Cassia School Plan 2013 - 2015

Cassia Primary School commenced as an Independent Public School in 2013. This school plan compliments our business plan. A copy of the Cassia Primary School Business Plan can be found at http://cassiaps.wa.edu.au/. Cassia PS has an Index of Community Socio-Educational Advantage (ICSEA) value of 872 with the average being 1000. The distribution of students shows 16% in the bottom quarter, 76% in the middle quarters and 8% in the top quarter. (Information from My Schools Website http://www.myschool.edu.au)

OBJECTIVES
At Cassia Primary School we strive to:
- 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 maximize 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 objectives are aligned to the directions set by the objectives and key elements of the Classroom First strategy and the priorities within Focus 2013 – Directions for Schools. Our school plan is linked to the School Curriculum and Standards Authority direction (http://www.scsa.wa.edu.au/) and the Guide to Developing Personalised Learning Plans for Aboriginal and Torres Strait Islander Students-a Professional Learning Resource January 2011

LONGITUDINAL DATA SUMMARY

Reading
While our Year 3 Reading results were higher in 2012 than in 2011, they were slightly lower than like schools when compared to My Schools Website as like schools had also performed at a higher level. Year 5 students were slightly above like schools and Year 7 students were substantially above like schools. A continued focus for 2013 is to increase the number of students in the top bands.

Numeracy
While our Year 3 Numeracy results were higher in 2012 than in 2011, they were lower than like schools when compared to My Schools Website as like schools had also performed at a higher level. Year 5 students were slightly lower than like schools. Year 7 students continue to be above like schools. A continued focus for 2013 is to increase the number of students in the top bands.

Science
In 2012 Science WAMSE results were within the expected mean for Year 5 and Year 7. Year 7 school mean results had improved from 2011.

Pastoral Care
The majority of students across the school consistently wear the school uniform. The School Council introduced a broad brimmed hat into the school dress code. The P & C introduced a new school shirt and faction shirts, as well as black shorts.

While Cassia's student attendance is better than the Pilbara schools' average it is less than the state average. Non Aboriginal attendance is the same as the state at 93.3%. Our Aboriginal attendance was higher (84.7%) than the state (81.1%). In 2012 Year 2, 5 and 7 were less than 90%. However these cohorts had equalled or increased from the previous year demonstrating improved attendance. We decreased the number of students at moderate and severe risk and increased the number of students at regular attendance compared to 2011. Our target of reducing unauthorised student absences was nearly met with authorised absences at 94%. In 2013 we will continue to focus on increasing student attendance to be above 90% for all year levels, the overall school attendance to be above 90%, Aboriginal attendance to be greater than the state average and maintaining unauthorised absences to less than 5%.
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**PRIORITIES:**
- Familiarisation of the Australian Curriculum in Mathematics (with a focus on Number), English (with a focus on Reading) and Science
- Pastoral Care
- Connecting students to learning through ICT such as ipads, laptops and interactive whiteboards
- Whole-school approaches to Literacy, Numeracy, Science and Pastoral care using evidence-based strategies to explicitly teach core skills and knowledge to be implemented in Kindergarten to Year 7 classrooms.

**STRATEGIC IMPROVEMENT TARGETS**

**NAPLAN General**
- 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.

**Reading**
1. Increase the percentage of students achieving On-entry VELS assessment-1.0 for Pre-Primary, 1.5 for Year 1 and 2.0 for Year 2
2. Arrest the decline in Year 3 Reading performance
3. Increase the percentage of students in Year 1-6 at 4+stanine for PATS Reading
4. Reduce the percentage of Year 3 and 5 students ‘At’ or ‘Below’ the National Minimum Standard in Reading to equivalent or lower than like schools.
5. Increase the percentage of Year 3, 5 and 7 students achieving Reading scores in the higher proficiency bands to equivalent or higher than like schools.

**Numeracy**
1. Increase the percentage of students achieving On-entry assessment-1.0 for Pre-Primary, 1.5 for Year 1 and 2.0 for Year 2
2. Arrest the decline in Year 3 Numeracy performance.
3. Reduce the percentage of Year 3, 5 and 7 students ‘At’ or ‘Below’ the National Minimum Standard in Numeracy to equivalent or lower than like schools.
4. Increase the percentage of students in Year 1-6 at 4+stanine for PATS Maths
5. Increase the percentage of Year 3, 5 and 7 students achieving Numeracy scores in the higher proficiency bands to equivalent or higher than like schools.

**Science**
1. 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.
2. Increase the percentage of Year 5 and Year 7 students ‘Above’ the Science WAMSE benchmark
3. Increase the ‘mean’ average of Year 5 and Year 7 students for Science WAMSE

**Pastoral Care**
1. Increase the number of students wearing the full school uniform including the broad brimmed hat
2. Increase attendance of students to equal or greater than the state average for Aboriginal and Non Aboriginal students
3. Maintain the whole school attendance average of 90%
4. Increase percentage of students achieving ‘consistently’ or ‘often’ in work habits for their student reports
### Whole School
- Focus on explicit teaching incorporating warm ups and sight word vocabulary
- Implement Gradual Release Model to teaching ‘I do- we do-you do’
- All books covered for all learning areas, whole school focus on standards of presentation including ruling up
- Modern Victoria Cursive Handwriting focus from K-7, formal lessons three times a week Yr 1-3
- Literacy & Numeracy blocks, Spelling Mastery, Guided Reading (Literature Circles Yr 6/7) and Guided Writing to be implemented at least three times a week
- Teacher utilises 1st Steps resources to model, plan, teach and assess
- Ipad project – see ipad plan. Focus on increasing student and teacher skills using ipads. Employ 0.4 teacher coordinator and 0.2 EA coordinator for ipad support
- Employ additional teacher to cater for increase expected in school numbers 2013/14

### Reading
- Professional learning of Explicit Teaching through John Fleming.
- Staff use the Hedland Explicit Teaching Planning Model (weekly planning schedule) for Literacy which links the West Australian Curriculum and explicit teaching focus
- Employ 0.5 teacher and fixed term EA/EASN for extra school support
- 100 Reading Lessons 3 times a week with Education Assistants and selected students
- Teachers to attend regular collaborative meetings
- Moderation session cross schools
- Explicit teaching of reading comprehension using Stars/Cars
- Home reading using PM benchmarks for Year 1-4 or independent readers linked to year levels. Yr 5-7 to have 30 mins homework per night (that may include home reading)
- Whole school data system used by teachers to record sight word vocabulary and PM Benchmark results
- Coach to assist to build the capacity of the school to improve literacy through modelling, mentoring and coaching.
- ATAS teacher to support Years 4-6 students below the benchmark in NAPLAN
- On-entry testing conducted to identify students for whom a specific case-management plan or IEP is required in Pre-Primary, Year 1 or Year 2.
- K-Yr 1 Writing in the Sand program
- Continue Speech program for ECE students

### Number
- Professional learning of Explicit Teaching through John Fleming.
- Staff use the Hedland Explicit Teaching Planning Model (weekly planning schedule) for Mathematics which links the West Australian Curriculum and explicit teaching focus
- Numeracy block (at least 1hr, 5 times a week).
- On-entry testing conducted to identify students for whom a specific case-management plan or IEP is required in Pre-Primary, Year 1 or Year 2.
- Students in Years 1-7 participate in Mathletics at least 30 mins a week, PP students use when ready
- Collaborative teams participate in moderation session cross school
- Coach to assist to build the capacity of the school to improve numeracy through modelling, mentoring and coaching.

### RESOURCES
- School Funds Spelling Mastery $3200
- DOE funding for ipads ($13200) + 0.4 FTE, Focus Schools funding 0.2 EA
- SSPRA funding 1.0 teaching FTE
- Explicit Teaching-School Funds ($12 000)
- Focus School funding 0.5 teacher
- Increase in non teaching support Focus schools funding $40 000
- PATS Reading testing (School funds $1000)
- BHP Billiton funding $5 000
- ATAS funding 0.5 FTE
- Speech program funding (0.1 FTE )
- PATS Number testing
- Mathletics-Smith family grant, School funding($300)
- BHP Billiton funding $5 000

### EVALUATION MEASURES
- On Entry Testing
- PATS Testing
- NAPLAN
- SAIS student summative reports
- Students on IEP’s using SEN
- Whole School Sight Words
- PM Benchmarks
### Science
Planning for a different sub-strand each term in order to enhance the students overall knowledge of Primary Science through Science Specialist. T1 Life and Living, T2 Energy and Change, T3 Earth and Beyond, T4 Natural and Processed Materials using Primary Connections Resource
Increase scientific metalanguage linking science word knowledge to Science classes and classrooms
Science Specialist to implement West Australia Curriculum linked to Science
Science Specialist to work with targeted Aboriginal students in High Achievers 7BHPBilliton Science programs

### Pastoral Care
Children to wear school uniform including the broad brimmed hat
Encourage excellence in members of school community. Students as a school goal to reach 1000 points to have Ripper Recess reward.
Students less than 90% to have Personalised Learning Plans
Kimochis social skills program from K-Yr 2
Years 4-7Drumbeat, School choir, OptiMinds, Connect to Country, Hip Hop, Break Dance
Investigate chaplaincy program for pastoral care support
Students to develop personal learning goals
Promote an active and healthy lifestyle with students through PE and Health Specialist lessons

### Professional Development
Explicit teaching with John Fleming (all staff). School based training and PL in Melbourne for coaches
West Australian Curriculum PD
Ipad training
Online learning such as Centra, Connect, Mathletics

### TIMEFRAME
The School Plan is a three year plan subject to annual review.