions and the community Upcycling Challenge, in order to raise school profile in the wider community.

Targets:

- Maintain the positive trend of enrolments at the school.
- Maintain positive parent satisfaction as evidenced in school survey data.
- Maintain or increase current number of community partnerships developed over the course of this Business Plan.
- School Board Effectiveness Survey continues to show positive improvement.

Endorsed by the School Board: 17 August, 2020

