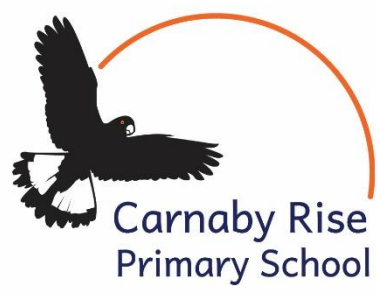




CARNABY RISE PRIMARY SCHOOL

Business Plan 2020-2023



Introduction

Welcome to Carnaby Rise Primary School. This Business Plan communicates to parents, students, staff and community members, the strategic direction of our school over the next three years. The plan was developed in collaboration with the School Board, students and staff to ensure we address the needs of every student.

We are committed to working as an outstanding school so every student learns successfully and work towards their potential. Our staff strive to achieve success and are continually reflecting and are focused on improving. The school will continually self-assess throughout the period of this plan to ensure we are making progress in the areas that we have identified as making the biggest impact on the success of our students.

Our areas of priority are:

1. Quality Teaching and Learning
2. Student Health and Well Being

Vision

Carnaby Rise Primary School fosters a culture of belonging, curiosity and innovation. Our 'Student First' approach when working with our diverse community ensures our students reach their potential as positive global citizens. Our vision is underpinned by a professional learning community foundation which is driven by:

LEARNING – All students and staff are engaged and committed to their ongoing learning.

COLLABORATION – Helping all students and staff requires a collaborative and collective effort.

RESULTS – To assess our effectiveness the school focuses on results and uses that evidence to inform and improve our professional practice.

Our Values



Community



Respect



Persistence



Success

Our School Context

Carnaby Rise Primary School opened in 2017 and caters for children from Kindergarten to Year 6. The school is situated in Landsdale which is a fast growing suburb made up of young families in the north east corridor of the Perth metropolitan area.

2018 saw the school gain two new transportable Early Childhood buildings to accommodate this growth area of the school. The year ended with the approval of three additional general teaching classrooms to meet the needs associated with student growth. The school has purpose built learning areas including state of the art classrooms, library, science and art rooms along with an impressive undercover area, oval and hard ball courts.

The school numbers grew rapidly throughout 2018/19 with enrolments at the end of 2019 reaching 544. In 2020 a further three new transportable buildings were gained to accommodate student growth.

Students with a language background other than English is approximately 27%. Some of our main languages spoken are Gujarati, Arabic, Macedonian and Vietnamese.

The school is committed to providing all students and staff with ongoing opportunities to develop their knowledge, skills and confidence to achieve improved outcomes.

Staff work as a Professional Learning Community that sees them focusing on learning, collaboration and results. This is along with working in partnership with Ashdale, Madeley and Landsdale Primary Schools and Ashdale Secondary College to form the Ashdale Cluster. Community engagement at the school is high which is evident in the active P&C and School Board along with high participation in community events such as ANZAC and Harmony Days.



QUALITY TEACHING AND LEARNING

Staff are reflective and dedicated to their own continuous development resulting in quality instruction to improve the achievement and progress of every student.

PRIORITY 1	<p style="text-align: center;"><u>Building Teaching Capacity</u></p> <p>High level of pedagogical knowledge, skill and use of evidence based teaching strategies. A commitment to the idea that improved teaching is key to student learning and implementation of better teaching methods. Having the data literacy skills to identify gaps and monitor achievement.</p>
STRATEGIES	<p style="text-align: center;"><u>Curriculum and Classroom Management Coaching</u></p> <p>Nominated staff work with coaches to increase application and effectiveness of curriculum knowledge and implementation, effective lesson design, assessment and reporting, and differentiated learning.</p>
	<p style="text-align: center;"><u>Learning Support Coordinator</u></p> <p>Working collaboratively with teachers, education assistants and the Deputy Principal to identify students at educational risk using a data driven approach. Programs and adjustment strategies will be implemented and monitored to enhance the learning of each student to ensure their academic success.</p>
	<p style="text-align: center;"><u>Best Performance Data Analysis</u></p> <p>Improving data literacy skill of teachers and school leaders in order to analyse student testing data. Developing productive plans of action and understanding of how to enhance student outcomes by discovering where issues lie and applying educative action.</p>

PRIORITY 2	<p style="text-align: center;"><u>Positive Classrooms</u></p> <p>Calm classrooms with no obvious behaviour problems and addressing the needs of students. Interactions are focused on the learning and well-being of students. Parents and families are valued partners in the learning process.</p>
STRATEGIES	<p style="text-align: center;"><u>Class Charters</u></p> <p>Student generated roles and responsibilities within the classroom with a focus on the values of Carnaby Rise, language of choice and logical consequences.</p>
	<p style="text-align: center;"><u>Feedback</u></p> <p>Timely and relevant feedback to students and families so that positive partnerships are formed for the continual social, emotional and academic development of every student.</p>

QUALITY TEACHING AND LEARNING

<p>PRIORITY 3</p>	<p><u>Effective Planning</u> High priority given to understanding and addressing learning needs of students with a high priority given to deep learning and cross curricular skills. There is a recognition that some students need significant adjustments and the curriculum will be differentiated so all students are engaged.</p>
<p>STRATEGIES</p>	<p><u>Differentiated Curriculum</u> Driven by the Tiers of Intervention Tier 1: High quality classroom instruction, screening and group interventions. Tier 2: Targeted interventions for students not making adequate progress. Tier 3: Specific and intensive interventions and comprehensive evaluation with external agency support.</p>
	<p><u>Effective Lesson Design</u> Utilising the Madeline Hunter model to enhance and maximise learning.</p> <ol style="list-style-type: none"> 1. Anticipatory set 2. Objective and Purpose 3. Input 4. Modelling 5. Checking for Understanding 6. Guided Practice 7. Independent Practice 8. Closure/Reflection
	<p><u>Cooperative Learning Strategies</u> Utilising tactics and delivery techniques that allow students to participate simultaneously with team members while being individually accountable for their own learning, ensuring success for all while supporting each other socially and academically.</p>
	<p><u>Curriculum Documents</u> Staff complete planning documents and term audits to ensure every student is provided access to the curriculum.</p>
	<p><u>Play Focus in ECE</u> Play based learning environment encourages talking, reading and writing. Planning specifically for adult led, guided and child led play to build skills, interest and knowledge.</p>

PRIORITY 4	<u>Collaboration</u> Strong collegial culture that is focused on clear targets and core learning priorities resulting in sharing of best practice, collaborative planning, delivery and review, creating continuity across the school.
STRATEGY	<u>Professional Learning Communities</u> Working in Phase of school teams to address the 6 critical questions. <ol style="list-style-type: none"> 1. What do we want our students to know? 2. How will we know if our students are learning? 3. How will we respond when students do not learn? 4. How will we enrich and extend the learning for students who are proficient? 5. How will we increase our instructional competence? 6. How will we coordinate our efforts as a school?

QUALITY TEACHING AND LEARNING IMPROVEMENT TARGETS

NAPLAN

Improve the performance of every student (achievement and progress) in Mathematics and English (NAPLAN/PAT).

On-Entry

Pre-Primary students who demonstrate limited understanding and record a score below 430 in term 1 will value add to their scale range score when re-tested in term 4.

The cumulative frequency score of Pre-Primary students will be equal to or above the state average.

AEDC

The percentage of students assessed as being on-track for each of the 5 domains being equal to or above the community average.

Literacy Target Grades

Focus area: Reading and Viewing

F-2: Reduce the number of students who are below standard which currently at 24%.

3-4: Increase the amount of students above standard as currently 64% of students are at or below standard.

5-6: Reduce the number of students who are below standard which currently sits at 22%.

Numeracy Target Grades

Focus area: Number and Algebra

F-2: Increase the amount of students above standard as currently 66% of students are at or below standard.

3-4: Increase the amount of students above standard as currently 59% of students are at or below standard.

5-6: Increase the amount of students above standard as currently 81% of students are at or below standard.

STUDENT HEALTH AND WELL-BEING

The school places a high priority on student and staff health and wellbeing, maintaining a positive learning environment that promotes engagement in all aspects of school life.

PRIORITY 1	<p style="text-align: center;"><u>Whole School Occupational Therapy Program</u></p> <p>Use a range of initiatives to enhance learning with a whole school approach to delivery of the program.</p>
STRATEGIES	<p style="text-align: center;"><u>Daily Program and Screening</u></p> <p>Every student has access to Occupational Therapy exercises that positively impact on their sensory system, sensory motor development, perceptual motor development, cognition and development. Each year group has a specific program based on activities that would be considered achievable for that age group. All resources are provided by the school and are delivered to teachers a week in advance. The program operates for 5-10 minutes daily led by the classroom teacher. Each day focuses on a different occupational therapy skill and advances in proficiency throughout the term.</p> <p style="text-align: center;"><u>Curtin University Partnership</u></p> <p>Maintain and build a partnership with Curtin University where students complete one of their practicums at Carnaby Rise Primary School.</p>

Priority 2	<p style="text-align: center;"><u>Kindy Induction Program</u></p> <p>Establishment of partnerships with parents that allow open and honest feedback on the factors that impact on the achievement of each child.</p>
STRATEGIES	<p style="text-align: center;"><u>Parent Interviews</u></p> <p>Opportunity to gain information on the development and experiences of each child before entering school.</p> <p style="text-align: center;"><u>Parent Information Session</u></p> <p>An outline of the expectations of starting formal schooling and exposure to important aspects of child's development socially, emotionally and academically.</p> <p style="text-align: center;"><u>Classroom Orientation</u></p> <p>Children involved in activities similar to what they will experience at school independent of their parents.</p>

STUDENT HEALTH AND WELL-BEING

Priority 3	<p align="center"><u>Student Belonging</u></p> <p>High priority given to the needs of students and having a school wide process to identify the needs of specific students while utilising the skills of experts in the area.</p>
STRATEGIES	<p align="center"><u>Develop a Whole School Health and Well-Being Framework</u></p> <p>Address areas of social and emotional development as needed that are relevant to the age of students.</p>
	<p align="center"><u>Establish a Chaplaincy Program</u></p> <p>Provide a safe space for students to address and manage feelings through counselling and support.</p>
	<p align="center"><u>Build Staff Capacity in Student Well-Being</u></p> <p>Develop the knowledge of staff to recognise signs of concern in mental health, and address the needs of students through positive relationships, or refer to the appropriate person for help.</p>
	<p align="center"><u>Establish a Student Well-Being Team</u></p> <p>Aim to strengthen the pastoral care initiatives to meet the needs of the school community.</p>
	<p align="center"><u>Select an Approved Survey Tool to Collect Baseline Data on Student Well-being</u></p> <p>Use the baseline results to establish areas of focus and development within the health and well-being framework.</p>
	<p align="center"><u>Attendance</u></p> <p>Implement initiatives to improve attendance through the use of the attendance toolkit.</p>

Student Health and Well-Being Improvement Targets

All students to complete an age appropriate well-being survey.
Students screened in Kindy and Pre-Primary who demonstrate below age appropriate skills in term 1 improve to age appropriate level in term 4.
Visible signs of health and well-being strategies being implemented in the classroom.
Increase the percentage of regular attendance from 76% to 85%.
<p>Increase the % of “consistently” on ABE.</p> <p>K-2</p> <p>Expresses emotions appropriately – currently 68%.</p> <p>Displays perseverance – currently 51%.</p>
<p>3-6</p> <p>Sets goals and works towards them with perseverance – currently 71%.</p> <p>Cooperates productively and builds positive relationships with others – currently 68%.</p>