

Craigie Heights Primary School



2025-2027

BUSINESS PLAN

At Craigie Heights Primary School

- relationships are respectful, positive and culturally responsive.
- quality teaching is collaborative, evidence-based and data driven.
- learning is differentiated, engaging and contemporary.
- student progress and achievement is monitored using evidence-based measures.
- leadership is distributed, supportive and strategically driven.
- resources are prioritised to enhance and support learning.

Our Vision

To create a respectful community where every student is engaged, feels a sense of belonging, and excels through resilience and achievement.



Our Motto

Every student matters.
Every moment counts.

Our Values

*Be Responsible
Be Respectful
Be Safe
Be an Achiever*



Student Wellbeing and Care

Through their responsibility as educators, staff at Craigie Heights Primary School will positively impact student wellbeing by:

- fostering a positive and safe school environment that creates connection and belonging for students.
- providing high quality teaching that gives every student a sense of mastery and accomplishment.
- ensuring that students who are experiencing difficulties are identified and connected to the support they need, both inside and outside the school.



Craigie Heights Primary School 2025 - 2027 Business Plan Targets

Improve levels of NAPLAN achievement to 'at' or 'above' Like Schools in reading, writing and numeracy in Years 3 and 5.

Improve levels of NAPLAN progress to 'at' or 'above' Like Schools in reading, writing and numeracy from On-Entry to Year 3, and from Year 3 to Year 5.

100% of teaching staff will implement and embed observable, high impact instruction in their teaching and learning programs.

80% of students from Pre-primary to Year 6 will achieve 80% or more of the Technology Milestones as outlined in the Craigie Heights Primary School Technology Framework.

95% of students will maintain Good Standing.

90% of students will attend 90% of the time.

Demonstrate an overall satisfaction rating of 4.0 or above in the School Culture Survey for staff, parents and students.



Successful Students

Craigie Heights Primary School provides a school environment that is safe and supportive to foster confident, resilient and caring students. Our culture of high expectations and continuous improvement underpins our confidence to take a risk and try new things.

We will:

Create supportive learning environments that influence positive behaviours and have a deep impact on student engagement and learning.

- continue to develop further aspects of the Craigie Code and explicitly teach these to all students, ensuring consistency across the school
- build upon our culture of high expectations by ensuring learning opportunities are motivating, and students are engaged in learning at every possible moment

Create a culture of respectful relationships through the explicit teaching of expected behaviours and restorative practices.

- hold high expectations of respectful, positive behaviour across the school at all times, in accordance with the Craigie Heights Primary School Positive Behaviour in Schools Policy and Guidelines
- explicitly teach behaviours through Positive Behaviour in Schools (PBS)
- reinforce positive behaviours using multiple rewards for students
- use restorative practices when working through behaviour incidents with students
- participate in the ACTION Respect Project, working with other schools, outside agencies and our community, to develop a respectful relationships program tailored to Craigie Heights Primary School

Provide a welcoming learning environment where students feel safe and a sense of belonging.

- explicitly teach safety and social skills, including resilience, emotional regulation and conflict resolution, through the whole school implementation of the SDERA program
- provide opportunities for students to feel a sense of belonging through collective responsibility and team work

Provide opportunities for student leadership and voice.

- engage students in leadership roles within each classroom
- engage students in leadership roles across the school including Reconciliation Team, AV Monitors, Student Councillors, Faction Captions, Library Monitors and Choir Captains
- seek student voice through whole class activities, as well as surveys such as School Culture Survey, 7Cs or Pivot

Provide equitable access to resources, including technology.

- monitor the provision of resources across the school through the rigorous process of annual operational planning, budget requests and finance allocation
- develop and implement the Craigie Heights Primary School Technology Framework, ensuring access to developing technologies for all students

Continue to refine and implement tiered processes for the identification and support of students at educational risk.

- refine the Craigie Heights Primary School Students at Educational Risk Policy to include clear processes and practices for the identification and support of students at educational risk
- teach using explicit, evidence-based programs of work at a tier one level, and develop and implement differentiated programs for identified students at risk, including academic extension opportunities
- continue to engage with School of Special Education Needs (SEN), school psychology services, school chaplain and outside agencies to support students at risk
- engage with Kids Hope to provide one-on-one mentoring to support the wellbeing of identified students

Quality Teaching

The quality of teaching, above all else, is the most important factor in student academic success. We will provide quality teaching programs, underpinned by evidence-based practices, to maximise student achievement. We will work within our sphere of influence to positively affect student outcomes through ownership of our teaching impact.

We will:

Utilise the Quality Teaching Strategy to build a culture of teaching excellence.

- continue to create the preconditions for positive learning and place students at the centre of quality teaching
- collaboratively plan programs consistent with whole school approaches and priorities
- instruct clearly and explicitly, with differentiation and frequent checks for understanding
- provide opportunities for students to consolidate content and skills through Daily Reviews, and opportunities to transfer this learning to real-life situations
- assess student learning and teacher impact, and use this to further inform planning

Embed whole school approaches to teaching and learning that ensure high expectations and consistency of practice.

- use evidence and research to inform the development of the Craigie Heights Primary School Pedagogical Framework and Guidelines
- have a shared understanding of highly effective practice and evidence-based instructional strategies
- demonstrate a positive culture of collaboration, high expectations, trust and feedback
- build strong relationships and a shared responsibility between students, staff and families

Build staff understanding of curriculum and capacity to utilise data to inform teaching and learning programs.

- continue to build upon staff knowledge of the Western Australian Curriculum and increase staff capacity to use data to inform teaching and learning programs

Develop a culture of continuous growth and development through targeted professional learning, instructional coaching and leadership opportunities.

- implement a supportive and constructive performance development process for staff
- constantly evaluate the impact of our practice and explore ways to improve
- provide opportunities for targeted professional learning for all staff
- develop and implement the Craigie Heights Primary School Professional Growth and Accountability Framework
- develop and implement a strong distributed leadership model, utilising the expertise of level 3 classroom teachers

Align the Craigie Heights Primary School Workforce Plan to ensure the attraction and development of highly skilled staff to implement our pedagogical framework and guidelines.

- review the Craigie Heights Primary School Workforce Plan and align to ensure the attraction of highly skilled staff
- ensure robust induction processes are in place to support new and returning staff



Connected Community

At Craigie Heights we see relationships as the core to our success as a connected community. We will continue to foster and develop relationships with staff, students and their families, and wider community organisations, to enhance learning experiences and support growth in student outcomes. We value inclusion, equity and reconciliation.

We will:

Continue to provide regular communication with parents and carers.

- communicate with parents regarding student achievement and progress in accordance with the Craigie Heights Primary School Reporting to Parents Policy
- keep parents informed of concerns regarding student achievement, attendance or behaviour in a timely manner
- share information about school and community events through our newsletter, website and digital platforms

Develop a Craigie Heights Primary School Community Partnership Framework.

- develop a Community Partnership Framework that promotes and provides opportunities for parent and community involvement in student learning, and includes roles and responsibilities of all stakeholders
- continue to promote and support an active P&C Association who is involved in supporting the school and its students, and promoting the interests of the entire school community.

Continue to work with our community to provide a culturally responsive school.

- collaborate with our community to achieve the goals outlined in the Craigie Heights Primary School Reconciliation Action Plan (RAP)
- embed culturally responsive practices and promote reconciliation across the school

Continue to partner with community organisations, companies and local service providers to support student learning and wellbeing.

- continue to engage with School of Special Education Needs (SSEN), school psychology services, and school chaplain to support students at risk
- continue to partner with service providers, such as speech therapists, occupational therapists and physiotherapists to support students at risk
- collaborate with EdConnect and Kids Hope to engage volunteers who support students across the school
- engage with the Joondalup Learning Community (JLC) to offer leadership development, collaboration, learning experiences and opportunities for teachers and students

Build respectful relationships across our community through our involvement in the ACTION Respect Project.

- identify a team of teachers and community members to participate in the ACTION Respect Project, and actively participate as a partner school
- provide professional learning in respectful relationships education to our students, teachers and community

Ensure strong governance and support continues with a well-trained School Board who can advise and support school decision making processes.

- ensure ongoing training and support for School Board members
- maintain a strong relationship between the principal and the School Board Chair
- regularly reflect on the effectiveness of the School Board and ways to improve

Acknowledgement of Country



Craigie Heights Primary School is located on Whadjuk Noongar Boodja.

We acknowledge the Tradition Custodians of the land on which our school is located, the Whadjuk people of the Noongar nation. We pay our respects to Elders, past and present. We recognise the unique contribution the Whadjuk people have made and continue to make to our culture, and in our community. We will ensure we continue to seek the input of Traditional Owners. The land on which we live, learn, play, and thrive as a community always was and always will be Noongar boodjar.

Craigie Heights Primary School



Be Respectful, Be Responsible,
Be Safe, Be An Achiever



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