

Churchlands Primary School

EMPOWER • ENGAGE • EXCEL



Business Plan 2018 - 2020



Our Vision



We are committed to inspiring and encouraging our students to become confident, creative and critical thinkers, resilient life-long learners and responsible global citizens.



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We are committed to inspiring and encouraging our students to become confident, creative and critical thinkers, resilient life-long learners and responsible global citizens.

Our Commitment - The 'Churchlands Way'.

Growing successful students in an inclusive environment where they are;



Through our Three Pillars of our Learning Environment



Our Staff believe



- Every child is entitled to the opportunity for deep learning.
- It is our responsibility to provide a safe and supportive environment where the performance of both students and staff is optimised (Rest, Reflect, Reset).
- Successful, future focused students are critical and creative thinkers.
- Collective efficacy through collaboration improves student progress.
- Trust is built through open, clear and respectful communication between all partners; students, staff, parents.
- Time, support and resources are necessary to effect sustainable change.
- A growth mind set is the precursor to success.
- Individual learning needs of all students must be catered for.
- Providing opportunities for community engagement builds our inclusive culture.



School Context

Churchlands Primary School (CPS) is a celebrated Independent Public Primary School, established in 1965, where committed stakeholders (parents, students and staff) work in partnership to support school direction that results in higher performance.

Student enrolment is currently at 548 and the school proudly embraces a unique cultural and linguistically diverse community with approximately 45% of all families speaking English as an Additional Language/Dialect or having a Language Background Other than English (LBOTE).

‘The Churchlands Way’ aims to set optimal learning conditions, where high expectations, quality teaching practices, well researched evidence based programs and collective efficacies engage and empower students. Establishing positive relationships, providing for individual needs and delivering explicit and open-ended learning experiences empowers students to explore their strengths and passions in order to excel.

The community has high expectations in the academic, social, artistic, digital and physical domains. Students participate in a large variety of sporting and artistic pursuits, in addition to academic programs. Extra curricula activities at CPS are a strong part of the CPS culture.

The school has a strong focus on health and wellbeing as a platform to a caring and resilient community. A growth mindset is developed through challenge and extension. Students at CPS set goals, and are encouraged to extend themselves and persist with learning. Student voice and student leadership is highly valued.

The School Board and P&C are progressive partners in strong governance and in supporting school improvement. The community is focused on inclusivity, equity in representation and participation in decision making and school events.

Culture

CPS is a vibrant and innovative community that is dedicated to delivering excellence within a rich and diverse learning environment. Integral to the collaborative, respectful and supportive culture are shared values based on care, respect, trust, honesty and empathy. There is a deep connection evident amongst stakeholders; a sense of belonging, teamwork and unremitting pursuit of excellence. Reflective practices, continuous improvement through new learning and a desire to meet the challenges of the global educational landscape are our core business.

Accountability and Self-Assessment

We maintain a reflective cycle of review process involving the Executive Team, Leadership Team, School Board, Teaching Teams, Specialist Teachers and support staff.

A rigorous and strategic process is in place to ensure relevant and effective judgements are able to be made about our performance in academic and non-academic achievement. Self-assessment is seen as a continuous cycle of plan, act and evaluate. The self-assessment process determines our Business Plan Targets.

At CPS self-assessment processes are planned, timely, comprehensive and transparent while focusing on student progress and achievement. The improvement agenda is enhanced through strong organisational foundations including; strategic workforce planning, employee professional growth processes and professional learning communities. The National Schools Assessment Tool (NSAT) is used to validate the school’s self-assessment processes across all nine domains.

Priorities

The priorities for our Business Plan 2018 – 2020 has three main focus areas. Implementation of relevant strategies and milestones to support these will be monitored using a range of indicators.

Students

Churchlands Primary School students will be provided opportunities to be critical and creative thinkers who are challenged, engaged and resilient learners.

Teaching

Churchlands Primary School ensures curriculum and collaboration that supports quality, innovative and reflective pedagogy.

Community and Culture

CPS actively encourages a dynamic, engaged and collaborative educational community.

STUDENT ACADEMIC IMPROVEMENT TARGETS: LITERACY AND NUMERACY

| | |
|-----------------|---|
| LITERACY | Cohort Achievement Targets Targeted achievement levels for all students. |
| Reading | <ul style="list-style-type: none"> Consistently match or exceed the mean score of WA like Schools in Years 3 and 5 in NAPLAN. Consistently match or exceed WA like Schools First Cut data in On-entry to Year 3 progress. Maintain the percentage of students in the top two EARS proficiency bands at or above 70%. Stable cohort performance to match or exceed WA like Schools data in First Cut 'high' and 'very high' progress between Years 3-5. EAL/D student performance to match or exceed WA like Schools First Cut data in Years 3 and 5. |
| Writing | <ul style="list-style-type: none"> Consistently match or exceed the mean score of WA like Schools in Years 3 and 5 in NAPLAN. 95% of students by the end of PP will reach 0.1 in on-entry. Relative Assessment will show the school has arrested the downward trend in NAPLAN writing. The First Cut 'high' and 'very high' progress of boys between Years 3 – 5 matches or exceeds that of WA like Schools. The number of students making low and very low progress to reduce to below WA like Schools in First Cut data between Years 3 and 5. |
| NUMERACY | Cohort Achievement Targets Targeted achievement levels for all students. |
| | <ul style="list-style-type: none"> Consistently match or exceed the mean score of WA like Schools in Years 3 and 5 in NAPLAN. Maintain the percentage of students in the top two proficiency bands at or above WA like Schools. The stable cohort demonstrates high progress / high achievement 2018 - 2020 on the Schools Online progress versus achievement quadrant. |
| SCIENCE | <ul style="list-style-type: none"> Each year level's median score in the PAT Science is to be three points above the Australian Norm. |

NON-ACADEMIC TARGETS

| | | |
|--|---|---|
| Attendance | Sustainability | Music |
| 90% of all students will maintain regular attendance at 96%. | Sustainability will be visibly implemented, in each year level, through the biological science strand by the end of 2019. | Year 5 students will maintain or exceed an average cohort score of 26 points on the WA Music Aptitude Indicator assessment. |
| Health and Wellbeing | ABE Data | National Schools Opinion |
| Aerobic Fitness (Beep Test) The average cohort improvement in pre and post testing will demonstrate a growth of more than 0.70 levels in years 1-6. | Student data will demonstrate 30% increase in ABE Report Data (areas 3,6,7,8,10) by the 2020 survey. | The student, staff and parent opinion data will reflect high to very high satisfaction rates in all survey items. |

STUDENTS: CRITICAL AND CREATIVE THINKERS

Challenged, Engaged, Resilient Learners

| FOCUS AREA | GROWTH STRATEGIES | MILESTONES |
|--|---|---|
| Deep Learning | Implement the 'Churchlands Way' of learning. Effective Teaching Model; <ul style="list-style-type: none"> Surface to deep learning is practiced, evident and monitored. | Implementation of strategies monitored by administration formally through performance management and self-reflection of AITSL standards of Leaders. All permanent teachers will be trained in Classroom Management Strategies (CMS) by 2019 and Instructional Strategies (IS) by 2020. |
| | <ul style="list-style-type: none"> Explicit learning intentions (WALT and WILF) and success criteria are visible, clearly articulated and understood. Explicitly teach the language of learning and feedback. | Evidence of Visible Learning within classrooms. (New Scope and Sequence) to be developed and reviewed every year. |
| | <ul style="list-style-type: none"> The Habits of Mind are explicitly taught and students use the metalanguage to describe their learning processes. Students apply it to their learning experiences. Students apply mental models to reflect on their individual mindset. | By 2019 the metalanguage of the Habits of Mind will be embedded into the learning culture. |
| | <ul style="list-style-type: none"> Design and Digital technologies are fully integrated into all curriculum areas. | Teachers to embed and integrate the digital and design technologies curriculum by 2019 (including reporting to parents in 2018). SAMR model is to be developed and implemented to support growth and integration of Digital DT across all learning areas PP-6. |
| | <ul style="list-style-type: none"> Students explore cultures and self-expression through the Arts (music, drama, visual and media). | Students participate in the Languages curriculum in Year 3 in 2018 and years 3 and 4 in 2019. (French) Students are provided regular opportunities through incursions and excursions for performance and exhibitions in the Arts. |
| Communication and Collaboration | Student voice is sought and heard in making decisions and determining programs. | Student surveys will consistently reflect their perceptions that they are valued because their 'voice' is heard. |
| | Embed the ten essential social skills and Habits of Mind. Students are exposed to explicit instructional strategies following the K-6 scope and sequence. | Habits of the Mind, instructional strategies and cooperative learning are evident in every classroom. |
| | Students are explicitly taught digital citizenship following the PP-6 scope and sequence. | By 2019, all classes have completed the Digital Citizenship Scope and Sequence year level requirements. |
| | Students perform and exhibit their art within the school and community. | Evidenced through assemblies, newsletters, classroom displays, Royal Show, Big Music Night, CHUMT show, Art Shows, library displays. |
| Engagement | Embed the Positive Behaviour Policy to build consistency and trust. | The reported negative behaviours on the tracking sheet will consistently reduce in each year level. |
| | Maintain high attendance levels, punctuality and reduce vacation leave in school time. | Consistency monitoring of 'lates' and attendance through active and positive engagement with students and parents. |
| | Continue to give students opportunity to provide feedback and input into school planning and operations. Develop and implement tools for consistent effective feedback in every classroom. (teacher-student, student-student, student-teacher) | NSOS will demonstrate high levels of student satisfaction in all areas. |
| | Continue before and after school interest groups including: coding, chess, running club, lunchtime art sessions, Young Engineers, tennis, art club, choirs, The Band and Creativity and Problem Solving (CAPS). | Increased student and parent involvement and participation in interest clubs. |
| | Create STEAM maker space in the flexible learning areas. | Students are provided opportunity to be involved in STEAM projects that support their growth and understanding in this area. |
| | Engage professional artists, authors, scientists and experts in relevant fields to enhance student understandings and learning. | Provide incursions and excursions supporting classroom and specialist learning areas. |

STUDENTS: CRITICAL AND CREATIVE THINKERS

Challenged, Engaged, Resilient Learners

| FOCUS AREA | GROWTH STRATEGIES | MILESTONES |
|-------------------------------|---|---|
| Health and Wellbeing | Maintain a safe and inclusive environment through negotiated class agreements. | Class agreements are visible and communicated to parents and other stakeholders. |
| | Maintain the focus on developing resilience through the Bounceback program. | Wellness survey indicates greater number of students reporting a positive attitude to school. |
| | Continue to implement Protective Behaviours programs through the health curriculum. Provide opportunities for mindfulness. Encourage healthy practices: Crunch and Sip Program, No Hat No Play. Provide opportunities to express, explore and develop the concepts of self and community through the Arts. | Students are provided opportunities and programs that explore health and wellbeing. |
| | Develop strong understandings of the importance of digital citizenship, screen time and ergonomics through the BYOD program. | Each year the digital technologies user agreements are understood and signed by all stakeholders. |
| Leadership | Implement the Student Leadership Policy to ensure equity and transparency. | All Year 5 students can nominate for a range of leadership positions in Term 4, in readiness for Year 6. |
| | Continue to provide leadership training opportunities to Year 5 students. | Year 5 students participate in Leadership day camp. |
| | Continue to develop the Year 6 leadership roles; Student Councilors and Care, Music, Art, Technology, Drama, Library and Sports Captains. Provide opportunities for students to engage in roles associated with whole school programs. Year 5 Environmental Officers to support the 9R Sustainability Program by undertaking specific roles each week and attend the annual overnight tree planting camp at Quairading. | A larger range of leadership opportunities offered to Student Leaders will result in greater visibility and student voice. |
| Curriculum Entitlement | Access to a seamless (intergrated) curriculum through aligned operational plans and learning sequences in the eight learning areas of the West Australian Curriculum. | Digital and Design Technologies, The Arts and Languages will be implemented and reported on by 2018. |
| | Students will be engaged in opportunities to develop their critical and creative thinking through the use of instructional strategies. | Learning environments will support student's engagement with instructional strategies. |
| | A differentiated curriculum is offered to meet the individual needs of students including; extension, case management, EAL/D and intervention. | Flexibility in timetabling and support staff roles will meet the needs of case management, targeted EAL/D support and extension students. |
| | Identified students have access to early intervention programs; Sounds-Write, numeracy, reading and oral language support. | Collection and monitoring of data for intervention will be centralised and included in transition files. |
| | All students K-6 are provided opportunities to engage in inquiry based STEAM projects throughout the year. | Students demonstrate a deep understanding and appreciation of the STEAM enquiry process by 2019. |
| | Year 3 and 5 students participate in the Online NAPLAN trial in 2018 in readiness for implementation in 2019. | The transition to Online NAPLAN skills scope and sequence will be embedded by 2019. |
| | Students PP-5 actively participate in the school's sustainability program through the integrated biological sciences plan. | Students demonstrate increased knowledge and demonstrate sustainable practices through the 9R Shed. |
| | All students from PP to year six engage in explicit music, drama and visual art classes. | Students demonstrate increased knowledge, expertise and confidence during arts sessions through self-reflective processes and effective feedback. |

TEACHING: CURRICULUM AND COLLABORATION

Quality, Innovative and Reflective Pedagogy

| FOCUS AREA | GROWTH STRATEGIES | MILESTONES |
|---|---|---|
| Curriculum, Assessment and Reporting | Develop a deep knowledge of WA curriculum documents in the eight learning areas. | By the end of 2018 all operational plans and scopes and sequences will reflect DoE's reporting requirements. |
| | CM and Instructional strategies will be developed as a whole school approach to support critical and creative thinkers. | All permanent teachers will be trained in Instructional Strategies (IS) by 2020. |
| | Staff engages in regular focused moderation in PLCs and refer to the SOLO taxonomy and SCSA to ensure correct grade allocations. Engage in moderation tasks across year levels for assessment and reporting purposes. | Teacher judgements more closely aligned with NAPLAN grade allocations. Move from below average 'pink' to average 'yellow' or above on Schools Monitoring and Performance report. All teachers will be following CPS scope and sequence documents monitored through Performance Management. School performance summary will reflect teacher judgements within the expected standard deviation. |
| | Ongoing K-2 data collection informs early intervention programs and composition of case management groups. Staff undertakes training and planning for NAPLAN Online. | On-entry and NAPLAN data will reflect improvement in the school's mean scores over time. |
| | Whole school implementation of CPS scope and sequence documents for all learning areas. Embed the synthetic phonics program, Letters and Sounds K-2 and continue to embed Words Their Way in Years 3-6. Continue third wave intervention through Sounds-Write program Year 1-4. | Teachers will implement scope and sequence, Operational Plans and whole school programs to support students growth and development. |
| | Develop sustainable case management processes to identify, plan, teach and assess students in reading, writing and numeracy. | Case Management Policy is developed and fully implemented by semester 2, 2019. Teachers closely monitor case management students' progress and report each semester. |
| | All teachers undertake professional learning in the effective use of EAL/D Progress Maps to plan for, monitor and assess students' progress. | By 2019 all teachers will be consistently using EAL/D Progress Maps. |
| | Identify EAL/D case management students through detailed data analysis. Focus on vocabulary, viewing and reading comprehension. | EAL/D students receive specialist support, according to need. |
| | Introduce and integrate a Science, Technology, Engineering, Art, Mathematics (STEAM) project learning culture to maximise curriculum outcomes. | Establish a STEAM committee to research, plan and guide the implementation of the enquiry process K-6. |
| | Familiarise with and implement the Digital and Design Technologies curriculum PP-6 Embed the new SCSA Arts curriculum. Teachers increasingly link programs to support class curriculum. Staff engage in regular focused moderation during local arts community moderation meetings. | Support staff to implement the curriculum with resourcing and coaching. Develop Arts learning and reporting using the SCSA scope and sequence. |

TEACHING: CURRICULUM AND COLLABORATION

Quality, Innovative and Reflective Pedagogy

| FOCUS AREA | GROWTH STRATEGIES | MILESTONES |
|--|--|--|
| Communication and Collaboration | Increase engagement and collaboration in professional learning communities (PLCs) through focused discussion on student learning. | Staff meeting and trade-off time is planned to meet the needs of the operational plans and assessment schedule. |
| | Develop collaborative cross curricula opportunities between the classroom and specialist areas. | Agenda driven PLC meetings focusing on collaborative sharing practices. |
| | Weekly common planning time is prioritised and incorporated into timetabling for all year level teams. | Communicate planning in curriculum areas between specialists and classroom teachers for collaborative planning. |
| | Develop a common understanding of Visible Teaching and Learning: <ul style="list-style-type: none"> Intentions are explicit. Feedback is targeted. SOLO taxonomy is used to develop assessments. | Collaborative planning in all curriculum areas is reflected in all classrooms. |
| | Continue to up-skill staff in instructional strategies through CMS training: <ul style="list-style-type: none"> Johnson's 5 elements. Gradual release model (I do, we do, you do). | Cooperative learning tactics and strategies are evident in every class and students are familiar with the associated language and purpose. |
| | All communication and planning documents are transitioned from the shared drive to CPS Connect Community. | By 2019 all CPS curriculum documentation and communication will be accessed through the Connect Community. |
| Professional Growth | Through the Professional Growth cycle, all staff are supported to meet their professional goals. All teaching staff use the AITSL Professional Standards for Teachers to reflect and set goals for improvement. | All staff to participate in robust employee performance cycles including receiving specific feedback against AITSL standards and JDF's. |
| | Support staff to be up-skilled to integrate new digital technologies, pedagogy and curriculum initiatives into daily routines. Staff have ready access to Digital Technologies (DT) coaching in 2017/18. | Engagement of STEAM/DT person to provide support and development of whole school approaches. |
| | All teaching staff engage in formal peer observations each semester with a focus on the effective teaching model. | Peer observation and instructional rounds feedback supports growth against identified self-improvement goals and self-assessment practices against AITSL National professional standards for teachers. |
| | Through workforce planning, and professional growth plans aspirant leaders, senior teachers, level 3 teachers, curriculum leaders and Deputy Principals are identified and supported with tailored professional learning and coaching. | Professional Learning budget is reflective of the aspirant's needs. |
| | Professional Learning Community (PLC) leaders 2019-21 will be selected. | PLC leaders selection process to take place in Term 4 2018. |
| | CM and Instructional strategies will be developed as a whole school approach to support critical and creative thinkers. | All permanent teachers will be trained in Instructional Strategies (IS) by 2020. |
| Health and Wellbeing | Develop and implement whole school health and wellbeing policy. | Staff report greater collaboration, connectedness and greater openness and transparency in communication by 2018. |
| | Continue to provide wellness activities outside school hours; including staff exercise and mindfulness strategies. | |
| | Program a wellness check in each term for all staff members. Maintain a proactive and responsive social committee. Uphold staff agreements. | Staff NSOS survey data reflects a very high degree of satisfaction. |

COMMUNITY AND CULTURE

Dynamic, engaged and collaborative educational community

| FOCUS AREA | GROWTH STRATEGIES | MILESTONES |
|--|---|---|
| Policy | To develop the CPS Bullying Policy as part of BMIS Policy. Implement changes to BMIS Policy based on NSOS Review. | Churchlands community will develop a CPS Bullying Policy that acknowledges current research and is implemented by 2018 to be monitored through surveys and annual reviews. |
| Partnerships - Educational | Continue to develop the TDS STEAM partnership with Mt Hawthorn PS. | DT/STEAM leaders to attend regular TDS network meetings. |
| | Continue to work with Edith Cowan University (ECU) to develop quality Pre-service teachers. Investigate and broaden the STEAM partnership with ECU in 2018 and investigate and develop partnerships with other universities. | Invite ECU Pre-service teachers to engage in their practicum at CPS. |
| | Use the Arts to communicate and engage with the community. | Seek and create opportunities through the Arts that facilitate engagement with the local community. i.e. Art Shows, Musicals, Royal Show, community fairs, workshops and performances, Perth Writers and Art Festival. |
| | Continue to encourage a community of giving through fund raising for charity. Investigate alternative partnerships with other organisations. | Build on charity partnerships by continuing annual events contributing to fundraising and invite guest speakers to share knowledge of how our contributions affect those in need. (Fundraising, annual events and guest speakers timetabled on the school calendar) |
| Sustainable Partnerships - Business, Government and Community | Apply for funding grants to enhance the sustainability program. E.g.: Water wise accreditation, Local Government Funding, Artsedge. Artist-In-Residence program. | Develop strategies to achieve Waste Wise Accreditation and apply for relevant available grants. |
| | Actively engage with Sustainability Networks and WA Sustainability Schools. Promote communication for the 9R program to become a lighthouse program for the sustainability network. | Sustainability Committee actively engages with new initiatives and develops networks with the wider community to support learning. |
| | Sustain long term partnerships with Rotary Citizenship program (including: tree planting, memorial day, Wheelchairs for Kids). | The school actively contributes to the development of meaningful and sustained connections between Rotary in order to develop the concept of giving and caring in the wider community. |
| | To continue the partnership with OSH Club and revise the Australian Deed of license/lease agreement for before and after school care. | Develop strategies to use finances from OSH Club to provide students with learning opportunities. |
| Engagement, Communication and Collaboration | All classes to use an E- Learning platform as a means of communication with families in classes. | All teachers to develop and use an E-Learning platform on a weekly basis to provide open communication with parents by end of 2018. |
| | Promote positive and informed communication with parents and the community through actively engaging them with school website, newsletters, class communications and electronic news board. | Increased percentage of readers of school communications. |
| | Investigate developing further electronic communication with translation options. | Development of digital applications for communications. |
| | Update and develop a new school website by 2018. Research app to distribute newsletters and school communication. | Implementation of Flexibuzz app for online communications. |
| | Host regular EAL/D workshops for parents. | An increase in the number of parent participants in the EAL/D workshops will be recorded from 2017-2019. |
| | Continue to build partnerships and engage with the school community through the provision of workshops and parent forums, supporting the understanding of school directions and focus. Continue to engage the wider community through established events e.g. Business Fair, dance night, sports carnivals, Writers Festival, International Lunch, Shorty Shorts Film Festival, Big Music Night, Art Show. Develop a community strategy to encourage participation of fathers in the 'DUCKS' Fathering Project. Encourage regular attendance at PPP seminars. Continue to establish links with Native Aboriginal Garden and Wildlife at Herdsman. | An increase in attendance and engagement will be recorded through the collections of attendance data and feedback. |



Business Plan Glossary 2018 - 20

AITSL – Australian Institute for Teaching and School Leadership

BMIS – Behaviour Management in Schools

CMS/IS – Classroom Management Strategies/Instructional Strategies

CHUMT - Churchlands Music Talent

DUCKS – Dads Understanding Churchlands Kids

EAL/D – English as an Additional Language or Dialect

EARS – Education Assessment Reporting Software

JDF – Job Description Form

LOTE – Languages Other Than English

NSAT – National Schools Assessment Tools

NSOS – National School Opinion Survey

PAT – Portable Appliance Testing

PLC – Professional Learning Community

SAMR – Substitution, Augmentation, Modification and Redefinition

SCSA – School Curriculum and Standards Authority

SOLO – Structure of the Observed Learning Outcome

STEAM – Science, Technology, Engineering, Arts and Mathematics

TDS – Teacher Development School

WALT – We Are Learning To

WILF – What I'm Looking For





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Primary School



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