Our Vision

Developed by the whole school community, the vision and beliefs for Craigie Heights Primary School are reflected in every aspect of the management and operation of the school.

‘To inspire all children to achieve their personal best through learning, living and playing in harmony.’

Achieved through developing a culture of:

Educational Excellence
Quality teaching and learning driven by research- what is best for children.

Leadership
Staff: Distributed leadership that focuses upon empowering others.
Students: The leader within me.

Learning in Harmony
The building of strong, harmonious and respectful relationships between students, staff and community.

Our Beliefs

We believe in:

- Education as a shared responsibility. It is a respectful partnership of home, school and community. One in which all are supportive of the school’s vision and beliefs.
- A resourceful community working together to ensure student success.
- Using resources wisely.
- An inclusive community in which all have the right to contribute.
- Creating a safe, supportive, stimulating environment that maximises the potential of all and ensures the well-being of all.
- The pursuit of excellence in teaching through implementing research based best practices.
- The maintenance of high standards and consistent expectations for all students and staff.
- Early intervention.
- Providing a child-centred, structured learning environment where the teacher is approachable, respectful, encouraging and organised.
- Supporting students to have strong positive values that reflect being a good citizen and being leaders within.
- A culturally relevant education that provides the knowledge and skills to meet the global challenges and opportunities of the 21st Century.
Context of our Business Plan

Craigie Heights Primary enjoys a well-earned reputation as a school that excels in meeting the social, emotional, physical and academic needs of the students in its local community.

The school owes its growth in confidence as an Independent Public school, and community respect, to the exemplary learning environment provided by an expert staff. Pastoral care is of paramount importance in the strong, supportive relationships between staff, students and parents.

Craigie Heights Primary School has an Index of Community Socio-Educational Advantage (ICSEA) of 1036 which is slightly above the average. Craigie Heights Primary School has consistently achieved above like schools across all fifteen areas assessed in the NAPLAN and a rigorous improvement focus is aimed at achieving above the mean for all Australian schools. An embedded case management approach to student improvement; evidenced-based planning and teaching excellence underpin this effort.

Overview of Self-Assessment

A rigorous and strategic process is in place for the school to make judgements about its performance in both academic and non-academic achievement. The three components of the Conceptual model for School Improvement and Accountability underpin this process.

Assess
Both systemic data (National and State) and teacher judgements are used

Plan
Through fine grained analysis of data, areas for student improvement are determined

Act
Planned strategies are implemented

This process of self-assessment has been followed to determine targets for the school’s Business Plan.
Welcome to Craigie Heights Primary, an Independent Public School. Our school believes that all students have the right to grow and learn in a harmonious environment that supports their individual academic, physical, social and personal development needs and ambitions. Craigie Heights School Board members, teachers and staff deliver on these beliefs through a commitment to a culture of high performance and high care. In this type of culture, a child’s schooling experience is fun and engaging.

This is supported through our shared values of leadership, responsibility, courage, determination, respect, acceptance of others and care for the environment. In today’s society continued learning and personal development is a vital part of individual success and contribution to our whole community. Who knows what greatness our students will achieve in their chosen role as valued members of our society.

On behalf of the Craigie Heights Primary School Board we wish every success for our students in their lifelong pursuit of personal excellence and as board members we will do everything possible to support you and our school in its culture of high performance and high care.

Mr Darren S. Ellis (Chairperson)
Key Focus Areas 2016 - 2018
Success For All Students

Broad Targets

Writing/Reading/Numeracy
We will continue to achieve equivalent to or above the Australian School Mean from 2016-18 in NAPLAN

Spelling/Grammar & Punctuation
We will increase the gap positively between CHPS and Like Schools from 2016-18 in NAPLAN

Social/Emotional Well-Being
We will improve the positive emotions and social skills of students over 2016-8 as measured by the ACER Social Emotional Well-being survey

On Entry Assessment - Pre-Primary
We will increase the percentage of students achieving Standard 1 by the end of Pre-Primary each year

Attendance
We will improve regular attendance and reduce the number of students in each risk category

Broad Milestones

- Operational plans will incorporate Cross Curricula Priorities and General Capabilities from the Australian Curriculum
- Continue the evidence based programs for;
  - Guided Reading
  - Gradual Release Model
  - Multi-Lit & Mini-Lit
- Implement the improvement plan based on National Quality Standards
- Case management for all Target groups in Literacy and Numeracy
- Development of social/emotional skills
- Investigate programs/strategies to complement PBS (e.g. Kids Matter or PATHS)

Broad Strategies

Academic
- Maintain and improve the standards of achievement in Literacy and Numeracy
- Enhance the rigour in Kindergarten and Pre Primary Education
- Plan for intentional, creative play where it is developmentally appropriate
- Engage and prepare students for a productive place in society through STEM (Science, Technology, Engineering, Maths)

Non-Academic
- Foster physical and emotional well-being across the school
**We will achieve these through;**

### Expert Teaching

**Strategies**
- Build curriculum knowledge of staff
- Embed Visible Learning processes
- Continue pedagogical process – Plan, Act, Review
- Build on the leadership capacity strategy
- Enhance the data literacy of all staff

**Milestones**
- Implement Phase 2 of the Australian Curriculum
- Create broad-based curriculum leadership in Technologies to mentor staff
- Teachers will integrate ICT practices to facilitate contemporary learning opportunities
- AITSL standards are utilised as a performance development tool
- All teachers engage in peer observation and feedback to support teacher development
- Maintain flexible timetables for cluster and curriculum teams for collaborative planning, operational planning and data analysis
- Continue to employ the Chaplain to provide extended pastoral care

### Learning Environment

**Strategies**
- Whole school promotion of Positive Behaviour Support program with expected behaviours and procedures
- Continue to employ the Chaplain
- Monitor and case manage disengaged students with low attendance
- Monitor positive emotions of students through ACER Social/Emotional Wellbeing Survey
- Continue to provide authentic leadership opportunities for all Year 6 students

**Milestones**
- Full implementation of PBS with all staff, including relief and specialist teachers
- Chaplain programs to be developed – e.g. BUZZ
- Maintain Year 6 leadership programs, roles and mentoring
- Year 6 students to attend Young Leaders Conference in Term 1 each year
- Senior students continue to coordinate the Philanthropy Policy with support provided by administration and Chaplain
- Students continue to support the Sustainability program

### Resources

**Strategies**
- Review school wide processes for monitoring student achievement
- Specialist and teaching staff will provide diverse and engaging learning experiences
- Use resources effectively and efficiently to maximise flexibility
- Create an effective Operational Plan for Technologies

**Milestones**
- The assessment schedule specifically drives the planning and teaching processes, maximising teaching time and time on task
- Documented plans are real and authentic drivers of improved learning
- Maintain and develop learning activities to extend and enrich all students
- Students are engaged with Digital and Design Technologies to enhance their learning

### Partnerships

**Strategies**
- The School Board will work in collaboration with the school to make informed decisions on school priorities, plans and resourcing
- Enhance agency partnerships to support Business Plan & families
- Use More Support for Students with Disabilities Grants to support teachers abilities to adjust curriculum
- 0-8 Program to be continued in consultation with parents
- Promote real connections within the Joondalup Network to build capacity of staff and share resources

**Milestones**
- Annual review of publications and website
- Active involvement of community through School Board, Parents & Citizens Association and volunteers
- Collate community feedback to focus decision making
- Maintain the capacity of the School Board through relevant induction and training
- Staff access professional learning through the Joondalup Network