



Creaney Primary School aims to educate students to be part of a community which develops a child who is motivated to reach their potential, academically, socially and responsibly in a caring and supportive environment.

Creaney Primary School is an Independent Public School with a highly professional and skilled staff who provide explicit, purposeful and engaging learning programs across the curriculum.

The Business Plan 2022-2024 builds upon the progress of our previous plan and reflects our response to student achievement and progress data, and feedback from our school community and the 2019 Public School Review. The Business Plan outlines the longer-term strategic directions of the school in line with the Department of Education's strategic directions for schools 2020-2024 with a focus on every student, every classroom, every day.

Student achievement targets, as listed in this Business Plan have been identified through rigorous self-assessment of academic and non-academic data sets and are the broad targets for the school. Smaller, year-on-year subject specific targets are set out in operational planning documents.

The Business Plan guides our annual operational plans, which outline improvement strategies in more detail. Staff use a combination of these plans to guide their classroom learning programs.

Our commitment

Creaney Primary School's motto is "Caring". The actions of our staff, students and school community are guided by the following:



Creaney Primary School

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We care about our Community

- At Creaney Primary School we:
- Respect others
 - Accept others
 - Demonstrate responsible behaviour
 - Value cultural diversity

We care about our Environment

- At Creaney Primary School we are respectful of our environment and understand the need for conservation and sustainability.

We care about our Learning

- At Creaney Primary School we develop learners who are:
- Resilient
 - Persistent
 - Self-directed
 - Inquisitive
 - Reflective

Making learning visible

Creaney Primary School has engaged in a three-year journey with Corwin Australia's Visible Learning team. 2022 marks the third and final year of this journey. 2023-2024 will be an opportunity for staff to consolidate the implementation of Visible Learning.

Staff are committed to the principles of Visible Learning that takes the theory of educational research and puts it into a practical inquiry model for teachers and school leaders. It prompts educators to honestly assess the impact they are having on student achievement and progress.

We work towards our students being able to answer the three critical questions:
Where am I going?
How am I going?
Where to next?

Our Learner Dispositions

Learner Dispositions refer to the way in which learners engage in and relate to the learning process. Learner Dispositions affect how students approach learning and therefore the outcomes of their learning. Our Learner Disposition bees help remind us what sorts of learners we want in our school. We chose the Australian Blue Banded native bee as our mascot.



KEY FOCUS AREAS 2022-2024

TEACHING QUALITY

Teachers at Creaney Primary School hold high standards and expectations for all students. They provide a balanced curriculum that caters for students' academic, physical, social and emotional needs.

Teachers at Creaney Primary School hold high standards and expectations of themselves. They teach according to whole-school approaches aligned with evidence-based best practice to provide opportunity for students to make appropriate year-on-year progress.

All school staff are committed to life-long learning.

Target

1. Demonstrate improvement year-on-year through Visible Learning assessment tools: School Matrix, Mindframes Survey and School Capability Assessment.

Strategies

- Whole of school planning is shared, linked to priorities and resourced accordingly;
- The Western Australian Curriculum is used to plan including the General Capabilities and Cross Curricula priorities;
- Evidence-based programs are school-wide and used as the basis for planning;
- All staff engage in professional learning with a focus on best practice;
- Teacher planning is culturally sensitive
- Teacher planning is differentiated, catering for all students, including those who are achieving below level and those who require extension;
- Teachers work collaboratively to plan, moderate and assess student progress
- Explicit teaching is used across all curriculum areas and includes the use of 'Learning Intentions' and 'Success Criteria';
- Explicit 'feedback' is provided to students to enhance their learning;
- Staff engage in Performance & Development using The Australian Institute for Teaching and School Leadership (AITSL) self-assessment tool for self-reflection and goal identification.
- Staff engage in classroom observations against Performance and Development goals and the AITSL Standards for Teachers;
- Data analysis and 'Effect Size' is used as a guide to student progress and therefore the diagnosis of the impact of teaching
- Engage in opportunities to collaborate with teachers across the Network with a focus on best practice in teaching;
- Preparedness for learning from home (if required); and
- A commitment to STEM pedagogy

USE OF RESOURCES

At Creaney Primary School we ensure there is a clear link between school resourcing and our plans to raise standards for all students.

Strategies

- Regular and timely meetings of the Finance Committee;
- Seek opportunities for grants and supplementary funding;
- Plan for future needs;
- Clear and deliberate links established between resources and priorities; and
- Use of recruitment practices to ensure the attraction of the best possible staff.



STUDENT ACHIEVEMENT AND PROGRESS

At Creaney Primary School we encourage students to be well-prepared for their future and set high expectations of success. We uphold a culture that promotes collective responsibility for student progress and school improvement.

Targets

1. Maintain the stable cohort student achievement 'at' or 'above' the like-school mean in literacy and numeracy based on National assessment data sets (NAPLAN).
2. Meet or exceed the progress of like-schools for stable cohort students against National data sets (On-Entry Assessment and NAPLAN):
 - a) Pre-primary to Year 3; and
 - b) Year 3 to Year 5.
3. Meet or exceed the progress of like-schools for stable cohort students in nominated school data sets in all year levels.
4. Grade allocation alignment to be on par with like-schools.

Strategies

- Use a range of standardised data sets to assess student achievement and progress year-on-year;
- Student progress and achievement is seen as evidence of the impact of teaching;
- Clear processes are in place for identifying and supporting students who are not reaching their potential;
- A focus on early intervention; and
- Use of learning intentions, success criteria and explicit feedback to develop students who are assessment capable.



LEADERSHIP

Creaney Primary School provides a shared and unifying vision for improvement where change is managed strategically. Leaders set high expectations and standards are communicated through whole-school planning structures.

Strategies

- School priorities and directions are aligned to Department expectations;
- The distributed leadership model across the school continues to be enhanced;
- Curriculum leaders work toward achieving targets as per Business and Operational Plans;
- Impact Coaches are identified and trained to drive best practice in Visible Learning across the school;
- Whole-school planning is completed in a collaborative and shared way;
- Professional learning is targeted to whole school directions; and
- New staff are effectively inducted.



LEARNING ENVIRONMENT

Each person in our school community is important to us. We aim to develop students who can succeed in an ever-changing world through a balanced education program; students who are resilient, persistent, self-directed, inquisitive and reflective individuals. We aim to foster a culture where students, staff and our school community feel valued, supported, appreciated and cared for. We value and prioritise the health and wellbeing of all.

We believe teachers have the right to teach and students have the right to learn.

Targets

1. Maintain attendance above the WA State mean across all year levels.
2. Maintain the percentage of students achieving 'consistently' or 'often' on the ABE descriptors at or above 90%.

Strategies

- Promotion of "Creaney's Commitment";
- Promote the Learner Dispositions: Resilient, Persistent, Self-Directed, Inquisitive, Reflective;
- Employment of a School Chaplain;
- Facilitation of whole-school programs which support student wellbeing;
- Investigation and implementation of an assessment tool to measure student wellbeing;
- Value and promote positive staff health and wellbeing;
- Continue to offer student leadership programs including BUZ Rangers and GRIT;
- Provision of safe and engaging school grounds and facilities which encourage curiosity and creativity; and
- Employment of sustainable environmental practices.



RELATIONSHIPS AND PARTNERSHIPS

Creaney Primary School fosters positive, respectful and sustainable relationships and partnerships that support the best possible learning opportunities for students.

Target

1. Maintain levels above 4.0 for all areas of the National School Opinion Survey.

Strategies

- Continue to foster the public positive image of our school within the community;
- Focus on respecting and responding to Aboriginal culture through the Aboriginal Cultural Standards Framework;
- Provide opportunities for the School Board to increase communication and build connections and partnerships with the community;
- Fostering of school-based and network professional learning communities;
- Further enhance collaborative relationships with the local network of schools;
- Staff to engage in network curriculum meetings;
- Maintain the use of the school's facilities by local community members and groups;
- Support for parents/guardians through the provision of information and workshops;
- Enhanced and streamlined communication through new website design, cashless/paperless permission forms and tools for easy communication;
- Continue to foster strong relationships with the Creaney Education Support Centre.

