



# Cloverdale Primary School Business Plan



**2018 - 2020**

**STUDENT SUCCESS ♦ TEACHER IMPACT ♦  
CONNECTED COMMUNITY**

**AIM HIGH & SOAR**

## FOREWORD

Cloverdale Primary School's motto is to Aim High and Soar. This is promoted through our values of Safety, Organisation, Achievement, Respect and Responsibility.

Our school is staffed by very experienced teachers, administration and assistants who have shown a commitment and dedication to the students, school and community over a long period of time. We have a focus on whole school approaches, collaboratively working together in order to meet the needs of every student.

The Cloverdale Primary School Business Plan is underpinned by the Department of Education's Strategic Plan 2016-19 "High Performance – High Care" and Classrooms First Strategy.

### Success for all students

### High quality teaching

### Effective Leadership

The intent of the Business Plan is to improve student outcomes through a focus on *Successful Students*, *Staff Impact* and *Connected Community* which will enhance the learning experiences, learning environment and ongoing success of all students at Cloverdale.

The Business Plan will be underpinned by a series of whole-school operational plans and Phase of Development team plans.

Clear expectations have been articulated for teachers to align Phase of Development and Classroom planning with the goals of the strategic and operational plans.

At the heart of our approach to school improvement and accountability is the expectation that staff will ask themselves three simple questions:

- What are we seeking to achieve?
- How well are we doing?
- How can we improve?

Our School Improvement and Accountability Cycle focuses on school staff examining information and assessing the performance of our school by:

- assessment and review of Student Performance Data (academic and non-academic) with staff and School Board;
- developing plans to address areas where the evidence tells us improvement is most needed; and
- putting plans into effect and checking they have had the intended impact.

The Cloverdale Primary School Business Plan is consistent with departmental policies and procedures associated with accountability, corporate governance, resource allocation and school improvement.

## OUR SCHOOL & COMMUNITY

Cloverdale Primary School became an Independent Public School in 2015 and underwent a successful School Review at the end of 2017. Whilst Cloverdale Primary School has been an established school within the area for many years, the current Cloverdale Primary School was established with new buildings in 1998 after combining with Whiteside Primary School. It is within the City of Belmont, an older, inner metropolitan suburb 9 kilometres from Perth's CBD.

Our school caters for a student population that is representative of a variety of ethnicities, cultural and socio-economic backgrounds. A Level 5 Primary School, Cloverdale has an experienced staff that is committed to the success and well-being of our considerably diverse student population and work inclusively with an on-site Education Support Centre. We have high levels of pastoral care and a strong, supportive behaviour management system implementing Positive Behaviour in Schools and the You Can Do It Program. Cloverdale has strong partnerships within our local community with a supportive and active School Board and P&C. These elements were all commended in our previous School Review.



## Cloverdale Vision

At Cloverdale Primary School we champion Student Success, Staff Impact and a Connected Community.

Our vision for Cloverdale Primary School is that our school is a place of connectedness and care where all members of the school community can belong and experience success academically, socially and emotionally. They can follow our motto of Aim High and SOAR

## AIM HIGH and SOAR

Following from the 2015-2017 Business Plan, the Aim High and SOAR motto is built within our school culture as a way to initiate discussions regarding choices students make within the school. The 2018-2020 Business Plan will see Aim High and SOAR be integrated within our social and emotional learning program by utilising the WA Health and Physical Education Program as well as embedding whole school change with the "You Can Do It" program.



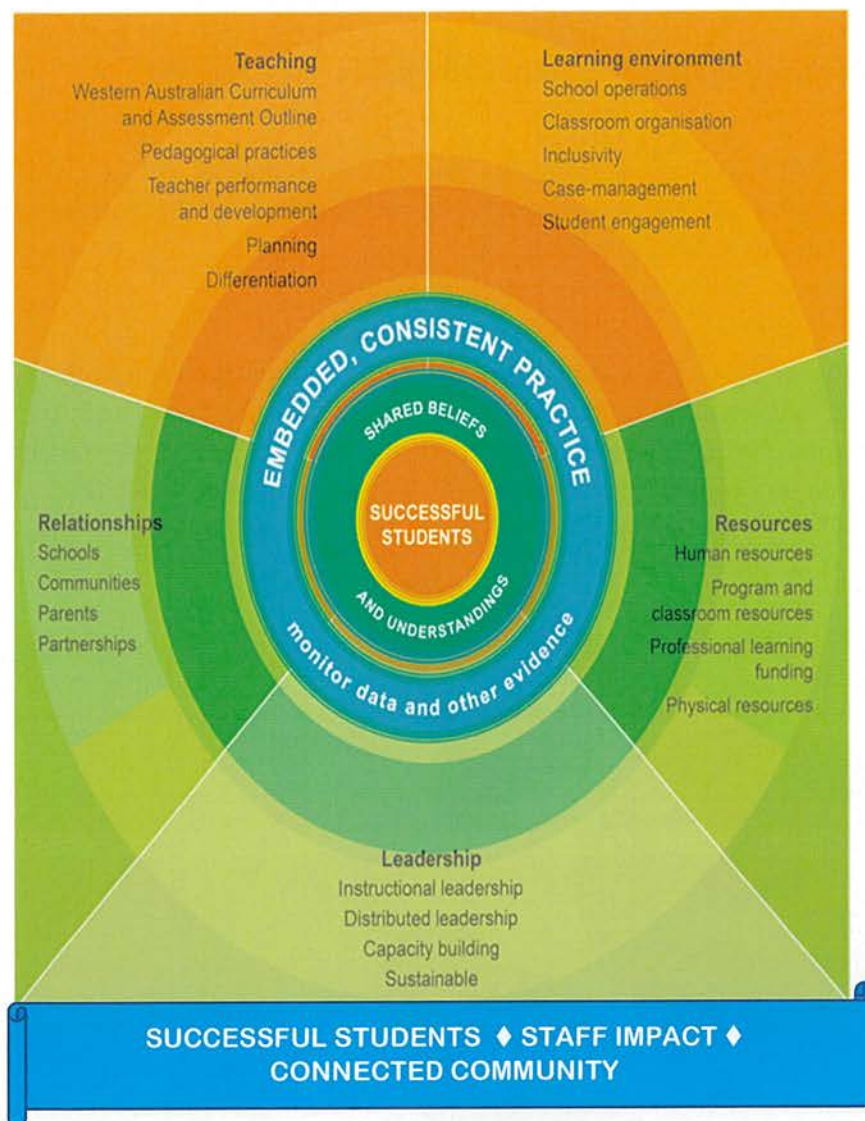
### Expectations from all members of the School Community – The Cloverdale Way

- High expectations for students, staff and parents – The Cloverdale Way.
- Cloverdale Values are clearly visible in language and actions of students, staff and parents.
- Processes of continual reflection and rigorous self-assessment underpin a focus on academic and non-academic improvement.
- Collaborative and contemporary evidence-based effective teaching practices that value add to our students' success.
- Partnerships between students, staff and parents that foster positive participation and inclusion to improve opportunities and outcomes for students.
- A supportive and inclusive culture that engenders a spirit of connectedness and acceptance of diversity.
- Resourcing that is aligned with our Business Plan and School Targeted Initiatives that meet the needs of our community.

## BUSINESS PLAN DEVELOPMENT

The 2018-2020 Business Plan has been a culmination of the previous Business Plan (2015-2017), DES review recommendations, system policy and input from staff, school community and our School Board. It is linked to the systemic objectives of the Plan for Public Schools. There is a focus on explicit teaching and learning strategies that are targeted to specific groups of students, providing them opportunities to access the curriculum in differing ways, supported by a Positive School Culture.





The Business Plan focuses on students, staff and the community as being partners in learning and that all key stakeholders have roles to ensure success in both academic and non-academic contexts. The Business Plan is underpinned by **Successful Students, Staff Impact and Connected Community**.

From the recommendations from the DES review, we have formulated our Business Plan using four key headings. These give the school a focus on School Improvement and address the areas in the School Improvement Diagram. Each of our Focus areas will have key headings with strategies that will address our improvement plan over the course of the Business Plan. Each of our focus areas have targets that are specific and accountable.

Our Business Plan Focus areas will be underpinned by operational plans; including eight learning area operational plans that will have both a strategic and annual focus with targets.

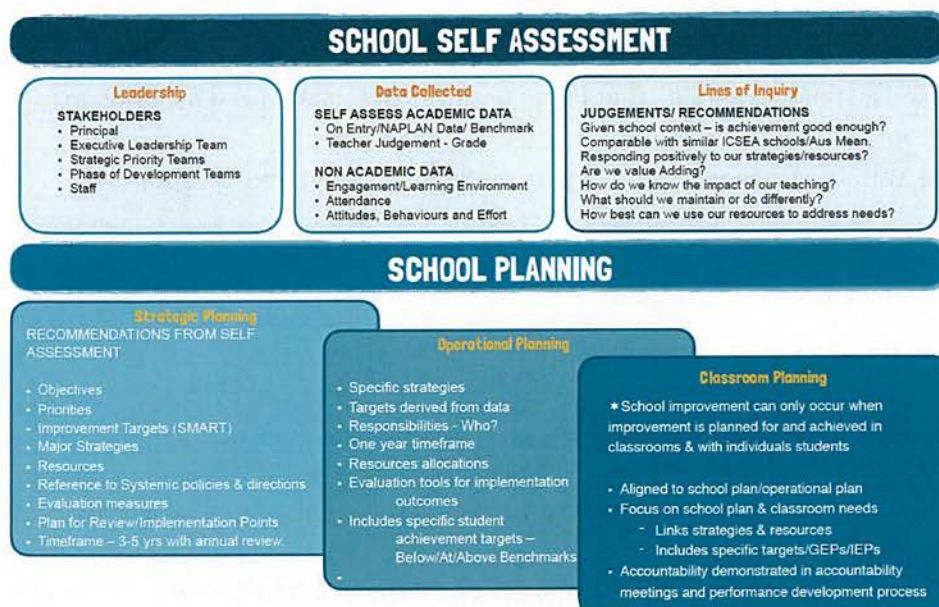
## SCHOOL SELF ASSESSMENT

Rationale: Strategic (long term) to operational (annually) to classroom (5 weeks /termly) to groups/ individuals.

**Self-Assessment** results in judgements about the standards of student achievement and the

effectiveness of school processes in maximising student achievement in both academic and non-academic areas.

**Self-Review** is reported through our Annual Report and the Online Standards Review and is based on System Assessment information and Self-Assessment of school processes and student achievement.





## FOCUS AREAS

### Key Focus 1: Effective Teaching and Learning

Link to High Performance/High Care:  
Teaching and Learning from DPA & School  
Improvement, Focus documents.

Rationale: The teaching and learning program aims to ensure that all students receive effective teaching pedagogy that is rich in curriculum content and caters for differing students' strengths and interests. Staff make deliberate and intentional decisions in effectively utilising data as a tool for planning. Partnerships with parents will encourage learning at home and enable students to make connections to school with what they are learning within their home environment. Teachers will work collaboratively to ensure that outcomes are met across cohorts.

	Key Strategies	Accountable Milestones <i>Student Success, Staff Impact, Connected Communities</i>	Key Programs/ Documentation of Delivery
Curriculum	Familiarisation and application of the Phase 2/3 WA Curriculum Areas (Health and Physical Education, Languages, The Arts, Technologies)	<ul style="list-style-type: none"> <li>• Scope and Sequence developed in Technologies implementation, Health Curriculum, Arts Making and Responding skills and Language skills (LOTE).</li> <li>• Operational Plans (OP) in each of the new Learning Areas to be reviewed biennially.</li> <li>• Professional Development for staff in each Learning Area as planned. (Sprints)</li> </ul>	<ul style="list-style-type: none"> <li>• The Arts- Drama P-6, Media arts 3-6, Visual Art P-2</li> <li>• HPE- P-6</li> <li>• Technologies Design Sem.1, Digital Sem.2</li> <li>• Languages 3-6</li> </ul>
	Integration across learning areas to enhance connections and enable critical thinking processes to apply.	<ul style="list-style-type: none"> <li>• The Arts and English Literature and Literacy explicit links in English and Arts OP</li> <li>• Technologies and Mathematics to have explicit links in Learning Area OP</li> <li>• Critical thinking general capability to be in each operational plan.</li> <li>• POD planning to have critical thinking plans and processes to enable students to be engaged</li> <li>• De Bono's Hats to be introduced through Barrie Bennett instructional practice.</li> <li>• Blooms taxonomy to be embedded as part of planning for unit work.</li> </ul>	<ul style="list-style-type: none"> <li>• De Bono Thinking Hats</li> <li>• Blooms Taxonomy</li> </ul>
	Effective use of ICT, particularly integrated across learning areas with the Digital Technologies Curriculum	<ul style="list-style-type: none"> <li>• Digital Technologies OP to specify yearly targets for integration.</li> <li>• ICT to form part of Writing/Creating strand in English Learning Area</li> <li>• Transitions from Substitution/Augmentation to Modification/Redefinition in SAMR model.</li> <li>• Computer room timetable</li> <li>• HASS skills to have elements of integration to ICT for students to produce information using technologies eg graphic timeline etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Technologies Operation Plan.</li> <li>• HASS Operation Plan</li> </ul>
	Embedded Cross-Curricula priorities and General Capabilities across all eight Learning Areas. (ICT and Critical Thinking)	<ul style="list-style-type: none"> <li>• English Operational Plan to have termly Cross-Curricula Priorities embedded</li> <li>• All Learning Area Operational plans to embed elements of critical thinking (From General Cap., Blooms, De Bono etc)</li> <li>• Personal and Social Capability to be linked with Civics and Citizenship and Health Curriculum through YCDI</li> <li>• Intercultural Understandings to be embedded with Cross-Curricula priority (ATSI History and Culture and Engagement with Asia)</li> </ul>	
	An informed teaching, learning and assessment cycle is to be used to ensure assessment is valid and connects to	<ul style="list-style-type: none"> <li>• Talk 4 Writing Implementation of Gradual Release</li> <li>• Brightpath and Moderation assessments to be instrumental to guide and inform practice</li> <li>• Use of PAT suite to inform weaknesses in groups of students learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk 4 Writing Scope and Sequence</li> <li>• Grammar Scope and Sequence</li> </ul>



	developmentally appropriate learning programs aligned to WA Curriculum	<ul style="list-style-type: none"> <li>• Development of appropriate mathematic assessments to track student's progress.</li> <li>• Consistent approach to teaching practices and programs using POD planning as a catalyst</li> <li>• Barrie Bennett Instructional Practice Program-Concept Attainment to ensure consistent approach to explicit understanding of concept.</li> <li>• Strategic 3 yr plans and Annual Operational Plans to be developed for for all Learning Areas.</li> <li>• Assessment schedule to be part of Learning Area operational plans and reviewed annually.</li> <li>• Establishment of leaders for various projects to implement teaching and learning strategies including oversight of operational plans.</li> <li>• Use of Dashboard, EARS and SAIS to inform NAPLAN progress of particular demographic groups.</li> <li>• Deliberate analysis of C-Nap to identify weaknesses and strengths of students during off NAPLAN years.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Strategies Scope and Sequence</li> <li>• Assessment Schedule</li> <li>• Operational Plans- All Areas</li> <li>• Strategic Intent Plan- All Areas.</li> </ul>
	Adequate resourcing to increase ICT engagement for students and staff aligned with WA Curriculum and school/system needs.	<ul style="list-style-type: none"> <li>• Audit of current ICT resources and structures in school – to be reviewed annually.</li> <li>• Roll-Out plan to incorporate transitioning of devices on 3 Year Lease Plan</li> <li>• Resources to ensure capability to NAPLAN online- commence 2019.</li> <li>• Devices to ensure a range of ICT experience and be multi-platform.</li> <li>• Begin to determine alternative Bandwidth possibilities for quicker access</li> <li>• Continue funding for ICT support to ensure staff, students and school have functioning devices.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Audit- Devices 3 year plan.</li> </ul>
Pedagogy	Differentiation to be the forefront of teaching and learning incorporating strategies relevant and student specific using a case management approach.	<ul style="list-style-type: none"> <li>• Semester reports to identify students to be progressed through Case Management Approach based on progress and/or achievement and potential.</li> <li>• SAER team to champion Case Management approach to staff through POD meetings.</li> <li>• Group Education Plans to be used to specify Case Management students and specific approaches/ strategies used and to be reviewed regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Case Management Project Outline</li> </ul>
	A consistent instructional approach to pedagogical frameworks using lesson design as a focus of crafting effective lessons	<ul style="list-style-type: none"> <li>• Continual use of Lesson Design with explicit links to Barrie Bennett instructional Practice program</li> <li>• Embedding Talk 4 Writing Program in all classrooms including Writing and Reading Rotations.</li> <li>• Re-development of Numeracy block to incorporate all four proficiency strands and a rigorous focus on vocabulary.</li> <li>• Development of consistent whole school practice in Spelling, Grammar and Punctuation and Vocabulary</li> <li>• Teachers to use all aspects of Gradual Release to ensure effective student engagement and understanding.</li> <li>• Development of De Bono's thinking hats and Blooms Taxonomy to provide opportunities for students to be extended.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Design Outline</li> <li>• Literacy Block Outline</li> <li>• Numeracy Block Outline</li> </ul>
	Explicit teaching of language skills, particularly in the early years to increase vocabulary attainment and usage particularly with students from EAL and LBOTE backgrounds.	<ul style="list-style-type: none"> <li>• Development of K-PP 24 month development scope and sequence in literacy and numeracy</li> <li>• Consistent approach development in K-Yr 1 in Phonological Awareness teaching and application.</li> <li>• Use of On-entry testing to dictate explicit teaching points in Pre-Primary Semester 1.</li> <li>• Use of concept attainment model to explicitly teach concepts in early childhood.</li> <li>• Development of explicit teaching block in literacy and numeracy for Early Childhood Settings</li> </ul>	<ul style="list-style-type: none"> <li>• Early Years Learning Continuum (To be developed)</li> <li>• On-Entry programs</li> <li>• Concept Attainment</li> </ul>



	Basic facts and increased problem solving strategies to enhance students retention of mathematical concepts.	<ul style="list-style-type: none"> <li>Development of Problem Solving Strategies scope and sequence aligned with developmentally appropriate problems.</li> <li>Problem solving strategy and basic facts to be strongly linked to appropriate concepts being taught.</li> <li>Assessments to be conducted at the end of unit to monitor successful implementation of teaching problem solving strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Basic Fact Scope and Sequence</li> <li>Scope and Sequence- Problem Solving Strategies</li> <li>Assessment Schedule</li> </ul>
	Print Rich Environment that is relevant to learning in the classroom and incorporates elements of visible learning.	<ul style="list-style-type: none"> <li>Classrooms to have dedicated learning space for process works.</li> <li>Classroom to have dedicated Visible Learning showcased including modelling of text, problem solving strategy, spelling rule etc</li> <li>Classrooms to have a dedicated vocabulary wall either aligned to topics of work or with Talk4Writing Toolkit</li> <li>Students work as well as exemplary models of work should showcase process vs product as both important elements within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Talk 4 Writing</li> <li>Vocabulary walls.</li> </ul>
Leadership	Whole school processes are embedded as part of the School Plan for all staff and program champions are identified.	<ul style="list-style-type: none"> <li>Induction processes are held in end of Term 4 or beginning of Term 1 for new staff.</li> <li>Induction to include whole school teaching practices, SAER processes and resourcing</li> <li>Induction to include allocated staff member to help transition for new staff.</li> <li>Barrie Bennett team to champion instructional practice.</li> <li>Information pro-forma (Placement Request Form) to identify self-reflective champions for programs and initiatives</li> <li>Level 3 and Senior Teachers to champion Learning Areas and support with coaching</li> <li>Teaching Expectations are demonstrated through whole school committed practice.</li> </ul>	<ul style="list-style-type: none"> <li>Induction Modules (To be Created)</li> <li>Barrie Bennett Strategic Intent Outline</li> <li>Level 3 Project</li> </ul>
Resources	Professional Development will be prioritised based on the needs of the Business Plan, operational plans, identified school /staff needs and system initiatives.	<ul style="list-style-type: none"> <li>Operational Plans will include allocation to Professional Development including Human and Financial Resource</li> <li>Professional Development will be linked to Business Planning needs surrounding Successful Students, Staff Impact and Connected Community</li> <li>Operational plans for focus areas will contain provision for any resourcing required to achieve the plans for that year.</li> </ul>	<ul style="list-style-type: none"> <li>Budget Allocations and Budget Leaders.</li> </ul>
TARGETS	<p><b>NAPLAN TARGETS:</b></p> <p>In each year of testing, demonstrate above like schools in Reading for Year 3 and 5.</p> <p>In each year of testing, demonstrate above like schools in Numeracy for Year 3 and 5.</p> <p>In each year of testing demonstrate above like schools in Writing for Year 3 and 5.</p> <p>In each year of testing demonstrate that at least 60% of students show either Good or Very Good Progress between Year 3 to 5 in Reading.</p> <p>In each year of testing demonstrate that at least 60% of students show either Good or Very Good Progress between Year 3 to 5 in Numeracy.</p> <p>In each year of testing demonstrate that at least 60% of students show either Good or Very Good Progress between Year 3 to 5 in Writing.</p> <p>In each year of testing demonstrate that 15% of students will be in the top 2 bands for Reading in Year 3.</p> <p>In each year of testing demonstrate that 15% of students will be in the top 2 bands for Numeracy in Year 3.</p> <p>In each year of testing demonstrate that 15% of students will be in the top 2 bands for Writing in Year 3.</p> <p>In each year of testing demonstrate that 15% of students will be in the top 2 bands for Reading in Year 5.</p> <p>In each year of testing demonstrate that 15% of students will be in the top 2 bands for Numeracy in Year 5.</p> <p>In each year of testing demonstrate that 15% of students will be in the top 2 bands for Writing in Year 5.</p> <p>In each year of testing 85% or above will be at or above NMS in Reading in Year 3.</p> <p>In each year of testing 85% or above will be at or above NMS in Numeracy in Year 3.</p> <p>In each year of testing 85% or above will be at or above NMS in Writing in Year 3.</p> <p>In each year of testing 80% or above will be at or above NMS in Reading in Year 5.</p>		



In each year of testing 80% or above will be at or above NMS in Numeracy in Year 5.  
In each year of testing 80% or above will be at or above NMS in Writing in Year 5.

**EARLY CHILDHOOD TARGETS:**

Every student will progress a 0.5 score in Reading on-Entry in a 12 month period.

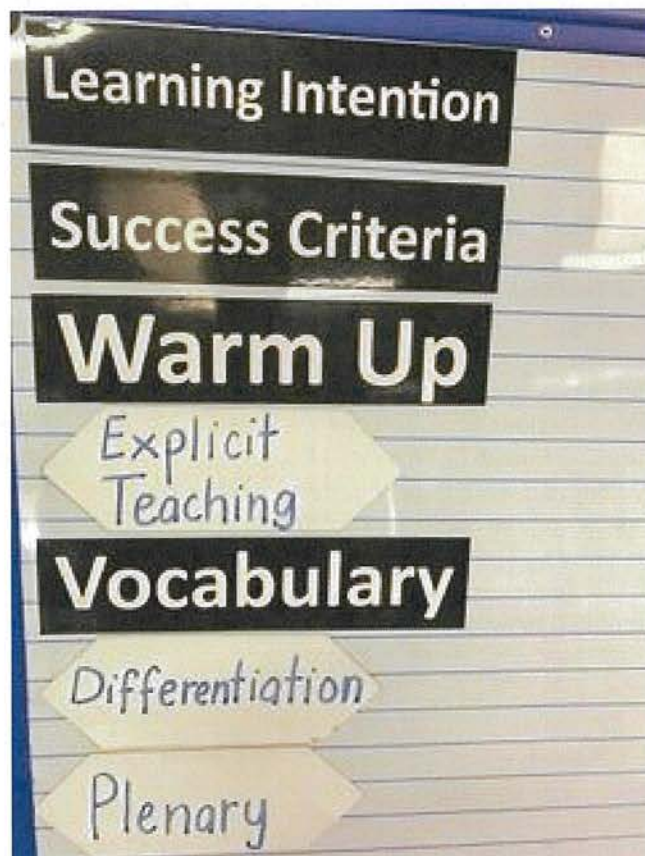
Every student will progress a 0.5 score in Writing on-Entry in a 12 month period.

Every student will progress a 0.5 score in Numeracy on-Entry in a 12 month period.

Every student will progress a 0.5 score in Speaking and Listening on-Entry in a 12 month period.

By Year 2- 85% of students will have achieved Band 4 or above on the PAT-R testing suite in Reading Comprehension.

By Year 2- 85% of students will have achieved Band 4 or above on the PAT-M testing suite in Mathematics.





## Key Focus 2: Positive School Environment

Link to High Performance/High Care:  
School Improvement - Learning  
Environment, Relationships

**Rationale:** *The Learning Environment supports positive behaviours, engagement and attendance which positively impacts student learning and recognises diversity. Our School Community engages and supports our SOAR expectations. Our School Community will demonstrate respectful and positive relationships to enhance our environment and encourage student success.*

	Key Strategies	Accountable Milestones <i>Student Success, Staff Impact, Connected Communities</i>	Key Programs of Delivery
Classroom/ School Environment	Social and Emotional programs (You can Do It!) will be utilised school wide to promote a consistent language and process for all key stakeholders to increase positive relationships and give students a language to discuss feelings.	<ul style="list-style-type: none"> <li>All classes to have a visible display of the Keys to Success by end of Term 1 2019</li> <li>SOAR classroom posters and expectations.</li> <li>Team to investigate use of Zones of Regulation</li> <li>Protective behaviours to be implemented in all classes as mandated by DOE and common posters to be displayed.</li> </ul>	Mindfulness/well being to be used regularly in classes YCDI Protective Behaviours
Attendance	Individual rates of attendance are monitored with support offered to students and families in those cases where improvement is needed.	<ul style="list-style-type: none"> <li>Whole School Policy in place for commencement of 2019 school year.</li> <li>Teachers are clear about the attendance processes in place.</li> <li>Attendance to be recorded daily by 9.30 in all classrooms.</li> <li>Individual Attendance Improvement Plans for students below 90% attendance.</li> <li>AIEO, Chaplain and supports provided when tracking attendance data and family information.</li> <li>100 club listed in newsletter wk 1 from term 2</li> </ul>	Attendance Improvement Plans AIEO, Chaplain supports Incentives – Clover Bear -Class Individual/sub group rewards as part of plan. Reward at end of term – 100 club.
Behaviour and Engagement	SOAR Expectations are clearly articulated and followed by students, staff and community	<ul style="list-style-type: none"> <li>Explicit teaching of expectations following the You Can Do It! program.</li> <li>Staff committed to and consistently using common language created by PBS committee.</li> <li>SOAR expectations and language used among students and community</li> <li>Behaviour Management Policy updated by team for Term 1 2019.</li> </ul>	YCDI SOAR CMS
Behaviour and Engagement continued	BMIS is followed and Behaviour tracking for class and playground is effective in reducing inappropriate behaviour.	<ul style="list-style-type: none"> <li>Tracking Sheets provided to classes in book form for 2019.</li> <li>Megaplay/Tracking sheet data shows positive trend.</li> <li>PBS strategies to be implemented as a whole school policy.</li> <li>Reconnect with PBS network by end of Term 1 2019 and key staff to be retrained/trained.</li> </ul>	Megaplay  PBS
	Classroom Management Strategies (CMS) are utilised in classrooms.	<ul style="list-style-type: none"> <li>Audited for use (Tracking sheet data).</li> <li>Measured for effectiveness</li> <li>Staff engaging in Front Office Referral forms giving admin student behaviour data.</li> </ul>	Observations can be requested by staff of peers or Deb McEwan (CMS Level 2 Trained)
	Processes are in place to assess function of behaviour and monitoring of plan.	<ul style="list-style-type: none"> <li>Front Office Referrals – staff using and reduction in number</li> <li>Individual Behaviour Plan (IBP) (informal class)</li> <li>Check in Check out (CICO) (Stage 2 for a duration and based on Front Office Referral data -FOR.)</li> <li>Behaviour Support Plan (BSP) (Data informed)</li> </ul>	CICO BSP PL from Avril on functions of behaviour



<b>SAER Team</b>	Collaborative problem solving approach to supporting staff to meet the needs of students at risk. (line leaders, EAs, previous teacher, tandems, ESL, AIEO, invited experts)	<ul style="list-style-type: none"> <li>• Case Management Approach - Clear processes developed, implemented and utilised to support staff and students.</li> <li>• Staff feedback from 2018 trial indicates approach is supportive.</li> <li>• Formal communication to all staff involved.</li> <li>• Two POD meetings per term dedicated to STAR discussions.</li> </ul>	Allocation of POD wks 4 and 8. Collaborative POD time built into DOTT timetable. SEN Reporting on IEP/IBP
<b>Relationships</b>	A consistent approach will be established for communication between staff with the CARE approach. <ul style="list-style-type: none"> <li>• Compassion</li> <li>• Achievement</li> <li>• Respect</li> <li>• Encouragement</li> </ul>	<ul style="list-style-type: none"> <li>• CARE will be a whole school practice by end of 2020.</li> <li>• Staff to maintain professional relationships and acceptable levels of communication at all times with each other, students and community members.</li> </ul>	Building a Positive School Culture Expectations  PBS
<b>TARGETS For 2020</b>	<p><b>Maintain at or above whole school attendance rates for the life of the Business Plan, including sub groups.</b></p> <p><i>2018 – 94.1% Non-Aboriginal, 79.1% Aboriginal (school) 92.5% Total</i>  <i>2018 – 92.7% Non-Aboriginal, 82.4% Aboriginal (like schools) 91.4% Total</i>  <i>2018 – 93.7% Non-Aboriginal, 80.8% Aboriginal (WA public schools) 92.6% Total</i></p> <p><b>Behaviour Management of students will be consistent and reflect whole school policy and data will support improved behaviour and engagement. Reduce number of students in 2018 missing Megaplay by 5% in 2020.</b></p> <p><b>Reduction in number of students recorded for negative behaviour across the life of the Business Plan. Reduce number of students receiving suspensions or withdrawals by 5% in 2020 from 2018 data.</b></p> <p><b>Common language for positive behaviours will be evident by all staff. Common Language distributed to staff by end of 2019 and in use by end 2020. (action by survey)</b></p> <p><b>You Can Do it Will be implemented and used effectively across the school by end of 2020. Visual in classrooms in 2019 with structured lessons planned with SOAR woven through. (action by survey)</b></p> <p><b>CARE focus for staff will be embedded and understood by the end of 2020. Staff Surveys will indicate a high correlation.</b></p>		





## Key Focus 3: Connected Community

### Links to

- High Performance/High Care:
- Relationships in School Improvement

**Rationale:** Forming and continuing positive relationships and partnerships between students, staff and the community is the cornerstone of our success. The school and wider community will engage with all stakeholders in a positive way and be role models, showcasing exemplary behaviour in all interactions.

	Key Strategies	Accountable Milestones <i>Student Success, Staff Impact, Connected Communities</i>	Key Programs of Delivery
School to Community Relationships	School environment to reflect cultural diversity within its context.	<ul style="list-style-type: none"> <li>• A review of School Events to be undertaken to ensure that events are purposeful, relevant, culturally appropriate and connected to the Teaching and Learning Program in the School,</li> <li>• Major school events will be a place of celebration and recognition where relationships will be strengthened</li> </ul>	<ul style="list-style-type: none"> <li>• NAIDOC artwork to be displayed.</li> <li>• Cross-Curricula priority work to be displayed in wet areas.</li> </ul>
	The school will establish a positive working connection with parents and the community as partners in learning to improve student outcomes.	<ul style="list-style-type: none"> <li>• Develop skills audit with parents for future innovations.</li> <li>• Development of TB1 as Cultural Hub for school.</li> <li>• Audit of spaces for ways to connect community eg TV in Breakfast club and Undercover area for promotion/PR for school events/activities/celebrations.</li> <li>• Development of parent workshops to increase participation</li> <li>• A reflection process to be embedded to gauge satisfaction levels (Parent Surveys)</li> </ul>	<ul style="list-style-type: none"> <li>• Invite local elders/ parents and community members that are connected to community to share stories/ experiences/ expertise</li> </ul>
	Shared site agreement for common use areas with plan for maintenance, upgrade/refurbish	<ul style="list-style-type: none"> <li>• Re-establishment of Cloverdale Schools Memorandum of Understanding.</li> <li>• Establishment of Plan reviewed annually according to student numbers and needs.</li> </ul>	Memorandum of Agreement – Shared Site.
Community to Whole School	Encourage connection of our Community to our school	<ul style="list-style-type: none"> <li>• Board Presentation of Board Award to staff/groups each term if appropriate.</li> <li>• Board celebration of school diversity in Assembly Country presentation</li> <li>• Board Member as part of Connected Community group for different projects when needed.</li> </ul>	Board Awards
Partnerships with Wider Community	Develop partnerships with the wider community to enhance our school community.	Develop a list of who we can connect with and why. <ul style="list-style-type: none"> <li>• Belmont School Network</li> <li>• University – Pre Service Teachers in school</li> <li>• Local Council</li> <li>• Local Business</li> <li>• Teachers</li> </ul>	
Communication	Communication plan for School, Classes, events of what and when to communicate	<ul style="list-style-type: none"> <li>• Classroom proforma for Termly newsletter for parents</li> <li>• Parents provide information regarding cultural events to for the Board Calendar for our School.</li> <li>• Use of Newsletter to collect information regarding parent skills/interests/volunteers</li> </ul>	Surveys
Resourcing		Storage Photocopy allowance for Termly newsletter TR for Marketing/organising events	
Relationships	Create spaces for positive relationships within school community	Activities that actively connect students as part of our school community. Students creating art work designs in school spaces, chalk board spaces, student painted rock gardens, community circle, nice toilets, wall spaces.	Collect visual representations that show our CC under our targets.
TARGETS	1. Our School Community positively engages in school activities and spaces as recognized in feedback and surveys 2. Students creating enriched, visually pleasing spaces – pictorial evidence and feedback.		



3. Connecting successfully at wider and local levels as evidenced in attendance at local area network /community groups and visits to our school.

## Key Focus 4: Leadership

Link to High Performance/High Care:  
School Improvement – Effective Leadership

Rationale: Leadership at Cloverdale Primary School will be based around a distributed leadership model where Staff are mentored in leadership roles as part of a school-based talent identification and development initiative. Student leadership will support students who demonstrate exemplary modelling of expected behaviours in both academic and non-academic contexts an opportunity to further develop their skills. The School Board will continue support the School's plan and promote our vision of a connected community encompassing a holistic approach to student's wellbeing and academic success.

	Key Strategies	Accountable Milestones (SS, S.I., C.C)	Key Programs of Delivery
Student to Student Leadership	Student leadership to be an integral part of modelling behaviours and supporting a positive school environment.	<ul style="list-style-type: none"> <li>Targeted behaviours to be showcased by student leadership at Assemblies.</li> <li>Student leadership team to hand out tokens to students displaying correct behaviour</li> <li>Student leadership team to be exemplary models during interactions and milestones</li> <li>Selection of future student leaders based on behavior as a consideration</li> </ul>	Student Councillors Faction Captains Green Team
Staff to Staff	Barrie Bennett team to lead instructional practice in the school.	<ul style="list-style-type: none"> <li>Barrie Bennett team to establish coaching and peer observation within peer groups.</li> <li>Barrie Bennett team to meet regularly to monitor strategic plan and implementation.</li> <li>Barrie Bennett members to be released to coach shoulder to shoulder with peers.</li> </ul>	Barrie Bennett Team Language Leaders
Leadership Team to Staff Leadership	Continuation of Aspirant Deputy Programs for teachers who wish to progress their career or seek further support for improvement in a leadership capacity.	<ul style="list-style-type: none"> <li>Annual review through performance management of aspirations.</li> <li>Training to be established regarding policy and whole school processes including financial and human resourcing</li> <li>Leadership Professional Development offered to Aspirant Leaders for Coaching purposes</li> </ul>	Aspirant Identification, Coaching and PL
	Continuation of Level 3 Classroom Teacher guidance for exemplary teachers.	<ul style="list-style-type: none"> <li>Performance management to indicate need for potential Aspirant Level 3 Classroom Teachers.</li> <li>Coaching of Level 3 program to be maintained</li> <li>Opportunities for leadership to attain Level 3 aspiration to be heavily considered.</li> <li>Level 3 teachers to help coach and mentor aspirants.</li> </ul>	Level 3 Mentoring Program
	Performance conversations to be rigorous and informative for personal growth including action planning.	<ul style="list-style-type: none"> <li>Performance management to be conducted formally each year.</li> <li>Performance management to progress growth of individual teachers in consultation with school business plan and professional goals</li> </ul>	Performance Management & Professional Learning.
Leadership Team to Leadership Team	Leadership team to formalise performance management processes including 360 feedback from all stakeholders biennially.	<ul style="list-style-type: none"> <li>Performance management to be conducted formally each year.</li> <li>Performance management to progress growth of individual consultation with school business plan, professional goals and leadership aspirations.</li> </ul>	Performance Management & Professional Learning. Executive Meetings.



TARGETS	<p>Establish a clear process for leadership aspirants in Leading a School, team, curriculum area, school initiative.</p> <p>Support leadership aspirants in building a portfolio of skills and professional learning.</p> <p>Student Leadership training throughout each year.</p>
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## ADDITIONAL AREAS


OPERATIONAL PLANNING	<ul style="list-style-type: none"> <li>8 Learning Area Plans, 1 Year and 3 Year plans.</li> </ul>
FINANCIAL MANAGEMENT (Resourcing)	<ul style="list-style-type: none"> <li>Financial procedures are aligned to the legislative framework for IPS and are available for monitoring and reporting to the School Board, the Finance Committee and the Annual Report.</li> <li>Cash and Salary Budgets are determined in relation to Operational and Strategic Plans and system to meet the identified needs of students/school and the Student Centred Funding Model.</li> </ul>
WORKFORCE PLANNING	<ul style="list-style-type: none"> <li>Workforce planning is guided by the workforce profile, yearly staff surveys and three years forward plan.</li> <li>Staffing is considered using the Workforce information and school and system needs considering enrolment trends and succession planning.</li> </ul>
SHARED SITE PLANNING	<ul style="list-style-type: none"> <li>Establish a Plan for accommodating growth for CPS, where possible considering ESC and Dept policies.</li> <li>Continue with Annual Memorandum of Agreement between CPS and ESC.</li> </ul>

## ENDORSEMENT

This Business Plan has been endorsed by the School Board.


### CHAIR OF SCHOOL BOARD

Name: Chris Hewitt

Signed:  Date: 11/04/19

### PRINCIPAL

Name: Lee Brady

Signed:  Date: 11/04/19



