

City Beach Primary School

Future Directions 2021 – 2024



Our People | Our Plan *Each of us*

We are a vibrant, dynamic and inclusive community of learners, rich in cultural diversity. Community and inclusivity are central to who we are at City Beach Primary School.

Our plan has people at its heart *Each of us.*

Our plan has been created in collaboration with staff, students, the School Board, the P&C and the school community. It is a dynamic document where adjustments can be made throughout the life of the plan. An Annual Improvement Plan will house operational plans for each key improvement driver that will help to make the aspirations outlined in the CBPS Business Plan 2021-2024, our reality over the next three years. **Our plan will guide, strengthen and improve our work.**

Our vision *Each of us.*

Confident, curious and creative learners with healthy hearts and minds, belong to a culturally responsive and inclusive community where future focussed learning equips us to contribute to a sustainable world. **Achieving together with pride.**

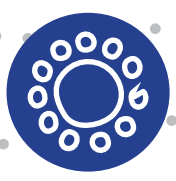
Our values *Each of us*

Respect I treat myself, others and the environment with respect.	Responsibility I am responsible for my words and actions and choose to do the right thing.	Resilience I have the resilience to overcome challenges, in a positive way.
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What matters to us

- Knowing our people
- A balanced approach to learning and wellbeing
- Genuine partnerships with our families and community
- Professional growth





Our Improvement Drivers

will turn our aspirations into reality

Confident Curious and Creative Learners <i>each of us...</i> love learning, enjoy coming to school and are supported to approach challenges with energy, effort and excellence.	Healthy Hearts and Minds <i>each of us...</i> encouraged to develop the foundations of success in life, and the social and emotional intelligence to drive our learning.	Culturally Responsive and Inclusive Community <i>each of us...</i> known, connected and respected.	Future Focussed Learning <i>each of us...</i> collaborative problem solvers, ready to responsibly contribute at local, state, national, and global levels.
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Our Success will:

- Increase the percentage of students achieving expected or better than expected progress in numeracy, reading and writing;
- Demonstrate our school mean matches or exceeds that of like schools in NAPLAN Numeracy, Reading and Writing assessments;
- Result in improved student and staff wellbeing;
- Strengthen school community engagement and cultural responsiveness; and
- Guide the identification of annual improvement targets and development of key improvement driver operational plans.

Achieving together with pride

Confident, Curious and Creative Learners ...

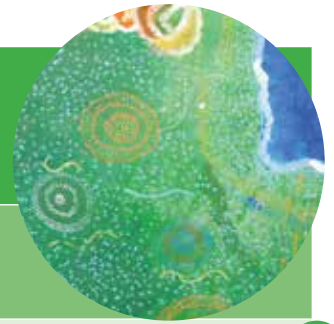
Each of us... love learning, enjoy coming to school and are supported to approach challenges with energy, effort and resilience.



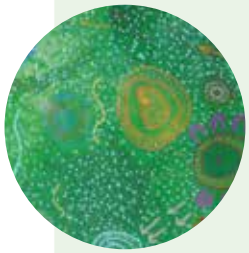
What do we want? Initiative:	What will we do? Key Improvement Strategy	What will Success look like? Success Indicators
Know the Needs of Every Student 	<ul style="list-style-type: none"> • Systematically collect and analyse student data to inform planning and teaching and monitor progress in reading, writing and numeracy 	<ul style="list-style-type: none"> • Year on year progress and academic success for each child measured by assessment data collection and analysis cycle in Reading, Spelling, Mathematics and Writing • Intervention strategies are monitored for evidence of impact on student progress
	<ul style="list-style-type: none"> • Enrich student support in literacy and numeracy to target gaps or enrichment 	<ul style="list-style-type: none"> • Class profiles supported by clearly articulated and documented plans for students in need of support to target gaps or enrichment • Differentiated teaching in classrooms targets student engagement and success
	<ul style="list-style-type: none"> • Strengthen Learning Team Support processes 	<ul style="list-style-type: none"> • Learning Support Plan developed and implemented • Monitor and document improvement data
Critical and Creative Thinking	<ul style="list-style-type: none"> • Harness the Power of Play 	<ul style="list-style-type: none"> • Coordinated whole school approaches to outdoor learning, performance and play
	<ul style="list-style-type: none"> • Create learning environments that foster collaboration and innovation using a whole school framework for inquiry based learning 	<ul style="list-style-type: none"> • Inquiry based learning model guides cross curricular learning
High Fidelity Teaching 	<ul style="list-style-type: none"> • Embed a school wide self-reflective culture focussed on improving classroom teaching 	<ul style="list-style-type: none"> • Embedded Collaborative Planning Processes and Structures across the school • An enhanced Performance and Development model incorporates peer observation and professional reading reflections • NSOS staff survey results
	<ul style="list-style-type: none"> • Strengthen support for staff through professional collaboration: sharing, feedback, coaching and mentoring 	<ul style="list-style-type: none"> • Staff engaged in coaching aligned to strategic focus areas; iStar, Talk for Writing, Digital Technologies, Sustainability • An iStar lesson design coaching model implemented across the school
	<ul style="list-style-type: none"> • Engage in professional learning plan that aligns to our strategic direction 	<ul style="list-style-type: none"> • A CBPS Professional Learning Plan informs meetings, school development days and professional learning program access for staff • Teachers measure their progress and impact using self-reflection practices from 10 Mindframes for Visible Learning • Teachers access PL targeting key improvement drivers • Future Leaders Framework supports teacher aspirations and leadership development
	<ul style="list-style-type: none"> • Connected practice using evidence based whole school approaches in literacy and numeracy 	<ul style="list-style-type: none"> • Consistent implementation of whole school English approaches and operational plans • Consistent implementation of whole school Mathematics approaches and operational plans

Healthy Hearts and Minds...

Each of us... encouraged to develop the foundations of success in life, and the social and emotional intelligence to drive effort in our learning.



What do we want? Initiative:	What will we do? Key Improvement Strategy	What will Success look like? Success Indicators
Strong Social and Emotional Wellbeing	<ul style="list-style-type: none"> Embed whole school approaches to enhance the health and wellbeing of each one of us – Positive Behaviour Support Plan; You Can Do It (YCDI)- Program Achieve 	<ul style="list-style-type: none"> Progress along the continuum of the Social Emotional Learning (SEL) Framework National School Opinion Surveys (NSOS) – annual target attainment SEL survey data indicates progress and target attainment – You can Do It surveys Targeted cohort specific SEL support programs implemented and monitored across the school Healthy Hearts and Minds operational plan developed, implemented and monitored
	<ul style="list-style-type: none"> Investigate and implement tailored whole school approach to mindfulness and meditation 	<ul style="list-style-type: none"> Whole school approach tailored to CBPS embedded across the school Research evaluation of program designed by the University of Western Australia and Mindful Meditation Australia
Voice – Shaping Education	<ul style="list-style-type: none"> Enrich leadership development and decision making opportunities 	<ul style="list-style-type: none"> Major partnership decisions are made collaboratively with opportunity for staff, student and parent input Survey Data - National School Opinion Surveys (NSOS), Entry and Exit Surveys – annual targets set and monitored WA Future Leaders Framework – staff involvement and success statistics Authentic opportunities for student leadership across the school
	<ul style="list-style-type: none"> Provide opportunities for student, staff and school community voice to positively impact on teaching and learning 	<ul style="list-style-type: none"> Active, effective and involved P&C – survey and audit information identifies improvement opportunities Informed and effective School Board involved in self-assessment processes to identify improvement opportunities NSOS targets set and results monitored



Culturally Responsive and Inclusive Community...

Each of us... known, connected and respected.




What do we want? Initiative:	What will we do? Key Improvement Strategy	What will Success look like? Success Indicators
Cultural Connectedness	<ul style="list-style-type: none"> Engage with the Aboriginal Cultural Standards Framework and commit to move from Cultural Awareness to Cultural Responsiveness 	<ul style="list-style-type: none"> Aboriginal Cultural Standards Framework self-assessment data indicates annual progress along the continuum to Cultural Responsiveness The visible incorporation of Aboriginal culture and perspectives is a natural part of our school life
	<ul style="list-style-type: none"> Access support to develop and use knowledge of Aboriginal histories experiences cultures and languages in our teaching and learning 	<ul style="list-style-type: none"> A partnership is established to support the school develop and use knowledge of Aboriginal histories experiences cultures and languages in our teaching and learning
	<ul style="list-style-type: none"> Collaboratively develop a School Reconciliation Action Plan (RAP) 	<ul style="list-style-type: none"> A School Reconciliation Action Plan (RAP) guides our learning and is monitored for progress towards achieving cultural responsiveness
	<ul style="list-style-type: none"> Strengthen and formalise our unique opportunities for intercultural exchange with the Japanese School in Perth (JSP) 	<ul style="list-style-type: none"> An annual JSP Engagement Framework is developed to outline joint school and P&C plans





Culturally Responsive and Inclusive Community...

Each of us... known, connected and respected.

What do we want? Initiative:	What will we do? Key Improvement Strategy	What will Success look like? Success Indicators
Valued and Involved Community 	<ul style="list-style-type: none"> Strengthen access to network and network schools to improve positive outcomes for staff and students 	<ul style="list-style-type: none"> Partnerships are sustainable and are part of the culture of our school Collaboration with Network Schools achieves positive outcomes
	<ul style="list-style-type: none"> Enhance community partnerships that are strategically established to address student needs, volunteer programs and engagement with community groups 	<ul style="list-style-type: none"> The school community feel welcomed and speak highly of the school – NSOS data An active and effective volunteer program supports student learning Extracurricular activities offered onsite align with school values and behavioural expectations An active and informed School Board and P&C support the work of the school
	<ul style="list-style-type: none"> Community engagement in learning that aligns to our key improvement drivers and strategies 	<ul style="list-style-type: none"> Parent workshops are aligned to key improvement drivers and strategies Planned opportunities for parent engagement and voice – focus groups and consultations regularly planned and held

Future Focussed Learning...

Each of us... collaborative problem solvers, ready to responsibly contribute at local, state, national, and global levels.

What do we want? Initiative:	What will we do? Key Improvement Strategy	What will Success look like? Success Indicators
Strong Sustainable Practices	<ul style="list-style-type: none"> Partner with school and local community to create Environmental Sustainability Framework 	<ul style="list-style-type: none"> An Environmental Sustainability Plan (ESP) guides and monitors sustainable practices across the school and highlights our positive impact Progress along the Sustainable Schools Framework continuum Sustainable practices are embedded in each day across the school Sustainable practices and initiatives across the school are communicated and celebrated with the school community
Global Approaches 	<ul style="list-style-type: none"> Deliver a curriculum with a strong focus on the development of General Capabilities which are: Literacy; Numeracy; Information and Communication Technology capability; Critical and Creative Thinking; Personal and Social Capability; Ethical Understanding; and Intercultural Understanding. 	<ul style="list-style-type: none"> The General Capabilities (GC) are incorporated in to classroom planning across the school The GC scope and sequence documents inform teaching and learning The language of the GC is consistently embedded across the school
	<ul style="list-style-type: none"> Build STEM/STeAM skills through the implementation of the K-10 curriculum 	<ul style="list-style-type: none"> Increased opportunities for in-school and extra curricular programs each year, and data collated and monitored
	<ul style="list-style-type: none"> Nurture the purposeful use of digital technology 	<ul style="list-style-type: none"> Digital technology updated, well resourced and used purposefully in classrooms Information and Communication Technology replacement plan monitored and updated annually
	<ul style="list-style-type: none"> Enhance knowledge of and confidence in our Connected Learning at Home platforms 	<ul style="list-style-type: none"> ICT updated and well resourced - used purposefully in classrooms - survey results and replacement plan