



# Guildford Primary School Business Plan 2025 - 2027



*Truth*  
*Trust*  
*Tradition*







## ***Vision Statement***

Guildford Primary School proudly sits on Mandoon Country. We aspire to develop capable, resilient, kind and positive citizens who value learning and strive to be their best.

## ***Our Moral Purpose***

All students can learn and grow through our purposeful and dedicated teaching

## ***Our History***


Guildford is a site of continuous learning for over 40000 years. Traditional knowledge has been shared, and the Whadjuk Noongar people recognise the importance of our site to their history and culture. We are proud of the continuous educational journey of Guildford Primary School since 1833












# Our Targets: 2025 - 2027

## Our Academic Targets

1. Year 3 and 5 students to have above 75% of students in the 'Exceeding and Strong' category of NAPLAN Literacy Assessments
2. Year 3 and 5 students to have above 75% of students in the 'Exceeding and Strong' category of NAPLAN Numeracy Assessments
3. Year 3 and 5 students to achieve above the expected score compared to 'Like Schools' in all testing areas
4. Year 3 and 5 student progress to be in the 'High Progress' quadrant for each assessment area of NAPLAN
5. Maintain an increased proportion of students achieving 'Moderate and Excellent' progress between On-Entry and Year 3 NAPLAN
6. Pre-primary to year 6 students to maintain an annual effect-size within PAT Testing of above 0.6 in Reading, Maths and Science

## Our Non-Academic Targets

1. Maintain percentage of 'Regular' attendance for both indigenous and non-indigenous students
  2. Case-manage students considered to be in the 'Severe and Moderate' category of attendance and reduce percentage of students in these categories annually
  3. Maintain above 'Like Schools' for average attendance rates from Kindergarten to Year 6
  4. Monitor student behaviour, well-being and engagement through regular data collection and analysis
  5. Progress our school community further along the Aboriginal Cultural Standards continuum toward 'Cultural Responsiveness'
  6. Teach our BE Values and promote and reward positive behaviour
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# Quality Teaching

*At Guildford Primary we aim to develop High Impact Teaching Strategies. We use data and evidence-based practice to learn and grow our teaching to enhance student learning. We know our impact and why it is important.*

- All new teaching staff will complete the 'Research to Impact' course through Shaping Minds to support their alignment with our pedagogical approach
- We will continue to develop our Pedagogical Framework to align our teaching with strategies that are proven to positively impact on student learning
- Our teachers will be supported by Instructional Coaches who will work alongside each teacher to help them to increase their impact on student learning
- Our teachers will work in Professional Learning Communities (PLC's) that will collaborate on planning, teaching and data analysis to work out "where to next?"
- Our Scope and Sequence will support consistent content practise across the school and allow our teachers to collaborate effectively







### PLC'S

Professional Learning  
Communities  
A group of teachers  
dedicated  
to critical interrogation  
of teaching practice  
with the express  
purpose of  
improving  
student  
outcomes

### PAT Assessments

Progressive Achievement  
Tests are a standardised  
form of assessment  
that helps track  
individual  
student and  
cohort  
growth







# Relationships and Partnerships

*At Guildford Primary we understand that relationships and partnerships are the cornerstone of a successful school. We create and maintain positive and constructive relationships with our students, our parent community and each other.*

- We will continue to develop effective ways for parents to be informed and included about our learning programs, student outcomes and progress
- Our staff health and well-being will be prioritised through the development and implementation of our Psycho-social Health and Well-being plan. This is good for staff and good for kids
- Our School Council will develop its advocacy and capacity to represent the wishes of the parents and school community
- We recognise the value of external partners who can help us to achieve our learning goals and motivate our students. We will continue to foster these partnerships
- We will support our Parents and Citizens to engage with our students in ways that benefit them both, now and in the future
- Our school will resource collaboration in Professional Learning Communities, Committees and teaching teams to support consistent and agreed teaching practices







### PLC'S

Professional Learning Communities. A group of teachers dedicated to critical interrogation of teaching practice with the express purpose of improving student outcomes







# Leadership

*We believe that our school should utilize each person's strengths and interests and maximise the opportunities to lead initiatives. We are united by a common purpose that aligns out actions and efforts with positive student outcomes*

- We will continue to provide opportunities for staff to lead and take ownership of our progress and success
- Our leaders will monitor and check our school's progress data against the academic and non-academic targets set in our Business Plan
- All our decision-making is aligned with our priority areas outlined in our Vision, Moral Purpose and Business Plan targets
- We take a system-wide view of supporting our staff to provide leadership within the school, Swan Valley Network and broader public-school system
- We will monitor and manage staff workload and support a healthy work/life balance for all staff to the benefit of our students











# Learning Environment

*We believe that having happy, resilient and engaged students maximises their learning outcomes and helps prepare them to be successful citizens who achieve their potential and contribute positively to society*

- We will continue to build our Culturally Responsive practise learning about First Nations culture, language and history by developing and enacting our Reconciliation Action Plan (RAP)
- Students who require additional support will be given early and effective intervention to bridge gaps in Maths and English
- We want to see all our students maximise their potential by coming to school each day. We promote, reinforce and support parents and children to achieve full attendance
- We support our staff and students to be healthy and safe and will follow our Psycho-social Risk Management Plan to support positive outcomes for all
- Our students are taught and reinforced to engage in positive behaviours through our BE Values – BE Respectful, BE Responsible, BE Safe, BE Your Best
- Sustainable practice will be promoted, taught and celebrated across our school
- Our students have a say in how their school looks and feels and will continue to contribute their ideas and efforts to make it a better school





A dark blue lightbulb shape on a light blue background. Inside the bulb, the text reads:

AITSL  
STANDARDS

Australian Institute  
for Teaching and School  
Leadership scale of  
proficiency  
from  
Graduate to  
Lead  
Teacher

A dark blue lightbulb shape on a light blue background. Inside the bulb, the text reads:

NQS  
National Quality  
Standard (NQS)

This is a national  
system for regulating  
early childhood  
education and  
care.







# Student Achievement and Progress

*We believe that happy, resilient and engaged students maximise their learning outcomes and are prepared to be successful citizens who achieve their potential and contribute positively to society*

- We will continue to refine our assessment and data analysis schedule to ensure student assessment is meaningful and informing our subsequent actions
- We will address gaps in the achievement of the National Quality Standard (NQS)
- We will utilise 'Disciplined Dialogue' to fearlessly evaluate student achievement and collaboratively devise effective responses
- We will monitor our progress toward achieving the targets outlined in this Business Plan at every available juncture












# School Resourcing

*Our School Resourcing is allocated according to the needs of our students.*

- We will utilise our financial resources in keeping with the stated priorities of the school through our Moral Purpose, School Vision and Business Planning targets
- We will recruit and develop our human resources and adopt professional learning strategies in keeping with Moral Purpose, School Vision and Business Planning targets
- We will meet expectations outlines for schools in the annual Financial Agreement and spend at least 96% of our revenue within the year that it is received

## How will we know we are on track to achieve our aims?

- Annual provision and analysis of the School Culture Survey
    - Parents
    - Students
    - Staff
  - Engagement with the Public-School Review Process and the Principal Professional Review performed by the Department of Education
  - Annual data collection and analysis of PAT assessments in Science, Maths and Reading
  - NAPLAN assessment comparisons with National average and 'Like Schools'
  - Attendance, behaviour and engagement data
  - Aboriginal Cultural Standards Framework
  - Census and school auditing information
  - National Quality Standard audit process
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## HITS

High Impact Teaching Strategies Evidence based teaching practices that have been shown to have a strong effect on student learning

## TEACHING FOR IMPACT

A Department of Education statement on what teaching strategies have the most impact on student learning and growth





## **DJERAN NOORT**

*Djeran Noort (dragonfly) symbolizes the connection of beings on the Derbal Yerrigan on Mandoon Boodjar, the artist's traditional country. The djeran noort is transformational, and the journey it undertakes depicts how all beings are in tune with nature, dependent on each other. The dragonflies skimming the water is represented by the water rippling in unison with yellow wattle, falling into the water. It is an awakening of Djilba.*

