



Campbell  
Primary

INDEPENDENT PUBLIC SCHOOL

*Dream Believe Achieve*



Business Plan 2019 - 2021

*Dream Believe Achieve*

[www.CampbellPrimarySchool.wa.edu.au](http://www.CampbellPrimarySchool.wa.edu.au)

*Campbell Primary School is a school community with a strong culture of exemplary educational delivery, catering for the diverse needs of all members. As a highly supportive community Campbell Primary School embraces change, values diversity and consistently builds on everyday experiences. Highly motivated staff ensure a school of excellence and equity.*

## Our Mission

*To nurture the hearts and minds of all.*

## Our Vision

*For all students to have the knowledge, skills and values required to make a positive contribution to society and meet the challenges of their changing world.*

## Our Values

*Respect, Resilience & Kindness*



## Effective Teaching

We believe effective teaching:

- Requires the establishment and maintenance of a supportive, inclusive, positive, orderly and safe learning environment.
- Encompasses the whole child and acknowledges and fosters all facets of the student and their well-being, accommodating the different needs of students.
- Demonstrates an understanding of the General Capabilities (including the use of ICT) and effectively incorporates these into teaching and learning sequences in meaningful ways, that add depth and richness to student learning.
- Follows the cyclic model of diagnostic assessment, collaborative planning based on improvement, teaching and review. It reflects current research in best practice, is evidence based and is based on analysis of current data.
- Includes clearly stated intentions, modelling, guided and independent practice, success criteria and review.
- Requires explicit, timely and ongoing feedback to all students about their learning, encouraging and supporting students to have high expectations and take responsibility for their learning through individual goal setting and review.

# Effective Leadership

**Statement of Intent** At Campbell Primary School we are committed to supporting and strengthening leadership for all, in order to develop capable and confident contributors across the school and community.

Priority Areas	Improvement Strategies	Key Performance Indicators
Develop a sustainable and empowering leadership model with a focus on high expectations and standards of teaching.	<ul style="list-style-type: none"> <li>• Develop an authentic professional learning community.</li> <li>• Implement coaching system:               <ul style="list-style-type: none"> <li>- Literacy coach K-2 and 3-6</li> <li>- Maths coach K-2 and 3-6</li> <li>- ICT coach K-2 and 3-6</li> </ul> </li> <li>• Aspirant Leader Programme.</li> <li>• Further enhance the capacity of support staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Management.</li> <li>• Distributed Leadership Model.</li> <li>• Workforce Plan.</li> <li>• Exit Surveys.</li> <li>• NSOS (National School Opinion Survey).</li> <li>• Annual Leaders' Surveys. Biannually for executive team leaders.</li> <li>• Achievement of Senior Teacher, Level 3 status and promotional positions.</li> </ul>
A school-wide focus on school improvement.	<ul style="list-style-type: none"> <li>• Regularly review and monitor school dimensions and be actively responsive to identified areas for improvement, and celebrate areas of strength.</li> <li>• Plan, Teach and Assess cycle is used in team meetings to enhance student learning.</li> <li>• Students monitor their own learning and set goals for future learning and school improvement.</li> <li>• Further strengthen data literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole School Self – Assessment plan.</li> <li>• School Performance Monitoring Tool.</li> <li>• School Board minutes reflect active engagement with the Business Plan and school improvement.</li> <li>• Action plans developed by student leaders.</li> <li>• Responses to staff, student and parent surveys – biannually.</li> <li>• Staff engagement in analysis of data to inform improvement targets.</li> <li>• Performance Management.</li> </ul>
Further support well-being, safety and positive relationships with students, staff and community.	<ul style="list-style-type: none"> <li>• A whole school Well-being Policy is developed.</li> <li>• Implementation of Mindful practices across the school.</li> <li>• Further enhance the Chaplaincy programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Be You and ACER Social and Emotional Well-Being surveys.</li> <li>• NSOS.</li> <li>• Chaplaincy data.</li> <li>• Analysis of engagement information.</li> </ul>
Ensure authentic opportunities are provided for students to demonstrate leadership.	<ul style="list-style-type: none"> <li>• Further enhance the Student Leadership Framework.</li> <li>• Student Voice teacher-leader appointed.</li> </ul>	<ul style="list-style-type: none"> <li>• An increase in student leadership opportunities.</li> </ul>
Further develop a culturally responsive and inclusive learning environment.	<ul style="list-style-type: none"> <li>• Implementation of focus areas identified within the Aboriginal Cultural Standards Framework.</li> <li>• Strengthen partnerships and engagement with culturally diverse groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress against Aboriginal Cultural Standards Framework continuum.</li> <li>• Engagement of cultural groups.</li> <li>• NSOS.</li> </ul>



# Success for all Students

**Statement of Intent** At Campbell Primary School we are committed to success for all students. We hold the belief that success is more than just academic achievement, it is the maximum development of a student's intellectual, social and emotional capacities.

Achievement Targets:

- High levels of student progress are evident in On-Entry to Year 3 and Year 3 to Year 5 NAPLAN.
- Increase the percentage of students who achieve moderate to very high progress in Year 3 and Year 5 stable cohort in reading, writing and numeracy.
- Stable Cohort Year 3 and 5 to achieve at or above like schools in achievement and strive to achieve higher progress than like schools in all areas.
- High levels of student achievement and progress are evident in Year 5 to Year 7 NAPLAN when compared to WA Public schools.
- Attendance: Percentage of students at indicated risk to be at or below 14% in Semester 2 each year.
- 95 % of students to maintain good standing for the year.

Priority Areas	Improvement Strategies	Key Performance Indicators
All students are supported to reach their potential through the provision of a highly differentiated curriculum, with a focus on extending and challenging our most academically able students.	<ul style="list-style-type: none"> <li>• Early identification and intervention processes are implemented to support future pathways.</li> <li>• Embed the iStar Pedagogical Framework.</li> <li>• Embed a culture of analysis and discussion of data to inform teaching.</li> <li>• Case Management approach.</li> <li>• Enrichment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Success of case management and achievement of targets in year level intervention plans.</li> <li>• Number of students attaining entry to Gifted and Talented Programs and or specialist programmes at high school.</li> </ul>
Further develop productive partnerships that support whole school and student improvement.	<ul style="list-style-type: none"> <li>• Develop and embed a shared vision.</li> <li>• Maintain an effective and collaborative relationship with the Nicholson Network with the purpose of improving teacher expertise.</li> <li>• Continued and enhanced collaboration with:               <ul style="list-style-type: none"> <li>- tertiary institutions</li> <li>- secondary schools</li> <li>- external agencies</li> </ul> </li> <li>• Whole school community engagement:               <ul style="list-style-type: none"> <li>- student, staff and community</li> <li>- consultative group to support Aboriginal Cultural Framework</li> </ul> </li> <li>• Further enhance the Chaplaincy programme.</li> <li>• School Board representation.</li> </ul>	<ul style="list-style-type: none"> <li>• National School Opinion Surveys (NSOS).</li> <li>• Monitor numbers and groups of students engaged with programmes with universities, secondary schools and external agencies.</li> <li>• Partnerships with Parents data.</li> <li>• School Community Surveys.</li> <li>• Chaplain monitoring tool.</li> <li>• School Board structure and surveys annually.</li> </ul>



# High Quality Teaching

**Statement of Intent** At Campbell Primary School we are committed to ongoing excellence in teaching. Through rigorous examination of current practices and research into effective teaching we actively plan and collaborate to ensure that all staff adhere to a common shared set of beliefs and practices that deliver excellence in student learning and growth in both student achievement and progress.



Priority Areas	Improvement Strategies	Key Performance Indicators
<p>Further develop the Professional Learning Community, one in which continuous improvement is assessed on the basis of results and where there is a collective responsibility for high levels of learning for all.</p>	<ul style="list-style-type: none"> <li>• Teacher collaboration focused on student learning, achievement and progress.</li> <li>• Development of the Network professional learning community.</li> <li>• Implement a coaching model to further enhance teaching practice.</li> <li>• Further develop Year level teacher leadership role.</li> <li>• Embed self-reflective practices, including peer observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Year level team surveys.</li> <li>• Performance Management:               <ul style="list-style-type: none"> <li>- AITSL Standards for Teachers</li> <li>- AITSL Classroom Practice Continuum</li> </ul> </li> <li>• Evidence based practices are adopted across the school.</li> </ul>
<p>The general capabilities and cross-curriculum priorities are understood, valued and used as active learning streams for all students.</p>	<ul style="list-style-type: none"> <li>• Explicit teaching through the Western Australian Curriculum for students to develop the general capabilities of critical thinking, creativity and entrepreneurship, including through STEM and the Arts.</li> <li>• Further develop teacher capacity in digital technologies through appointed coaches for Years K-2 and 3-6.</li> <li>• STEM committee established to support school based STEM projects.</li> <li>• Professional learning provided to support teachers in incorporating the cross-curriculum priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Development - teacher planning reflects explicit teaching of the general capabilities and cross-curriculum priorities.</li> <li>• Cross curricular opportunities evidenced in the Arts and Literacy.</li> <li>• STEM is integrated in classroom teaching and evidenced through Performance Management and classroom observations.</li> <li>• Staff implementation of CPS Digital Technologies Scope and Sequence.</li> </ul>
<p>Enlist high expectations for all and maintain systematic curriculum delivery.</p>	<ul style="list-style-type: none"> <li>• In class coaching for English and Maths.</li> <li>• Further enhance staff Induction processes.</li> <li>• Further embed whole school connected practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Management cycle:               <ul style="list-style-type: none"> <li>- AITSL standards</li> <li>- Teaching proficiencies</li> <li>- Whole school approaches</li> <li>- Self-reflective practice</li> </ul> </li> <li>• Formal and informal classroom observations.</li> <li>• Year level scope and sequence documents are utilised.</li> <li>• High levels of satisfaction with induction processes evidenced in surveys.</li> </ul>



# Campbell Primary School Board

As the Chair of Campbell Primary School Board, it is my privilege to welcome you to Campbell Primary Independent Public School.

Campbell Primary School nurtures and supports every child to help them be the best possible version of themselves. The Community at Campbell Primary School, including the Board, the teachers and staff are committed to help every child not just to excel in the academic and physical space, but to be considerate and compassionate members of their community.

I invite you to share with us the excitement and joy at Campbell Primary School. Please visit us and see how we are shaping young people ready for an exciting future. - *Dr. Rachel Sheffield*



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Created in collaboration with the Campbell Primary School staff, parents and School Board, the Business Plan forms part of a suite of documents including Operational Plans (which are completed annually), a Workforce Plan, Financial Plans and the Delivery and Performance Agreement.