CASSIA PRIMARY SCHOOL
BUSINESS PLAN 2013 - 2015
Proudly an Independent Public School
WE UNDERSTAND THE NEEDS AND ASPIRATIONS OF OUR STUDENTS AND THEIR FAMILIES.
OUR SCHOOL

SINCE OPENING OUR DOORS IN 1981, CASSIA PRIMARY SCHOOL HAS DEVELOPED A REPUTATION FOR PROVIDING A SAFE, WELCOMING AND NURTURING EDUCATIONAL ENVIRONMENT.

WE TAKE GREAT PRIDE IN THE CLOSE AND POSITIVE RELATIONSHIPS WE HAVE WITH OUR COMMUNITY. WE UNDERSTAND THE NEEDS AND ASPIRATIONS OF OUR STUDENTS AND THEIR FAMILIES, AND WORK DILIGENTLY TOGETHER TO PROVIDE A ROUNDED EDUCATION THAT WILL EFFECTIVELY PREPARE CHILDREN FOR THE FUTURE.

LEARNING IS WHAT WE ARE ABOUT AT CASSIA PRIMARY SCHOOL. EVERY CHILD MATTERS, EVERY DAY. THE SHARED VISION OF TEACHERS, PARENTS AND STUDENTS UNDERPINS THE DEVELOPMENT OF MOTIVATING TEACHING AND LEARNING PROGRAMS THAT MEET THE INDIVIDUAL NEEDS OF EACH CHILD. WE AIM TO FOSTER A LOVE OF LEARNING THAT WILL SEE OUR STUDENTS THRIVE IN A CHALLENGING AND COMPLEX WORLD, AND ACHIEVE TO THEIR POTENTIAL BY HARNESING THEIR INDIVIDUAL STRENGTHS AND ADDRESSING THEIR AREAS OF NEED.

THE FUTURE FOR CASSIA PRIMARY SCHOOL IS VERY EXCITING. THE SCHOOL’S LOCAL INTAKE AREA FOR STUDENT ENROLMENTS HAS RECENTLY BEEN EXPANDED TO INCLUDE THE SUBURB OF KOOMBANA, WHICH SHOULD RESULT IN AN INCREASE IN STUDENT ENROLMENT NUMBERS IN COMING YEARS AND WILL HELP TO CREATE AN EVEN MORE VIBRANT AND DIVERSE SCHOOL COMMUNITY.
Our Plan

This plan sets the future direction of Cassia Primary School until 2015. It describes the key focus areas and strategies that will be implemented to enhance each child’s achievement and to optimise the overall performance of our school.

We invite you to read and become familiar with this plan and to support our endeavours to provide a quality educational experience for all children under our collective care.

More specific details that articulate the actions to be taken to deliver the strategies in this plan are available in a separate document - The Cassia School Plan, which is available via the school office or the school website at www.cassiaps.wa.edu.au

Our Vision

To deliver a caring, supportive and safe school environment in which all students have the opportunity to reach their full potential, enabling them to contribute to society in a positive manner.
OUR OBJECTIVES

Establish ambitious targets and set high academic and non-academic expectations for our students.

Establish a learning environment that is safe, caring and inclusive.

Target the use of resources to maximise student achievement.

Deliver high-quality learning and teaching programs with pedagogical practices aligned to the School Curriculum and Standards Authority’s Western Australia Curriculum and Assessment Outline.

Engage all staff in a systematic, continuous and comprehensive self-assessment process related to student achievement and school operations.

Expand the quality of teaching through using expert teachers to operate collaboratively, sharing their skills and understandings.

Build strong internal and external relationships including positive interactions between the school and its immediate and wider community.

OUR FOCUS AREAS

The three key focus areas in our school’s business plan respond to the needs and aspirations of our main stakeholders – students, staff and parents.

The future directions describe the methods that will be employed across each of the focus areas to deliver positive and sustainable outcomes for our school.
Our school is fortunate to have respectful and enthusiastic students, from a diverse range of cultures, who are very positive about their school, their learning and their relationships within this community.

The following strategies are aimed at further enhancing the development of motivated and engaged students that achieve to their ability.
**KEY STRATEGIES**

- Explicit teaching and learning across all learning areas, including the use of warm-up activities
- Full implementation of a literacy block across all year levels, to occur at least three times per week
- Guided reading in all classes

- Support students to demonstrate increasing responsibility for their learning by setting and reviewing personal goals
- Actively engage students in the development of a lively classroom and school environment
- Implement Mathletics with students from Pre-Primary to Year 7, including an option to use online at home
- Audit current facilities and develop a three-year plan for grounds development, to provide a quality external learning environment for students
- Enhance whole school daily fitness using multi-age grouping from Year 1 upwards
- Determine student satisfaction regarding key aspects of school performance, including the learning environment, via consultation and engagement techniques such as an annual student survey

- Provide opportunities for student self-direction and leadership e.g. Student Council, daily fitness leaders, classroom roles and responsibilities
- Collaboratively plan student activities and school events with student leaders

- Continue to foster positive student integration with Cassia Education Support Centre
- Support students to engage in community development initiatives that address local community issues and aspirations

- Promote a culture of personal success
- Highlight and celebrate students’ achievements via school awards, announcements at assembly, in newsletter, school web page and local paper
- Review and improve the school uniform - including the development of new designs for students’ shirts/shorts

- Seek student feedback as part of the review of school performance
- Engage students in planning and leading key school initiatives e.g. assemblies, carnivals and fundraisers

- Enhance the Hedland Network to support the transition of Year 7 students to high school
- Monitor opportunities for students to experience learning outside the classroom e.g. online learning, virtual ‘hip hop’ classroom
- Develop extra-curricular classes both in and outside of school hours e.g. Language classes, Drumbeat, Choir
- Foster school vegetable gardens to promote positive, health-enhancing behaviours
ALL TARGETS ARE TO BE ACHIEVED BY END OF 2015, UNLESS OTHERWISE STATED.

ON ENTRY TESTING – PRE-PRIMARY TO YEAR 2

KEY TARGETS

Increase the percentage of students achieving Victorian Essential Learning Standards (VELS) for Speaking and Listening, Reading, Writing and Western Australian Numeracy Development Points for Numeracy by the end of the year.

1.0 or higher in Pre-Primary, 1.5 or higher in Year 1 and 2.0 or higher in Year 2.

NAPLAN YEARS 3, 5, 7

KEY TARGETS

- Increase the number of Aboriginal students performing above the national minimum standard in NAPLAN.
- Achieve the school average equal or above, like schools in all areas of NAPLAN.
- Reduce the number of students at or below NAPLAN national minimum standard each year from 2013.
- Equal or be above the State school mean in NAPLAN Writing for Year 5 & 7 by 2014.

WAMSE TESTING

- The percentage of students at or above the Western Australian Monitoring Standards in Education (WAMSE) test standard in Science will equal or exceed past school averages and will aspire to equal WA public school averages.

OTHER

- Raise the percentage of students who achieve ‘consistently’ or ‘often’ in the work habit area of their school report.
- Students will provide positive feedback in relation to their school – via feedback from the Cassia Student Satisfaction Survey.
FOCUS AREA 02
INSPIRED AND CAPABLE STAFF

A KEY FOUNDATION TO OUR SUCCESS AS A VIBRANT LEARNING COMMUNITY IS OUR PROFESSIONAL, TALENTED AND INSPIRATIONAL STAFF, WHO ARE DEDICATED TO ENSURING THAT EDUCATIONAL EXCELLENCE, INCLUSIVITY, RESPECT AND TRUST IS EVIDENT IN EVERYTHING THEY SAY AND DO.

Our team work collaboratively to support each other to form a strong understanding of each child’s needs and are supported to continually reflect and improve on their performance through a structured, professional coaching and development program.

The following strategies are aimed at developing passionate and capable staff that continually seek to improve their performance.

FUTURE DIRECTIONS

A COMMON BELIEF AND PHILOSOPHY

A VIBRANT LEARNING ENVIRONMENT

INSPIRED LEADERSHIP

INCLUSIVE AND CARING SCHOOL COMMUNITY

PROMOTING SUCCESS

SUSTAINABLE ACHIEVEMENT

FOSTERING INNOVATION
**KEY STRATEGIES**

- Support all staff to demonstrate an understanding of the Hedland Explicit Teaching model, enabling them to effectively implement this approach in English and Mathematics
- Implement a whole school approach of the Gradual Release Model to teaching ‘I do - we do - you do’
- Allocate time to enable learning teams to collaboratively reflect on, plan, moderate and assess student learning
- Implement the Australian Curriculum across learning areas in a whole-school approach in the timeline provided by the Department of Education

- Collaborative planning and cross-school moderation with the Australian Curriculum
- Allocate resources to upgrade teaching materials that meet student needs
- Determine staff satisfaction regarding key aspects of school performance, via consultation and engagement techniques such as an annual staff survey

- Provide support and encouragement for staff to aspire to roles of leadership e.g. Lead teachers, Level 3 teachers, senior teachers, curriculum leaders
- Continue to foster staff ownership of decision-making through the school and collaborative meeting model
- Actively engage staff in providing feedback and suggestions for school improvements via a structured engagement model

- Promote a culture of personal and professional success
- Highlight and celebrate staff achievement in a range of forums e.g. awards, announcements at assembly, in newsletter, school web page, local paper and feedback in performance management
- Investigate the development of a staff uniform that reflects the new school brand

- Ensure all non-teaching staff have the necessary qualifications for their area of practice
- Maintain links with universities to host student teacher practicum
- Support new staff through a planned induction program that focuses on both professional support and integration into their new community
- Provide professional learning opportunities for all staff - both teaching and non-teaching - to enhance understanding and delivery of school priorities
- Collaborate with planning and cross-school moderation in implementing the Australian Curriculum and to strengthen the delivery of the Hedland Explicit Teaching model
- Enter whole-school data into the school data management system to provide longitudinal information and trends of students over time, from which future planning will be based.
- Provide professional learning opportunities to develop explicit teaching skills, through class-modeling and coaching by key teachers

- Promote mentor teachers for short and long-term practicum
- Use Centra as a learning tool for professional development
- Staff to use interactive whiteboards in their daily teaching to engage students in cutting-edge pedagogy
- Maintain and enhance technology infrastructure to meet contemporary education standards and expectations e.g. hardware, software, technical support
- Introduce a teacher leader to enhance and maintain iPad project
STAFF TARGETS

ALL TARGETS ARE TO BE ACHIEVED BY END OF 2015, UNLESS OTHERWISE STATED.

• All staff will effectively incorporate identified explicit teaching strategies into their daily teaching practices by using the school-developed Australian Curriculum planning documents.

• Staff and students will use identified Information and Communications Technologies and online learning strategies and tools to improve learning, communication and reporting.

• Teacher judgements for English and Mathematics in student summative reports to align closely with NAPLAN results.

• Staff will provide positive feedback in relation to their school – via feedback from the Cassia Staff Satisfaction Survey.
FOCUS AREA 3
ENRICHED COMMUNITY PARTNERSHIPS

AT CASSIA PRIMARY SCHOOL, WE FIRMLY BELIEVE IN PARENTS AS OUR PARTNERS IN THEIR CHILD’S EDUCATION.

Through clear and open communication, we have been able to use the strengths of all parents and community stakeholders to establish and maintain positive and productive relationships that support student learning and foster a vibrant educational environment.

The following strategies are aimed at developing strong connections with parents and community members to support the school to achieve success in its teaching and learning programs that will meet the individual needs of each child.

COMMUNITY TARGETS
ALL TARGETS ARE TO BE ACHIEVED BY END OF 2015, UNLESS OTHERWISE STATED.

- The community will support the school, ensuring all students attend in school uniform (including a broad brimmed hat) by 2014.
- Annual whole school attendance to equal or exceed 90%.
- School-Community Partnership Plan is endorsed by Aboriginal parents/carers by the end of 2013.
- Parents and community members will provide positive feedback in relation to their school – via feedback from the Cassia Parent and Community Satisfaction Survey. All School Board members to have training within three months of commencing a position on the board.
KEY STRATEGIES

- Continue to provide information to parents and carers to further their knowledge of how they can support their child with their learning, e.g. via parent information meetings, workshops, open night, brochures, newsletter articles
- Develop improved school promotion and marketing materials to better engage parents and the broader community as partners in school initiatives

- Determine student, staff and community satisfaction regarding key aspects of school performance, via consultation and engagement techniques such as annual school community survey data
- Actively encourage the involvement of parents and community members in school events and activities
- Involve parents and community members in planning school and community activities and events
- Liaise with parents using SMS (text messaging) to update them on key school events, activities and children’s attendance
- Provide all students from Pre-Primary to Year 7 access to Mathletics, both at school and at home
- Foster clear three-way communication processes between student, parent/carer and the school

- Develop the capacity of the School Board through active participation, training and support
- Encourage active involvement of the Parents’ and Citizens’ Association in school activities and events
- Promote the role of the School Board across the school community and encourage positive engagement of parents and community with both the Board and Parents’ and Citizens’ Association

- Develop a School-Community Partnership Plan that aims to develop strong and sustainable partnerships with parents, local residents, community groups, businesses, industry and agencies (both government and non-government)
- Develop activities and programs that encourage students to engage positively with their local community as productive and active citizens
- Share resources, including facilities, with Cassia Education Support Centre to optimise mutual benefits
- Conduct regular early years forums for parents of children aged 0-4 to provide information on early literacy and numeracy strategies that can be implemented at home

- Develop a branding strategy to better market and promote the school in the community, including redesigning the school website to better represent the school and to communicate key information
- Use the local media to showcase achievements and raise the school’s profile
- Establish a database to help identify opportunities and create partnerships both within the Cassia community and across the wider Hedland area, which will provide access to new resources and innovative practices
- Seek opportunities for special projects to be funded from a range of sources e.g. a school building fund

- Conduct workshops and information sessions for parents and community members to inform of the new Australian Curriculum and how children can be supported to achieve to their potential
- Continue working with Industry e.g. BHP Billiton Iron Ore Education Partnership

- Develop an induction program for three year olds with weekly visits from parent/carer and child in Term 4
- Investigate chaplaincy program for pastoral care support and to engage more broadly with the local community
- Implement the use of QR codes on all documents to direct community members to the school website
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