

Strategic Improvement Plan 2021-2025

Casino West Public School 5166



School vision and context

School vision statement

Casino West Public School values of being a safe, responsible and respectful learner are upheld throughout the whole school community enabling our students to 'Dream, Believe and Achieve'. We have a well resourced and aesthetically pleasing learning environment supported by quality teaching, engaged students with parents and community members active in the learning process.

The school has a strong sense of community demonstrated through relationships with the students and families and across the staff. The Casino community of schools work together in partnership to build excellence in student learning and staff development.

Quality teaching programs are accessible to all students in a rich learning environment where individual strengths are embraced, encouraging and supporting students to become responsible and respectful members of the wider community. All students enrich and enhance their experiences and knowledge through a broad and inclusive curriculum.

Our students are safe, responsible and respectful learners who are proud members of the wider community.

School context

Casino West Public School has a population of 220 students, including 66% Aboriginal students. There are 186 K-6 students (including our 4 support class students) and 34 students in the preschool. The school services a predominately low socio economic community and has strong community connections. The school receives a high level of funding to support student learning and development.

Strong student growth is evident in literacy and numeracy and as a school community our focus is to increase student representation in the top bands of NAPLAN in reading and numeracy. The teaching staff consists of experienced and early career teachers who are dedicated and access current, regular professional learning to support student academic outcomes. All staff collaborate to support academic, social and emotional development for students with student well being a high priority school focus.

Effective literacy and numeracy teaching, leadership, extra curricula activities, Aboriginal perspectives across the curriculum and the teaching of Aboriginal language and culture are a major focus of school programs.

Casino West Public School ensures strong community connections, we have a strong and supportive P&C and a close partnership with the Djanangmum Aboriginal Education Consultative Group (AECG). The school provides and undertakes many community events through out the year. School communication is effective and regular through personal, digital and written platforms.

Strategic Direction 1: Student growth and attainment

Purpose

For teaching at Casino West Public School to be dynamic and thorough with strong strategic, financial and resource planning. Staff will be provided with ongoing opportunities to develop their teaching and leadership skills through developing an explicit focus on excellence in teaching with strong purposeful professional development programs and collaborative relationships. Through developing relevant, inclusive, reflective and purposeful teaching and learning practices we will increase student engagement and outcomes

Australian Professional Standards for Teachers; 1, 3 and 5 1. Know students and how they learn 3. Plan for and implement effective teaching and learning 5. Assess, provide feedback and report on student learning. Target High Achievers.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

5% uplift of students attending over 90% from baseline data.

Attendance <80%

Achieve by year: 2023

The school will achieve a reduction in the proportion of students attending school less than 80%.

Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in Reading over the year, using the learning progressions.

Numeracy growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in Numeracy over the year, using the learning progressions.

Initiatives

Quality Teacher Practice

All teaching staff to take part in learning conversations to reflect on student data and teaching practice. in reading and numeracy.

Data to be harvested every 10 weeks. Instructional Leader to monitor whole school progress with targets.

Whole school reading and numeracy focus to build student capacity.

Seven Steps Writing

All staff attend Seven Steps Writing Professional Learning and implement program across the school to facilitate improvement in writing outcomes for all students.

Whole school attendance program

Weekly monitoring of attendance. Attendance referrals week 4 and 9 each term.

Early communication with parents/carers re attendance concerns. Referral to Home School Liaison Officer as required.

Term attendance rewards.

End of year attendance medals.

Intensive Literacy and Numeracy Program.

Targeted intervention programs for literacy and numeracy.

SLSO support for literacy and numeracy sessions in all classrooms.

Gullibal Culture and Language Program

Language and culture programs presented by Aboriginal tutors for all classes for 2 terms.

Reestablishment of Traditional Aboriginal Dance Group.

Success criteria for this strategic direction

All students demonstrate growth in reading and numeracy outcomes.

Attendance program active and demonstrating improved attendance figures.

All students receive targeted differentiated instruction.

Seven Steps Writing program implemented across the school.

SLSO staff receive PL in supporting reading and numeracy learning.

Aboriginal language and culture common place across the school curriculum.

Evaluation plan for this strategic direction

End of term collection and analysis of Reading data.

Numeracy data to be collected and analysed each term.

School based, NAPLAN and Check In Assessment data will be analysed to inform teaching and learning programs.

Attendance data reviewed week 4 and week 9 each term.

Data collected re attendance reward participants.

100% of students receiving education in Gullibal language and culture.

Students engaged in Traditional Dance Group.

Strategic Direction 2: Quality Teaching Practice

Purpose

To develop an inclusive culture of learning which focuses on the whole student through data analysis and a curriculum that reflects student need with a growth mindset focus: Personalising and differentiating learning under the umbrella of a growth mindset in all our learners; offering a range of innovative and engaging learning experiences both in and out of the classroom, to lead to growing a culture of learning across the entire school setting. Staff will deliver engaging learning opportunities for students which are reflective of need. Support structures will be featured for all students as they progress through stages of their cognitive and emotional growth.

Australian Professional Standards for Teachers; 1, 2 and 4 1. Know students and how they learn 2. Know the content and how to teach it 4. Create and maintain safe and supportive learning environments

Improvement measures

Personalised Learning Pathways

Achieve by year: 2025

100% of students and their families engage in Personal Learning Pathways goal setting and student achievement in collaboration with teachers, from 2020 baseline data.

Inclusive Education

Achieve by year: 2025

All students engage in curriculum based excursions to enhance student outcomes through experiences in the wider world.

SEF Element Data Skills and Use

Achieve by year: 2025

The school will achieve Excelling in the School Excellence Framework element of Data Skills and Use.

Initiatives

Personal Learning Plans (PLPs) for all students.

All students will have specific targets for literacy and numeracy each term. Students, teachers and family will monitor the achievement of these targets.

Collaborative Planning

All teachers will have timetabled release twice per term to engage with other stage members and APC&I re collaborative planning and data analysis to support improved student outcomes.

Stage meetings each fortnight will support staff professional learning and reflection towards achieving our school plan improvement measures.

Intensive literacy and numeracy support.

All classes will have SLSO support to enable small group targeted instruction in literacy and numeracy.

Macqlit and Quicksmart programs will deliver targeted support. for students in year 3-6.

Enhancing curriculum through experience in the wider world.

Scope and sequence for stage excursions across the school to broaden student knowledge and experience informing curriculum expectations. Cost will be spread evenly between school, P&C and families.

Success criteria for this strategic direction

All staff trained in and implementing Seven Steps Writing program.

All teaching staff reflecting on data and teaching practice with APC&I every 3-5 weeks.

All students have access to small group differentiated support in literacy and numeracy sessions.

All students demonstrate growth in reading and numeracy outcomes.

PDPs all reflect school strategic directions.

Students engage in and report on wider world experiences as part of the teaching and learning program.

Evaluation plan for this strategic direction

All staff effectively engaging in collaborative practice to identify student needs with teaching and learning targets based on data analysis.

School improvement Plan monitored by whole staff once per term.

Analysis of student outcome improvement reflects effective teaching practice.

Reading and Numeracy outcomes monitored through progressions and teacher assessment data each term.

Teaching programs reflect curriculum support for wider world experiences.

Strategic Direction 3: Effective Leadership

Purpose

For effective leadership to raise the school's standing in the community as a school of learning opportunity, high expectations and pride. Leading school partnerships to support student growth and well-being for a constantly changing world through effective curriculum development and innovation resulting in increased student and staff capability. Through authentically engaging with our community we will develop a learning environment that supports a culture of high expectations resulting in sustained and measurable whole school improvement.

Australian Professional Standards for Teachers; 6 and 7 6. Professional Engagement 7. Engage professionally with colleagues, parents/carers and community

Improvement measures

Visible Learning

Achieve by year: 2023

Implementation of Visible Learning program across the school. Literacy and Numeracy lessons demonstrate learning intentions and success criteria, supporting students to monitor own learning progress. Effective Feedback to feed learning forward is obvious in all settings.

Student Wellbeing.

Achieve by year: 2023

20% decrease in suspension rate from 2019 baseline data.

TTFM indicates 90% students with a positive sense of wellbeing at school.

Initiatives

Visible Learning

Implementation of Visible Learning program across the school. Classes will use learning intentions and success criteria for all lessons with effective feedback practices to support student learning across the curriculum. Visible learning strategies are used by all staff to support student learning and engagement.

Embedding Data Driven Practices

All teachers are seen as leaders and will undertake leadership development in understanding data to inform the teaching cycle. Teaching staff will be encouraged to undertake leadership roles throughout the school, building the capacity of school staff in the effective implementation of an evidence based teaching program and reporting.

Whole school well-being program

At Casino West Public school there is a strategic and planned approach to develop whole school processes that support the wellbeing of all students so they can connect, succeed, thrive and learn through:

- Positive Behaviour for Learning program across the school
- Tell Them From Me (TTFM) survey undertaken each year
- Restorative justice as part of well being program to improve student self regulation
- Smiling Minds program implemented across the school to build self awareness
- Students engage in Mindfulness journals as part of PDHPE program
- Berry St Trauma Informed Practice program

Success criteria for this strategic direction

Staff undertake Visible Learning Professional Learning Program.

Effective Feedback, Learning Intentions and Success Criteria are evident for all lessons.

All students understand 'where to next' for their learning.

Positive Behaviour for Learning implemented and monitored across the school setting.

Attendance program active and demonstrating improved attendance figures.

Students can reflect and take responsibility for inappropriate behaviour. Less students are referred to executive for anti social behaviour.

Staff demonstrate the implementation of trauma informed processes with students when required.

Students demonstrate a positive sense of wellbeing at school.

Evaluation plan for this strategic direction

Student growth in learning outcomes and records of students deeper understanding of being a learner monitored each term.

Attendance monitored week 4 and 8 each term. Attendance data reflected upon each semester.

Positive Behaviour for Learning (PBL) team monitor well being data each term.

'Tell Them from Me' survey undertaken each year by students, carers and teachers.