



BUSINESS PLAN

2026 - 2028

CREANEY PRIMARY SCHOOL



OUR VISION

We develop children who are motivated to reach their potential academically, socially and responsibly in a caring and supportive environment.

OUR SCHOOL COMMUNITY

Creaney Primary School is a vibrant and inclusive school located in Kingsley, catering for approximately 380 students from Kindergarten to Year 6.

Our priority is to provide a curriculum that supports the academic, physical, social, and emotional development of every student. We are committed to equipping our students with the knowledge, skills, and understandings required to reach their potential - both as learners and as active, caring members of the community.

Our experienced and dedicated staff work collaboratively to achieve the school's vision and the priorities outlined in the Creaney Primary School Business Plan 2026-2028. Teachers engage in regular reflection on their impact on student learning and will begin to undertake observation and instructional coaching to continually strengthen their teaching expertise.

Building and maintaining positive relationships across the school community is central to our approach. We know that these relationships form the foundation for learning, wellbeing, and long-term success. Partnerships with parents and caregivers, the School Board, P&C, and the wider community are integral in ensuring the best opportunities for all students.

Our whole-school focus on Explicit Instruction and Visible Learning ensures students develop the essential knowledge and skills to achieve success in Literacy and Numeracy.

Our school motto, Caring, underpins all aspects of school life and reflects our commitment to creating a culture where students feel valued, safe, and supported to thrive.

Students at Creaney Primary School develop important life skills such as acceptance, tolerance, and empathy through daily interactions and inclusive learning opportunities. Our strong partnership with the Education Support Centre enables students to participate in coordinated integration programs, fostering understanding, respect, and a sense of belonging across our school.



WE CARE ABOUT OUR COMMUNITY

- Respect others
- Accept others
- Demonstrate responsible behaviour
- Value cultural diversity



WE CARE ABOUT OUR ENVIRONMENT

At Creaney Primary School we are respectful of our environment and understand the need for conservation and sustainability.



WE CARE ABOUT OUR LEARNING

- Resilient
- Persistent
- Self-directed
- Inquisitive
- Reflective

OUR TARGETS



- By 2027 all Year 3 and 5 NAPLAN data to be above like schools in all domains
- 85% of students to be in the minimal or no risk bands of the DIBELS assessments Pre-primary - Year 6 by Term 4 of each year
- Strengthen literacy and numeracy outcomes by reducing the proportion of the stable cohort achieving in the Needs Additional Support and Developing proficiency levels between the Year 3 and Year 5 NAPLAN assessments.
- Reverse the decline in progress Year 3 - Year 5 NAPLAN Data
- Match or exceed WA Like Schools average progress in On-entry assessments in Pre-primary
- Set an aspirational goal of meeting the National benchmark in all 7 quality areas in the National Quality Standards (NQS) self-assessment and external reviews
- By the end of 2026 design and implement a peer observation/coaching model to support teacher development and consistency of whole school instructional approaches
- School satisfaction as measured by students, parents and staff in the DOE Culture Survey is high (mean scores of at least 4 out of 5)
- By 2027 to have embedded a Reconciliation Action Plan with a clear ongoing process of review to support the building of a culturally responsive school
- By the end of 2026 to have developed the Creaney Instructional Handbook to guide the teaching expectations across the school
- Increase parental awareness of how the school is delivering instruction through planned opportunities and measured through survey results
- Attendance rates to be 92% or above

Creaney Primary School respectfully acknowledges the Whadjuk Noongar people, traditional custodians of the land on which our students live and are educated.

SUCCESSFUL STUDENTS



FOCUS	Data Driving Improvement	Consistent Whole School Approaches	Student/Staff Wellbeing
GOALS	All staff to engage in robust data driven conversations to establish an unrelenting focus on student improvement	Maintain a whole school approach to Literacy and Numeracy instruction to ensure consistency of practice	Build the wellbeing capability through a range of supports
Deliverables	<ul style="list-style-type: none"> • Implement and embed DIBELS as a core Literacy formative assessment tool across the school Pre-primary - Year 6 • Develop a robust data interrogation process each term to ensure data is driving practice • Embed a culture of collective commitments as a strategy to support actions from termly data conversations • Develop clear hand over procedures and practices to support seamless student transition between years • Establish a data team for the interrogation and unpacking of school and system data 	<ul style="list-style-type: none"> • Sustain the consistency of Talk4Writing by creating opportunities for shared discussion to ensure a consistent approach to delivery • Increase focus on non-fiction texts in Year 5 and 6 to build background knowledge as students move to high school • Implement and embed Word Origins in Year 3 - 6 • Trial then implement an agreed whole school Maths approach by 2027 • Refine the teaching approaches in Kindergarten - Year 6 to build a shared understanding of core instructional techniques • Review and strengthen the delivery of the Creaney Phonics Scope Pre-primary - Year 2 • Build alignment across Kindergarten - Year 2 of the agreed whole school approaches to ensure the fidelity and rigour of delivery • Embed consistent Engagement Norms to support high student participation in lessons 	<ul style="list-style-type: none"> • Develop a school wellbeing plan to ensure a consistent whole school approach to wellbeing for students and staff is adopted • Conduct a student wellbeing survey bi-annually to target and review support across the school • Conduct an audit of current wellbeing practices and strategies at the class and school level • Student mentoring program to be implemented to support student wellbeing • Maintain a rigorous case management process to support progress of students with complex needs • Continue to support the School Chaplain program



SUCCESSFUL STAFF



FOCUS	Leadership	An Expert Teaching Team		An Expert Support Team
GOALS	Develop the leadership capacity of staff	Promote and embed a culture of continual professional improvement	Promote excellence in teaching practice	Develop the professional capacity of educators to support for students
Deliverables	<ul style="list-style-type: none"> • Redesign the school organisational architecture to build curriculum and phase of school teams to enable a collective approach to pedagogy • Refine the distributed leadership structure to include Curriculum leaders, and Phase of School leaders responsible for the development, implementation and monitoring of school operational planning • Use the tools in the W.A Future Leaders Framework to identify, develop and support potential future school and system leaders • Support ongoing teacher development through the staged implementation of coaching in English and Maths • Support the network leaders and aspirant leaders program • Establish dedicated practice "leaders/coaches" to facilitate and guide professional reflections/observations e.g. Word Origins, Talk4Writing, Bond Blocks, Phonics, Numeracy, Explicit Direct Instruction (EDI), Visible Learning 	<ul style="list-style-type: none"> • Develop collaboratively with the "Creaney Primary School Team" observation and feedback model by mid 2026 • Establish school structures to provide opportunities for teachers to "talk about teaching" to foster positive collective teacher efficacy • Establish an in-school coaching role in 2026 to oversee whole school approaches, developing the Creaney Primary School's Instructional Handbook and engage in practice conversations with staff • Explicit Direct Instruction and Visible learning principles and practices sustained and evident in every classroom, every day • Develop a 2 year Professional Learning plan aligned to our strategic directions and whole school approaches • Link and align Business planning to operational Planning and Class Planning 	<ul style="list-style-type: none"> • Creaney Instructional Handbook to be developed and adopted by mid 2026 to guide the fidelity of our whole school Literacy and Numeracy practices and support induction • Creaney Primary School's Instructional Handbook to be refined annually to reflect current research trends in cognitive science • Establish moderation opportunities with Network schools based on common pedagogical drivers and practices • By 2027 in consultation with ECU develop a play-based statement to support best practice in the Early Years • Develop clear induction processes for all staff who are employed at Creaney Primary School • Daily reviews to be evident in Kindergarten - Year 6 in Literacy and Numeracy following a staff agreed framework/structure 	<ul style="list-style-type: none"> • Develop a professional learning annual plan for support staff in partnership with Creaney ESC • Upskilling of support staff in Reading and Numeracy instructional routines, Talk4Writing, Spelling/Phonics, Explicit Direct Instruction • Develop agreed routines to build a consistent approach to supporting special needs students across the school • In consultation with support staff, develop a handbook to help induct new staff • Establish a dedicated support staff meeting each term to facilitate professional conversations and alignment of best practice

SUCCESSFUL SCHOOL



FOCUS	School Resources	A Safe and Inclusive Environment	Community
GOALS	To improve access to educational opportunities for all	Maintain high standard of student behaviour and wellbeing	Enhance parent and community involvement in the school
Deliverables	<ul style="list-style-type: none"> • Maintain case management process to support progress of SAER students and connect with required supports • Redesign the SAER handover processes to ensure a smooth transition from year to year • Allocate resources to support interventions in the Early Years • Allocate resources and design a Tier 2 intervention model in middle school to support students at risk of progressing • Attract staff with skills and experience aligned with our strategic directions 	<ul style="list-style-type: none"> • Positive Behaviour Support (PBS) to be implemented across the school • Refine the school behaviour policy and processes to align with PBS • Re-establish the good standing policy in Year 5 and 6 • Develop a Cultural Awareness plan reflective of the Aboriginal Cultural Standards Framework to foster cultural responsiveness by all • Commit to the ongoing implementation of a school Reconciliation Action Plan (RAP), supporting the Aboriginal Cultural Standards Framework with a clear process of review and reflection 	<ul style="list-style-type: none"> • Increase the number of community representatives on the school board aligned to our strategic directions • Implement a Communication Policy to support positive school-parent interactions • Ensure school events and activities are regularly communicated to the school community • Ensure whole school approaches are regularly communicated and demonstrated with families to build understanding of the pedagogical approaches being delivered at Creaney Primary School • Continue to embed and promote to the school community sustainability practices across the school • Promote the P&C to support positive engagement by the school community in the life of the school



GLOSSARY



a list of commonly used educational acronyms and definitions

NAPLAN National Assessment Program - Literacy and Numeracy.	CREANEY ESC Creaney Education Support Centre.
DIBELS Dynamic Indicators of Basic Early Literacy Skills - Is a series of assessments of early literacy development in young children, helping teachers to identify students at risk for reading difficulties and to monitor their progress over time.	P&C Parent and Citizens Association.
EDI Explicit Direct Instruction.	NQS National Quality Standards is a national benchmark for early childhood education.
WA LIKE SCHOOLS Western Australian Schols with a similar ICSEA.	SAER Students at Educational Risk.
ICSEA Index of Community Socio-Educational Advantage.	PBS Positive Behaviour Support.
DoE Department of Education, Western Australia.	PEDAGOGY what a teacher does to influence learning in others.
ECU Edith Cowan University.	ON-ENTRY A standardised assessment undertaken by all Pre-primary and Year 1 students.





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creaney.ps@education.wa.edu.au

www.creaneyps.com.au