



Creaney Primary School

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Creaney Primary School aims to educate students to be part of a community which develops a child who is motivated to reach their potential, academically, socially and responsibly in a caring and supportive environment.

Our school vision is to educate students to be part of a community by developing children who are motivated to reach their potential, academically, socially and emotionally in a caring and supportive environment.

Creaney Primary School is an Independent Public School with a highly professional and skilled staff who provide explicit, evidence-based purposeful and engaging learning programs across the curriculum.

The Business Plan 2025 – 2027 builds upon the progress of our previous plan and reflects our response to student achievement and progress data, and feedback from our school community and the 2024 Public School Review.

The Business Plan outlines the longer-term strategic directions of the school in line with the Department of Education’s strategic directions for schools 2020-2024 with a focus on every student, every classroom, every day.

Student achievement targets as listed in this Business Plan have been identified through rigorous self-assessment of academic and non-academic data sets and are the broad targets for the school. Smaller, year-on-year targets are set out in operational planning documents.

The Business Plan guides our annual operational plans, which outline improvement strategies in more detail. Staff use a combination of these plans to guide their classroom learning programs.

Our Commitment

Creaney Primary School’s motto is “Caring”. The actions of our staff, students and school community are guided by the following:



Making Learning Visible

Creaney Primary School has completed a four-year journey with Corwin Australia’s Visible Learning team. Throughout 2025 – 2027 staff will continue Visible Learning practices.

Staff are committed to the principles of Visible Learning and Teaching for Impact. These are underpinned by theories of educational research putting them into a practical model for teachers and school leaders to assess the impact on student achievement and progress. We work towards our students being able to answer the three critical questions:

Where am I going?

How am I going?

Where to next?

Our Learner Dispositions

Learner Dispositions refer to the way in which learners engage in and relate to the learning process. Learner Dispositions affect how students approach learning and therefore the outcomes of their learning. Our Learner Disposition bees help remind us what sorts of learners we want in our school. We chose the Australian Blue Banded native bee as our mascot.



KEY FOCUS AREAS 2025 - 2027

TEACHING QUALITY

Teachers at Creaney Primary School hold high standards and expectations for all students. They provide a holistic curriculum that caters for students' academic, physical, social and emotional needs. Teachers at Creaney Primary School hold high standards and expectations of themselves. They teach according to whole-school approaches aligned with evidence-based practice to provide opportunity for students to make appropriate year-on-year progress. All school staff are committed to life-long learning.

Target

1. **Demonstrate year-on-year progress (Effect size of >0.4) through Visible Learning assessment tools.**

Strategies

- Whole of school planning is shared, linked to priorities and resourced accordingly.
- The Western Australian Curriculum is used to plan including the General Capabilities and Cross Curricula priorities.
- Evidence-based programs are school-wide and used as the basis for planning.
- All staff engage in professional learning with a focus on best practice.
- Teacher planning is culturally responsive.
- Teacher planning is differentiated.
- Teachers work collaboratively to plan, moderate and assess student progress.
- Explicit teaching is used across all curriculum areas and includes the use of 'Learning Intentions' and 'Success Criteria'.
- Explicit 'feedback' is provided to students to enhance their learning.
- Staff engage in Performance & Development using The Australian Institute for Teaching and School Leadership (AITSL) self-assessment tool for self-reflection and goal identification.
- Data analysis and 'Effect Size' is used as a guide to student progress and therefore the diagnosis of the impact of teaching.
- Engage in opportunities to collaborate with teachers across the Network with a focus on best practice in teaching.
- Preparedness for learning from home (if required).
- Moving towards the integration of STEM across the curriculum.
- Use of recruitment practices to ensure the retention and attraction of the best possible staff.

USE OF RESOURCES

At Creaney Primary School we ensure there is a clear link between school resourcing and our plans to raise standards for all students.

Strategies

- Regular and timely meetings of the Finance Committee.
- Seek opportunities for grants and supplementary funding.
- Plan for future needs.
- Clear and deliberate links established between resources and priorities.
- Afford leaders time to action leadership roles (curriculum release).
- Staff attend PL which aligns to personal, school or system priorities.



Positive Behaviour Support (PBS)

Our purpose is to create a consistent and supportive learning environment at Creaney Primary School, through the whole school implementation of PBS. This will strengthen our caring culture, maintaining our high expectations and positive relationships across the school community.

We are persistent. We are self-directed. We are resilient. We are inquisitive. We are reflective.			
	RESPECTFUL	RESPONSIBLE	ENGAGED
Inside	<ul style="list-style-type: none"> • We wait our turn. • We follow the expectations of the learning areas. • We consider others' learning. • We gain attention appropriately. • We ask permission to borrow belongings. 	<ul style="list-style-type: none"> • We enter buildings appropriately. • We take ownership of our own learning. • We keep our learning areas tidy. • We complete our work in the given timeframe. • We follow classroom routines. 	<ul style="list-style-type: none"> • We remain focused and stay on task. • We actively participate. • We accept and learn from feedback. • We work towards challenging, yet achievable goals.
Outside	<ul style="list-style-type: none"> • We invite others to join us. • We are punctual. • We care for the environment. • We line up sensibly. 	<ul style="list-style-type: none"> • We play in our designated area. • We follow the school procedure for eating time. • We return our sports equipment after use. • We follow SunSmart practices. • We look for the duty person when needed. • We appropriately resolve conflict. • We go to the toilet or get a drink during break time. • We wait outside our classroom before school. 	<ul style="list-style-type: none"> • We agree on the rules when starting a game. • We play by the agreed rules. • We cooperate and take turns.
Everywhere	<ul style="list-style-type: none"> • We are inclusive. • We use manners. • We are kind. • We are helpful. • We follow instructions. • We are active listeners. • We communicate appropriately. • We are mindful of the personal space of others. 	<ul style="list-style-type: none"> • We are safe. • We use equipment appropriately. • We look after our belongings. • We follow all school procedures. • We follow the school dress code. • We are honest. • We proudly represent our school. 	<ul style="list-style-type: none"> • We try our personal best. • We listen purposefully. • We show pride in all we do. • We ask for help if we need it.

STUDENT ACHIEVEMENT AND PROGRESS

At Creaney Primary School we encourage students to be well-prepared for their future and set high expectations of success. We uphold a culture that promotes collective responsibility for student progress and school improvement.

Targets

1. **Increase the percentage of students in the stable cohort above like schools in the Strong and Exceeding proficiency levels of NAPLAN.**
2. **Decrease the percentage of students in the stable cohort below like schools in the Needs Additional Support and Developing proficiency levels of NAPLAN.**
3. **Demonstrate year-on-year progress of students against school data sets.**

Strategies

- Use a range of standardised data sets to assess student achievement and progress year-on-year.
- Student progress and achievement is seen as evidence of the impact of teaching.
- Clear processes are in place for identifying and supporting students who are low or high achievers.
- A focus on early intervention.
- Use of learning intentions, success criteria and explicit feedback to create students who are assessment capable.

LEADERSHIP

Creaney Primary School provides a shared and unifying vision for improvement where change is managed strategically. Leaders set high expectations and standards are communicated through whole-school planning structures.

Strategies

- School priorities and directions are aligned to Department expectations.
- The distributed leadership model across the school continues to be enhanced through processes such as Kingswood Network Leaders, Future Leaders Framework and the Kingswood Network Aspirant Program.
- Curriculum leaders work toward achieving targets as per Business and Operational Plans.
- Identified Impact Coaches are trained and supported to drive best practice across the school.
- Whole-school planning is completed in a collaborative and shared way.
- Professional learning is targeted to whole school directions.
- Induction processes implemented for new staff.

LEARNING ENVIRONMENT

Each person in our school community is important to us. We aim to develop students who can succeed in an ever-changing world through a balanced education program; students who are resilient, persistent, self-directed, inquisitive and reflective individuals. We foster a culture where students, staff and our school community feel valued, supported, appreciated and cared for. We value and prioritise the health and wellbeing of all. We believe teachers have the right to teach and students have the right to learn.

Targets

1. **Maintain attendance above the WA State mean across all year levels.**
2. **Maintain the percentage of student achieving 'consistently' or 'often' on the ABE descriptors at or above 90%.**

Strategies

- Continued focus of "Creaney's Commitment".
- Continued focus on the Learner Dispositions: Resilient, Persistent, Self-Directed, Inquisitive, Reflective.
- Continue Employment of a School Chaplain.
- Investigate whole-school programs which support student wellbeing.
- Value and promote positive staff health and wellbeing.
- Continue to offer student leadership opportunities.
- Provision of safe and engaging school grounds and facilities which encourage curiosity and creativity.
- Employment of sustainable environmental practices.
- Continue to make progress against the NQS standards.
- Continue to promote student voice.



RELATIONSHIPS AND PARTNERSHIPS

Creaney Primary School fosters positive, respectful, and sustainable relationships and partnerships that support the best possible learning opportunities for students.

Targets

1. **Demonstrate progress through regular student, parent and staff surveys using the Dept of Education's School Culture surveys.**
2. **Maintain a high functioning School Board, ensuring effective school governance that focus on school improvement.**
3. **Maintain a high functioning P&C.**
4. **Measure our progress against the ACSF (Aboriginal Cultural Standards Framework).**

Strategies

- Continue to foster the public positive image of our school within the community.
- Focus on respecting and responding to Aboriginal culture through the Aboriginal Cultural Standards Framework.
- Provide opportunities for the School Board to increase communication and build connections and partnerships with the community.
- Fostering of school-based professional learning communities.
- Further enhance collaborative relationships with the local network of schools.
- Staff engage in network curriculum meetings.
- Maintain the use of the school's facilities by local community members and groups.
- Support for parents/guardians through the provision of information and workshops.
- Continue to foster strong relationships with the Creaney Education Support Centre.
- Investigate possibilities of sister/brother/sibling school.
- Build relationships with external providers and DoE services.