



# ORANGE GROVE *Primary School*

Business Plan **2024-2026**

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2024  
2026





# A three-year plan for school improvement

Orange Grove Primary School has developed a comprehensive three-year school improvement plan for the period 2024-2026, following extensive consultations with staff, students, and parents. The plan is rooted in a commitment to meaningful goal setting based on quality student data. Both academic and non-academic domains have been identified, and explicit targets have been set. These targets will be communicated transparently with the school community.

The school emphasizes accountability and will measure its progress through rigorous self-assessment practices and regular monitoring. The aim is to make informed judgments about the effectiveness of the implemented strategies and interventions. By engaging in this proactive approach, Orange Grove Primary School seeks to enhance overall school performance and create a positive impact on the academic and non-academic experiences of its students.

## Vision

Our vision is to create and foster friendly and respectful members of the community who achieve their potential.

## Motto

At Orange Grove Primary School we go F.A.R.  
(Friendly, Achievers, & Respectful)



The primary focus of our efforts is centred around students, aiming to cultivate an inclusive and resilient learning community. Our objective is to create an environment where every individual, including students, staff, and families, can actively contribute, feel valued, and receive support. Through collaboration with families and the community, we adopt a comprehensive approach to education, prioritising the holistic wellbeing of each student – ensuring they are healthy, safe, engaged, supported, and challenged. We enhance learning outcomes by setting high expectations and promoting growth through excellent teaching and learning practices.

## Background

Orange Grove Primary School is a small metropolitan 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. The school serves students from Kindergarten to Year 6, boasting a dedicated team of educators committed to collaborative efforts with the community for a high-quality education. The School Board plays a proactive role in guiding the school, while the Parent and Citizen group collaborates on activities to support the school and encourage parent and community engagement.



# Relationships & Partnerships

*We prioritise maintaining respectful interactions among staff, students, and parents, fostering a positive educational community.*

## Targets:

- An ingrained program focusing on student wellbeing
- Clear restorative justice processes with identified practices for students demonstrating the core values of Orange Grove
- A clear communication system that aims to engage parents
- Inclusive practices acknowledging and reflecting our multicultural community
- The National School Opinion Survey results are positive for Students, Parents, and Staff (mean scores of at least 4 out of 5 for each)

## You will see:

- Students engaging in wellbeing surveys with access to extra support where required
- An increased visible acknowledgment of our multicultural community
- A clear behaviour management plan reflecting restorative justice principles and including staff training
- A whole school communication and promotion plan



# Teacher Quality

*Our staff collaborate to plan, act and assess student learning, ensuring a well-rounded education. Teaching programs include differentiation and assessment systems to keep students and parents informed while shaping future plans.*

## Targets:

- Identified professional learning for staff matching the needs of the students
- Whole school evidence-based programs
- Clear differentiated practice following a 3-tiered data-informed practice
- Strategic use of allied health professionals
- Embedded classroom observations of all staff

## You will see:

- The Department of Education Teaching for Impact overview guiding practise
- Whole school programs for English and Maths
- Identified students engaging in a consistent approach to intervention
- Reflective conversations between staff about their classroom practice



# Student Achievement & Progress

*We use school-based data to track student development and align our results with comparable schools. We strive for our students to meet academic standards and achieve grade-level outcomes.*

## Targets:

- An embedded understanding amongst staff of data literacy to ensure systematic monitoring of student achievement
- Students' achievement in NAPLAN in English and Maths is at or above the expected range relative to ICSEA
- Increase the percentage of students in good and excellent categories in NAPLAN
- 80% of students to show progress in On Entry from Pre-primary to Year 1
- 80% of students to show progress in Year 1 following endorsed phonics testing

## You will see:

- Data-driven school with data informing teaching and providing information for parents and the wider community on progress and achievement
- Support services coordinated for students with additional needs
- Staff collaborating and analysing data to inform decision-making processes
- Engage in moderation using SCSA Judging Standards to ensure consistency in teacher judgment



# Learning Environment

*Safety, care and inclusivity define our learning environment. Behaviour, attendance, and engagement strategies optimize learning, and we ensure every child's progress.*

## Targets:

- Annual K-2 self-reflection on the National Quality Standard with action plans implemented
- A focus on student attendance with an average school attendance rate of 90%
- Implementation of digital technology skills through specialised learning and application within the classroom
- A clear identification process of students at Educational Risk

## You will see:

- A collaborative Early Childhood staff striving for continuous improvement
- An individualised case-managed approach to students with attendance concerns
- A specialised teacher supporting students and staff in the delivery of digital technology
- Data-informed practice to provide individualised learning for students at educational risk



# Leadership

*We value professional review, which provides valuable feedback to our dedicated teachers, ensuring continuous improvement in education quality.*

## Targets:

- An integrated response and awareness of Aboriginal Culture and history
- An integrated and visible awareness of multicultural communities within our school
- An embedded collaborative leadership strategy that guides whole school improvement and provides for distributed leadership
- A strong responsive focus on performance management

## You will see:

- Annual reflection on our Reconciliation Action Plan with action plans implemented
- An action plan that ensures increased cultural responsiveness
- Administration team conducting regular classroom visits and engaging in reflective conversations
- A management cycle that includes self-reflection, peer coaching and mentoring



# Resourcing

*Our budget and resource management prioritise student learning and teacher planning. We make decisions based on the effective allocation and application of resources.*

## Targets:

- A well-informed balanced budget with strategic resourcing that matches the key focus areas of the school
- An informed Finance Committee
- A resourcing system that is understood and used effectively by staff

## You will see:

- The budget reflects training programs and physical resources supporting student learning
- A committee that views budget requests and makes decisions based on priorities
- An audit of resource deployment





Friendly • Achievers • Respectful



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