We aim to provide all students with quality educational and social experiences in an environment where they are inspired and skilled to achieve their personal best with the confidence to recognise and grasp opportunities throughout their lives.
We are guided by the four core values of the Department of Education.

Learning, Excellence, Equity and Care.

Context

Churchlands Primary School is a high performing public primary school within which a shared vision, contemporary practice and pedagogy, and distributive leadership guide the educational journey of every child.

Approximately 45% of students speak English as an additional language amongst the population of 500. A range of whole school learning programs target the needs of all students, inclusive of abilities and interests. An ethos of cooperative learning exists across all year levels resulting in a sense of belonging and a culture of opportunity for all members of the school community.

Churchlands Primary School students achieve outstanding results in academic, sporting, music and artistic pursuits. This is validated in testing where the school’s results are significantly above national and state averages. Students examine individual and societal values through participation in values education and the ‘Bounce Back’ program.

Parents and community members play an active role in ensuring students are provided with additional resources and opportunities. The strong partnership forged between parents and the school, continues to enhance outstanding student outcomes.

Developing 21st Century Learners

Responding to the challenges of the twenty-first century with its complex environmental, social and economic pressures, we equip students to be creative, innovative, enterprising and adaptable; with the motivation, confidence and skills to use critical and creative thinking purposefully. Our quality teachers collaborate in Professional Learning Communities (PLCs) to share expertise and all staff members are supported to refine their skills and to develop a deep understanding of current initiatives including; the implementation of the Early Years Learning Framework, Australian Curriculum and National Quality Standards for education and care in Western Australian schools.

2010-13 Performance Feedback

“In a school which attains very high achievement, there is a challenge to avoid maintenance of the status quo. Continued achievement of high standards will require a focus; on data collection and rigorous analysis, on emerging pedagogies and their integration into teaching practice …”

The full ‘Independent Findings Review 2013’ report including commendations, affirmations and recommendations can be found on the school’s website.
Priorities

The priorities for 2014-2017, outlined below, shape our core business. To deliver these priorities, we will implement a series of strategies and milestones that will be monitored using a range of indicators.

Successful Students:
Churchlands Primary School students reach their potential and are well prepared for lifelong learning.

Excellence in Teaching and Leading:
Churchlands Primary School builds staff capacity in order to continue to develop highly successful students.

Engaged Parent and Community Partners:
The Churchlands community works in partnership with the school to enhance opportunities and outcomes for all students.

Academic Achievement Improvement Targets

Staff at Churchlands Primary School use an evidence based approach to planning. They are well versed in analysing a range of school and system data to review and refine improvement strategies and targets.

The National Assessment Program in Literacy and Numeracy (NAPLAN) and the Department of Education's Pre-primary On-entry assessment are annual assessments which provide the school with in-depth data about individual students and cohorts. Churchlands Primary School uses this data to judge its performance against statistically similar schools. The Index of Community Socio-Educational Advantage (ICSEA) is a scale that represents levels of educational advantage in all Australian schools.

NAPLAN reading
• maintain or extend the percentage of students in the top two proficiency bands to 75% or greater
• maintain or exceed year 3-5 average cohort progress of 100 NAPLAN points or greater

NAPLAN writing
• increase the year 3-5 average cohort progress to 80 NAPLAN points or greater
• reverse the negative NAPLAN longitudinal trend line to reflect positively by 2016

Pre-primary On-entry assessment
• reading: students will maintain an average cohort score of 0.4 VELS
• writing: students will maintain an average cohort score of 0.1 VELS
• numeracy: students will maintain an average cohort score of 1.0 VELS

NAPLAN numeracy
• performance to match or exceed that of statistically similar schools
• maintain or extend the percentage of students in the top two proficiency bands to 75% or greater

Science
• year 2-6 students demonstrate progress in pre and post PAT Science tests 2015-17

Music
• year 5 students will maintain or exceed an average cohort score of 26 points on the Music Aptitude Indicator assessment
Non Academic Achievement Improvement Targets

Attendance:
• reduce the student vacation leave during school term
• maintain unauthorised absences to below 5%

Social and civic responsibility:
• develop student leadership roles and introduce Care Captains and Art Captains
• maintain whole school participation in the 9R shed

Staff Improvement Targets

• train 100% of teaching staff in Classroom Management Strategies (CMS) by 2017
• staff survey data will reflect a very high degree of satisfaction 2014 and 2016
• all staff to participate in robust performance management cycles, observations and specific feedback against AITSL Standards

Community Improvement Targets

• the School Board to actively engage in school governance processes
• consult to include multi-cultural perspectives when planning

Glossary

| Classroom Management Strategies (CMS)                           |
| Department of Education (the Department)                       |
| Early Years Learning Framework (EYLF)                          |
| Education Assistants (EAs)                                     |
| English as an Additional Language (EAL)                        |
| Humanities and Social Sciences (HASS)                          |
| Individual Behaviour Plan (IBP)                                |
| Individual Education Plan (IEP)                                |
| Index of Community Socio-Educational Advantage (ICSEA)         |
| Information Communication Technology (ICT)                     |
| Kindergarten Assessment Tool (KAT)                             |
| Multi-stage Fitness Test (Beep test)                           |
| National Assessment Program in Literacy and Numeracy (NAPLAN)  |
| National Professional Standards for Teachers (AITSL)           |
| Professional Learning (PL)                                     |
| Professional Learning Communities (PLC)                        |
| Provincial Achievement Test (PAT)                              |
| School Curriculum and Standards Authority (SCSA)               |
| Special Educational Needs (SEN)                                |
| Students at Educational Risk (SAER)                            |
| Victorian Essential Learning Standards (VELS)                  |
Successful Students

Goal
By the end of 2017, Churchlands Primary School will have:

1. Delivered every student their curriculum entitlement having implemented the Western Australian Curriculum in English, mathematics, science, history, health and physical education, the arts, humanities and social sciences and technologies with a whole school approach to integrating the cross curricular priorities and general capabilities.

2. Embedded the use of flexible learning technologies and spaces into instructional planning.

3. Maintained a focus on the whole child by developing in every student a sense of worth, self awareness and personal identity that enables them to manage their emotional, mental and physical wellbeing.

<table>
<thead>
<tr>
<th>Focus</th>
<th>Curriculum Entitlement</th>
<th>Supported Learning Environment</th>
<th>Wellbeing, Engagement and Participation</th>
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</thead>
<tbody>
<tr>
<td>Access</td>
<td>School Curriculum and Standards Authority (SCSA) Implementation Plan 2014 – 2017</td>
<td>Provide Quality Feedback • embed effective feedback strategies to meet students' level of skill and expertise by 2017</td>
<td>Emotional Wellbeing • implement and develop Care Captains to provide peer support • introduce the Bounce Back program to enhance a positive school culture by 2015</td>
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<td></td>
<td>- plan, assess and report on phase one: English, mathematics, science and history</td>
<td>Learning Technologies access to flexible and innovative learning • implement the iPad project (Kindergarten to year 6) to provide access and opportunity to tools and resources for learning</td>
<td>Social Wellbeing • develop a wellbeing policy to incorporate all aspects of health by 2015</td>
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<td>- familiarise, plan and monitor phase 2 &amp; 3: the arts, humanities and social sciences (HASS), health and physical education, languages and technologies</td>
<td>Library • upgrade the library collection, operating system, furniture and fittings to reflect a 21st Century learning space • create a flexible learning environment that provides a balance between traditional and E-learning models</td>
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<td>- embed the cross curricular priorities; Aboriginal perspectives, sustainability and Australia's engagement with Asia in all learning areas</td>
<td>Early Intervention • introduce entry interviews for all enrolments by administration • implement a variety of assessment tasks outlined in the Kindergarten Assessment Tool (KAT) • identify Pre-primary students’ IEP targets through On-entry assessment</td>
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<td>Implement the Early Years Learning Framework (EYLF) • Early Childhood Education (K-2) to reflect the outcomes of the EYLF by 2015</td>
<td>Pursuit and Celebration of Personal Excellence • promote student responsibility and accountability for learning • celebrate success; merit awards, newsletter, website and media</td>
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<tr>
<td>Students at Educational Risk (SAER)</td>
<td>• establish the role of SAER coordinator 0.4FTE • tailor IEPs to address the individual needs of students in literacy and numeracy • tailor IBPs to address the individual needs of identified students • differentiate curriculum delivery; initiate cross-setting for extension and remediation using the scope of the Australian Curriculum • assess the School Psychology service delivery annually • implement 2nd and 3rd wave intervention programs</td>
<td>Create a Senior Student Covered Outdoor Learning Area • provide a flexible environment to meet the social and academic needs of students</td>
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<tr>
<td>English as an Additional Language (EAL)</td>
<td>• establish an EAL policy and guidelines for intervention and support • assess stage one and two students using progress maps • assist teachers and EAs to implement EAL support strategies in mainstream classrooms</td>
<td></td>
<td>Physical Wellbeing and Participation • engage all students in fitness, fundamental movement skills and games • develop and implement a health operational plan K-6</td>
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<tr>
<td></td>
<td></td>
<td>Attendance • maintain attendance at 96% or above • reduce vacation leave during term • promote prompt arrival at school and readiness for learning</td>
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<td>Ergonomics • promote the engagement of good posture when students utilise portable ICT devices</td>
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### Excellence in Teaching and Leading

**Goal**
By the end of 2017, Churchlands Primary School will have:

1. Embedded a whole school approach to operational planning and assessment.
2. Implemented instructional pedagogies including cooperative learning strategies and explicit teaching practices; resulting in improved learning outcomes.
3. Established high performing leadership teams which are aligned to professional learning and collaborative learning teams.
4. Developed the confidence and competence of staff to effectively use and integrate ICT into classroom planning.

### Focus: Curriculum Delivery and Assessment

- **Develop Excellence in Curriculum Delivery and Assessment**
  - familiarise staff with the SCSA website
  - develop and implement an annual whole school English operational plan
  - develop and implement an annual whole school mathematical operational plan
  - develop and implement whole school scopes and sequences for phase 2&3 learning areas
  - implement the whole school assessment schedule
  - trial the Kindergarten Curriculum Guidelines and KAT
  - develop and implement a rigorous phonics program K-1
  - implement the use of the Special Educational Needs (SEN) online tools by 2015

### Pedagogy

- **Classroom Management Strategies (CMS)**
  - train all staff in CMS
  - implement CMS in all classrooms
  - develop a scope and sequence of focus instructional strategies K-6
  - provide coaching and modelling for staff by identified experts

- **National Quality Standards**
  - K-2 staff individually and collaboratively reflect on current practices
  - undertake annual audit, establish areas for improvement to inform whole school planning and report to School Board

- **Early Childhood Play Based Learning**
  - implement the EYLF, ensuring a balance is maintained between planned, intentional and directed play

- **Developing the Whole Child**
  - provide a balanced, integrated and holistic program reflecting the AC cross curricular priorities
  - promote engagement in specialist and extra-curricular activities

- **Restorative Practice**
  - engage restorative practices in all behaviour modification plans

### Professional Learning Communities (PLCs)

- enhance PLC leaders’ roles and responsibilities through collaborative weekly planning
- identify and develop curriculum experts to lead whole school professional learning, planning and assessment
- develop roles and responsibilities for all PLC stakeholders

### National Quality Standards

- K-2 staff individually and collaboratively reflect on current practices
- undertake annual audit, establish areas for improvement to inform whole school planning and report to School Board

### Professional Learning Communities (PLCs)

- enhance PLC leaders’ roles and responsibilities through collaborative weekly planning
- identify and develop curriculum experts to lead whole school professional learning, planning and assessment
- develop roles and responsibilities for all PLC stakeholders

### Strengthening Instructional Leadership

- review and refine roles and negotiate goals and strategies for improvement annually
- implement a graduate teacher mentoring program
- utilise staff expertise to provide professional learning (PL) in school and across the network
- engage in network PL opportunities

### A Supportive Workplace

- uphold the Department’s Code of Conduct
- provide a quality induction to new staff
- ensure staff are provided with timely, regular feedback
- celebrate staff achievements
- motivate staff and build capacity by providing opportunities to engage in school based wellness activities
- engage in satisfaction surveys 2014-16

### Ergonomics

- purchase ergonomic furniture and fixtures to promote the engagement of good posture while working

### Workforce Planning

- attract and retain a quality and diverse staff

### Employee Performance

- incorporate the AITSL teaching and leadership standards and feedback tools in performance management processes

### Churchlands Regional Network

- encourage participation and leadership in focus groups
Goal
By the end of 2017, Churchlands Primary School will have:

1. Maintained positive parent satisfaction data in relation to the school’s capacity to effectively meet the needs of the whole child.

2. Received annual feedback from the School Board regarding the school’s progress against the targets and milestones of the Business Plan.

3. Increased parent engagement across the different subgroups that comprise our parent body.

<table>
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<tr>
<th>Focus</th>
<th>Communication</th>
<th>Governance</th>
<th>Engagement</th>
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</table>
| School      | • provide information to the whole community through a range of media forums including website and Facebook  
              • distribute information from classrooms via email  
              • publish the parent information book in readiness for key enrolment dates  
| P & C       | • engage the wider parent body through the monthly Chatter Newsletter  
              • establish an online canteen and uniform service by 2014  
              • establish executive committee email addresses by 2014  
| Marketing   | • plan for school tours, orientation days, transition days and regular local newspaper articles  
| Branding    | • implement new school branding suite; logo, stationery, signage and uniforms by 2016  
| School Board| • improve the school community’s understanding of the governance and flexibilities of Independent Public Schools  
              • engage in the analysis of a range of data to inform future planning  
              • review the effectiveness of the governance calendar annually  
              • conduct a parent satisfaction survey 2014 and 2016  
              • develop an organisational framework outlining the roles of Board representatives by 2015  
              • promote a broader representation at the annual open school board meeting  
| P & C       | • appoint an executive officer to coordinate and oversee all communications  
              • coordinate class representatives  
              • appoint and publicise coordinators for sub-committees; canteen, uniform shop, fundraising and 50th Anniversary  
| Reporting   | • encourage >85% participation in school reporting processes; parent/teacher interviews and class information sessions  
| Forums      | • engage keynote speakers according to parent need/interest each semester  
              • attend applicable focus group discussions each semester with Principal  
| Community Days | • provide a range of opportunities for families to engage with the school community; the Welcome Picnic, International luncheon, ANZAC and graduation ceremonies and, in 2015, the school’s 50th anniversary celebrations  
| Volunteers  | • create a parent sub-committee to assist in organising music events  
| Fundraising | • encourage all families to participate in class cake stall rosters and other P&C fundraising events  
| Wider Community | • seek the support and involvement of organisations to enhance student learning  

... Learning for life
Learning at Churchlands Primary School is optimised when:

• Students have access to a rich, diverse curriculum that is sequential and connected, catering for different learning styles and meeting individual needs;

• Students are engaged through innovative teaching practices and have opportunities to set goals and receive timely feedback;

• Students feel respected for their individuality, and are supported to access an inclusive curriculum in a safe environment; and

• Programs reflect current research and pedagogical practice, integrate technology and involve the wider school community.