



GLENCOE PRIMARY SCHOOL



2024 - 2026

BUSINESS PLAN

To inspire and prepare students for the opportunities and challenges of the future.



Glencoe Primary School

Motto

Truth and Friendship

Vision

To inspire and prepare students for the opportunities and challenges of the future.

Values

Be Respectful
Be Responsible
Be Safe & Caring
Be Your Best

Priorities

Learning Environment
Relationships and Partnerships
Use of Resources
Teaching Quality
Student Achievement & Progress
Leadership

Focus

Inspired and Capable Staff
Evidence Based Teaching
High Expectations
Connected Practice





ABOUT US

Glencoe Primary School is located in Mandurah within the suburb of Halls Head. Our school is focussed on the development of the whole child and is experiencing growth within our student numbers. As our school continues to grow, our genuine commitment to our students, families and our community remains steadfast. At Glencoe Primary School, we believe that every child will learn and reach their full potential, when they are supported by adults who care for them, when they are connected to each other and when there is a sense of belonging to the school and community.

This Business Plan was developed in collaboration with the staff at Glencoe Primary School and the School Board. The Business Plan is a working document that guides the school's decision making, and the systems that underpin our whole school approaches. The plan supports the Department of Education's Teaching for Impact Framework whilst also aligning to our schools Operational Plans. Our Operational Plans provide finer details and support the achievement of Business Plan Targets.

Leadership

Target

- Continue to develop middle leadership seeking out staff opportunities
- Strategic directions are communicated and understood by staff
- Provide a platform for student agency and voice

Strategy

- Establish leadership development pathways to equip aspiring middle leaders with the skills and knowledge they need to excel.
- Implement a rotational strategy for committee leadership roles to give staff more leadership opportunities.
- Establish regular, transparent communication channels to keep staff informed about strategic directions and their progress.
- Implement mechanisms for staff to provide feedback and be actively involved in the strategic planning process.
- Encourage and support student-led projects and initiatives that empower students to take ownership of their learning environment.
- Integrate opportunities for student voice and agency into the curriculum across subject areas and grade levels.



Learning Environment

Target	Strategy
<ul style="list-style-type: none"> • Restore attendance to pre-COVID rates 	<ul style="list-style-type: none"> • Continued engagement with parents and the community. • Foster a welcoming and inclusive school environment where students feel safe and valued. • Develop protocols for early intervention when students start to show signs of frequent absences.
<ul style="list-style-type: none"> • Implement a whole school social/emotional wellbeing program 	<ul style="list-style-type: none"> • Continue to build upon Zones of Regulation. • Ensure adequate PL for staff is provided. • Maintain community engagement within the program. • Ensure effective monitoring of the program is undertaken to ensure effectiveness.
<ul style="list-style-type: none"> • Continue to implement PBS procedures with fidelity to reduce negative student behaviour 	<ul style="list-style-type: none"> • Ensure consistency of point distribution. • PL supporting PBS team and staff development. • Promoting student voice within PBS structures.
<ul style="list-style-type: none"> • Classrooms operating as culturally responsive environments 	<ul style="list-style-type: none"> • Curriculum inclusive of diverse resources, cultural integration and student voice. • Community and family involvement within school events. • Culturally responsive classroom practices include differentiated instruction, positive relationships and a welcoming classroom environment.

Teaching Quality

Target	Strategy
<ul style="list-style-type: none"> Engage with Centre for Excellence (CfE) supporting literacy improvement 	<ul style="list-style-type: none"> Staff supported through the internship with CfE linking up with Warriapendi PS. PL supporting instructional coaching, targeted PL, and support with improvement plans. Centre school to provide mentors to GPS staff and support for directional change.
<ul style="list-style-type: none"> Align whole school pedagogy to be reflective of Teaching For Impact 	<ul style="list-style-type: none"> Curriculum to be reviewed to ensure alignment across the school. Data supporting decision making and instruction. Collaboration, peer support and observations and coaching will play crucial roles.
<ul style="list-style-type: none"> Enhancing staff data literacy to inform planning, teaching and assessing 	<ul style="list-style-type: none"> Support staff in increasing their knowledge of data collection and analysis. Foster a data-informed culture prioritising collaborative data analysis and data-driven decision making.
<ul style="list-style-type: none"> Develop whole school pedagogical practices in literacy and numeracy 	<ul style="list-style-type: none"> Decision and direction supported by data and evidence. Relevant PL offered to staff to ensure consistency.



Relationships & Partnerships

Target	Strategy
<ul style="list-style-type: none"> • Build strong school board governance inclusive of a diverse membership group 	<ul style="list-style-type: none"> • Ensure the representation on the board is a reflection of our school community. • Board to be included in the decision making process. • Include feedback mechanisms into the boards process to allow members to provide feedback on the boards governance and effectiveness.
<ul style="list-style-type: none"> • Enhance community interactions through school events 	<ul style="list-style-type: none"> • Ensure there is adequate opportunity for family and community members to interact with the school community through events. • Communication around events promoted through multi-channel communication.
<ul style="list-style-type: none"> • Increase relationships with community organisations to enhance cultural responsiveness 	<ul style="list-style-type: none"> • Actively seeking our families to elicit support and build upon current relationships to foster a sense of trust. • Ensure curriculum integration is occurring and consult with families where required. • Support AIEO to engage with families to ensure school-home relationships are being built upon.
<ul style="list-style-type: none"> • Develop relationships with local primary and secondary schools to foster collaboration and strengthen our network 	<ul style="list-style-type: none"> • Continue to participate in the Halls Head Cluster with local schools and high schools to maintain relations. • Principal to continue to be involved in the Mandurah School Network (MSN) to support network directions.

Student Achievement & Progress

Target	Strategy
<ul style="list-style-type: none"> Establish and clearly articulate the expected standard and levels of student achievement Create opportunities for staff to interact with local network schools, with grade moderation to be a priority Make steps to place greater emphasis on developing programs that extend and enrich learning 	<ul style="list-style-type: none"> Creation of measurable achievement standards for each year level. Ensuring assessment is matched to support achievement levels. PL supplied for staff to support student achievement. Establishing a network moderation calendar with local schools. Support the implementation of cross-school resource sharing with opportunities for staff to meet. Development of common assessment tasks across local schools. Using school wide assessment data (Dibels, PAT) to support students who require extension. Integrating project-based tasks to support students requiring enrichment. Financially resourcing extension priorities.



Use of Resources

Target	Strategy
<ul style="list-style-type: none"> Operational plans articulate financial and professional learning supports to achieve year on year progress 	<ul style="list-style-type: none"> Comprehensive budget that clearly allocates funds to essential areas such as PL, instructional resources, and student support services. Create a structured professional development program focussed on evidence-based teaching practices and continuous improvement. Utilise student performance data, attendance records, and other relevant metrics to identify trends and areas for improvement.
<ul style="list-style-type: none"> Align school characteristic funding to meet the needs of students 	<ul style="list-style-type: none"> Allocate funding based on the identified needs of various student groups, ensuring equitable distribution of resources. Fund and expand extracurricular programs that support student engagement and development, particularly for students at educational risk.
<ul style="list-style-type: none"> Enhance the physical environment 	<ul style="list-style-type: none"> Upgrade outdoor spaces to promote physical activity and provide a visually appealing environment for students and visitors. Implement sustainable practices and eco-friendly projects to improve the school's physical environment and promote environmental responsibility and belonging.
<ul style="list-style-type: none"> ICT capabilities to meet current and future needs of students 	<ul style="list-style-type: none"> Upgrade and expand the school's ICT infrastructure to ensure it meets contemporary standards and can accommodate future technological advancements. Embed ICT across all areas of the curriculum to enhance learning experiences and prepare students for a technology-driven future.





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Glencoe Primary School
Glencoe Parade, Halls Head WA 6210