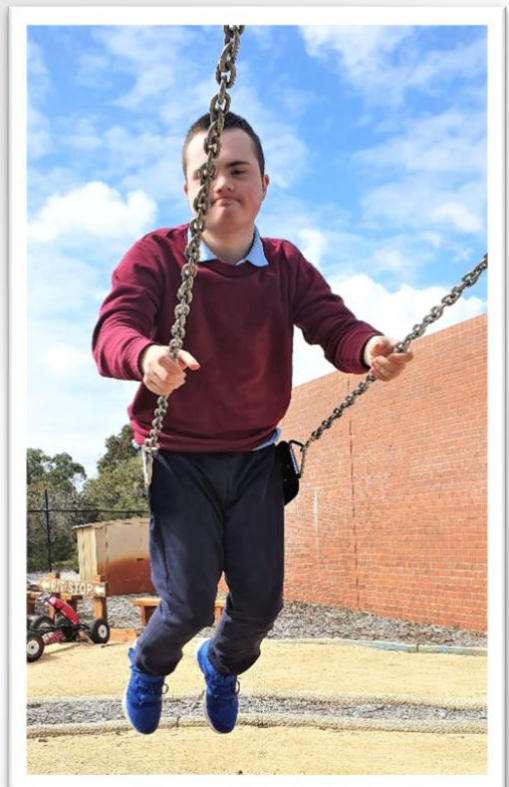# Castlereagh School

Business Plan 2021 - 2023

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Castlereagh School

Purpose, Vison and Mission

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Castlereagh School

Castlereagh School is a purpose-built education support school which takes pride in motivating children and young adults aged four to 18 in a vibrant, nurturing, exceptional educational environment.

Our school is committed to assisting students in being the best they can be; in all they do. We strive to ensure all students have access to the best teachers, allied professionals, resources and facilities to enable them to develop into happy, active and purposeful members of their community.

Our high staff to student ratio enables all class and specialist teachers to provide students with rigorous, meaningful and engaging experiences; which encourages every student to learn and grow.

Castlereagh promotes the dignity of each student and respects the diversity of students and their families, recognising their culture, language, practices, values and beliefs. Our positive culture and sense of community encourage strong relationships with parents, families, therapists and the wider community, ensuring our students have access to all the supports they require in their learning.

The staff members of the school are committed, experienced and well qualified to support every student at our school. They are dedicated to providing a high quality education for all students and we ensure that each student is at the centre of everything we do.

Together with our school and wider community, we share high expectations for our students, and together we celebrate the individual achievements of all our students.

We promote our school as a leading school for students with complex communication and learning needs. Our students are immersed in quality teaching and learning and as a school we provide evidence based, innovative approaches and exceptional programs for all students.

We are a proud, progressive and innovative school community with the aim to be an exceptional school with our culture, people, programs and partnerships.

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Our Purpose

Empowering students with their families to create a life they love!

Our Vision

A Leading CCLN School

Our vision is to be known as a leading school for students with Complex Communication and Learning Needs; recognised for excellence and innovation.

Our Mission

Inspiring Everyone to Fly

Our mission is to inspire everyone to fly: by helping them find their strengths; by encouraging them do their best; and by empowering them to achieve their potential.

Our Values

We are Kind	We are Respectful	We are Inclusive

We have Courage	We are United

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Priority 1: Exceptional Culture

We strive to build a culture of mutual respect, support and high expectations in which students, staff and families feel safe, motivated, and empowered to communicate, create and learn together aligned with our school values.

1.1 Build a school culture with a sense of belonging, shared purpose and positive relationships

Strategies

- Embed our vision and values as part of our school culture
- Develop a Castlereagh Way Guide book to assist staff embrace the Castlereagh School culture
- Staff engage in professional learning that progresses collective responsibility of our school culture
- Strengthen traditions and celebrations with a variety of activities and experiences that motivates and engages the school community
- Staff incorporate culturally responsive attitudes and values into their everyday practice aligned with the Aboriginal Cultural Standards Framework

Measures of Success

- Number of school community events and participation rate
- Staff engagement in culture enhancing activities, e.g. EA committee, school-based social events, working groups, certificates of appreciation
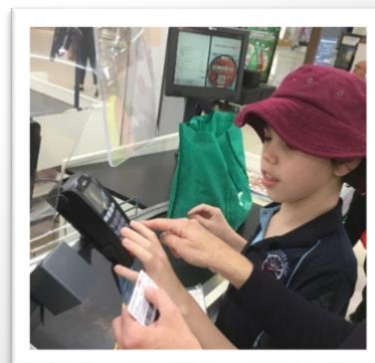- School Opinion Surveys: parents, students and staff

1.2 Build a culture of high expectations and engagement in learning

Strategies

- Communication is embedded within curriculum, teaching practices, assessment and everyday interactions
- Data is used to drive all teaching and learning and to maintain high expectations of student achievement

Measures of Success

- Data collection and analysis of student achievement in communication and literacy
- Student learning aligns with the WA Kindergarten Guidelines, Early Years Learning Framework, WA Curriculum, and the senior school curriculum

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1.3 Build and maintain a collaborative, safe, welcoming and stimulating learning environments

Strategies

- Establish Optimal Learning Environments across all areas of the school

- Maintain a safe environment for our school community to learn and flourish through refined Occupational Safety and Health (OSH) processes and procedures

- Develop and maintain an effective facilities management plan with processes and procedures

- Continue to develop and implement a whole-school Co-Regulation Approach that promotes student wellbeing and maximizes engagement

- Implement and maintain responsive and effective data driven practices and systems, such that all students, parents, and staff are well supported

Key Measures of Success

- Learning environments meet the requirements of the Optimal Learning Environments checklist

- Co-regulation Approach data demonstrates a reduction in dysregulation

- Key targets of the facilities management plan implemented

- Meet requirements of the DoE OSH Team school visit checklist

- School Opinion surveys staff and students

1.4 Continue to engage in a continuous cycle of school improvement

Strategies

- Refine the annual self-assessment process, based on collaborative school community reflection

- Use data and evidence to monitor progress and adjust strategies in alignment with the school business plan

Key Measures of Success

- Routine processes and procedures are in place to support the implementation of the improvement cycle

- School Opinion Surveys, parents, students and staff

- School improvement strategies implemented, monitored and reviewed

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Priority 2: Exceptional People

Our success in delivering a great education for every student depends on the motivation and capability of our staff. We strive to develop a professional commitment from all staff and instill the belief they can make a real difference to every student's life. We build a team where staff have opportunities to collaborate and grow their professional capabilities. Our aim is to have exceptional, passionate and connected staff.

2.1 Research and implement a comprehensive instructional framework to guide all teaching practices across the school

Strategies

- Develop and implement a documented instructional framework with core teaching and learning practices
- Teachers and allied professionals have a clear understanding of the Castlereagh School core teaching and learning practices

Key Measures of Success

- A documented and embedded instructional framework
- Staff access targeted professional learning to build understanding and capability
- Staff Opinion surveys

2.2 Staff collaborate to improve teaching and learning by analysing student assessment data

Strategies

- Establish communities of practice on a fortnightly basis to support effective teaching practice, sharing and engagement
- Engage with assessment and moderation processes to ensure consistency of teacher judgement around student achievement

Key Measures of Success

- Teacher engagement and understanding in community of practice processes to meet key targets
- Staff use assessment and moderation data to inform teaching and learning

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2.3 Implement Self Reflection tools and processes to improve teaching and learning

Strategies

- Review performance development processes and documents to reflect school priorities
- Review and update Peer Observation Implementation plan to include Communication and extend the Comprehensive Literacy focus
- Formalise moderation practices to create opportunities for professional dialogue

Key Measures of Success

- Increase in the achievement of staff performance development goals
- Moderation plan and timeline implemented
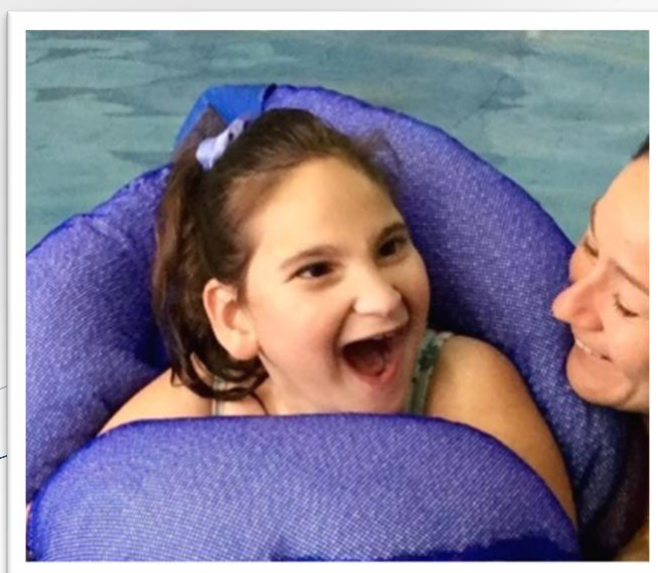- Peer Observation survey

2.4 Build the capacity of leadership across the school

Strategies

- Engage with the Western Australian Future Leader's Framework to identify, develop and support individuals implement instructional leadership
- Documented leadership structure stating clear roles and responsibilities
- Streamline mentoring and feedback processes for graduate and new teachers
- Enable the school leadership team to access opportunities to develop professional capacity

Key Measures of Success

- School Opinion Surveys
- Committee / instructional leadership roles
- Project management and achievement of targets
- Teachers progress through the Leadership Development Steps of the Future Leaders Framework

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Priority 3: Exceptional Programs

Castlereagh School is built around high expectations and a commitment to achievement for every student. There is a strong focus on quality learning in an environment that promotes active learning, encourages exploration, engagement and independence. Our educational programs are progressive, evidence-guided, implemented and reviewed to ensure every student is engaged, happy and learning. The Western Australian Kindergarten Guidelines, the West Australian Curriculum (P-10) and the senior secondary curriculum are embedded in the context of high quality programs and learning experiences for every student.

3.1 A communication-rich environment that create opportunities for student voice.

Strategies

- Develop and implement a whole school plan to support communication rich learning environments

- Embed the Castlereagh Six Core Communication Skills throughout all teaching and learning programs

- Complete an audit of school wide communication resources and personalised communication systems to inform ongoing program development

- Engagement of a Communication Coach to lead development of staff capability supporting students with complex communication needs

- Engagement of allied professionals to assist staff capability through specialist AAC resource development

Key Measures of Success

- Students develop the Castlereagh Six Core Communication Skills

- Improved staff capability in supporting students with complex communication needs

- Database of school wide communication resources and personalised communication systems
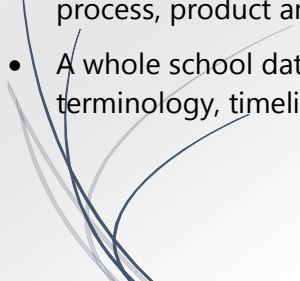
3.2 Curriculum planning and programs are differentiated based on assessment data and learning needs

Strategies

- Build the capability of teachers to differentiate learning tasks on the content being taught, the process used to learn, the product expected from students or the learning environment

- Build staff data literacy in the understanding and analysis of assessment data to inform curriculum planning

Key Measures of Success

- Activities have clear teaching and learning intentions incorporating adjustments for content, process, product and learning environment

- A whole school data-plan for the collection of data with specific expectations, tools, terminology, timelines and storage locations

3.3 Evidence-guided programs are implemented and reviewed to ensure engagement and student achievement

Strategies

- Develop and implement a whole school plan for curriculum delivery targeted for each phase of schooling

- Continued commitment to Comprehensive Literacy implementation, assessment and review

- Engagement of a Literacy Coach to lead development of staff capability with Comprehensive and Everyday Literacy

- Engagement of allied professional to assist staff capability through Comprehensive and Everyday Literacy resource development

- Students access evidence –guided programs to develop their movement and physical activity skills

Key Measures of Success

- A clearly documented whole school plan for curriculum delivery aligned to Kindergarten Curriculum Guidelines, the WA Curriculum and SCSA Senior School Curriculum

- Improved staff capability in the implementation of Comprehensive and Everyday Literacy supporting students with complex communication and learning needs

- Comprehensive and Everyday Literacy data reflects increased student achievement

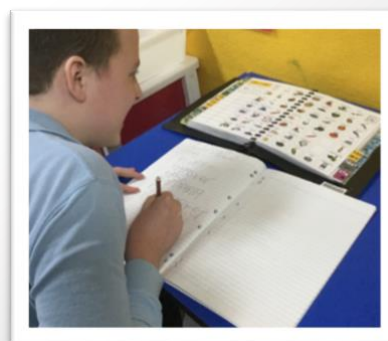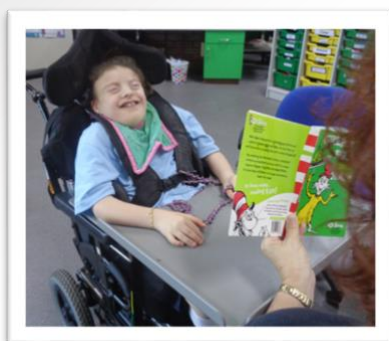- Movement and physical activity data reflects increased student achievement

3.4 Whole school implementation of a Co-Regulation Approach for students with Complex Communication and Learning Needs

Strategies

- Develop, implement and review a whole school Co-Regulation framework

- Staff are supported to provide a collaborative, safe, engaging and optimal learning environments for every student

Key Measures of Success

- Implementation of a Co-Regulation Approach (CRA) Policy and procedures

- Co-Regulation expectations are clearly embedded in classrooms and whole school practice

- Provision of targeted Co-Regulation coaching and support

- School Opinion: Student surveys

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Priority 4: Exceptional Partnerships

At Castlereagh School we strive to create a cohesive and connected community that fosters the well-being of students, staff and families to positively impact outcomes for students.

We develop and maintain mutually supportive relationships with parents, characterized by good communication strategies and involving parents where possible in the life of the school. Family engagement is at the core of everything we do and directly influences the quality of learning for every student.

We build strong partnerships with external organisations that enrich the culture of the school through service, workplace learning and volunteering opportunities, life and cultural experiences, educational and support programs and other resources.

4.1 Partner with families to maximise their engagement and the achievement of every student

Strategies

- Implement the Department of Education's Engaging and Working with your Community Framework to build on existing positive relationships with parents and families.
- Use a range of digital platforms including a school website, Seesaw, Facebook, Instagram and email to streamline and strengthen communication
- Parents access a range of opportunities to engage with their child's learning and celebrate their achievements.

Key Measures of Success

- Increased number of parents engaging with school activities, parent teacher meetings and P&F Council events
- Individual Education Plans (IEPs) and Individual Transition Plans (ITPs) reflect involvement of all stakeholders
- School Opinion survey: Parent

4.2 Partner with agencies to improve learning and wellbeing outcomes

Strategies

- Develop resources and processes to guide families connecting with supports and services, e.g. NDIS and Provider Information
- Continue to develop partnerships with agencies to support a seamless transition to adult life
- Continue to embed and refine the Castlereagh School Guidelines for the Provision of Therapy Services

Key Measures of Success

- Parent surveys reflect increased knowledge and access to support services
- Destination data reflects an upward trend in engagement with community supports and services
- School leavers access effective and seamless transition support
- Therapy, School and Community Opinion surveys

4.3 Build community partnerships and programs to enhance the opportunities and outcomes for our students.

Strategies

- Implement the Department of Education's Engaging and Working with your Community Framework to build on existing and extend community partnerships
- Promote awareness in the community of our purpose and programs
- Seek, build and strengthen successful relationships with community organisations
- Facilitate opportunities to engage with the Willetton Education Precinct

Key Measures of Success

- School and Community Opinion surveys
- Increase in community engagement opportunities
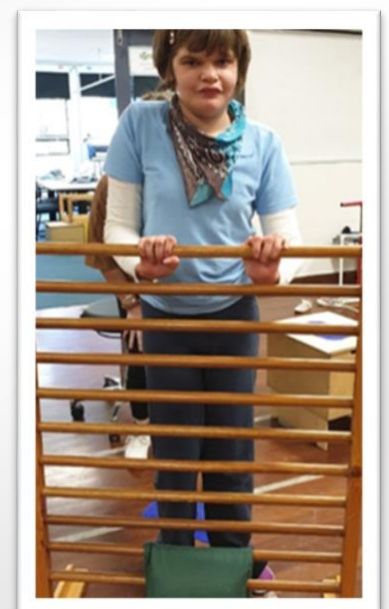- Increased participation in Willetton Education Precinct events

4.4 Build partnerships and programs to improve pathways to customised employment and community engagement

Strategies

- Each school leaver has a plan for a pathway to a successful future
- Develop and implement a Customised Employment and Community Engagement Partnership Plan
- Seek, build and strengthen successful relationships with community organisations that support pathways to a successful adult life, e.g. work placements, micro-enterprise, volunteering

Key Measures of Success

- School leavers have an implemented plan to a pathway to a successful future
- Improved access to a range of customised employment and community engagement opportunities
- Destination data reflects an upward trend in customised employment and community engagement.

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