



Caralee
Community School

2022 - 2025

Business Plan



Believe
you
can

Vision Statement

We are an inclusive community school where the unique talents of individual students are nurtured and excellence encouraged so our motto, 'Believe You Can', is achievable for everyone.



Motto

Believe
You
Can

School Community

Caralee Community School, located in Willagee, caters for nearly 330 students from Kindergarten to Year 6. Our school opened in 2005 and shares a site with the Fremantle Language Development Centre (FLDC).

Students from our school come from a wide range of cultural backgrounds, representing over 32 different birth countries, a high percentage of Aboriginal students, and an Index of Community Socio-Education Advantage (ICSEA) of 974 (national average is 1000).

Along with our focus on academic achievement, we value our pastoral care processes. We focus on promoting wellbeing initiatives that educate, support members of our school community and promotes positive behaviours to maintain our safe and supportive school environment. There is a strong commitment to collaboration across the school, maintaining an environment where students, parents and staff feel connected, supported, and able to embrace our motto of 'Believe You Can'.



Caralee Teach for All

A Quality Teaching Instructional Model

The **Caralee Teach for All** instructional model was developed by Caralee staff to provide a common language for learning across the school. Our model is supported by the Education Department's Teaching for Impact initiative. The key message of the **Caralee Teach for All** approach is that ALL students have the capacity to learn and teachers and leaders need to be continually aware of the impact they are having on their students. Evidence of this impact, through whole school data collection, should inform teacher's decisions about changing approaches and maximising learning opportunities for ALL students.

Targets

- Achievement across all NAPLAN assessments to be similar to, or above, like schools.
- Progress across all NAPLAN assessments to be similar to, or above, like schools.
- Increase overall student attendance and Aboriginal student attendance to be similar to, or above, like schools.
- Student and staff wellbeing data shows improvement.
- Increase stakeholder engagement with the biennial Parent National School Opinion survey.
- Improve School Board Self-Assessment survey results.
- Provide increased opportunities for students to co-design, contribute and provide feedback in relation to their education and school environment.
- Increase the number of collaborative partnerships within and outside our school community that support student learning, wellbeing and engagement.



Our Plan

This plan (2022-2025) was developed in collaboration with the staff and community of our school. It is the guiding document to inform our decision making, resources and priorities for the next four years. It is supported by Strategic and Operational plans which provide the detail for how this Business Plan will be enacted within our classrooms, for our students.

School Focus Area	Electronic School Assessment Tool domains	System Priorities Every student, every classroom, every day
Positive Learning Environment	Use of Resources Learning Environment Leadership	Build the capability of our principals, our teachers and our allied professionals. Support increased school autonomy within a unified public school system.
High Quality Teaching & Learning	Teaching Quality Student Achievement and Progress	Provide every student with a pathway to a successful future. Strengthen support for teaching and learning excellence in every classroom. Use evidence to drive decision-making at all levels of the system.
Strong and Sustainable Partnerships	Relationships and Partnerships	Partner with families, communities and agencies to support the engagement of every student.



Focus Area **Positive Learning Environment**

Guiding Principles	Actions
1. Building a supportive environment prioritising staff and student wellbeing	<p>1.1 Teachers embed the teaching and learning of social and emotional development across all year levels.</p> <p>1.2 Staff create and embed staff wellbeing initiatives.</p> <p>1.3 Teachers and support staff ensure a consistent whole school approach to Positive Behaviour Support (PBS).</p>
2. Student agency and voice	<p>2.1 Staff support programs for disadvantaged students such as those promoted by Imagined Futures and TelethonKids.</p> <p>2.2 Teachers promote students as co-creators of their learning and environment.</p> <p>2.3 Students are provided with authentic leadership opportunities.</p> <p>2.4 Teachers use real world contexts and problems to engage students in their understanding.</p> <p>2.5 Teachers ensure a balance between 'Play Based' and explicit teaching strategies are evident in Kindy to Year 2 classes.</p>
3. Resourcing key priorities	<p>3.1 Human and financial resources are prioritised to key focus areas by the school leadership and finance committee.</p> <p>3.2 Staff review and implement the whole school attendance policy with a focus on a case management approach to improve the attendance rates of identified students.</p> <p>3.3 Staff plan and coordinate the development of ICT infrastructure to ensure our school meets the needs of current and future students.</p>
4. Ensuring every student achieves	<p>4.1 Students at Educational Risk (SAER) have access to appropriate intervention through a case management approach. At Caralee Community School, SAER students are those identified as not meeting their academic potential.</p>
5. Ensuring the school is well led	<p>5.1 School leaders provide authentic opportunities for leadership for all staff.</p> <p>5.2 School leaders to ensure leadership is distributed and supportive.</p> <p>5.3 School leaders will support a continuous improvement agenda.</p>



Focus Area **High Quality Teaching & Learning**

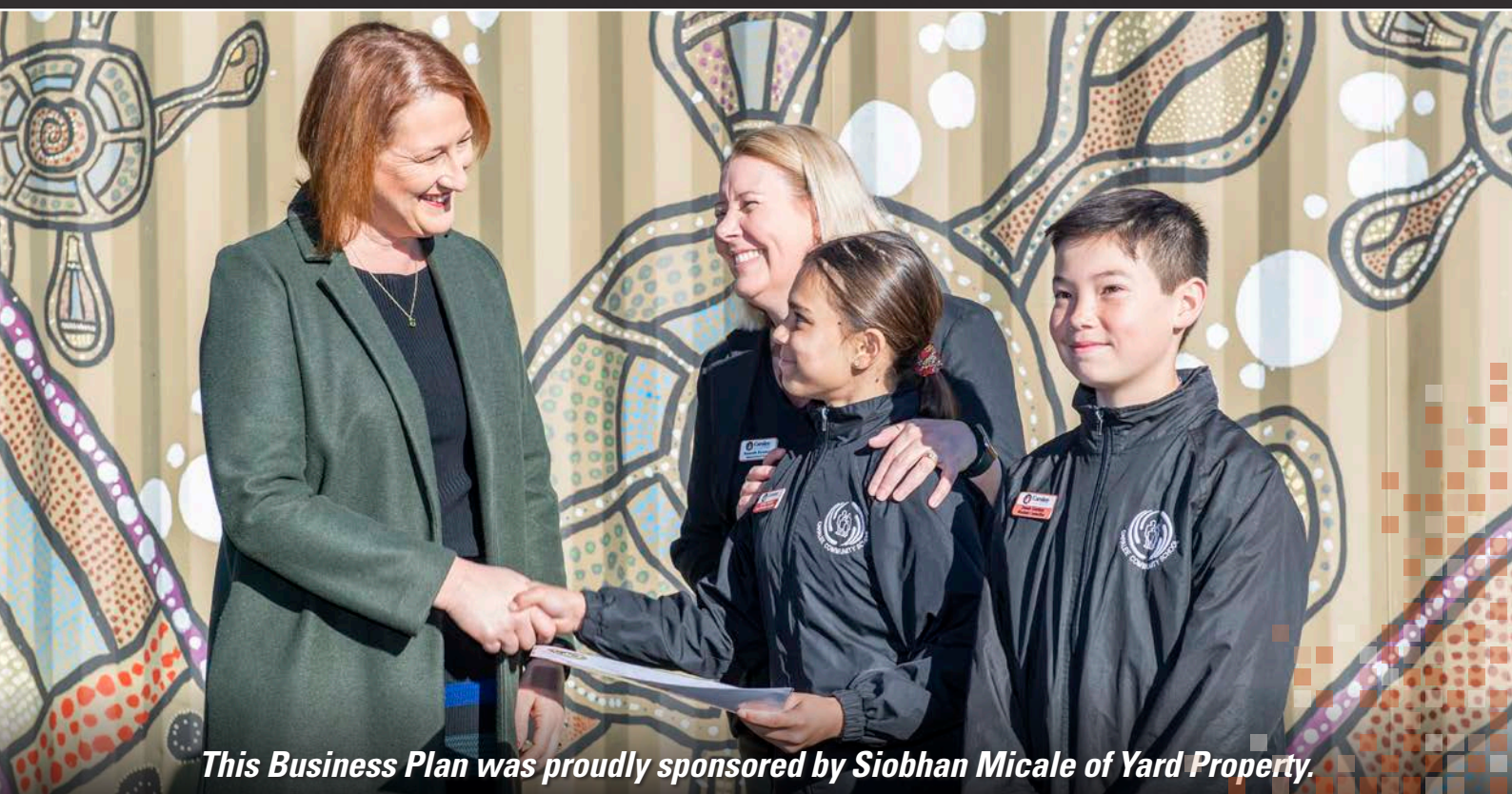
Guiding Principles	Actions
6. Curriculum planning engages and challenges all students.	<p>6.1 Teachers differentiate the curriculum in line with the Caralee Teach for All instructional model and Teaching for Impact approach.</p> <p>6.2 Teachers cater for culturally appropriate perspectives within lesson design.</p> <p>6.3 Teachers provide opportunities for all students to demonstrate a deep understanding of their knowledge and skill.</p>
7. High quality teaching embedded through the Caralee Teach for All instructional model and Teaching for Impact whole school approaches.	<p>7.1 Teachers use the Caralee Teach for All instructional model to enhance and provide consistency in curriculum delivery and quality teaching.</p> <p>7.2 Teachers will ensure a consistent approach through collaboration, moderation and reflection through Professional Learning Communities (PLCs).</p> <p>7.3 New staff to receive an induction process to include the Caralee Teach for All instructional model and Teaching for Impact approaches.</p>
8. Assessment practices and feedback inform teaching and learning	<p>8.1 Teachers use and analyse agreed assessment tools with a focus on improved teacher impact and student achievement.</p> <p>8.2 Teachers engage in data driven Professional Learning Communities to collaborate, focusing on understanding student progress and improve teaching practice by taking advantage of their combined skills and experience.</p>



Focus Area **Strong and Sustainable Partnerships**

Guiding Principles	Actions
9. Build external partnerships and improve collaboration to assist in addressing students' needs	<p>9.1 School Board to utilise different delivery platforms for the parent survey to increase stakeholder engagement.</p> <p>9.2 Staff engage with the Caralee Parents & Citizens Association.</p> <p>9.3 Staff look for opportunities to engage with community organisations to enhance teaching, learning and student engagement.</p>
10. Communication with and within the school community	<p>10.1 Staff recognise and include the Fremantle Language Development Centre as an integrated site.</p> <p>10.2 Staff develop and embed a Reconciliation Action Plan.</p> <p>10.3 Staff and student relationships are respectful and provide a foundation for addressing students' needs and successes.</p> <p>10.4 Staff establish open and sustained communication with parents and carers.</p> <p>10.5 Good school governance is visible through an effective and well informed Caralee School Board.</p>





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