



GEOGRAPHE PRIMARY SCHOOL

BUSINESS PLAN 2024 - 2027



TOGETHER TOWARDS FUTURE HORIZONS

**Because we care
about the wellbeing
of every child**

**Because we teach
the skills of the
future**

Our 2024 - 2027 Business Plan Focus Areas:



FUTURE SKILLS

Building our capacity to use evidence, to teach the skills needed for the future



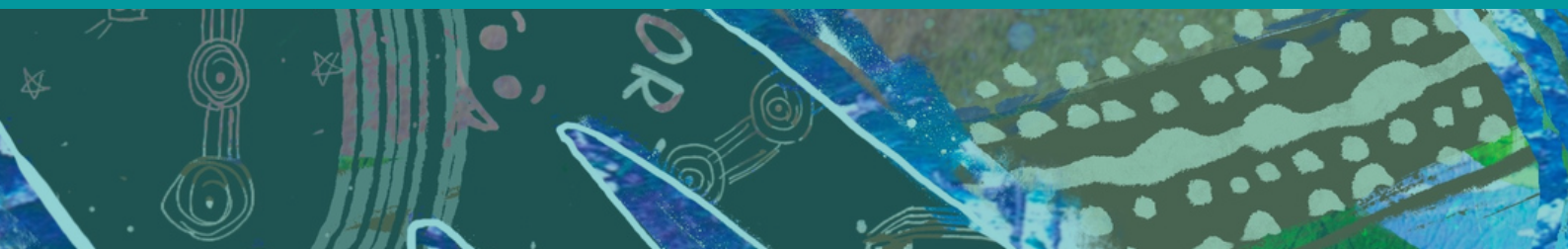
BEHAVIOUR AND WELLBEING

Strengthening wellbeing practices to support the engagement of every student



CULTURE AND SUSTAINABILITY

Fostering the opportunity for students to learn about and implement sustainable and culturally responsive practices



FUTURE SKILLS

Building our capacity to use evidence, to teach the skills needed for the future

Together we will:

- Explicitly teach the Geographe Primary School set of future skills in integrated ways across learning areas (eg *communication, critical thinking, problem solving, creativity.*)
- Continue to use data to drive connected, whole-school approaches to numeracy and literacy.
- Ensure staff are engaging with the Quality Teaching Strategy and are teaching for impact.
- Support individual student needs using a multi-tiered system of support.
- Drive staff collaboration in cyclical ways, following the whole school assessment schedule for data collection and analysis of teaching impact.
- Build the capacity of staff using a multi-tiered system of support.

Our Success Indicators

We aim to :

- Demonstrate growth in the future skill of critical thinking through the measurement of students' ability to question and reason.
- Progress student literacy and numeracy.
- Increase staff capacity of the whole school universals.

BEHAVIOUR AND WELLBEING

Strengthening wellbeing practices to support the engagement of every student

Together we will:

- Continue to maintain the Positive Behaviour Support (PBS) framework to teach and acknowledge expected behaviours and create a safe and orderly learning environment.
- Develop, build and foster positive relationships with all students 'every child, every day!'
- Teach the skills needed to build healthy relationships.
- Develop student's emotional intelligence and the skills needed for regulation so all students are ready for learning.
- Build the capability of staff, and establish partnerships with agencies to better support students with complex behaviour.
- Strengthen healthy minds and bodies.
- Promote and use student voice in decision making.

Our Success Indicators

We aim to :

- Increase student engagement in learning.
- Enhance student health and wellbeing.
- Provide opportunities for student's have a say in what we do at Geographe Primary.



CULTURE AND SUSTAINABILITY

Fostering the opportunity for students to learn about and implement sustainable and culturally responsive practices

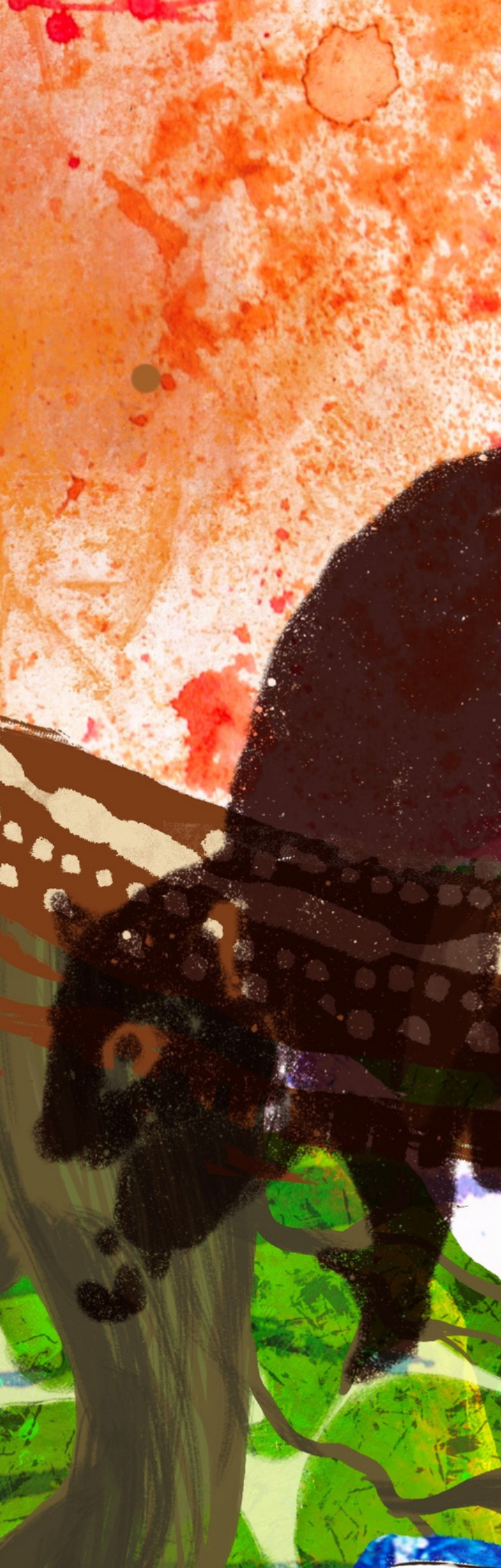
Together we will:

- Support staff to implement the “caring for country together” sustainability framework.
- Build the capability of staff to recognise the importance of Aboriginal peoples’ cultural strengths and identities, community leadership and ways of working.

Our Success Indicators

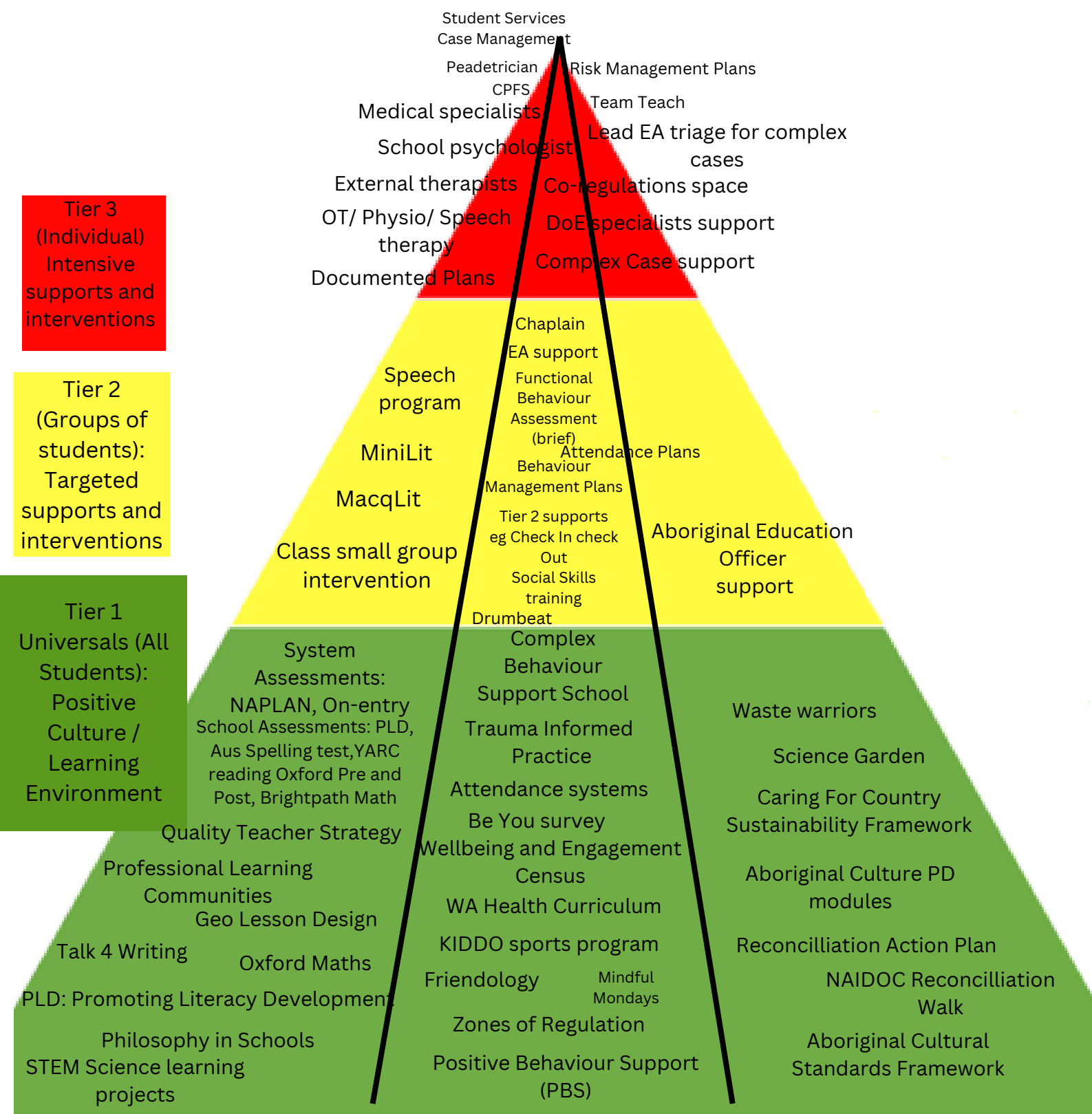
We aim to :

- Increase student participation in sustainable practices
- Enable Aboriginal students to succeed as Aboriginal people.



MULTI-TIERED SYSTEM OF SUPPORT

To achieve the success indicators of each focus area, operational plans will use a multi-tiered system of support so that the school's data, systems and practices accommodate the needs of every child.



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About the Art and Artist

Being invited to do this project at Geographe Primary school was a huge honour and a project I was very excited about.

An extra layer of meaning was brought to the artwork and project by facilitating some workshops with a group of students from year one to five. Each week we talked about culture as indigenous people live it and how those cultural values might look in modern lives - within the school, home and community. There was also a focus of art as a tool for creative and emotional expression and mental wellbeing. These hand-picked art students engaged with each of the three different workshops with interest and vitality and we let the creativity flow.



Ultimately, I had little idea of what I was going to create however I know it would include parts of the work the kids and I did together. My work started with a composition that I liked. As this was going to be a sort of digital collage, I took influence from collage artists and graphic illustration.

I also wanted to take into consideration that this artwork was quite large and there would be lots of opportunity to get detail up close. So, it also takes influence from modern indigenous art where there are often lots of colours, layers and detail.

As there appears to be a lot going on, I kept the overarching idea simple. There are many stories to tell but I boiled it down to the importance of people and place.

This artwork represents where we live, in the southwest, particularly Busselton and Geographe bay and the different aspects of this landscape. From Geographe Bay at the bottom through the low-lying wetlands and sand flats, to the forest and hills -all places that are important to this landscape and all places or use to connect with the land or with our mob - our mob being the people we love and care about. Silhouettes of animals that live in these landscapes feature throughout and a river, the source of life runs though the image.

Hands reach into the artwork. They are filled with some of the drawings the kids drew in the second workshop. These drawings are symbols of the ways we like to connect with family and friends and with the place we live. A track moves along the river from the forest to the ocean, which we often move between for work, life and leisure, but is also how the wadandi people would have moved too through the seasons.

The result is vibrant and at first glance maybe busy, but as you look closer there is more to take in, and then when you step out again the picture is quite clear.

'People and Place = Heart Country'
Digital collage: Cassandra Bynder
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**GEOGRAPHE PRIMARY SCHOOL
TOGETHER TOWARD FUTURE HORIZONS**

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