



*Branching out*

# **BUSINESS PLAN**

**2024 - 2027**



## OUR VISION

Our vision is to foster a safe and inclusive environment where everyone feels a strong sense of belonging. We are committed to providing differentiated learning experiences that support each individual's path to success, while nurturing emotional regulation and well-being.

## OUR MISSION

We inspire a passion for learning and personal growth, through the development of active global citizens who strive for excellence.

At Clarkson Primary School you will **see** students who are happy engaged, smiling, polite, friendly, collaborative, and respectful. Our students develop the skills to learn through the focus on strong evidence and research based whole school pedagogy.

An emphasis on high quality teaching with all staff encouraging our students to be creative and innovative through play-based learning, social-emotional development, and a strong pastoral care approach, enable us to create a learning environment where all children can succeed.

At Clarkson Primary School you will **feel** valued, welcome, and safe in our school. We value a sense of togetherness, belonging, acceptance, support, and confidence. At

Clarkson Primary School you will **hear** joy, happiness, excitement, communication, understanding, participation, discussion, curiosity, critical thinking.



# RELATIONSHIPS & PARTNERSHIPS

- High levels of trust and respect are evident as the school, families and agencies work in partnership to ensure students thrive and achieve their potential.
- Professional and caring relationships, alongside a culture of high expectations, progress the school improvement journey.

## NQS QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

## NQS QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITY

### Strategic Direction

### Strategies/Milestones

**Proceed with the intent to develop agreed norms of behaviour protocols to enhance staff and phase of learning meetings.**

- Staff will revisit, refine and review agreed norms for meetings; staff, phase, and curriculum. These will be published and observed at each meeting.

**Embed understanding of Trauma Informed Practice when initiating contact and interacting with our students and families.**

- Staff will understand Trauma and its impact on students and families. Continue reflecting upon Trauma Informed Practice PL (all staff) and awareness of trauma signs and symptoms.
- Staff will create a space of physical and emotional safety. Calm corners will be in every classroom and in the playground.
- Ongoing evaluation and adaptation will occur through continuous improvement and staff staying informed of latest research and best practices.
- Encourage and support staff in practicing self-care and managing their own stress and wellbeing.

**Respectfully acknowledge, explore, and celebrate cultural diversity (from previous Business Plan).**

- Develop staff understanding of respectful, culturally responsive practices to support student needs and the expectations of the school community and Department direction.
- Reflection and revisiting of Aboriginal Cultural Standards Framework and review of Clarkson PS Reconciliation Action Plan.
- Implementation and monitoring of Framework.
- PL required for Reconciliation Action Plan (RAP).

**Continue collaborative partnerships to enhance engagement with the school community, positively promote the school and create inclusive learning opportunities for students.**

- Develop a Clarkson RAP within the Clarkson Cluster of Schools, linked with local Whadjuk sites and Noongar culture.
- A commitment to maintaining positive school community relationships, through engagement of the ACTION Respect Project.
- Staff, students, families, and community members have meaningful roles in decision-making.
- Increased student participation in community-based learning opportunities.
- The profile of the school in the community will be raised.

# LEARNING ENVIRONMENT

- There is an unwavering focus on ensuring students reach their academic potential whilst striving socially, emotionally, and physically.
- Whole-school approaches support students to positively engage in their learning with a strong emphasis upon cultural responsiveness, which is acknowledged in classrooms and in curriculum delivery.

**NQS QUALITY AREA 2: CHILD HEALTH AND SAFETY**  
**NQS QUALITY AREA 3: PHYSICAL ENVIRONMENT**



## Strategic Direction

## Strategies/Milestones

**Continue to embed early childhood pedagogy in relation to NQS and Early Years learning framework requirements.**

- Staff will plan for students K-2 (and beyond) to learn through play, utilizing a child centered approach with guided and purposeful play experiences provided.
- Staff will have opportunity to collaborate and reflect upon practice, aligning with NQS identified areas. Identified roles will be clear.
- Staff will conduct self-assessment audits through observations, feedback, action plans and compliance.

**Consistency of practice, common language and continued explicit teaching of Behaviour Curriculum to support student success.**

- Explicit teaching of Expected Behaviours in classrooms, through Clarkson Congregates and use of Behaviour Matrix language.
- Revision and implementation of CMS Strategies This will include all new and returning staff engaging in CMS PL.
- Continue to embed restorative practices, approaches and principles.
- 'The Clarkson Day' routine to be embedded in every classroom for every day.
- Staff will provide opportunities for mindful moments to encourage self and co-regulation
- Staff will use check-ins to gauge students' readiness to learn and adapt their practice accordingly.

**Explicit teaching of social-emotional skills and emotional regulation is explicit across the whole school.**

- Consolidate the implementation of Social and Emotional Learning through evidence-based wellbeing, social-emotional and emotional regulations programs.
- Explicit SEL program for targeted students will be implemented - additional sessions of explicit teaching of emotional strategies and social problem solving will be embedded, as cross curricular learning.
- Strategies to support neurodiversity and trauma-informed practice will be implemented to strengthen the regulation of identified students throughout the day.
- DOE Staff Health and Wellbeing strategy will be implemented.

# LEADERSHIP

- The leadership team lead and nurture a culture of trust and respectful relationships.
- Whole school structures and practices have enabled the development of leadership opportunities for staff, empowering authentic contributions to the school improvement agenda.

## NQS QUALITY AREA 7: LEADERSHIP AND SERVICE MANAGEMENT

### Strategic Direction

### Strategies/Milestones

**School vision and priorities align with DOE direction and expectations.**

- New staff members complete induction program and mentoring is offered to support graduate teachers and aspirant leaders.
- Staff are given opportunity to submit an expression of interest for leadership opportunities, including Phase level and Curriculum leader, with a link to Senior Teacher status.
- Continue to support staff wanting to attain Senior Teacher or Level 3 Teacher status.

**Develop instructional coaching, incorporating peer observation and feedback into cultural norms.**

- Establish a clear vision and objectives for instructional coaching program.
- Continue with implementation of selected ICT Instructional Coach. Look at expanding into English and/or Maths focus.
- Create a collaborative culture, developing protocols around peer observation, through voluntary participation.
- Continue to embed a rigorous Performance Management cycle, aligning staff goals and support required to school and DOE priorities.

**Continue to develop and build on the knowledge and skills of phase and curriculum leaders to enable the effective management of their teams.**

- Maintain a distributed leadership model with clearly defined roles and responsibilities.
- Continue to budget for weekly Phase Leaders meetings.
- Opportunities for leadership professional learning are supported for developing effective leaders who can drive positive change in educational settings.
- Leadership roles across the school (for ALL staff) are identified through submission of expression of interest, based upon Future Leaders framework.





# USE OF RESOURCES

- The Principal and MCS work together to effectively deploy financial, human, and physical resources to best meet student and family needs in the community.

## Strategic Direction

## Strategies/Milestones

**Continue to monitor the Funding Agreement for Schools minimum expenditure requirements in order to balance cash and salary allocations.**

- Transparency between school priorities and resources (human, physical, and financial) for effective school management and achieving educational goals.
- Evidence-based practices guide our resource allocation decisions.
- School planning is supported by sound budget and resource management practices and procedures.
- Continue with succession planning through our thorough Workforce Plan. This is to be reviewed annually.
- Continued financial reporting at School Board meetings for transparency and accountability.

**Commitment to the implementation of teaching Noongar as an Additional Language.**

- Funding to support identified staff to complete Noongar Language Teacher training.
- Noongar Language taught to Years 3 to 6 (with support from class teacher)
- Exposure to Noongar language through explicit teaching of vocabulary and embedded within The Clarkson Day.

**Commitment to continue the deployment of additional EA time for student wellbeing and engagement.**

- The Social Emotional Program will continue through effective management of a unified budget.
- Staffing and resourcing of evidence-based programs to support delivery for identified students.
- Effective data collection and comprehensive handover documentation will provide detailed information on student progress and will ensure the continuation and development of the SEL program.

# TEACHING QUALITY

- An inclusive, supported, and collaborative focus on improving collective efficacy, is enabling teachers to develop and align their skills, connect classroom practices, and implement whole-school programs with consistency to cater for students' diverse needs.

## NQS QUALITY AREA 1: EDUCATIONAL PROGRAMS AND PRACTICES

### Strategic Direction

### Strategies/Milestones

**Proceed with the intent to embed the Quality Teaching Strategy (QTS) in planning for school improvement.**

- Support teachers in accessing professional learning around Quality Teaching Strategy and Teaching for Impact.
- Strengthen teacher's skills in sharing knowledge of evidence-based practice and effective teaching strategies.
- Professional learning initiatives will be specifically aligned to Operational Plans and DOE Focus.
- Ensure Instructional Coaching FTE is embedded in staffing structure and funding.

**Formalise processes to engage students at educational risk in intervention and targeted teaching.**

- Support teachers in accessing professional learning around Quality Teaching Strategy and Teaching for Impact.
- Strengthen teacher's skills in sharing knowledge of evidence-based practice and effective teaching strategies.
- Professional learning initiatives will be specifically aligned to Operational Plans and DOE Focus.
- Ensure Instructional Coaching FTE is embedded in staffing structure and funding.
- A robust referral process and case management approach are employed to support students with additional and complex needs.
- In collaboration with staff, SAER student profiles will be developed to ensure thorough understanding and levels of support necessary for positive student outcomes.
- Whole school assessment of student literacy and numeracy will be completed annually.
- Consolidate the implementation of Social and Emotional Learning through evidence-based wellbeing, social-emotional and emotional regulations programs.
- Process of referral for School Psych and Chaplain will be redefined.
- Thorough handover documents to be created and completed yearly for continuity of practice and strategies.

**Continue to identify ways to engage students in multi-tiered structures of support.**

- Continue to develop staff capacity to engage students in multi-tiered systems of support.
- Embed pedagogy into Operational and classroom planning documents.

# STUDENT ACHIEVEMENT AND PROGRESS



- A wide range of school-based and systemic data is used and reviewed regularly to inform operational and strategic planning. Staff collaborate with phase leaders to analyse and interrogate data to help identify trends and cater for individual student needs.

## NQS QUALITY AREA 1: EDUCATIONAL PROGRAMS AND PRACTICES

### Strategic Direction

### Strategies/Milestones

**Continue to utilise the data platform, Elastik, to analyse and interrogate data to inform teaching and learning programs and intervention.**

- Monitor student progress and achievement using a combination of formative and summative data from school and systemic sources.
- Embed the use of Elastik to identify gaps in student learning and inform planning.
- Staff will collaborate and moderate using Gap Analysis.

**Develop consistent practices to monitor and track student progress in the early years, with consideration to the use of longitudinal On Entry data.**

- Track and evaluate students' progress and achievement using school-based and systemic formative and summative data.
- Tier 2 (Targeted) and Tier 3 (Intensive) interventions are used for Identify students who have yet to attain standard.
- Upskill staff in the utilisation of data interrogation to improve student outcomes.

**SEN planning is embedded across the school and within the Assessment Schedule for transparency and accountability.**

- Monitor student progress and achievement using a combination of formative and summative data from school and systemic sources.
- Embed the use of Elastik to identify gaps in student learning and inform planning.
- Staff will collaborate and moderate using Gap Analysis.
- Track and evaluate students' progress and achievement using school-based and systemic formative and summative data.
- Tier 2 (Targeted) and Tier 3 (Intensive) interventions are used for Identify students who have yet to attain standard.
- Upskill staff in the utilisation of data interrogation to improve student outcomes.
- Yearly assessment Schedule is completed in consultation with staff. Reminders of assessments throughout the year, will be provided.
- Continue to develop staff usage of SEN Planning and Reporting for students with additional needs (academic, wellbeing, attendance, and disability).
- In collaboration with staff, SAER student profiles will be developed to ensure thorough understanding and levels of support necessary for positive student outcomes.
- Intervention strategies designed according to progress and achievement levels to support improved student outcomes.



# TARGETS



## FIELD

## TARGET

### Operational Targets

- Learning Area targets will be identified in Operational Plans and reviewed biannually by Curriculum Teams.
- These will be reported against in the School Annual Report.

### Attendance

- Attendance to be at or above state average annually.

### NQS

- To meet a minimum of 5 out of 7 standards.

### Student Wellbeing

- 85% of students from Years 4 to 6 will engage in the Friendly Schools wellbeing survey.

### Compliance

- Meet all School Report requirements in Schedule C by the specified date.
- The Annual Report will include a detailed account of financial and human resource allocation to address operational needs.
- The Annual Report will include contextualised information about student achievement.

### Student Survey

- Survey response from students should be 3.8 or above biennially.

### Staff Survey

- Survey response from staff should be 3.8 or above biennially.

### Family and Community Survey

- Survey response from families and community should be 3.8 or above biennially.



8 Aldersea Circle,  
Clarkson WA 6030

(08) 6207 5200

[clarksonprimaryschool.com.au](http://clarksonprimaryschool.com.au)