BUSINESS PLAN

2025-2027

CONNOLLY

PRIMARY SCHOOL

Growing in Harmony

About Us

Connolly Primary School is an Independent Public school which has been part of the community since 1991. The school has an exceptional reputation, a vibrant learning community and beautiful natural grounds.

A strong alliance exists between the School, the CPS Board and the Parents and Citizens Association (P&C), which enables strong alignment with school priorities and resources. We acknowledge the members of the School Board for their robust governance and the P&C for their ongoing success in sustaining and supporting our strong supportive community.

Our passionate, caring and committed educators deliver high-quality, evidence-based instruction, encouraging students to be lifelong learners. Families support the school as partners in their child's learning.

The school's values guide students to show respect, display independence, be inclusive, develop relationships and be effective learners. The school has a strong focus on Literacy and Numeracy and provides specialist programs that cover Physical Education, Music, Science and Japanese language lessons.

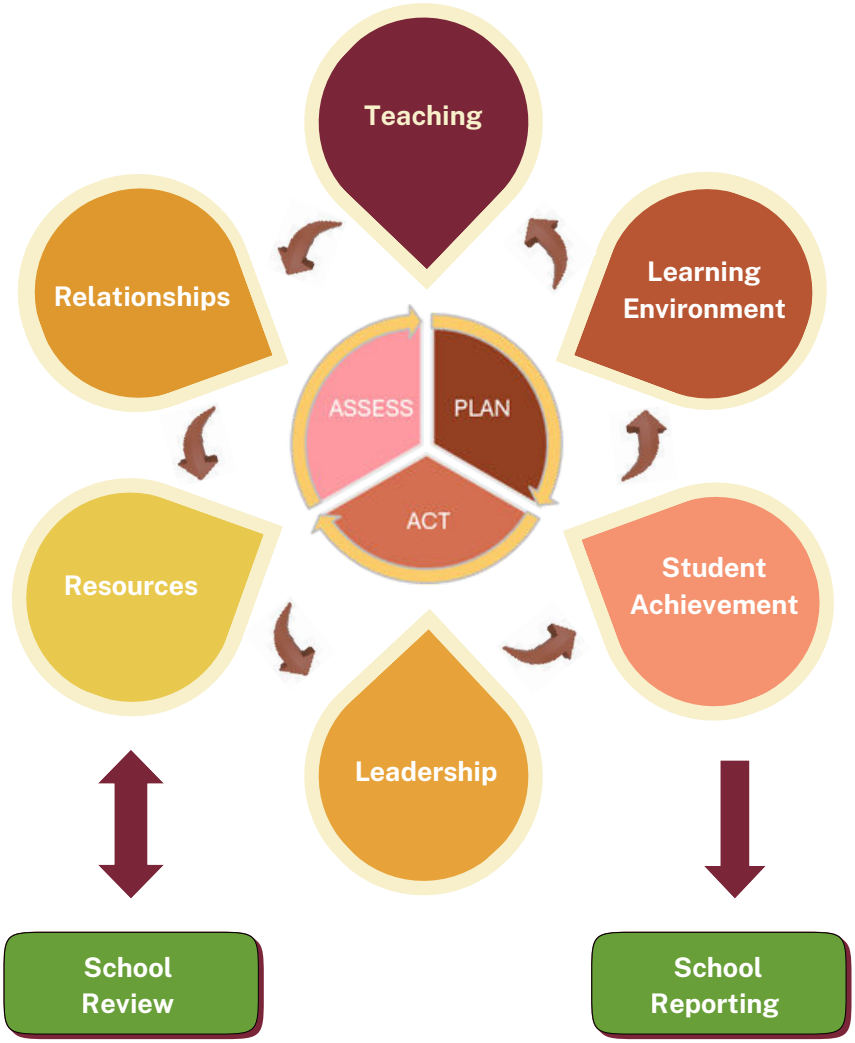
This Business Plan sets the direction of our school for 2025-2027. It has been developed in consultation with staff, parents and the School Board.

In 2025, we will celebrate 34 years of delivering engaging and inspiring education. We are proud of the diverse and supportive community we have become, and proud to be an independent public school. We look forward to building on our rich history so we can educate the future generation of Connolly Primary School families.

Rebecca Appleton
Principal

EVERY STUDENT, EVERY CLASSROOM, EVERY DAY

The school will use the Department of Education's Electronic School Assessment Tool (ESAT) to self-assess against the following six domains.



OUR VISION

Enriching our students' lives through learning

OUR MOTTO

Growing in Harmony

OUR VALUES

Effective students at Connolly Primary are students who are...

Effective **Learners**
Show **Respect**
Are **Inclusive**
Develop positive **Relationships**
Display **Independence**

2025 - 2027

Business Plan Targets

- Year 3 and 5 students' achievement in NAPLAN Numeracy is at or above like schools.
- Year 3 and 5 students' achievement in NAPLAN Reading is at or above like schools.
- Year 3 and 5 students' achievement in NAPLAN Writing is at or above like schools.
- Year 3 and 5 students' achievement in NAPLAN Spelling is at or above like schools.
- Year 3 and 5 students' achievement in NAPLAN Grammar and Punctuation is at or above like schools.
- The mean progress of the Year 3 and 5 stable cohort in all NAPLAN domains is above that of WA like schools.
- Student achievement in PAT-R and PAT-N assessments will be at or above the norm-referenced mean.
- The school absolute overall attendance is at or above like schools.
- School satisfaction as measured by students, parents and staff in the National School Opinion Survey (NSOS) is high (mean scores are at least 4 out of 5).

We create a culture of engaged and motivated learners by recognising student strengths and diversity, catering for individual needs through intentional and evidence-based practices.

What we will do	What you will see
Embed and develop whole school, high impact teaching strategies to drive individual student progress.	• Students actively engaging in their learning. • The school-wide pedagogical *Ready to LEARN* model being embedded through high impact, whole school instruction aligned with the Department's Teaching for Impact. • Teachers meeting in Professional Learning Communities (PLCs) to support connected practice across learning phases. • Development of a CPS Instructional Guide for Teaching and Learning, audited against the Teaching for Impact strategy. • A balance between explicit teaching and play-based learning for Kindergarten and Pre-Primary students to build social, emotional and academic foundations. • ECE teachers auditing their current practice against the Early Years Learning Framework (EYLF).
Implement whole school evidence-based programs.	• Shared beliefs about Teaching and Learning supported by our whole school evidence-based programs, which are linked to the Teaching for Impact strategy.
Use data to implement evidence-based practice ensuring we address students'needs.	• The implementation of the School's Assessment Schedule to ensure consistent data collection. • Data being used collaboratively to inform teaching and the use of evidence-based practices.
Cater for the academic needs of students.	• Intervention using an evidence-based literacy program (MiniLIt/MacqLit). • Classroom teachers ensuring differentiation for students requiring academic extension.
Employ a continuous professional learning cycle that targets school and Department of Education priorities.	• Support for the delivery of consistent high impact teaching practices through ongoing instructional coaching, modelling, observation, and opportunities for self-reflection. • Support for teachers to attend professional learning that aligns with whole school pedagogies, programs and needs of students.
Offer high-quality specialist programs to support the development of the whole child.	• Specialist teaching in Health and Physical Education, Music, Science and Japanese. • Opportunities for students to engage in learning opportunities in Instrumental Music, Choir, Lunchtime Clubs and a variety of Interschool and sporting events.

Growing our

Student Achievement and Progress

We will embed a whole school instructional model to support student engagement, achievement and progress. Staff will demonstrate a shared understanding and belief that raising students' achievement and progress is a collective approach. Data will underpin decision-making to improve student achievement and progress.

What we will do	What you will see
Continue to implement a consistent, collaborative approach to whole school data analysis with the aim of year-on-year academic growth for all students.	• Staff utilsing the Assessment Schedule to collect data, and analyse and track individual, group and year level progress. • Staff regularly collaborating to interpret fine-grained assessments to responsively inform classroom and cohort planning and practice. • Staff engaging in disciplined dialogue about data to identify strengths and areas for improvement. • Moderation processes embedded and opportunities to ensure consistent judgements about student achievement and progress provided. • A focus on building staff capacity to provide meaningful and effective feedback to students to improve their learning. • An audit of whole school programs in numeracy and approaches through data analysis.
Set and communicate high expectations for all students.	• Students taking pride in their work and striving to do their best. • High standards of student work showcased. • Aspirational goals for all students.
Support EALD student achievement and progress.	• EALD Progress Maps being utilised to support teaching learning and assessment for EALD students.

Growing our Learning Environment

We will provide a safe, positive and supportive environment to add value to the students' learning experiences.

What we will do	What you will see
Foster a positive, engaging and safe school environment that creates connections and belonging for students and staff.	• Plans for more playgrounds, nature play areas and outdoor shade. • Continued maintenance and development of the physical school environment. • Use of Department and school-based approaches to support staff and student mental health and wellbeing: social, psychological, spiritual, environmental and physical. • Positive behaviour support process continuing to be embedded. • School wide approach to restorative behaviours embedded through our partnership with Real Schools. • Student voice priortised. • The Zones of Regulation embedded as a whole school approach. • Whole school approach to implementing a social and emotional learning program.
Provide high quality teaching that gives every student a sense of mastery and accomplishment by building on their strengths.	• Students at educational risk guidelines reviewed to be in line with Department approaches. • Continued development of a case management approach to support identified students' wellbeing, social, academic progress, pastoral care and safety. • Enrichment and intervention opportunities are provided to support students' learning. • Refine the staff handbook to support school wide consistency in the provision of essential elements in the learning environment (whole school approaches and posters etc).
Strengthen Culturally Responsive approaches.	• Progress with being a culturally responsive school with reflection aligned to the Aboriginal Cultural Standards and Teaching for Impact. • Culturally responsive pedagogies to be embedded in all classrooms. • Development of a Reconciliation Action Plan (RAP).
Enhance behaviour, attendance and engagement strategies.	• A review and update of the school Behaviour Support Policy and alignment with the Department of Education 2023 Policy and evidence-based approaches. • Attendance and engagement case management. • Development of a whole school approach to attendance monitoring.

Growing our Leadership

Our leadership has a clear vision and direction, it encompasses evidence-based planning, offers strategic guidance, leadership opportunities and performance feedback.

What we will do	What you will see
Provide visible leadership with clarity and strategic direction.	• School leaders creating a school culture underpinned by trust and confidence. • Values and a positive school culture are clearly articulated and shared across the school. • Clear leadership roles and responsibilities.
Continue to build teacher capacity to be leaders in their classroom.	• Support for continuous improvement through professional learning for staff in line with the school priorities. • Staff's professional growth supported by providing ongoing opportunities to engage in instructional coaching. • Professional Learning Community structure and collaboration to be continued. • The School Improvement Team supporting the strategic direction of the school. • Performance and Development linked to Teaching for Impact and Business Plan priorities.
Continue to provide opportunities for staff with leadership potential to lead initiatives to enhance student outcomes.	• Utilisation of frameworks to identify, develop and support high potential leadership at all levels. • Instructional leaders and coaches continuing to be developed across the school through school and network opportunities. • Leadership roles for Level 3 and Senior Teacher 1 and 2. • Support and opportunities for aspirant leaders at a school and network level.
Develop opportunities for student leadership.	• Opportunities for student voice and student agency across all year levels. • Student population surveyed to gain student feedback. • Continued development of student leadership roles and opportunities across the school. • Student voice informing school decision making processes when appropriate.
Implement an agreed change management process.	• Development and documentation of an agreed change management model.
Promotion of the school in the wider community.	• Promotion of the school through a variety of channels. • Harnessing the expertise of community members and the School Board to assist in marketing the school.

Growing our

Relationships & Partnerships

We will continue to develop strong, positive relationships with students, staff, families and community organisations to reach goals for improved student outcomes.

What we will do	What you will see
Build and maintain professional relationships amongst staff.	• Professional Learning Community (PLC) teams maintained and further developed. • Prioritised resourcing to create opportunities for PLCs to engage in collaborative planning aligned to the WA Curriculum and whole-school approaches. • Staff survey data collected to share and celebrate achievements and to take action to address areas of concern.
Continue to grow relationships and partnerships in the school and wider community.	• Strong partnerships established and maintained throughout the school between staff, students and families. • Strong partnerships with the wider community and external organisations and agencies. • Opportunities for students to be involved in extended learning opportunities through community links. • Partnerships established to build cultural responsiveness.
Build connections with network schools.	• Strong partnerships with network of schools to expand student opportunities: science collaboration, ORSH Band, sport, mathematics and cultural responsiveness. • Continued engagement with the OREN network to improve both teacher quality and leadership. • Liaison with local high schools to support Year 7 transition.
Enhance the schooling experience for our students.	• Prioritising seeking student voice and feedback. • Staff prioritising respectful relationships with students and families to understand individual circumstances and needs. • Collecting student survey data, sharing and celebrating achievements, and taking action to address areas of concern.
Communicate respectfully and in a timely manner with parents/carers.	• Utilising the Connolly PS communication strategy. • Providing opportunities for face-to-face communication and interaction. • Collecting parent survey data, sharing and celebrating achievements and taking action to address areas of concern.
Strengthen partnerships with the School Board and P&C.	• Maintaining an active School Board that provides strong governance and collective accountability while being a positive advocate for our school. • Continuing to partner with the proactive P&C to benefit the students and community engagement.

Growing our

Use of Resources

We will align our use of school budgets and resources in a targeted manner to support our strategic priorities.

What we will do	What you will see
Ensure resources are linked to the strategic development of the school.	• Resource allocation that is targeted and supports the strategic direction of the school. • Finance committee overseeing financial management. • Physical assets, the learning environment and resource acquisition being managed through replacement and maintenance planning.
Support staff through recruitment and support to ensure knowledge, skills and experience are aligned to our strategic directions.	• Workforce planning in place. • Allocation of resourcing for professional learning and instructional coaching to support the strategic direction of the school.
Ensure oversight of our school delivery and performance.	• Annual compliance with the Department of Education's Funding Agreement for Schools and Control Self-Assessment.

GLOSSARY

- CPS: Connolly Primary School
- ECE: Early Childhood Education
- DoE: Department of Education
- PLC: Professional Learning Community. Common planning time for year-level teachers.
- On-entry: A standardised assessment undertaken by all Pre-Primary and Year 1 students.
- PAT: Progressive Achievement Tests
- OREN: Ocean Reef Education Network
- EAL/D: English as an Additional Language/Dialect
- RAP: Reconciliation Action Plan

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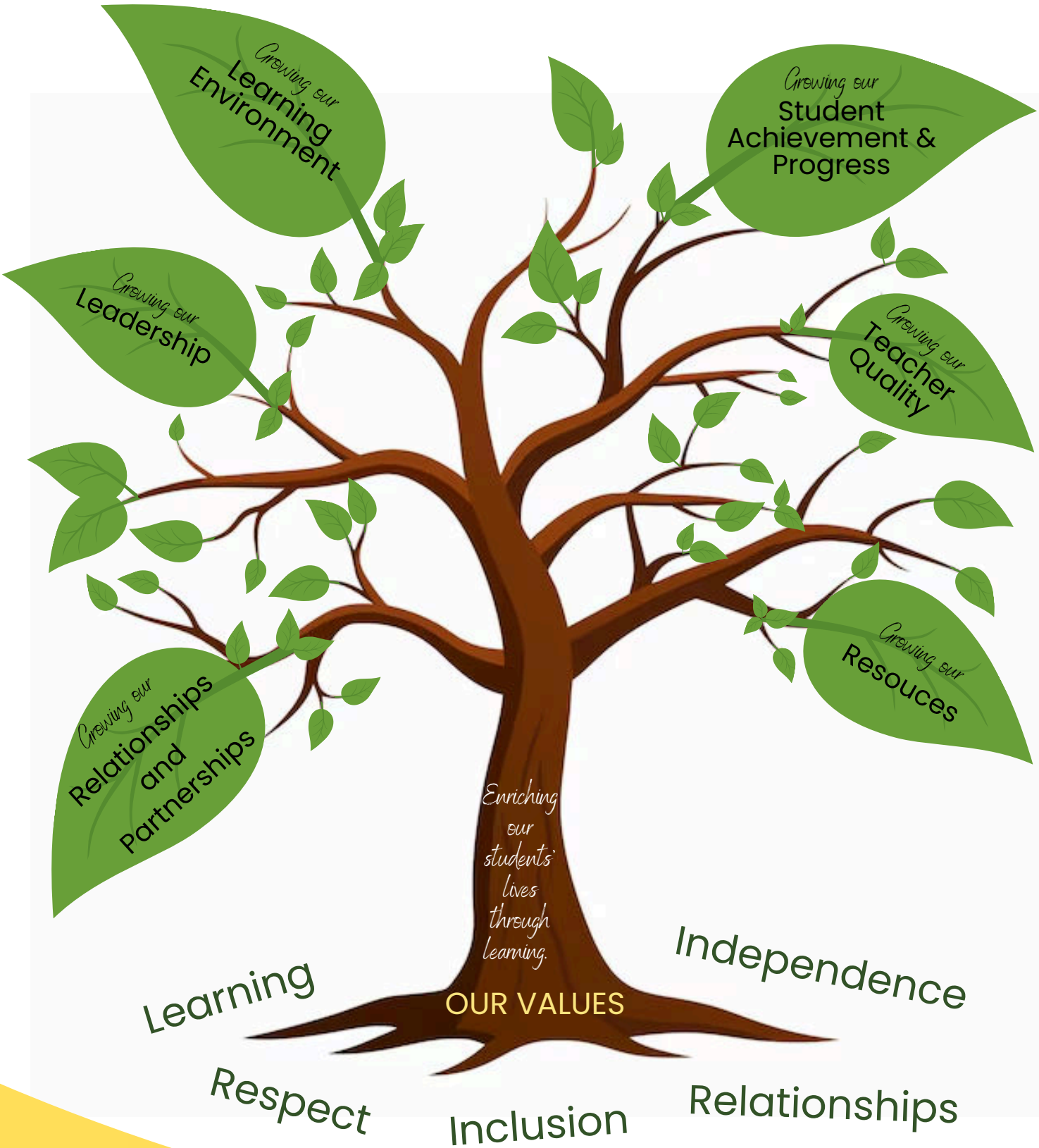
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