



# CHAPMAN VALLEY PRIMARY SCHOOL



## Business Plan 2020-2022

Every Student, Every Classroom, Everyday

# Strive to Achieve

## Vision

At Chapman Valley Primary School children are nurtured, educated and challenged in a safe and supportive learning environment.

We 'Strive to Achieve'.

## Purpose

At Chapman Valley Primary School we educate students using the best teaching, learning and assessment practices. We develop independent and creative life-long learners who are motivated to actively contribute positively to the community.

## Beliefs

At Chapman Valley Primary School we believe that all students can succeed in all learning areas. Opportunities are provided for students to achieve success in a safe and encouraging learning environment where their input is valued.

We believe we learn best when:

- We enjoy our learning environment
- We set goals and focus on learning, embracing feedback
- We adopt a growth mindset
- We practice resiliency
- We communicate effectively
- We value and practise KINDNESS



# About us

Chapman Valley Primary is a **Level 3** school located in Nabawa, 40km North-East of Geraldton, belonging to the Mid-West Education region. Surrounded by fields of wheat, sheep, lupins and canola, our school hosts students ranging from Kindergarten to Year 6. We have two classes, one for our K-2 students, and one for our Years 3-6 students. Families attending Chapman Valley Primary School come from the farming and broader community of the surrounding district with a diverse range of socio-economic backgrounds. Two school buses provide transport for out of town students.

Our school is very well resourced. Along with the two classrooms our school has a multi-purpose classroom which can be used for hands on, interactive subjects such as art, science and cooking. An extra learning area has been established in the old lunch shed to make another alternative teaching environment and a play area for the students at break time. All students have access to technology with either laptops or IPADS used in class to supplement educational experiences. Our playgrounds provide a wonderful place for students to enjoy themselves, with a large focus on 'nature play' where students can build cubbies, climb, jump, create, play and explore.

## Our demographics

Every school has an Index of Community Socio Economic Advantage (**ICSEA**). The average ICSEA across Australia is 1000. Chapman Valley Primary School has an ICSEA of 1010. The ICSEA of our school does change from time to time depending on the students enrolment details.

# Our Values and Expectations

Our value of KINDNESS builds the foundation for our approaches to teaching and learning and our interactions with our school community.

Our behaviour expectations are:



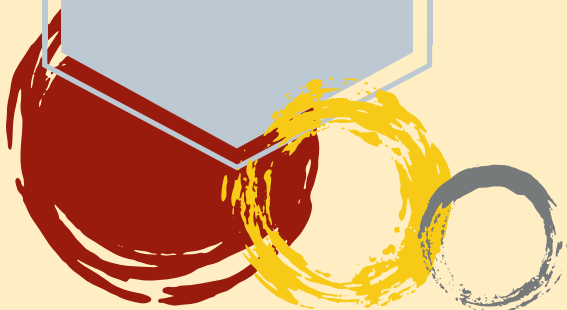
KINDNESS TO  
OURSELVES



KINDNESS TO  
OTHERS



KINDNESS TO  
THE  
ENVIRONMENT





At Chapman Valley Primary School, we encourage collaboration to build positive relationships with families, communities and agencies to support the educational engagement of every student. The strong partnerships built contribute to supportive, inclusive and successful learning environments built around the interests and needs of the students.

#### TARGETS:

- Maintain or increase parent participation in annual survey, to attain 90% participation.
- Parent annual survey show that 80% or more responses with agree or higher.
- Maintain communication modes to keep community engaged and informed.

#### We will achieve success through effectively:

- Continuing to encourage the participation and collaboration with parents and foster relationships
- Listen to parent voices through school board and P&C
- Listen to wider community through meetings and community events
- Making connections with the local and wider community to promote the school as a vibrant and innovative place of learning through open communication and school promotion. Eg. newsletters, brochures, mail drops, wider media, social media and the school website
- Inviting parent involvement and participation through an open door policy
- Continuing to develop and formalise professional relationships with inter-agencies, local business, community groups and services (Universities and TAFE, Allied Health, Chapman Valley Shire, WAPPA, West Coast Speech and Language Centre, City of Geraldton, Geraldton Network of Schools)
- Encouraging strong and supportive partnerships between the school and the P&C through shared projects to support the students learning opportunities
- Ensuring that the school board is supported to effectively represent the school and wider community, while taking an active role in the shared decision making and governance
- Hosting community playgroup 'Play Cafe" held at the school
- Publishing school communications on the Shire website
- Engaging in events that invite parents into our school
- Encouraging parents into classrooms to support activities
- Increasing parent education opportunities in whole school programs/initiatives
- Conducting parent annual survey
- Fostering support for Literacy and Numeracy in the home
- Creating and resource opportunities for staff collaboration at school and in the wider educational regions.
- Engaging in Small School Hub for staff and students moderation and experiences
- Engaging with Shire through meetings and interactions with CEO, councillors and workers

# Improvement Targets-Focus Areas

At Chapman Valley Primary School our staff analyse data from a range of assessments to develop teaching and learning programmes that enable all students to progress and for our school community to grow to effectively educate our students.



At Chapman Valley Primary School, we have high expectations of success for every student within our school. We differentiate student learning to meet the needs of all students as a priority. We provide students with the opportunities to achieve their potential by building on student strengths, engaging them with personalised learning and effectively using technologies to achieve and experience success and progress.

## TARGETS:

- All students to demonstrate moderate or higher progress from on-entry to NAPLAN and from year to year in PP-2.
- All students to demonstrate moderate or higher progress in NAPLAN
- 80% of students achieve a 'c' or satisfactory grade or higher in English and Math on the end of semester Reporting to Parents.
- Achieve whole school attendance rate of 90% or above each semester.
- Demonstrate growth on the Positive Behaviour Support (PBS) School Evaluation tool annually.
- Maintain Students At Educational Risk (SAER) intervention and progress Register.

## We will achieve success through effectively:

- Implementing School operational plan
- Planning, teaching and assessing cycle with focus on English and Math curriculum
- Differentiating learning for students to achieve goals
- Data collection and analysis of school based data
- Collaborating with teaching colleagues
- Developing quality teachers through performance management and professional learning opportunities
- Building leadership capacity
- Providing structures and support for new staff
- Engaging with network communities
- Maintaining National Quality Standards Framework
- Teaching PBS Behaviour expectations
- Teaching Protective Behaviours
- Implementing SAER intervention processes with early identification and intervention
- Using technology to enhance learning
- Developing gratitude, growth mindset and building resiliency to assist health and well-being
- Implementing and maintaining SAER register



At Chapman Valley Primary School, all staff are committed to being active learners who self-reflect, collaborate and participate in professional learning to enable all staff to perform at their best to ensure we maximise student and school performance.

#### TARGETS:

- All staff members will complete the Performance Management cycle involving self -assessment to reflect on their practises and attain set goals.
- National Quality Standards Framework will be maintained.
- Annual staff survey to be completed with 80% or more responses of agree or higher.
- Annual student survey to be completed with 80% or more responses of agree or higher.

#### We will achieve success through effectively:

- Engaging in data analysis to inform planning and programmes
- Setting achievable goals for students to achieve
- Collaborating with staff in our school and other small school staff in our region
- Participating in Professional Learning that builds the capacity of staff
- Engaging in Professional Learning Communities
- Using AITSL standards to self-reflect and measure performance for teaching staff
- Utilising Performance Management templates for support staff
- Building capacity of staff members to ensure sustainability of practises and programmes
- Utilising teaching and staffing resources to enhance learning programmes
- Ensuring our class and playground environments are stimulating and engaging to enhance children's learning
- Implementing Literacy and Numeracy blocks everyday using high impact teaching strategies
- Utilising explicit teaching model for our school
- Building team culture in our staff
- Implementing School Operational Plan incorporating whole -school programs
- Mainting and implementing National Quality Standards Framework

# Glossary of Terms



**Attitude, Behaviour & Effort:** Refers to an area in student reports that measures Attitude, Behaviour and Effort using a descriptor scale of 'Seldom', 'Sometimes', 'Often' or 'Consistently' across 8 areas.

**Brightpath:** Refers to a software program that facilitates the moderation and grading of student writing samples.

**Business Plan:** A strategic plan that proposes targets to be met over three years for set priority areas.

**Decile:** An index measuring transiency rates of students attending WA public schools.

**Differentiating:** Refers to the need to adjust a student's tasks to meet their learning needs, for support or extension.

**ICSEA:** Index of Community Socio Economic Advantage

**Level 3:** WA public schools are 'levelled' according to the number of students attending, or how a school is classified (eg. District High or Primary School). Level 3 Schools generally have less than 100 students, and is the lowest of the levels. Most schools in Geraldton are level 5 with over 350 students.

**NAPLAN:** National Assessment Program Literacy and Numeracy is an annual test for Years 3, 5, 7 and 9 students. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy.

**National Minimum Standard:** The national minimum standard represents minimum performance standards in literacy and numeracy for a given year level, below which students will have difficulty progressing satisfactorily at school.

**NQS:** National Quality Standard Education Framework is a national system for the regulation and quality assessment of education services. The NQS Framework presents 7 key quality areas that are important to outcomes for children.

\*Educational program and practice

\*Children's health and safety

\*Physical environment

\*Staffing arrangements

\*Relationships with children

\*Collaborative partnerships with families and communities

\*Leadership and service management

**On Entry Testing:** The main purpose of the On-entry Assessment Program is to provide teachers with information about the skills and understandings that a child brings to school. The testing assesses the literacy and numeracy skills and understandings considered critical to early and ongoing educational development. All PP-2 students at CVPS take part in On Entry testing each year.

**Operational Plan:** While a business plan looks at long range targets and strategies, an operational plan unwraps short term targets and strategies and links them to the school budget and resources. An operational plan details planning, teaching and assessment priorities within the school that are put in place to help achieve set goals and targets.

**Progress Scale:** Refers to a measurement scale within NAPLAN testing that measures progress from one student assessment to another. Progress is measured on a scale of: Very Low, Low, Moderate, High, Very High.

**Reporting to Parents:** Refers to the student reports sent home to parents at the end of term 2 and 4 each year.

**Staff/Student/Parent Satisfaction Surveys:** Refers to an annual survey that measures satisfaction levels toward elements of the school by staff, students and parents. Most questions are measured using a scale of: N/A, Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree. The results of these surveys are shared to all participants and made available in the annual school report.

**Teaching and Learning School Improvement Framework:** Is an auditing tool that examines 8 domains of a school's operations. The domains refer to practices of highly effective schools. The framework enables a judgment or 'rating' to be made for each domain on a scale of 'Low', 'Medium' or 'High'.

**Transiency:** Transiency is the measure of student movement at a school during a calendar year, specifically student arrivals and departures. Transiency rates are determined by dividing the total number of students arriving and leaving a school during any one year by the average of that schools first and second semester census student numbers.

# School Self Assessment



At Chapman Valley Primary School a range of self-assessment processes are a key component of our planning, teaching and assessing cycle in order to develop programmes to achieve progress and outcomes for our students. Informed judgements on the standards of student achievements and the effectiveness of strategies employed through the School Operational Plan in maximising student achievement are regularly and consistently made. Our school employs a wide variety of school based assessments in learning areas to plan for students to achieve goals and monitor progress.

DATA SOURCE	PURPOSE
NAPLAN-National Assessment Program Literacy and Numeracy	National assessment in year 3 and 5 in Literacy and Numeracy. Our school uses this data to set targets and focus areas for future operational plans. NAPLAN is used to identify strengths and weaknesses and to set our future school directions.
On-Entry Assessment	Assessment used state wide. At our school we administer this assessment to our Pre-Primary, year one and year two students to identify strengths and weaknesses. We use this information to identify focus areas for our Early Childhood program and to monitor progress.
School Attendance Data	Identifies students at educational risk due to irregular attendance
NQS -National Quality Standards Framework	Provides an assessment of achievement and focus areas for our Early Childhood Program in our school to enable us to plan for quality educational outcomes.
Australian Institute for Teaching and School Leadership -AITSL Teacher Self-Assessment Tool	A self-reflection assessment teachers complete to reflect on their practises against the Australian Professional Standards for Teachers. This forms part of the teachers Performance Management Cycle.
Annual School Surveys	Annual school surveys are completed by staff, students and parents to provide feedback about the school and the programs provided.
School Based Assessments	Our school utilises a range of school based assessments to collect and analyse data to monitor progress of students and to plan the next phase in the teaching and learning cycle.
Reporting to Parents	Our school uses the formal reporting method at the end of each semester to inform to parents and students their achievements, progress and future goals. Our school report reports on academic achievements and attitude, behaviour and effort in the learning areas.