

Business Plan 2015 - 2017



CANNING VALE
PRIMARY SCHOOL

School Vision

At Canning Vale Primary School, we are committed to creating a dynamic learning environment in which children will develop academic, physical, social and creative skills to become active and responsible global citizens.

Pride, excellence and respect underpin our vision. We strive to develop in our students

- The confidence to dream, believe, create and succeed in a rapidly changing world;
- The desire to learn so as to reach their full potential; and
- The commitment to develop environmental responsibility and social conscience



School Beliefs

Teachers are the key to students' success. They make a real difference and every student can be successful given the appropriate time and support.

Students work best when teachers effectively involve them in both ongoing action and reflection and provide learning experiences that are engaging, meaningful, relevant and realistic.

High expectations and early intervention are essential with data informing the next steps for meeting the needs of every student.

When students are taught then encouraged, they can be responsible for their own learning and acknowledge and accept differences in the learning abilities of each other.

The social curriculum is just as important as the academic curriculum.

A strong partnership between home and school is essential and is developed through mutual respect and trust.





School Context

Canning Vale Primary School is an attractive school that celebrated its 20th birthday in 2014. It has a very welcoming atmosphere with courtesy and mutual respect demonstrated by students and staff. The campus is bright and well planned with attractive art work and outdoor games that permanently enliven the environment.

The school's sense of tradition is embedded in a strong community culture and its values of pride, excellence and respect are clearly articulated by all members including students, staff and parents.

Staff aim to provide a learning environment that caters for the needs of all students and supports their academic, physical, social and creative skills. As such, teachers are committed to providing excellent standards of teaching and learning in all programs. Teachers select tools and resources that are reflective of best practice and provide students with a range of opportunities to become successful learners.



We are also committed to providing a healthy and safe learning environment. Appropriate behaviour is a top priority at Canning Vale Primary School and there is consistent behaviour management across the campus. We believe teachers have the right to teach, students have the right to learn and classroom and playground rules exist to protect these rights and ensure everyone's safety, involvement and enjoyment.



We encourage students to demonstrate active citizenship through their behaviour and practices both within and outside the school environment. Our focus is towards others rather than self-interest. We promote strategies that develop traits of resilience and leadership in both students and staff.

At Canning Vale Primary School, students learn tolerance, empathy and understanding first hand because we share the campus with an Education Support Centre. Students attending the Centre integrate into the primary school for activities whenever appropriate.

As an Independent Public School since 2012, we work closely and in partnership with our community, in particular the School Board and the Parents and Citizens Association (P&C). Together we strive to enhance the school environment to meet the current and future needs of our students and staff.

Phillippa Berkhout
Principal

Andrew McLean
2015 School Board Chair

At Canning Vale Primary School students are guided to be motivated, engaged and enthusiastic about their education

Focus Area	Target
English	<p>Increase the percentage of students in the stable cohort achieving high and very high progress in NAPLAN Reading and Writing.</p> <p>Years 3 and 5 students match or exceed like schools in Reading and Writing.</p> <p>Maintain and or improve the percentage of Year 3 and 5 students achieving in the top 20% above that of All Australian Schools in Reading, Writing, Spelling, Grammar and Punctuation.</p>
Mathematics	<p>Increase the percentage of students in the stable cohort achieving high and very high progress in NAPLAN Numeracy.</p> <p>Years 3 and 5 students match or exceed like schools in Mathematics.</p> <p>Maintain and or improve the percentage of Year 3 and 5 students achieving in the top 20% above that of All Australian Schools in Numeracy.</p>
Attendance	<p>Increase the rate of regular attendance to 90% or greater.</p> <p>Decrease the percentage of students who are categorised as at risk attendance.</p> <p>Implement action plans for students with regular non-attendance.</p>
Health and Well-being	<p>Decrease the % of students who struggle with making and maintaining friendships.</p> <p>Increase positive student satisfaction (as measured through student survey tools).</p>



Broad Strategies	Milestones
<p>Implement effective pedagogy throughout the school</p>	<p>All staff have received training according to the Canning Vale Primary School Professional Learning plan.</p> <p>All teachers have developed confidence to effectively teach the Australian Curriculum (WA) according to system requirements.</p> <p>All teachers confidently and effectively monitor student achievement using the Australian Standards.</p> <p>All teachers confidently and effectively report student achievement.</p> <p>The implementation of a whole school approach to the teaching of English, Mathematics and Science is evident in all classrooms.</p> <p>All staff effectively use ICT.</p> <p>All children accept responsibility for their own progress and set SMART goals.</p> <p>Identified EAL/D students make progress against Progress Maps.</p>
<p>Use school and system assessment data to inform and enhance teaching and learning programmes</p>	<p>All teachers implement a whole school data collection schedule.</p> <p>Evidence of moderated teacher judgements.</p> <p>Families are informed about student progress at least four times a year.</p> <p>Student achievement tracking from Kindergarten – Year 6.</p>
<p>Establish student services team to provide support and advice about students at risk</p>	<p>Student attendance rates increase.</p> <p>A case management approach is implemented for all students identified as being at educational, behavioural or social-emotional risk.</p> <p>The student services team meets regularly to monitor case management plans.</p> <p>Teachers report confidently about students at educational risk using the SEN (Student with Educational Needs) planning software.</p> <p>The curriculum is explicitly differentiated to meet the learning needs of all students.</p>
<p>Continue environmental committee; membership to include students.</p>	<p>Students and staff engage with the Learning Garden and other school environmental projects.</p>
<p>Through targeted teaching maintain a culture of high standards of presentation, behaviour and general attitude.</p>	<p>Students effectively use the school presentation guidelines and editing process.</p> <p>Students demonstrate school pride and respect to their peers, teachers and visitors.</p> <p>The number of students attending Reflection Room decreases.</p>
<p>Student achievement is celebrated.</p>	<p>Student honour boards are established.</p> <p>The Biennial Student National School Opinion Survey (NSOS) and school survey results are positive.</p>
<p>Enhance leadership opportunities for students.</p>	<p>Eco Team is functional.</p> <p>Student Leaders and House Captains are appointed from Year 6.</p> <p>Playground buddies are trained and effective.</p>

At Canning Vale Primary School all staff will be supported in their quest to develop best practice, skills and knowledge

Focus Area	Target
Expert teachers	Implement and evaluate the effectiveness of whole school programs in Literacy and Numeracy. Increase teacher ability to analyse data sets and plan for student improvement. The AITSL Professional Standards for Teachers are used by teachers as part of the Performance and Development Process.
Health and Well-Being	Build staff relationships.
Leadership	Increase the number of staff in leadership positions.

Broad Strategies	Milestones
Staff meetings dedicated to professional learning	Topics , generated by teachers, are timetabled, published and new learning is implemented. Analysis of regular staff satisfaction surveys lead to planning for improvement. ACARA General Capabilities and Cross-Curricula priorities are evident in teaching.
Whole school practices are implemented	Implementation of whole school scope and sequences.
Re-introduce Interruption Free times on daily timetables and on school calendars	Interruption free time is evident on year level timetables. There are interruption free weeks throughout the year.
National Quality Standards training	All staff Kindergarten – Year 2 are trained in National Quality Standards (NQS). Early Childhood Education policy and practices are written and implemented by the end of 2015. All staff are aware of the NQS. All staff are aware of the 2015 Australian Early Development Census (AEDC) results. Early childhood staff use the AEDC information to help shape strategic responses at our local level.
Establish a staff health and well-being committee	Staff sectors are represented on a Health and Well-Being Committee (H&WB). The H&WB committee highlights and celebrates staff achievement. The H&WB committee makes recommendations for activities and events that focus on improving staff health and well-being. The Biennial Staff National School Opinion Survey (NSOS) and school generated survey results are positive.
Regular specific feedback to all staff	Regular feedback is provided to all staff. Following the publishing of NAPLAN each year, feedback is provided to teachers (2 - 6) about student performance against the academic targets.
Enhance leadership opportunities for all staff	The distributed leadership model continues and provides staff with opportunities to lead and participate in multiple aspects of the school.



Effective Partnerships

At Canning Vale Primary School, we develop strong, sustainable, positive and productive partnerships so that student learning outcomes are enhanced

Focus area	Target
Sponsorship	Increase sponsorship to the school.
Partnerships	Create and establish a parent directory of skills. Maintain current partnerships and seek new links with outside agencies. Establish new partnerships that result in additional school income/resources/in kind support. Ensure an effective School Board.

Broad Strategies	Milestones
Develop staff knowledge about effective communication with parents	<p>All staff use multi-modal forms of communication with parents.</p> <p>Parents participate in a range of workshops (topics generated by parents and staff).</p> <p>Parents and members of the school community form part of the School Beautification Project Committee.</p> <p>The School Volunteer Project grows in numbers and effectiveness.</p>
Provide opportunities for the school community to engage in school decision making	<p>The School Board is effective.</p> <p>The School Board formally acknowledges the work and contribution of others.</p> <p>The P&C actively engages with the school.</p> <p>Essential documents are translated.</p>
Continue environmental committee with parent membership	<p>Interested parents engage with the Learning Garden and other school environmental projects.</p> <p>The Fitzroy Garden is established.</p>
Invite students from partnership universities to conduct after school/in school specialist drama/dance groups	<p>Students attend after school/in school specialist groups.</p>
Maintain a calm and orderly environment that promotes a positive school tone	<p>Rules, expectations and practices are clear, fair and consistently implemented.</p> <p>Counselling conversations maintain a student's privacy.</p> <p>Disputes and complaints are effectively managed.</p> <p>Discussions with parents demonstrate respect and courtesy from both parties.</p>
Maintain and strengthen positive school/community relationships	<p>The Biennial Parent National School Opinion Survey (NSOS) and School Survey results are positive.</p> <p>Positive School Board feedback about school's self-assessment and performance.</p> <p>Parents engage with the school.</p> <p>The Fathering Project is established by the P&C.</p>

Where everyone is accepted



PRIDE EXCELLENCE RESPECT

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