ONWARD • UPWARD • FORWARD

CLAYTON VIEW
PRIMARY SCHOOL

Business Plan

2020 - 2022

Our School Community

Clayton View Primary School is an Independent Public School that strives for excellence. Our school was established in 2004 as a result of the amalgamation of Bellevue Primary School and Koongamia Primary School. We have a holistic approach to learning focussing on the whole child including academic achievement, social and emotional wellbeing and resilience. Students are at the centre of every decision we make as a whole school. A culture of meeting high expectations and building life skills is embedded through our school vision.

The school is recognised for developing and building strong community relationships with external agencies and this underpins our school philosophy. Clayton View Primary School works in close partnership with the Swan Children and Family Centre located next to the school. The school community through the School Board plays a pivotal role in reviewing the school's strategic direction. Our active and dedicated P&C work in partnership with the school community to promote our learning programs and school in the wider community.

Vision

Strive for excellence and meet high expectations, while building my life skills.

Motto

Onward, Upward, Forward.

Values

Respect
Respect is treating people, places and things in a way that shows you care about them and think they are important.

Kindness
Kindness is being friendly, caring and helpful towards others without expecting anything in return, even when people don't earn or deserve it.

Resilience
Resilience is being able to get through the difficult things and being able to 'bounce back' when things don't go the way you would like them to.

Excellence
Excellence is working hard to be the best you can be, in everything you say and do.

Honesty
Honesty is being truthful in what you say and do, doing what you know to be right even when it is hard or no-one is watching.

Philosophy

Clayton View Primary School focuses on developing a holistic approach to education that encompasses academic, non-academic, physical, social and emotional skills. All students are encouraged to strive for excellence by working collaboratively and respectfully to build strong, meaningful connections and relationships in the school community.

The school uses evidence-based best practice to respond to the needs of our students by presenting innovative and explicit learning opportunities incorporating digital technologies in preparedness for future employment and life skills.

The school has strong pastoral care programs that promote health and wellbeing and links this into our sustainability initiatives. The school community is encouraged to demonstrate the school's values on a daily basis.

School staff are reflective learners who are committed to strive for performance improvement and student outcomes. The school provides a welcoming, safe, inclusive, community orientated environment that embraces high expectations and excellence.
Clayton View Primary School aligns school planning with the Department of Education's "Strategic Directions for Public Schools and Focus documents".

Early Childhood Philosophy

BEING • BELONGING • BECOMING

Early Childhood staff will follow the National Quality Standards (NQS), Early Learning Framework (EYLF) and the Western Australian Curriculum (SCSA).

Early Childhood education at Clayton View Primary school encompasses the belief that every child's development is unique. Our safe and supportive learning environments create positive dispositions to learning.

We build respectful relationships with all students nurturing their holistic development whilst fostering a sense of belonging. By embracing collaboration and communication with peers, children develop confidence, self-regulation and vocabulary: developing critical oral language skills that are essential foundations for lifelong learning.

We set learning goals to present a balanced evidence-based approach to intentional teaching. This includes an effective combination of explicit instruction and intentional, guided, child centred play. The children are encouraged to discover, imagine, question, create and expand their thinking to become confident learners with a strong sense of identity.

Collaborating with families and community nurtures respectful, trusting partnerships where the role of the parents is encouraged and valued.

Focus Areas

Our focus areas are identified to align with student achievement, vision, motto and values. Our targets are developed from our focus area data. Our focus areas are in two groups academic and non-academic.

Academic

1. Numeracy
2. Writing
3. Oral Language
4. Staff Capacity

Non-Academic

5. Attendance
6. Behaviour
7. Health & Wellbeing
8. Sustainability

Numeracy

1. Improve student academic achievement in Numeracy focussing on Number & Algebra.

Targets By 2022

- 70% of PP students will achieve 361 or above in On-Entry Numeracy Module 1.
- 70% of Yr 1 students will achieve 441 or above in On-Entry Numeracy Module 2.
- 70% of Yr 2 students will achieve 526 or above in On-Entry Numeracy Module 3.
- 50% of Yr 3 students will make moderate or above progress in On-Entry to Yr 3 NAPLAN in Numeracy.
- The percentage of Yr 3 students in the top 20% of NAPLAN Numeracy will be equal to or greater than that of like schools.
- The percentage of Yr 5 students in the top 20% of NAPLAN Numeracy will be equal to or greater than that of like schools.
- 50% of Yr 5 students will make moderate or above progress in Yr 3 to Yr 5 NAPLAN Numeracy.
- Reduce the number of Yr 3 students at or below the National Minimum Standard in Numeracy.
- Reduce the number of Yr 5 students at or below the National Minimum Standard in Numeracy.
- ACER test results show growth from Yr 2 to 4 and Yr 4 to 6 at or above the expected growth rate of 10 points per academic year.

Strategies

1.1 Continue implementation of whole school approach to agreed lesson structures.
1.2 Develop and implement a CVPS Scope and Sequence in Number and Algebra.
1.3 Continue to implement Numeracy Core Agreements for numeracy blocks that include iSTAR planning documents, warm up, plenary and CRA (WALT, WILF, TIB, WINK & WAGOLL).
1.4 Teach year level metalanguage and vocabulary.
1.5 Align numeracy core agreements, Maths planner and scope and sequence.
1.6 Develop a whole school approach to data analysis that is embedded in school practice to create targeted numeracy outcomes.
1.7 Use data analysis to track student progress and inform future planning and teaching.
1.8 Engage in high quality professional learning from various sources.
1.9 Develop a staff coach to provide observations and feedback to improve teaching strategies.

2. Improve student performance in Writing.

Targets By 2022

- 50% of PP students will achieve 250 or above in On-Entry Writing Module 1.
- 50% of Yr 1 students will achieve 350 or above in On-Entry Writing Module 2.
- 50% of Yr 2 students will achieve 450 or above in On-Entry Writing Module 3.
- 50% of Yr 3 students will make moderate or above progress in On-Entry to Yr 3 NAPLAN in Writing.
- The percentage of Yr 3 students in the top 20% of NAPLAN Writing will be equal to or greater than that of like schools.
- The percentage of Yr 5 students in the top 20% of NAPLAN Writing will be equal to or greater than that of like schools.
- 50% of Yr 5 students will make moderate or above progress in Yr 3 to Yr 5 NAPLAN Writing.
- 50% of PP students will score 150 or above on the Brightpath Narrative Ruler.
- 50% of Yr 1 students will score 200 or above on the Brightpath Narrative Ruler.
- 50% of Yr 2 students will score 250 or above on the Brightpath Narrative Ruler.
- 50% of Yr 3 students will score 300 or above on the Brightpath Narrative Ruler.
- 50% of Yr 4 students will score 325 or above on the Brightpath Narrative Ruler.
- 50% of Yr 5 students will score 350 or above on the Brightpath Narrative Ruler.
- 50% of Yr 6 students will score 375 or above on the Brightpath Narrative Ruler.

Strategies

2.1 Implement a CVPS whole school writing genre schedule to provide consistency using Brightpath and Talk4Writing.

2.2 Develop a CVPS fine grain writing scope and sequence including grammar and punctuation.

2.3 Implement CVPS fine grain writing scope and sequence including grammar and punctuation.

2.4 Engage in Brightpath moderation activities each term using CVPS Brightpath rubrics to ensure standards and consistency of assessment.

2.5 Targeted writing outcomes as a result of data analysis.

2.6 Use Information Technology to integrate and develop writing skills across learning areas.

2.7 Students set writing goals and complete self-assessments

Oral Language

3. Improve student performance in Oral Language across all learning areas and in social interactions.

Targets By 2022

- 50% of PP students will achieve 451 or above in On-Entry Speaking & Listening Module 1.
- 50% of Yr 1 students will achieve 540 or above in On-Entry Speaking & Listening Module 2.
- 50% of Yr 2 students will achieve 501 or above in On-Entry Speaking & Listening Module 3.
- 50% of K students will score 120 or above on the Brightpath Oral Narrative Ruler.
- 50% of PP students will score 140 or above on the Brightpath Oral Narrative Ruler.
- 50% of Yr 1 students will score 160 or above on the Brightpath Oral Narrative Ruler.

Strategies

3.1   Develop a whole school Scope and Sequence for Oral Language.

3.2   Integrate teaching of Oral Language into all learning areas.

3.3   Incorporate the school plans to include the genre schedule, planning documents and icons.

3.4   Implement Literacy Core Agreements that include (WALT, WILF, TIB, WINK & WAGOLL).

3.5   Implement Early Childhood K -2 approach to data analysis that is embedded in school practice.

3.6   Use data analysis to track student progress and inform future planning and teaching.

3.7   Explicit teaching of vocabulary using the P.O.S.S.U.M strategy.

3.8   School based Oral Language coaches to coach current staff and mentor new staff in implementing whole school Oral Language program.

3.9   Engage in high quality professional learning from various sources.

Staff Capacity

4. Build Staff Capacity and Wellbeing

Targets By 2022

- Tell Them From Me Survey – Teacher to student improvement written feedback rating of 9 or above.
- Tell Them From Me Survey – Teacher to student improvement verbal feedback rating of 9 or above.
- Tell Them From Me Survey – Leader to teacher improvement feedback rating of 8.5 or above.
- Tell Them From Me Survey – Teacher to teacher improvement feedback rating of 9 or above.
- Tell Them From Me Survey – Leaders observe teachers rating of 7.5 or above.

Strategies

4.1   Staff foster increased expectations of student performance, attendance & wellbeing.

4.2   Develop middle leaders and incorporate school wide collaborative planning structures.

4.3   Provide high quality Professional learning to increase staff capacity.

4.4   Staff involvement in school review processes.

4.5   Develop a whole school Health & Wellbeing Policy.

4.6   Embed whole school program (MindUp) to promote health & wellbeing.

Attendance

5. Promote regular Attendance for all students

Targets By 2022

- 70% Regular attendance in early childhood.
- Kindergarten Regular attendance will be above 50%.
- PP to Yr 6 attendance will be at or above 90%.
- PP to Yr 6 Regular attendance will increase to 65%.
- PP to Yr 6 Indicated attendance will reduce to 15%.
- PP to Yr 6 Moderate attendance will reduce to 15%.
- PP to Yr 6 Severe attendance will not be higher than 5%.
- PP to Yr 6 unauthorised absences will reduce to 40% or less.

Strategies

5.1   Administration staff conduct home visits.

5.2   Classroom teachers make phone calls home when a student is absent for 2 consecutive days and makes notes on Integris outlining the call.

5.3   Develop more staff with attendance badges.

5.4   Promote attendance with special 90% and 100% certificates.

5.5   Classroom teachers develop class attendance targets.

5.6   Reward days for students with 90% attendance.

5.7   Individual class targets for attendance.

6. Promote safe and responsible Behaviour for all.

Targets

By 2022,
- Percentage of students suspended will reduce to 8%.
- Reduce average rate of detentions per student.
- Reduce rate of reported physical aggression towards students.
- Reduce rate of reported abuse, threats and intimidation.
- Reduce rate of reported negative behaviour - other.

Strategies

6.1   Implement Rypple Behaviour Program across COMS Network.

6.2   Classroom teachers make phone calls home when a student is absent for 2 consecutive days and makes notes on Integris outlining the call.

6.3   Reward days for students with excellent behaviour.

6.4   Gold Leaf lunch for students once a term.

6.5   Staff accurately enter data into Integris.

6.6   Students follow the Good Standing Policy.

6.7   Values program implemented throughout the school.

6.8   Staff look at behaviour data analysis at PLC meetings.

6.9   Individual class targets for behaviour.

7. Promote Health and Wellbeing strategies across the school that focus on both students and staff.

Targets

By 2022,
- Mental Health surveys indicate students have clear understanding of the MindUP curriculum.
- All Aboriginal students will have ear screening checks in Kindergarten.
- All new Aboriginal students will have ear screening checks if they arrive at the school after Kindergarten.

Strategies

7.1   Develop whole school Health & Wellbeing Policy.

7.2   Whole school timetabled sessions for Protective Behaviours with the classroom teacher.

7.3   Implement Values lessons across the school.

7.4   Continue Mindfulness, MindUp and Health Ninja programs.

7.5   Chaplain continue to promote health & wellbeing amongst staff, students and community members.

7.6   Teach social, emotional and physical skills for gender.

7.7   All staff complete Be You modules by 2022.

7.8   Continue Crunch-N-Sip Program across the school.

7.9   Breakfast Club provided for students.

7.10   Emergency lunches provided to students.

7.11   School Psychologist work closely with staff, students and families.

8. Promote Sustainability strategies across the school.

Targets

By 2022,

- Increase the number of Waste free lunches to 80%.
- Increase organic food waste collection to 90%.
- Increase Green Batch school targets to 10 bags per term.
- Reduce school and playground litter to 5%.
- Increase recycling items by 20%.

Strategies

8.1 Develop a Bush Tucker Garden in consultation with Aboriginal families, Tucker Bush and community members.

8.2 Apply for grants that promote sustainable practices.

8.3 Continue recycling programs in the school eg. Colgate Oral Care Products, Mobile Phones, Paper & Batteries.

8.4 Recycling incursions and Clean Up Australia Day to continue.

8.5 Waste Wise Warriors continue in cleaning up and re-establishing the creek area.

8.6 Promote bees wax wraps to be used by all students.

8.7 Garden Club once a week for students to plant, harvest and sell produce to staff from the kitchen garden.

8.8 Staff and students model responsible disposal of litter.

8.9 Waste Wise Warriors class teams collect litter at break times.

8.10 Implement (Jamie Oliver) Learn Your Fruit and Veg Program in 2020.

8.11 Organic food waste collection containers in each classroom and eating alcove.

8.12 Organic food waste to be used for compost and worm farms.

8.13 Staff, students and community members to use Green Batch recycle bin.

8.14 Use Green Batch recycling credits and money to purchase 3D printer filament.

Disaggregated Data	Data broken down into finer detail.
EYLF	The Early Years Learning Framework (EYLF) Belonging, Being & Becoming – describes the principles, practices and outcomes that support and enhance young children's learning from birth to five years of age, as well as their transition to school.
ICSEA	This index corresponds to the average level of educational advantage of the school's student population relative to those of other schools. IT is calculated on family backgrounds, parent employment, parent education levels, geographic location and proportion of Aboriginal students.
Individual Education Plan (IEP)	Used to address specific learning needs of individual, or groups of, students.
Inter-Agency	Organisations working together.
iSTAR	A pedagogical framework – Inspire/Inform, Show, Try, Apply and Review.
Like Schools	Schools with a population of students which is similar in characteristics (including ICSEA & attendance) to Clayton View Primary School. It allows us to make accurate comparisons for our school, based on our students and their needs.
Longitudinal Data	Data collected over a period of time. This date type helps to identify trends in our student results.
NAPLAN	NAPLAN stands for "National Assessment Program – Literacy and Numeracy". Its purpose is to determine if educational outcomes have been achieved by students and is used to inform government policy and curriculum planning.
NQS	National Quality Standards for Kindergarten to Year 2. NQS sets a high national benchmark for early childhood education and care in Australia. It includes 7 quality areas that are vital to achieve improved outcomes for children.
National School Opinion Survey	A mandated student, staff and parent survey for all Australian schools.
On Entry	The On Entry Assessment Program assesses the literacy and numeracy skills and understandings considered critical to early and ongoing educational development. This assessment is conducted in Pre-Primary, and for identified students up to Year 2.
PAT Assessments	Progressive Achievement Tests are series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas.
Pedagogical Framework	An agreed process for teaching and learning in our school. It describes the school's values and beliefs about teaching and learning that respond to the local context and the levels of student achievement.
Positive Behaviour Support (PBS)	Provides an operational framework for improving student academic and behaviour outcomes.
Progress	The improvement that an individual student makes between consecutive NAPLAN assessments
Regular Attendance	Attends school more than 90% of the mandated school days.
SAER	Students at Educational Risk in academic and/or non-academic domains.
SMART Targets	Targets that are; Specific, Measurable, Attainable, Relevant and Timely.
Stable Cohort	Students at our school who have been consistently enrolled and have been assessed in their learning over a least one NAPLAN cycle.
STEM	Science, Technology, Engineering and Mathematics.

Inspire & Empower

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