



CASTLETOWN PRIMARY SCHOOL

2023 - 2026 Business Plan

WELCOME TO OUR SCHOOL COMMUNITY

We are proud to present to you the Castletown Primary School Business Plan 2023 – 2026. Thank you to the staff and School Board for their input into its creation.

Working alongside the Department of Education's 'Building on Strength' Strategic Plan 2020 - 2024 and Focus Documents, we ensure that we are focused on the names, numbers and needs of every student at Castletown Primary School. The Business Plan provides our vision, purpose, and direction for how we will create successful pathways and shape the future for our students. Our five key focus areas of 'Quality Teaching', 'Learning Environment', 'Relationships and Partnerships', 'Leadership' and 'Use of Resources' will drive our curriculum delivery, student support, communications, resourcing, and professional development. Our beliefs and strategies are provided in more detail within the School's Operational Plans and Castletown Keys Documents.

The Castletown School community is diverse with students from a range of backgrounds and cultures making for an inclusive and vibrant environment. The staff, students and community members pride themselves on being caring, friendly and welcoming to ensure all students feel valued and respected.

We provide students with a balanced approach to learning, ensuring students are engaged, motivated, and involved in the educative process. As a school aiming to always improve, we implement and embed researched, contemporary, whole-school approaches and practices. The next few years will see English as a key focus area as we work towards developing, implementing, and embedding an evidence-based Literacy

Program across all year levels. The program has an emphasis on Reading, Spelling, Phonics and Writing.

Our staff pride themselves on going the extra mile for the young people in their care ensuring high standards of pastoral care and support. Our Positive Behaviour Management approach and the expectations of 'Be a Learner'; 'Be Respectful'; 'Be Responsible'; 'Be Resilient' and 'Be Friendly', encourages our students to have a regard and concern for others and themselves. This is ably supported by our Chaplain. Our Health and Wellbeing programs such as Friendology and Smiling Minds, and effective collaboration with a range of services work to guarantee the best possible outcomes for our students.

Castletown Primary School promotes positive community partnerships. Our School Board takes an active role in establishing and maintaining a clear direction for the school and works alongside our Parents and Citizens' Association who bring the greater school community together through a range of events and helps to provide quality educational resources for the benefit of all students.

Our Business Plan sets out our improvement focus areas while maintaining the crucial elements that makes Castletown Primary School an amazing place to both learn and work.

David Vooght-Simpson

Principal

OUR VISION

To create a passionate learning community that inspires, challenges, and supports all students to succeed, and empowers them to be resilient and respectful.

SCHOOL MOTTO

'Inspire, Educate, Succeed'



EARLY YEAR PHILOSOPHY

At Castletown Primary School we believe in an inclusive, holistic approach to education.

Children will be inspired, engaged, and challenged by the content which will be differentiated to cover varied abilities, interests and learning styles.

This is achieved by providing a balanced education of explicit teaching, structured and unstructured play opportunities.

Our aim is to build positive and successful partnerships through respectful open communication within the school and wider community.

At Castletown Primary School we strive to “catch them being good” as a foundation for success through a positive and safe learning environment.

QUALITY TEACHING STATEMENTS: EFFECTIVE TEACHERS

-  Adjust their practice to meet student's learning needs.
-  Ensure that students feel culturally safe.
-  Empower students to take control of their learning.
-  Support students to become self regulated learners.
-  Understand the content and how it is learned.
-  Hold high expectations for all students.
-  Foster a safe and supportive learning environment.
-  Manage their classrooms effectively.
-  Structure lessons deliberately and thoughtfully.
-  Use assessments to inform their practice.
-  Provide students with meaningful feedback.

'Reference: Discover Report- Quality Teaching and learning Framework- Department of Education (WA) Final July 2021'



TARGETS

- Year by Year increase in % of NQS targets achieved.
- 75% PP On Entry data to be above 415 in Reading and 400 in Numeracy.
- Match or exceed like school's performance in NAPLAN.
- Increase the percentage of students who make moderate to high progress from On Entry to Year 3 NAPLAN, Year 3 – 5 NAPLAN and Year 5 – 7 NAPLAN.
- Increase the percentage of students who are achieving Band 4 and above in Year 3 NAPLAN, and Band 5 and above in Year 5 NAPLAN.
- In all Literacy and Numeracy Assessments and Brightpath, a 0.4 or greater Effect Size to be achieved.
- Attendance - increase attendance rate of students to at least 92%.
- Decrease in percentage of students in the moderate and indicated risk categories moving these students towards regular attendance.
- All students with SEN plans to achieve at least 80% of their identified SEN goals.
- School to be confidently operating in the Cultural Competence range of the Aboriginal Cultural Standards Framework (ACSF).
- Percentage of Consistently and Often Ratings in Students' Attitude, Behaviour and Effort Assessments will be above 90%.



1. QUALITY TEACHING

We believe in a School Culture that...

- Employs consistent evidence-based whole-school approaches to improve student outcomes.
- Prides itself on exemplary professionalism as educators.
- Encourages and supports the professional growth of our staff.
- Highlights the importance of Early Childhood.
- Has a data-informed and consultative process for decision making and planning.
- Believes in high levels of Collaboration.
- Views Reading as the Key to everything else that occurs.

STRATEGIES

LITERACY AND NUMERACY

- 1.1 Explicit teaching pedagogy and evidence-based whole-school approaches across the school, especially in Literacy and Numeracy, including consistent vocabulary across all phases of learning.
- 1.2 Implementation of evidence-based programs to support oral language, phonological awareness, synthetic phonics, spelling and reading.
- 1.3 A school wide Teaching and Learning handbook in place.

EARLY YEARS

- 1.4 A balance between play-based learning and explicit teaching clearly evident in planning and practice.
- 1.5 High quality teaching and learning programs in Early Childhood classrooms aligned to the EYLF, NQS and CPS Early Childhood Operational Plan.
- 1.6 All NQS standards assessed annually as being met (reviewed, analysed, areas of need identified and addressed, and areas of success celebrated).

INSTRUCTIONAL FRAMEWORK

- 1.7 Staff engaging with and implementing the components of the Quality Teaching Strategy.
- 1.8 Embed the school wide lesson design, visible learning strategies and pedagogical practices that have high impact on student learning.
- 1.9 Reduction in the variation in teaching practice across classrooms.

PROFESSIONAL GROWTH

- 1.10 Professional Growth cycle with targets aligned to the strategic direction, school initiatives and staff aspirations.
- 1.11 Purposeful Peer to peer observations, coach to peer observations and graduate mentoring in place.

DATA ANALYSIS

- 1.12 Collaborative analytical practices to evaluate the impact on student learning, with quality support around interpreting/understanding data.
- 1.13 PLCs to drive planning development and data literacy.
- 1.14 Moderation both internally and as the Esperance Network to support teachers making valid and consistent judgements about student achievement.

RICH CURRICULUM

- 1.15 Development of the 'whole child' through a holistic approach to learning and delivery of a variety of curriculum areas.
- 1.16 Sustainability practices evident across the school and promoted throughout wider community.
- 1.17 Provide a rich integrated curriculum that focuses on creative and critical thinking through ICT, STEM and Digital Technologies.



2. LEARNING ENVIRONMENT

We believe in a School Culture that...

- Creates environments which enable each child to achieve their personal best.
- Supports students at educational risk and their families by providing tailored, targeted and specialised services.
- Supports students/families to achieve regular attendance.
- Ensures that Student Voice is effective.
- Implements sustainable and effective processes to support student wellbeing.
- Embeds School Wide expectations and language to ensure the CPS is a safe, orderly and inclusive environment.

STRATEGIES

HEALTH AND WELLBEING

- 2.1 Health and Wellbeing School Plan and Wellbeing team support the implementation of key initiatives and evidence-based practices, for example, UR Strong Friendology, Smiling Minds, Zones of Regulation, under the 'Be You' umbrella framework.
- 2.2 Implementation of pastoral care programs and support for the school community.

BEHAVIOUR

- 2.3 Positive Behaviour Support program and School Expectations implemented. Positive behaviour being the key support in the school. Continue to build a consistent whole school vocabulary to support positive behaviour.
- 2.4 All classroom staff to be trained in both CMS Foundation and CMS Instructional Strategies.

SAER

- 2.5 Intervention programs are early and targeted at point of need and are targeted at "bridging the gap".
- 2.6 Quality case management processes with all students with disabilities or difficulties who require teaching and learning adjustments having a documented plan (IEP, GEP, BSP etc). We identify, understand, and meet the individual needs of students.
- 2.7 Intensive individual and/or small group Oral Language program K-P implemented and assessed.

ATTENDANCE

- 2.8 Consistent implementation of school-based attendance processes through promoting, monitoring, intervening, and celebrating.

STUDENT VOICE

- 2.9 Student Voice in decision making, for example, School Council, PBS and School Board.
- 2.10 Seek student voice and feedback on a range of class and school factors.

PHYSICAL ENVIRONMENT

- 2.11 Further develop the existing outside play and learning spaces.
- 2.12 Further develop the NQS operational plan focusing on Quality Area 3.

3. LEADERSHIP

We believe in a School Culture that...

- Enables the School board to participate in relevant school decision making processes.
- Values the development of middle leadership.
- Gives opportunities for Student Leadership.
- Enables Coaches to support Professional Growth.
- Values Professional learning in leadership.

STRATEGIES

LEADERSHIP AND GOVERNANCE

- 3.1 The Executive team leads a culture of continuous improvement and supports innovation and change when needed.
- 3.2 Public School Review recommendations, National Opinion Surveys (parent /staff/students) and Culture Surveys help inform school improvement.
- 3.3 School Board has a lead role in the accountability and decision-making processes.
- 3.4 Clarify, align and embed the Professional Learning Community and Leaders structures, to ensure a targeted and continuous focus on priorities.

DISTRIBUTIVE LEADERSHIP

- 3.5 Instructional and pedagogical leaders (Literacy/Numeracy/Explicit Direct Instruction/High Impact Strategy coaches) to drive best practice and support staff to become data literate.
- 3.6 Encourage and support staff to pursue Senior/Level 3 Teacher status, and to take on designated roles and responsibilities within the school including opportunities to act in administration roles.
- 3.7 Access the Future Leaders Framework to guide the development of leaders.
- 3.8 A transparent process of appointment with a focus. Model is sustainable and succession planning is well managed.

STUDENT LEADERSHIP

- 3.9 Innovative and authentic student leadership opportunities developed.
- 3.10 Development of our student leaders focusing on the attributes of leadership.



4. RELATIONSHIPS & PARTNERSHIPS

We believe in a School Culture that...

- Promotes, acknowledges and celebrates school events and success.
- Enjoys a supportive and passionate School Board and Parents and Citizens' Association who value learning and the development of the 'whole child'.
- Provides a variety of opportunities for families to engage with the school community with parents as partners in learning.
- Strengthens the relationship between school staff and parents to create shared understandings of individual student progress and achievement.
- Builds and maintains a strong connection with the traditional owners of the land.
- Continues to move towards cultural responsiveness as guided by the ACSF.
- Embeds a high care culture for staff throughout the school.

STRATEGIES

PROMOTING THE SCHOOL

- 4.1 Communication processes involving parents and the school community are streamlined, regular and consistent. The 2023 Castletown PS Communication Guide and Policy are implemented.
- 4.2 Maintain a strong social media presence to promote the school news and achievements.
- 4.3 Ensure that the school grounds are welcoming and well maintained showing a sense of pride.

PARENT ENGAGEMENT AND REPORTING TO PARENTS

- 4.4 Families have a shared understanding of curriculum, student progress and achievement and the strategic direction of CPS.
- 4.5 Community views sought through a variety of ways, for example, Culture Survey, Parent Reference Groups, Workshops.
- 4.6 Increased opportunities for the school and the community to connect.
- 4.7 Establish connections with early year students and families prior to them starting kindergarten.

STAFF WELLBEING

- 4.8 Staff wellbeing to remain a high priority and continued focus across the school community.



CULTURALLY INCLUSIVE AND RESPONSIVE LEARNING ENVIRONMENT

- 4.9 A committed and consultative approach to supporting and engaging our Aboriginal students and families.
- 4.10 Acknowledgement of the traditional owners of the land the Wudjari Nyungar people, for example, Building names, Faction names, Acknowledgement in the office, Flags.
- 4.11 Aboriginal perspectives embedded in the classroom creating culturally safe and engaging learning environments.
- 4.12 All staff engaging in, reflecting on, and responding to the Aboriginal Cultural Standards Framework.

NETWORK

- 4.13 Proactive engagement in the Esperance Regional Network to create opportunities for collaboration and professional growth.

SCHOOL BOARD AND P&C

- 4.14 The School Board informs school and wider community of CPS achievement, processes and future directions.
- 4.15 P&C Association provides an important link between parents and the school management of our school canteen services, uniform shop and fundraising.

EXTERNAL AGENCIES

- 4.16 Partnerships maintained and developed with Allied Health and External Agencies and Therapy Providers.



5. USE OF RESOURCES

We believe in a School Culture that...

- Ensure human and physical resources are strategic, timely and targeted.
- Focuses resources on improving student outcomes.

STRATEGIES

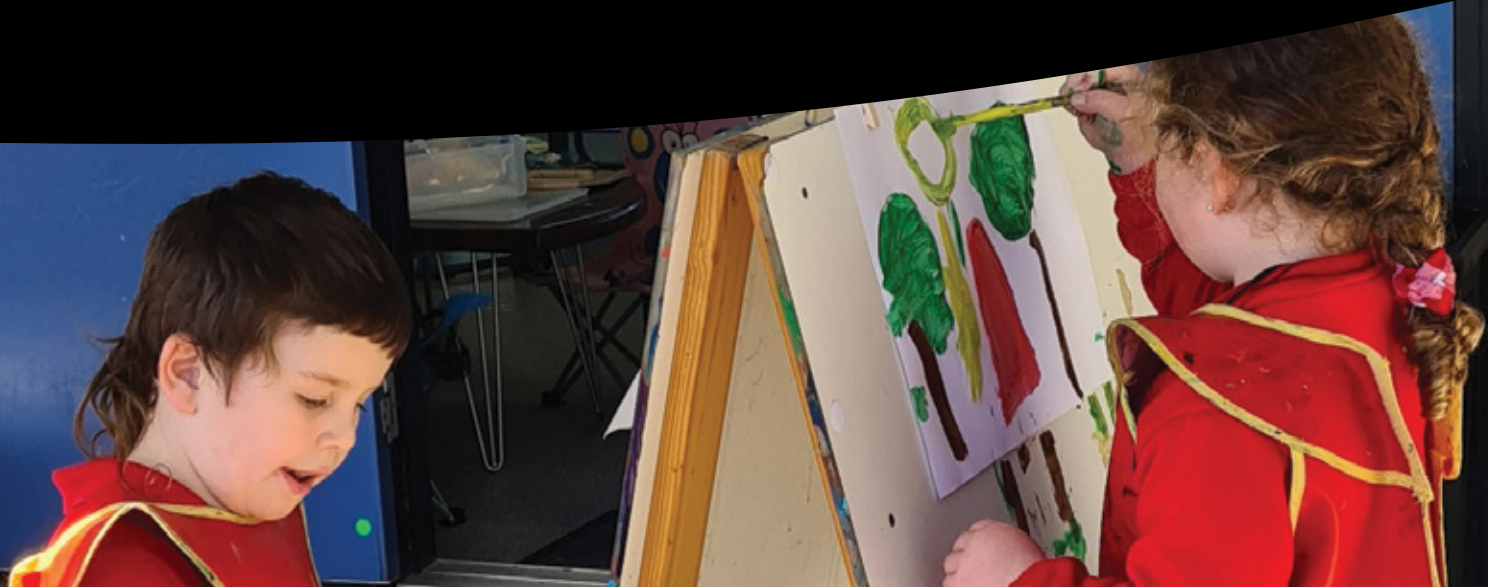
- 5.1 Resources are aligned to strategic and operational planning with a focus on maintaining a sustainable model of resource allocation and renewal.
- 5.2 Finance Committee and Leadership ensure that resources meet the learning needs and engagement of students through the lens of the school priorities and are evidence based.
- 5.3 Through the workforce profile, the school recruits and deploys staff to achieve the school vision and strategic direction.
- 5.4 Staff expertise is valued and harnessed to build the capacity of other staff to improve student outcomes.
- 5.5 Develop effective learning spaces and environments that impact student outcomes and wellbeing.





ABBREVIATIONS

ACSF	Aboriginal Cultural Standards Framework
BSP	Behaviour Support Plan
CMS	Classroom Management Strategies
CPS	Castletown Primary School
DI	Direct Instruction
EA	Educational Assistant
EDI	Explicit Direct Instruction
EYLF	Early Years Learning Framework
GEP	Group Education Plan
IEP	Individual Education Plan
ICT	Information and Communication Technology
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAPLAN	National Assessment Program – Literacy and Numeracy
NQS	National Quality Standard
PBS	Positive Behaviour School
P&C	Parent and Citizens
PLC	Professional Learning Community
PL	Professional Learning
PP	Pre-Primary
RAP	Reconciliation Action Plan
SEN	Special Educational Needs
STEM	Science Technology Engineering Mathematics







(08) 9076 2800

43 Easton Rd, Esperance WA 6450
castletownprimaryschool.wa.edu.au

Ngalel taunn-gak karditch Wudjari Nyungar bridyia boodja ngalorl kumbaal yey. Ngalak jinang bolong ngabin ba boodja, wudarn, ba warl. Dit guling ngalel naan kuttitich bolong deman ba deman york koora koora dwordak ba moorditjabiny.

We respectfully acknowledge the traditional custodians of the land on which we stand, the Wudjari Nyungar people, and we recognise their continuing connection to land, sea and skies. We pay our respects to elders past and present.

We would like to acknowledge the use of photos by Jake Meadley, Alan Chamberlain and Sally Castledine in this document.