

An Independent Public School

2026 - 2029

BUSINESS PLAN





Welcome



At Chidlow Primary School, we believe every student has the potential to become a Champion in Learning and Life.

Our school provides a safe, supportive, and nurturing environment where students are empowered to achieve their best, year after year. With a focus on evidence-based teaching practices, we ensure each student's growth is celebrated and every child progresses with confidence.

We take great pride in our motto, "Working Together," as we view parents and families as vital partners in their children's learning journey. By fostering strong connections between school and home, we create a sense of community that enriches our students' experience.

At Chidlow PS, we understand that success in school is more than just academic achievement. That's why we place equal importance on students' physical, emotional, and social wellbeing. Through high expectations, personalised support, and meaningful relationships, we help our students thrive both in and beyond the classroom.

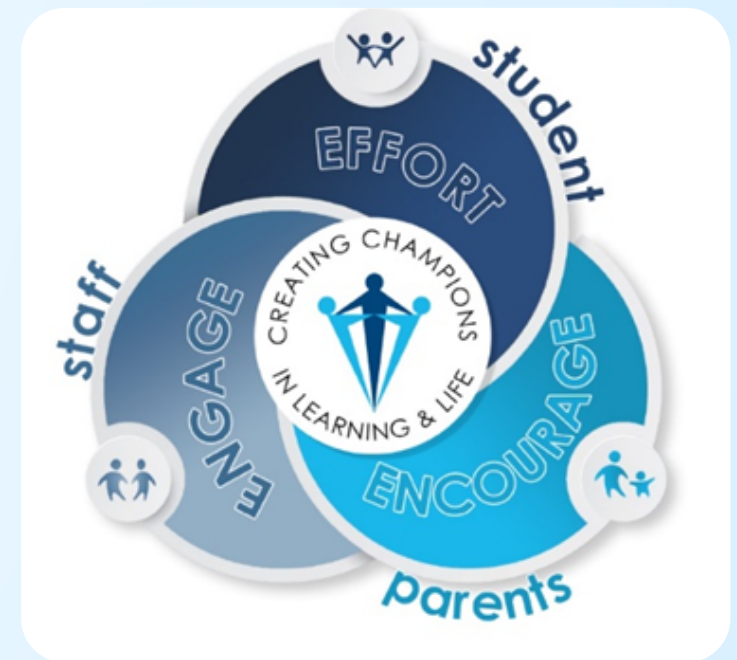
Join us at Chidlow Primary School, where learning and life come together for every child's success!



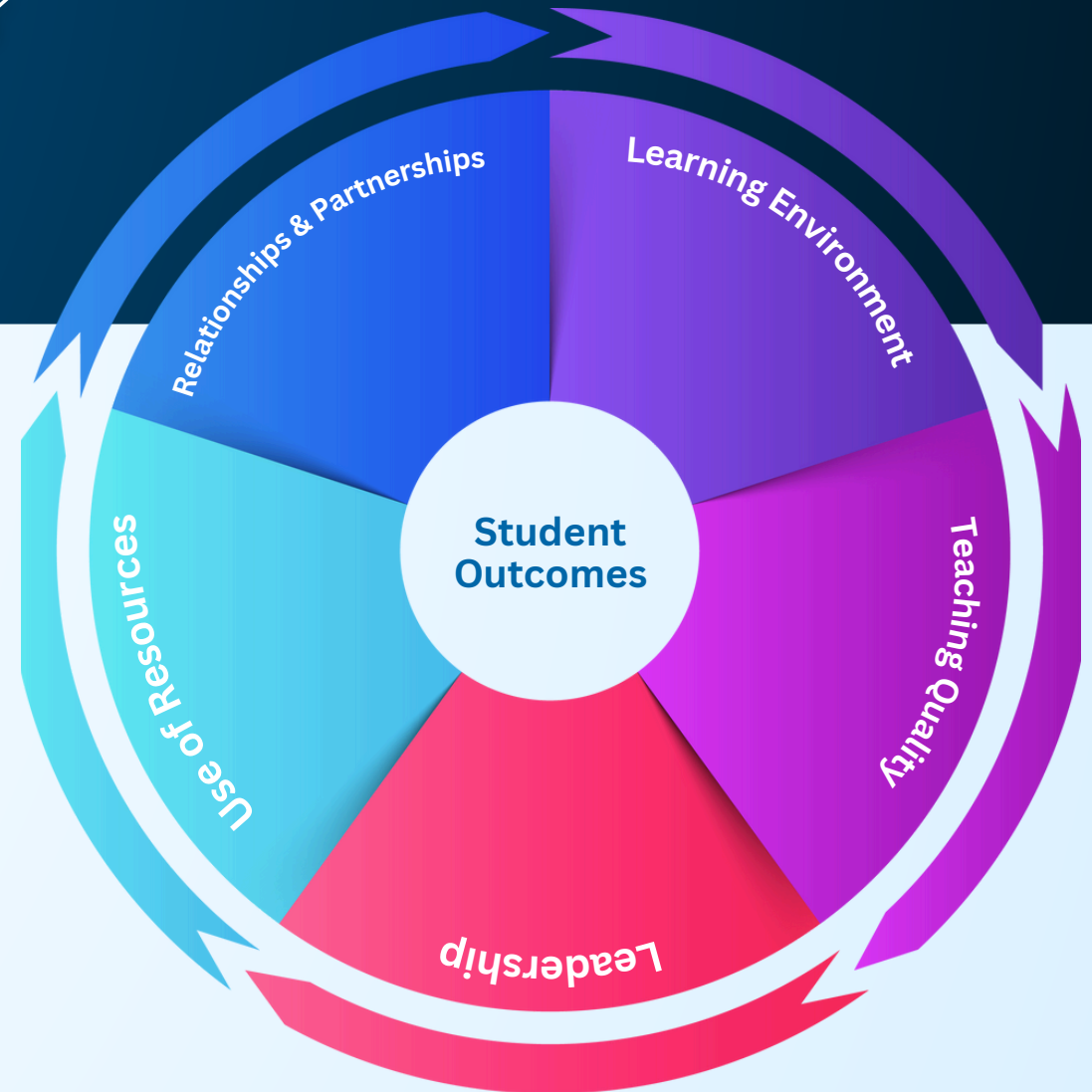
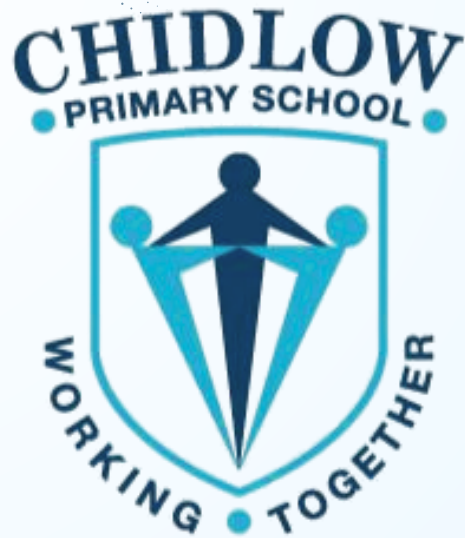
Our Vision

Chidlow Primary School aspires to create a safe, nurturing and encouraging community. We are dedicated to fostering a love of learning, encouraging self-respect, and promoting respect for others. With a shared commitment to personal excellence, we guide every student to strive for their best, growing not just academically but as compassionate, well-rounded individuals.

Together, we build a brighter future for all.



Our Domain Areas



Domain 1

Teaching Quality

Our shared beliefs and clear expectations about quality teaching and learning, guide all of our programs. By working together and engaging in ongoing professional learning, staff ensure every student benefits from high-quality, evidence-based instruction.

- Professional Learning that builds staff capacity is available to all staff.
- All teachers deliver the Western Australian Curriculum.
- All staff follow Whole School Programs and ensure they are implemented with fidelity and rigour.
- Early Childhood Staff implement the Early Years Framework and Kindy Curriculum Guidelines.
- Refine structures and processes that enable staff to collaborate more easily and effectively.
- Enable teachers to observe colleagues in areas of whole school and individual need. Provide opportunities for ongoing feedback and reflection linked to classroom coaching.
- Staff to collaborate with other departmental staff and external agencies to address the needs of our students.

Key Performance Indicators

- Coaching is embedded across the school and staff are engaged in conversations to improve curriculum delivery.
- 100% of staff are implementing whole school programs.
- Staff meetings to include Teaching for Impact resources and strategies.



Domain 2

Learning Environment

We are committed to creating a safe, supportive and inclusive environment for all students, staff and community members. Where enhanced learning outcomes are underpinned by positive engagement, appropriate behaviour and sustained attendance.

- School Culture is based on our PBS expectations and values.
- Maintain our focus on Classroom Management and Instructional Strategies.
- All student needs are identified and catered for.
- Ensure our school is culturally responsive and has a well-developed Reconciliation Action Plan.
- Expand outdoor learning opportunities.
- Utilise the school chaplaincy program to build resilience and social skills for identified students.
- Strengthen our awareness of and processes that provide support for staff and students wellbeing.
- Student voice is utilised in decision making.

Key Performance Indicators

- Staff are engaged with CMS and peer observations support this.
- PBS is evident across the school.
- Chaplain is actively involved in conversations with students that are reflective of improving self-regulation and positive mental health.
- School psychologist works with students, families and teachers to support students in accessing the curriculum in order to lift individual achievement rates.



Domain 3

Relationships & Partnerships

We foster respectful, valued relationships and partnerships across our school community by working collaboratively, communicating effectively and engaging meaningfully with staff, students, parents, community groups and partner agencies.

We will:

- Work with the Hills Education Community to develop whole network programs and relationships.
- Develop a greater awareness and appreciation of Aboriginal culture.
- Staff will adhere to school protocols and the Department's Code of Conduct.
- Community, staff and student views are sought when reviewing school performance.
- Decision making processes are collaborative and transparent.
- School Board members are actively engaged.
- School Chaplaincy program utilised to develop resilience and social skills for identified students.
- Provide opportunities for collaboration between staff, parents and outside agencies to develop best practices to ensure inclusivity.

Key Performance Indicators

- Staff are actively involved in the Hills Network development days
- School Survey results reflect positive relationships.
- Parents are attending school celebrations and engaging in survey completion
- NAIDOC Week celebrations and reconciliation plan implemented.
- Feedback from School Board and P&C is sought.



Domain 4



Leadership

Distributed leadership supports the effective and forward-thinking implementation of our school initiatives. Our collaborative approach to school improvement planning remains firmly focused on the needs of students and staff.

We will:

- Leadership Team comprises of Executive, Level 3 and Senior Teachers.
- Performance management enables teachers and education assistants to identify relevant professional growth goals aligned to school priorities.
- Identify Future Leaders to work within the Hill's Education Network's development program.
- Self-Assessment Schedule is in place.
- Leadership Team to lead embedding of a classroom observation and feedback model across the school.
- Staff are encouraged to take leadership roles in areas of interest and strength.
- Executive Leadership Team undertake self-reflection against the Principal Performance Improvement Tool and/or 360 Degree Feedback.
- Student Leadership is maintained.

Key Performance Indicators

- Identified staff are participants of the Hills Future Leaders Program.
- Performance Management is underpinned by reflection against the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards.
- Students engaging in genuine opportunities that enhance and promote leadership development and bring in more student voice.



Domain 5

Use of Resources

Strategic resource management plays a vital role in strengthening learning outcomes for every student. We prioritise thoughtful allocation of staffing, funding, facilities and support services so that our school can deliver rich, high-quality learning experiences that meet the diverse needs of our community.

We will:

- Financial, physical and human resources are effectively managed.
- Finance Committee meets on a regular basis to monitor processes.
- Continue to fund professional learning that supports evidence based whole school programs.
- Resource allocation is reflected in school planning and align to priorities and targets.
- Performance management enables teachers and education assistants to identify relevant professional growth goals aligned to school priorities.
- Ensure rigorous accountability practices at classroom and school level.

Key Performance Indicators

- Cost Centre Managers maintain annual budgets that are aligned with school plans.
- Fundings targets professional learning based on school priorities.
- School plans indicate the human and financial resources that support planned outcomes.



Domain 6

Student Achievement and Progress

We draw on accurate and comprehensive assessments of academic and non-academic performance to shape instructional decisions, support individual needs and drive continuous improvement in student achievement and wellbeing.

We will:

- Ensure a rigorous and cohesive cycle of school improvement.
- Focus on fostering excellence in student learning and a celebration of student talents and achievements.
- Moderation processes promote alignment between student achievement and progress and grade allocations.
- Focus areas identified by formative, summative and systemic whole school data.
- All staff involved in analysing data to set targets and develop improvement plans.
- SEN planning and reporting used for students requiring an Individual Education Plan.
- Self Assessment Schedule regularly reviewed, ensuring it meets best practice and the school's needs.

Key Performance Indicators

- Increase in the percentage of students demonstrating high/very high progress between Pre-primary (On Entry) to Year 3 (NAPLAN) and Year 3 - Year 5 (NAPLAN).
- Student achievement and progress aligns with contextually similar schools.
- Plans demonstrate a commitment to improve student achievement and progress.
- Systemic and school-based data are used to assess student progress.





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