

STRATEGIC PLAN

2020-2022

"We grow"

This strategic plan presents the direction and intent of Clifton Park Primary School over the next three years. It provides a commitment to the school community, direction to the school staff, and a promise to our students to hold their success at the forefront of all our decisions. The underlying focus of this plan is to emphasise students and staff reaching their potential through growth and development. Our belief is that it is within an environment of care and nurture, that this is possible.

small
school =
big
impact



Our VISION for 2020-2022



Our students...



Socially connected

- Respect
- Inclusivity
- Confident
- Friendly



Strong sense of wellbeing

- Pride in self
- Intrinsic motivation to succeed
- Confident in their strengths
- Physically healthy
- Safe



Reaching their potential

- Academic growth
- Growth and personal best
- Celebrate success



Our practice...

Nurturing environment

- Our environment fosters trust, care and understanding
- Staff who guide, encourage and value



Community partners

- Fostering whole community relationships
- Working together to bring the best outcomes for our students



Holistic approach

- Learning goals to enable all students to achieve their potential across all developmental areas



small school = **big** impact

Small school *with* **BIG IMPACT**

NATURAL ENVIRONMENT

Our natural setting provides a unique environment for our students to learn and play.



SUPPORT

Our small school, relationship focus means we can provide support for students at all levels.



COMMUNITY

We are proud of the history of our school and welcome many multi generational families to our school.



GROWTH

With small cohorts of students in each year level, we ensure each student fulfils their potential through growth and development.



OPPORTUNITY

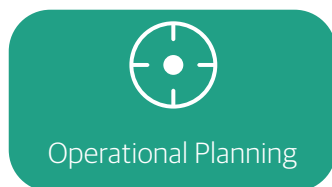
We are committed to ensuring our students have the opportunities of larger schools.

small **school** = **big** impact

School Improvement CYCLE



Our school strategic plan directly responds to the Department of Education's Strategic Plan and yearly Focus documents. We ensure success for all students, high quality teaching, effective leadership and strong governance and support. Clifton Park Primary School will continually seek growth and embed change through a vigorous school self assessment and planning cycle.



School based planning documents provide a structured direction with short term goals achievable in a 12 month timeframe. These plans and goals directly serve as milestones and detail who is responsible for implementing strategies as listed in this longer term plan.



Classroom planning directly impacts on student achievement and is an important element of any whole school planning. Teachers engage in collaborative opportunities to make sure their classroom planning is aligned to the operational and strategic plans.



Clifton Park Primary School participates in a collaborative self reflection and performance review process each year. This includes important dialogue with the School Council. An Annual Report is presented each year against the focus areas and targets of this strategic plan. The school has a formal review every three years.

Our **FOCUS** AREAS



Partnerships

We want our students, parents and staff to experience social relationships that are positive, supportive and built on a foundation of empathy. We create partnerships with our community that are open, trusting, and respectful. This creates a culture that fosters engagement and transparency within our school where our students are at the heart of all intentions.



Teaching, Learning and Leadership

We teach solid foundations that ensure our students enjoy being the best they can be. With a focus on growth and potential, we challenge our students and ensure that all students have opportunities to be successful.



Wellbeing

We want our students and staff to be healthy and balanced. They will be confident, resilient and physically active. We develop their thinking skills, and ensure that they have opportunities to play and build their social competencies. We want our students and staff to have a positive sense of wellbeing, within a place of safety and belonging.

Nurtured through a modern learning environment which is flexible and interactive. We make the most of our space, and ensure that our natural setting is accessible and celebrated.



PARTNERSHIPS

Strong Partnerships 01

Foster strong and sustainable partnerships with our School Council and P&C.

Communication 02

Use effective and transparent communication strategies to strengthen relationships between staff and parents to support students.

Belonging 03

Capture our parent voice and enhance a sense of belonging for families within our classrooms.

Engage 04

Build confidence in our community of high quality teaching and learning through engaging families in their child's learning.

Services 05

Make deliberate use of partnerships within the community to enhance the learning outcomes of students.



small school = big impact

Foster strong and sustainable partnerships with our School Council and P&C

You will see:

- School Council members who have a clear understanding of their role and responsibilities
- A broad representation of parents, community members and staff fulfilling their understood role
- Discussion and evaluation within the school Self-Assessment Schedule with dialogue about what the information means
- A structured policy review schedule ensuring consultation appropriate to each policy is achieved

Measured by:

- Increased rating on the School Council Effectiveness Survey 2020; 2021

Strong Partnerships 01

Use effective and transparent communication strategies to strengthen relationships between staff and parents to support students

You will see:

- School provides regular, positive communication which engages families and encourages involvement in the school
- Communication strategies within the school are predictable, clear, effective and meet the needs of all parties
- School teams have established communication systems which ensure whole school participation in decision making and collaboration

Measured by:

- National School Opinion Survey 2021; 2023 (Staff and Parent)
- Macklin and Zbar Preconditions Rating Scale 2020; 2021

Communication 02

Capture our parent voice and enhance a sense of belonging for families within our classrooms

You will see:

- Meaningful parent engagement which builds the capacity of our families to support students in their learning
- School community events showcasing our students celebrating their success (eg. Athletics Carnivals, Art displays etc)

Measured by:

- Parent attendance and feedback of school events
- Enrolment trends
- National School Opinion Survey 2021; 2023
- Yearly event calendar
- Parent Engagement Survey 2020; 2022 (Karen Mapp)

Belonging 03

Build confidence in our community of high quality teaching and learning through engaging families in their child's learning

You will see:

- Meaningful parent engagement which builds the capacity of our families to support students in their learning
- School community events showcasing our students celebrating their success (eg. Athletics Carnivals, Art displays etc)

Measured by:

- Parent attendance and feedback of school events
- Enrolment trends
- National School Opinion Survey 2021; 2023
- Yearly event calendar
- Parent Engagement Survey 2020; 2022 (Karen Mapp)

04

Engage

Make deliberate use of partnerships within the community to enhance the learning outcomes of students

You will see:

- Effective implementation of detailed SAER policies and practices
- Staff know of services that are available to families, and provide support to access them (eg. CAMHS)
- School systems facilitate access to support services (eg. Chaplain, School psychologist and Child Health services) through structured referral processes
- Greater involvement within the school of outside services through deliberate connections

Measured by:

- Social Emotional Wellbeing Survey 2021
- Referral rates and early intervention in Early Years
- National School Improvement Tool – Differentiated Teaching and Learning 2021
- PBS Tiered Fidelity Inventory

05

Services



Specialist AREAS

Digital Technology

Our integration of digital technologies is a balanced approach to learning general capabilities and critical thinking. With dedicated staff in this area, all classrooms have access to an exceptional technology program.



The Arts

Our school has specialist Music and Visual Arts teachers who provide our students with amazing opportunities. Our corridor oozes culture, with a proud display of student artwork. Our school music program includes a choir and access to the instrumental music program.



Japanese

Our Languages Other Than English curriculum is based on the Japanese language, delivered by our passionate specialist teacher. This supports our students with a structured pathway into the languages programs at our local secondary schools.



Teaching, LEARNING and **LEADERSHIP**

Growth

01

Ensure every student and staff member has a story of growth, with evidence of our school's impact on that growth.

Shared

02

Develop and embed a shared pedagogical framework which includes a set of agreed beliefs about how students learn best.

Foundations

03

Focus on what matters most through evidence based, targeted teaching of literacy and numeracy foundations.

Informed

04

Focus on data to inform an evidence based teaching and learning program in all classrooms.

Alignment

05

Build alignment of school planning and delivery across whole school, including supporting multiyear age groupings.



small **school** = **big** impact

Ensure every student has a story of growth, with evidence of our school's impact on that growth

You will see:

- A continuous professional learning cycle that targets building whole staff capacity in school initiatives, priorities and focus areas
- Clear processes and structures for recording and communicating student progress
- Differentiated classroom practices in all classrooms, by all teachers, supported by highly effective instructional leadership
- Clear and hierarchical structures and screening tools being used within an effective SAER model to break down barriers to growth
- Alignment of resources to programs which are selected through a data-based, collaborative inquiry response to student need
- Growth celebrated and acknowledged across all domains of development
- Distributed leadership opportunities are created within staff structure and aligned to system and strategic directions

Measured by:

- National School Improvement Tool – Targeted Use of School Resources 2021
- National School Improvement Tool – An Expert Teaching Team 2020
- Student Achievement Data Sets
- Performance Management Self Reflection 2020
- Annual SAIF Self Reflection – Student Achievement and Progress



Develop and embed a shared pedagogical framework which includes a set of agreed beliefs about how students learn best

You will see:

- A consistent understanding amongst all staff of what best practice, high impact teaching looks like
- Shared beliefs of effective teaching published and celebrated within the community
- Development of a pedagogical framework which is beginning to be adopted across all classrooms
- Regular performance feedback provided to all staff related to this pedagogical framework

Measured by:

- Performance Management Self Reflection 2020
- National School Improvement Tool – Effective Pedagogical Practices 2021
- Annual SAIF Self Reflection – Teaching Quality

01

Growth

02

Shared

Focus on what matters most through evidence based, targeted teaching of literacy and numeracy foundations

You will see:

- Leadership team emphasising and successfully creating enabling conditions to maximise outcomes for students
- Consistent implementation of whole school programs and instructional strategies in literacy and numeracy, selected carefully on research and evidence
- Teaching programs utilising resources which are accessible, available and well maintained
- Intentional data use clearly showing individual student proficiencies specific to literacy and numeracy
- Create classroom environments that are "teaching sanctuaries" by preserving teaching time for what matters most

Measured by:

- Parent attendance and feedback of school events
- Enrolment trends
- National School Opinion Survey 2021; 2023
- Yearly event calendar
- Parent Engagement Survey 2020; 2022 (Karen Mapp)

Foundations 03

Focus on data to inform an evidence based teaching and learning program in all classrooms

You will see:

- Driven whole school data collection framework within the self-assessment schedule which includes
 - relevant data for learning and
 - systemic school data for measuring school impact
- Teachers interrogating student data that is relevant to their teaching
- A culture where data is used continuously, collaboratively and effectively, built on foundations of strong data literacy to problem solve barriers to student achievement

Measured by:

- National School Improvement Tool – Analysis and Discussion of Data 2020
- National School Improvement Tool – An Explicit Improvement Agenda 2020
- High Impact Teaching Strategies Audit (Jim Knight)

Informed 04



Build alignment of school planning and delivery across whole school, including supporting multiyear age groupings

You will see:

- School wide documentation which clearly details expectations for what happens in classrooms at CPPS, across all learning areas
- Development of clear curriculum directions from leadership team, in consultation with teaching teams
- Practical, consistent, coherent and sequenced school curriculum delivery plans which are being implemented in classroom planning
- Clearly articulated links through strategic, operational and classroom levels of school planning, which are identified by all staff

Measured by:

- Performance Management Self Reflection 2020
- National School Improvement Tool – An Explicit Improvement Agenda 2020
- National School Improvement Tool – Systematic Curriculum Delivery 2020
- Annual SAIF Self Reflection – Leadership

05

Alignment

OPPORTUNITIES

Opportunities
for **leadership**
development



small
school =
BIG
opportunities



Opportunities
for **sport**

small school = big impact

WELLBEING

People

01

Enable the personal wellbeing of all people within the CPPS community through cohesion and equity.

Policy and Practice

02

Focus our policies and practices on promoting a flourishing community.

Social Values

03

Develop our student's social competencies through an emphasis on social emotional learning..

Physical Space

04

Create natural, orderly, flexible, physical spaces which promote learning and celebrate positive wellbeing.

Explicit

05

Ensure that social emotional health is explicitly taught, discussed and measured as an important part of our core business.

Enable the personal wellbeing of all people within the CPPS community through cohesion and equity

You will see:

- Under a model of wellbeing, every staff member working relevant to their role and within their strengths
- A comprehensive multitiered system of support optimising the wellbeing of all in the community with universal, targeted and individualised supports
- Staff and students engaged and connected to the school community, demonstrated through
- High levels of attendance
- Engagement in learning programs
- Students are actively involved in decisions about building a culture of positive wellbeing
- High levels of connectedness are evident between all members of the school community

Measured by:

- Annual School Attendance Data
- Staff Wellbeing Survey 2020; 2022



Focus our policies and practices on promoting a flourishing community

You will see:

- Clear school policy and procedures which promote a supportive school environment, and provide a consistent framework to guide school action
- A positive culture being developed through the consistent and knowledgeable use of a positive behaviour support framework
- School routines and practices which are balanced, efficient, effective and consistent to support staff wellbeing and offer protective factors in the wellbeing of students

Measured by:

- PBS Tier 1 Implementation Data Sets
- School Wellbeing Data Sets (TBC)
- School Workload Advisory Committee

02
Policy and
Practice

Develop our student's social competencies through an emphasis on social emotional learning

You will see:

- Students navigating social situations within the community, with appropriate and varying levels of support
- A comprehensive multitiered system of support for social emotional learning, with clear processes for intervention
- Early years focus on intentional play based learning to develop social competencies
- Agreed school values being taught as part of a social emotional curriculum
- The school's values systems embodied by all members of the community

Measured by:

- Annual School Behaviour Data
- PBS Tiered Fidelity Inventory

03
Social
Values

Create natural, orderly, flexible, physical spaces which promote learning and celebrate positive wellbeing

You will see:

- Flexible and inviting learning spaces to promote active engagement and support social interactions
- Creative, natural play spaces which foster connection to nature and developmentally appropriate play based learning
- Orderly school and classroom environments which embody a sense of calm to promote learning

Measured by:

- National School Opinion Survey 2021
- Annual Occupational Health and Safety Audits
- Wellbeing – Physical Space Audit
- PBS Data Sets

04

Physical
Space

Ensure that social emotional health is explicitly taught, discussed and measured as an important part of our core business

You will see:

- Explicit teaching of social emotional capabilities, with dedicated and prioritised classroom time
- A developmentally appropriate, comprehensive and engaging social and emotional learning curriculum is taught across all year levels
- A clear understanding amongst all staff of evidence based strategies to support students to positively resolve conflicts and disagreements
- The whole school self-assessment schedule of data inclusive of social emotional data sets for collaborative inquiry

Measured by:

- Program Implementation Fidelity – SEL
- Student Achievement Data Sets
- Annual SAIF Self Reflection – Student Achievement and Progress; Learning Environment

05

Explicit



Our **TARGET** INSTRUCTIONAL *Areas*



These areas will be explicitly addressed within our Operational Planning as key instructional areas for focussed improvement, within the life of this Strategic Plan. We acknowledge that student growth in these areas will directly impact our School Improvement Targets.

SCHOOL *Improvement* TARGETS



Year 3 and Year 5 students will perform at or above the standard for like schools for Reading by 2022.



Year 3 and Year 5 students will perform at or above like schools for Punctuation and Grammar by 2022.



Increase the percentage of Year 5 students in the top 20% of the Australian Math distribution.

Reduce the percentage of Year 3 and Year 5 students in the bottom 20% of the Australian Math distribution.



As measured on the *Be You Reflection Tool* an average rating of "Agree" when parents, staff and leadership surveyed.

As measured on the *Positive Behaviour Support School Evaluation Tool*, 100% implementation across all seven features.

As measured using the Positive Behaviour Support Tiered Fidelity Inventory, the following ratings apply:

- Tier 1: 100%
- Tier 2: 80%
- Tier 3: 50%

Positive BEHAVIOUR SUPPORT (PBS)



Our school is implementing the Positive Behaviour Support (PBS) framework through our school practices. PBS is an evidence based approach to teaching positive social emotional behaviours and expectations that will lay a platform for our learning programs. It promotes and builds a positive and safe school environment where expected behaviours are explicitly taught and reinforced. Most importantly, PBS is a way to support everyone to create a school where all students are successful across all domains of learning.

Our students receive a range of acknowledgements, including GROWjo points, Clifton Gold certificates and badges, and a range of end of year awards. Within this Strategic Plan there are specific targets within the implementation of PBS which our school will work towards. These include:

- **Demonstrating readiness to move into Tier 2 and 3 implementation**
- **Increased fidelity score on our Self Evaluation Tool**
- **Consistent and explicit use of Tier 1 practices as measured through our Team Implementation Checklist**



Clifton Park Primary School
Lucy Victoria Avenue, Australind
Western Australia 6233

Phone 9796 7300
cliftonpark.ps@education.wa.edu.au

