



CARINE
PRIMARY SCHOOL

OUR BEST ALWAYS

Business Plan

2025 - 2027



Excellence in Education

The Carine Primary School Business Plan 2024 – 2026 outlines the strategic direction of the school for the next three years. Our School is an Independent Public School, dedicated to providing educational excellence in a positive, nurturing, inclusive and values-based environment, which recognises, supports and celebrates students' individuality and diversity. The school has a culture of high expectations and a strong focus on learning success for every student.

Our staff is experienced, highly motivated and committed to each child achieving their 'whole' potential (academically, socially, physically, emotionally and creatively). The school focuses strongly on consistent and cohesive whole school practices which align with research proven 'best practice'. These practices engage and challenge the individual need and talents of students.

As a school, we engage in ongoing professional learning to ensure programs reflect consistency of practice and innovation. Our programs set challenging expectations and differentiate to meet students' needs. We are constantly reviewing our performance and that of our students and looking for ways to improve.

The culture of the school is built on open and honest communication and respectful relationships. It is important to us that our students enjoy their experience at Carine Primary, develop a deep love of learning and build friendships that last a lifetime.

This Business Plan outlines the school's priorities for 2024– 2026. It has been developed in line with the Department of Education's strategic directions, "High Performance, High Care" and in consultation with the school staff, community and the School Board.

In developing this plan, we acknowledge and take very seriously, the important influence that we have on the lives of each of the children in our care.

Annual operational planning reviews allow us to measure our progress towards achieving the Business Plan improvement initiatives.

Our Best Always

This motto, together with our vision, beliefs and values reflects who we are and what we stand for.
We strive to make our best today be even better tomorrow.

Our Vision

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

Our Mission

“Our School will provide educational excellence in a respectful, safe, inclusive and stimulating environment where children are supported and challenged to meet their academic, emotional, social, physical and creative potential.”

Our Beliefs

- Quality teaching can unlock the potential of every student.
- We have a responsibility to evaluate the impact of our programs and to seek to improve.
- Being inclusive and celebrating diversity is paramount.
- Student wellbeing and engagement are essential to student achievement.
- We share the responsibility of student success with our community.
- We must be proactive in pursuing equity and reconciliation.

Our Values

The values for Australian Schools underpin our school values and virtues program.

Care and Compassion

Care for self and others, share knowledge and to help others.

Doing Your Best

Always do you 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.

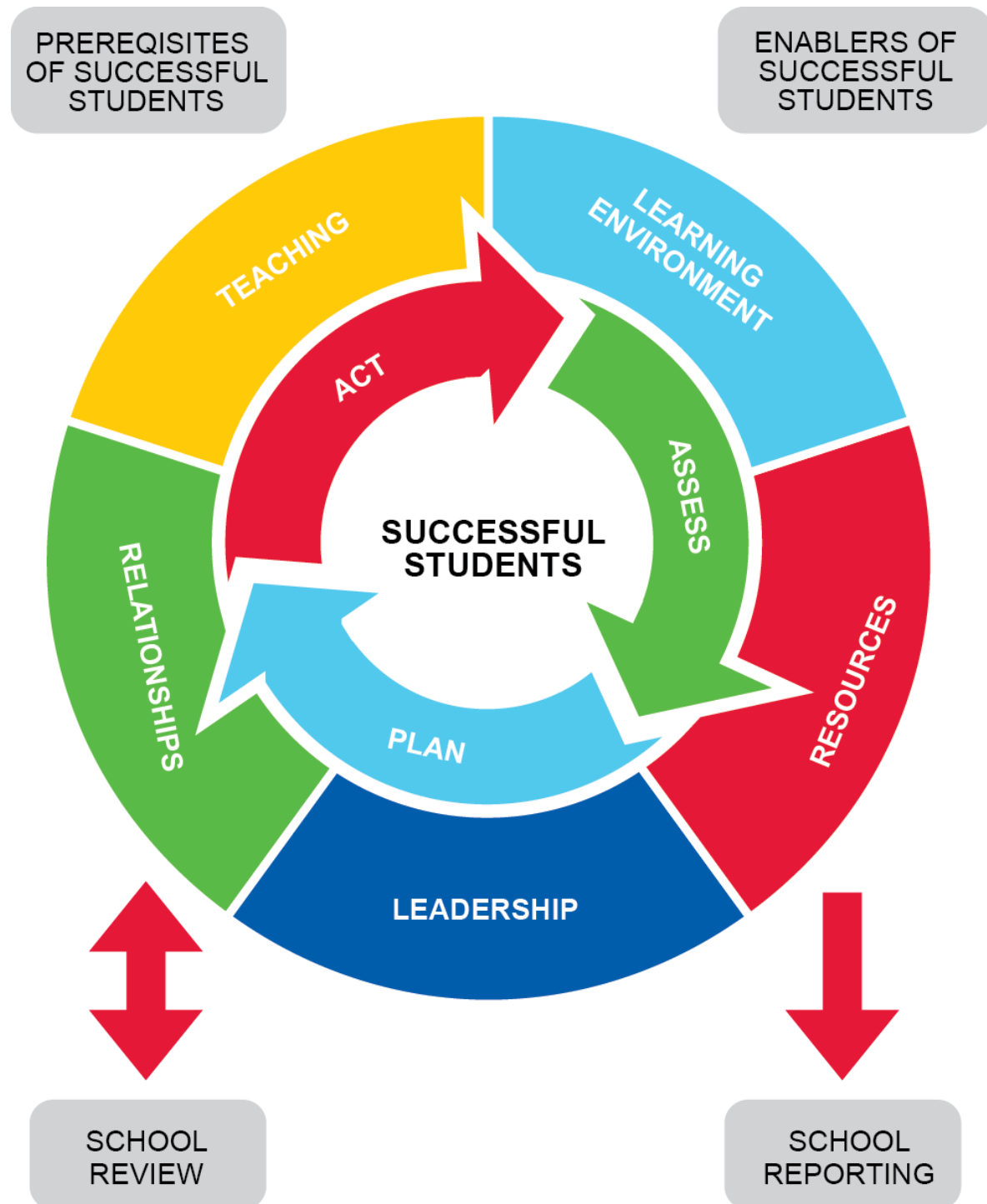
Responsibility

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.

Successful Students



Successful Students

High Quality Teaching and Engaged Learning

High quality teaching based on innovative and research proven best practice is at the core of improving student achievement. Our school has a culture of high expectations where students are encouraged to take responsibility for their learning and to give their 'best always'. Highly effective teachers collaborate and use rich achievement data to deliver a differentiated program for all students.

Inclusive and Caring Learning Environment

We believe that learning occurs best when the environment is inclusive, safe and stimulating, and students feel valued, supported and accepted. The school focuses strongly on ensuring an environment in which student behaviour is well managed, where wellbeing and pastoral care are promoted and where regular student attendance is a priority. Linked strongly to this is the development of a culture of self-acceptance and self-respect where students have a commitment to learn and achieve to their potential and feel safe enough to take risks and challenge themselves.

Strong Respectful Relationships and Partnerships

The development of supportive, trusting and respectful relationships is fundamental to student achievement and wellbeing. Our teachers understand their role in maximising the potential of the students in their care. The development of positive relationships between teacher and student promotes a sense of belonging and encourages children to challenge themselves without the fear of failure. We recognise the critical importance of effective relationships and partnerships with parents, carers and the wider community.

Collaborative Leadership

Effective school leadership encourages expert staff to work collaboratively, sharing their skills and knowledge. A focus on developing and expanding teaching quality will lead to the greatest impact on student learning. Through our Business, School Improvement and Operational Plans we ensure there is a clear and visible strategic direction for the school across the five domains. Our detailed distributed leadership model demonstrates our commitment developing leadership opportunities for all staff. We continue to embed student leadership and student voice opportunities within our school culture.

Resources

The flexible, innovative and targeted use of school resources, linked strongly to the Strategic and Operational Plans, is pivotal in maximizing student outcomes. Our school applies its resources (human, material, assets) in a targeted way to meet the learning and wellbeing needs of all students. This strategic deployment of school resources through targeted school improvement planning allows us to maximise student achievement.

Priority 1: Quality Teaching

Targets:

- Year 3 and 5 students' achievement and progress to be at or above like schools in all NAPLAN assessments.
- Students to achieve an effect size of greater than 0.4 growth in all PAT and Brightpath assessments.
- Students make or exceed expected progress in literacy and numeracy between Pre-Primary On entry Assessments and Year 3 NAPLAN.
- The percentage of Year 3 and Year 5 students in the top 20% NAPLAN Maths and English assessments will be equal or greater than that of 'like schools'.

Focus	Strategies
Ensure the effective implementation of the Western Australian Curriculum in Planning, Teaching and Assessment	a. Collaborative team meetings will focus on student progress through data-informed planning, teaching and assessment practices. b. Implement Whole School teaching programs which demonstrate responsiveness to testing data findings and demonstrate best practice. c. Use ongoing PL, collaborative planning, class observations and coaching to ensure consistent implementation of programs. d. Use Common Assessment Task (MCJ) data in Core areas to compare student achievement and teacher assessment. e. Continue to embed EYLF/ NQS/ Kindergarten Guidelines f. Continue collaborative DOTT time for all year levels at least once per week. g. Planning days and POLT sessions are scheduled to forward plan curriculum content, analyse data, develop support programs and enhance school development.
Improving Data and Assessment Literacy	a. Strengthen data literacy through ongoing PL, POLT sessions and engaging with Elastik platform. Analysis informs targeted interventions and collaborative planning. b. Data from NAPLAN, MCJ, Brightpath, PAT, On-Entry and Elastik are analysed to assess student achievement and progress and to inform planning. Data to be used to plan for individual student achievement and progress. c. Continue with a strong year level focus on the analysis of cohort data in order to inform differentiated planning. d. Strengthen the use of Elastik to track longitudinal achievement and progress for individual students and student cohorts. e. Curriculum Leaders to support whole school and staff data literacy capacity. f. Staff use the SCSA Judging Standards and other tools (e.g. Brightpath) to inform consisted grade allocations.
Continue to implement early identification and intervention programs across K-2.	a. Learning programs are aligned to the EYLF/ NQS/ Kindergarten Guidelines/ SCSA. b. Continue to implement current and evidence-based early intervention programs (MiniLit/Heggerty) for students identified as 'at risk'. c. Use assessment data to identify and track students at risk.

Ensure Performance and Development is aligned to the AITSL Standards.	a. Staff use AITSL Professional Standards as the basis of reflection on their Professional Practice. b. Further develop the peer coaching model as the basis for classroom observations. c. Professional Development and planning to be linked to whole school direction and practice.
Whole School pedagogical practices will continue to be embedded.	a. Embed present evidence-based programs which address specific areas of need identified in the data and continue to investigate and research innovative practice. b. Implement a critical and creative thinking focus across all operational plans. c. Revise the instructional model of effective practice to further enhance whole-school curriculum approaches. d. Engage with the Quality Teaching Strategy and Teaching for Impact to increase staff knowledge and capacity of high-quality instruction through PL, coaching and mentoring. e. Collaborate with the Carine Network to build capacity of staff through high quality professional learning. f. SCSA Curriculum Support documents and website resources are referenced in learning plans. g. Provide all staff with ongoing formal and informal feedback on their classroom practices.
Cater for the academic needs of students through differentiated Curriculum	a. Engage in targeted PL to develop a common understanding of quality differentiated practice. b. Teachers collaborate and utilise NAPLAN, PAT, Brightpath, On Entry data to assist in developing targeted differentiation to cater for individuals, groups and sub-groups within the cohort. c. Teachers seek student feedback on the impact of their teaching (teacher clarity).
Develop staff capacity and expertise to teach STEM and the integration of digital technologies.	a. Upskill staff through targeted individual PL, whole-school meetings and School Development Day presentations. b. DT leaders will share their expertise through demonstration lessons, mentoring, class support and resource sharing. c. Performance Development and Performance Management are aligned to support building staff capacity in these areas.

Priority 2: Inclusive and Caring Learning Environment

Targets:

- Student behaviour records show responsible behaviour and increasing levels of self-regulation and resiliency.
- All students report that the school has a positive and inclusive environment (student survey)
- Attendance rates to be maintained at or above those of 'like schools'

Focus	Strategies
Strengthen practice in addressing students' social and emotional wellbeing. Ensure neurodiverse students and those with disability are given appropriate supports.	- Continue to apply a case management model involving all stakeholders. The wellbeing of students and staff with disabilities is monitored and it is expected that all stakeholders will be inclusive, working together to meet the identified needs. There is a strong partnership with parents, SEND consultants and allied health professionals for the wellbeing of students. - Health and well-being programs will align with Zones of Regulation, Protective Behaviours and our school values. - Early Years teaching and learning will focus on structured programs to promote intentional learning and purposeful play. - Chaplaincy program to be further embedded. Implementation of programs which target areas of need. - Kids Hope program to continue to support SAER through a 1:1 mentoring approach. - Implement the Scintillate program for Year 6 students which focuses on positive mind set and personal responsibility. - Continue to develop the Wellbeing Committee to oversee wellbeing practices within the school. - Continue to build a targeted school values program which is embedded across the curriculum. - Teachers build respectful and trusting teacher/student relationships in every classroom.
Student Voice	- Continue to consult students, as appropriate, about decisions which impact them. - Data is collected on student consultation and decision making. - Student Councillor meetings. - Student Councillor effectiveness surveys. - There is evidence of student driven initiatives.
Continue to develop respect and a concern for the rights of others	- Maintain the strong culture and concept of being a 'Carine Kid'. - Continue to follow the Whole School Positive Behaviour Policy, focusing on positive behaviours. Continue to incorporate Restorative Practice strategies and Good Standing. Behaviour support plans are developed for students at risk. - Embed values as the basis of school culture through all aspects of the school.

	d. Acknowledge and celebrate the positive application of our values through assemblies, newsletters and awards.
Strive to achieve excellent Student Attendance	a. Continue promoting the “It’s not OK to stay away” message to lessen in-term family holiday breaks. b. Include attendance articles in the newsletter and support strategies on the school website. c. Continue daily SMS messaging to parents/ carers for all absences, with follow up processes until authorisation is received. d. A process for advising parents of unauthorised absences is formalised and communicated. e. Teachers assist with identifying trends in absenteeism, making early contact with parents and accessing admin support. f. Engage case management processes for student attendance which falls into the ‘at severe risk’ category.
Continue to strengthen and embed the school’s cultural responsiveness	a. Embed actions from Reconciliation Action Plan across the school. b. Continue to engage with the Aboriginal Cultural Standards Framework. c. Engage with local indigenous communities to collaborate with the implementation and future directions of the school’s RAP. d. Engage with Harmony Day and multicultural events to promote cross cultural understanding.
Create a contemporary, purposeful and sustainable learning environment.	a. Buildings and facilities are well maintained. Continue to improve to meet the ongoing needs of the school. b. Continue to upgrade and enhance outdoor spaces in partnership with the P&C. c. Embed sustainability initiatives within the school to further reduce our carbon footprint. This will include waste reduction, recycling and strategies aligned with our sustainability garden.
Staff Wellness	a. Strengthen the ‘Wellbeing Committee’. Continue implementing the Staff Wellbeing Guidelines.

Priority 3: Relationships and Partnerships

Targets:

- To achieve and maintain a satisfaction rating of greater than 4.0 in all elements of the National Schools Opinion Surveys.
- All staff actively engage in performance management, school culture and school development processes.

Focus	Strategies
Strengthen positive and respectful relationships with students.	a. Develop and enhance student voice across the school. b. Teachers build respectful and trusting teacher/student relationships in every classroom.
Building strong relationships between the school and the school community.	a. Continue to work closely with the School Board on important Governance matters and future directions. b. Engage with P&C in their efforts to support the school with fund raising and community events. c. Enhance parent involvement through classroom rosters, assemblies, events and special days. d. Use data from school surveys to gauge community opinions. Use results to inform future planning. e. Utilise community skill sets to support learning programs and projects. f. Further engage with the Fathering Project (CLODs) activities.
Building strong relationships between the school and the wider community.	a. Continue to build partnerships with local business, allied professionals and community groups. b. Look for further opportunities to develop the wellbeing processes. Maintain Kids Hope, Therapist sessions, OSH Club, Sporting groups, Waste Wise, Local indigenous groups.
Ensure effective Communication across the school.	a. Use Connect for school and parent information and communication. Transition to Compass once available. b. Promote the school website as an information hub. c. Maintain the school website through scheduled management by administration staff. d. Teachers to provide parents with informal and formal feedback on student progress using a variety of means to parents throughout the school year, such as in interviews, case conferences, information sessions and mandated semester reports. e. Review assessment and reporting guidelines to support a whole-school approach to reporting.

Embed strong High School Links.	a. Continue effective transition through Year 6 teachers' collaboration with CSHS and other secondary schools. b. Liaise with CSHS on common language and approaches as part of transition process. Continue to liaise with CSHS support staff to ensure smooth transition for SAER. c. Continue to support CSHS/DSHS in their units that require access to primary school students. d. Investigate Network links where Highschool specialists can engage with primary specialist staff.
Using Community Resources to Enrich Curriculum.	a. School visits and school excursions add to planned student learning. b. Continue links with City of Stirling, local places of historic interest etc. c. Liaising with local Aboriginal community and resources. d. Call on parent expertise to enrich class learning experience.

Priority 4: Collaborative Leadership and Effective Management

Targets:

- Maintain and further develop leadership opportunities as shown in the school's Distributed Leadership model.

Focus	Strategies
Enhance support for staff to engage in professional collaboration opportunities for sharing, mentoring, feedback and growth.	a. Provide opportunities for professional collaboration in subject committees, year level teams, POLT, non-teaching teams and admin teams. b. Continue to provide timetabled collaborative opportunities across year levels. c. New staff to be inducted by a nominated mentor. d. Executive leadership continues building the understanding of school culture, leadership norms and decision making processes. e. Regularly update teacher and support staff relief files.
Further promote and increase staff leadership capacity.	a. Maintain the distributive leadership model across the school. b. Increase staff capacity and leadership in ECE in the areas of early identification, early intervention, NQS, sustainability, protective behaviours and cultural awareness. c. Participate in the Carine Network Strategy to the exchange of expertise and strategies. d. Investigate the curriculum support documents and how school leaders can support staff in their implementation. e. Promote targeted PL for potential leaders through Performance Development and Performance Management. f. Promote Level 3 Teacher and Senior Teacher applications by providing opportunities for action learning. g. Engage with the Future Leaders Framework to identify potential leaders and to formalise processes for leadership opportunities.
Promote student leadership and student voice.	a. Give opportunities for students to develop leadership skills and qualities. b. Use surveys and discussion to identify student opinions. c. Provide opportunities to develop student leadership qualities.
Apply AITSL standards and processes for reflection and professional growth	a. Ensure Performance Management and classroom observations are linked to identified Department, school and personal teaching and learning priorities. b. A flexible, purposeful approach to Performance Management and class observation. c. Build on the culture of shared growth and leadership as a part of all school processes and staff conduct.

The school's resources are managed in an effective and efficient way and are linked to improved student outcomes.	a. Strategically allocate resourcing to school priority areas and school operational plans. b. Continue to make strong links between cost centre budgets and school operational plans. c. Revise and update the Grounds & Facilities Plan, ICT Vision & Hardware Plan, SAER Plan and the Reserve Account Plan. d. Investigate the composition of the finance team to support cost centre managers with connecting financial processes, school curriculum and school operations. e. Conduct an asset and resource management audit and align this to school development planning.
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Glossary

AITSL	Australian Institute for Teaching and School Leadership. The AITSL Standards refers to a set of proficiency standards which describe Graduate, Proficient, Highly Accomplished and Lead teaching skills.
Brightpath	A writing moderation tool which allows teachers to accurately grade students writing. At Carine PS it is used twice a year.
DOTT	Duties other than Teaching. Teachers receive time away from face-to-face teaching to perform other duties.
ECE	Early Childhood Education
Effect Size	This is a measure of the effectiveness of a teaching program or teaching strategy. The greater the number the more effective it is. An effect size of 0.4 represents a year's growth for a year's learning.
EYLF	Early Years Learning Framework
ICSEA	Index of Community Socio-Education Advantage. A scale which is used to allow for fair comparisons between schools. The average school is 1000. Carine PS's ICSEA is 1131.
IEP	Individual Education Plan
Kids' Hope	A mentoring program run at the school where selected students are paired with and adult mentor.
Like School	Statistically similar schools. For our self-review processes, we will compare our performance against similar schools to us.
MCJ	Making Consistent Judgements. Carine PS's data gathering and moderation process to ensure that grades are consistent across the same year level and comparable to other schools.
NAPLAN	National Assessment Program for Literacy and Numeracy
NQS	National Quality Standards. A set of standards describing the benchmarks for early childhood education providers.
PAT Tests	Progressive Achievement Tests. These are widely used assessments that give valuable data on students' progress. At Carine PS, we use PAT-Reading, Numeracy, Spelling, Science and Punctuation and Grammar twice a year.
POLT	Phase of Learning Teams. At Carine PS, we have 3 POLTs. K-2, Years 3-4 and Years 5-6. These teams are developed to allow for more targeted planning and collaboration.
RAP	Reconciliation Action Plan
SAER	Students at Educational Risk
SCSA	School Curriculum and Standards Authority