



BUSINESS PLAN

2021 - 2023



Orange Grove Primary School is an Independent Public School set in a beautiful rural setting located on the edge of the Darling Escarpment near Bickley Reservoir. Our school has a long and proud history from 1923 and while tradition is an important part of our culture, our focus is on preparing children for the future.

Orange Grove's reputation for inclusivity, quality educational programs, use of technology, unique environment and smallness attracts students from a variety of areas. We offer a diverse range of subjects including music, Italian, art and crafts, African drumming, physical education and guitar which are taught by specialist teachers.

Our school caters for up to 153 children from Kindergarten to Year 6. We have a strong ethos of being a warm, caring and friendly community where every child is treated as a valued individual as guided by our motto of 'Friendship and Achievement'. Our school will give children a good solid start to their educational journey. Research shows that children

are likely to have a number of careers in their life and we want to ensure that they have the skills and confidence to face whatever challenges come their way.

Orange Grove Primary School became an Independent Public School in 2015. Our educators are very professional and have a strong sense of pastoral care, engage in all educational initiatives, work closely with each other and parents, aiming to provide programs which meet individual needs and produce results that are very positive.

The sense of community that exists between parents, staff and students is an integral part of Orange Grove and a source of pride for all. Strong community support has been a feature of this school and the community has worked actively towards providing additional resources for the school.



To nurture and prepare our students academically, emotionally and socially in an inclusive and supportive environment so they can become respectful, responsible and resilient members of our community.

Department of Education WA: Statement of Expectation 2021-2024

The Statement is designed to afford all schools with clear expectations with respect to the implementation of Every Student, Every Classroom, Every Day and Building on Strength.

This document holds to and promotes high expectations of success for every student

- Using evidence to underpin decisions.
- Strengthening educationally powerful partnerships with families and other service providers to support the engagement of every student.
- Fostering collaboration among staff within and across schools to build capability.
- Creating and sustaining the conditions for high quality teaching in every classroom.
- Supporting Principals to work with their staff and the local community to deliver benefits to students.
- Ensuring equity, including the Aboriginal or Torres Strait Islander students, students with a disability, those for whom English is a second language and those who experience social and / or locality disadvantage.
- Fulfilling requirements of the funding agreement for schools.
- Complying with all Policy, industrial and Legislative requirements.



WE BELIEVE

- Positive teacher-student relationships, high expectations and excellent classroom practice are essential for student success.
- Every child has the right to a safe and inclusive learning environment regardless of socio-economic status, cultural diversity, physical, intellectual or emotional development.
- Our focus needs to be on developing the whole child – socially, emotionally, academically, creatively and physically.
- All children, given the appropriate assistance and encouragement can fulfil their potential in all areas of the curriculum.
- Learning programs need to acknowledge and build on where students are at with their learning, to be culturally and developmentally appropriate and have real-life application.
- A culture of active and open communication between staff, students, parents and the broader community supports student engagement and achievement.



The following are focus areas as outlined in the Department of Education Strategic directions for public schools 2020 – 2024 and detail our improvement drivers for student success.

FOCUS AREAS

1. PROVIDE EVERY STUDENT WITH A PATHWAY TO A SUCCESSFUL FUTURE.

What we will do	What you will see
<p>Implement effective application of the Western Australian curriculum in every classroom.</p>	<ul style="list-style-type: none"> • Students engaged in age appropriate and interesting lessons across all curricular areas. • Teachers collaboratively plan, teach and assess all curriculum requirements. • Specialist teachers for Physical Education, The Arts, Technologies and LOTE.
<p>Adopt and embed an explicit teaching pedagogy across the school with a focus on Literacy and Numeracy.</p>	<ul style="list-style-type: none"> • Best-practice teaching that engages students and encourages them to work to the best of their ability every day. • Data driven school providing feedback on learning to the student, informing teaching and providing information for parents and the wider community on progress and achievement. • Whole school implementation of evidence-based programs to support oral language, phonological awareness, synthetic phonics, spelling and reading, mental maths. • Dedicated Literacy and Numeracy blocks programmed in every classroom every day.
<p>Develop a strong focus on Early / Junior primary making it a priority area in our school.</p>	<ul style="list-style-type: none"> • High-quality learning experiences, with intentional learning goals, that are responsive to student needs and community expectations. • Early Childhood staff using the National Quality Standard Framework to self-assess and use a reflective approach for continuous improvement. • Achievement of having met the standard in all strands of National Quality Opinion Survey NSOS.
<p>Continue to implement programs and strategies that support positive behaviour and social emotional wellbeing, including Positive Behaviour Support and Cybersafety.</p>	<ul style="list-style-type: none"> • Teachers assess students using Attitude and Behaviour Expectations rubric. • Social and ethical protocols and practices applied when using Information and Communication Technology. • Partnership with agencies to provide further knowledge on cyber safety. • Information and Communication Technology skills explicitly taught and applied. • The Whole School Behaviour Management Policy implemented in a consistent manner. • Data collected to review the effectiveness of the school's behaviour management policy.
<p>School leadership drives a focus on high expectations of individual student achievement.</p>	<ul style="list-style-type: none"> • Administration Team conducting regular classroom visits and engaging in reflective conversations with staff and students. • Leaders working collaboratively to build positive relationships with all staff, students and parents.



FOCUS AREAS

2. STRENGTHEN SUPPORT FOR TEACHING AND LEARNING EXCELLENCE IN EVERY CLASSROOM.

What we will do	What you will see
Develop a school-wide Teaching and Learning manual that clearly outlines what is to occur in our classrooms.	<ul style="list-style-type: none"> • Explicit, targeted teaching occurring in all classrooms. • Consistent pedagogical practice across the school. • Daily Reviews embedded in literacy and numeracy sessions.
Ensure school leadership drives a focus on high expectations of individual student achievement.	<ul style="list-style-type: none"> • The principal and deputy regularly in classrooms with teachers and students. • School leaders facilitating reflective conversations with teachers about their classroom practice.
Embed consistent whole-school teaching practices, using clear accountability and performance processes	<ul style="list-style-type: none"> • Staff reviewing and updating whole school plans regularly. • Collaborative meetings utilised to share and improve whole school teaching practices.
Develop teacher quality through a performance management cycle.	<ul style="list-style-type: none"> • A performance management cycle which includes self-reflection, peer coaching/mentoring, line manager and peer observations as well as formal and informal discussions. • Staff focusing on whole school and individual goals.



FOCUS AREAS

3. BUILD THE CAPABILITY OF OUR PRINCIPALS, OUR TEACHERS AND OUR ALLIED PROFESSIONALS.

What we will do	What you will see
<p>Build respectful and trusting teacher-student relationships in every classroom.</p>	<ul style="list-style-type: none"> Teachers who show a genuine interest in their students and demonstrate an understanding of students' personal situations and needs. Students who are comfortable and engage in learning because they feel valued and a sense of belonging.
<p>Nurture students at educational risk along with their families by providing support through specialised services.</p>	<ul style="list-style-type: none"> Deputy Principal coordinating support services for our families on an individual case-management basis. <ul style="list-style-type: none"> - School-based supports to include School Psychologist, School Nurse, School Chaplain. - Government and community organisations to include CPC Maddington, CPFS, MADCAN
<p>Embrace and celebrate our community's diverse backgrounds and cultures as well as being responsive to the Department's Aboriginal Cultural Standards Framework.</p>	<ul style="list-style-type: none"> Cultural celebrations that are embraced by our school community, including Harmony Day and NAIDOC week. Collaborative relationships between staff, Aboriginal students, their parents and families, and communities to support student learning. Aboriginal families provided with regular opportunities to engage with the school community. Implement the Reconciliation Action Plan Framework (RAP) Increase the presences of indigenous symbolism – physical environment. Local elders invited to deliver Welcome to Country addresses at major school events. Students delivering Acknowledgement of Country at school assemblies.
<p>Provide opportunities for distributed leadership to occur across the school.</p>	<ul style="list-style-type: none"> Staff being provided with leadership opportunities including committee leaders, network leaders and cost centre managers. Staff encouraged and supported to pursue aspirations such as Senior Teacher and Level 3 Classroom Teacher.
<p>Arrange leadership training for the principal, Manager Corporate Services and any aspirant leaders within the school.</p>	<ul style="list-style-type: none"> The budget reflects leadership training programs and Level 3 professional learning. (Leederville Institute)



FOCUS AREAS

4. SUPPORT INCREASED SCHOOL AUTONOMY WITHIN A CONNECTED AND UNIFIED PUBLIC SCHOOL SYSTEM.

What we will do	What you will see
<p>Continue to work closely with our School Board and P&C.</p>	<ul style="list-style-type: none"> • A School Board, consisting of staff, parents and community members, operating at a high level as the peak governance group for the school. • An active and dynamic P&C providing an opportunity for all parents to proactively engage with initiatives to support the school
<p>Communicate efficiently and regularly to inform our parents and school community.</p>	<ul style="list-style-type: none"> • Effectively communicate with parents through a variety of mediums, including: <ul style="list-style-type: none"> - Orange Grove Primary School newsletter. - Our school website. - Parent communication through Connect and MGM Outreach. - Publications in newsletters, open afternoons, Kindy induction with parents, school's Annual Report, School Board meetings and information sessions.
<p>Continue to provide a variety of opportunities for families to engage with the school community.</p>	<ul style="list-style-type: none"> • Professional, well-run school events which parents are invited and encouraged to attend, such as: <ul style="list-style-type: none"> - School assemblies - Annual ANZAC service - NAIDOC Week activities - End-of-year concert and Year 6 graduation - Harmony Day - Athletic and Interschool carnivals - Walk & Ride to School - OGPS Picnic
<p>Actively engage as a members of the Maddington Network Cluster of Independent Public Schools.</p>	<ul style="list-style-type: none"> • Participation in combined professional learning opportunities alongside staff from Network schools. MADCAN Principal, Early Years, 3-6, Literacy & Numeracy and Indigenous Group.
<p>Focus on supporting children by communicating with partner agencies and providers.</p>	<ul style="list-style-type: none"> • Communication between relevant agencies. • Clear consultation methods used with all stakeholders. • Parents informed of the role of the School Board and how they can approach the board with board matters. • Share data and information relating to student and school performance with the School Board and school community.
<p>Establish a well-informed and balanced budget each year.</p>	<ul style="list-style-type: none"> • Finance committee viewing budget requests and making decisions based on priorities.





“ I love OGPS because everyone is so nice hear. We have amazing teachers. We also have a Peace Garden.”
Inara



“ OGPS is our community lifting our kids up. Celebrating their success and helping us raise wonderful kids.”
OGPS Parent



RESPONSIBILITY
You can show this value by...

- * Doing things to the best of your ability
- * Listening to feedback
- * Accepting your mistakes without making excuses
- * Being willing to keep growing & taking on new responsibilities
- * Doing the right thing, even when it's hard

- Buddy Bear



FOCUS AREAS

- Students' achievement in NAPLAN Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy is at or above the expected range relative to ICSEA.
- The percentage of Consistently and Often ratings in students' Attitude, Behaviour and Effort assessments will be above 85%.
- A to E grade allocations for English, Maths, Science and Humanities will be at or above the expected range relative to ICSEA.
- The proportion of students above Stanine 5 in Year 1 reading and maths assessments (PAT-R and PAT-M) will increase each year from 2021 to 2023.
- 60% of students to show progress in On Entry reading, writing and maths from pre-primary, year 1 and year 2.
- Aboriginal students' mean attendance rate is the same as or above Like Schools and WA public schools.
- The proportion of students attending at least 85% of available student days is at or above the expected range relative to ICSEA.
- The National School Opinion Survey results are positive for Students, Parents and Staff (mean scores of at least 4 out of 5 for each).

SCHOOL SELF-ASSESSMENT

The school will use the Department's Electronic School Assessment Tool to self-assess annually against the following 6 domains:

- ✓ **TEACHING QUALITY**
- ✓ **LEARNING ENVIRONMENT**
- ✓ **LEADERSHIP**
- ✓ **RELATIONSHIPS AND PARTNERSHIPS**
- ✓ **USE OF RESOURCES**

Student achievement and progress

The school will continue to reflect and refine its whole school assessment monitoring tools to validate current student growth within the duration of this business plan.

In collaboration with our school community we will undertake self-assessment that results in judgements about the standards of student achievement and the effectiveness of our school processes in maximising student achievement.

The school will participate in a Public School Accountability Review hosting a team of department reviewers for a validation visit within the duration of this business plan. The report from this review will be published on our school website.





Aboriginal Cultural Standards Framework	A framework to support Department of Education WA staff to reflect on their approaches to the education of Aboriginal students.	LOTE	Languages Other Than English.
ACARA	Australian Curriculum, Assessment and Reporting Authority.	MADCAN	Maddington and Cannington Network Schools.
ACSF	The Department of Education's Aboriginal Cultural Standards Framework.	NAPLAN	National Assessment Program for Literacy and Numeracy for primary aged school students in years 3 & 5.
AITSL	Australian Institute for Teaching and School Leadership.	NSOS	The National School Opinion Survey, which is deployed with parents, students and staff on a biennial basis. National Quality Standard Framework A high national benchmark for early childhood education.
CPCEM	Child and Parent Centre East Maddington, including the child development domains of speech pathology, occupational therapy and physiotherapy.	On-Entry	Australian on entry assessment for Kindy to Pre-primary.
CPFS	Department of Communities: Child Protection and Family Support.	OGPS	Orange Grove Primary School.
Differentiation	An approach that encourages teachers to respond to relevant differences among individuals while maintaining high expectations for all.	Positive Behaviour Support	Whole School Values and Behaviour Management Policy. Zones of Regulation A framework used to teach students self-regulation and self-control.
ICSEA	Index of Community Socio-Educational Advantage: A scale which allows for fair and reasonable comparisons among schools with similar students. The mean value is 1000.	SAER	Students at educational risk.
IEP	Individual Education Plan	School Review Process	ESAT Electronic Schools Assessment Tool.
Like Schools	Statistically and demographically similar schools within the Western Australian public school system, based on ICSEA.	SCSA	School Curriculum and Standards Authority of Western Australia.
		SSEN	School of Special Education Needs SSPBS Stronger Smarter Positive Behaviour in Schools.
		PAT	Progressive Achievement Tests.
		RAP	The Reconciliation Action Plan program provides a framework for organisations to support the national reconciliation movement.





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40 Boyle Lane, Orange Grove WA 6102
Tel 08 9232 3400
orangegrope.ps@education.wa.edu.au

www.ogps.wa.edu.au