GEOGRAPHE PRIMARY SCHOOL

2014 - 2016 BUSINESS PLAN

NAVIGATING TOWARD FUTURE HORIZONS
Geographe Primary School is located in the small rural city of Busselton, on the coast about two hours south of Perth. It takes its name from nearby Geographe Bay, and an early French sailing ship which explored the area in 1800-02 under Capt Nicholas Baudin. Geographe Primary School commenced 2014 with 643 enrolments from Years K to 7. From 2015, Year 7s will be located in high schools, and the school’s population is expected to drop to around 570.

The growth rate has slowed recently, as housing developments in the school’s local intake area have filled. Students attending the school mainly come from urban homes nearby, with some living on farming properties south of the town and travelling to school by bus. A significant number of students attending the school live outside the in-take area, due to families living within subsequently moving outside the zone but keeping their children at Geographe. In 2013 and 2014, the practice of accepting enrolments from outside the in-take area, with or without older siblings already attending, has been tightened to relieve the pressure on playground space and classroom accommodation.

The school has 5% Indigenous students (26 Aboriginal and 4 Islander), and an Aboriginal and Islander Education Officer (AIEO) who works three days per week. There are a few families from non-English speaking background.

GEOGRAPHE CHARTER

Geographe Primary School seeks to equip school community members with the knowledge, skills and attitudes to experience success now and in the future. Our shared values give rise to our identity; they are inherent in creating positive relationships, enabling us to work as a team in a safe, friendly, flexible learning environment.
Our purpose is to develop and implement Schoolwide Positive Behaviour Support in order to improve behaviour, teach social skills and foster a positive attitude towards learning to achieve higher educational outcomes. It is our intention that this will develop a school culture which is consistent and based on a common language which is used by all. Our behaviour expectations; BE A LEARNER, BE RESPECTFUL, BE SAFE and BE CARING are represented by 4 possums.
School self-assessment is carried out annually. Whilst data is collected at different stages of the year, and may be used and reviewed at various times, an annual review of all available data takes place in October – November.

For Literacy and Numeracy only those instruments which are standardised have been included here. Other instruments and tests which are not standardised, are used at operational and phase planning level.

An independent review of the school’s operations and Business Plan takes place every three years, in line with Independent Public Schools (IPS) policy processes.

### Areas of Assessment

**Student Achievement (Academic)**
- Literacy
- Numeracy

**Student Achievement (Non-academic)**
- Attendance
- Behaviour
- Attitude and Effort

**Teaching**
- Performance management records and data

**Learning Environment**
- Student surveys
- School Community Survey

**Leadership**
- Staff Survey
- Leadership surveys, eg Full Circle Feedback

**Resources**
- School budget allocations
- Finance audit reports
- Special needs funding reports
- Workforce plans

### Assessment Tool or Instrument

- NAPLAN
- On-Entry Assessment (PP, Year 1)
- Torch Reading comprehension (Years 3-7)
- PAT-R tests, PP – year 7
- Oxford Literacy Assessments Running Records
- MTS Summative Assessments

- School attendance data
- Behaviour records and data
- Attitude and Effort (from student reports)
Our priorities are derived from the 7 General Capabilities of the Australian Curriculum, which are:

LITERACY
NUMERACY
ETHICAL BEHAVIOUR
INFORMATION COMMUNICATION & TECHNOLOGY COMPETENCE
CRITICAL AND CREATIVE THINKING
PERSONAL AND SOCIAL CAPABILITY
INTERCULTURAL UNDERSTANDING

PRIORITY ONE - LITERACY

GOAL STATEMENT
For every student to improve their reading comprehension level.

GENERAL CAPABILITY       FOCUS ORGANISING       FOCUS MODE
FOCUS              IDEA              READING
LITERACY

TARGETS

NAPLAN

1.1 In 2014, 2015 and 2016 years 3 5 and 7 (2014 only) NAPLAN reading results are at or above the average for like schools. Reading Achievement

1.2 In 2014, 2015 and 2016 NAPLAN reading results, the difference between GPS and like schools is maintained or improved from year 3 to 5, and year 5 to 7 (in 2014). Reading Progress

1.3 In NAPLAN reading in 2014, 2015 and 2016 the percentage of students scoring in the top 20% of Australian students is equal to or better than the Australian average. Extending the top 20%

1.4 In NAPLAN reading in 2014, 2015 and 2016 the percentage of students scoring in the bottom 20% is equal to or less than the Australian average, i.e. 20%. Reducing the tail

ON ENTRY ASSESSMENT

1.5 In each year of On Entry Assessment (OEA) Testing (March), the Pre-primary reading results will be equal to or better than the state average. Reading Achievement

1.6 Reading results for year 1 to increase by at least 0.5 progressions points from PP, for 2014, 2015 and 2016. Reading Progress

NB: As NAPLAN testing occurs in May 2014, and On-Entry Assessment (OEA) in March 2014, which is the commencement of this business plan period, the 2014 data will form the baseline measure for these NAPLAN and OEA targets.
STRATEGIES
1. All staff to engage in year level planning meetings to increase their understanding and application of the concepts and skills described in their year level ACARA English sub strands of Expressing and Developing Ideas (Language) and Interpreting, Analysing and Evaluating (Literacy).
2. Teachers to use the Geo Lesson Plan, cooperative learning, guided reading, shared reading, and modelled reading to teach concepts and skills where appropriate.
3. Teachers to explicitly teach comprehension strategies as per the First Steps Reading Resource.

RESOURCES
Whole School Literacy Plan including Scope and Sequence
Jolly Phonics
Warm Up Slides
Geo Lesson Design
First Steps in English

MONITORING
NAPLAN
PAT R
Oxford Literacy Assessment Running Records of Reading

PRIORIT Y TWO - NUMERACY

GOAL STATEMENT
To improve students’ skills in the Proficiencies of Fluency and Problem Solving in the strands of Number and Algebra.

GENERAL CAPABILITY FOCUS
NUMERACY

TARGETS

NAPLAN
2.1 In 2014, 2015 and 2016 years 3, 5 and 7 (2014 only) NAPLAN numeracy results the difference between GPS and like schools is improved. (My School data) Numeracy Achievement

2.2 In 2014, 2015 and 2016 the stable cohort progress in Numeracy in Years 3-5 to match like schools. Numeracy Progress (First Cut data)

2.3 In NAPLAN numeracy in 2014 (years 3 & 5 & 7), 2015 and 2016 (years 3 & 5) the percentage of students scoring in the bottom 20% compared with the Australian average, is reduced by a quarter, (eg 36% reduces to 27%) Reducing the tail

2.4 In NAPLAN numeracy in 2014, 2015 and 2016 for years 3 & 5, the percentage of students scoring in the top 20% of Australian students is 15% or better. Maintaining and extending the top

2.5 Reduce the percentage of students in years 1 to 7 who achieve below the benchmark of 66% (mastery level) on MTS Summative assessments in November, from 2014 to 2015, and 2015 to 2016. Benchmarking MTS Progress
ON ENTRY ASSESSMENT

2.6 In On Entry Assessment (March) each year 2014 – 2016, the pre-primary numeracy result to be at least 0.1 progression points above the state average. **Numeracy Achievement**

STRETCH TARGET: this result to be 0.2 progression points above state average.

2.7 In 2014, 2015 and 2016 the year 1 Numeracy results in On Entry Assessment (March) to be at least 0.5 progression points greater than the same cohort’s average in pre-primary the previous year. **Numeracy Progress**

NB: As NAPLAN testing occurs in May 2014, and On-Entry Assessment (OEA) in March 2014, which is the commencement of this business plan period, the 2014 data will form the baseline measure for these NAPLAN and OEA targets.

STRATEGIES

1. Teachers will explicitly teach basic facts and concepts across the school K to 7.

2. Teachers will trial the use of a Number and Algebra student text book (RIC) in 2014, PP-7.

3. Teachers will use First Steps strategies and teach common language (from Language overview), from the school’s maths vocabulary scope and sequence.

4. Specialist teacher to work with teachers on a rotational basis, approx 13 weeks. Utilise school expertise (Train The Trainer for Transition) for year 7 in 2014. Assist teachers to implement strategies, establish a balanced lesson design and format incorporating First Steps and Explicit Instruction elements.

RESOURCES

- Maths Specialist teacher 0.4
- RIC Student books – school funded
- MTS Online Subscription
- Geo Lesson Design
- Warm Up Sides

PRIORITY THREE - PERSONAL AND SOCIAL CAPABILITY

GOAL STATEMENT

Students will develop the social and emotional skills that allow them to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them.

GENERAL CAPABILITY FOCUS

Personal and Social Capability

ORGANISING ELEMENTS

Self-Management
Social Management

TARGETS

3.1 Decrease the number of reflection sheets issued for classroom and playground misdemeanours from a ratio of 1 reflection sheet per 0.6 students in 2013 to 1 reflection sheet per 0.4 students or better, by 2016.
3.2 Increase the combined percentage of students achieving Consistent or Often in the 2016 Student Report Attribute Summary (combined Semester 1 and Semester 2 data) for Self Awareness Attributes 1, 2, 6, 7, 8 from 67% in 2013 to 85%.

3.3 Maintain the combined percentage of students achieving Consistent or Often in the 2016 Student Report Attribute Summary (combined Semester 1 and Semester 2 data) for Social Awareness Attributes 3, 4, 5 at 85% or better.

3.4 Achieve gold level in CHAT (Changing Health, Acting Together) by the end of 2016.

STRATEGIES

1. Teach specific social and emotional skills from K – 7 through PATHS and complementary materials (if required) to address the descriptors from the PASC Learning Continuum.

2. Develop consistent school wide practices and systems for all students, all staff, and in all settings using the Positive Behaviour In Schools framework.

3. Continue to use CHAT processes to develop skills of Resilience from K - 7

RESOURCES

Positive Behaviour Support Framework
Promoting Alternate Thinking Strategies (PATHS) program
Geo Lesson Plan
CHAT planning resources

MONITORING

PATHS standardised student evaluation – 3 classes per year (early, middle, senior) are assessed at the beginning and end of year on the 30 individual behaviours in the 3 key behavioural areas that the PATHS curriculum is designed to affect. Each student is evaluated individually on each behaviour.

Formal Report data – Attribute Summary generated through Reporting to Parents module
School- wide Evaluation Tool (SET) to measure the fidelity of the implementation of PBS
Team Implementation Checklist (TIC) to monitor progress of implementation at a school level and to direct action plan
School Integris Data (PBIS Dashboard)
CHAT targets
PRIORITY FOUR - CRITICAL AND CREATIVE THINKING

GOAL STATEMENT
For every student to improve their inquiry and reflection skills.

GENERAL CAPABILITY FOCUS
CRITICAL AND CREATIVE THINKING

FOCUS ORGANISING IDEAS
INQUIRING - Identifying, exploring and organising information and ideas
REFLECTING on thinking, actions and processes.

TARGETS

4.1 This priority area and strategy will be in the development phase in 2014, and in 2015 will develop its own assessment tools designed to assess the ability of students to think creatively and critically, based around the skills of inquiry and reflecting. These tools will be used to measure change, with a final measure made at the end of 2016.

STRATEGIES

1. All students to be explicitly taught the Inquiring Skills as outlined in the Australian Curriculum’s general capability Critical and Creative Thinking through the English, Science and History learning areas.

2. Teachers to explicitly integrate reflection through the Geo Lesson Plan.

3. Teachers to integrate Reflective Processes throughout lessons, as a natural and integral part of teaching students how to learn, in particular in English, Science and History learning areas.

4. Teachers to explicitly teach inquiry and reflection skills through Philosophy in Schools, DeBono’s Six Thinking Hats, and Mind Mapping.

RESOURCES
Assessment Tool to be developed
Philosophy in Schools training
De Bono’s resources
Mind Your Brain overview
Geo Lesson Design

MONITORING
School designed assessment tools for inquiring and reflecting K-7
GOAL STATEMENT
To promote and implement the identification, recognition and development of students’ talents and giftedness.

TARGETS

5.1 Refer to targets in reading and numeracy 1.3 and 2.4

5.2 In parent surveys in 2014-16, the school receives a high rating (at least 4/5) for its effectiveness in catering for GATE students.

5.3 The school achieves at least five public recognitions per year through the press, for activities related to GATE.

STRATEGIES

1. Continue and expand after-school programs for gifted and talented students in a variety of subjects and domains, including Science, The Arts.

2. Classroom teachers to ensure a provision in learning programs to extend students where relevant.

3. Create a data-base of students with giftedness and talents, across the school, with an early identification facility (from Kindergarten level) – aligned to Multiple Intelligences. Add this to the current student data bank and handover documents.

4. Maintain the school’s use of Gardiner’s Multiple Intelligences as a way of identifying each students’ strengths.

5. Create opportunities for students to be recognised for academic excellence, e.g. through school championships (Numero, Spelling champions); and commence testing identification programs such as UNSW testing (ICAS).

RESOURCES

GATE budget
GATE Co ordinator

MONITORING

NAPLAN results for literacy and numeracy (top end)
Number of opportunities provided for GATE students to extended and challenged.
Number of students involved in GATE activities
Monitor the annual year 4 PEAC identification testing program (Regional Office) to identify students in top percentiles.
TEACHING STAFF
With the move of year 7 students to high school in 2015, it is critical that the workforce plan for teaching staff is carefully managed. Leading up to 2014, Geographe Primary School has ensured that approximately 2.0 full-time equivalent teacher time (FTE) has been quarantined and not allocated to permanent teachers. With the reduction of school funding for 2014 and the decrease in student numbers expected in following years, the school will be able to manage the teaching workforce through teachers taking leave and reducing their time fraction. This will be achieved if the total FTE of permanent teachers is less than the staffing allocation each year.

WORKFORCE PLAN 2014 -2016

<table>
<thead>
<tr>
<th></th>
<th>Feb 2014 ACTUAL</th>
<th>2015 EXPECTED</th>
<th>2016 EXPECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number students K&amp;P</td>
<td>106</td>
<td>116</td>
<td>116</td>
</tr>
<tr>
<td>Number students 1-7</td>
<td>537</td>
<td>456</td>
<td>438</td>
</tr>
<tr>
<td>Number of permanent Teaching Staff</td>
<td>37</td>
<td>37</td>
<td>36</td>
</tr>
<tr>
<td>Total Permanent FTE owned</td>
<td>32.7</td>
<td>32.7</td>
<td>31.7</td>
</tr>
<tr>
<td>Total FTE taken by permanent teachers Includes admin staff</td>
<td>26.96</td>
<td>28.0</td>
<td>28.0</td>
</tr>
<tr>
<td>Number of Fixed-Term teachers</td>
<td>6</td>
<td>1**</td>
<td></td>
</tr>
<tr>
<td>Fixed-term teacher FTE</td>
<td>4.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE allocation from staffing formula</td>
<td>32.52 From OLB 2014</td>
<td>29.45* Based on 2014 OLB</td>
<td>*28.52 Based on 2014 OLB</td>
</tr>
<tr>
<td>Teacher FTE employed</td>
<td>32.46</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>Teachers on Leave</td>
<td>2.0 Parental Leave 2.5 LWOP</td>
<td>2.0 Parental 1.0 Deferred 1.0 LWOP</td>
<td></td>
</tr>
</tbody>
</table>

OLB - One Line Budget  LWOP - Leave Without Pay

GAP ANALYSIS

2015
Total permanent FTE of 32.7 less 3.6 (expected decrease) will leave 29.1 in 2015. This is less than the predicted allocation for teaching staff of 29.45.
* NB These figures do not include any allowance for expected growth in numbers from the new housing development at Peppermint Park.
** No fixed-term teachers will be appointed until beginning of 2015, to ensure staffing level is not exceeded.

Forward Planning
Based on these expected figures the school will require an additional 0.35 FTE. This is a minimum and does not include expected enrolment growth from new housing in the school's intake area.

2016
As it is difficult to plan from 2014, the workforce plan for 2016 will be reviewed and refined in term 1 2015. No permanent teacher time will be allocated prior to 2016 until it is established that vacant time is available.

Forward Planning
A Gap Analysis will be conducted in term 3 2015 to ascertain the likely teaching staff requirements for 2016.
NON TEACHING STAFF (SUPPORT)

As with teaching staff, the school must manage the number and total time allocation of support staff. With year 7s moving to high school in 2015, and enrolment numbers of students in early years declining, the school faces an over-staffing situation by 2015, despite efforts to restrict the amount of permanent time owned by permanent staff.

GAP ANALYSIS

2015

Cleaners and Gardeners will become enrolment driven. Based upon anticipated enrolments there will be a surplus of permanent staff in all areas of support staff.

Forward Planning

As these additional staff are permanent they would need to consider voluntary reduction in time or relocation. A process could be run to select Education Assistants as per their award. Apply for additional funding if required to support supernumerary staff.

2016

No additional permanent staff will be required -dependent on the outcome of supernumerary staff in 2015.

Forward Planning

A Gap Analysis will be conducted in term 3 2015 to ascertain the likely staff requirements for 2016. This will be determined by student numbers and staffing allocations.
## 2013 BUDGET v ACTUAL

<table>
<thead>
<tr>
<th>Revenue - Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$24,704.00</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>$56,713.87</td>
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<tr>
<td>P&amp;C Contributions</td>
<td>$18,012.01</td>
</tr>
<tr>
<td>Fundraising/Donations/Sponsorships</td>
<td>$2,744.09</td>
</tr>
<tr>
<td>Gov't Grants</td>
<td>$4,344.12</td>
</tr>
<tr>
<td>Other State Govt Grants</td>
<td>$4,103.89</td>
</tr>
<tr>
<td>Commonwealth Govt Grants</td>
<td>$10,312.10</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$</td>
</tr>
<tr>
<td>Other</td>
<td>$54,469.20</td>
</tr>
<tr>
<td>Internal Transfers</td>
<td>$18,552.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$607,839.28</td>
</tr>
</tbody>
</table>

Opening Balance: $131,449.00

Total Funds Available: $739,288.47

## 2104 BUDGET

<table>
<thead>
<tr>
<th>Revenue - Budget</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$19,170.00</td>
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<tr>
<td>Charges and Fees</td>
<td>$8,337.00</td>
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<tr>
<td>P&amp;C Contributions</td>
<td>$</td>
</tr>
<tr>
<td>Fundraising/Donations/Sponsorships</td>
<td>$550.00</td>
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<tr>
<td>DoE Grants</td>
<td>$385,803.00</td>
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<tr>
<td>Other State Govt Grants</td>
<td>$</td>
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<tr>
<td>Commonwealth Govt Grants</td>
<td>$1,678.00</td>
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<tr>
<td>Trading Activities</td>
<td>$</td>
</tr>
<tr>
<td>Other</td>
<td>$14,032.00</td>
</tr>
<tr>
<td>Internal Transfers</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$429,570.00</td>
</tr>
</tbody>
</table>

Opening Balance: 125,435.00

Total Funds Available: $555,005.00

### Expenditure - Budget vs Actual

- **Revenue Source**: Administration, Leases, Utilities, Building Fabric and Infrastructure, Education Services, Education Services, Other Specific Programs, Trading Activities, Other
- **Expenditure Purpose**: Administration, Leases, Utilities, Building Fabric and Infrastructure, Education Services, Education Services, Other Specific Programs, Trading Activities, Other

### Revenue - Budget vs Actual

- **Budget**: Administration, Leases, Utilities, Building Fabric and Infrastructure, Education Services, Education Services, Other Specific Programs, Trading Activities, Other
- **Actual**: Administration, Leases, Utilities, Building Fabric and Infrastructure, Education Services, Education Services, Other Specific Programs, Trading Activities, Other

### Expenditure - Budget vs Actual

- **Budget**: Administration, Leases, Utilities, Building Fabric and Infrastructure, Education Services, Education Services, Other Specific Programs, Trading Activities, Other
- **Actual**: Administration, Leases, Utilities, Building Fabric and Infrastructure, Education Services, Education Services, Other Specific Programs, Trading Activities, Other

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*Note: The tables and graphs are designed to compare budgeted amounts with actual expenditures for the years 2013 and 2014.*
Endorsement of Business Plan

Principal: Tim Baker

Signature: 

Date: 

School Board Chair: Peter Davies

Signature: 

Date:
## Geo Lesson Plan

### Key Aspects of Lesson

<table>
<thead>
<tr>
<th>REVIEW AND DRILL (Warm-up)</th>
<th>Develops automaticity – links to brain theory – from short term into long term memory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Includes chanting / repetition</td>
</tr>
<tr>
<td></td>
<td>• Incorporates body movements</td>
</tr>
<tr>
<td></td>
<td>• Is pacey</td>
</tr>
<tr>
<td></td>
<td>• Links to Instructional Intelligence:</td>
</tr>
<tr>
<td></td>
<td>Opportunity to rehearse, high accountability and safety</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Academic Goal is shared</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Explain real life purpose</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I DO</th>
<th>Teacher modelling / Presentation of new concept</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Can include a “Hook”</td>
</tr>
<tr>
<td></td>
<td>• includes:</td>
</tr>
<tr>
<td></td>
<td>Demonstration -</td>
</tr>
<tr>
<td></td>
<td>Description – “Think aloud” (helps children internalise and remember)</td>
</tr>
<tr>
<td></td>
<td>Questioning – keeps the children engaged and involved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WE DO</th>
<th>Guided Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Opportunities for practice with support from teacher and peers</td>
</tr>
<tr>
<td></td>
<td>• Link to Co-operative learning:</td>
</tr>
<tr>
<td></td>
<td>(Social Goal – how you want them to conduct one of the following types of activities)</td>
</tr>
<tr>
<td></td>
<td>Peer mentoring</td>
</tr>
<tr>
<td></td>
<td>Think Pair Share</td>
</tr>
<tr>
<td></td>
<td>Rally Robin</td>
</tr>
<tr>
<td></td>
<td>Boss / Secretary</td>
</tr>
<tr>
<td></td>
<td>Kagan groups</td>
</tr>
<tr>
<td></td>
<td>• Link to Instructional Intelligence – increase accountability by using individual whiteboards</td>
</tr>
<tr>
<td></td>
<td>• Provide support – give feedback (verbal, physical &amp; visual)</td>
</tr>
<tr>
<td></td>
<td>Check for understanding – move on when there is a critical mass ready</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YOU DO</th>
<th>Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children demonstrate the new skill independently</td>
</tr>
<tr>
<td></td>
<td>• Differentiated Curriculum (when needed – support &amp; extension)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REFLECTION, CELEBRATION and SHARING</th>
<th>Link back to lesson goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Link to Instructional Intelligence: Students give teacher feedback on achievement of goal</td>
</tr>
</tbody>
</table>