



# 2024-2026 BUSINESS PLAN

# ABOUT US



## 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:

- Quality Teaching & Learning
- Health & Wellbeing
- Communication

## 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.

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

# OUR VISION & VALUES



## OUR 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**

# STRATEGIC TARGETS

Data Set	2024	2025	2026
NAPLAN	<ul style="list-style-type: none"> <li>Numeracy: Match or exceed Like Schools performance in Years 3 and 5</li> <li>Reading: Match or exceed Like Schools performance in Years 3 and 5</li> <li>Writing: Match Like Schools performance in Years 3</li> <li>Writing: Match or exceed Like Schools performance in Years 5</li> <li>Spelling: Exceed Like Schools performance in Years 3 and 5</li> <li>G&amp;P: Match or exceed Like Schools performance in Years 3</li> <li>G&amp;P: Exceed Like Schools performance in Years 5</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy: Match or exceed Like Schools performance in Years 3 and 5</li> <li>Reading: Match or exceed Like Schools performance in Years 3 and 5</li> <li>Writing: Match or exceed Like Schools performance in Years 3</li> <li>Writing: Match or exceed Like Schools performance in Years 5</li> <li>Spelling: Exceed Like Schools performance in Years 3 and 5</li> <li>G&amp;P: Match or exceed Like Schools performance in Years 3</li> <li>G&amp;P: Exceed Like Schools performance in Years 5</li> <li>Progress Target: TBD</li> </ul>	<ul style="list-style-type: none"> <li>Exceed Like Schools performance in all test areas in Yr 3 &amp; 5 NAPLAN</li> <li>Progress Target: TBD</li> </ul>
EALD	<ul style="list-style-type: none"> <li>By the end of Year 2 EALD stable cohort will achieve EAL/D EC Progress Map Level 4 in Speaking and Listening</li> </ul>		
NATIONAL QUALITY STANDARD	<ul style="list-style-type: none"> <li>Meet the requirements of all quality areas within the National Quality Standard, K-P.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain meeting of all NQS standards in KP</li> <li>Meet requirements of all quality areas within the NQS Yrs 1 and 2.</li> </ul>	<ul style="list-style-type: none"> <li>Meet the requirements of all standards within the National Quality Standard, K-2.</li> </ul>

# STRATEGIC TARGETS

Data Set	2024	2025	2026
STUDENT WELLBEING	<ul style="list-style-type: none"> <li>70% of Year 5/6 cohort have medium - high wellbeing across all areas as referenced by the Wellbeing Engagement Census (WEC)</li> </ul>	<ul style="list-style-type: none"> <li>75% of Year 5/6 cohort medium-high wellbeing across all areas as referenced by the WEC</li> </ul>	<ul style="list-style-type: none"> <li>80 % of Year 5/6 cohortmedium-high wellbeing across all areas as referenced by the WEC</li> </ul>
	<ul style="list-style-type: none"> <li>Develop a process to incorporate student voice in school decision making</li> </ul>	<ul style="list-style-type: none"> <li>TBD</li> </ul>	<ul style="list-style-type: none"> <li>TBD</li> </ul>
	<ul style="list-style-type: none"> <li>Baseline data Years 3-6 "Resilient Youth Survey" collected 2024 to inform school focus areas 2025-2026.</li> </ul>	<ul style="list-style-type: none"> <li>TBD</li> </ul>	<ul style="list-style-type: none"> <li>TBD</li> </ul>
STAFF WELLBEING	<ul style="list-style-type: none"> <li>Collect baseline data using the DOEWA School Culture Survey</li> </ul>	<ul style="list-style-type: none"> <li>TBD</li> </ul>	<ul style="list-style-type: none"> <li>TBD</li> </ul>
ATTENDANCE	<ul style="list-style-type: none"> <li>Increase regular attendance to 70%</li> </ul>	<ul style="list-style-type: none"> <li>Increase regular attendance to 75%</li> </ul>	<ul style="list-style-type: none"> <li>Increase regular attendance to 80%</li> </ul>
COMMUNICATION	<ul style="list-style-type: none"> <li>Have an established communication platform</li> <li>Increase % of families, particularly EALD families, accessing agreed communication platform</li> <li>Increase % of families, particularly EALD families, accessing reporting data</li> </ul>		
NATIONAL SCHOOL OPINION SURVEY	<ul style="list-style-type: none"> <li>The NSOS results are positive for staff, students and parents (mean scores of at least 4 out of 5 for each).</li> </ul>		
COACHING IMPACT	<ul style="list-style-type: none"> <li>Develop Impact of Coaching measurement tool</li> <li>Map staff retention</li> </ul>	<ul style="list-style-type: none"> <li>Graduate retention rate will be above state level (88% after 1 year)</li> </ul>	<ul style="list-style-type: none"> <li>Graduate retention rate will be above state level (62% after 3 years)</li> </ul>

# PRIORITY 1: QUALITY TEACHING & LEARNING

## PURPOSE

To drive student success through visible curriculum alignment from K-Year 6. At CRPS we are committed to continuous reflection on and improvement of our approach to curriculum development and delivery.

Staff are reflective and dedicated to their own continuous development through collegiate collaboration, recognition and leveraging of professional strengths and engagement in professional learning and coaching.

Priority Area	Strategies/Actions
Data Informed Practice	<ul style="list-style-type: none"><li>• Embed the Assess, Plan, Teach cycle</li><li>• Build capacity of staff to analyse system and school data and set targets</li><li>• Ensure all curriculum planning is informed by data of and for learning</li><li>• Draw from a range of assessment sources to track student progress and achievement (Inc PAT R/M, Letters and Sounds, Dibels, Grade allocation).</li></ul>
Differentiation	<ul style="list-style-type: none"><li>• All differentiation is driven by CRPS Tiers of Intervention</li><li>• Build staff capacity to effectively plan for, deliver and monitor Tiers 1, 2 &amp; 3 differentiation</li><li>• Utilise teaching strategies to build competency of EALD students</li><li>• Provide opportunities for proficient student to be extended</li></ul>
Engagement	<ul style="list-style-type: none"><li>• Build staff instructional Intelligence to increase student engagement</li><li>• Utilise DOEWA Teaching for Impact Framework for curriculum and lesson design</li><li>• Embed whole school approaches K-6 for English, Maths, Wellbeing.</li></ul>
Effective Feedback	<ul style="list-style-type: none"><li>• Embed Hattie's Three Levels of feedback</li><li>• Develop staff and student proficiency in providing feedback to self and others</li><li>• Embed a student feedback and goal setting loop to create active learners</li></ul>
Performance & Development	<ul style="list-style-type: none"><li>• Develop a differentiated framework for staff performance and development that aligns school strategic directions and individual professional pathways.</li><li>• Embed a strong collegial culture that leverage staff strengths, expertise and knowledge.</li></ul>

# PRIORITY 2: HEALTH & WELLBEING

## PURPOSE

To believe student wellbeing is essential to student achievement.

We agree that student wellbeing comprises an array of domains ranging from physical health to social participation. We are committed to a whole-school approach that makes student wellbeing a priority in school planning to address the needs of all students.

Priority Area	Strategies/Actions
Student Health & Wellbeing	<ul style="list-style-type: none"><li>• Develop knowledge of staff to recognise signs of concerns in mental health, and address the needs of students through positive relationships.</li><li>• Embed student voice into school decision making processes.</li><li>• Build student capacity to utilise learnt health and wellbeing strategies.</li><li>• Collect and analyse comprehensive data on student wellbeing to inform and measure whole school initiatives.</li><li>• Embed a whole school Health and Wellbeing Framework.</li><li>• Student voice will be an integral aspect of teacher reflection in every classroom.</li></ul>
Staff Wellbeing	<ul style="list-style-type: none"><li>• Develop organisational culture action plan based on data from the DOEWA Staff Culture Survey.</li><li>• Build staff capacity to utilise learnt health and wellbeing strategies.</li></ul>
Community Support for Student Health & Wellbeing	<ul style="list-style-type: none"><li>• Identify and align strategies and services to support families.</li></ul>
Attendance	<ul style="list-style-type: none"><li>• Support the community to recognise the importance of regular and timely attendance.</li><li>• Embed a robust Attendance Plan</li></ul>

# PRIORITY 3: COMMUNICATION

## PURPOSE

To build authentic connections that drive engagement through open, transparent and timely communication to all stakeholders.

Priority Area	Strategies/Actions
Communication with Families	<ul style="list-style-type: none"><li>• Develop process to ensure equitable and accessible communication, with particular focus on EALD families.</li><li>• Streamline communication across school.</li><li>• Identify and embed appropriate platforms to communicate with families.</li></ul>
Engaging with Families	<ul style="list-style-type: none"><li>• Build strong relationships to connect families to the learning environment.</li><li>• Provide varied opportunities for community engagement.</li></ul>
Internal Communication	<ul style="list-style-type: none"><li>• Ensure open, transparent and timely communication.</li><li>• Build capacity of staff to embed Adapt Platform across school operations.</li></ul>