

GLEN HUON PRIMARY SCHOOL

# TOWARDS <sup>20</sup><sub>30</sub> GOALS FOR SUCCESSFUL LEARNING



# TOWARDS 2030, GOALS FOR SUCCESSFUL LEARNING

Sets our Strategic Direction as we move *Towards 2030*. Our eight *Goals for Successful Learning* are the key improvement drivers that all other improvement strategies and targets work towards. Students are our number one focus and each of the eight *Goals for Successful Learning* are designed to ensure this focus remains consistent and relevant to the needs of each current and future GHPS students. Each of the eight building blocks of *Towards 2030* work together as we seek to grow and nurture a community of successful learners. At the core of *Towards 2030*, it is about making *great human beings*.

## IN REALISING TOWARDS 2030 WE WILL:

1. Be the *school of choice* for all families in our local area
2. Deliver curriculum across K – 6 in a *unique and innovative manner* that is integrated and less focused on year levels
3. *Be recognised* for our approach to social and emotional learning and our strong student-centred learning culture
4. Draw on *strong partnerships* across the Eaton and wider Bunbury community to support opportunities for students
5. See *improvement across all* AEDC domains
6. *Be at or above* the national mean for all areas of NAPLAN
7. *Be at or above* the national mean for all areas of On-Entry assessment
8. *Achieve and maintain met* for all standards of the National Quality Standard
9. *Successfully rebrand* GHPS to a more modern style making use of online and social media platforms for promotions and marketing



## SOLVING THE CHALLENGES OF TOMORROW

requires equipping the children of today to critically examine, problem solve, ask questions and suggest alternatives. A modern world requires a modern approach to learning. **CRITICAL LEARNING PRIORITISATION** is about identifying and tailoring learning to each individual child, with a key focus on literacy and numeracy development.

### WE WILL:

- Respond to critical AEDC data
- Prioritise literacy and numeracy learning
- Support teachers to embed an explicit teaching pedagogy through participation in Teach Well professional learning
- Develop integrated approaches to curriculum delivery with a deliberate focus on sustainability and cultural responsiveness
- Be recognised for our ability to deliver STEM learning
- Ensure literacy intervention and SAER support funding continues
- Investigate and formalise an early childhood pedagogy
- Develop more streamlined assessment and data collection processes
- Support teacher and EA development in areas of priority



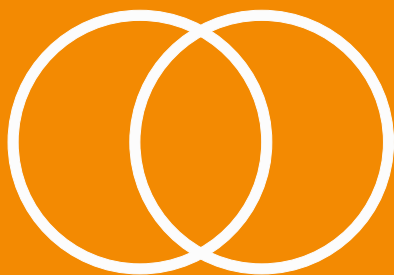
## 1 CRITICAL LEARNING PRIORITISATION



### TARGETS:

- ANNUAL IMPROVEMENTS ACROSS ALL AREAS OF ON-ENTRY ASSESSMENT
- ANNUAL IMPROVMENTS ACROSS ALL AREAS OF NAPLAN
- MEETING THE STANDARD IN ALL 7 NATIONAL QUALITY STANDARD AREAS
- HIGH SATISFACTION RATING PARENTS AND STUDENTS NATIONAL SCHOOL OPINION SURVEY

## 2 BELONGING AND WELLBEING



### TARGETS:

- ANNUAL INCREASE IN OVERALL ATTENDANCE PERCENTAGE
- ANNUAL DECREASE IN NUMBER OF STUDENTS SUSPENDED
- A CONSISTENT NUMBER OF STUDENTS BECOMING GOLD CLUB MEMBERS
- ANNUAL INCREASE IN USE OF GREEN SLIPS
- ANNUAL DECREASE IN USE OF PINK SLIPS

## A SAFE, SUPPORTIVE LEARNING ENVIRONMENT

is paramount to student success. Positive Behaviour Support (PBS) creates the conditions for **BELONGING AND WELLBEING** to thrive. Our staff seek to establish relationships with every student to improve the learning experience for all. Social and emotional learning (SEL) is the foundation of our PBS, belonging and wellbeing culture.

### WE WILL:

- Continue to enhance our Positive Behaviour Support focus
- Ensure every teacher and EA receives CMS professional learning
- Implement a social and emotional learning framework across the whole school
- Provide SEL training for all staff
- Dedicate resources to improving attendance
- Prioritise school psychology time for students with greatest needs
- Continue to fund additional chaplaincy time



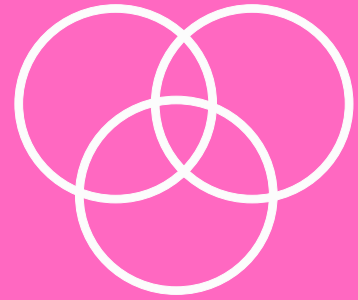
**ALL CHILDREN** have a right to learn safe and free from discrimination or harm. **ADVOCACY AND INCLUSIVITY** ensures that children with disability are provided equal learning opportunities. It ensures that all cultures are recognised and celebrated. It ensures that every child is respected, valued, and heard. **ADVOCACY AND INCLUSIVITY** is about quality education for all.

### WE WILL:

- Carry out regular reflection using the Aboriginal Cultural Standards Framework
- Develop and implement a reconciliation action plan
- Use modern and evidence-based approaches to supporting students with disability
- Grow our ability to support EAL/D students
- Establish strong partnerships with disability services
- Utilise SEN services to support inclusive learning
- Embed consistent SAER practices responsive to the needs of students



## 3 ADVOCACY AND INCLUSIVITY



### TARGETS:

- BE RECOGNISED AS A CULTURALLY RESPONSIVE SCHOOL
- HAVE ESTABLISHED RELATIONSHIPS WITH LOCAL ABORIGINAL ELDERS
- HIGH SATISFACTION RATING PARENTS AND STUDENTS NATIONAL SCHOOL OPINION SURVEY
- CONSISTENT YEAR ON YEAR IMPROVEMENT FOR STUDENTS AT EDUCATION RISK

# 4 SUCCESSFUL PATHWAYS AND TRANSITIONS

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## EVERY STUDENT, EVERY CLASSROOM, EVERY DAY.

Our system's strategic mantra emphasises the importance of key transitions and successful pathways for every student. Central to **SUCCESSFUL PATHWAYS AND TRANSITIONS** is knowing our community and knowing our students.

### TARGETS:

- HAVE A CONSISTENTLY FULL KINDERGARTEN COHORT OF 60 + STUDENTS EVERY YEAR
- HIGH POSITIVE FEEDBACK FROM FEEDER SECONDARY SCHOOLS
- EMPLOY A DEDICATED TRANSITION SUPPORT COORDINATOR SERVICING GHPS, EATON PS AND EATON COMMUNITY COLLEGE
- HIGH SATISFACTION RATING PARENTS NATIONAL SCHOOL OPINION SURVEY

### WE WILL:

- Invest in and grow the annual Little Leapers pre-kindergarten program
- Improve Year 6 transition opportunities with local secondary schools
- Carry out internal transitions for students in Kindergarten and Pre-primary in preparation for their next year
- Carry out important transitions for students with special needs to ensure familiarity and preparation for their next year
- Enhance early identification of student learning pathways
- Establish partnerships with local organisations and industry to support future career prospects



## 6 SUSTAINABLE INFRASTRUCTURE



As responsible stewards of the resources placed at our disposal, we must be guided to make environmentally conscious and sustainable decisions. By investing in **SUSTAINABLE INFRASTRUCTURE**, we are committing to reducing our environmental impact through reduced resource consumption and better waste practices. Through more ethical resource procurement and sustainability efficacy, we are contributing to a better tomorrow.

### TARGETS:

- ANNUAL DECREASE IN ENERGY, WATER AND PAPER COSTS
- ANNUAL DECREASE IN RESOURCE BUDGET ALLOCATION
- RECOGNITION AS A LEADING SCHOOL IN SUSTAINABLE INFRASTRUCTURE, RESOURCING AND EDUCATION

### WE WILL:

- Seek to increase the number of solar panels at GHPS
- Develop water wise garden spaces
- Develop more nature style play areas
- Investigate systems to reduce paper and printing consumption
- Implement environmentally conscious waste systems including options for e-waste
- Investigate opportunities to donate unused ICT to increase its effective life span
- Develop and implement a school wide resource tracking and replacement system
- Establish strong connections with local organisations focused on sustainability





**COMMUNITY** plays an enormous part in the preparation of children for life's challenges. **STRONG, SUCCESSFUL PARTNERSHIPS** with our parents and wider community are an essential component to our school's improvement plan. We value the importance and contributions of parents and carers in the education of children, and need our wider community to enhance not just school based, but future life outcomes.

### WE WILL:

- Have a thriving parent community who recognise their value through their interactions with GHPS
- Be using the Early Intervention Centre (EIC) to its full potential
- Establish an 'Eaton Hub' consisting of Eaton PS, Eaton Community College and Glen Huon PS to explicitly focus on outcomes for Eaton children.
- Seek and establish partnerships with local organisations and industry
- Have a strong and reliable volunteer network supporting areas of student and family needs



## 7 COMMUNITY AND PARTNERSHIPS



### TARGETS:

- A WELL-FUNCTIONING AND VIBRANT EIC SUPPORTING THE SCHOOL AND WIDER COMMUNITY
- CONSISTENT USE OF SCHOOL FACILITIES BY PLAYGROUPS, SPORTING AND OTHER ORGANISATIONS
- HIGH SATISFACTION RATING PARENTS NATIONAL SCHOOL OPINION SURVEY

## 8 RESPONSIVE GOVERNANCE



The role of the **SCHOOL BOARD** in supporting the strategic direction of the school cannot be understated. **RESPONSIVE GOVERNANCE** ensures the right priorities are prioritised and that the needs of students always remain central.

### TARGETS:

- HAVE A COMPREHENSIVE INDUCTION AND TRAINING PROGRAM FOR ALL BOARD MEMBERS
- AN OBSERVABLE STRATEGIC CAPACITY OF THE SCHOOL BOARD
- INCREASING EFFECTIVENESS RATINGS

### WE WILL:

- Develop the capacity of school board members through annual professional learning
- Implement a school board strategic plan to direct board operations
- Annually assess the effectiveness of the school board through surveys and feedback
- Strategically recruit board members who possess specific skill sets in business and finances
- Support the rebranding of GHPS to a more modern, updated style



# TOWARDS 2030

## GLEN HUON PRIMARY SCHOOL