



Clapham Primary

STRATEGIC PLAN

Respect | Responsibility | Cooperation



Clapham
Primary

CLAPHAM'S VISION STATEMENT

*“Clapham Primary is a vibrant and inclusive learning community. Our commitment to Equity and Excellence, informed by evidence-based practices, fosters collaboration and consistency, ensuring growth and improvement for every student as they **thrive and prosper, learn and achieve** across all areas of their education.”*

OVERVIEW

Our 2026 Strategic Plan is guided by the Department for Education's four areas of impact: Equity and Excellence, Wellbeing, Learner Agency, and Effective Learning. At Clapham Primary School, we are committed to providing a high-quality, inclusive education where strong community connections and our values—Respect, Responsibility, and Co-operation—underpin all we do. Together, we strive for academic achievement, wellbeing, and personal growth for every student.

STRATEGIC PRIORITIES

- Literacy: Strengthen student learning through the Science of Reading, The Writing Revolution, and targeted, evidence-based practice.
- Numeracy: Improve numeracy outcomes through data-informed teaching, interventions and evidence-based practices.
- Wellbeing: Prioritise both student and staff wellbeing by fostering resilience,

belonging, inclusivity, and explicit regulation strategies for students.

KEY AREAS FOR IMPROVEMENT

- Strengthen achievement in Literacy and Numeracy as the foundation for engagement and success.
- Promote wellbeing and engagement, building positive, inclusive environments.
- Foster accessible, culturally safe spaces that celebrate diversity, with a focus on Aboriginal perspectives and proactive support for students with disabilities.
- Use data for evidence-based decisions and ongoing school improvement.
- Offer integrated support services to students, families, and the wider school community.



CORE FOCUS AREAS

1. Community Partnerships & Inclusion

We commit to healthy, honest and vibrant connections with our school community.

This will look like:

- **Communication:** Build strong relationships with families and community through proactive engagement and open communication.
- **Informed and responsive teaching practices:** Systematically collect and use academic and wellbeing data to inform teaching and school priorities. Consistently implement evidence-based teaching and learning practices.

Success will be measured by:

- Intentional collection and analysis of data (DIBELS, PAT, Progress monitoring, Wellbeing data, Parent Engagement Survey, In-class Checking for Understanding, Pulse Checks) to inform instruction.
- Consistent application of evidence-based practices across the school and subject areas.



2. Wellbeing and Engagement (Incorporating Regulation Strategies)

We are dedicated to ensuring all students and staff feel a deep sense of belonging and safety. Our inclusive approach emphasises relational pedagogies that promote connection, healthy relationships, engagement, and the proactive teaching of regulation strategies as core pillars of wellbeing. This will look like:

- **Multi-tiered Systems of Support:** Provide universal, targeted, and intensive wellbeing and learning supports.
- **Social and Emotional Regulation:** Explicitly teach and model self-regulation strategies, such as mindfulness, brain breaks, sensory tools, and reflective practices. Students are supported every day to understand, identify and manage their emotions using co-regulation and self-regulation routines with the support of designated regulation spaces. Continued explicit use of URStrong friendship strategies across the classroom and yard.
- **Inclusive Learning Environments:** Enhance emotional safety through staff upskilling, proactive and responsive routines, and regulation resources for all staff and students. Support for teachers to access learning and develop expertise in co-regulation.
- **Ongoing Monitoring:** Use of personalised learning plans, WEC, pulse checks, and regular observations to monitor wellbeing and engagement, adjusting supports as needed.

Actions:

- Embed daily regulation routines and ensure staff confidently model and facilitate these practices. Develop a morning routine focus around regulation and relationships to support consistency across classes.
- Provide access to regulation spaces and resources across the school.
- Continuously monitor interventions and adjust them based on wellbeing and engagement data. Strengthen practices around communicating adjustments and progress with those involved.
- Intentional focus on developing systems and processes to support effective collection and analysis of data. Align student needs with learning plans, linking to OCOP documentation including goals and progress notes.

Success will be measured by:

- Improved WEC data reflecting stronger sense of belonging and wellbeing.
- Consistent practice around OCOP progress notes and goal documentation, with links to IESP applications where needed
- Increased usage and effectiveness of self-regulation strategies by students.
- Reduced behavioural incidents, greater engagement, and positive attendance trends.

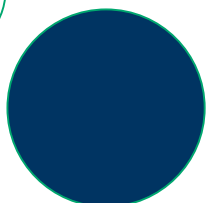
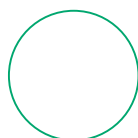
3. Effective Learners and Learner Agency

We believe in the impact that students can have on their own learning, when supported effectively by consistent, quality teacher practice. This will look like:

- Supporting high expectations: Foster student agency and responsibility through high expectations and tailored support.
- Engaging students in shaping learning: Equip students with the core skills and understanding necessary to take an active, collaborative role in their education, working closely with both their teachers and classmates. This will include goal setting.
- Responsive teaching/learning: Consistently assess and monitor student progress using multiple data sources, so teaching can be adapted responsively to improve learning outcomes.
- Evidence-based pedagogies: Support staff to meaningfully engage with ongoing collaborative professional learning and coaching in evidenced-based pedagogical practices. Focus on development of confidence/quality of teaching.

Actions:

- Implement inclusive, data-informed teaching methods, that are agreed on and utilised site-wide.
- Use Australian Curriculum and South Australian Curriculum-aligned assessment practices.



- Implement consistent practices of goal setting, reflection, and timely feedback for continual growth and improvement.

Success will be measured by:

- Increased student ownership of learning, as evidenced in pulse checks/surveys.
- Growth in academic results (grades A/B, Literacy/numeracy outcomes).
- Greater evidence of student agency and collaborative learning in school life and decision making as evidenced in the WEC data.

SCHOOL VALUES IN ACTION

Promote kindness as the guiding principle that encompasses and reflects all three identified values.

- **Respect:** Show kindness, appreciate diversity, and care for our environment and each other.
- **Co-operation:** Teamwork, mutual support, and open sharing for collective success.
- **Responsibility:** Integrity, thoughtful decisions, and active engagement in learning and community life.

ROLE EXPECTATIONS

- **Leaders:** Model values, guide improvement, and support staff and students in a culture of high expectations.
- **Staff:** Commit to upholding school values, engage in site-aligned professional development, support open communication with home and school, and ensure student wellbeing to foster a safe and supportive learning environment.
- **Students:** Demonstrate positive behaviour, collaborate respectfully, and take active roles in their learning journeys.
- **Parents/Carers/Community:** Work in partnership with the school, and embrace the school's culture and values.

This Strategic Plan continues to position Clapham Primary as a welcoming, high-performing, and future-focused learning community where every student can thrive academically, socially and personally.

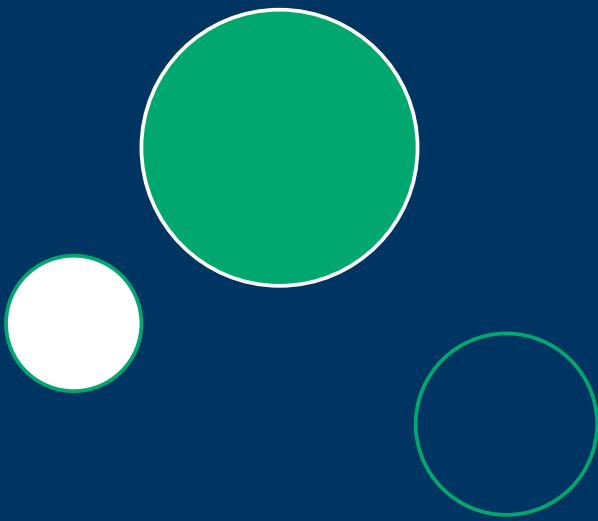




Co-operation:

Teamwork, mutual support, and open sharing for collective success.





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Department for Education



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CRICOS Provider Number 00018A