



CARINE
PRIMARY SCHOOL

OUR BEST ALWAYS

EVERY CHILD MATTERS EVERYDAY

Business Plan

2019 - 2022

www.carineprimary.wa.edu.au



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OUR BEST ALWAYS

Our Best Always

This is our motto and together with our vision, beliefs and values reflects who we are and what we stand for. It infers that our best day today may be even better tomorrow.

Our Vision

Quality staff differentiating to improve student achievement and well-being.

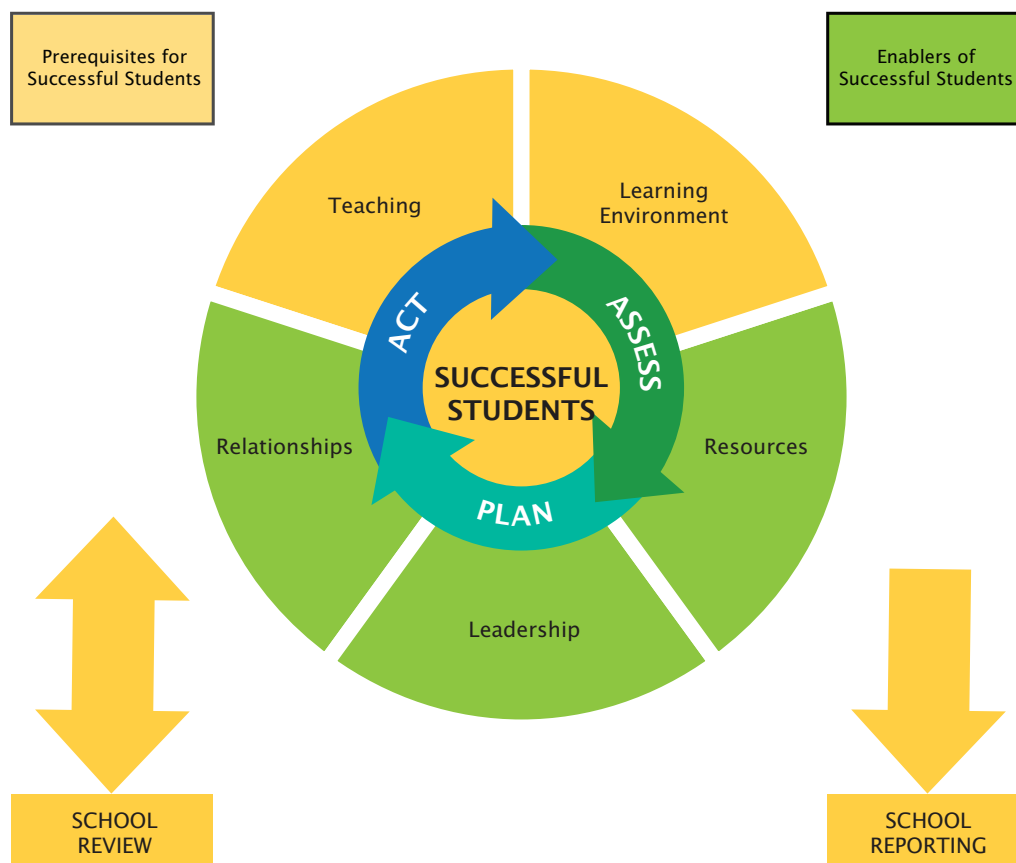
Preamble

This Business Plan (BP) reflects our strategic directions for the next three years. Annual operational planning reviews allow us to measure our progress towards achieving the BP improvement initiatives. The Business Plan has been developed with input from staff and our School Board. It incorporates the findings of the 2019 Review, as well as the improvement initiatives that are ongoing in our existing plans and processes. It has strong links to the Strategic Plan for WA Public Schools and it incorporates beliefs and directions from Classrooms First and the annual Focus Papers.

Our Beliefs

Every child matters every day. Every minute of instructional time counts. Quality teachers teach explicitly (sequentially and intentionally). Learning experiences connect with students' prior knowledge and skills. All students can be high achievers. Team planning is essential.

Our Improvement and Accountability Framework



In each of the 5 areas we ask ourselves:

- What did we achieve and how can we sustain it?
- What can we improve, and how will we achieve that?

“Purposeful engagement with school improvement, including the analysis of performance data, is evident at all levels.”

(Independent Review Findings, 2019)

Values we Explicitly Teach Our Students

Care and Compassion	Care for self and others, share knowledge and to 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 come strong responsibilities, including speaking up when you become aware that something is not right.
Honesty and Trustworthiness	Be truthful, accountable, reliable and admit your mistakes.
Integrity	Be true to yourself, do your best and strive to have a positive influence on others.
Respect	Treat others with consideration and regard, respect another person's point of view.
Responsibility	Take responsibility for your actions and think of the consequences your actions have on you and others.
Understanding, Tolerance and Inclusion	We accept diversity and we are enriched by other cultures and traditions. We strive to be included and to include others.

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 interest.
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 the 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.
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 performances 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.



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“The nine values of Australian Schooling underpin the explicit teaching of whole-school values. Teaching of Values is focussed on what each value looks, sounds and feels like, and establishes behavioural expectations.”

(Independent Review Findings, 2019)

We have identified 5 key initiatives which are integral to our continued success.

1

Sustaining a safe and supportive learning environment

2

Improving the longitudinal tracking of individuals, groups and cohorts of students to provide effective intervention and support

3

Building connections through purposeful teacher networks, within and across schools, to enhance quality teaching

4

A continued focus on staff and student health and well-being

5

Enhancing student opportunities through effective community partnerships



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Priority 1: Sustaining a safe and supportive learning environment

Targets: Student behaviour records show responsible behaviour and increasing levels of self-regulation and resiliency.

There is evidence that student opinions are sought and valued.

Attendance rates to be maintained at or above those of 'like schools'.

Focus	Strategies	Milestones
Maintain the strong culture of 'Carine Kid'	Focus on Positive Behaviour Strategies and ensure the Positive Parenting Program (Triple P) aligns with existing whole-school student support processes. Explicitly teach resiliency. Continue to explicitly teach the Values for Australian Schools.	PD on Positive Behaviours. School Psychologist data. National student opinion surveys reflect high levels of support for the school.
Student Voice	Create opportunities for leadership groups (staff, P&C, student counsellors) to consult students, as appropriate, about decisions which impact on them. (types of playground equipment, themes for discos, uniform choices etc) Leadership groups develop effective consulting mechanisms.	Data is collected on student consultation and decision making:- -P&C student surveys -Student Councillor meetings -Student Councillor effectiveness surveys There is evidence of student driven initiatives.
Tolerance and Inclusion (T&I)	Continue implementing the Aboriginal Cultural Standards Framework (ACSF). Continue NAIDOC activity day. Assembly themes often Values driven. Tolerance and Inclusion explicitly taught. Cross curricular links embedded in planning.	NSOS for students show high ratings for 'fairness' and sense of 'belonging'. ACSF reflected in operational planning and year planners. Behaviour records indicate few, if any, T&I breaches.
Student Behaviour	Continue reinforcing whole school approaches. Accentuate positive behaviours. Deputies liaise with class teachers and parents for individual students needing extra support. Case Management approach.	Integris records show few instances of poor behaviour choices. Behaviour Support Plans (BPS) exist for identified students. Parent feedback is positive regarding behaviour management at CPS.
Student Attendance	Continue promoting the "It's not OK to stay away" message to lessen in-term family holiday breaks.	On- going case management for students with 'at risk' attendance.

Priority 2: Student achievement and progress

Improving the longitudinal tracking of individuals, groups and cohorts of students to provide effective intervention and support (data management, assessment literacy, task analysis, identifying value-adding opportunities).

Targets: The percentage of Year 3 and Year 5 students in the top 20% of the state in Naplan Maths and English will be equal or greater than that of 'like schools' Achievement targets are set and monitored for specific students or groups of students in operational plans. Students make or exceed expected progress in literacy and numeracy between Pre-Primary On-Entry Assessments and Year 3 Naplan.

A statistically valid sample of students matches 'like schools' in moderated/normed Science and HASS assessments.

Focus	Strategies	Milestones
Effective use of data	Staff PD in using the SAIS dashboard's expanded capabilities. Staff PD in WebSis. Use of learning sprints. Making Consistent Judgements (MCJ).	Staff track their students longitudinally in core learning areas. Sprints part of team plans. Common assessments and MCJs match SAIS.
Effective use of data	Staff reflect on grade allocations compared with 'like schools' using the SCSA standards. Create opportunities for staff to work with colleagues across the Carine Network on MCJ.	There is a better match in reporting judgements to our 'like schools'. The Carine Network supports year level teacher meetings to focus on MCJ.
Individual/ Group Case Studies - Longitudinal data is used to inform improvement interventions for identified students	Teachers plan together in year groups to assist in supporting cohort differentiation. Individual student comparisons are targeted for further analysis and support:- *students below National Minimum Standard (NMS) *students at NMS *students just below the Top 20% of all Australian schools *students where Relative Performance Data is inconsistent.	Targeted students meet the goals teachers have predicted for them. Teachers can provide evidence that interventions have been effective in supporting student progress.
Continue early years data collection to inform planning, teaching and assessment	Embed the student assessment tracking process across the early years. Teachers predict Naplan outcomes for Year 3 students.	K-3 Planning shows links between KAT, RAT-R on-entry data and Yr 3 Naplan. There is a good match between actual & predicted Yr 3 Naplan results.

Priority 3: Quality teaching

Effective Leadership supports high quality teaching practices and a continual growth in staff capabilities.

Targets: Teachers interact with colleagues across the network for growth and development opportunities to enrich student learning. There is greater alignment in teacher judgements with 'like schools' when reporting on student results.

Focus	Strategies	Milestones
Improving Assessment Literacy	Network funds/supports teacher collaboration focussed on common assessment tasks in core learning areas.	There is MCJ consensus across the network. SAIS data shows a closer alignment in grade allocations to 'like schools' based on SCSA standards and student Naplan performance.
Teacher Performance, Growth and Development (PGD)	Network supports Professional Learning (PL) opportunities in core learning areas for teachers. Classroom observations and peer mentoring extends within the school and across the network.	Evidence of PL being applied in operational plans, year planners & classwork. Staff PGD agreements include using network expertise for personal growth opportunities.
Differentiated Curriculum	Teachers collaborate to cater for individuals, groups and sub-groups within the cohort. Naplan Online data assists in more targeted differentiation, especially at the top end as students no longer 'top out'. Teachers seek student feedback on the impact of their teaching (teacher clarity) –the what, why and how? (as do peer mentors and line managers) Class teacher/peer/ line manager mentoring to sustain existing SAER supports and tracking procedures.	Teachers provide evidence of curriculum differentiation during PGD meetings with line managers and peers. Most students can articulate what they are learning, why and how it can help them. Evidence that SAIS dashboard tracking tools assist to identify SAER and moderate grade allocations. Effective IEPs exist for all SAER students. Case conference records, IEP records and semester reports indicate interventions and adjustments lead to some students exiting the SAER data base.
Workforce Planning	Recruitment focusses on a balance of capabilities and experiences to enhance collaborative teams.	Workforce plan is kept up to date.

Priority 4: A continued focus on staff and student health and well-being

Focus	Strategies	Milestones
Student Engagement	Link recognition/rewards to student engagement – Aussie of the Month, Merit Awards, classroom incentives etc. Parent/teacher meetings/interagency liaison as appropriate.	Student feedback is positive (NSOS). ABE in student reports are positive. Students with documented plans are achieving targets.
Student resiliency	Teach Growth Mindset, Smiling Minds. Use Zones of Regulation as appropriate. Class based social skills lessons. Continue Protective Behaviours Education.	Increased peer problem solving. Evidence of risk taking in learning and relationships.
A Community Approach to 'Being a Carine Kid'	Continue explicitly teaching the Values as per operational planning. 3Ps and an S promoted constantly. Student Councillors act as role models.	Term checks on Values focus areas. Students able to articulate the ethos of a Carine Kid.
Promoting staff service values	Create opportunities to revisit, remind and consolidate staff service values. Staff/parent/student cooperation in school activities. Promoting the image of the school at assemblies, P&C, Board.	Staff results on bi-annual NSOS remain positive. Staff and Parent feedback reinforces home-school partnerships.
Staff Wellness	Continue implementing the Staff Wellbeing Guidelines – use of the self-care reflection tool. A section of each planning day includes a Staff Wellness component and/or professional learning eg Click Colours – appreciating the perspectives that others bring to work – right brain, left brain attributes, Brain Breaks, Mindfulness activities. Staff Self-Care Wheel etc. Staff room wellness area covers the five care domains - physical, psychological, emotional, spiritual, professional, and life balance/self-care. Share Leadership papers on Wellness. Team problem solving and support.	Staff complete the self-care reflection tool annually. Greater appreciation and tolerance of the richness and contributions of differing and opposing personality types in the workplace. Focus areas changed weekly as per guidelines. Staff share affirmations, personal news etc on whiteboard. Team problem solving is evident in discussions at meetings, common DOTT.

Priority 5: Enhancing student opportunities through effective community partnerships

Focus	Strategies	Milestones
Secondary Links	<p>Effective transition through providing time for Yr 6 teachers to collaborate on curriculum to support student transition to CSHS.</p> <p>Assist in developing standards by working with SCSA on moderation discriminators Yr 6 and Yr 7.</p> <p>Explicitly teach a common approach to study/homework through using 'Study Hacks' over Yr 6/7.</p>	<p>Yr 6 staff involved in Professional Learning incorporating transition initiatives with Yr 7 staff.</p> <p>Yr 6/7 staff co-design common assessment tasks, develop marking scales & collaborate.</p> <p>Yr 6 planners include Study Hack teaching points.</p> <p>P&C supports parent workshop for 'Study Hacks'.</p>
School Board	<p>Board members share school's vision and contribute ideas to priorities.</p> <p>Board recruitment brings expertise that aligns with school values and priorities.</p>	<p>Board Minutes function as progress reports to achieving Business Plan outcomes.</p> <p>Board Thumbnails reflect the expertise required to support the school achieve its priorities.</p>
Parent and Citizens (P&C)	<p>Continue supporting P&C fundraising initiatives and the various sub-committees.</p> <p>Continue to support initiatives through P&C such as The Fathering Project.</p>	<p>Evidence of P&C support, both to fund resources and to provide community activities for the school.</p>
Using Community Resources to Enrich Curriculum	<p>School Visits and School excursions add to planned student learning.</p> <p>Continue links with City of Stirling, local places of historic interest etc.</p> <p>Liaising with local Aboriginal community and resources.</p> <p>Call on parent expertise to enrich class learning experiences.</p> <p>Continue Support a Reader program.</p>	<p>All year levels are able to demonstrate use of community personnel and resources in their programs.</p> <p>Office keeps register of parent expertise.</p> <p>Evidence of P&C support, both to fund resources and provide community activities for the school.</p>



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