



**2024-2026
BUSINESS PLAN**



Our Mission

Caversham Valley Primary School provides a safe environment through the development of positive relationships which are inclusive of our diverse community. Through high quality teaching and learning practices, student growth and engagement is fostered.

Our Belief

We believe that diversity and integrity are our strengths and we strive to develop collaborative relationships with our community. We have high expectations for all, which is achieved through consistent and reflective practices.

Our Purpose

In order to fulfil our mission and beliefs, we will create a school where we;

- Provide students and families with a safe, inclusive and educative environment where they can take risks and grow.
- Develop an inclusive community hub which provides an environment that encourages excellence and lifelong learning.
- Give students a full and balanced educational experience that prepares them for an ever-changing future.
- Focus on the whole child's wellbeing (academic, social, emotional and physical).
- Provide students with opportunities to succeed and grow into responsible community minded citizens.

Our Values

As a staff we value;

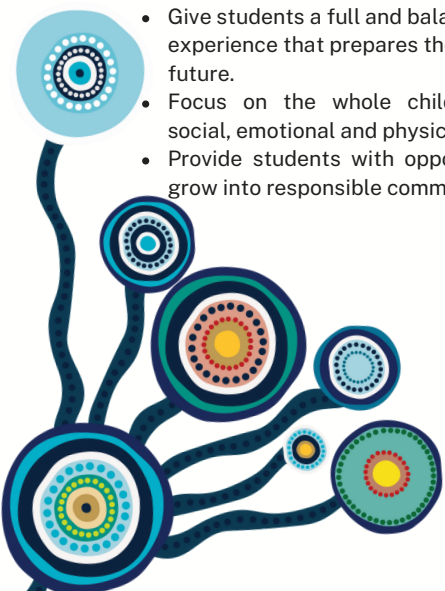
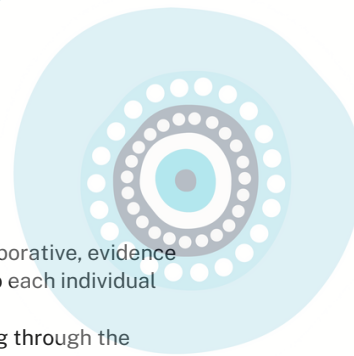
- High quality teaching that is collaborative, evidence based, data driven and targeted to each individual child's needs.
- Excellence that is uncompromising through the setting of goals and reflective practices.
- Inclusivity which ensures equity, collaboration and positive relationships.
- Strong community engagement that is authentic and honest.
- Care that supports our students and community to feel welcome and respected.

School Performance

Caversham Valley Primary School's 2024-2026 Business Plan focusses on the 6 'enabling' domains from the Department of Education's 'The Standard Public School Review'.

This Business Plan outlines our work toward ensuring success for every student and details our operations, processes and procedures that enhance both academic and non-academic student achievement. The plan is presented through the six domains articulated in 'The Standard', which clearly describes what all schools should look for when reflecting on their performance.

- Relationships and Partnerships
- Learning Environment
- Leadership
- Resources
- Teaching Quality
- Student Achievement and Progress





Focus on Cultural and Community Connections

We have a strong focus on forming positive relationships and partnerships to promote the involvement of families and our community, to encourage cultural diversity and to foster student learning and wellbeing.



What Will We Do?

What Will We See?

How Will We Know?

<p>Build and strengthen partnerships with local community groups.</p>	<ul style="list-style-type: none"> Continuously build relationships with Early Learning Centres, feeder high schools, Language Development Centres, Intensive Language Centres, local sporting groups and local school networks. 	<ul style="list-style-type: none"> Collaborative meetings with Early Learning Centres and Kiara College aiding Kindy transitions and supporting high school transitions.
<p>Build a positive climate based on respect and trust between staff and families.</p>	<ul style="list-style-type: none"> The School Board (which represents the wider school community) meets regularly. Whole school events that promote community connections. Clear and consistent communication with parents. Parent meetings and information sessions held regularly. Student attendance approaches that include promotion, prevention and response. Communication of shared responsibility through Connect and Respect Policy. 	<ul style="list-style-type: none"> School Board meetings are advertised to the school community. The School Board is compliant with Education Department of WA requirements through the CAB register. School community events are planned throughout the year. Information is shared through Connect notices, the School newsletter and Facebook page. Parent teacher meetings are conducted. Whole school information sessions are held throughout the year. Termly monitoring of attendance. The attendance policy is referenced and the student engagement team accessed.
<p>Continue to improve our school ethos through seeking and acting on community feedback.</p>	<ul style="list-style-type: none"> Use of parent surveys to provide targeted feedback opportunities. Where possible, provide interpreters to support communication. 	<ul style="list-style-type: none"> Parent Survey conducted for feedback and input biennially. EAL/D interpreters provided to support effective communication during individual or whole school meetings. School Board is utilised to assist with development of parent surveys.
<p>Understand and respect the diversity of students and their cultures, and incorporate this knowledge into all aspects of the schools' operations.</p>	<ul style="list-style-type: none"> Staff Professional Learning (both in-house and outsourced). Moderating with network schools. Address student needs and expectations for English as an Additional Language/Dialect (EAL/D) students and Aboriginal and Torres Strait Islander (ATSI) students through differentiation. Supporting staff to actively develop knowledge and awareness of our diverse community through professional development. 	<ul style="list-style-type: none"> Network meetings conducted with local schools. Staff are supported to use the EAL/D Progress Map effectively. Professional Learning accessed through the EAL/D Hub. Differentiated learning plans are actioned.



Focus on a Safe and Supportive Learning Environment

We foster safe, supportive environments where our school community can thrive.

What Will We Do?

What Will We See?

How Will We Know?

<p>Focus on health and wellbeing of students</p>	<ul style="list-style-type: none"> • Well being support is provided for students in need. • All staff use the Morning Meeting at the beginning of each day to develop class community and build relationships. • All classes are explicitly taught a health and wellbeing program. • School committees hold events and develop learning activities to promote engagement. • Extra-curricular activities are provided for students. 	<ul style="list-style-type: none"> • Each classroom teacher has access to a copy of the 'Morning Meeting' book. • Whole school health and wellbeing scope and sequence. • Celebrate learning events e.g. Book Week. • Explicit teaching of Positive Behaviour Support matrix.
<p>Utilise student voice to inform decision making</p>	<ul style="list-style-type: none"> • Choice in Positive Behaviour Support rewards- school, class and individual. • Students are given opportunities to provide feedback. • More opportunities to gain student voice. • Opportunities for student leadership. 	<ul style="list-style-type: none"> • Review of Positive Behaviour Support rewards with staff and students each year. • Students surveyed termly to choose whole school reward. • Teaching and learning programs appeal to student interest. • Choice board for student rewards is displayed in every class. • Students nominated for leadership positions annually.
<p>Create learning environments that are safe, caring, inclusive and culturally responsive</p>	<ul style="list-style-type: none"> • Implement appropriate school based initiatives for high ability and talented and gifted students. • Additional supports are made for students where required. • Student handover documents include social/emotional, academic and external agency information. 	<ul style="list-style-type: none"> • Documented plans created for individual needs where required. • A thorough handover process is implemented to ensure that teachers have the required information to plan and cater for their students. • PEAC and early years identification and nominations are conducted yearly.
<p>Focus on the health and wellbeing of staff</p>	<ul style="list-style-type: none"> • Collaborative DOTT is timetabled for staff of like year groups to aid shared planning. • All staff have access to Instructional and Growth Coaching support. 	<ul style="list-style-type: none"> • 1 hour DOTT timetabled for collaborative planning each week. • Continual sharing of coaching information through the Chronicle, staff and other meetings. • Respect and Connect documents accessible to all staff.

Focus on Building a Culture of Leadership

We foster collaborative professional responsibility through a distributed leadership model, which focuses on embracing change and growth.

What Will We Do ?

What Will We See?

How Will We Know?

<p>Align with Department expectations and use evidence-based planning to support the learning needs of all students.</p>	<ul style="list-style-type: none"> • Consolidate High Impact Teaching Strategies and implementation of ISTAR as the consistent lesson design through identified learning areas. • ISTAR boards displayed in all classrooms. • Operational planning is regularly reviewed and updated. • All staff to be given opportunities to develop their understanding of whole school approaches and priorities. 	<ul style="list-style-type: none"> • Reflection of ISTAR lesson design in teacher planning. • Staff professional learning in whole school approaches and priorities. • Literacy and numeracy core agreements. • Instructional Coaching offered to staff. • Committee collaboration and whole school feedback.
<p>Provide leadership opportunities at multiple levels.</p>	<ul style="list-style-type: none"> • Continue CVPS distributed leadership model. • Promote, encourage and support staff to attain Senior Teacher & Level 3 Teacher. • Resources for supporting collegiate discussions. 	<ul style="list-style-type: none"> • Committee leaders are identified and supported. • Aspirant teachers are identified and supported. • Engage in professional dialogue through the use of the Crucial Conversations model.
<p>Enable a culture of staff reflection and feedback through a variety of coaching methodologies.</p>	<ul style="list-style-type: none"> • Use data and feedback to identify needs and inform future directions. • Change Management Process flowchart. • Build upon the Instructional and Growth Coaching model. 	<ul style="list-style-type: none"> • Analysis of data through disciplined dialogue. • Support staff through change management processes, when required. • Engage in reputable change methodologies. • Staff are able to regularly engage with the different coaching models.
<p>Build and maintain respectful, reciprocal relationships with our Aboriginal and Torres Strait Islander community.</p>	<ul style="list-style-type: none"> • Whole school focus to deepen understanding through professional development, collaborative discussions and opportunities for community engagement. 	<ul style="list-style-type: none"> • Collaborative DOTT provided to discuss and plan lessons incorporating Aboriginal Cultural Standards Framework. • Staff engage with EAL/D Hub e-books and the associated action learning. • Reconciliation Action Plan (RAP) committee provide resources for significant events and professional and in class learning opportunities. • Promote reconciliation through communication and opportunities for engagement with the RAP committee.

Focus on Accountable Resource Allocation

Resources are targeted to maximise student learning and wellbeing. Resource allocation is evidence-based and managed by whole school decision making.

What Will We Do?

What Will We See?

How Will We Know?

<p>Ensure resource allocation decision making is evidence-based.</p>	<ul style="list-style-type: none">• School and student data is used to establish funding and appropriate resource allocation.• Priorities identified in the school's Strategic and Operational Plans inform financial decision making.	<ul style="list-style-type: none">• Budget expenditure and finance meeting minutes reflect school priority areas.• NCCD data collection is used to inform resourcing.• Data analysis will inform the next year's budget allocation and work force planning.
<p>Ensure workforce planning and management practices align with staff and student needs.</p>	<ul style="list-style-type: none">• Continue staff development on the implementation and assessment of individual students on the EAL/D Progress Map.• Build on the school's capability to cater for all students in our community.• Strategic use of human resources.	<ul style="list-style-type: none">• SIS data and school enrolment processes are utilised to ensure all required students are tracked using the EAL/D Progress Map.• Resource allocation, teaching and learning plans and special events are planned to ensure they reflect our diverse community.
<p>Utilise wider school community as an essential resource to enhance student learning.</p>	<ul style="list-style-type: none">• Funds from community groups and grants used for staff development and improvement of structural and physical resources.• School will continue to liaise with P&C for targeted allocation of funds.• Build upon resources for special events or for teachers to access at point of need.	<ul style="list-style-type: none">• P&C and School Board minutes demonstrate how they support the school and target funds for initiatives.• Resource register and teaching and learning plans reflect resource access and usage.



Focus on Quality Teaching and Learning

We invest significantly in creating and sustaining shared ownership of whole school practices whereby quality teaching and learning supports student achievement. We are committed to a culturally responsive approach that meets the needs of both our community and embedding Aboriginal and Torres Strait Islander perspectives.

What Will We Do?

What Will We See?

How Will We Know?

<p>Continue to build teaching proficiency through professional learning.</p>	<ul style="list-style-type: none"> • Where possible, all staff attend professional learning together for whole school approaches. • Present professional learning relating to whole school approaches to new staff in a timely manner as part of the induction process. • Identify mentor teacher for new staff to ensure efficacy and consistency to school wide programs and approaches. • All staff to have the opportunity to engage in Instructional and Growth Coaching with internal coaches to support the development of teacher capacity. • Peer observation is used as a strategy to support staff capacity 	<ul style="list-style-type: none"> • Staff professional learning register. • Staff meeting agendas. • Appointment of mentor teachers. • Feedback from staff accessing mentoring. • Coaching register and data spreadsheet. • More consistent delivery of whole school practices.
<p>Continue to embed staff collaboration to plan for, act upon, and assess student learning to ensure student progress and achievement.</p>	<ul style="list-style-type: none"> • Ensure collaborative DOTT is timetabled for staff of like year levels to ensure consistent planning. • Allocate funds to release new teachers to attend induction days prior to commencing at CVPS. • Engage in moderation of student achievement and progress with colleagues. 	<ul style="list-style-type: none"> • Collaborative DOTT timetabled. • Budget allocation for new staff induction. • Commitment to data analysis, whole school Data Day
<p>Build on staff efficacy to differentiate teaching to cater for the learning needs of all students.</p>	<ul style="list-style-type: none"> • All staff to use High Impact Teaching strategies and ISTAR lesson framework as the basis of explicit lesson design. • All staff to utilise EAL/D Progress Map to differentiate the needs of EAL/D learners. • Use of Letters and Sounds in Years K-2, along with Words Their Way from Years 3-6 to address the differentiation of synthetic phonics and spelling programs. • All staff utilise CVPS Intervention Policy for early identification, referral strategies and to support the needs of Students at Educational Risk. 	<ul style="list-style-type: none"> • High Impact Teaching Strategies and ISTAR lesson framework evident in teaching and planning. • Words Their Way and Letters and Sounds data progression assessment spreadsheet. • QTS survey-pre and post.

Focus on Student Achievement and Progress

A combination of school-based observations, assessment and standardised data, will be analysed to provide parents information on their children's progress and standards of achievement.

What Will We Do?

Use available data to support student outcomes and to facilitate reaching expected levels of achievement and progress.

What Will We See?

- Administer, collect and analyse systemic and school-based data to inform future planning.
- All staff will use whole school assessment practices and timelines.
- Moderation of student achievement and progress with colleagues within and across similar local schools using data and other evidence.
- Clear communication with families throughout the year on all student achievement and progress.
- Use of CVPS Intervention Policy to communicate student progress and achievement for Students at Educational Risk (SAER).

How Will We Know?

- Collaborative documentation demonstrates common assessment plans and grading.
- Evidence of school moderation tasks and meetings.
- Individual Education Plans (IEPs) and Special Educational Needs (SEN) reporting.
- Data day evidence.
- Data collection assessment schedules.
- Reporting to parents and scheduled parent/teacher meetings.
- School data will demonstrate student progress across a year and from year to year.
- NAPLAN data will be the same or above 'like schools'.

