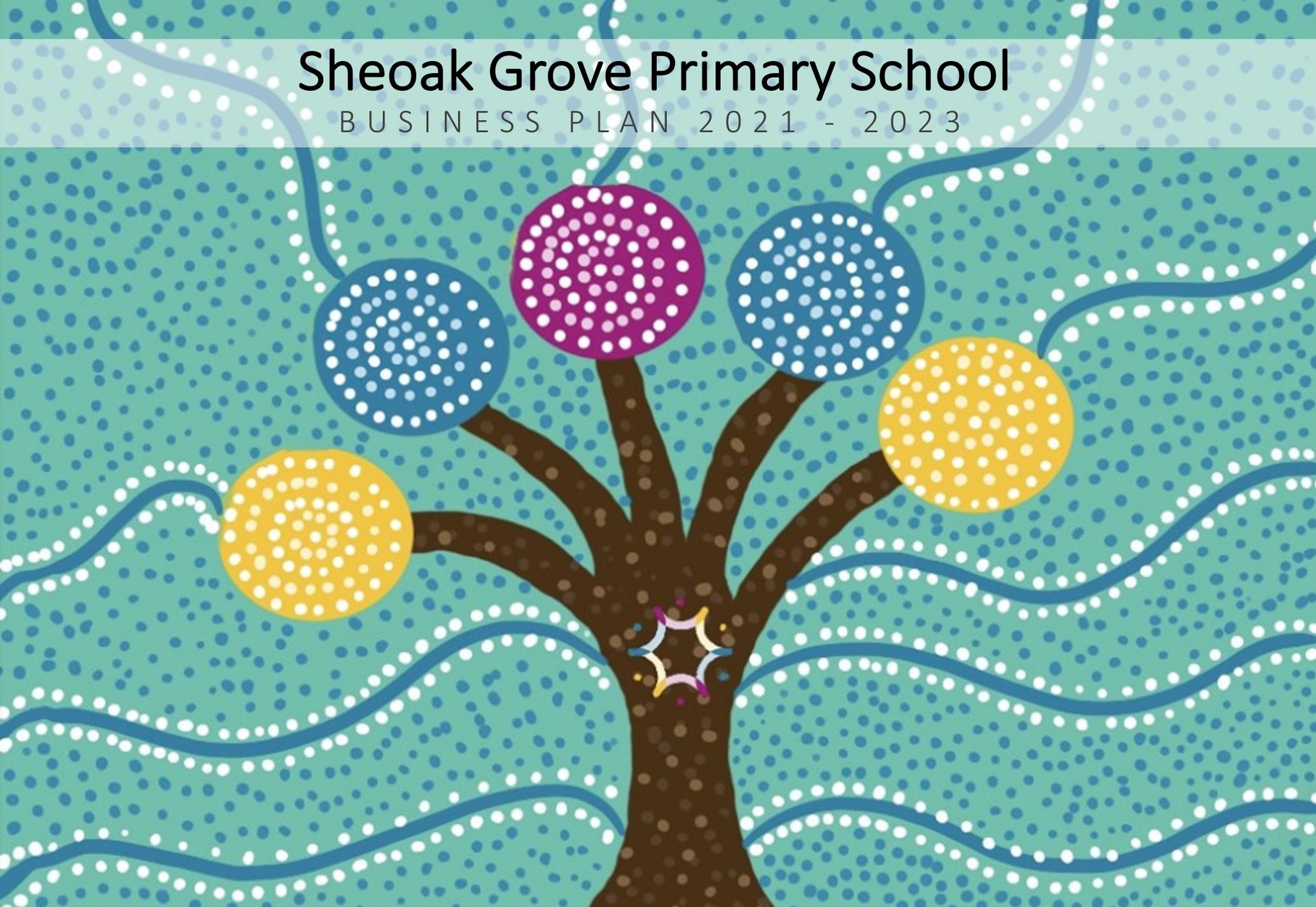


Sheoak Grove Primary School

BUSINESS PLAN 2021 - 2023



THE ARTWORK



This artwork represents Sheoak Grove Primary School. The sheoak tree at the centre is the **koort** (heart) of our school. It symbolises our connection to the **Noongar boodja** (Country) on which our school sits and serves as our Acknowledgement of Country. The sheoak tree, branded with our school logo, also symbolises our school's vision and values of *Shine, Grow, Connect*. The circles atop the sheoak tree represents each of our Improvement Drivers. These are the five key areas to drive improvement across the school in its formative years. The lines leading out from the sheoak tree represent the school's continual growth, development and connection. It is our commitment to inclusivity and belonging ensuring a cohesive, collaborative and safe community where everyone is challenged and supported to be their best every day.



Artist's Profile

My name is Roseanne Paine and I am a Yilka artist from Cosmo Newberry, an Aboriginal community in the north-eastern Goldfields Region of Western Australia. I am a proud Noongar / Yamatji / Wongutha woman. I grew up in Cosmo Newberry and Laverton. I love painting traditional and contemporary art pieces on canvas.

SHINE GROW CONNECT

School Context – Establishing our Direction

Sheoak Grove Primary is an Independent Public School. Our School was officially named by the Minister for Education, the Honourable Sue Ellery MLC, in November 2019 and moved into our state of the art facilities at Nyilla Approach, Baldivis in late January 2020. Our school was officially opened on the 21st of February, 2020 by the Premier of Western Australia, the Honourable Mark McGowan MLA.

At Sheoak Grove Primary our motto of *Shine, Grow, Connect* provides a platform for everything we do. Our school will reflect the rich diversity of the community that it serves. We will celebrate our local history and be overtly connected to the Noongar cultural traditions of the land on which our community is built. Throughout the formative years of our school, our community will see evidence of a school culture that is positive, supportive and collaborative. It will be one that embraces a community, staff and student voice to focus on wellbeing and socio-emotional health as the basis for academic progress. Our community will contribute to a school culture that is focused on continual improvement, inclusion and a clear, shared direction.

Our inaugural Business Plan was co-written by our staff and our School Board, and we look forward to the drive and direction it will give our school through its formative Business plan cycle.



SHEOAK GROVE

Our name has a link to the area's natural environment and Indigenous culture. The street address for our school is Nyilla Approach. This is derived from the local Noongar word nyilla-nyilla, which is the name given to the fruit of a plant that attaches itself to sheoak trees. There are also cultural references to sheoak trees being used as birthing trees traditionally because of the soft needle like qualities of their foliage when it falls, giving it a nurturing role.

The use of the term 'grove' is to identify with the stand of natural vegetation that includes the sheoaks as you approach the school along Baldivis Road in the Tramway Reserve that connects Baldivis from south to north. The name connects to our wider community, with Tuart Rise and Rivergums Primary Schools also using names of local native trees, as well as other street names in the immediate vicinity of our school.

The name also connects with the outdoor environment of our school as it emphasises nature play extensively throughout the school with many appropriate native trees being planted for shade. It is highlighted with many logs connecting Toodyay stone seating and play areas that are supported by large areas of deep mulch acting as soft-fall. There are also designated outdoor learning areas with these design features. To celebrate all of this we have feature Sheoak trees planted at our school's entrance.



The Sheoak Grove logo symbolises our name and the school vision and values developed by our Steering Committee and enshrined in our motto, Shine, Grow, Connect. The star shape of our logo is reminiscent of the top view of a sheoak nut, obviously linked with the story of our school name. The star shape also references the 'shine' aspect of our motto. The star is made up of the three groups within our school community, our students, parents and caregivers and our staff, represented by the three complementary colours. The connection between these most important stakeholders is symbolised within in the links of the star shape.

THE SHEOAK VISION

The initial school vision was created in 2019 and endorsed by our Steering Committee. It has been the basis of every strategic direction that has built the platform to develop our school and was key in the selection of our inaugural staff.

At Sheoak Grove Primary School we will build an environment that provides an engaged, empowered and connection school community that inspires our students to believe and achieve. Our pursuit of academic excellence and sustainable learning will be launched from a foundation of personal and collective well-being and a focus on rigorous and explicit teaching and learning practice. Our commitment to inclusivity and belonging ensures a cohesive, collaborative and safe community where everyone is challenged and supported to be their best every day.

IMPROVEMENT DRIVERS

The Sheoak Grove Business Plan (2021-2023) describes five key areas to drive improvement across the school. These improvement drivers focus on essential elements of our school community and are described in detail in the next section of the Plan. Each Improvement Driver is symbolised by a branch of our sheoak tree represented in the Plan's art piece. Each school policy, procedure and official statement will carry the symbol for the Improvement Driver that it is aligned to, ensuring a transparent link between our Business Plan and our active school policy documents.

The five Improvement Drivers developed by our school community are:



STUDENT SUCCESS



RESPECTFUL RELATIONSHIPS



EXCEPTIONAL TEACHING



PROFESSIONAL CAPABILITY



SCHOOL & ASSESSMENT REVIEW



IMPROVEMENT DRIVERS

1 - STUDENT SUCCESS

EVERY STUDENT'S SUCCESS IS BUILT ON A FOUNDATION OF CONNECTION AND BELONGING.

At Sheoak Grove we think critically, connect with others and value belonging. Our focus is on providing quality education and setting high expectations that acknowledge every student's needs. Our foundation of connection and belonging builds each child's confidence, optimism and resilience and puts every student on the pathway to success.

1.1 Pursue excellence in student academic achievement through:

- Sustaining explicit approaches to instructional practice and high impact teaching strategies
- Establishing and prioritise evidenced based, highly effective whole school approaches to literacy and numeracy across all learning areas
- Implementing targeted, inclusive and differentiated teaching approaches and learning opportunities for students with identified needs

1.2 Establish a focus on contemporary and emerging work practices by:

- Establishing opportunities for integrated learning approaches
- Embedding opportunities for students to engage with and apply STEM
- Promoting critical thinking, creativity, innovation and entrepreneurial skills

1.3 Prioritise resilience, optimism, confidence and self-efficacy through the development of our WA PBS framework by:

- Establishing a safe, inclusive, consistent and predictable school environment that celebrates diversity through the development of our WAPBS framework
- Establishing systems that identify students at risk and provide targeted support
- Establishing a focus on student mental health and emotional well-being

1.4 Prioritise the implementation of the Aboriginal Cultural Standards Framework (ACSF) across the school and across all learning areas by:

- Establishing a school community that is culturally responsive
- Developing and use knowledge of Aboriginal histories and experiences, cultures, languages and family relationships to positively impact student wellbeing and achievement
- Identifying and resource an impact coach to quality assure a planned, supported and effective approach of the implementation of the ACSF

1.5 Develop strategies that promote the recognition of student voice across all aspects of our school by:

- Incorporating student voice into data and feedback systems that direct the school's development of effective pedagogical approaches and assessment practice
- Developing student leadership capacity through providing effective opportunities and meaningful contexts
- Developing civic responsibility and activity through developing an approach to community contribution, volunteering and the recognition of others





IMPROVEMENT DRIVERS

2 – RESPECTFUL RELATIONSHIPS

WE BUILD RESPECTFUL RELATIONSHIPS AND INTEGRATED CONNECTION WITH OUR FAMILIES AND THE BROADER COMMUNITY.

At Sheoak Grove we draw on the diversity and strength of our community to set sustainable directions for our students. We ensure that our school direction reflects community aspirations through a variety of communication strategies that build and sustain relationships. We connect with local and state-wide service providers to strengthen our commitment to our students.

2.1 Draw on the meaningful roles that parents, students and community members have in school decision making when setting sustainable direction for our students by

- Establishing a highly effective governance structure with a functional School Board that is appropriately engaged in decision making processes
- Establishing an effective, supportive and engaged Parents and Citizens Committee that enriches the culture of the school.
- Establishing collaborative work opportunities with the local Aboriginal Community to ensure the cultural appropriateness of our school direction

2.2 Use effective communication to actively engage families to ensure that strong relationships are established and maintained to support student learning and facilitate effective communication by

- Incorporating a range of current and emerging platforms to communicate whole school information and decision making
- Offering regular and consistent opportunities for parents and caregivers to meet and collaborate with teachers and other staff members to support student success
- Establishing a functional and effective schedule of school community events that support learning, celebrate success and engage families

2.3 Form partnerships with local and state-wide service providers to strengthen and support students learning, wellbeing and developmental outcomes by

- Establishing and maintain collaboration with the appropriate agencies and para-professionals to provide effective support for students with disabilities
- Working with SSEN-BE to ensure the appropriate development of our WA PBS framework
- Ensuring connection and collaboration with local agencies to ensure the safe and appropriate transition of our students

2.4 Build integrated connections for families in our school community that create a sense of belonging and support family life across the school community by

- Providing families with links to professional support though para-professionals, government agencies and student services focused staff
- Engaging in quality transition practice that supports students and their families into our school, their progress within it and exit into other school communities
- Providing families with services that support a working community such as access to Out of School Hours Care providers and community use of school facilities



IMPROVEMENT DRIVERS

3 – EXCEPTIONAL TEACHING

WE ASPIRE TO BUILD A SCHOOL CULTURE THAT POSITIVELY IMPACTS ON AND SUPPORTS EXCEPTIONAL PEDAGOGICAL PRACTICE.

At Sheoak Grove we prioritise a culture that supports our staff. Through building strong, trusted partnerships within the school and broader community we will have the most significant impact on the quality of teaching and learning.

3.1 Ensure exceptional instruction in every classroom by:

- Developing a consistent lesson structure implemented across the school that prioritises an explicit approach to visible learning
- Establishing and maintain Professional Learning Communities that align with phases of learning to support evidenced, high impact teaching strategies
- Identifying and resource an impact coach to quality assure the delivery high impact teaching strategies as identified through the Professional Learning Communities

3.2 Establish strategies and process that ensure that all students achieve appropriate academic progress across every learning area through:

- Establishing and maintaining Learning Area Teams to embed highly effective whole school curriculum planning and assessment approaches that are informed by valid and reliable data and review in accordance with the School Self-Assessment practice
- Developing a foundation of learning in the early years that align to the National Quality Standard, the Early Years Learning Framework and whole school approaches
- Establishing and resource strategies to monitor the progress of Aboriginal and EAL/D students

3.3 Develop a whole school, evidenced based culture that prioritises precise educational measurement tools to monitor the appropriateness of student progress by:

- Creating and implementing an effective annual assessment schedule to inform teaching and learning practice
- Establishing reliable and valid longitudinal baseline data sets across all learning areas to inform School Self-Assessment processes and annual governance requirements
- Ensuring the School Self-Assessment practice informs the School Review process and that explicit links between the two are established and maintained.

2.4 Build integrated connections for families in our school community that create a sense of belonging and support family life across the school community by

- Continually building the capacity of our leaders to support effective, evidence based pedagogical practice
- Establishing and implementing a whole school governance and accountability strategy that is explicitly focussed on teaching and learning
- Establishing and implementing a Local Leadership Strategy that identifies and develops staff leadership capacity through an explicitly distributed leadership model



IMPROVEMENT DRIVERS

4 – PROFESSIONAL CAPACITY

WE ARE DEDICATED TO DEVELOPING THE PROFESSIONAL CAPACITY OF ALL OF OUR STAFF THROUGH ESTABLISHING A CULTURE OF EXCELLENCE

At Sheoak Grove we develop a culture that supports both the professional growth and well-being of all staff to ensure they can make a real difference in the lives of our students. We value innovation and support our staff to ensure they are motivated and committed to develop and sustain exceptional professional practice.

4.1 Build an empowered, balanced and diverse staff group through:

- Establishing and embedding recruitment strategies that identify staff who prioritise high impact strategies, collaborative work practice and support whole school approaches
- Developing a workforce plan that provides all staff with a supportive induction process and ongoing opportunities for professional growth and feedback
- Building strong connections to system initiative and directorates, our network schools, professional associations and universities to explore innovation and embrace evidence-based research.

4.2 Establish and maintain a safe professional environment where staff are supported and challenged by:

- Providing all staff with constant opportunities to focus on professional growth based on systemic norms such as AITSL and other systemic standards
- Providing meaningful opportunities for staff to work collaboratively, model high impact work strategies and routinely engage in observation and feedback
- Support staff to research, trial and incorporate new digital technologies to enhance teaching and learning

4.3 Support all staff through the development of a comprehensive well-being strategy by

- Explicitly valuing a balanced approach to the personal demands of exceptional teaching practice and the development of personal fulfilment outside of the professional environment
- Developing a focus on organisational wellbeing and tailor professional learning to the needs of the whole staff, staff groups or individuals as identified through data gathering and analysis
- Developing a representative staff focus group and build its capacity to lead organisational well being





IMPROVEMENT DRIVERS

5 – WHOLE SCHOOL ASSESSMENT & REVIEW

WE ARE COMMITTED TO PROVIDING A DATA RICH ENVIRONMENT THAT WILL PROVIDE OUR SCHOOL COMMUNITY WITH ASSURANCE ABOUT THE QUALITY OF TEACHING AND LEARNING AND THE EFFECTIVENESS OF SCHOOL BASED PROGRAMS.

At Sheoak Grove we will establish a school Self-Assessment Framework that will support and maintain an effective School Improvement Cycle. This will inform the processes that will collect and analyse appropriate data that will inform judgements made for the Public School Review process.

5.1 Create and sustain the conditions for student success through the development of a documented School Self-Assessment Framework by:

- Developing an explicit focus on successful students at the core of the Framework
- Providing the context for the development of a robust School Improvement Cycle
- Incorporating the use of the Public School Review components through:
 - engaging relationships and partnerships
 - a positive learning environment
 - effective leadership
 - quality teaching
 - an effective use of resources
 - effective and valid analysis of student achievement and progress



The Sheoak Grove Primary School Self-Assessment Framework

TARGETS

Each of our Improvement Drivers have a number of targets that will indicate the level of success the school has achieved in each area at the end of the Business Plan cycle. Some of the targets described below are valid for more than one Improvement Driver. Each target will be reported against to the school community through our School Self-Assessment and Review practice.



Improvement Driver				Target
1	2	3	4	
✓			✓	Develop valid measurement practice to demonstrate the effect size of the identified high impact strategies
✓				Demonstrated effect of the comprehensive whole school approach to the Positive Behaviour Support plan
✓				Evidence of a developing approach to student services processes that is responsive to the population growth of the school
✓	✓			Develop valid measurement practice to demonstrate the effect size of the work within the Aboriginal Cultural Standards Framework
✓				Develop comprehensive student attendance baseline data
✓				Develop comprehensive student behaviour baseline data
	✓			Establish a consultative group for parents of Aboriginal students
	✓			Establish a consultative group for parents of EAL/D and culturally diverse students
	✓			Demonstrate effectiveness of a functional, flexible and effective communication suite for parents
✓	✓			Evidence of a developing transition process that is responsive to the population growth of the school
✓		✓		Develop complete baseline of NAPLAN data across all measures
✓		✓		Demonstrate annual effect size student progress data in writing using Brightpath
✓		✓		Demonstrate annual effect size student progress data in reading using PAT testing
✓		✓		Demonstrate annual effect size student progress data in mathematics using PAT testing
		✓		Establish an initial baseline of Early Childhood practice through the analysis of National Quality Standards data
		✓		Establish an initial baseline for our school community through the analysis of Australian Early Developmental Index data
		✓		Establish high performance through the Finance Self-Assessment data to be confirmed through Departmental audit processes
			✓	Establish an effective Local Leadership Strategy
			✓	Establish a comprehensive long term Workforce Plan
			✓	All staff engaged in empowering and supportive performance management processes
			✓	Establish a representative staff group to develop and review an effective staff wellbeing plan



SHINE

GROW

CONNECT