



Churchlands *Primary School*



Respect · Resilience · Engage · Excel

20 - 22

Business Plan 2020 - 2022

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Churchlands Primary School has a reputation for high academic performance, community engagement and commitment to educational and social emotional growth for students. Our highly skilled and motivated staff and school leaders maintain a comprehensive commitment to the Churchlands Primary professional learning community. This commitment creates opportunities for every child to achieve their potential. Our whole school pedagogy is developed around 'Visible Learning' and this sits at the heart of our teaching and learning approach. Our school understands and acknowledges the impact and influence we have and this is central to the development of evidence based programs and curriculum delivery that challenges students to be independent, resilient learners and creative and critical thinkers. We generate opportunities for students to build on their strengths; to be respectful, resilient, engaged and excel as citizens supporting them to be successful individuals. We are committed to building genuine partnerships with our parents and community. These relationships continue to support the strong school culture of trust and respect.

Business Plan communicates to staff, parents and the community the strategic direction of our school and what we want to achieve over a 3-year period. Implementation of Business Plan directions, monitoring of targets and progress of achievements are regularly reviewed by staff and regular updates are reported to the School Board for their input. Through the development of our Business Plan, we now have a powerful consensus and shared commitment for the future direction of Churchlands Primary.



Our Vision & Values

confident
respect responsible excel capable
growth collaborative
challenged happy empowered
motivated active resilient confident kind
inspired creative open curious engage
thinker independent minded
supportive

Our Core Values

We set high expectations of behaviour, achievement and personal growth. When students demonstrate these core values, it is known as the 'Churchlands Way'.

Respect

We show care and kindness for ourselves, each other and the environment.

Resilience

We keep persisting when we are challenged by bouncing back and demonstrating a growth mindset.

Engage

We are collaborative and curious about all aspects of our learning and the world around us.

Excel

We set goals for ourselves and are motivated to achieve them.



Our Improvement & Accountability Framework

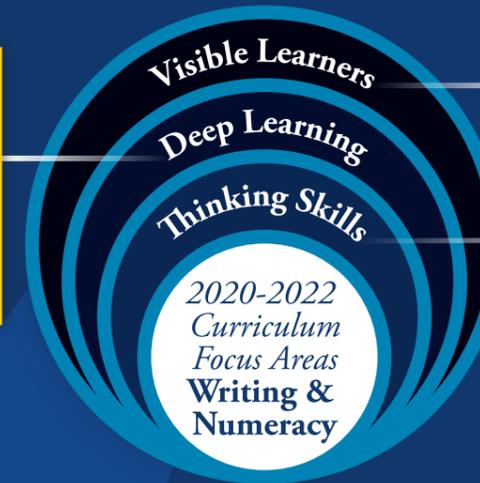
Churchlands Primary School self-assessment cycle is a reflective, rigorous and strategic process to ensure relevant and effective judgements are able to be made about our performance in academic and non-academic achievement. We use the Plan, Teach, Assess cycle to ensure that we are continually making progress and embedding change as required.



Our Shared Beliefs about Teaching & Learning

- Every child matters every day
- We set high expectations and promote inclusion
- We provide intellectual engagement and self-awareness
- Students' perspective and opinions are valued and assist to shape learning experiences
- Environment is dynamic and conducive to learning for all
- A strong belief that all students can learn
- Differentiation supports growth for all students
- A growth mindset is a precursor to success
- Engaging and challenging learning sequences
- Community engagement is essential - Parents and teachers work in partnership

The process of learning for transfer. A part of deep learning is the attainment of knowledge and skills that are embedded long term and can be applied to a variety of situations



Students understand what they are learning, how they are going, where they will go next, and can interpret assessment results and act on this understanding

Habits of Mind, Critical and Creative, Computational, Classroom Management Strategies (CMS), Growth Mindset

Visible Learners

We want to develop our students to be Visible Learners. Students who can independently articulate what they are learning and why. Students who are resilient and engage and aspire to challenges. Students who actively seek and respond to feedback.

Improvement Strategies

- Develop increased opportunities for **student voice** within the school
- Explicitly teach the language of learning and effective **feedback strategies**
- Develop opportunities for S.M.A.R.T (Specific, Measurable, Achievable, Realistic and Timely) goals to be jointly developed targeting students learning
- Continue to focus on developing **assessment capable** students

Performance Indicators

- Students' voice to be evident in shaping school programs, policy and direction
- Students can articulate what they are learning and acknowledge areas for improvement
- Teachers provide regular feedback on task, process and self-regulation
- Students review, reflect and refine their understanding at various points in a learning sequence
- Jointly create assessment criteria with students
- Provide time to reflect, review and set goals to improve



Supportive Learning Environment

We are committed to the health and well-being, active engagement and participation of all students by providing a flexible, safe and inclusive learning environment.



Targets

- By 2022 all classroom environments will provide flexible learning spaces promoting creative and critical thinking pedagogy and is evident in teaching practises
- Reduce the amount of lunch time waste by 20% each year over the next 3 years
- Overall high satisfaction rating for staff and students in the annual National Schools Opinion Survey (NSOS)
- Attendance rates to be maintained above those of 'like schools'



Improvement Strategies

- Contemporary learning spaces are designed to promote student's autonomy and responsibility for their own learning
- The Values of Respect, Resilience, Engage and Excel to be promoted as the 'Churchlands Way' at assemblies and explicitly taught in classrooms
- Further enhance the Chaplaincy program to provide support for the families and wider community
- Increase communication with parents and caregivers to educate the importance of regular attendance
- Continue to promote school wide sustainability focus and students' responsibility for reducing our carbon footprint
- Maintain English as an Additional Language/Dialect (EAL/D) engagement within the school and wider community to extend the connections with students and families
- Development of staff Health and Wellbeing plan to maintain morale, enhanced team and work relationships and improved physical and mental health
- Foster an inclusive environment where staff, students, parents and the wider community's contributions are respected and valued

Performance Indicators

- Flexible Learning pedagogy is embedded to support the development of critical and creative thinking, collaboration and improve learning outcomes for all students
- All students can demonstrate the school values and articulate their meaning
- Chaplain continue to deliver the BUZ program PP-5 with introduction of BUZ Power for Year 6 students
- Regular monitoring and reviewing of attendance rates
- On-going case management and develop intervention strategies for students with 'at risk' attendance
- Waste audit in 2020 for base line data
- Update school waste wise policy including waste avoidance
- Track waste costs through existing waste service providers
- Cultural diversity is celebrated and valued through school wide events
- Teachers will be proficient in using the EAL/D Progress maps on Reporting to Parents (RTP)
- Whole school Health and Wellbeing plan implemented
- Regular staff health and wellbeing survey
- Results used to improve staff wellbeing in the workplace
- NSOS - satisfaction



High Quality Teaching and Leadership

We strive for excellence in teaching and learning. We are committed to the success of all students and through our Professional Learning Communities (PLCs), we collaboratively analyse, discuss and plan using evidence based best practises for the growth and development of our students. There are high expectations of teacher performance and curriculum delivery.

Targets

Please note that we plan to reach provided targets over the course of the business plan cycle, with incremental success to be measured and reported annually.

* Percentage targets have been calculated to achieve growth or achievement that matches or outperforms CPS 'like schools' as determined by Australian Curriculum, Assessment and Reporting Authority (ACARA).

Reading

ON ENTRY TO YEAR 3 NAPLAN READING

- Reduce students in **low** and **very low** progress to under 15%*
- Increase students in **high** and **very high** progress to 60%* or over
- Reduce students in **limited** achievement to 3%*
- Increase students in **good** and **excellent** achievement to 80%* or over

YEAR 3 - 5 NAPLAN READING

- Reduce students in **low** and **very low** progress to under 18%*
- Increase students in **high** and **very high** progress to 40%* or over
- Reduce students in **limited** and **satisfactory** achievement to 20%*
- Increase students in **excellent** achievement to 35%* or over

PAT READING – ALL YEAR LEVELS

- 60% of all students to demonstrate higher than expected growth annually (>7 scaled score points)

Writing

NAPLAN - Arrest the downward trend line by:

- Improve year 3-5 boys' percentage in **high** to **very high** progress to match or exceed 'like schools'
- Reduce the number of students making **low** and **very low** progress between years 3-5 in comparison to 'like schools' in First Cut data
- Increase the percentage of students achieving **high** to **very high** progress in years 3-5 in comparison to 'like schools'
- Increase the difference average between the Group Mean and Australian Mean of the NAPLAN writing elements to a minimum of 0.3 in years 3 and 5

BRIGHTPATH

- All teachers will use the Brightpath Online Assessment tool to score student writing samples by 2022



Numeracy

ON ENTRY - 3 NAPLAN MATHS

- Reduce students in **low** and **very low** progress to between 5-15%*
- Reduce number of students in **limited** achievement to under 5%
- Increase number of students in **high** and **very high** achievement to between 60-70%*

YEAR 3 - 5 NAPLAN MATHS

- Reduce number of students in **low** and **very low** progress to between 5-15%*
- Increase number of students in **high** and **very high** achievement to between 55-65%*

PAT MATHS – ALL YEAR LEVELS

- 60% of all students to demonstrate higher than expected growth annually (>7 scaled score points)



Improvement Strategies

- Plan, Teach, Assess cycle is used in PLCs to enhance student learning – assessment and reporting practises supported by moderation and quality feedback
- Staff engage in on-going moderation in Literacy and Numeracy in PLC meetings
- Collect, analyse individual student data and plan for improvement through the case management process
- Regularly collecting, reviewing and monitoring whole school student performance data against measureable targets
- Teachers are embedding and delivering evidence based quality programs aligned with the WA curriculum and using the EAL/D progress maps, where necessary
- Differentiation to be evident in classroom planning
- Teachers provide explicit instruction and opportunities for students to practice and apply new skills and understandings
- Develop a strategic plan to improve numeracy teaching / learning
- Implement a consistent approach to teaching numeracy across all year levels
- Develop and embed a consistent approach to teaching *problem solving / reasoning* across all year levels
- Improve numeracy teaching through on-going professional development – focused on evidence based approaches

Performance Indicators

- Whole School Self - Assessment Plan
- Case Management Process is further developed embedded in Reading and implemented by 2022 for Numeracy and Writing
- System assessments NAPLAN and school wide Progressive Achievement Tests (PAT) aligns closely with teacher judgements in RTP
- Classroom planning is aligned to the Churchlands Primary School Collective Focus and to business and operational plans
- Classroom Observations to be part of the school culture of continued improvement
- Performance Growth Plans linked to school directions and Australian Institute for Teaching and School Leadership (AITSL) Standards
- Numeracy plan implemented and embedded across the phases of learning
- Numeracy common language consistently used and problem solving process clearly evident across all year levels
- Professional Learning in numeracy for staff timetabled termly in to the calendar
- Interrogation of data in PLCs to target areas of need

High Quality Teaching and Leadership Cont.

Improvement Strategies

Performance Indicators

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| <ul style="list-style-type: none"> Implement and embed consistent evidence based approaches to teaching Writing across all year levels Improve student writing results, participation and enthusiasm through coaching and on-going professional learning Brightpath Online Assessment professional learning for all teaching staff | <ul style="list-style-type: none"> Seven Steps to Writing Success used as a whole school resource, with links to Talk For Writing resource in years K-2 Common language used by teachers and students to articulate teaching and learning in writing Consistently use the Brightpath Performance Profile and Teaching points in the Plan, Teach, Assess cycle of writing planning |
| <ul style="list-style-type: none"> Continue to embed Information and Communications Technology (ICT) and Digital Technologies across all year levels and curriculum areas Continued provision of authentic opportunities for students to engage with, and extend their knowledge in Digital Technologies and STEAM learning | <ul style="list-style-type: none"> CPS Digital passports are used to track student ICT Capabilities learning in each classroom CPS Computational Thinking program is followed in years 1-6 Integrated STEAM Learning programs are included in each classroom Improved STEAM extension and extra-curricula program to include inter-school events |
| <ul style="list-style-type: none"> Maintain Early Intervention Programs– Early Years program, Mini-Lit, Sounds Write Intentional play based learning opportunities are evident in planning for the K-2 students | <ul style="list-style-type: none"> Continue to identify students and collect Early Years data from a variety of assessments (RAT and KAT, Letters and Sounds) to inform planning, teaching and assessment |
| <ul style="list-style-type: none"> Continue to provide opportunities for all staff to develop their understanding and application in the Teaching, Learning Environment and Resources in the Aboriginal Cultural Standards Framework, from emergent to developing | <ul style="list-style-type: none"> Aboriginal Cultural Framework is embedded. Staff self-assessment against the Aboriginal Cultural Standards Continuum demonstrate proficiency in areas 2,3 and 5 |
| <ul style="list-style-type: none"> Develop a sustainable and empowering leadership model with a focus on development of leadership skills Continue to identify and support aspirant leaders through the Future Leaders Program and nomination to the Network Aspirant Leadership Program | <ul style="list-style-type: none"> Continue to offer a place for 2-3 aspirants per year in the Network Leaders Program Future Leadership Framework used in conjunction with Personal Growth Plans to support staff leadership aspirations |

Communities and Partnerships

Develop a connection that engages all stakeholders through open and effective communication.

Targets

- Increase the attendance of parents at school events such as education seminars, forums and workshops
- Continue to build the profile of the School Board (SB) and communicate its role and decisions made effectively to the school community
- Develop further collaborative communication strategies with the SB and the Parents and Citizens (P&C)
- Actively build on community partnerships



Improvement Strategies

Performance Indicators

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| <ul style="list-style-type: none"> Providing on-going parent information and learning opportunities Continue to offer a range of opportunities for families to engage with the school environment | <ul style="list-style-type: none"> Parents communicate through school website, Flexibuzz and SeeSaw to engage with students progress, achievement and the social aspects of school Greater percentage of parents attending workshops and information sessions |
| <ul style="list-style-type: none"> Implement Collaborative approach with the SB, P&C and School developing a Community Communication Strategy/Plan to build open and transparent communications Continue to raise the profile of the SB and communicate its role and decisions effectively with the school community | <ul style="list-style-type: none"> Development of a SB and P&C Communication Strategy as per Review recommendation SB to promote the school positively within the community and participate in disciplined dialogues in relation to the school directions and data SB member to attend the P&C meeting to provide an overview of SB meetings Annual SB Survey |
| <ul style="list-style-type: none"> Continue to participate and engage with the Churchlands Schools Network for professional learning and moderation opportunities | <ul style="list-style-type: none"> Collegiate engagement in cross moderation with network school |
| <ul style="list-style-type: none"> Aspiration to increase engagement with the local Rotary and other philanthropic partners will continue to enhance learning opportunities for students | <ul style="list-style-type: none"> Support "Give Write" program for disadvantaged WA children Support "Solar Buddies" to reduce energy poverty in third world countries Support Greenbatch non-profit plastic reduction program Development of Frog pond Provide senior students opportunity to participate in the local Rotary student community events |





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