Priority 1: **Teaching and learning excellence in every classroom.**

The staff at Clarkson Primary School will deliver a whole school approach to high quality teaching, curriculum planning and delivery, and assessment promoting learning excellence and engagement to ensure success for all students.

Strategic Direction	Strategies/Milestones
Deliver evidence based, high quality teaching to improve student outcomes and reflect 21st century best practice.	• Researched, evidence-based programs, strategies and resources are used to improve student outcomes. • Whole-school, evidence based teaching and learning strategies are implemented to raise the achievement levels of all students. • Teachers maintain students-centred approaches to teaching, learning and school decision making. • High expectations and targets for the progress of students are based on a rigorous analysis of data. • Skills required for 21st Century learners – critical thinking, creativity, collaboration and the effective use of information and communication technologies are fostered. • Expectations of quality, research-based pedagogical practices and collaboration are understood and implemented effectively throughout the school. • A continuous, systematic and cyclical process is implemented for school improvement.
Establish a collaborative, whole school approach to teaching and learning where all staff actively engage with their colleagues when planning, assessing and reporting.	• All staff have a shared vision, common language and a shared understanding of the school's processes for curriculum planning, monitoring, evaluation and review. • Teachers actively participate in Professional Learning Communities. • Allocated time and resources for teachers to share pedagogical content knowledge about curriculum, the implementation and monitoring of effective learning programs, and the planning of content-specific instruction.
Build student assessment capability so they know where they are in their learning, where they are headed and the steps needed to get there.	• Instructional practices transformed to build Assessment-Capable Learners • Effective learners are trained and encouraged to monitor and regulate their own progress and learning. • Factors associated with assessment-capable learning implemented to influence student achievement.

Priority Area 1 Targets

All aspects of NAPLAN performance will be equal to or above Like Schools.	The level of growth between years 3 & 5, in all aspects of NAPLAN, to be consistently equal to or above like schools.	Cohort achievement of Stanine 5, or above, in PAT Mathematics and Reading, to increase by 10 % annually.	Students in a yearly period to achieve an Effect Size of 0.4, or greater, on Standardised Assessments.	Each Learning Area targets will be identified in Operation Plans and reviewed biannually by Curriculum Teams.

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

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

Strategic Direction	Strategies/Milestones
Embed a comprehensive and coordinated approach to student mental wellness that promotes safety, engagement and appropriate behaviour.	• Creating a positive learning climate through the development of social and emotional well-being. • Implement and regularly review our pastoral care processes to support effective social and emotional regulation. • Teaching and learning programs delivered across the school that teach students how to take responsibility for their own well-being and learning about self.
Create a professional environment and culture for staff members which is conducive to optimal health and well-being, and where all staff feel supported.	• Embedded and sustainable approaches which support the physical, mental and social welfare of staff. • A shared approach to staff well-being. • Professional conversations amongst staff are promoted and encouraged, to develop a shared vision. • Consultation and a supportive approach developed for effective staff practices. • Staff workload continually monitored and managed. • Staff members' perceptions of their work environment is gained through staff feedback.
Respectfully acknowledge, explore and celebrate cultural diversity.	• Develop a school culture where differences are valued and celebrated in the school. • Delivery of a whole school curriculum that has a strong focus on cultural integrity and inclusion, improving the outcomes of all students. • Ongoing opportunities provided for students to learn about and engage with other cultures. • Develop a Clarkson PS RAP (Reconciliation Plan) linked with local Noongar sites and Whadjuk culture.
Create positive, dynamic and flexible indoor and outdoor learning environments in line with future learning needs of students.	• Develop inviting, engaging learning environments that foster creativity, playfulness, critical thinking, collaboration, and reflect enterprise learning. • Resources and facilities support the building of purposeful playground learning. • Continued and ongoing planning, implementation, monitoring, evaluation and review of elements outlined in the National Quality Standards, to meet or exceed requirements.

Priority Area 2 Targets

Attendance to be at or above State average annually.	An increase in the number of 'High wellbeing' responses in Engagement and Well-being responses of the school survey data.	By the end of 2023 all Aboriginal Cultural Standard Framework standards will be at the proficient level of the continuum.	To meet all areas of National Quality Standard annually.

Priority 3: **Building a Strong School Community.**

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 Direction	Strategies/Milestones
Form collaborative partnerships to enhance engagement with the school community, positively promote the school and create an inclusive learning opportunities for students.	• An explicit improvement agenda is shared and understood by the school and wider community. • A strong commitment to maintaining positive, genuine school-community relationships. • Staff, parents, students and community members have meaningful roles in school decision-making. • Increased student participation in community based learning opportunities. • The image and position of the school in the community is raised.
Recognise and build on relationships with relevant cultural groups in the school community.	• Recognising the cultural diversity of school communities through planned events. • Plan activities that provide all students with opportunities to express their voice within the school. • Maintain an inclusive curriculum that remains respectful of differences.
Provide clear, available and responsive communication between the school and, parents and community, on a variety of platforms.	• Various platforms used to communicate and engage with community members. • Effectiveness of communication methods monitored regularly. • Strong professional learning communities established.

Priority Area 3 Targets			
National Opinion Survey Results mapped against previous results biannually.	Further community involvement and participation in school decision making.	Using the National School Improvement Tool to measure annual growth in school community partnerships.	Use the ACER Professional Learning Community Framework to measure performance and development according to the Domains.

What Learn, Inspire, Grow means to me.

Comments from our students.

You learn in class, the teachers inspire how much you are learning and then you grow through your learning.

You are learning. You then inspire others. That's what you do while you grow.

Once you learn something it never goes out of your brain.

You learn something new that you don't understand. You then inspire your teachers because you have learnt new things. You grow from this.

You learn something new. Other people inspire you and then your learning grows more.

Inspiring yourself and others.

When you learn it inspires your brain and then your learning grows.

Clarkson Primary School

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