



Clarkson Primary School

“Branching Out”

School Vision

At Clarkson Primary School we aim to inspire a passion for learning and the development of active global citizens who strive for excellence.

Our Focus

Learning

Provide a learning environment where social and academic learning outcomes are maximised through high quality teaching and learning programs, and school organisation.

Safe

Develop a supportive and safe school environment where all members persevere to be the best they can be, are willing to take learning risks and feel valued.

Respect

Foster collective efficacy through developing respectful partnerships, resilience, effective communication, and a cooperative, collaborative environment.

Responsible

Through guidance and support, assist students to take responsibility for their own learning and behaviour.

Context

The Clarkson Primary School Business Plan 2018 – 2020 outlines our school’s commitment and strategic direction to ensure a focus of a ‘high performance – high care’ culture for our students, reflecting the policies, guidelines and initiatives of the Western Australian Department of Education.

Clarkson Primary School is a Level 5 Primary School serving families in the suburb of Clarkson and surrounding area. It is a suburb that includes a mix of young and established families that are a part of the history of the area. Clarkson Primary School opened in 1994 and became an Independent Public School in 2015. It is located within the North Metropolitan educational region of Perth and caters for approximately 410 students from Kindergarten to Year 6.

Clarkson Primary School celebrates a rich cultural diversity with 16% of our families coming from language backgrounds other than English. Approximately 10% of the students are of Indigenous origin and _____ come from countries such as the UK, New Zealand and Asia.

Index of Socio Economic Advantage (ICSEA)

The average ICSEA across Australia is 1000. Clarkson Primary School has an ICSEA of 963. When ‘like school’ comparisons are referred to in this document they are made with schools with a similar ICSEA.

Overview of Self-Assessment Areas

Our self-assessment practices are guided by the School Improvement and Accountability Framework. The school is continuously looking at self-improvement strategies that will lead to success for all of our students. We collaboratively assess and analyse both academic and non-academic data with the intent that subsequent planning will lead to specific and measurable improvement being made in identified areas. The collection of data we use includes; NAPLAN, On-Entry Assessment and other standardised tests, all outlined in our Self-Assessment Data Collection document.

NAPLAN

To increase the year 3 to 5 mean by 100 or more points in each learning area.

Strategic targets are set against the NAPLAN growth from Years Three to Five. The average growth over a two year period in NAPLAN is for individual students to improve by between 80 and 120 points. This growth is forming the baseline for targets over the 2018—2012 period. The target is to achieve increase the group mean by more than 100 points over the two year NAPLAN cycle. In 2018 based on 2016 mean scores at the Year Three —as shown in SAIS —the above targeted mean scores have been set. The above results are shown and will form a strong role in planning for the ensuing years.

PAT (Scale Score Guideline)

	PAT–Reading Comprehension	% Students 2017 Result	% Target 2018	PAT–Mathematics	% Students 2017 Result	% Target 2018
Year 2	90 or above	41%		100 or above	43%	
Year 3	100 or above	72%		110 or above	54%	
Year 4	110 or above	60%		115 or above	57%	
Year 5	115 or above	56%		120 or above	31%	
Year 6	120 or above			124 or above		

Effect Sizes

0.4 growth from one year to another in Mathematics and Reading.

ACADEMIC PERFORMANCE

- Student Performance to be ‘equal to’ or ‘above like schools’ nationally in all aspects of NAPLAN testing.
- The level of growth between Years 3 & 5 to be consistently ‘equal to’ or ‘above like schools’ nationally in all aspects of NAPLAN testing.
- The level of growth between Years 3 & 5 for the stable cohorts of students to be consistently ‘equal to’ or ‘above like schools’ nationally in all aspects of NAPLAN testing.
- The level of growth between Years 3 & 5 for the stable cohorts of EALD and Indigenous students to be consistently ‘equal to’ or ‘above like schools’ nationally in all aspects of NAPLAN testing.
- The percentage of students in Years 3 & 5 represented in the highest two Bands of achievement to be ‘equal to’ or ‘above like schools’ nationally in all aspects of NAPLAN testing.
- Set an upward trend in the percentage of students with moderate, high and very high progress in NAPLAN Reading and Numeracy.
- Increase the percentage of students with good and excellent achievement in NAPLAN Numeracy and Writing from Year 3 to Year 5 stable cohort.
- Positive trends established in Year 5 _____.
- Data from other whole school testing tools (i.e. PAT Reading and Mathematics) indicates ‘expected’ or ‘value added’ forward progression for all students.

SOCIAL and EMOTIONAL

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ATTENDANCE

- The rate of attendance for all students is equal to or above statistically similar schools.
The rate of attendance for Indigenous and non-Indigenous students is equal to or above statistically similar schools.

Numeracy

- NAPLAN achievement to be at or above like school achievement at year 3 and year 5.
- NAPLAN achievement progress between year 3 and year 5 to be at or above with like schools. Grammar and

Punctuation

- NAPLAN achievement to be at or above like school achievement at year 3 and year 5.
- NAPLAN achievement progress between year 3 and year 5 to be at or above with like schools. Writing
- NAPLAN achievement to be at or above like school achievement at year 3 and year 5.
- NAPLAN achievement progress between year 3 and year 5 to be at or above with like schools. Reading
- NAPLAN achievement to be at or above like school achievement at year 3 and year 5.
- NAPLAN achievement progress between year 3 and year 5 to be at or above with like schools. Science
- PAT science results to be at or above standardised norms by the end of each academic year.

Priority 1: High quality teaching and learning

The staff at Clarkson Primary School will deliver a whole school approach to high quality, and engaging, teaching and learning programs, to ensure success for all students.

Strategic Focus	Strategies	Milestones
High quality instructional skills and curriculum delivery	<ul style="list-style-type: none"> Continue the implementation of the Western Australian Curriculum and Assessment outline and Kindergarten Guidelines in planning, teaching and assessment to improve progress and/or standards across the school. Learning will be the focus of classroom planning through the provision of explicit learning outcomes and success criteria. Students to adopt increasing responsibility and accountability for their learning and their achievement will become physically visible in the classroom. Staff professional development and collaboration established to focus implementing effective pedagogical practices. Differentiated curriculum provided to cater for student needs. Resources aligned to school planning and support the academic and non-academic needs of students. Establish and sustain a culture of high expectation. Implementation of John Hattie's Visible Learning: Evidence in Action and Invitational Leadership. 	<ul style="list-style-type: none"> Evidence across the school of the implementation of the WA Curriculum in accordance with the School Curriculum and Standards Authority (SCSA) guidelines. Staff agreed approaches are used consistently to teach core areas and monitored through planning documents. Effective teaching and learning strategies are embedded in planning documents and evident across the school. Learning Intention and Success Criteria evident in all classrooms. Staff engaged in professional learning sessions as mapped out in the CPS Curriculum Improvement and Enhancement plan each term. Whole School Assessment schedule implemented and monitored. All students including identified English as a Second Language/Dialect (EALD), Students at Educational Risk (SAER) and extension students make measurable progress within 12 months determined by collection and analysis of ongoing individual assessments.
Strengthen Early Childhood Education	<ul style="list-style-type: none"> Continue the implementation of high quality early childhood programs for Kindergarten to Year 2, informed by State and National Frameworks tailored to community contexts (National Quality Standard, WA Kindergarten Guidelines, WA Curriculum and Early Years Learning Framework) Early intervention provided through specialised support and services. The Clarkson Early Start Program (CESP) towards the end of the year to prepare pre-Kindergarten students for the following year. 	<ul style="list-style-type: none"> Phases of compliance and improvement are monitored, regularly assessed and recorded on the National Quality Standards acquittal tool. Ongoing collection and analysis of data, to identify student needs and support learning. Partnerships with a range of external agencies developed to support high quality teaching and learning. Provision of pre-Kindergarten information and communication to families, supporting early learning opportunities.
Integrate digital technologies across all year levels and learning area to enhance learning.	<ul style="list-style-type: none"> Develop and implement a Digital Technologies profile to build and strengthen digital fluency across all year levels and learning areas. Promote intentional teaching to develop skills, competency and application of technologies across all year levels and learning areas. Allocate a room for specialist teaching of Digital Technology. Ongoing audit and purchasing of resources to cater for the digital needs of our students across the school. Provide opportunities for staff professional learning to enhance Digital pedagogy. Target skills in preparation for NAPLAN online. 	<ul style="list-style-type: none"> All staff to implement digital technologies as per the operational plan. Annual review to inform future directions. Evidence across the school of the implementation and reporting of Digital Technologies achievement standards. Involvement of staff in Digital Technology professional learning. Ongoing audit of Digital Technology resource requirement to meet the needs of our students. Evidence of a scheduled timeline and support for the transition to NAPLAN online
Provide support and opportunities for staff to strengthen their professional expertise.	<ul style="list-style-type: none"> Align Performance Management to the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards. Build a professional collaborative culture. Classroom Observation strategies implemented to improve teaching practice and enhance outcomes for teachers and students. 	<ul style="list-style-type: none"> Professional learning and ongoing support is provided for teaching staff in the application of the Standards. All teachers and school leaders use the AITSL Standards in their performance management process to demonstrate competence as Proficient moving to Highly Accomplished or Lead.

Priority 2: Cultivating a safe, caring and inclusive learning environment.

Clarkson Primary School cultivates a positive learning environment where all school community members feel safe, valued and cared for, and where students are engaged and challenged.

Strategic Focus	Strategies	Milestones
<p>Place high priority on student and staff wellbeing with processes in place to support professional, academic and social and emotional learning.</p> <p>Provide a safe and caring learning environment.</p>	<ul style="list-style-type: none"> • Increase collaboration with other agencies to maintain an inclusive learning environment. • Encourage student voice to gain their perspectives on learning, teaching and schooling. • Conduct student surveys to gain their perspectives on learning, teaching and schooling. • Meet the social, emotional, physical and academic needs of students through various activities and programs in the school. • Review, adapt and implement the school's behaviour plan to promote and maintain high standards of respectful, responsible and safe behaviour across the school. 	<ul style="list-style-type: none"> • Involvement with other agencies in accordance to student needs. • Record agency and services involvement in: case conferences, professional learning sessions, support and learning opportunities for students. • Collection and analysis of data student survey responses with concerns addressed in Visible Learning plans. • Student attendance data collated and analysed. • Maintain high participation in extra curricula activities.
<p>Create a professional environment and culture for staff members which is conducive to optimal health and wellbeing, and where all staff feel supported.</p>	<ul style="list-style-type: none"> • Embed sustainable approaches that support the physical, mental and social welfare of staff. • Create a shared approach to staff wellbeing. • Gain feedback about staff members' perception of the work environment. • Promote and encourage professional conversations amongst staff to develop a shared vision. 	<ul style="list-style-type: none"> • All staff will have access, where necessary, to appropriate services to support their health and wellbeing. • Staff meetings are used as a forum to collaborate, support each other, share innovative teaching practices and learning strategies and for effective communication. • Create committees to provide a consultative approach, and support, for effective staff practices. • Continually monitor and manage staff workload. • Seek feedback of staff members' perceptions of their work environment through various means.
<p>To create learning communities that promotes student wellbeing, the development of respectful relationships and fosters optimal learning</p>	<ul style="list-style-type: none"> • Actively promote student wellbeing through the School Chaplaincy program. • Create a Student Services team to embed a systematic and collaborative approach to student support. • Create a comprehensive, student-by-student need approach to wellbeing and support services to meet growing demand for mental health, pastoral care and psychological support. • Actively engage government and community services to address issues for students at risk. • Create positive, motivating and challenging learning environments. • Implement and maintain a whole school approach to Behaviour Management. • Provide teaching and learning opportunities which celebrates diversity, and recognise, respect and respond to identity and cultural background. • Provide opportunities to facilitate students' acceptance of each other and appreciate that they have different backgrounds. 	<ul style="list-style-type: none"> • Documented plans will be prepared for students requiring learning adjustments, behaviour intervention and assistance with social and emotional wellbeing. • Student Services team to meet regularly to review student intervention process and plan for specialised support. • Development of a systematic referral process to provide an intervention or support program for individual students. • Formal documents reflect the partnership between staff, families and other professionals, and include informed curriculum decisions to ensure all students have equitable opportunities to participate in learning experiences.

Priority 3: Collaborative and sustainable partnerships

Clarkson Primary School will continue to develop and sustain positive and productive partnerships and collaboration with all our school community so that learning outcomes of students continually improve.

Strategic Focus	Strategies	Milestones
Enhance and improve engagement with parents and families.	<ul style="list-style-type: none"> • Use a range of strategies to communicate, connect and inform parents and the school community. • Conduct biannual Open Days/Information sessions for families. • Provide opportunities for families and volunteers to engage in class and/or school wide events. • Conduct biennial student, staff and parent satisfaction surveys and use data to inform direction. • Develop a greater understanding of the diversity of student backgrounds. • 	<ul style="list-style-type: none"> • Evidence of a range of means to connect and communicate with parents and school community. • Evidence of a range of activities and events that families and the school community can participate in. • National School Opinion Survey (NSOS) data is analysed and areas of concern addressed through action plan implementation.
Maintain and strengthen positive School-Community relationships.	<ul style="list-style-type: none"> • Deliver induction program for new staff, students and parents to facilitate successful transition into our school. • Grow and enhance community and business membership on the School Board. • Develop a positive working relationship with School Board to assess the school effectiveness, school planning and accountability processes. • Strengthen the perception of the School Board's role and responsibilities to school community. • Maintain or develop, our relationship with and support for, local charitable, cultural and community organisations. 	<ul style="list-style-type: none"> • Sharing of Induction book with new staff or staff returning after substantial leave. • Sharing of Induction materials with new families. • Endorsement of school plans and policies by the School Board. • Documentation to display a professional working partnership with the School Board. • Compliance with the Delivery and Performance agreement.
Create and implement a professional, supportive and collaborative learning community for staff members.	<ul style="list-style-type: none"> • Foster and support teachers to develop collaborative relationships to improve pedagogy. • Schedule opportunities and time for staff to meet and collaborate. • Embed collaborative practices amongst staff to ensure shared planning and assessment practices. • Provide staff members with the opportunity to participate in a range of formal and informal professional learning activities related to the Professional Standards. 	<ul style="list-style-type: none"> • Establish professional learning communities at a school level and through networking with neighbour schools. • Whole school collaborative planning and moderation processes developed. • School process for professional feedback, performance management, classroom observations, collaboration and mentoring are developed and implemented. • Log the attendance of staff to activities provided by professional development providers. • Support teaching staff to record professional learning activities using the Professional Learning log on the Teacher Registration Board of WA (TRBWA) website to ensure they meet Teaching registration requirements.
Embed a culturally aware mindset across the school community.	<ul style="list-style-type: none"> • Implement the Aboriginal Cultural Standards Framework across the school, with an awareness of other cultures. • Implement specific strategies through learning areas i.e. HASS, as a start to ensuring the Cultural Framework becomes integrated into whole school planning. • Cultivate a culture of respect, caring and inclusion through acknowledging cultural diversity across the school and embedding appropriate practices into learning programs. • Develop an understanding of the role of language and culture in human communication through implementing an Indonesian language program, commencing in Year 3 in 2018, progressing upwards in year levels each year. 	<ul style="list-style-type: none"> • Teachers articulate their increasing knowledge of components of the Aboriginal Cultural Standards Framework continuum. • Learning programs, special events and activities conducted to raise awareness of culture diversity i.e. NAIDOC Week, Harmony Week, • Staff reflect on their own behaviours and practices using the reflection tool. • Planning, accessing and teaching of an Indonesian Languages program from 2018.

Priority 4: Effective Leadership and School Governance

Clarkson Primary School promotes a culture of empowerment within the school community through the creation of diverse leadership roles, collaboration and cooperation to achieve improved student outcomes.

Strategic Focus	Strategies	Milestones
Provide leadership opportunities for all staff.	<ul style="list-style-type: none"> • Provide opportunities for staff to lead strategic direction, and ongoing feedback of curriculum planning and implementation. • Identify staff aspiring to participate in future leadership roles. • Provide opportunities for leadership, and career development, through using the Australian Institute of Teaching and School Leadership (AITSL) standards as a reflection tool in Performance Management. • Provide a platform whereby staff can continually reflect upon what they are good at. • Develop management and leadership capability amongst aspiring leaders through providing opportunity to participate in professional learning, expand their skills and take on new challenges. 	<ul style="list-style-type: none"> • Identify professional learning needs of aspirant staff leaders through Performance Management meetings and professional development opportunities. • Creation of Professional Learning teams. • Ongoing mentoring and coaching of identified aspirant leaders. • Adherence to the Delivery and Performance Agreement • Aspirant leaders share their knowledge and expertise with colleagues, school community and education communities. • Evidence of positive change and school improvement due to effective distributive leadership roles e.g. Level 3, Senior Teachers, Curriculum Leaders. • Completion of School Leaders Self-Assessment tool by aspirant leaders.
Build Staff capacity to develop a shared responsibility to achieve improved student outcomes.	<ul style="list-style-type: none"> • Promote a school climate built on a collective responsibility for all students to succeed and where staff work together to make decisions about what is best for the students. • Develop shared goals and vision. • Staff involvement in the decision making process for whole school planning. • Build the capacity of staff to meet the student's diverse and changing needs. • Implement shared practices to collect relevant data for analysing and diagnosing the impact of teaching. • Build the capacity of staff to obtain measureable gain in student achievement through adopting effective 'Visible Learning' practices. 	<ul style="list-style-type: none"> • Collaborative learning communities are created amongst staff. • Schedule of professional learning, collaborative meetings, mentoring, coaching and classroom observations to strengthen professional expertise. • Conversations about the students' progress initiated. • Staff can speak about what the school's goals are and how they are working towards them together. • Monitoring processes to facilitate evaluation of the implemented of common strategies. • Clear, predictable, and reliable communication structures are in place to communicate a shared understanding.
Build student voice, participation and leadership for school improvement.	<ul style="list-style-type: none"> • Empower students to develop a positive environment where learning is the priority. • Create the opportunity for students to engage in a variety of student leadership roles. • Engage students in regular conversations and decisions about class rules and behavioural boundaries and expectations. • Coach and involve students in conversations and decisions about teaching, learning and assessment. • Increase opportunities for students to input into decision making. 	<ul style="list-style-type: none"> • Student-centred learning evident in the classroom. • Range of leadership roles available for students to fill. • Students planning, making decisions and accepting significant responsibility for academic and behavioural outcomes is evident in classrooms. • Student responses in survey indicating opportunities to make decisions about learning.