



City Beach Primary School

Future Directions

2025 – 2028

Our Plan • Our People • Our Vision

A connected culture of learning, excellence and success where everyone belongs and can thrive.

Our vision is built on the belief that every student, teacher, and family play a vital role in creating an environment where everyone belongs and can thrive. We are all learners for life and by working together, we can create a school culture that is connected, inspiring and empowering.

This plan has evolved from the work of our last plan and strengthens approaches to strive for academic and character excellence at City Beach Primary School. It is reflective of school community feedback, consultation and analysis of data together with the implementation of effective evidence based approaches. Initiatives and strategies in the plan align with Department of Education focus areas for success and the Public School Review Standard.

Our community canvas collaboration with Aboriginal artist Deborah Bonar in 2024 "Connecting on Wadjuk Country" captures the themes of belonging, connection and celebrations of all people central to our uniqueness at City Beach Primary School.

We are committed to:

Learning: Promoting a love for learning through high impact teaching in a safe and supportive learning environment.

Excellence: Encouraging high standards in character and academics, ensuring that each student reaches their potential.

Success: Celebrating the achievements, progress and growth of our school community, and recognising that hard work and effort contribute to our school's success.

Our Beliefs

Together, we can achieve great things
Achieving Together With Pride

We believe in:

- The importance of connection, belonging and being known
- Providing safe and engaging learning environments to support growth
- Nurturing a love of learning inspired by creativity and curiosity
- Encouraging growth mindsets to develop skills for life success
- The power of community, collaboration and effort to achieve excellence





Our Success will:

Support and challenge students:

Ensure each child's achievement is monitored and they are provided with support and challenge to make expected or better than expected progress.

Increase NAPLAN Proficiency:

Increase the percentage of students achieving in the top two NAPLAN proficiency bands (Strong and Exceeding) in NAPLAN Assessments.

Enhance Health and Wellbeing:

Increase staff and student health and wellbeing reflected in the annual collection of data.

Strengthen Community Engagement:

Demonstrate strong school community engagement and cultural responsiveness.

Inform Planning:

Self-assessment processes and data analysis inform the selection of targets and the development of focus area improvement plans.

Three Key Focus Areas

underpinned by initiatives, strategies and success indicators

1

ELEVATING TEACHING AND LEARNING

Growing Learners, Strengthening
Teaching: Excellence in Action

STUDENT GROWTH AND SUCCESS

Striving for Excellence: Cultivating
Growth Through Effort and High
Expectations

HIGH-IMPACT TEACHING AND LEARNING

Sustaining Excellence: High-Impact
Teaching through Collaboration

2

CONNECTING LEARNING COMMUNITIES

Successful Learners, Connected
Communities: Stronger Together

AN INCLUSIVE LEARNING SPACE

A Community of Growth and
Connections

HEALTH AND WELLBEING

A Thriving and Supportive School
Community with well-being at its
heart

3

SHAPING THE FUTURE

Student Success, Shared Leadership,
and Strong Partnerships

LEADERSHIP IN ACTION

A Culture of Voice and Collaboration

UNIFIED COMMUNITY

Stronger Together: Building
Partnerships, Achieving Student
Success



Elevating Teaching and Learning Excellence

Growing Learners, Strengthening Teaching: Excellence in Action

1

Initiatives: What do we want?	Strategies: What will we do?	Success: What will we see?
Student Growth and Success: Striving for Excellence: Cultivating Growth Through Effort and High Expectations	Year-on-year progress in English and mathematics for all students	• Student performance actively monitored in a range of ways – assessment schedules, (NAPLAN, PAT and Brightpath), data analysis and operational plan targets. • Elastik and PAT, NAPLAN and On-Entry Assessment data used to support each students' progress to inform teaching and share progress with parents • Agreed practices for sharing progress with parents each year
	Engage and challenge every student	• Effective intervention and challenge strategies in place to support student success • Targeted support – documented plans IEP & Quality Teaching and Learning Adjustment Plans (QTALAs) • Strong case management and documented plan processes support student success • A strengthened and streamlined assessment and reporting schedule
High-Impact Teaching and Learning Sustaining Excellence: High-Impact Teaching through Continuous Learning and Collaboration	Embed the core elements of the Quality Teaching Strategy - Teaching for Impact in our lesson design	• Lesson design components used with consistency to include Teaching for Impact and High Impact Teaching Strategies (HITS) focus
	Network connections with other schools strengthen teacher practice and student learning	• Moderation processes developed internally and externally with Churchlands Network schools
	Embed whole school high quality evidence-based approaches and learning opportunities across the school	• Literacy and numeracy approaches delivered with consistency and fidelity across the school • Extended Letters and Sounds K-Year 3, PLD Spelling: Maths Trek resources; Talk for Writing K-Year 4 • Systematic approach to the teaching of spelling (Year 3-6)
	Performance Development Model processes aligned with whole school approaches and includes observation and feedback	• Teachers draw on observation and feedback evidence to enhance their practice and student outcomes • Professional learning aligns with school improvement priorities and individual staff needs
	Strong data literacy - Student achievement and progress data is used to inform planning for progress, monitor growth and target school improvement	• Scheduled school wide assessment delivered, analysed and monitored for success: On-entry, NAPLAN, PAT, Brightpath, Surveys

Connecting Learning Communities

Successful Learners, Connected Communities: Stronger Together

2

Initiatives: What do we want?	Strategies: What will we do?	Success: What will we see?
An Inclusive Learning Space A Community of Growth and Connections	Embed tiered support for students at at educational risk (SAER) processes and practices	• Learning environments where students are engaged, challenged, safe to take risks and supported to learn • Learning support for staff and external expertise accessed and available to staff (Leadership team, L3 CT, School Psychologist, Chaplain, PL and PBS Team) • Intervention – Multilit, Reading Support, Early Years Extension (EYE) Philosophy for Children (P4C) • Supported referral processes to the school psychologist, SSEN, CDC and chaplain involvement for SAER students • Partnerships with parents support student success
	Effective collaborative practices and structures in place across the school	• Professional Learning Teams (PLT) with a collective focus on continuous improvement • Collaboration across year levels to support differentiation – Extended Letters and Sounds - phonics instruction– maths challenge • Staff engage in collaborative planning across learning areas and year levels – specialist teachers are invited and attend PLT meetings
Health and Wellbeing A Thriving and Supportive School Community with well-being at its heart	Strengthen whole school approaches to wellbeing and support for positive behaviour built around restorative practices	• WA Positive Behaviour In Schools Framework connects and strengthens consistent school approaches to behaviour • Engagement with Restoring Teaching and Real Schools PL • Restoring Teaching professional reading and core agreements • Be You data collection and analysis • Target cohort specific intervention – Build Up Zone programs



Shaping the Future

Student Success, Shared Leadership and Strong Partnerships

3

Initiatives: What do we want?	Strategies: What will we do?	Success: What will we see?
Leadership in Action A Culture of Voice and Collaboration	Leadership development opportunities to empower staff in school operational planning, curriculum, and instructional design	• Quality teaching and staff development • Successful Professional Learning Teams and collaboration practices • Future Direction Focus Area Teams provide leadership opportunities • Learning Area teams – support operational planning • Staff identify aspirations through the CBPS Performance and Development cycle
	Teacher leader opportunities at school, in Churchlands Network and Leadership Institute	• Teachers engaged with network committees (Complex Needs, Cultural Responsiveness), moderation and school sharing exchanges • Aspirant teacher and school leaders pursue and engage in Network / System leadership programs to develop leadership potential
	Build tomorrows leaders – student leadership across the school at all levels	• Change is introduced in response to an identified need with new ideas from student feedback explored for improved school performance • Student leadership structures adjusted to reflect context of each cohort and give young people a voice
	Nurturing future focussed learners equipped for 21st century and life success	• Inquiry approaches and technology are embraced to enhance the learning • Specialist areas inspire creativity, innovation and connected learning: STEAM, Performing Arts, Visual Arts, Japanese Language and PE • Digital Technologies Scope and Sequence implemented • General Capabilities included in planning
Unified School Community Stronger Together: Building Partnerships, Achieving Student Success	Partnerships with families, communities and agencies support the engagement of every student	• Strong and active School Board and P&C support and set goals to align with strategic Future Directions (FD) plan • Board members support the school's strategic directions and continue to strengthen their governance role to monitor the progress and success of the FD plan • Respectful community communication and engagement focussed on Connect and Respect guidelines
	Positive and supportive partnerships with volunteers, service providers, universities and local councils positively impact on student outcomes	• A range of extra-curricular activities in sport and the arts provide before and afterschool options for our students • Ed Connect and Rotary volunteers continue to impact positively on improved student outcomes • JSP relationships strengthen mutually beneficial cultural exchange opportunities for all students and school communities
	Strong culturally responsive practices acknowledge our connection to Country and our part in the reconciliation journey	• A school culture where diversity is valued, and the reconciliation journey is shared and celebrated by staff, students and the school community
	Community feedback collection and analysis cycle	• A robust schedule for the collection and analysis of feedback from the school community informs planning • Evidence drives decision making and informs planning • Feedback is analysed and actions are communicated to the school community