OUR MISSION
Capel Primary School aims to ensure that students develop the understandings, skills and attitudes relevant to their individual needs, thereby providing opportunities for them to fulfil their potential and become a positive contributor to society.

BUSINESS PLAN
2014 - 2016

OUR VISION
Through engaging students in effective, contemporary teaching practice and a focus on social and emotional well being, we will provide each student with the opportunity to experience success and develop the skills and capabilities necessary for lifelong learning.
**KEY OBJECTIVES**

Our goal is for Capel Primary School to be a “School of Choice” that earns the respect of the community for the quality & breadth of the education it offers.

<table>
<thead>
<tr>
<th>TEACHING, LEARNING &amp; ASSESSMENT</th>
<th>LEARNING ENVIRONMENT</th>
<th>PROFESSIONAL LEARNING COMMUNITY</th>
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<tr>
<td>Through a quality school learning environment, ensure all students achieve their potential.</td>
<td>Enhance the quality of the school learning environment through an outcome focused approach consistent with the Curriculum Framework and (WA) Australian Curriculum.</td>
<td>Establish the structures, processes and time to enable teachers to share practices, collectively reflect on student performance and contribute to a positive school climate.</td>
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**Key Points**

- Explicit Teaching & Learning programs across each curriculum learning area.
- Individual plans for students at risk.
- Cross setting between classes to cater for the academic range of students.
- Education assistants in classrooms during Literacy and Numeracy sessions to reduce the size of instructional groups.
- Literacy and Numeracy blocks.
- Early intervention in K-2 (OT, speech, Words, Grammar & Fun)
- Integrate Kagan strategies to engage students in the learning program.
- Develop and implement whole school programs that support the Australian Curriculum (as per Strategic Plans.)
- Reporting to Parents processes meet Department Policy requirements.

**Key Points**

- Develop a range of cooperative learning and instructional strategies across collaborative classroom environments including a range of open doors, closed doors, use of smaller learning areas on a needs basis.
- Provide ICT resources relevant to the implementation of individualised & group learning programs.
- Recognise, respond to and accommodate academic, social & cultural diversity.
- Provide safe and accountable classrooms where students are welcomed.
- Deliver explicit teaching & learning programs to develop social competence, ethical behaviour and develop resilient students.
- Survey students on aspects of their learning environment.
- Survey staff on instructional strategies used and identify areas of success and areas for improvement.

**Key Points**

- To acknowledge and invest in student and staff leadership.
- Teachers work collaboratively to address students' academic and social development.
- Teachers meet Teacher Registration Board standards of professional learning.
- Teachers adopt a "constructivist learning” approach.
- Teachers engage in the implementation of the Australian Curriculum.
- Teachers engage in a “digitally rich” teaching & learning environment.
- Teacher capacity to meet the demands of a transient school population is supported.
- Staff well-being is supported through fair, effective and supportive work practices.

**Targets**

- Increase the number of students in the stable cohort who are achieving in the top 20% performance band nationally for NAPLAN testing, in comparison with their previous data.
- Decrease the number of students in the stable cohort who are achieving in the top 20% performance band nationally for NAPLAN testing, in comparison with their previous data.
- Value adding- for 50% of the stable cohort to improve above the National mean in all five assessments. (Yr 3-5)
- Reduce the percentage of students at the end of Year 1 who are performing below the expected level as per the OLI (Online Interview) for Literacy and Numeracy.

**Targets**

- Improve the rating of surveyed aspects / data from actual to ideal. (e.g seek professional expertise in determining needs)

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- Seamless transition with appointment processes by selecting the best available applicant.
### BEHAVIOUR

Create a positive school environment where staff and students utilise the tools to develop mindful and respectful members of the community.

**Key Points**
- Support all staff in implementing the BMIS policy through a whole school approach (PBS).
- Develop and implement whole school strategies to cater for individual student needs and promote a supportive school environment where each student feels safe and welcome.
- Maintain strategies that reward positive behaviour eg. PIRC awards, Clubs, Playground programs, assemblies, school performances.
- Utilise staff to manage difficult students (eg EA's, SNA's, Chaplain, psychologists etc.)
- Improve attendance patterns in K-Yr1 and maintain regular communication with parents regarding student attendance.
- Provide training and support on a needs basis to staff in meeting Department of Education Code of Conduct standards and professional levels of excellence.

### COMMUNITY

Engage the local and broader community to assist the school achieve its objectives.

**Key Points**
- Maintain relevant and informative websites on a school and classroom level.
- Offer opportunities for the immediate and greater Capel community to experience the schools' development.
- Engage parents in their children’s education through information sessions such as the Celebration of Learning, interviews, assemblies etc.
- Promote the school’s sustainability commitment.
- Maintain a strong & committed P & C through fundraising and special project involvement.
- Conduct music/drama public performance(s) on an annual basis.

### RESOURCES

Allocate financial resources to meet the needs of the present and future student population.

**Key Points**
- Develop an annual Operational Plan for each learning area and cost centre to manage budget and resource allocations.
- Budget allocations are determined by the finance committee for approval of the School Board and managed through Cost Centre Strategic Plans.
- Continually assess whole school needs and develop action plans to prioritise infrastructure improvements.
- Seek financial assistance through various Government and private agencies for identified projects to support school improvements.
- Manage ICT resources through school budget process and identify areas for replacement, improvement and ensure the demands of the ongoing “ICT change” are met.
- Finances are managed strategically through the “student centred” funding model to support collaborative time for teachers and professional learning opportunities.
- Physical resources are managed in accordance with Departmental processes and policies to support and maximise student learning through a “constructivist” approach.

### Targets

**BEHAVIOUR**
- Improve "semester & yearly behaviour data" incrementally in comparison to each student cohort. "how do we compare stable cohort data when students get caught for more poor behaviour as they get older?"
- Each faction to reach 6000 PIRC points during the year. (PIRC points reflect positive behaviour + uniforms, school cleanliness etc.)
- Improve attendance of identified at risk students by 5% on the previous year.
- Decrease the percentage of students in the “At Risk” attendance categories of Severe and Moderate.
- Improve the percentage of unexplained absences.
- Maintain above 50% involvement in activities including breakfast club, lunchtime programs, CLUBS etc.

**COMMUNITY**
- Improve the rating of surveyed aspects / data from actual to ideal on classroom & school communication initiatives eg. Websites, e-mail, apps.
- 80% of families to support School functions which showcase student performance, such as the Celebration of Learning, Welcome concert etc.
- 80% of students to support out of school activities including discos. Camps etc.
- Improve the rating of surveyed aspects / data from actual to ideal on successful P&C or community involvement.

**RESOURCES**
- Maintain over 70% of families paying school contributions and charges.
- 20% of ICT resources to be upgraded each year??
- Cost Centre budget allocations are managed, reviewed and monitored through monthly financial processes.
EXECUTIVE SUMMARY

The Business Plan and Performance Agreement identify the accountability expectations of Capel Primary together with the student performance targets and key focus areas and operational strategies for 2011-13.

The School Administration and School Board acknowledge the targets of the Delivery and Performance Agreement and Business Plan need to be flexible in order to best respond to the needs of the students at Capel Primary.

Similarly, targets may be reviewed annually as student performance data becomes available over the course of the school year.

Capel Primary will undertake an annual review of the Performance Agreement Targets to ensure consistency and realistic expectations are maintained.

Objectives

1. To ensure every student experiences success and has the opportunity to reach their potential.
2. To embrace & retain creative, innovative staff that can facilitate effective teaching in every classroom.
3. To provide practical support for all members of our school community.
4. To deliver meaningful accountability throughout all aspects of school life.
5. To build public confidence in Capel PS.

Principal: ___________________ Date: _________________

Chairperson: ___________________ Date: _________________

Review date: _________________