



BUSINESS PLAN

2020 - 2022

OUR MISSION

Caversham Valley Primary School provides a safe environment through the development of positive relationships which are inclusive of our diverse community. Through high quality teaching and learning practices student engagement and growth is fostered.

OUR BELIEF

We believe that diversity and integrity are our strengths and we strive to develop collaborative relationships with our community. We have high expectations for all which is achieved through consistent and reflective practices.

OUR PURPOSE

In order to fulfil our mission and belief, we will create a school where we

- Provide students and families with a safe, inclusive and educative environment where they can take risks and grow.
- Are an inclusive community hub which provides an environment that encourages excellence and lifelong learning.
- Give students a full and balanced educational experience that prepares them for an ever changing future.
- Focus on the whole child's wellbeing – social, emotional and physical.
- Provide students with opportunities to succeed and grow into responsible community-minded citizens.

OUR VALUES

As a staff we value

- High quality teaching that is collaborative, evidence-based, data driven and targeted to each individual child's needs.
- Excellence that is uncompromising through the setting of goals and reflective practices.
- Inclusivity which ensures equity, collaboration and positive relationships.
- Strong community engagement that is authentic and honest.
- Care that supports our students and community to feel welcome and respected.

Caversham Valley Primary School's 2020 – 2022 Business Plan focuses on the 9 inter-related domains from the Australian Council for Education Research's '**National School Improvement Tool**'.

The *National School Improvement Tool* brings together findings from international research into the practices of highly effective schools and school leaders. The *Tool* assists schools to review and reflect on their efforts to improve the quality of classroom teaching and learning. It supports school-wide conversations – including with parents and families, school governing bodies, local communities and students themselves – about the aspects of current practice, areas for improvement and evidence that progress is being made.

The ultimate goal of school improvement is to improve outcomes for students, including levels of achievement and wellbeing. For this reason, direct measures of student outcomes are essential to all school improvement efforts. However, 'school improvement' fundamentally means improving what a school does. The *Tool* provides evidence about a school's day-to-day work to complement, and possibly shed light on, measures of student outcomes.

These 9 domains can be judged separately as well as together as a broad indication about a school's performance.

A key feature of the *Tool* is the set of performance levels, 'Low', 'Medium', 'High' and 'Outstanding'. These levels enable schools to make judgements about where they are on their improvement journeys, to set goals, design strategies for improvement, and to monitor and demonstrate school improvement over time.

The nine domains are:

1. An explicit improvement agenda
2. Analysis and discussion of data
3. A culture that promotes learning
4. Targeted use of school resources
5. An expert teaching team
6. Systematic curriculum delivery
7. Differentiated teaching and learning
8. Effective pedagogical practices
9. School-community partnerships



1. AN EXPLICIT IMPROVEMENT AGENDA

The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

To meet this domain, we will need to

- Identify the most relevant and important data to collect on our students and school.
- Identify the most appropriate assessment tools for identified data sets.
- Develop comprehensive and effective approaches to assessing and monitoring student progress at classroom and whole school level.
- Collect information on, and set future targets for student attendance, behaviour, academic achievement and growth, engagement and social and emotional needs.
- Establish a school leadership team.
- Establish school committees; for example, curriculum, PBS, sustainability, ICT, NQS, RAP/ACSF.
- Develop staff improvement processes - Growth Coaching, Instructional Coaching, Peer Observation and Feedback, Performance Management.
- Continue to develop an open and honest culture among staff to ensure continual professional growth and development.



TARGETS AND MILESTONES

To monitor how we are meeting this domain, the following targets and milestones will be measured

- Whole-school data tools and processes to be identified and trialled in 2020 for full implementation in 2021 with a focus on literacy, numeracy and behaviour.
- Annually a Term 4 school development day specifically dedicated to data analysis and interrogation.
- School committees established in 2020 with new staff integrated into these committees in 2021 and 2022. Committees to have staff representation from all phases of development.
- Growth Coaching International to be contracted to provide staff professional development: 2020 – 'Developing Effective Teams' and 'Instructional Coaching'; 2021 – 'Peer Observation'; 2022 – 'Growth Coaching' for selected staff.
- School leadership team to be established in 2020 comprised of Principal, Deputy Principals, MCS, 3 teacher representatives, union representation and EA representation.
- Base-line student performance information to be established in 2020. Performance data in 2021 will be compared to available 2020 data to establish more specific progress targets for 2022 and beyond.



2. ANALYSIS AND DISCUSSION OF DATA

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

To meet this domain, we will need to

- Establish protocols for data analysis processes and sharing of information.
- Establish moderation practices and timelines between colleagues within CVPS and similar local schools to ensure consistent and accurate judgements of student achievement.
- In addition to analysis throughout the year, an identified school development day is to be allocated to whole school data analysis to inform future planning.
- Share data sets and analysis with appropriate parent bodies (e.g. School Board).
- Use data to inform possible allocation of school resources and funds to maximise student outcomes.

TARGETS AND MILESTONES

To monitor how we are meeting this domain, the following targets and milestones will be measured

- The 'Disciplined Dialogue' process is established in 2020 as basis for interrogating student and school performance.
- For 2021 and beyond, all school and student data is centrally available to all staff to ensure whole school accountability and collective responsibility.
- Moderation timelines and processes are established for CVPS staff in 2020.
- Moderation timelines and processes are established for CVPS and Caversham PS in 2021.
- Moderation timelines and processes are established for CVPS, CPS, Brabham PS in 2022.
- Where possible, CVPS reporting schedule aligns with those for CPS and BPS to allow for greater moderation and accurate grading for like students.
- School and student performance data will be used when setting and adjusting annual school budgets from 2022 onwards. Initial three annual budgets will have focus on building required baseline resources.

3. A CULTURE THAT PROMOTES LEARNING

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

To meet this domain, we will need to

- Create classroom environments that are open, welcoming, safe, orderly, inclusive and target the needs of our students.
- Acknowledge that there is a collective responsibility for all staff to support our students, not just those in their classroom.
- Develop the social cohesion of our students through the use of 'The Morning Meeting', PBS expectations and matrix, and 'Zones of Regulation'.
- Identify and use school staff and external agencies (when required) to support student engagement in learning programs.
- Build the cultural understanding and competency of CVPS staff to respond to the needs of our students and families.
- Develop a learning environment that reflects our school community, values and cultures.
- Identify relevant communication methods and strategies to support parent understanding of classroom learning and teaching strategies.
- Develop school practices to support the continued development of staff knowledge and skills.
- Provide students with opportunities to feedback their views on teaching and learning programs and the school environment.

TARGETS AND MILESTONES

To monitor how we are meeting this domain, the following targets and milestones will be measured

- All staff use 'The Morning Meeting' at the beginning of each day to develop their class community and to know their students. Where possible DOTT is not provided at the start of the school day to support this initiative.
- Furniture purchased is movable to support flexible classroom set-ups to aid in developing learning environments that meet the needs of children.
- All teaching staff are provided with personal copies of 'The Morning Meeting' and 'Zones of Regulation'. All staff are provided with inductions on PBS.
- PBS matrix is developed in 2020, with appropriate visuals placed throughout buildings in 2021 (outside buildings and in common areas in 2022).
- Establish Reconciliation Action Plans (RAP) and EAL/D committees in 2020. Invite external experts (where available) to provide feedback in 2021/2022.
- Identify whole-school communication platforms in 2020. Provide parent support and information sessions from 2021.
- Collaborative DOTT is time-tabled for staff of like-year groups.
- Instructional coaches identified and provided professional learning in 2020 with initial coaching trial in 2021. Instructional Coaching to be expanded in 2022.
- All teachers to be trained in 'Peer Observation and Feedback' in 2021. Teaching staff to complete one 'Peer Observation' per term in 2021; with view to twice per term from Semester 2, 2022.
- Investigate the use of 'Pivot PL' with Year 6 children in 2021, with the possibility to include Year 5 students in 2022.

4. TARGETED USE OF SCHOOL RESOURCES

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

To meet this domain, we will need to

- Use school and student data to target the best use of available resources to meet the specific needs of our students.
- Identify and use a range of evidence based resources and teaching strategies to support remediation and extension.
- Readily provide resources that are culturally appropriate and reflective of our students and families.
- Use lease agreement funds to support staff professional learning that has the greatest impact on student development and progress.
- Make links with local early learning centres, parents groups, and high-schools to promote continuity of learning and development.
- Utilise wider school community as a relevant and essential resource to enhance student learning.

TARGETS AND MILESTONES

To monitor how we are meeting this domain, the following targets and milestones will be measured

- Base-line school and student data sets to be developed in 2020/2021.
- School and student data to be used in 2022 to establish the alignment of school establishment funding and resources purchased.
- Staff to investigate how high ability students are being catered for in classes in 2021.
- Establish PEAC testing in 2020.
- Identify possible/appropriate school-wide initiatives for high ability students during 2021.
- Implement appropriate school based initiatives for high ability and TAGS children in 2022.
- Lease funds from OSHClub to be used annually on staff development e.g.; 2020 – ‘Establishing effective teams’ and ‘Instructional Coaching’; 2021 – ‘Peer observation’, ‘High Intensity Teaching Strategies’, and ‘ISTAR lesson design’.



5. AN EXPERT TEACHING TEAM

The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

To meet this domain, we will need to

- Develop a process that identifies current and future leaders from existing staff.
- Provides leadership opportunities at multiple levels; curriculum, phase, school, Senior Teachers (ST), Level 3 Classroom Teachers (L3CT).
- Use targeted professional learning to meet the delivery of school-wide practices and teaching strategies.
- Establish strong induction processes for new staff entering CVPS.
- Develop a self-reflective and responsive staff through identified whole school practices.
- Identify and commit to whole school approaches that are research based.
- Develop effective professional learning communities that work collaboratively to deliver teaching and learning programs that provide relevant and meaningful learning experiences.
- Develop a staffing profile to assist in recruitment of people with diverse backgrounds, experiences, tenure and specialisation.



TARGETS AND MILESTONES

To monitor how we are meeting this domain, the following targets and milestones will be measured

- Investigate the use and implementation of the 'Western Australian Future Leaders Framework' in 2020/2021 as the basis for CVPS to identify and develop school leaders.
- Where appropriate and possible, use an 'Expression of Interest' approach for all leadership opportunities throughout the school.
- Actively promote, encourage and support staff to attain 'Senior Teacher' and 'Level 3 Classroom Teacher' status.
- Provide staff opportunities to access and be supported by current L3CT and ST at CVPS.
- Allocate funds to release new teachers to attend an induction day before starting at CVPS.
- Where possible all staff attend professional learning together for whole-school approaches.
- A school-wide 'lesson design' is identified in 2020 with professional learning and implementation from the beginning of 2021.
- A school 'change management process' is developed in 2021 to ensure that research based strategies are implemented thoroughly and monitored for effectiveness and impact on student improvement.
- Identify, encourage and support expert staff to deliver professional learning.
- If professional learning is delivered by external organisations, only those that use research and evidence based approaches will be contracted.

6. SYSTEMIC CURRICULUM DELIVERY

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

To meet this domain, we will need to

- Deliver deliberate and targeted instruction with explicit learning intentions, objectives, expectations and feedback to students on their performance and learning.
- Use EAL/D Progress Map to support students to access the curriculum.
- Develop explicit curriculum and operational plans that have a scope and sequence that target the needs of CVPS students.
- Use data to inform the next steps in all teaching and learning cycles.
- Ensure all staff are aware of the teaching and learning required for years above and/or below their class.
- Have staff develop and implement school plans which are regularly reviewed to determine their effectiveness.
- Implement early learning plans and practices to provide students with the best start to their schooling.
- Report student achievement and progresses regularly in a variety of forms.
- Develop explicit early intervention processes and strategies.
- Use System Summative Reports and Parent/Teacher interviews.
- Ensure parents, regardless of language background, can access and understand the curriculum and teaching and learning being delivered; and the reporting methods to summarise student achievement and progress.

TARGETS AND MILESTONES

To monitor how we are meeting this domain, the following targets and milestones will be measured

- A single, whole-school 'lesson design' (ISTAR) that clearly states learning intentions and outcomes to be implemented from the beginning of 2021.
- A process for classroom visits by school leaders, to support whole-school approaches to be established and implemented in 2021 with staff wide consultation.
- EAL/D Progress Map PL to be sourced and provided in 2020. Teacher 'experts' to be identified and further trained for ongoing support and PL at the school level.
- Staff consistently use student achievement data and feedback to analyse and diagnose the effectiveness of their teaching and respond to the needs of their class.
- Establish school committees in 2020 to develop learning scope and sequence that meet the delivery of the required curriculum and the needs of CVPS students.
- In 2021 new staff will be integrated onto school committees
- Early Childhood Education staff identify and establish identification, assessment schedules and intervention processes.

Staff are aware of the use of interpreters to support the communication of curriculum and learning programs with parents where English is not their first language or dialect.

7. DIFFERENTIATED TEACHING AND LEARNING



The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

To meet this domain, we will need to

- Use data to inform the research based teaching strategies implemented to support the different levels of students in each classroom.
- Apply differentiation to the curriculum and learning tasks to meet the learning needs of individuals.
- Establish learning environments where students are considered and involved, with opportunities to contribute to the learning program.
- Support students to set goals for their own learning and achievement.
- Use data to track individual student performance within a year, from year to year, and across their K – 6 learning.

TARGETS AND MILESTONES

To monitor how we are meeting this domain, the following targets and milestones will be measured

- Staff to be provided with whole-school data sets that identify individual, class, year level and school performance information.
- Staff are provided with professional learning and support on the analysis and interpretation of data sets.
- Data sets are used by staff to provide differentiated learning experiences to students.
- CVPS to establish a 'case management approach' process in 2021 to be implemented for identified students in 2022 (TAGs, SAER).
- All staff use a common 'documented plan' format when planning for students requiring additional support (academic, behaviour, attendance).
- A process to identify 'high ability' students is established and trialled in 2021, with further refinement in 2022 for full implementation.
- Committees collate, analyse and present to staff student and school performance information.
- A thorough handover process on student performance and needs is developed in 2020 and refined in 2021 to ensure new classroom teachers have required information to plan and cater for their students.
- In 2021 teaching staff are provided with a single lesson design, with on-going support to ensure its effectiveness.

8. EFFECTIVE PEDAGOGICAL PRACTICES

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

To meet this domain, we will need to

- Have engaged leaders with an understanding of our students, school staff and wider school community.
- Ensure Instructional Coaching is utilised by school staff.
- Establish effective means of communication with staff and develop and maintain professional working relationships.
- Use collaborative planning, teaching and assessment within CVPS and with other local schools.
- Engage with DoE support services (where appropriate) to continuously review and improve pedagogy and staff expertise.
- Use AITSL standards and Performance Management processes in a continuous improvement cycle.
- Use research to identify the 'characteristics' of a highly effective teacher and support the development across the staff.
- Engage in participative decision making and have representatives from all phases to develop and review whole school plans and practices.

TARGETS AND MILESTONES

To monitor how we are meeting this domain, the following targets and milestones will be measured

- CVPS identifies a distributed leadership model that reflects the skills and knowledge of its staff.
- School/teacher leaders are provided support (Coaching and Professional Learning) to undertake their leadership roles effectively. CVPS will contract Growth Coaching International to support these initiatives.
- All staff will be provided with their own copy of the book 'Crucial Conversations' when employed on a permanent basis. Loan copy will be provided for fixed term staff.
- CVPS will establish a clear and detailed Performance Management annual cycle that meets the requirements of the DoE, AITSL and the EBA.
- In 2020 CVPS will establish a process where all staff are provided with the opportunity to present their views/feedbacks on whole school plans and processes.



9. SCHOOL-COMMUNITY PARTNERSHIPS

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

To meet this domain, we will need to

- Clearly articulate the school's goals and direction.
- Provide a range of opportunities for parents and the wider community to be actively involved in the school and, where appropriate, decision making.
- Value the input of the school community and encourage collaborative approaches through consultation.
- Develop a range of effective communication methods to engage the wider school community on a regular and on-going basis.
- Coordinate a range of events/celebrations that involve and value our school community.
- Communicate student progress and achievement in a range of ways to parents and carers that consider their language backgrounds.
- Develop effective working relationships with external agencies, organisations and service providers to support students, families and wider community.



TARGETS AND MILESTONES

To monitor how we are meeting this domain, the following targets and milestones will be measured

- Through school community consultation (2019/2020) CVPS will identify its beliefs/values. These will be available to the school community via school documentation, parent 'Welcome Packs', and school website.
- Parent 'Information Sessions' will be conducted from 2021 onwards for whole-school initiatives with regular additional sessions.
- The role and profile of the School Board will be clearly promoted throughout the school community.
- A School Board, representative of the parent body, to be established in 2020 with opportunities for 'community' members to be invited for limited tenure.
- Beginning in 2020, and with the school board, CVPS will promote the National School Opinion Survey and interrogate the survey results.
- CVPS will identify, and hold school celebrations/events that are reflective of our community. Through classroom learning programs and school communication channels, the wider school community will be provided with information about other cultures and their celebrations.
- CVPS will have a clear attendance policy that is promoted throughout the school community with a target of 95% overall 'regular' student attendance.

GLOSSARY

ACSF = Aboriginal Cultural Standards Framework

AITSL = Australian Institute for Teaching and School Leadership

DoE = Department of Education

DOTT = Duties Other Than Teaching

EA = Education Assistant

EAL/D = English as an Additional Language or Dialect

EBA = Enterprise Bargaining Agreement

ICT = Information and Communications Technology

IPS = Independent Public School

ISTAR = Inform/Inspire, Show/Share, Try/Transfer, Apply/Act, Review/Revise

L3CT = Level 3 Classroom Teacher

MCS = Manager, Corporate Services

NAPLAN = National Assessment Program Literacy and Numeracy

NQS = National Quality Standards

OSHClub = Outside of School Hours Care

PBS = Positive Behaviour Support

PEAC = Primary Extension and Academic Challenge

PL = Professional Learning

RAP = Reconciliation Action Plan

SAER = Students at Educational Risk

SEN – Special Educational Needs

ST = Senior Teacher

TAGS = Talented and Gifted Students