Carine Primary School


OUR BEST ALWAYS

OUR VISION
Quality teaching providing opportunities for growth in student achievement
Welcome to Carine Primary School

This Business Plan reflects our strategic directions for 2013–2015. It has strong links to our Department of Education’s Strategic Plan for WA Public Schools which promotes Excellence and Equity. It also incorporates Classrooms First and the annual Focus Papers. We work within department policies and we are proud to be part of a strong public school system.

In addition to our Business Plan, Carine Primary School also develops specific policies and planning documents tailored to meet the needs of our students. These include The School Operational Plan, The School’s Workforce Plan and our Whole School Curriculum Plans based on the Australian Curriculum.

Our Motto, “Our Best Always”

Carine Primary School is proud of its tradition of serving the educational needs of students for over three decades, maintaining a commitment to achieving high standards of academic, social and sporting excellence. Our motto, vision, beliefs and values reflect what we stand for and define who we are.

Our Beliefs

Every child matters every day. Every minute of instructional time counts. Quality teachers teach explicitly (sequentially and intentionally). Learning experiences are planned and differentiated to meet student needs. Learning experiences connect with students’ existing knowledge and skills. All students can be high achievers. Team planning is essential.

OUR STAFF

SERVICE VALUES

Making the school a great place to work
Our work environment is respectful, welcoming and safe. We work together in our students’ best interests.
Growing our school and its image
We promote our school and learn new skills for continued growth. Our vision statement drives all our work.
Leadership
We encourage empowerment of staff and we give timely, honest feedback. We share, assist and support each other to improve our teaching.
Innovation
Team members are encouraged to deliver creative solutions. They seek out latest information to support best practice and they embrace change.
Pride in who we are and how we work
We display high personal standards of ethics, integrity and honesty. We talk about our achievements, share our successes and address our concerns.

VALUES WE EXPLICITLY TEACH OUR STUDENTS

Care and Compassion
To care for self and others, share knowledge and help others.
Doing Your Best
Always do your best, be a good friend and make good decisions.
Fair Go
Listen to new ideas, put yourself in another’s shoes and do the right thing.
Freedom
Never take your freedom for granted and know that with rights and privileges go strong responsibilities, including speaking up when wrong things are happening.
Honesty and Trustworthiness
Be truthful, accountable and reliable and admit your mistakes.
Integrity
Be true to yourself, do your best and strive to have a positive influence on others.
Responsibility
Take responsibility for your actions and think of the consequences your actions have on you and others.
Respect
Respect our 3 Ps and an S. People, Property, Personal Best and Safety.
Understanding, Tolerance & Inclusion
We accept diversity and are aware of other cultures and traditions. We strive to be included and include others.

Quality of service
We care about the image of the school and we work to be the best that we can be.
Accountability
We accept responsibility, we are accountable for our performance and we promote a culture of continual improvement.
Value adding for our community
We work as a team and share our skills. We commit to a strong partnership between home and school which is focussed on student learning.
High expectations
We recognise diversity. We know that every student can be a successful student. We work to increase student engagement and self worth through quality teaching.
CPS uses the Australian Curriculum to plan, teach, monitor and assess.

Teachers are provided with time to develop collaborative, focussed plans, including year level scope and sequence planners and term planners in the core learning areas.

Staff collect data in a whole school assessment cycle based on year group common tasks and moderation processes. Teacher judgement and system based assessment tools are used to determine student achievement standards.

Staff continually review the school assessment and reporting practices based on system and school changes and requirements.

An Explicit Teaching Model is used in all classrooms in which every child matters every day, every minute of instructional time counts and high expectations are held for all students. This provides a uniform whole school approach to teaching and learning.

Curriculum Leaders monitor curriculum delivery, student achievement and school priorities through the junior, middle and upper areas of the school.

Staff actively seek and implement best practice in teaching and learning to cater for the needs of all students. We share expertise across our network, seek quality evidence-based professional learning opportunities and update our plans and teaching accordingly.

Our core focus is on maintaining high standards in English and Mathematics which takes up at least 50% of our teaching time.

Higher Order Thinking Skills (HOTS) and ICT are used to support quality teaching and learning, and assist us in achieving Our Vision.

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**ENGLISH**

**English Targets**

English achievement for Year 3, 5 and 7 students in NAPLAN assessments will match or exceed those of statistically similar schools.

NAPLAN school means for English will be above the mean of like schools across Australia.

To maintain or increase the percentage of students in the top 20% across Year 3, 5 and 7 English NAPLAN assessments.

**English Strategies**

Higher Order Thinking Skills (HOTS) are explicitly taught, including thinking, listening and communicating effectively. The HOTS habits and tactics are applied across all aspects of English and all learning areas.

Teachers teach and model the 16 Habits of the Mind, use cooperative learning strategies and teach high order questioning techniques.

In comprehension, students are taught the four types of questioning, including the modelling of self talk (ref: School Operational Plan).

Curriculum Leaders provide support for a whole school approach to English, with Spelling a focus.

Team term planners are based on ACARA and monitored and reviewed regularly.

There is an extensive and ongoing review of pedagogy in relation to literacy in the early years and team consolidation of best practice.

A Literature program runs in the library which supports early language & literacy development.

**English Milestones**

A whole school approach to literacy and has been developed and is being implemented.

The Explicit Teaching model has been adopted in all classes K–7.

Students in Years 4 and 6 have participated in the CWAS program.

The process for the development of IEPs has been reviewed to ensure better targeting.

Early childhood staff use the Early Childhood On-entry Assessment in literacy and numeracy.

NAPLAN Planners form the basis for Term 1 English in Yrs 3, 5, 7.

There is collective responsibility for NAPLAN results K–7 with all staff involved in analysis and forward planning.

There is high correlation between NAPLAN and SAIS judgements.

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**Mathematics**

**Mathematics Targets**

The numeracy achievement of matched Year 3 and 5 students will equal or exceed their predicted achievement over the two year NAPLAN assessment cycle.

To achieve NAPLAN results which are at least consistent with statistically similar schools in numeracy.

Diminish the downward trend in Year 7 numeracy achievement by 2014.

Aspiring to increase the percentage of students in the top 20%, when compared to previous NAPLAN data.

**Mathematics Strategies**

Curriculum Leaders support a whole school approach to mathematics based on ACARA, with an emphasis on mathematical investigations.

There is an extensive and ongoing review of pedagogy in relation to numeracy in the early years and team consolidation of best practice.

Maths Professional Learning (PL) to focus on critical concepts and applying Maths skills in investigations.

Create Partnership with Scitech Maths Enrichment Program to work with parents, staff and students connecting Maths to life experiences.

Teachers to use the individual student profile NAPLAN analysis to differentiate the curriculum for their students.

Teachers to explicitly teach all aspects of the K–7 ACARA Math curriculum and integrate Maths cross curriculum at every opportunity.
**Science Strategies**

A whole school plan for Science is being developed and refined and is monitored by the Science Coordinator and Curriculum Leaders.

Students to develop Science Investigation and Communication Skills through explicit teaching and learning strategies, using ACARA Science and Primary Connections.

Teachers use Higher Order Thinking Skills (HOTS) in all Science lessons and develop the correct scientific language to communicate in Science.

Common assessment tasks are developed for K–7 with team moderation of results against exemplars and ACARA standards. The individual student profile WAMSE analysis also informs planning and targets interventions.

Create opportunities for teacher moderation in Science across the network.

Focus on Transition by arranging Science HOD and Yr 7 teacher meetings to establish the Yr 7 program in line with ACARA.

Raise the profile of Science and its Human Endeavour element.

**Science Milestones**

Join STAWA, send key staff to STAWA conference to share PL, visits to and from Scitech, Chem Centre, enter Science Competitions and attract Scientists to share their work with students.

Facilitate whole school workshops for students to enhance scientific understanding.

Provide resources to the Science area to match the Australian Curriculum.

**History Milestones**

Teachers are aware of the content, scope and sequence of the History Curriculum through team investigations and planning using the ACARA documents.

A Whole School approach to History has been developed and is in use throughout the school.

The students can use a variety of ways to collect, interpret and present historical information.

ICT is well integrated into the History Curriculum in all classes in the school.

Historical Inquiry and Historical Skills and Concepts are embedded in all classroom History planning and teaching.

**Geography Milestones**

Increase the percentage of Year 5 and 7 students achieving in the top 20% in Geography in the WAMSE assessment.

At least 30% of students will be above the C exemplars in Geography assessments in all year levels for Geographical Inquiry and Geographical Concepts by 2015 (see ACARA).

**Geography Strategies**

Build teacher capacity in Geography so intentional teaching focuses on:-

- the five skills of Historical Inquiry (chronology, terms & concepts, historical questions & research, analysis and use of sources, perspectives & interpretations, explanation & communication)

- the historical concepts (evidence, continuity & change, cause & effect, perspectives, empathy, significance and contestability).

Create common assessment tasks in History (2013/2014) to assess knowledge of History and content, skills and concepts against exemplars.

History to be strongly integrated into English and Maths and other learning areas wherever appropriate.
• Geographical Conceptual Skills (of place; space; environment; interconnection; sustainability; and change). Through sequential, intentional teaching of content, students develop their geographical knowledge & understandings.

• Create common assessment tasks in Geography (2014) to assess knowledge and skills and Geographical Inquiry and Skills against exemplars.

• Work with Curriculum leaders and across the Carine Network to establish a whole school approach to Geography 2014.

• Work with HODS at CSHS for advice and support and subject expertise and resources.

• Network meetings to focus on transition for Year 6 and 7 to High School in 2015.

Geography Milestones

Teachers are aware of the content, scope and sequence of the Geography Curriculum through team investigations and planning using the ACARA documents.

A Whole School approach to Geography has been developed and is in use throughout the school 2014/2015.

The students can use a variety of ways to collect, interpret and present geographical information.

ICT is well integrated into the Geography Curriculum in all classes in the school.

Geographical Inquiry and Geographical Skills and Concepts are embedded in all classroom planning.

STUDENTS AT EDUCATIONAL RISK

SAER Strategies

Carine Primary School SAER policies and guidelines address the needs of individuals and groups of students at educational risk (SAER) at both ends of the academic scale.

The school uses a range of valid and reliable information to identify SAER students and develops and implements intervention strategies.

A Deputy Principal coordinates a collaborative case management approach for SAER students.

Support is sought through Schools Plus for eligible students to provide extra resources. Support resources may be extra technology such as Apps and iPads, education assistant time, purchasing speech therapy or OT time, professional learning and/or networking opportunities for teachers, etc.

Professional Learning is provided for staff on the development of Individual Education Plans (IEPs).

SAER processes are reviewed and a well managed data base is maintained.

CPS participates in the Primary Extension and Challenge (PEAC) program.

CPS supports the Early Years educational reforms and participates in the Early Years PEAC Gifted and Talented Program. On Entry Assessment Tools identify more able students in the early years.

Innovative strategies to enhance learning for talented students include the use of ICT to differentiate the curriculum, partnerships with CSIRO, Scitech, The Carine Writing & Speaking Club (CWAS), Chess Interschool Competitions, Australian Primary Schools Mathematical Olympiads (APSMO), International Competitions and Assessments for Schools (ICAS), Memberships of Science and Maths Teachers Associations etc.

An instrumental Music program is offered to talented Music students through SIM (School of Instrumental Music).

SAER Milestones

A full review of Students at Educational Risk (SAER) processes occurs in 2013.

Support allocations ensure that a higher percentage of SAER students are benefiting from SAER Resourcing.

Feedback sought from parents of SAER students regarding the school’s SAER processes is positive (2014).

There is earlier identification and provision for talented students.

IMPROVED LEARNING AND TEACHING THROUGH USING TECHNOLOGY

Carine Primary School effectively utilises a range of Learning Technologies in curriculum delivery.

Smartboards are installed in every classroom to support the integration of ICT into the learning program.

A plan has been developed for the ongoing replacement and upgrading of ICT resources.

When the Standard Operating Environment is able to support more portable and personalised devices, CPS will embrace further home-school partnerships in ICT provision for students.

Staff development and Professional Learning in the integration of technologies is continuous.

ICT Milestones

The school has wireless technology throughout for increased flexibility and portability.

Students move towards individual and portable ICT devices.

Home support and acceptable use policies are in place to support a one-one program.
PRIORITIY 2
A safe, supportive and sustainable environment

BEHAVIOUR MANAGEMENT

Behaviour Target
A high standard of student behaviour will be maintained and is monitored through our BMIS processes and records.

Student responses from report data regarding the questions below are maintained at or above 90% -
- works to the best of his/her ability
- self respect and care
- courtesy and respect for the rights of others
- confidence in making positive choices and decisions

Attendance and Retention Target
Student attendance levels are monitored and maintained at the already high levels that exist.

Behaviour Management (BM) Strategies
CPS has a whole-school behaviour management policy, structure and practices. These provide a supportive environment to improve the educational and social outcomes for all students.

Parents are informed of the school’s BM and Bullying Policies in the Parent Information Booklet, through items in the School Newsletters, information on the web site and at teacher/parent class meetings.

The Values for Australian Schools are explicitly taught and form the framework for setting clear expectations for our students’ behaviour.

Resilience is explicitly taught.

BM is linked to the identification of students at risk. The School Information System (SIS) is used to record and monitor behaviour.

The School Board discusses/reviews the Behaviour and Bullying data and policies, when the need arises.

Behaviour Milestones
Less instances of bullying have been recorded and more instances of bystanders taking assertive and supportive action are recorded or noted.

Behaviour records show a continual reduction in the number of students receiving red or orange behaviour slips.

The responses to questions regarding respect, care and student confidence as indicated from student report data (SASIS) is maintained at or above 90% in each year, 2013-2015.

A SUSTAINABLE SCHOOL ENVIRONMENT

A whole school approach to a sustainable environment has been developed to encourage good environmental practices and habits in our students.

The school has invested in solar panels and practises paper recycling and waste management.

The school participates in the Waterwise Program for schools.

School garden beds and areas around school buildings have been renovated and replanted with shade trees and Waterwise plants.

School buildings and surrounds are being upgraded with government, school and P&C funds to provide an attractive and comfortable environment for students, staff and parents.

HEALTH AND WELL-BEING

The Values for Australian Schools are explicitly taught and promoted so that they are embedded in the students’ attitudes and behaviours. Student resilience is taught and promoted incidentally on a daily basis and by all staff.

The sense of belonging and being ‘A Carine Kid’ is continually promoted by all staff. The motto, ‘Our Best Always’ is referred to often and a high level of care and mutual respect exists between students, staff and parents.

Risk management is reviewed continually to ensure the safety and health of students and staff, and any safety or health issues are reported immediately.

QUALITY TEACHING

All newly appointed staff are merit selected by the school to meet the vision, ethos and culture of the school. They are also matched to the needs identified in the Workforce Development Plan.

An effective performance management process is in place and there is the provision for professional learning for all staff.

Support staff are included in all relevant school planning and professional learning opportunities and have access to professional learning identified in their own PM planning.
Teachers are measured against the National Standards for Teachers and their performance plans support the school’s vision and Business Plan initiatives.

Feedback to staff is positive and constructive and they are recognised for effective work by the leadership team and through newsletters, assemblies etc.

All teachers engage in a whole school assessment cycle based on year group common tasks and moderation processes. This is reflective of a staff commitment to maintaining a culture of continuous improvement in teaching to the point of error, in order to raise student performance.

Staff are encouraged and acknowledged for the development of innovative practices. Examples of innovation are promoted to staff through school learning sessions for sharing best practice. Teachers are encouraged and supported to use innovative technologies to deliver improved learning opportunities for students.

Staff collaborative planning for explicit and intentional teaching provides a uniform approach to teaching and learning experiences for students, linked closely to the content of the Australian Curriculum (whole school approaches).

An induction plan is in place for staff new to school. There is specific support for new graduates with extra PL and the allocation of staff to assist with mentoring and coaching.

Teacher capacity to gather quality data and make evidence-based decisions informs planning and is continually strengthened through provision of collaborative time for teamwork.

As an Independent Public School CPS uses resources flexibly and makes decisions best suited to identified needs, being mindful of the accountability that accompanies those decisions.

CPS recognises the need for innovation in developing programs of excellence and promotes these to the school community through The School Board, P&C meetings, parent afternoons, newsletters, assemblies, the website and local media.

Teachers develop and use innovative approaches to provide a contemporary learning environment to increase student engagement.

The use of explicit teaching and effective curriculum differentiation is assisted and supported through ICT.
The Federal Government’s BER program provided two new buildings in 2011.
- A purpose built library resource centre
- A covered assembly area with a purpose built Music Room and an Art/Science Laboratory as well as a kitchen area.

The older buildings have been modified to cater more effectively for students and staff with disabilities (2012/13).

A significant building conversion program to upgrade the classroom facilities in the early years will be started and completed in 2013.

Classes and common areas in the senior block have been renovated in 2012 and the middle block will be completed in 2013.

A plan for grounds improvements is being implemented and current and future projects will be appropriately resourced, including ongoing maintenance to keep standards high.

The oval was renovated and re-surfaced in 2012 and the contractors and school gardener will ensure it is kept in good condition.

The school has the technology infrastructure to support the information and communication requirements of schools, networks, regions and central office.

Staff are provided with support on the use of online management tools including attendance and behaviour modules, student semester reports, On Entry Assessment in the early years, curriculum resources on the department portal, electronic one line budgeting tools etc.

The school and staff are welcoming and respectful to parents and visitors and there is a commitment to caring and promoting our image in the community at all times.

Kindy and Pre-Primary parent orientation meetings occur in November each year. All class teachers hold meetings with parents in the first 3 weeks of term 1 where a strong relationship between home and school is developed. This partnership ensures that student needs are addressed in the best way possible.

There is regular and effective communication with the school community to keep it informed about developments in curriculum, student support and school operations.

Parent and community expertise is utilised. A database of parent skills is established to support school projects.

The capacity of the School Board is enhanced through active participation, training and support, as well as seeking broader community expertise for Board membership.

The school’s emblems and mottos are consistent with its vision. The three elements of ‘students’, ‘staff’ and ‘parents’ as well as ‘strength’, ‘commitment’ and ‘community’ are built into the design. Our ‘brand’ is promoted at assemblies and in all classes, is prominent on our letterheads, business cards, school uniforms, the school and faction flags and planning and policy documents.

The school consistently markets itself through regularly updating the school website and promoting school activities and achievements in all forums available.

Community use of netball courts and our oval for junior sports is ongoing.

Positive student and community satisfaction is expressed through formal and informal feedback.

CPS is an active contributor to the Carine Network of Schools. We promote shared professional learning among staff and seek innovative ways to share resources across the network for the enhancement of outcomes.

We partner with the High School to provide work experience for secondary students on a regular basis.

Preparations are being made for the transition of Year 7 to high school in 2015. Ongoing work is occurring with primary staff and secondary staff in the core areas of English, Maths, Science, History and Geography in order to develop appropriate Year 7 curriculum in line with ACARA standards.

An alliance with Edith Cowan University to provide training and mentoring for pre-service teachers is well established.

The Board seeks members from the wider community to assist the school to achieve its vision. It also has the ability to co-opt members with specific expertise when required.