

# Clifton Park Primary School

SCHOOL IMPACT PLAN

2024-2028



small **school = big** impact



# OUR SCHOOL

## WELCOME

With “Pride We Strive” is the motto of our school and that is the common theme that we attempt to follow in all our dealings with our work, our environment and the relationships within our school. We enjoy a close sense of community, attractive grounds and academic success in our small school. This booklet is to provide you with information about our school.

The school staff, students, parents and community of Clifton Park are working cooperatively towards the physical, emotional, creative, social and academic development of students in preparation for their role in a rapidly changing society.

## MORAL PURPOSE

**“To provide a high-quality education to ensure all students achieve their potential”.**

## PRINCIPAL MESSAGE

This Impact Plan affirms our focus on students and teachers and the importance of relevant, contemporary and future focussed educational practices. We strive for all our students to be happy, enjoy their primary school years and have solid foundations so they are set up for a successful future. To achieve this, we continually look for ways to improve to provide a holistic, contemporary and engaging learning experience.

This document introduces some significant new initiatives we believe will position students well for the future. It sits alongside all other forms of school planning. I thank all those who contributed, especially to school governance for their direction and endorsement.

**Tanya Uren**  
Principal



# QUALITY TEACHING

## WHY

- To achieve year on year growth in all student learning.
- Provide students with evidence-based teaching to maximise student achievement.
- To grow the knowledge and expertise of all staff to maximise outcomes for all students.
- So, students have access to an engaging, nurturing, inclusive and safe learning environment.



## STRATEGY

- Use evidence-based approaches to improve student literacy, numeracy and Social Emotional Learning (SEL).
- Whole school approaches to Maths, English, SEL developed, supported and implemented.
- Yearly operational plans are developed for English, Maths and SEL - with an overarching 5-year plan for each.
- A whole school Instructional model is developed, based on the principles of teaching explicitly. It is embedded in every classroom.
- Build capacity through relevant professional learnings, that are evidence based, and links to DoE and school priorities.
- Increase the data literacy of staff to inform teaching and assessment.
- Student data is used to inform planning, targeted teaching and resource allocation.
- A structured approach to performance management and development for all staff.
- An NQS plan is developed and implemented across K-2.
- All teaching staff are CMS Foundation trained. EA's provided CMS training if available for them.

# QUALITY TEACHING

## MONITORING

- Pre and InitialLit are taught with fidelity.
- Analyse students entering/exiting intervention programs.
- Soundwaves is completed with fidelity.
- Review and refine data assessment processes i.e. Brightpath Maths and the PAT suite of assessments, etc...
- Implementation of a whole school instructional model.
- Performance Management plans are developed, monitored and completed for all staff.
- Staff planning aligns to whole school approaches and expectations.
- Classroom observation and feedback occurs regularly.
- Use the National Quality Standards (NQS) to self-assess for continuous improvement.
- CMS records show all staff level 1 trained.



# QUALITY RELATIONSHIPS

## WHY

- To enable Aboriginal students to succeed as Aboriginal people.
- To partner with families, communities and agencies to support the educational engagement of every student.
- So students learn to understand themselves and others.

## STRATEGY

- Embed the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority into classroom practice.
- Implementation of whole-school culturally responsive practices and approaches.
- Select and evaluate culturally responsive resources.
- Opportunities for family / community involvement and engagement at school are explored and embedded.
- Students are explicitly taught a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.
- Upskill staff on trauma informed practice.
- Implement an evidence based Social and Emotional Learning (SEL) program across all year levels.
- Continue to strive for consistency in practice across the school - SEL, behaviour management and academic standards.



# QUALITY RELATIONSHIPS

## MONITORING

- The Aboriginal Cultural Standards Framework is understood, and clear steps have been made to review, collaborate and implement it.
- School has a well-functioning P&C and School Board.
- Review the attitude, behaviour and effort grades in reports.
- Monitor behaviour data for trends in majors and behaviours entered in Integris.
- Review attendance rates.
- IEP's, GEP's, IBP, and attendance plans are developed, implemented and reviewed according to school guidelines.
- Whole School SEL program is consistently taught across all classrooms.



