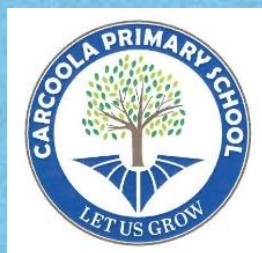




CARCOOLA PRIMARY SCHOOL STRATEGIC PLAN

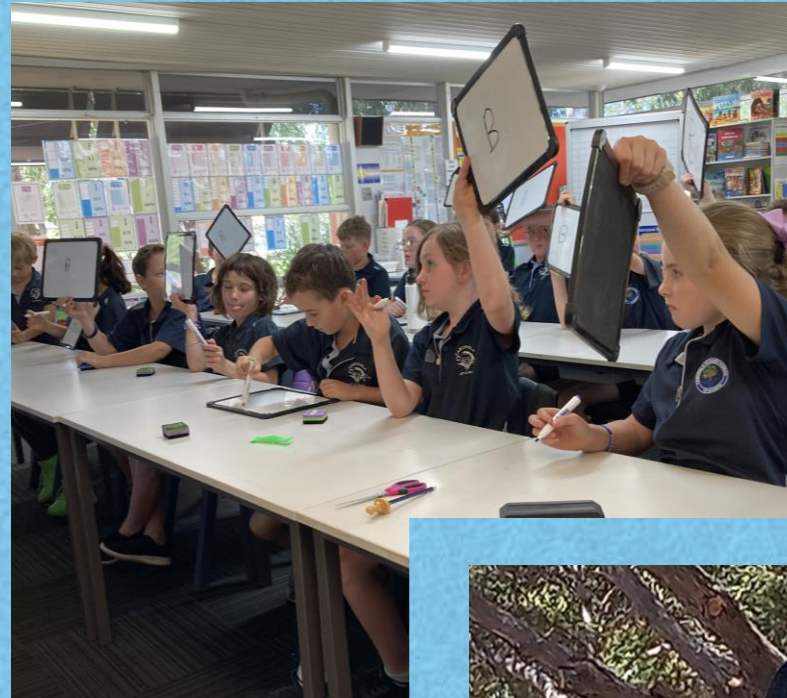
'Encouraging the best from everyone'
2022 - 2024



Carcoola Primary School Strategic Plan 2022 - 2024

The 2022 – 2024 Strategic Plan was developed in collaboration with Carcoola Primary School staff and School Council. The Strategic Plan guides and aligns all decisions, structures and resources over the next three years. This plan is supported by the Department of Education WA systemic priority documents.

Comprehensive plans in the areas of English, Mathematics, Positive Behaviour Support, Student Services and all other curriculum areas underpin the achievement of the Strategic Plan's priority areas and provide the link between classroom planning and the overall direction set out in the Strategic Plan.



OUR SCHOOL CONTEXT

Carcoola Primary School is located approximately four kilometres north of Pinjarra. The school, which still manages to retain a 'country' feel, is part of the South Metro Education Region and Murray Waroona Network. We are a small school with a warm and welcoming atmosphere that prioritises the individual needs of students. Carcoola Primary School promotes a safe, caring and happy environment where students recognise and strive to achieve their potential and develop the skills and attitudes to become lifelong learners.

At Carcoola every student matters, every day and teachers believe that all students can be high achievers.

The school has a positive and consistent SMART culture, enabling the school community to live it's motto, 'Let us grow'.

Carcoola Primary School has an ICSEA (Index of Community Socio Economic Advantage) of 952, with the average across Australia being 1000. When 'like school' comparisons are referred to in this document, they are made against schools with a similar ICSEA.



OUR VISION

“Encouraging the best from everyone”

ENCOURAGING

Our PBS school strives to enable student learning by implementing cohesive, whole-school approaches that promote social and emotional competence. We use inclusive, restorative, and culturally responsive practices, alongside explicit teaching and modelling of SMART behaviours and Habits of Mind to foster a genuine growth mindset. We prioritise regular attendance at our school and assist families and caregivers to achieve this through personalised planning and monitoring.

THE BEST

Our staff acknowledges that quality teaching has the most significant impact on students' educational progress. They set high expectations for themselves, continuously assess the effectiveness of their teaching, and strive to enhance their expertise in using evidence-based, high-impact teaching strategies. We set high expectations for our students, building their confidence and self-belief, empowering them to have a voice in their learning.

FROM EVERYONE

Our school staff shares responsibility for the wellbeing of all students, recognising that a safe and healthy environment requires positive interaction from the entire community.

We collaborate with the School Council, P & C, and families to achieve this goal. We believe in every student's ability to learn and achieve year-on-year progress. We take pride in knowing each student at our small school and work in partnership with all stakeholders to respond to their individual needs. We differentiate content, process, product, and learning environment to engage, challenge and extend all students.

OUR PBS SCHOOL

Carcoola Primary School is committed to providing a safe and engaging learning environment for all students. The PBS (Positive Behaviour Support) Team worked together in consultation with staff and students, to develop the set of expected behaviours which are explicitly taught to students and woven into the fabric of Carcoola Primary School. The team abides by the purpose statement which guides the ongoing implementation and consolidation of PBS at Carcoola Primary.

The purpose of our PBS team at Carcoola is to develop and implement school wide positive behaviour support in order to improve behaviour, teach social skills and achieve higher educational outcomes for all students. Based on a common language, it is our intention to develop a positive and consistent SMART culture enabling the school community to live its motto, 'Let Us Grow'.

Behavioural Expectations

Carcoola Primary School have defined 5 behavioural expectations:

1. STRIVE to achieve (Bina)
2. MOTIVATE yourself to learn (Kaarla)
3. ACCEPT Challenge and Leadership (Pinjar)
4. RESPECT others and self (Boya)
5. TAKE care of the environment (Djarlma)



Behaviour Matrix

A matrix with the expected behaviours students should display under a variety of settings across the school. Each section contains the behaviour indicators, or what the behaviour expectation looks like in a particular setting or event.

Carcoola Primary School Behaviour Matrix

Strive To Achieve

Bina

Motivated To Learn

Kaarla

Accept Challenge & Leadership

Pinjar

Respect

Boya

Take Care Of The Environment

Djarlma

Habits of Mind

- Persisting
- Striving for Accuracy
- Questioning & Posing problems
- Creating, Imagining and innovating

- Managing Impulsivity
- Listening with Empathy and Understanding
- Remaining open to continuous learning
- Responding with wonderment & awe

- Applying past knowledge
- Taking Responsible Risks
- Thinking Interdependently

- Finding humour
- Thinking and Communicating
- Thinking Flexibly

- Gathering data through your senses
- Creating, Imagining & Innovating

Around the School

- We set, work and reflect on our goals

- We are on time
- We wear our school uniform
- We listen actively during class or whole school activities

- We use positive strategies to manage our behaviour
- We accept consequences
- We are honest and trustworthy

- We are respectful to each other
- We demonstrate appropriate learning behaviours
- We look after equipment
- We follow instructions

- We dispose of rubbish appropriately
- We move around the school quietly
- We look after our belongings

In the Classroom

- We ask for help
- We allow others to achieve
- We aim for our personal best in all activities

- We stay on task
- We have equipment ready
- We start work straight away

- We cooperate with others
- We seek ways to challenge ourselves

- We speak respectfully
- We allow others to learn
- We are cyber safe

- We respect the learning environment
- We use equipment and furniture for its intended purpose

Outside the Classroom

- We return to class straight after the siren

- We agree to follow game rules
- We walk away in conflicts
- We use PATHS strategies to resolve disagreements.

- We include everyone
- We play safely

- We line up safely
- We use equipment for its intended purpose.

- We sit and eat in appropriate eating areas
- We walk on paths/walkways
- We put equipment away safely

In the Community

- We are positive role models in the community

- We wait quietly for our classrooms to open at 8:30

- We make positive and healthy choices

- We go directly to and from school

- We care for the Carcoola Community

STRATEGIC INTENT

In alignment with system priorities and directions, the Carcoola PS Strategic Plan addresses the five 'enabling' domains from the School Improvement and Accountability Framework which research has shown to have the greatest impact on student achievement and progress:

1. Relationships and Partnerships

Schools mobilise parents and communities to attain goals for improved student performance. Positive relationships fostered by leadership teams contribute to high staff morale and job satisfaction.

1. Learning Environment

Schools strive to establish a safe and supportive learning environment for students and staff. They create programs to address student attendance, behaviour, engagement and retention and implement strategies to provide support for all students, particularly those at educational risk.

1. Leadership

School leaders facilitate organizational change and growth, achieving alignment between management obligations, professional responsibilities and accountability with clarity of vision, creating confidence and trust in both staff and the wider community.

1. Use of Resources

Schools manage resources in a targeted manner, maximising the learning outcomes for all students. Supplementary funding provided to the school is used to underpin targeted support programs and required teaching and learning adjustments.

1. Teaching Quality

Schools invest in creating and sustaining the conditions under which quality teaching can prosper with an ethos of shared ownership for the success of all students.



SCHOOL PRIORITY AREAS



RELATIONSHIPS AND PARTNERSHIPS

- Increase parent participation in the School Council and P & C Association with a focus on retention of members and succession planning
- Increase participation in the annual Parent National School Opinion Survey and results that reflect parent and community satisfaction
- Build the capacity of the school to connect with Aboriginal culture

WE WILL....	HOW?	WE WILL KNOW WHEN....
Improve communication with and within the school community	Increase the number of school newsletter publications to 3 per term Regularly review and update school website and Facebook page	Data from National School Opinion surveys indicate high levels of satisfaction in questions relating to communication with the school.
Demonstrate good school governance by maintaining an effective and well-informed CPS School Council	Actively recruit and train a diverse range of representatives to School Council Adhere to Terms of Reference in all dealings and processes	School Board effectiveness survey indicates high levels of satisfaction
Continue to engage in a productive partnership with the CPS P & C Association to achieve the best possible outcomes and opportunities for students	Actively recruit and succession plan for new P & C members in Term 4 of every year Principal to attend at least one P & C meeting per term	P & C consistently has all office bearing positions filled and is active and visible within the school
Develop and embed a Reconciliation Action Plan	Develop effective relationships with local Aboriginal parents, families, elders and community members Maintain RAP coordinator and working group positions and meet regularly	When staff, Aboriginal students, their parents, families and local Aboriginal community members are all actively involved in consultation and decision making

SCHOOL PRIORITY AREAS



LEARNING ENVIRONMENT

- Improve student attendance rate to at, or above that of like schools
- Progress to Tier 2 on the PBS Implementation ladder
- Provide opportunities for student leaders to promote and use student voice in school decision making
- Monitor School Psychologist/Student Services referrals and the impact of support provided
- Monitor School Chaplain referrals and the impact of support provided

WE WILL....	HOW?	WE WILL KNOW WHEN....
Raise community awareness about the importance of regular attendance and assist all students to achieve this	Actively promote the importance of regular attendance through school communication platforms Develop and implement an intervention flowchart to identify and monitor students with at risk attendance Work with families to develop achievable attendance plans for students indicated at severe risk	School regular attendance rates are at or above that of like schools Percentage of students in the at risk severe attendance category is reduced
Clearly and visibly implement whole school PBS approach in all classrooms	Explicitly teach SMART values, use SMART values language and reward desired behaviours with SMART tickets	Students are routinely demonstrating SMART values/behaviours consistently and are able to articulate what this means and looks like at school
Be trained in CMS low key responses and de-escalation strategies	PBS Coach to deliver PL and CMS conferencing to staff on a termly basis	All staff are consistently implementing CMS low key responses and de-escalation strategies with fidelity in their classrooms
Provide genuine leadership opportunities for students and avenues to offer feedback to the school	Student leaders define their roles and responsibilities, and act as mentors/coaches to class representatives. Survey students on a regular basis, including PBS, school culture and HITS engagement	Surveys indicate high levels of satisfaction in questions related to student voice/opinion
Work with the Student Services team to ensure SAER students have access to appropriate intervention through a case management approach	Develop and implement a plan for the systematic monitoring of referrals to School Psychologist and Chaplain; and collection and analysis of relevant data to measure the impact of interventions Engage inter-agency care for students who need support with physical and mental health needs	Data indicates high level of effectiveness and progress for case managed students

SCHOOL PRIORITY AREAS



LEADERSHIP

- Provide opportunities for growth and development for potential future teacher leaders.
- Provide opportunities for student leaders to promote and use student voice in school decision making.

WE WILL....	HOW?	WE WILL KNOW WHEN....
Identify, develop and support staff with high potential for leadership	Investigate and implement the Western Australian Future Leaders Framework Develop the expertise of teachers to lead the implementation of operational plans Link leadership development to the performance development cycle	More CPS staff are in leadership roles within the school and local networks
Provide increased opportunities for students to co-design, contribute and provide feedback in relation to their education and school environment	Student surveys Student Council and Class Representative distributed leadership structure	Data from National School Opinion Survey and PBS School Climate Survey indicate high levels of satisfaction in the question “My school takes students’ opinions seriously” Data from pre and post Students Perceptions of Learning Survey indicate positive change

SCHOOL PRIORITY AREAS



USE OF RESOURCES

- Monitor alignment of Targeted Initiative funding with student outcomes
- Manage resources in a targeted manner, maximising the learning outcomes for all students

WE WILL....	HOW?	WE WILL KNOW WHEN....
Align workforce planning and management practices, and purchase of physical resources with student needs	Use student outcomes data and operational planning to drive the purchase and use of physical and human resources Source and employ AIEO at 0.2FTE Utilise flexible Education Assistant additional FTE to deliver targeted support/intervention programs across Years 1 – 6	Physical, financial and human resources are being effectively used to improve student outcomes and year on year student progress is evident

SCHOOL PRIORITY AREAS



TEACHING QUALITY

- School – based and System progress data in Literacy and Numeracy demonstrates year-on-year progress for all students.

WE WILL....	HOW?	WE WILL KNOW WHEN....
Use system and school-based assessment data to inform planning and measure student achievement and progress	<p>Increase data literacy levels of all staff through:</p> <ul style="list-style-type: none">• PL in the use of Elastik data system and how to use the gap analysis feature for effective planning and measurement of impact/progress• Ongoing practise in making consistent judgements through moderation of school based assessments• Collaborative POL meetings to drive a continuous improvement cycle	<p>Elastik Gap Analysis and Review indicates that interventions have been effective</p> <p>Teachers are confidently making consistent judgements about student achievement and progress</p> <p>Authentic collaboration occurring within phases of learning and staff value the power of professional dialogue</p> <p>Students are making year on year progress</p>
Build the capacity of teaching staff to ensure we have high impact teaching happening in every classroom	<p>Maintain partnership with Murray Cluster schools, Rostrata Primary School and Shaping Minds – High impact teaching strategies coaching and professional learning</p> <p>Identify 2 Impact Coaches across the Murray Cluster through the WA Future Leaders Framework process; and develop and implement coaching model</p> <p>Continue to participate in Growth Mindset PL with Murray Waroona Network schools</p> <p>Investigate, develop and embed school-wide pedagogical approaches to teaching of Literacy and Numeracy</p>	<p>100% of staff are confidently and consistently implementing high impact teaching strategies, learning intentions and success criteria in all lessons</p>



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