

School plan 2018-2020

Casino West Public School 5166



School background 2018–2020

School vision statement

At Casino West Public School we dream of big futures where all students achieve high standards academically, socially, emotionally and physically. We acknowledge our strengths, build upon and extend them and empower students to take thoughtful, intentional and purposeful steps toward the achievement of their dreams.

School context

Casino West Public School is situated in the rural township of Casino, 27km west of Lismore on the Far North Coast of NSW. The school currently has an enrolment of 269 students which includes 35 preschool students and 7 students in the support class. The school enrolment is predominantly from the semi-rural and suburban areas of Casino. The school receives substantial funding under the Resource Allocation Module (RAM). A further allocation of 2.1 full time Learning and Support (LaST) teachers is in place.

We currently have 109 Aboriginal students (45%), and the school has 13 Aboriginal staff members. This includes two teachers and one Assistant Principal, one Aboriginal Education Officer (AEO), two Personalised Learning and Support tutors, two Cultural Liaison Officers and four Student Learning and Support Officers (SLSOs).

The school has a principal and three assistant principals who are in substantive positions.

An instructional leader is also based at Casino West at deputy principal level.

The Senior Psychologist is based at Casino West and supports counsellors across the Casino district and its outlying areas. A school psychologist works with our students two days per week. We also have a School counsellor in training (SCIT) based at CWPS. She works 3 days at this school and completes 2 days training per week.

Students with hearing difficulties meet with specialist teachers regularly and all classes have sound systems to support all students with hearing.

The school has regular support in Occupational therapy and Speech Therapy provided by students from UNSW and SCU.

All classes have interactive whiteboards to assist in lesson delivery and each class has five Ipads and some have desktop computers for small group work.

School planning process

The school plan for 2018 has developed over a period starting from the beginning of term 4 2015.

The staff, including SLSOs, participated in a meeting, held as a yarning circle, and discussed the programs that were seen as effective over 2015 and those that were not. Data was taken from this yarn-up and a questionnaire was circulated to all staff and to the community via P&C and through the newsletter.

Staff response was excellent and comprehensive data was obtained.

Parent and community responses to the survey were limited. Discussions with P&C and parents did provide some feedback however.

Since then, yarn-ups have been conducted by our school's AEO obtaining feedback from parents and community. These are always well attended and discussions are very informative, providing excellent information for school planning purposes.

This data has been collated and priorities well informed and determined from this process.

This was reported to staff and to P&C.

The planning team has met to allocate resources to the identified priorities and to identify funding sources.

Strategic directions will remain the same for 2018.

The school vision remains the same and aligns well with our school motto.

School background 2018–2020

School vision statement

School context

Reading Recovery is conducted five half days per week and the school's instructional leader (Kindergarten to Year 2) is appointed under the Early Action for Success program (EAfS). The school has employed a teacher for half a week to support instruction in the Year 3 to 6 classes.

The school has two support classes catering for 7 Autism children (AU) and 7 Multi Cat students. Casino West also has a preschool accommodating 40 students (2 groups of 20).

School planning process

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Quality Learning and
Engagement.

Purpose:

Our school is committed to a culture of continuous improvement, setting and maintaining high expectations in literacy and numeracy outcomes for all students through quality teaching, which is evidence based, data informed and supported by future focused collaborative practices and processes.



**STRATEGIC
DIRECTION 2**
Leadership and Capacity

Purpose:

Casino West is committed to capacity building for all areas. This includes promoting positive , collaborative leadership skills and capacity for all staff, students and community. The programs and processes employed to build leadership and capacity will also ensure that high expectations and ownership are maintained at all times.



**STRATEGIC
DIRECTION 3**
Strong Community Connections

Purpose:

Building strong community partnerships and continually strengthening connections with an empowered and informed community is essential in ensuring continuous improvement of student outcomes and student and community wellbeing.

Strategic Direction 1: Quality Learning and Engagement.

Purpose

Our school is committed to a culture of continuous improvement, setting and maintaining high expectations in literacy and numeracy outcomes for all students through quality teaching, which is evidence based, data informed and supported by future focused collaborative practices and processes.

Improvement Measures

To increase the proportion of students in the top two NAPLAN bands for reading and numeracy by 8% by 2019.

Students demonstrate engagement in class through decrease of 5% in sister class visits evidenced through LMBR records.

Student participation and engagement in STEM activities that are regularly organised by staff.

To increase the number of year 5 students achieving band 5 and 6 in NAPLAN Reading from 26.9% to 35% in 2018.

To increase the percentage of students achieving greater than or equal to state average growth between Year 3 and 5 in NAPLAN Writing to a further 9%.

To decrease the number of students in Year 3 NAPLAN Numeracy bands 1&2 from 46.9% to 40% in 2018.

To increase the number of Year 3 students in NAPLAN Numeracy bands 5 and 6 by 10%.

To ensure continued growth in Aboriginal students aiming to meet state average.

To increase the number of students

People

Students

Students: Students develop skills in autonomy and self-direction, self-selecting strategies that demonstrate a clear understanding of the learning progressions and their progress. They understand the need to interact effectively, in a variety of peer situations, as 21st Century learners. They have a strong understanding of their strengths and achievements and know the next step in their learning.

Staff

Staff: Teachers and all staff are accomplished and informed educators, involving students and parents in planning, using evidence based practices and innovative delivery mechanisms to engage students in their learning progression. Teachers ensure all learning opportunities are meaningful and significant to the student.

Parents/Carers

Parents: Parents are actively partnered to work collaboratively with the student and teacher. They understand their child's strengths and where the child needs to develop. They recognise the importance their participation places in student learning.

Community Partners

Community Partners: Community and agencies have a clear understanding of our school's vision and strategic directions, forming effective learning and support alliances to maximise student achievement.

Processes

Instructional leader works directly with teachers, beginning teachers and SLSO's to develop competencies and understanding through learning conversations and targeted professional learning.

Yarn ups, newsletters and regular meetings with P&C and parents are used to improve community understanding and involvement in developing quality learning and engagement.

Improve capacity and understanding of teachers, students and parents in what constitutes evidence in performance of students in the progressions through professional learning, executive support, LaST liaison and instructional leaders support.

Building capacity to deliver STEM lessons and the new Digital Technology syllabus through ongoing training and purchase of resources.

Ongoing training and support in the curriculum priority areas of writing and numeracy for all staff.

Evaluation Plan

Evaluation of the success of these programs will involve a variety of methods and data/evidence sources.

These include:

- PLAN 2 data being regularly monitored and discussed with students, parents and at teacher level with instructional leaders and executive.
- SMART data being analysed and included as evidence for planning.

Practices and Products

Practices

Regular learning conversations timetabled Kindergarten to Year 6 (twice per term), using Plan 2 data, classroom assessment and anecdotal evidence to plan future programs.

Quality teaching and learning engagement being reflected in teacher programs as evidenced in AP supervision and in practice in classroom observations.

SLSO's training and development by Instructional Leader to target mathematics, literacy and behaviour management strategies.

STEM training and development of staff to facilitate engagement of students in science, technology, engineering and mathematics.

Curriculum teams timetabled to deliver personal development at staff meetings on specified curriculum areas.

Products

Continually improved teacher practice, including differentiation, is evident in classroom practice and evidenced through learning conversations, executive meetings and stage meetings.

Measuring and tracking of student achievement through evidence including anecdotal, PLAN 2, SMART and classroom data.

Higher proportion of students reaching expected benchmarks (e.g. using school tracking and classroom data)

Strategic Direction 1: Quality Learning and Engagement.

Improvement Measures

achieving at or above expected level by 15% on average across all curriculum areas.

People

Leaders

Leaders: School leaders ensure a school and community wide, collective responsibility for successful learning and engagement by applying systematic policies.

Processes

- Deep discussions being regular and targeted at learning and engagement in regularly timetabled learning conversations.
- Regular monitoring by executive team of targets set as improvement measures in school plan
- Inclusive discussions at parent/community level through Yarn-Ups and P&C meetings.
- Student self-assessment rubriks.
- LMBR data being followed.

Practices and Products

Students progressing efficiently through the progressions evidenced through tracking from the IL and classroom teacher.

Improved understanding by staff of the new progression and PLAN 2 systems

Improved understanding by staff of the new ICT strategic plan.

An expansion of STEM being delivered and programmed for across KLA's in every class as evidenced in teacher programs.

Strategic Direction 2: Leadership and Capacity

Purpose	People	Processes	Practices and Products
<p>Casino West is committed to capacity building for all areas. This includes promoting positive , collaborative leadership skills and capacity for all staff, students and community. The programs and processes employed to build leadership and capacity will also ensure that high expectations and ownership are maintained at all times.</p>	<p>Students</p> <p>Students: Students will develop skills in self-regulation and autonomy. They understand and demonstrate an ability to empathise, cooperate, organize, plan and initiate. The students show respect to others and for themselves. They see building upon their strengths as important and know where and when to use these skills in personal and group situations.</p>	<p>Students in leadership positions are given leadership opportunities and experience instruction, such as the SRC training day, which builds capacity in leadership. Students across the school are given roles and responsibilities throughout the year.</p>	<p>Practices</p> <p>Regular and continually improved application of Stronger Smarter leadership strategies throughout the school. These include structured yarning circles, walk-talk times, point in time (or when need arises) instruction, and enacting the values of our Stronger Smarter program: patience, honour, courage and respect.</p>
Improvement Measures	<p>Staff</p> <p>Staff: Staff build leadership skills and capacity, demonstrating increased capabilities in all areas of school life. They take responsibility for all situations that they are equipped to address and look to improve their leadership capacity in a systematic and planned way. They understand that they too have a responsibility in building and passing this knowledge on to others.</p>	<p>Teachers are trained as Stronger Smarter leaders and this is revised on a yearly basis. Strategies from this program are enacted in many group situations.</p>	<p>Continued teaching of our PBL rules in a variety of school situations such as morning assemblies and in the class. Relaying these messages to parents through newsletters and via the school website and facebook page.</p>
<p>Decrease in suspension by 15%.</p>	<p>Parents/Carers</p> <p>Parents: Parents understand and demonstrate their role as leaders in the school and of their children. They are actively engaged in P&C groups and contribute effectively in yarn ups, to improve not only their capacity but the effective leadership of the school and family.</p>	<p>Students are taught and revisit regularly with explicit teaching , Positive Behaviour Learning (PBL) school expectations and rules</p>	<p>Further development of our Casino Way program, addressing the building blocks of respect and leadership through Stronger Smarter processes.</p>
<p>Increase in number of students participating in leadership opportunities such as SRC.</p>	<p>Community Partners</p> <p>Community Partnerships: The community understands that the school is an integral part of the wider community and understand their importance as models. They work with the school to inspire and</p>	<p>Parents and community are encouraged to participate in both P&C meetings and our community yarn ups, building capacity in group situations and taking on responsible roles. Parents are exposed to regular parenting articles, through our newsletter and website, to help develop their capacity as effective parents.</p>	<p>Training for new teachers in the Stronger Smarter Leadership program and ongoing refreshing of values and practices of Stronger Smarter for all staff at whole staff meetings throughout the year.</p>
<p>Increase in positive behaviours at school as students take responsibility of their behaviours.</p>		<p>Evaluation Plan</p> <p>The effectiveness of these strategies will be assessed using a variety of measures. These include:</p> <ul style="list-style-type: none"> • Anecdotal observations. • Class teacher feedback. • Focus groups, including a longitudinal study as part of our Casino Way program. • Parent yarn up discussions and questionnaires. • Data such as Central data (positive and negative). 	<p>Encouraging teachers to take educational leadership roles within the school and the conduction of teacher professional learning and teachers working as peer mentors.</p>
<p>Further initiatives suggested by parents and community members at Yarn Ups.</p>			<p>Students engage with listening to a community member talk about their career path in a weekly Brospeak presentation in Term three.</p>
<p>Increased participation and leadership by community in events such as Future Dreaming, NAIDOC Day, sport and cultural events.</p>			<p>Students discuss pathways to achieve vocational success with people in the industry at our Future Dreaming Day.</p>
			<p>Sister Speak. This program is run for girls</p>

Strategic Direction 2: Leadership and Capacity

People

engage children and other community members.

Leaders

Leaders: Leaders understand the importance of building leadership capacity throughout the school and its community. They understand that distributive leadership is essential for ongoing improvement in a school and that this requires not only the sharing of leadership opportunities but the active building of capacity in teachers, students, parents, community and amongst the leaders themselves.

Processes

- Teacher TPL data (training trends).

Practices and Products

and targets building capacity for their leadership skills.

Future Dreaming. Students in years 3–6 are given the opportunity to engage with a huge range of local business people to examine pathways for careers and the requirements and expectations demanded for these roles.

Teachers are trained as Stronger Smarter leaders and this is revised on a yearly basis. Strategies from this program are enacted in many group situations.

Students participate in daily Yarning Circles and receive point in time instruction. The skills of leadership are taught using Stronger Smarter strategies to deliver our PBL and Casino Way program.

Teachers are provided opportunities to act as educational leaders, conducting professional learning, building capacity and sharing with staff, and relieving in higher duty positions when appropriate.

Leaders are aware and active in the role of 'leaders of leaders', employing strategies to increase capacity and providing leadership opportunities on a regular basis.

Products

Students demonstrate their ability in conducting respectful relationships, and understanding and following school expectations and rules.

Students being able to better verbalise the values of respect and leadership in yarning circles and at any point in time.

Students demonstrating initiative in the

Strategic Direction 2: Leadership and Capacity

Practices and Products

area of leadership (particularly the SRC) in both play and academic areas.

All teachers taking ownership of situations and dealing with challenging situations competently and confidently.

Teachers taking increased interest in and ability in developing and delivering teacher professional learning.

Greater participation in P&C activities and meetings by parents.

Increased liaison with parents in yarn ups with resulting parent lead initiatives developed and enacted.

Students becoming more aware of vocational activities and the processes required to achieve success in these fields.

Greater participation by our local community in school activities such as our 'Future Dreaming Day' and by the school population in community activities.

Teachers becoming more familiar with and satisfying the requirements of the teacher accreditation program.

Students becoming more autonomous and confident in their manner and presentation.

Strategic Direction 3: Strong Community Connections

Purpose	People	Processes	Practices and Products
Building strong community partnerships and continually strengthening connections with an empowered and informed community is essential in ensuring continuous improvement of student outcomes and student and community wellbeing.	Students Students: Students will develop an understanding of their community, the roles of all stakeholders, the need for a strength and cohesion, and ways in which they can contribute to help build this. They need to be aware that they have a responsibility in developing their own capabilities so that they can be effective contributors to society.	COS network meetings take place regularly with directed conversation reporting targets and setting goals. School and community events, with promotion through the P&C, such as our school fete, concert night, socials, parent information nights, yarnups, police talks and movie nights. Improved transition to preschool and kindergarten with regular local preschool meetings and networking through the email group.	Practices Parent 'refresher' nights conducted to develop awareness of new syllabus, strategies and technologies. Community 'Yarn-ups' continue to be implemented on a term basis with data collected for future direction. These 'Yarn ups' both open and directed and are employed as a device for information dissemination and gathering. Promotion (to staff and community) of events which involve, or can involve, the whole community. Active promotion of school facilities as a venue for community events and promotions. 'Future Dreaming' career path program maintained and further developed. Jambanna Art Shed program maintained and developed. Community connections and Local Bundjalung program continued and shared with other local schools and agencies. Parents Survey and Yarn Up to canvas ideas for the development of our community playground. Continuation of our 'Future Dreaming' program, involving input from many agencies, businesses and individuals, and extending to TAFE and University linkages. Continued building of our school P&C, extending the invitation to wider community.
Improvement Measures	Staff Staff: Staff work to develop skills and understanding in the complexities of our community. They know the capabilities the students will need to develop, they understand how and where parents will need to be involved and how the community can be engaged to build strength in these areas. Staff realise that they have a role in engaging with people outside the school and that community has a role to play within the school and the classroom. Parents/Carers Parents: Parents engage with the school and the Preschool on many levels, becoming active partners in strengthening school and community ties, using and developing their strengths and knowledge to help the school prepare their children for active and substantial roles they will take in the present and in the future. They become co-participants with the school, seeking to develop high expectations relationships at all opportunities. Community Partners	Evaluation Plan The effectiveness of these strategies will be assessed using a variety of measures. These include: <ul style="list-style-type: none"> • Anecdotal observations. • Focus groups, forums and community surveys conducted in various timeframes to monitor improvement and need. • Parent yarn up discussions and questionnaires. • P&C observation and data collection. • Reach of Information sources such as Facebook, websites, newsletters and apps. 	

Strategic Direction 3: Strong Community Connections

People

Community Partners: Through constantly evolving and improving information sharing, community agencies, groups, businesses and individuals are aware of programs the school and the Preschool are employing to build relationships and share in capacity building. The school is made aware of, and is helped to access and engage in programs developed by outside agencies. Opportunities to share our knowledge are taken and learning opportunities designed to build capacity are shared. Networks are maintained, strengthened and improved at all opportunities.

Leaders

Leaders: School and community leaders work together to identify areas of strength that can be recognized and utilised to address identified areas of need. They organise learning strategies to empower relevant stakeholders and provide opportunities for monitoring, evaluation, feedback and change actions.

Practices and Products

Parent information nights open to whole community. These will include 'learning refreshers', including Literacy and Numeracy, cyber bullying avoidance and technology updates.

Facilitating visiting action groups such as 'Solid Mob' to promote wider awareness of health issues and a healthy lifestyle.

Regular liaison with relevant government bodies such as the police youth liaison officer to build strength and resilience in students.

Products

Increased website and Facebook and Skoolbag App 'hits'.

Greater participation by staff in outside agency initiatives and community activities (for example, increased staff participation at Beef Week, NAIDOC march, community meetings and ANZAC Day).

Increased use of hall and school facilities by local and regional groups, agencies and organisations.

Increased participation at school events and meetings such as 'Yarn ups', P&C and NAIDOC Day celebrations.

Stronger ties among groups, for example School–Council, Youth Group–Council–School, AMS–School.

Increase in parent and community volunteering in school.

Publication and distribution of school and community based books and readers, such as through our COS meetings.

Strategic Direction 3: Strong Community Connections

Practices and Products

Greater connection with outside agencies who work with our local aboriginal community, sharing our Bundjalung language resources.