



Cloverdale
PRIMARY SCHOOL

Business Plan

2023
2026

Foreword

Cloverdale Primary School is an independent public school. The Cloverdale Primary School Business Plan 2023 – 2026 outlines how we will achieve the targets we have set ourselves over the next three years. Ongoing monitoring will take place through our strategic and operational plans and will inform modifications that may be necessary to targets and initiatives.

This business plan is based on 100% engagement in whole school initiatives. This does not stifle individuality or creativity; if whole school plans and programs are being implemented authentically, there will always be ways that individual teachers can add value in their classrooms to whole school initiatives and plans.



Vision & Values

Cloverdale Primary School is a school that provides connectedness and care, where all members of the school community can belong and experience success academically, socially and emotionally.

We encourage all community members to “Aim High”. This is achieved through our commitment to Safety, Organisation, Achievement, Responsibility and Respect – “SOAR”. The concept of SOAR forms the focus of our Positive Behaviour Strategy which impacts all aspects of teaching and learning at Cloverdale Primary School.

We are building the future adults of this country. They need to be able to take advantage of opportunities that will come their way as well as their physical and mental health needs. Our curriculum delivery must be responsive to the changes we all will encounter as we move further into the 21st Century.



Focus Areas 2023 to 2026

EFFECTIVE TEACHING & LEARNING

- Explicit Direct Instruction
- Data-informed practice
- Quality Teaching
- Curriculum Planning and Delivery
- STE(A)M
- National Quality Standard
- Culturally Responsive School



CONNECTED COMMUNITIES

- School community relationships
- Effective communication
- Effective School Board
- Sustainability

POSITIVE SCHOOL CULTURE

- Positive behaviour and engagement
- Safe and inclusive school
- Staff and student health and wellbeing



LEADERSHIP & STAFF DEVELOPMENT

- Student Voice and Leadership
- Staff performance and development
- Professional Learning Communities



Effective Teaching & Learning

Effective teaching and learning at Cloverdale Primary School will ensure that all students access programs that are rich in curriculum content and cater for differing students' strengths and interests. Staff will make deliberate decisions in the effective use of data to improve outcomes at all levels of the school and will work collaboratively to ensure that no child is left behind.

E1	Explicit Direct Instruction	Implementation of the EDI model throughout the school, using peer observation, lesson design and feedback
E2	Data-informed Practice	a) Informed teaching, learning and assessment cycle is to be used to ensure assessment is valid and connects to developmentally appropriate learning programs aligned to WA Curriculum b) Ensure all students are achieving year-on-year progress through evidence-based approaches
E3	Quality Teaching	Develop cultures of teaching and learning excellence through the Quality Teaching Framework
E4	Curriculum Planning and Delivery	Establishment of leaders for each learning area to implement effective teaching and learning strategies including oversight of operational plans and review of effectiveness
E5	STE(A)M	Development and implementation of a whole school STE(A)M implementation plan, involving all staff
E6	National Quality Standard	Provide high-quality, evidence-based learning opportunities in the early years
E7	Culturally Responsive School	Create culturally safe learning environments where all students and their families feel welcome, safe and valued

By 2026

- We will have full implementation of the Explicit Direct Instruction (EDI) model throughout the school, using peer observation, lesson-design and feedback.
- An informed teaching, learning and assessment cycle will be in place to ensure all assessment is valid and connects to developmentally appropriate learning programs aligned to WA Curriculum.
- We will ensure that all students are working to achieve year-on-year progress through evidence-based approaches.
- A culture of teaching and learning excellence will be in operation through the implementation of the Quality Teaching Strategy.
- We will have established leaders for each learning area, implementing effective teaching and learning strategies that will include oversight of operational plans, their development, implementation and review.
- A fully costed STE(A)M implementation plan will be in place at a whole school level and will involve all staff.
- We will have fully implemented the NQS and will continue to provide high-quality, evidence-based learning opportunities in the early years.
- We will have full implementation of the Aboriginal Cultural Framework and embedded culturally responsive programs with staff, parents and student input.



Connected Communities

Community involvement is crucial to the success of any school. This is as true of Cloverdale Primary School as it is of anywhere. As a community, we will work to build strong connections between all stakeholders to ensure that responsibility for the educational outcomes of the students is shared between parents, staff and the wider educational community. We will continue to build positive relationships between staff and community and maintain open channels of communication. Active parent involvement in whole school decision-making will be a given, as will a commitment by the school community to responsible and sustainable practice that demonstrate care for our World.

C1	School Community Relationships	Develop engagement practices and partnerships with parents, families and the broader school community that are responsive to their needs and concerns
C2	Effective Communication	Utilise a wide range of communication strategies to inform the school community
C3	Effective School Board	Develop the school community's understanding of the function and responsibilities of the School Board
C4	Sustainability	Integration of sustainability across the school to increase student and community engagement, improved local biodiversity and a better understanding of local history, cultures and languages



By 2026

- Engagement practices and partnerships with parents, families and the broader school community that are responsive to their needs and concerns will be fully implemented.
- A wide range of communication strategies to inform the school community will be in place.
- The school community's understanding of the function and responsibilities of the School Board will be explicit and understood by the school community.
- Sustainability practices across the school will be in place with student and community engagement reflected in an improved understanding of local biodiversity.
- All students will demonstrate a better understanding of local history, cultures and languages.



Positive School Culture

The Positive Behaviours Strategy will continue to be rolled out across the school and its community. The learning environment will support positive behaviours, engagement and attendance which positively impacts student learning and recognises diversity. The School Community engages and supports our SOAR expectations.

P1	Positive Behaviour and Engagement	PBS strategies to be implemented as a whole school policy, with SOAR expectations clearly articulated, understood and followed by students, staff and community
P2	Safe and Inclusive School	A collaborative problem-solving approach to supporting staff to meet the needs of students at risk with differentiation at the forefront of teaching and learning
P3	Staff and Student Health and Wellbeing	Implement a whole school program supporting the development of mindfulness as a self-regulation tool for all members of the school community

By 2026

- PBS strategies will be implemented as a whole school policy, with SOAR expectations clearly articulated, understood and followed by students, staff and community.
- A collaborative problem-solving approach to supporting staff in meeting the needs of students at risk with differentiation at the forefront of teaching and learning.
- A whole school program supporting the development of mindfulness as a self-regulation tool for all members of the school community will be in place to support staff and student mental health and wellbeing.



Leadership & Staff Development



Leadership at Cloverdale Primary School is based on the belief that all members have the potential to learn, regardless of their job title. Opportunities will be offered through the Performance and Development process.

Student leadership will support all 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 to support the school's plan and promote our vision of a connected community encompassing a holistic approach to students' well-being and academic success. We will establish a clear process for leadership aspirants in leading a school, team, curriculum area, or school initiative. This will be achieved by supporting leadership aspirants in building a portfolio of skills and accessing professional learning.

L1	Student Voice and Leadership	<ul style="list-style-type: none"> a) Student leadership will be an integral part of modelling behaviours and supporting a positive school environment b) Promote and use student voice in school decision-making
L2	Staff Performance and Development	Build the capability of staff to deliver effective, evidence-based teaching practices in every classroom
L3	Professional Learning Communities	Continue to develop the Professional Learning Communities model as a mechanism to build teacher effectiveness and enable shared understandings of evidence-based practice



By 2026

- Student leadership is an integral part of modelling behaviours and supporting a positive school environment.
- The use of student voice in school decision-making is embedded in a meaningful way.
- Staff capacity to deliver effective, evidence-based teaching practices in every classroom is evident and forms part of an integrated performance management process.
- The Professional Learning Communities model as a mechanism to build teacher effectiveness and enable shared understandings of evidence-based practice is accepted practice and is used as part of the growth and development model across the school.



Improvement Targets

Improvement targets are the goals we have set to demonstrate our progress. They are the long-term achievements that we are aiming for.

Academic Improvement Targets

Based On School Self-Assessment

NAPLAN TARGETS

In each year of testing, demonstrate **above** like schools for Year 3 & 5 in:
Reading
Numeracy
Writing

In each year of testing, demonstrate that **15%** of students are in the **top 2 bands** in Year 3 & 5 for:
Reading
Numeracy
Writing

In each year of testing, demonstrate that **at least 25%** of students show either **High or Very High** progress between Year 3 & 5:
Reading
Numeracy
Writing

In each year of testing, **85% or above** will be **at or above NMS** in Year 3 & 5 in:
Reading
Numeracy
Writing

In each year of testing, **75%** will be **above NMS** in Year 3 & 5 in:
Reading
Numeracy
Writing

In each year of testing, demonstrate that **at least 25%** of students show either **High or Very High** progress between PP & Year 3:
Reading
Numeracy
Writing



Academic Improvement Targets

Based On School Self-Assessment

NATIONAL QUALITY STANDARD (NQS) TARGETS

By 2026 Cloverdale Primary School Kindergarten to Year 2 will meet all seven quality areas included in the National Quality Standard (NQS). These are:

- Educational program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Governance and leadership

SCIENCE TARGETS

- To establish and implement an evidence-based process to measure student achievement in science.

STEM TARGETS

- Establish and embed STEM at a whole school level, from Kindergarten to Year 6.
- Provide quality teaching and learning, in a STE(A)M focused environment, that will build the familiarity and use of STEM across the whole school, including all students and all staff student learning, developing innovative and creative thinkers.



Improvement Targets

Non-Academic Improvement Targets

Based On School Self-Assessment

ATTENDANCE TARGETS

- To increase regular attendance to 90% by end of 2026.
- To reduce Unexplained Absences to below 5% by end of 2026.
- To increase and maintain an overall attendance rate of 95%.
- To reduce At-Risk – Severe to 0% by 2026.
- To reduce At-Risk – Moderate to 2% by 2026.

BEHAVIOUR TARGETS

- To successfully implement the Positive Behaviour Strategy in Schools as measured by the ABE data extracted from Reporting to Parents.
- The use of a common language for positive behaviours will be evident in all staff.
- To reduce the number of students receiving suspensions or withdrawals by 5% in 2024.
- To reduce the Suspension Rate to 0% by 2026.
- Behaviour Management of students will be consistent and reflect whole school policy and data will support improved behaviour and engagement.

STAFF IMPROVEMENT TARGETS

- All staff (teaching and education assistants) are to complete two cycles of Peer Observation by end of 2023.
- All teaching staff to engage in documented Performance and Development including formal and informal observation, feedback and coaching utilising AITSL standards.
- STEM is to be embedded in all classes and implemented by classroom and specialist teachers by end of 2026.
- All staff to implement all strategies and processes laid out in whole school planning documents.





Non-Academic Improvement Targets

Based On School Self-Assessment

COMMUNITY IMPROVEMENT TARGETS

- Our School Community positively engages in school activities and spaces as recognised in feedback and surveys.
- Students create enriched, visually pleasing spaces – pictorial evidence and feedback.
- Connecting successfully at wider and local levels as evidenced in attendance at local area network /community groups and visits to our school.

LEADERSHIP TARGETS

- Establish a clear process for supporting aspirant leaders targeting the aspirations of individual staff.
- Develop a distributive leadership model at all levels of the school staff.
- Support leadership aspirants in building a portfolio of skills and professional learning.



ADDITIONAL AREAS

OPERATIONAL PLANNING	<ul style="list-style-type: none"> • All curriculum areas to have a clearly articulated plan, detailing focus areas, strategies and data collection. • A strategic overview will also be necessary for each plan, covering the next 3 years. • All areas identified through the Business Plan as priorities to have action plans to be developed.
FINANCIAL MANAGEMENT (Resourcing)	<ul style="list-style-type: none"> • 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. • Cash and Salary Budgets are determined in relation to Operational and Strategic Plans and systems to meet the identified needs of students/school and the Student-Centred Funding Model.
WORKFORCE PLANNING	<ul style="list-style-type: none"> • Workforce planning is guided by the workforce profile, yearly staff surveys and three years forward plans. • Staffing is considered using the Workforce information and school and system needs considering enrolment trends and succession planning.



Safety • Organisation • Achievement • Respect • Responsibility



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