Learning Environment

Social & Emotional Well-being

Background

Craigie Heights is an orderly and safe school environment, where we foster mutually respectful relationships. A positive learning culture is developed through clearly stated expected behaviours and pastoral care processes. Students, staff, parents and the broader community are socially and emotionally supported through various curriculum, support programs and personnel. Programs are adjusted as needed, to meet the needs of the whole school community.

How are we going?

- Evidence suggest performance is significantly more than expected.

How do we know?

- Implementation of Positive Behaviour Support (PBS) has included the development of a Plan for Whole School Positive Student Behaviour. This outlines whole school strategies and processes that include our Expected Behaviours, Behaviour Matrix, a Referral Process and Procedures.

- The success of PBS at Craigie Heights was acknowledged by the School PBS SET (School Evaluation Tool) and PBS BoQ (Benchmarks of Quality) which was completed by our PBS coach from School of Special Educational Needs—Behaviour and Engagement (SSEN:BE)

WA PBS BENCHMARKS OF QUALITY (BoQ) COACH SCORING FORM

PBS Team	6	6	100%	Reward/ Recognition Program	15	16	94%
Staff Commitment	6	6	100%	Lesson Plans for Teaching Expectations	9	9	100%
Effective Procedures for Dealing with Discipline	11	11	100%	Implementation Plan	13	13	100%
Data Entry and Analysis	8	8	100%	Classroom Systems	14	14	100%
Expectations and Rules Developed	11	11	100%	Evaluation	12	13	92%

Analysis

An area of strength is with data and analysis. The school has developed an easy to use data entry and analysis system with coding for behaviour type, teacher name and level of mis-behaviour. An area that needs development is with the reward/recognition system.

Proposed Action

- To use the encouragement system consistently across the whole school.

- The PBS Team develops a Team Implementation Checklist and Action Plan each year. Areas that need development are identified and strategies refined.

How do we know?

- The establishment of a PBS Tier 2 Team has seen the implementation of tier 2 interventions for those few students who require extra support.

- Both the Tier 1 and Tier 2 teams meet twice a term.

- Our data from various sources shows improvement in student behaviour: Peer Observations-Feedback to Students, Harmony Awards, Tracking Student Behaviour.

- Student well-being is developed through a social and emotional curriculum known as PAThS (Promoting Alternative Thinking Skills). This includes lessons and generalised strategies that are embedded across the whole school.

- Our School Chaplain provides support for individuals, groups and the whole school community.

- Data from the ACER-PAT Social and Emotional Well-being Assessment and the National School Opinion Survey show improvement.

- Our Internal Audit of the National Quality Standards and subsequent Strategic Plan identified the elements of connecting to the well-being of students and engaging students in play-based learning and nature play, are areas to further develop.

- The Well-being Overview includes staff and students. It identifies various ways to ensure we cater for the whole child including the use of Visible Learning practices, our Craigie Heights Learner, development of play-based learning, other play opportunities for all students and extra-curricula opportunities.

- New staff are welcomed into the school and are taken through a Staff Induction.

- Staff are collaborative and come together regularly for Cluster Meetings and Staff Meetings, Professional Learning, School Development Days and on social occasions.

- The Pastoral Care Committee and the Philanthropy Policy outline how we show empathy and care for staff, students and their families, as well as others beyond the school.

- The Watch Out for Craigie Heights (WOCH) program supports students and families by providing financial support for books and excursions. The school community shows care for others in the form of fund raising efforts.

- We provide authentic opportunities for Student Leadership and we seek the student voice when developing plans.

- Implementation of programs including: Protective Behaviours, Buzz Hope and Aussie Optimism. These programs provide specific targeted support.

- Recognition of students achievement and efforts: Honour Certificates, Harmony Awards, Faction Rewards, extra play, PAThS Kid of the Day, Reading Rewards, Recommended Author, Numero Ninja and Chaplain's Champion

- Students attend the office to share excellent work with the Executive Leadership Team.

- An additional Education Assistant employed to work with challenging students.

- Staff run Social Skills Groups to provide support and develop specific skills through programs such as Drumbeat, Rock and Water and Boys in Education.

- Special events throughout the year bring the whole school community together, including family and friends. Events include: fortnightly assemblies, Happy Kids/Harmony Day, Happy Staff Day, NAIDOC Week, Christmas Concert, School Production, ANZAC Ceremony, Athletics Carnival, Cross Country, Farewell Assembly and Graduation.

What are we doing to improve?

- Further develop the positive behaviour and social skills of students through PBS and PAThS.

- Develop a Well-being Plan that builds on from those strategies already underway.

- Further implement the National Qualities Standards by focusing on education programs and practices and the physical environment.

- Refocus the development of play-based learning for Kindergarten to Year 2.

- Meet the play needs of students through the development of nature play, creative building areas and updating the Early Childhood play areas.

- Refine and develop the use of PBS Tier 2 interventions—mentoring, social skills groups, etc.

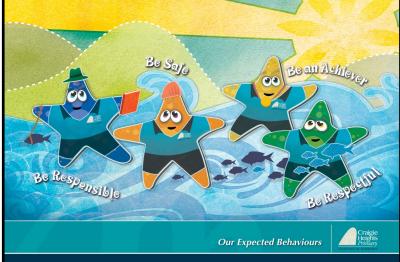- Use the Aboriginal Cultural Standards Framework to build cultural responsiveness.

Our Expected Behaviours

Be Safe · Be an Achiever · Be Responsible · Be Respectful

Craigie
Heights
Primary
INDEPENDENT PUBLIC SCHOOL

Students at Educational Risk

Background

Our school vision is to inspire every child to achieve their personal best through learning, living and playing in harmony. We believe that every child can succeed and we ensure that students at educational risk are supported academically, socially, emotionally and physically. We have processes in place to identify Students at Educational Risk (SAER). We are culturally competent and monitor those students from diverse minority groups in our school.

How are we going?

• Evidence suggest performance is significantly more than expected.

How do we know?

• Our SAER Policy has been reviewed in 2019, in consultation with staff and the School Board, to be in line with our school practices and the Department's policy. It is implemented across the whole school.

• Students academic achievement is measured by carrying out standardised assessment (On-entry, NAPLAN, ACER-PAT, PLD, TAC, iMaths, Brightpath) at regular intervals as identified by the CHPS Assessment Schedule. Data analysis is carried out regularly to identify students at educational risk.

Student		2018 Semester 2 Report						NAPLAN					S/E	B	IEP 2018	Speech	OT	Mini / Multi-Lit	Com
		English			Mathematics			Rdg	Wr	Sp	Gr	Num							
		R & V	S & L	W	M & G	N & A	S & P	Band	Band	Band	Band	Band							
Nate	ALLEN	D	C	D	C	D	D	1	2	1	1	2			R W S N			✓	
Kallum	ANDERSON	D	C	D	C	C	C	1	3	2	3	3			R W			✓	
Jayden	ATKINSON	D	C	C	C	B	B	2	2	3	2	4			R W				
Crystal	KEENAN	D	C	D	C	C	D	1	2	2	1	2			R W N M				
Skye	WALES BUCKLEY	C	C	C	C	C	C	3	3	4	2	3							
Benjamin	HOYES	B	B	C	B	A	B	4	4	4	5	5							ASD
								Above Benchmark											
								At Benchmark											
								Below Benchmark											

How do we know?

- Data is also used to identify teaching foci and whole school priorities that is reflected in Operational Plans, class plans and IEPs/GEPs. Teachers differentiate learning as needed. The diamond planning format is available for staff to use.

- Documented Plans are used to cater for the needs of individuals or smaller groups of students. Documented plans may include Individual or Group Education Plans, Individual Behaviour Management Plans, Individual Transition Plan, Risk Management Plan and Individual Attendance Plan.

- Individual Education Plans are developed using SEN online. When appropriate, SEN reports are used for reporting to parents.

- The use of learning intentions, success criteria and progressions are used to focus students' learning.

- A case managed approach is used for all Resourced Students and those under the care of CPFS. The School Phycologist is involved with these students as well as SAER where reviews and assessments are required.

- Outside agencies including Therapy Focus, Senses, Disability Centre, Holyoake, provide extra support for students.

- Requests for individual and whole school assistance are made to the School of Special Educational Needs—Disability, Behaviour and Engagement and Medical, when needed.

- We run targeted intervention groups in literacy and numeracy. We employ a 0.8FTE Education Assitant to run and facilitate the MiniLit/MultiLit reading intervention program

- We have students that attend PEAC and EYE programs. Teacher nomination of students are made each year.

- A team of teachers participated in the Positive Partnerships Project. This team developed a plan that provided professional learning for staff on Autism. It also saw the development of Planning Matrixes for students with ASD.

- Timetables for Educations Assistants are developed to ensure the best access for SAER.

- Early intervention occurs based on speech screening conducted in Kindergarten every year, On-entry data, PM Benchmarks and other assessments.

What are we doing to improve?

- Maintain and improve standards of achievement in Literacy and Numeracy using evidence based approaches across the school.

- Further implement the National Quality Standards by focussing on educational programs and practices.

- Use the Aboriginal Cultural Standards Framework to build teacher capacity to meet the needs of Aboriginal students.

- Continue to implement Visible Learning practices.

- Continue to include the effective use of hands-on mathematics activities.

- Further develop the students' understanding of the characteristics of a Craigie Heights Learner.

- Ensure educational programs are challenging and engaging to enhance learning and development of all students.

- Continue to support intervention programs.

- Maintain early identification and intervention in Literacy and Numeracy.