

Students, Staff, Community

Background

Craigie Heights is a school with a very strong community focus and we are very fortunate to have positive support from the very broad base of our parent/carer group and the wider community. There has been a long standing tradition of parent involvement in a strong School Board, Parents and Citizens Association and volunteering in myriad ways.

Staff see themselves as a valued part of the school community and take on the role as Community Liaison Officers, connecting families to the activities of the school. Staff also provide a link for families to the many agencies who provide support to meet specific needs of students. Staff are caring and supportive towards each other and engage in highly professional, collaborative relationships that focus on student success.

The focus over the last few years on Pastoral Care, Positive Behaviour Support and developing Social/Emotional Intelligence through the PAThS Program has resulted in high levels of care and respect for every individual in the school community.

The process to coordinate a Wellness Plan for staff and students is well underway and will pull all our supports together in a cohesive way.

How are we going?

- Evidence suggests that performance is more than expected.

How do we know?

- A strong partnership has been built with Belridge Secondary College, where most of our students transition successfully to secondary schooling. The Joondalup Learning Community network provides comprehensive professional learning support for all staff. JLC Strategic Plan
- Agencies such as ECU, Therapy Focus, State-wide Services, Joondalup City Council and Holyoake – Therapy Through Play provide positive support to individual students and groups, as well as supporting staff to meet varied student needs.
- An established schedule of opportunities for parents to connect with the school spans the year. E.g. Parent Interviews, Open Night, Class and Leaders Assemblies, Grandparent Assembly, parent workshops, Kindy and Pre-Primary Orientation Meetings. Year Calendar
- The School Board has had an active role in forming and monitoring the Business Plan and other aspects of forging a positive direction for the school. Board Minutes, Proposed Board Activities
- Staff morale is high and staff are collaboratively involved in school improvement processes. Staff Appreciation Awards and social events bring staff together.

Surveying the School Community

This National Schools Opinion Survey is conducted every two years and shown below is the average rating out of 5 for each item. In 2018, 65 parents responded which represents 47% of the number of families. 63 students from years 5 and 6 took the survey and 20 staff.

Parent Survey: Leadership and Management	2016	2018	Up/Down
This school has a strong relationship with the local community.	3.8	4.1	
This school is well led.	4.2	4.3	
I am satisfied with the overall standard of education achieved at this school.	4.2	4.2	Same
I would recommend this school to others.	4.2	4.4	
My child's teachers are good teachers.	4.4	4.4	Same
Teachers at this school care about my child.	4.4	4.4	Same

Parent Survey: Teaching and Learning	2016	2018	Up/Down
Teachers at this school expect my child to do their best.	4.6	4.5	Similar
Teachers at this school provide my child with useful feedback.	4.2	4.2	Same
Teachers at this school treat students fairly.	4.2	4.1	Similar
This school is well maintained.	4.5	4.4	Similar
My child feels safe at this school.	4.4	4.3	Similar
I can talk to my child's teacher about my concerns.	4.6	4.5	Similar
Student behaviour is well managed at this school.	3.7	3.9	
My child likes being at this school.	4.5	4.4	Similar
This school looks for ways to improve.	4.3	4.4	
This school takes parents opinions seriously.	4.0	4.0	Same
Teachers at this school motivate my child to learn.	4.3	4.2	Similar
My child is making good progress at this school.	4.3	4.2	Similar
My child's learning needs are met at this school.	4.1	4.2	
This school works with me to support my child's learning.	4.2	4.2	Same

Analysis

The majority of responses sit between 4 and 5 which is a really positive result.

There was either a fairly similar level, or an improvement in levels, of parent satisfaction from 2016 to 2018. We will continue to work with our parent body to build strong relationships based on trust, good communication and a robust improvement focus.

Proposed Action

We have planned to work with parents and carers to improve their knowledge of the processes of the Positive Behaviour Support program and PAtHs curriculum. We have identified a need to further build the capacity of students to identify and manage their own emotions in order to be even better achievers and have respectful relationships towards all at school.

Student Survey: Leadership and Management	2016	2018	Up/Down
My teachers expect me to do my best.	4.4	4.7	👍
My teachers provide me with useful feedback re. schoolwork.	4.0	4.3	👍
Teachers at my school treat students fairly.	3.4	4.1	👍
My school is well maintained.	3.9	4.4	👍
I feel safe at my school.	3.5	4.3	👍
I can talk to my teachers about my concerns.	3.7	4.2	👍
Student behaviour is well managed at this school.	3.0	4.0	👍
I like being at my school.	3.7	4.4	👍
My school looks for ways to improve.	4.0	4.4	👍
My school takes students opinions seriously.	3.4	4.1	👍
My teachers motivate me to learn.	4.1	4.6	👍
My school gives me opportunities to do interesting things.	3.9	4.4	👍
















Analysis

All the responses for 2018 sit between 4 and 5 which is a really positive result. These results show a considerable improvement in the perceptions of students towards their school experience which is gratifying given the large amount of work that has gone into improving the learning environment and giving students a voice in the school.

Proposed Action

We have planned to build the leadership capacity of all students in a variety of ways, further embed the PBS processes and Visible Learning to add to a student's ability to be self-motivated and independent learners. We have worked with students and staff to develop a model of what a great learner looks like.



Staff Survey:	2016	2018	Up/Down
Teachers at this school expect students to do their best	4.7	4.9	 
Teachers at this school provide students with useful feedback.	4.6	4.5	Similar
Teachers at this school treat students fairly.	4.7	4.6	Similar
This school is well maintained.	4.4	4.3	Similar
Students feel safe at this school.	4.4	4.6	 
Students at this school can talk to their teachers about their concerns.	4.4	4.4	Same
Parents at this school can talk to teachers about their concerns.	4.5	4.5	Same
Student behaviour is well managed at this school.	4.2	4.3	
Students like being at this school.	4.3	4.4	
This school looks for ways to improve.	4.7	5.0	 
This school takes staff opinions seriously.	4.4	4.6	 
Teachers at this school motivate students to learn.	4.6	4.6	Same
Student's learning needs are being met at this school.	4.2	4.3	
This school works with parents to support student learning.	4.6	4.7	
I receive useful feedback about my work at this school.	4.1	4.4	 
Staff are well supported in this school.	4.4	4.5	

Analysis

All the responses for 2018 sit between 4 and 5 which is a really positive result. The results reflect the robust implementation of Visible Learning and Positive Behaviour Support over the last few years and points to a cohesive, whole school approach to creating open communication and a positive learning environment.

Proposed Action

- Continue to build the culture of high care and high expectations for all students academically and socially.
- Continue to build positive relationships with the parent body and students as valued partners in the education process.

What are we doing to improve?

- Continue to build the capacity of the School Board by seeking strong advocates for school improvement and training them in their role and continue to involve staff in continual improvement through strategic and operational planning. Continue to promote the role of the work of the P&C.
- Maintain collaborative DOTT timetables, clusters, committees and teams to support collaborative improvement action.
- Embed the social and emotional learning curriculum with the ongoing use of the PATHS program and monitor students well-being through the ACER Social/Emotional Well-being survey.
- Continue to provide information to the community through Facebook, Messaging, Class Dojo, Connect and respond positively and effectively to community feedback and review the school website, policies and documents such as the Parents in Partnership Agreement on a regular basis with community input.
- Continue to support staff to engage in a variety of professional learning offered through the Joondalup Learning Community.