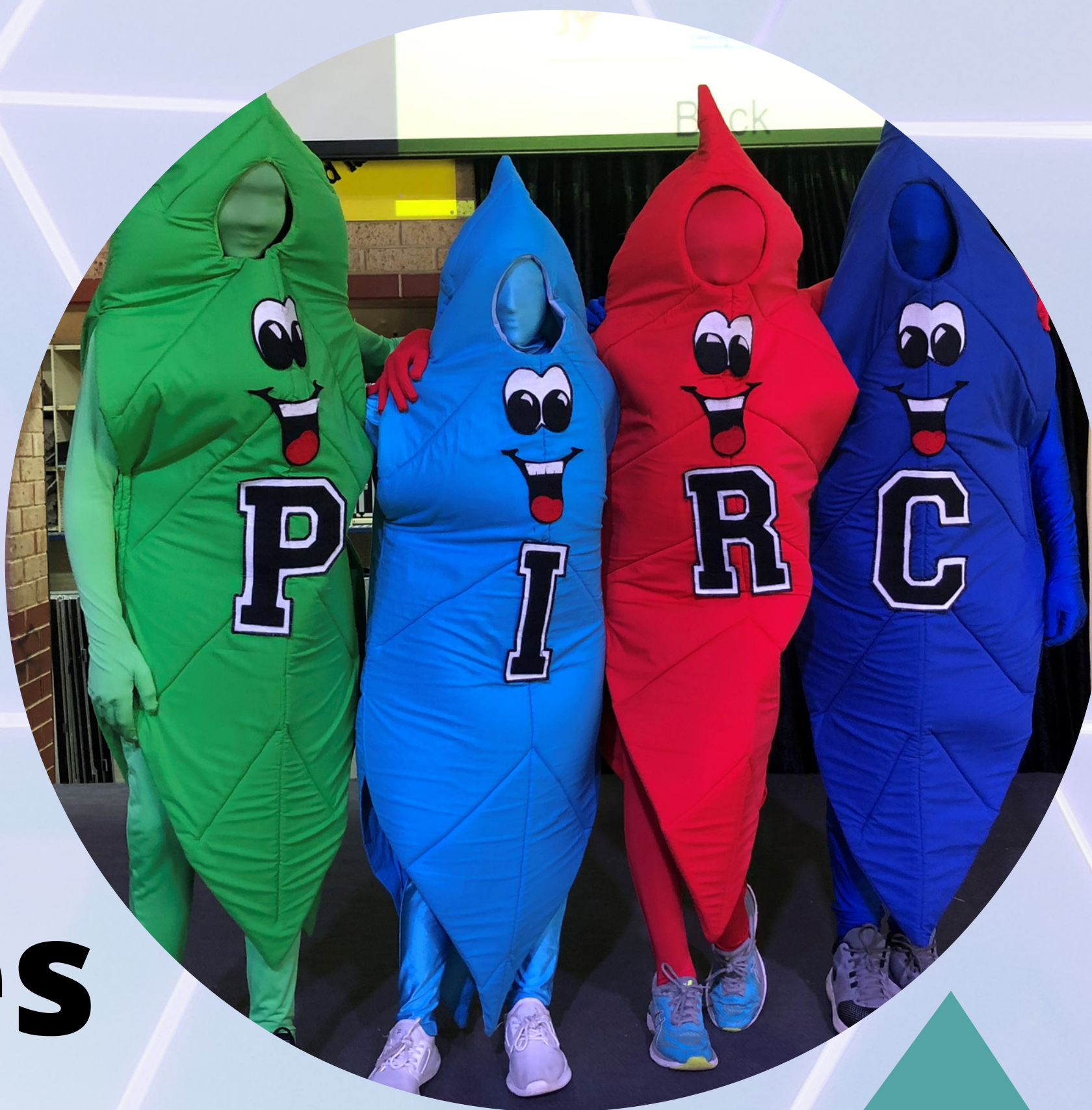




CAPEL PRIMARY SCHOOL

2024-2027 BUSINESS PLAN





Our Values

Personal Best

Independence

Respect

Caring

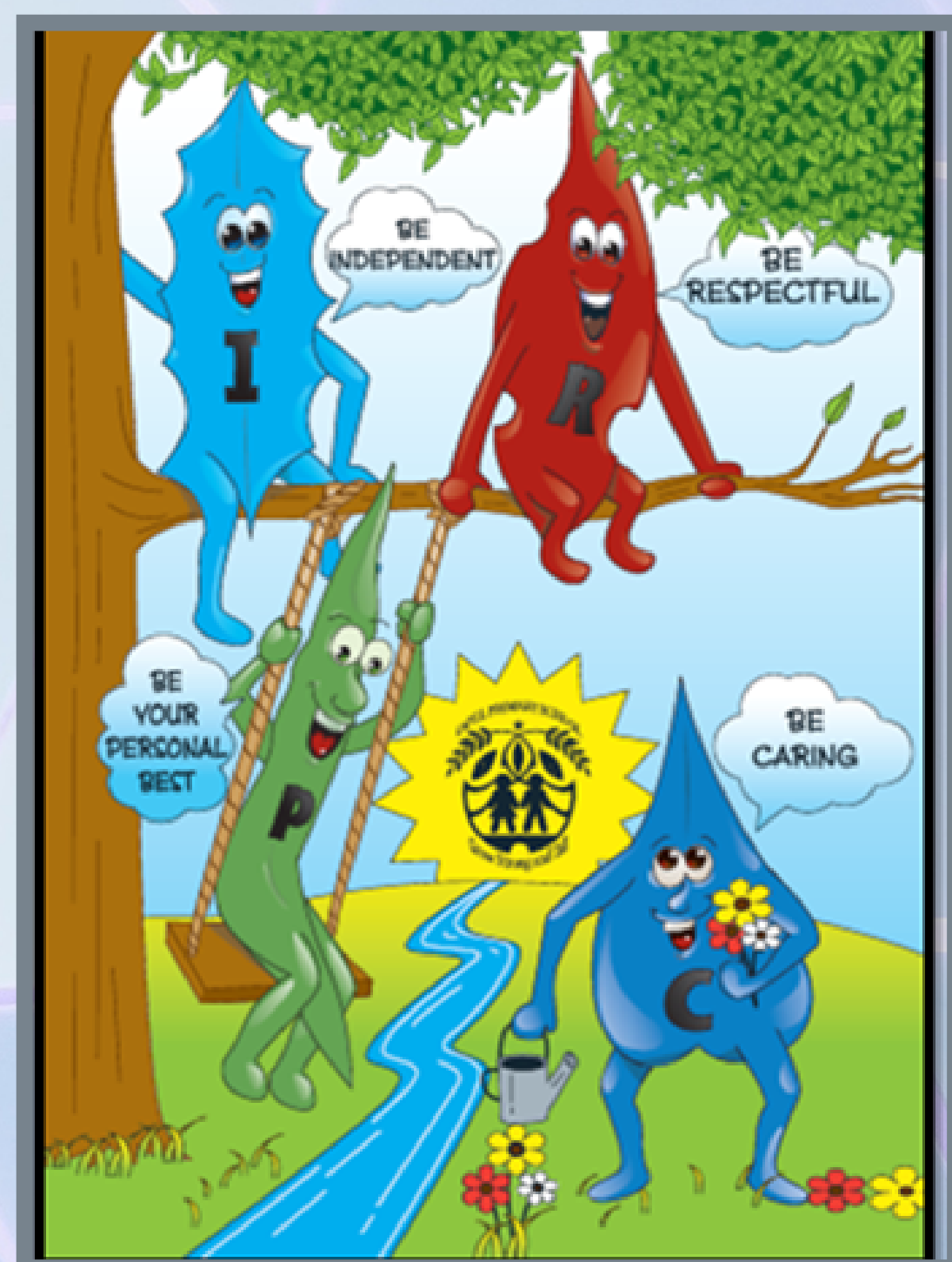


Capel Primary School is committed to a high care culture guided by four core values known as the school PIRCs with the overarching value of resilience.

These values are reflected in our practice of every student, in every classroom, every day.

In stating these values, we acknowledge that words alone are not sufficient.

It is the actions based on these values that are important.





Our Beliefs of Teaching and Learning

All students at Capel Primary School are individuals and we promote a school culture that:

- Encourages and supports each individual student to be independent, responsible learners.
- Encourages and develops self-motivation and a desire for students to achieve excellence in every classroom.
- Strives to achieve a high standard of literacy and numeracy skills through whole school evidence-based practices.
- Embeds whole-school approaches, incorporating components of the Quality Teaching Strategy and professional collaboration to strengthen teaching and leadership.
- Recognises the uniqueness of each student, academically, socially and emotionally in order to form the basis of wellbeing and incorporates student voice into decision making.
- Achieves year on year growth in their learning throughout their schooling.
- Supports improved outcomes for Aboriginal students and neurodiverse students.



Innovation and Excellence in a Rural Setting

The history of Capel Primary School is reflected in a blend of old and new buildings providing excellent, modern facilities for students and staff. The school library includes a Digital Technology hub with a dedicated Digital Technology teacher. Students can explore a technological world and prepare themselves for an “ever changing” future.

Innovative programs are enjoyed by the students as they thrive on the “positive approach” strongly emphasised across the school. For many students the week commences with bacon and eggs at the popular Breakfast Club, includes daily “Be Active” lunch time activities and finishes with participation in the weekly CLUBS programs where students enjoy a choice of activities. These rewards for the positive approach to the school week include fishing at Peppy Beach, STEM Club, Mountain biking, Top Gear, chilling out in the library or enjoying the culinary masterpieces in the My Kitchen Rules CLUB. Activities are changed regularly, according to student voice.





Building on Our Strengths

As an Independent Public School since 2011, substantial progress has been made in placing Capel Primary School at the forefront of educational change and innovative practice. The Capel teaching system incorporates such aspects as:

- A culture of every child, every classroom, every day embedded into the school values of Personal Best, Independence, Respect, Caring and Resilience.
- A culture of collaborative learning teams to promote cooperative and inclusive learning.
- Leadership opportunities for staff, including the Future Leaders Framework and Level 3 working group.
- Empowerment of staff to show initiative through innovative practices.
- Support of health and well-being of all members of the school community.
- Development of digital technology and STEM capability in students and staff, whilst continuing to develop flexibility for remote learning.

Learning and Excellence in Teaching

Through high quality professional learning opportunities, the teaching staff and administration are exposed to innovation and change.

Mentoring and coaching of teachers by administration staff, senior teachers and peers, strengthen teaching and learning excellence in every classroom. Through the Future Leaders Framework (FLF) we identify, develop and support individuals with high potential for leadership.

Through analytical, evaluative practice, including student voice, the teaching staff exhibit expertise and confidence in diagnosing the impact of their teaching and adapt intervention strategies to ensure greater success for each individual student. The consistency of language across all year levels ensures our Four Core Values (PIRCs) are central to our success.



Strong Governance (Partnerships) and Support

At Capel PS our Four Core Values (PIRCs) ensure we continue to respond to the needs of the school community, now and into the future. Our positive "*Growing the Green*" ethos focuses on building positive relationships with all of those involved. The empowerment of the community through a strong, visible and articulate School Board and P & C ensures a high level of accountability is maintained, sound business principles are followed, and communication is transparent, frequent and valued.



A Pathway to a Successful Future

Capel PS has high expectations of success for every child. This goal is evident from this statement from the Australian Curriculum and Reporting Authority:

The Australian Curriculum and Reporting Authority "identified Capel PS as having demonstrated substantially above average gain in NAPLAN results."

Only 5% of Australian Schools were recognised for this significant achievement.

This goal is achieved by:

- Daily Literacy and Numeracy blocks in a whole school approach.
- The development of unique classrooms with a range of Digital Technology resources ensuring students have access to 21st Century learning strategies.
- The provision of additional Education Assistant time across learning teams that offers a strong focus on early intervention and individualised learning.
- Access to specialist subjects of Music, Science, Physical Education, Auslan and Digital Technology.
- The development of problem solving, collaboration, critical and creative thinking skills through STEM (Science, Technology, Engineering and Mathematics) activities and digital technologies.
- A supportive, positive school environment where students are engaged and motivated to achieve and build on their strengths year to year and their well-being is supported.
- Engaging ALL students, especially Aboriginal and neurodiverse students in learning.



Teaching and Learning



Through the development of a quality learning environment and collaboration with others, Capel PS shows a commitment to personal and emotional growth. The school has developed a culture of excellence and a willingness to use evidence-based practices to ensure all students in every class, work towards achieving their personal best every day. Learning and achievement are evaluated, monitored and reported on to ensure programs meet the needs of the students.

Focus Areas

- Explicit teaching and learning programs across each curriculum area.
 - High expectations
 - Explicit instruction
 - Quality feedback
 - Whole school practice
- Differentiated and engaging curriculum with a balance between academic and non-academic.
- Early intervention in K-2, with implementation of National Quality Standards and Year One phonics screen.
- Embed STEM (Science, Technologies, Engineering, Mathematics) across the curriculum, encouraging students to collaborate, take risks, be resilient, think critically and solve problems.
- Shared expertise, experience and knowledge in the context of a professional learning community.
- Increasing the number of students who attend school 90% or more of the time by:
 - Positive interactions with parents
 - A shared value of education
 - Engaging school experiences
 - Student well-being strategies.
- Improvement in student outcomes through three tiers of interventions:
 - Quality differentiated curriculum
 - Small group intervention
 - Targeted individual plans
- Student engagement with a range of specialist subjects.
- A willingness in teachers to learn alongside their students, as well as collect and use data through student voice to impact teaching and learning practises.

Milestones

- Staff collaboration through structured learning teams and open classroom environments.
- Regular analysis of data to make appropriate judgements for planning and assessing through Xuno to assist with an early intervention process.
- Literacy and Numeracy blocks.
- Embedded whole school learning programs: Daily reviews, Talk for Writing and Talk for Reading, Sounds Write, Sounds Wave, Heggerty and Stepping Stones Numeracy.
- Skilled Education assistants across classrooms during Literacy and Numeracy to reduce the size of instructional groups.
- Intervention through Allied Health services and School speech and OT programs and Reading Intervention.
- Integration of Co-operative learning strategies to engage students in the learning programs.
- Improved attendance through providing Breakfast Club, regular positive parent contact, Clubs on Fridays, Dad's and Father Figure Group activities, PBIS rewards and positive relationships.
- Support services for students- School chaplain, school psychologist, visiting Allied Health professionals, school student well-being practices.



The Next Phase

2024- 2027: Ensuring every child's needs are met in every classroom everyday. The development of independent learners, able to problem solve, think creatively and seek information in a “global digital village” is strongly emphasised.

Partnering with our community and the Department of Education to improve resources and facilities will remain a strong focus taking Capel Primary School forward so we can provide every student with a pathway to a successful future.

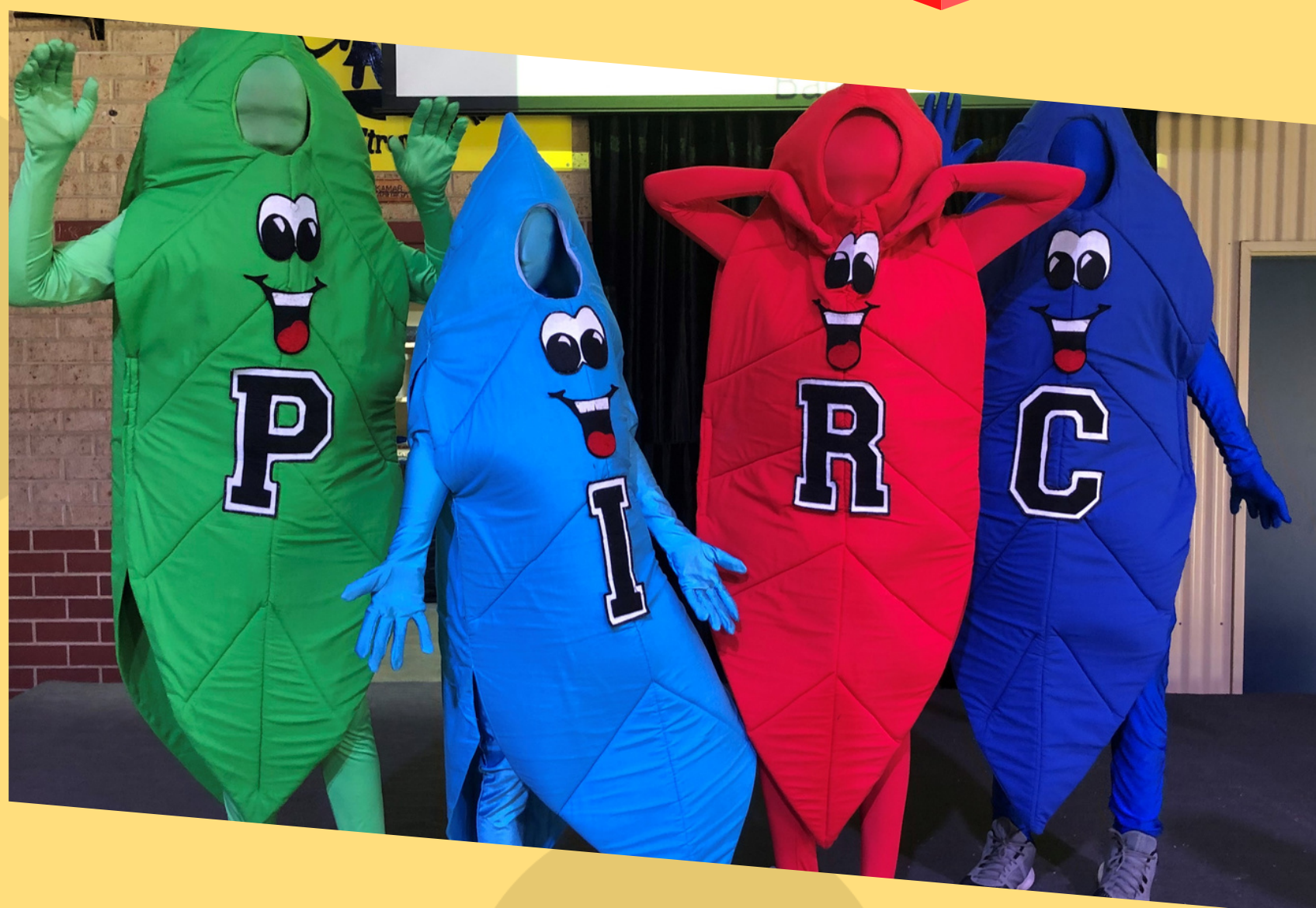
Resilience

Personal Best

Independence

Respect

Caring



Learning Environment

We aim to create a positive school environment where staff and students attain to become mindful and respectful members of the community. Our emphasis is on the core values of: Personal Best, Independence, Respect, Caring and Resilience.

Teaching and learning is enhanced beyond the classroom by the well-maintained and aesthetically pleasing physical environment of the school.

Focus Area

- Whole school approach to Positive Behaviour Support. Students are explicitly taught appropriate behaviours to ensure a safe and inclusive environment.
- Develop and implement whole school strategies to cater for individual student needs and promote a supportive school environment where every student feels safe and welcome in every class, every day.
- Evolve strategies that reward and engage students for positive behaviour eg. PIRC rewards including PBIS points shop, Clubs, Playground programs, assemblies and school performances.
- Collaboration of all staff to manage student's needs (eg Allied Professionals, Chaplain, psychologists, consulting teachers etc.)
- Maintain a range of cooperative learning and instructional strategies across collaborative classroom environments.
- Continually refresh resources relevant to the implementation of individualised & group learning programs.
- Recognise, respond to and accommodate academic, social & cultural diversity.
- Deliver explicit teaching & learning programs to develop social competence, ethical behaviour and resilience.

Milestones

- The core values of the school are embedded into all policies and programs.
- PIRC assemblies are held regularly to positively present the four core values.
- Parents, students and staff share the same beliefs and values.
- Parents are kept well informed and are part of the partnership in addressing individual needs.
- Student Well-being is supported through a range of school services and programs including Berry Street Education, Horse Wisdom and a School Support Dog.
- Facilities are updated to create modern learning areas with a range of suitable resources.
- A calm and orderly environment promotes a positive school tone and intentional strategies reinforce this.
- Outdoor areas are developed to provide a safe but stimulating environment enhanced with the "Be Active" lunchtime program and morning running & skipping Clubs.
- Students are encouraged to spend time outside exploring the natural environment and understanding the environment as it changes and their impact on it.



Resources

Focus Area

- Develop an annual Strategic Plan for each learning area and cost centre to manage budget and resource allocations.
- A Finance Committee to determine budget allocations, with approval from the School Board and management through Cost Centre Strategic Plans.
- Continually assess 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 resources through school budget processes, including regular finance meetings and identify areas for replacement and improvement.
- Manage finances strategically through the “student centred” funding model to support collaborative time for teachers and professional learning opportunities.



Allocate resources to support learners to make the best start with access to high quality evidence-based learning opportunities.

Milestones

- Shared projects with the School Board and P & C association enhance the school's capacity to maintain a resource rich environment.
- Resource management is accountable and equitable.
- Resources are aligned to the school priorities with a focus on sustainability and renewal.
- Resources support the academic and non-academic needs of students.
- Resources enable innovative and creative teaching and a differentiated curriculum to be implemented.
- Resources enable current technology to be a learning tool.





Harness the support and expertise of families as critical partners in their child's learning. Engage the local and broader community to assist the school to achieve its objectives. Have parents as partners in their child's education and provide a welcoming, safe and caring environment for all.

Relationships and Partnerships

Focus Area

- Offer opportunities for the immediate and wider Capel community to experience the school's development through a range of activities and participation in local events.
- Involve and inform parents about their children's education through technology and information sessions such as the Celebration of Learning, interviews, assemblies, Skoolbag, Seesaw, Connect, Facebook and Google Classroom.
- Promote the school's sustainability commitment.
- Partner with community members to develop staff and student cultural awareness.
- Maintain a strong P & C, committed to fundraising and special project involvement.
- Conduct an End of Year public performance.
- Host parenting seminars to promote and engage with initiatives to support students, families and the community.



Milestones

- Weekly events are shared with the parent community to keep them well informed.
- Parents are provided with a range of communication tools.
- Feedback is valued and avenues are provided for parents to have their say via surveys, public meetings, P & C activities and staff contact.
- Partnerships with external support staff are valued and characterised by mutual respect.
- Links are established and maintained with other educational institutions and support networks including schools and personnel in the Capes Network.
- The relationship with the School Board and the P & C association has a positive impact on school effectiveness, strategic planning and accountability.
- Relationships with new families are valued and communication supports positive outcomes.
- Pre-kindergarten processes aim to be welcoming and provide a smooth transition for students and their parents.

Student Achievement and Progress



We believe all students can achieve success when they are a part of an inclusive and caring school environment, where learning programs cater to their needs and abilities.

Student Achievement Targets

Targets

- 90% of students will achieve above Needs Additional Support (NAS) in NAPLAN.
- Of the stable cohort in Year 5, increase the percentage of students who achieve in the Strong proficiency.
- Consistently achieve above the mean of LIKE schools in NAPLAN Data.
- 55% of stable cohort to make moderate or better progress between PP on entry and Year 3 NAPLAN.
- 55% of stable Year cohort to improve more than the National mean.
- Increase the number of students who attend school 90% or more of the time.
- Student attendance averages are above state levels.

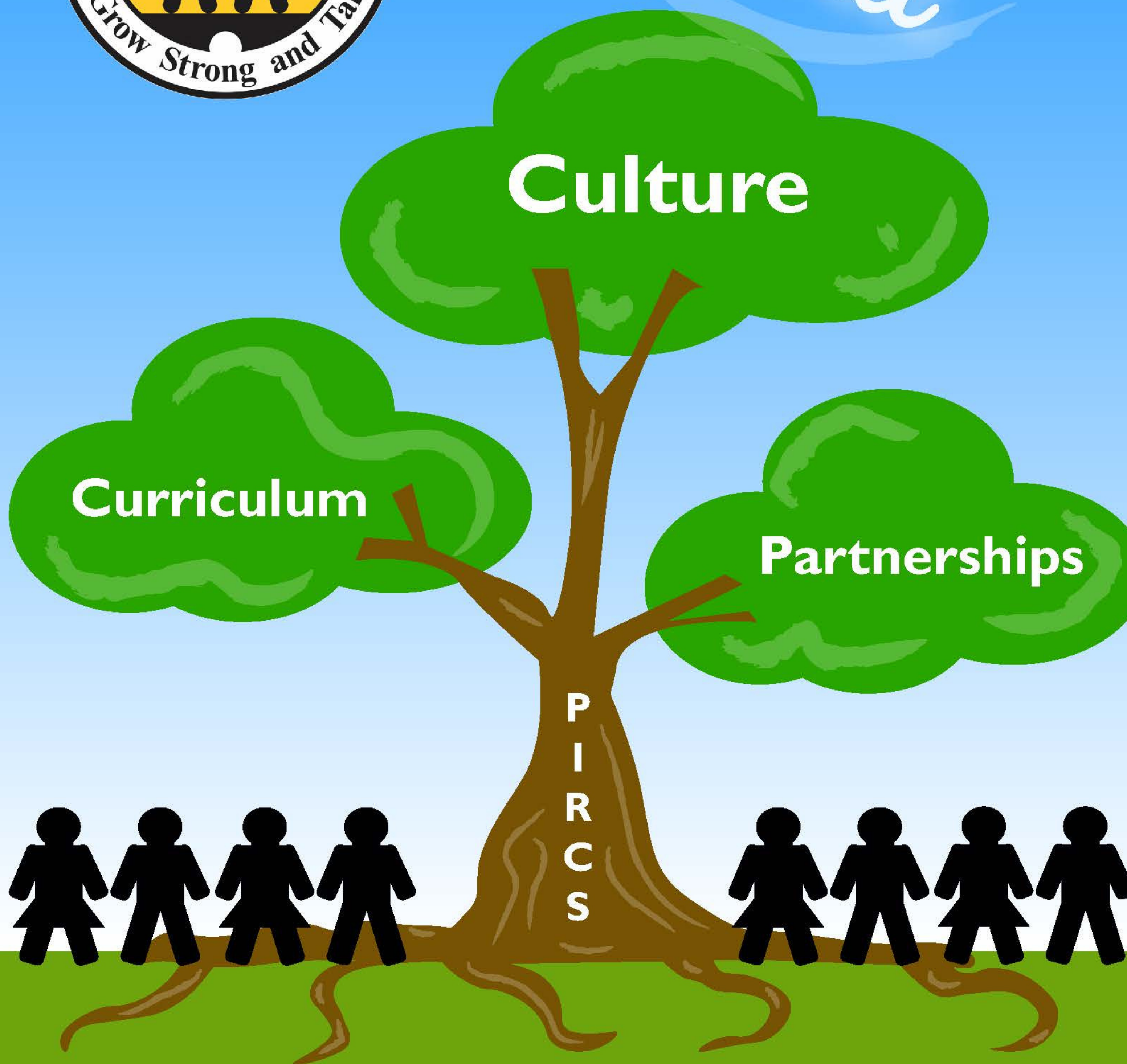


Milestones

- Embedded whole school learning programs: Talk for Writing, Talk for Reading, Heggarty, Sounds Write, Sounds Wave and Stepping Stones Numeracy.
- Staff collaboration through structured learning teams and open classroom environments.
- Use of a range of assessment data (Xuno and the Assessment Schedule) and moderation tasks inform our teaching and learning.
- Whole school processes and an individual case management approach to maintain or improve student attendance.
- On-Entry assessment for all students. Students at risk are supported with early intervention including speech and language.
- Tier 2 and 3 intervention for students at educational risk.
- Regular attendance is promoted through school wide practices of Breakfast Club, regular positive parent contact and Clubs.
- Cultural awareness is embedded across the curriculum.



*Grow Strong
and Tall*



TEACHING

LEARNING

LEADERSHIP

RELATIONSHIPS

RESOURCES

School Review Framework

KEY FOCUS AREAS