



Castletown PRIMARY SCHOOL

At Castletown Primary School we inspire and educate all students to succeed in becoming productive and valued citizens



BUSINESS PLAN

2020 - 2022

➤ OUR VISION

At Castletown Primary School, we **inspire** & **educate** all students to **succeed** in becoming productive and valued citizens



Castletown Primary School

A school moving forward



MISSION

Through effective pedagogy and a positive focus on social and emotional wellbeing, we will provide each student with the opportunities to be successful.

Castletown Primary School is an Independent Public School that caters for children from Kindergarten to Year 6. The school opened in 1966 and has long standing traditional links with early new-land farming families who pioneered the now prosperous agricultural lands in the Esperance area as well as the wonderful families from the suburb of Castletown. The demographics of Esperance have changed and the further development of mining, tourism, fishing and allied support industries have had a positive impact on the school and its community. The school is located on Nyoongar land in the coastal town of Esperance and is part of Western Australia's stunning South East coastal region, south of Kalgoorlie.

Our school staff are committed to building positive relationships, with the motivation to pursue excellence. Our dedicated and professional teachers maintain an environment which supports each child every day to achieve their personal best. Staff employ evidence-based strategies within a whole-school approach to maximise the effect they have on student learning. We constantly aim to deliver the highest standards of pastoral care and support services in order to enable our students to thrive.

Castletown Primary School embraces all members of our community and strives to maintain a nurturing and welcoming environment that promotes community partnerships. Our parents, School Board and P&C are

integral to our school community, and together we are committed to providing the best for our students.

This Business Plan was developed in association with the School Board and staff and sets a clear, strategic direction for the school over the next three years. The plan outlines what we will do, and what you will see, as we work to continuously improve in our focus areas. The Plan has student engagement and achievement at its core and an emphasis on quality teaching practice. We trust that upon reading this Business Plan you will agree that Castletown Primary School really is moving forward.

Castletown Primary School has a changing demographic that is impacting significantly on a previously stable student population. The transiency factor has become significant and is reflected in changing enrolments in all classes at an increasing rate.

Increasing number of students are enrolling with diagnosed or imputed disabilities and require specific support to meet expected achievement and positive behaviour standards. Limited resources are a challenge for the school. The identified focus areas give strong direction to the school community, to value the importance of working together, in order to make a positive difference for all students.



We Believe

- Every child has the right to a safe and inclusive learning environment regardless of socio-economic status, cultural diversity, physical, intellectual or emotional development.
- In developing the whole child – socially, emotionally, academically, creatively, physically and mentally healthy.
- Positive teacher-student relationships, high expectations and excellent classroom practice are essential for student success.
- High quality, evidence-based teaching practice is a crucial factor in increasing outcomes for our students.
- A culture of active and open communication between staff, students and parents supports student engagement and achievement.
- Pastoral care of all school community members is essential to create a safe and inclusive learning environment.



School Targets

- The percentage of Consistently and Often ratings in students' Attitude, Behaviour and Effort assessments will be above 90%.
- The average attendance rate for the school will be 92%.
- Students' achievement in NAPLAN Reading, Writing, Spelling, Grammar & Punctuation and Numeracy is at or above the average for Like Schools. (*Aspirational: is at or above the National Mean*)
- The mean progress of our 3 to 5 stable cohort in all NAPLAN domains is above that of Like Schools. (*Aspirational: above that of all WA Public Schools*)
- A to E grade allocations for English, Maths, Science and HASS will be at or above the expected range relative to ICSEA.
- The National School Opinion Survey results are positive for students, parents and staff (mean scores of at least 4 out of 5 for each).
- Students will achieve expected yearly progress when measured using Brightpath, SA Spelling Test, PAT R, PAT V and Easy-Mark Maths assessments.



Focus Areas at Castletown Primary School

- Success for all students
- High quality teaching and learning
- Culture and care
- Strong sustainable community partnerships



Focus Area 1

Success for all students

WHAT WE WILL DO

WHAT YOU WILL SEE

➤ The percentage of Consistently and Often ratings in students' Attitude, Behaviour and Effort assessments will be above 90%.

- Students engaged in relevant and interesting lessons that are differentiated across all curriculum areas.
- Teachers collaboratively plan, deliver and assess all curriculum requirements.
- Specialist teachers for PE, the Arts, and Languages.

➤ Employ an explicit teaching pedagogy across the school, especially in Literacy and Numeracy.

- Best-practice teaching that strongly engages students and encourages them to be accountable for their attitude and efforts in the classroom.

➤ Implement age-appropriate and targeted instruction programs in Literacy and Numeracy.

- Whole school implementation of evidence-based programs to support oral language, phonological awareness, synthetic phonics, spelling and reading.
- Dedicated Literacy and Numeracy Blocks scheduled in every classroom every day.

➤ Ensure Early Childhood remains a high priority area in our school.

- High quality learning experiences, with intentional learning goals, that are responsive to student needs and community expectations.
- A focus on incorporating play-based learning into the curriculum for K-2 classrooms.
- Early Childhood staff using the National Quality Standard Framework to self-assess and use a reflective approach for continuous improvement.

➤ Cater for the academic needs of all students, no matter what their starting point, within their year level.

- Personalised learning plans and associated teaching adjustments for students working either below or above year level expectations.
- Early assessment and support intervention delivered 1:1 or in small groups.
- Enrichment opportunities to extend students achieving well beyond their year level.

➤ Support students to become confident and adaptive users of technology.

- Students effectively using technology to enhance their learning.
- The school that makes required investments in staff professional learning, student devices and its technical network.
- Engaged, motivated and knowledgeable staff using ICT.

➤ Continue to develop our collaborative, whole school approach to teach and promote positive social behaviour for students.

- Our Virtues Program, underpinned by '123 Magic and Emotion Coaching' are fully implemented in all classes and the school.
- The school's Positive Behaviour Policy is implemented and regular acknowledgment is given to students in recognition of positive behaviour at individual, class and whole school levels.

Focus Area 2

High quality teaching & learning

WHAT WE WILL DO

WHAT YOU WILL SEE

<p>Articulate high expectations and standards of teacher performance based on AITSL's Australian Professional Standards for Teachers.</p>	<ul style="list-style-type: none"> Teachers pro-actively using the AITSL Standards to reflect, evaluate and improve their practice so they can best meet the identified needs of their students.
<p>Employ a continuous professional learning cycle that targets school initiatives and focus areas.</p>	<ul style="list-style-type: none"> Encourage and support staff to engage in professional learning, including whole school approaches to build knowledge, followed by opportunities to observe effective practice. Teachers receiving regular, informative feedback and opportunities for reflection via classroom coaching. Teachers visiting other schools at least once per year and the school hosting collegial visits for those teachers from other schools.
<p>Develop a school-wide Teaching and Learning handbook that clearly outlines what is to occur in our classrooms.</p>	<ul style="list-style-type: none"> Explicit, targeted teaching occurring in all classrooms. Consistent pedagogical practice across the school, especially in English and Mathematics.
<p>Teachers to incorporate teaching strategies to encourage creativity and higher order thinking.</p>	<ul style="list-style-type: none"> Classroom teachers integrating STEM into their classroom programs and learning. Specialist teachers to take specialist programs targeted to identified students with a focus on explicit learning outcomes.
<p>Develop analytical and evaluative practices to diagnose the impact of teaching and plan for adapting interventions.</p>	<ul style="list-style-type: none"> Teachers collecting student data that's relevant to their teaching and future planning. Disciplined dialogue around the data guided by questions: <ul style="list-style-type: none"> What do we see in the data? Why are we seeing what we are? What, if anything, should we be doing about it?
<p>Ensure school leadership drives a focus on high expectations of individual student achievement.</p>	<ul style="list-style-type: none"> The Principal and Deputies regularly visit and engage in classrooms with teachers and students. School leaders facilitating reflective conversations with teachers about their classroom practice.
<p>Ensure school leadership create enabling conditions to maximise opportunities for students to meet Achievement Standards expected.</p>	<ul style="list-style-type: none"> Staff experience and expertise developed and utilised to best support students. Distributed leadership opportunities offered for aspiring staff. The school's financial and physical resources being targeted to improve student outcomes.

Focus Area 3

Culture & Care

WHAT WE WILL DO

WHAT YOU WILL SEE

➤ Build respectful and trusting student-teacher relationships in every classroom.	<ul style="list-style-type: none"> Teachers who show genuine interest in their students and demonstrate an understanding of students' personal situations and needs. Students who are comfortable and engaged in learning because they feel valued and a sense of belonging.
➤ Support students at educational risk and their families by providing tailored, targeted and specialised services.	<ul style="list-style-type: none"> Deputy Principal managing support services for our at-risk students and families on an individual case-management basis. <ul style="list-style-type: none"> School based supports to include Chaplain, Population Health Nurse and therapists, school psychologist, Education Assistants, AIEO and SSSEN. Government and community organisations to include CAMHS, CPFS, Escare, NDIS, Family Court and Police.
➤ Support students identified as being a moderate or severe attendance risk.	<ul style="list-style-type: none"> Individual attendance targets in place for severely at-risk students Home visits conducted by badged officers, Deputy Principal and/or AIEO. Engagement with CPFS and GREO when necessary.
➤ Continue to move towards cultural responsiveness as guided by the Department's Aboriginal Cultural Framework.	<ul style="list-style-type: none"> Collaborative relationships between staff, Aboriginal students, their parents and families to support student learning. Aboriginal families provided with regular opportunities to engage with the school community.
➤ Celebrate our community's diverse cultures.	<ul style="list-style-type: none"> Cultural celebrations that are embraced by our school community including Harmony Day and NAIDOC Week.
➤ Work closely with Esperance Senior High School to strengthen transition for exiting Castletown Primary School Students.	<ul style="list-style-type: none"> Esperance Senior High School Staff and ex-Castletown Primary School students visiting Year 6 classes in the term 4. Castletown Primary School staff engage with Clontarf, Follow the Dream, Girls Academy and Special Needs staff to support Students at Risk. Engage effectively with the GREO Transition Project led by the Regional Office staff to better support Tier 2 and 3 students. Esperance Education Support School to support effective transition of students with diagnosed and imputed disabilities.
➤ Develop and maintain a Health and Well-being School Plan with a Health and Well-being team to promote the Act Belong Commit Partnership and Resilience Focus for the school with an emphasis on student physical and emotional health and well-being as critical elements to support student academic success.	<ul style="list-style-type: none"> Students demonstrating the resilience vocabulary and behaviours through Act Belong Commit Partnership. The school community (staff, students and parents) promoting a resilience focus across the school. Students engaged in physical activities throughout the day, promoting a healthy mind, healthy body lifestyle. The data from the Be You Strategy Surveys being used to determine priorities and foci for the Health and Well-being team. Regular contributions in the school newsletter and Facebook page promoting Health and Wellbeing strategies and activities for individuals and the whole school community to participate.
➤ Embed a high care culture for staff throughout the school.	<ul style="list-style-type: none"> All new staff are provided with a thorough induction and Graduate teachers provided with a mentor. Opportunities for staff to access appropriate services to promote their health and well-being. Staff expressing gratitude and appreciation to acknowledge the efforts of peers. Opportunities for staff to engage socially, including family-friendly staff events organised by the social committee.

Focus Area 4

Strong sustainable community partnerships

WHAT WE WILL DO

WHAT YOU WILL SEE

➤ Continue to strengthen the relationship between school staff and parents to create shared understandings of individual student progress and achievement.	<ul style="list-style-type: none"> Teachers communicating with parents professionally, regularly and at point of need about their child's social/emotional development and academic progress. Parents engaging with staff to ensure the relationship between home and school is conducive to student success.
➤ Work closely with our School Board and P&C.	<ul style="list-style-type: none"> A School Board consisting of staff, parents and community members, operating at a high level as the peak governance group for the school. An active and dynamic P&C providing an opportunity for all parents to proactively engage with initiatives to support the school.
➤ Establish connections with early-years students and families prior to them starting kindergarten.	<ul style="list-style-type: none"> A dedicated and resourced orientation program run in the Term before students commence Kindergarten. Build relationships with families to ensure risk factors are identified and appropriate support is in place for the commencement of kindergarten – Global Dev. Delay, ASD, Speech
➤ Develop a whole school approach to communicate professionally and regularly to inform our parents and school community.	<ul style="list-style-type: none"> High quality communications with parents through a variety of mediums, including: <ul style="list-style-type: none"> Castletown PS Facebook page The Castletown PS Newsletter Our school website Parent communication app Updated Connect Face-to-face via the School Office.
➤ Provide opportunities for students to engage in the local community.	<ul style="list-style-type: none"> Excursions to local events and venues eg Remembrance Day Incursions from Community Services and groups.
➤ Provide a variety of opportunities for families to engage with the school community	<ul style="list-style-type: none"> Professional, well-run school events which parents are invited and encouraged to attend such as: <ul style="list-style-type: none"> School Assemblies Annual ANZAC Service Information presentations about curriculum and policies Parent interviews to discuss achievement and progress Presentation Assembly and Graduation Ceremony Faction and Interschool events/carnivals P&C events eg. Colour Fun Run and Bookfair
➤ Build and maintain a strong connection with the traditional owners of the land	<ul style="list-style-type: none"> Visible links between school and Nyoongar Associations Students delivering Acknowledgement of Country at events Flying of the Aboriginal Flag at school NAIDOC Community events.
➤ Actively engage as a member of the Esperance Regional Network of Principals	<ul style="list-style-type: none"> The Principal representing the school at meetings and events. Participation by staff in combined professional learning opportunities alongside staff from Network schools. Promotion of public schools in our region. Principal and Board Chair representation at specific meetings.

School Self Assessment

> School Self Assessment

The school will use the Department of Education's Electronic School Assessment Tool (ESAT) to self-assess annually against the following domains:

- Teaching Quality
- Learning Environment
- Leadership
- Relationships and Partnerships
- Use of Resources
- Student Achievement and Progress

The school will host a Director, Public School Accountability and a peer reviewer for a validation visit during the duration of this Business Plan. The Report from this review will be published on our school website.

> Endorsement

Principal: Mr Tim Baker

School Board Chair: Mrs Tania Wright

Date

