Casuarina SSP

School Plan 2012 - 2014

2013 Update
**School Plan**

This plan has been developed collaboratively with staff, students and members of our school community. Our ongoing challenge is to improve and enhance the quality of our programs and services to meet the diverse, complex and dynamic needs of our students.

This plan’s strategic vision and focus recognises the necessity to provide innovative learning for our students and staff. Our key priority areas and targets for the next three years are driven by the nature and complexities of our school context and have been identified through a process of self-evaluation involving the collection and analysis of the information and data. The priority areas and targets align with the priority areas and targets within the NSW State Plan, the NSW Public Schools Plan and the Western Sydney Region Strategic Plan.

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**NSW Public Schools**

**Goal 15 Improve education and learning outcomes for all students**

**Targets**

- All children have access to quality early childhood education
- Improve student achievement in literacy and numeracy
- More students finish high school or equivalent
- Schools have high expectations for all their students
- Improve the quality of all teaching
- Public schools have more options for local decision making

**Western Sydney Region Strategic Plan 2012-2014**

**Priority Areas**

- Leadership and Management
- Curriculum and Assessment
- Student Engagement and Attainment
- Literacy and Numeracy
- Aboriginal Education
- Organisational Effectiveness
School Context

Casuarina School is a Department of Education and Communities (DEC) School for Specific Purposes (SSP) setting within the Nirimba Education Precinct of the Blacktown School Education Area, Western Sydney Region. Schools, in collaboration with parents/carers, apply for students to access our school program through a regional placement process. Access requests are assessed by a regional panel consisting of the SED delegated responsibility for the region’s student support services, regional student support staff, setting principals and head teachers of the region’s support settings.

Casuarina School delivers quality personalised education to meet the diverse, complex and dynamic needs of the student population. The school’s policies, programs and practices focus on teaching students the knowledge, skills and understandings necessary to participate successfully in all aspects of school life, engage in education and be productive members of their communities, now and in the future. The school’s teaching and learning programs aim to: improve student’s basic literacy and numeracy skills and ICT skills for the 21st century; improve student’s social communication and interaction skills; improve student’s emotional intelligence and resilience levels; empower students with self-control; and assist students in developing incite and understanding of themselves and others and the relationship between thoughts, feelings and behaviour. The school’s culture is driven by high expectations for all and the belief that all students can and will learn when provided with a safe and positive environment underpins our policies, programs and practices. A case management approach drives the development, on-going implementation and regular review of student’s Personalised Learning and Support Plans (PLP & PSPs). The PLPs are based on school-based and external performance data and data and information gathered throughout placement. On-going collection of information and data throughout placement informs the review of student’s plans. Students’ Individual Education Plans include individual targets for improvement, for this reason school targets are framed using more general language. The quality of our programs and our students’ progress and achievements are reflective of our commitment to continuous improvement and on-going professional learning, consultative and collaborative practices and implementation of evidenced based, innovative programs and practices.

Physical environment

Casuarina School is located in Riverstone, a small suburb on the outskirts of Sydney. The buildings were refurbished at the time of establishment, there are many trees, lots of grassed areas including a large playing field for students and a large asphalt area which accommodates a covered and an open-air, smaller-sized basketball and hand-ball courts. The buildings include a main classroom building which has a library, a number of resource and storage rooms, a fully functioning kitchen, a mid-size hall and a stage area, an administration building, a recreation room and a multi-purpose room. There is another building separate to the main part of the school which is leased to the Riverstone Families Connect, Wesley Mission Program and a private Music teacher. The majority of the buildings are air-conditioned and spacious with high ceilings.

History

The school was established in 2002 to provide up to 21 students requiring a more intense level of educational and behavioural support than the school and regional based support offered. Students were in school Years 5, 6, 9 and 10, attended Casuarina 4 days a week and participated in a reintegration to mainstream school program on the 5th day or in a school to work, training or further education if the student was in Years 9 or 10 and not returning to mainstream school. An ED support class was established in 2003, taking the total school enrolment to 28. In 2007, the criteria for student placement changed to students in Years 5, 6, 7 and 8. In 2010, as a result of a recommendation from a regional EDBD student support services review, the school’s model of operation was changed to a 5 day model. In 2012, an additional 2 ED support classes were established to meet a regional need to provide an alternative educational pathway for students in Years 9 and 10, taking the total school enrolment to 42 students. This led to the school being reclassified from a PP5 to a PP4 setting. In Term 4 2012, another ED support class was established, total school enrolment increased to 49. To meet the needs of the school and the region, from the beginning of 2013, we will extend our program to allow any of our Year 10 students to continue in to Year 11. In 2013, we will deliver a quality education to 4 Year 9/10/11 classes (the Senior program) and 3 Year 5 – 8 classes (the Middle School program).

Acknowledgement of Country

We acknowledge the traditional custodians of the land on which our school is located and pay respect to the Elders, both past and present and extend that respect to all other Aboriginal people across and beyond Western Sydney Region.
## Priority Areas & Targets 2012 – 2014

### Priority Area: Student Learning
All students achieve improved literacy and numeracy skills, specifically in the areas of: Reading; Spelling; Comprehension; and Computation
All students’ achieve improved capacity for achievement of stage-age appropriate curriculum outcomes
All students’ achieve improved capacity to meet the behavioural expectations of a school setting, specifically in the areas of: Cooperation; Assertive Communication; Responsibility; Engagement; and Safety

### Priority Area: Student Engagement and Wellbeing
All students achieve improved mental health and wellbeing
All students achieve improved engagement in learning levels

### Priority Area: Student Transitions and Pathways
All Year 6 students achieve a successful transition in to high school
All students identified as having the capacity to manage a mainstream school progress toward a successful return to a mainstream school setting
All students exiting the Year 9/10/11 program achieve a successful transition from school to further education, training and/or employment

### Priority Area: Aboriginal Education
All Aboriginal students achievement levels match those of non-Aboriginal students in literacy, numeracy, student engagement and wellbeing, pathways and Transition outcomes

### Priority Area: Leadership and Management
Deliver a quality, innovative alternative educational program for Year 9, 10 and 11 students
Strengthen school leadership and enhance whole school management
Deliver the National Curriculum

### Priority Area: Organisational Effectiveness
Deliver a quality, innovative alternative educational program for Year 9, 10 and 11 students
Deliver a quality Community Engagement Program including a professional learning experience to build the capacity of schools to meet the needs of students with mental health issues
Deliver quality, coordinated case-management to meet the complex, dynamic and diverse needs of our student population

The plan has been endorsed by:

| Principal: | Date: | School Education Director: | Date: |
Priority Area: **Student Learning**  
Intended Outcome: **Improved student learning outcomes**

**Staff:** AP Student Learning, Engagement & Wellbeing (SLEW) & SLEW Team  
**Allocation:** $4500 including $1500 PL

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| All students achieve improved literacy and numeracy skills, specifically in the areas of: Reading, Spelling, Comprehension, Computation | Initial and on-going assessment of students’ literacy and numeracy levels using standardised tests including Waddington Spelling, Holborn Reading and Waddington Comprehension Assessments | 2012: ✓  
2013: ✓  
2014: ✓ | Students internal and external performance data indicating progressive improvement |
| All students achieve improved capacity for achievement of stage-age appropriate curriculum outcomes | Review and revise the whole school literacy and numeracy policy and plan to include SMART2 data and information, ensure analysis is used to inform individual student improvement targets and strategies and alignment with K-12 Literacy and Numeracy policies and implement revised literacy and numeracy policies and plans | 2012: ✓  
2013: ✓  
2014: ✓ | Students IEPs include modified and adjusted quality teaching and learning activities reflective of school-based and external performance data, include activities utilising a range of technologies and curriculum outcomes at stage-age appropriate level |
| All students’ achieve improved capacity to meet the behavioural expectations of a school setting, specifically in the areas of: Cooperation, Assertive, Communication, Responsibility, Engagement, Safety | Evaluate whole school teaching and learning programs against the quality teaching framework and revise programs accordingly | 2012: ✓  
2013: ✓  
2014: ✓ | Students participating in the reflection process, using support, earning C.A.R.E points, certificates, SAFE cards and Principal Certificates and receiving these awards at the weekly whole school recognition ceremony and performance data indicating progressive progress and improvement |
| | On-going implementation of whole school middle school model teaching and learning programs based on existing K-12 syllabus outcomes, incorporating ICT across all KLAs. (Note: 2014 national curriculum delivered through revised syllabus – see Leadership and Management section) | 2012: ✓  
2013: ✓  
2014: ✓ |  |
| | Whole school teaching and learning programs modified and adjusted to meet the individual needs of students | 2012: ✓  
2013: ✓  
2014: ✓ | Post Casuarina data indicating more students are reintegrating successfully in to mainstream school settings |
| | On-going refinement and implementation of students’ IEPs and the school’s CARE (PBL) model, behaviour management and support systems, reward and recognition systems and practices and on-going enforcement of the school rule: be Safe. | 2012: ✓  
2013: ✓  
2014: ✓ | Staff participating in targeted professional learning and demonstrating improved capacity: to improve student learning outcomes; implement quality teaching practices and differentiate the curriculum to meet students’ individual educational needs; manage student behaviour and understand and support students reintegrating to a mainstream school setting |
| | Evaluate the re-integration to mainstream school policy and support practices using the QT framework and promote integration as an opportunity for students to practise managing the expectations of a school setting. | 2012: ✓  
2013: ✓  
2014: ✓ |  |
| | Targeted Professional Learning: Quality Teaching, Identifying and addressing individual student need, MultiLit, SMART2, Complex management, Mainstream school reintegration – processes and support | 2012: ✓  
2013: ✓  
2014: ✓ |  |
Priority Area: **Student Engagement and Wellbeing**  
Intended Outcome: **Improved mental health and wellbeing and enhanced engagement in education**

Staff: **AP Student Learning, Engagement & Wellbeing (SLEW) & SLEW Team**  
Allocation: **$10000 including $1500 PL**

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| All students achieve improved mental health and wellbeing | Using the National Safe Schools Framework, develop and implement a whole school Positive Mental Health Policy and Plan that includes evidence based programs such as MindMatters and utilises resources such as Physical as Anything  
**ESES project** - promote positive mental health within the school and develop a PL package to support the promotion of positive mental health within the school and across the wider school community  
**ESES project** – develop and implement a case management approach for every student, deliver relevant and engaging teaching and learning opportunities and frequent positive feedback to students and parent/carers  
Continue to implement teaching and learning programs focusing on teaching emotional and social resilience skills including *SenseAbility*.  
Review the school’s Student Engagement Plan to include more frequent positive experiences for students both within the school and off-site  
Continue to explore innovative, evidence based programs, teaching and learning approaches and resources and enhance the quality of the school’s teaching and learning programs, policies and practices  
Develop and implement an ICT plan that includes the use of Moodle and EDMODO and investigate potential of the initiative: Bridges to Understanding  
Develop a flexible education program for Year 9, 10 and 11 students that provides every student with access to the curriculum through distance education/OTEN that is delivered and supported using multi-modal strategies  
Targeted Professional Learning: Mental Health – promoting positive mental health / understanding the educational implications of students with mental health issues, Quality Teaching, Learner Diversity – Multiple Intelligence, Middle Years Strategies, 15 – 19 Years Learners, Learner Diversity, Moodle, EDMODO | 2012 | 2013 | 2014 |
| All students achieve improved engagement in learning levels | Student surveys indicate higher levels of awareness and understanding of the concepts of health and wellbeing and indicate progressive improvement in students’ levels of wellbeing  
Students participating in school life successfully  
Improved student attendance data and a progressive reduction in the number of absences consequences are for behavioural reasons  
Student participation in the reflection process data indicating a progressive decrease in the number of reflections and a progressive increase in reward points for engagement in learning behaviours  
Students negotiating, taking delight in completing set tasks and achieving intended outcomes  
Teaching and learning programs incorporate QT practices and principles  
Students participating in multi-modal learning activities including digital storytelling  
Students in Years 9 and 10 participating in school life according to their flexible program of learning  
Staff participating in targeted professional learning and demonstrating improved capacity: to support students toward positive mental health and meet the needs of students with mental health issues; deliver quality teaching and learning using innovative approaches to engage students in learning including Moodle 9/10 and EDMODO 5-8 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
Priority Area: **Student Transition and Pathways**  
Intended Outcome: **Improved student Transition outcomes and positive educational pathways**

Staff: **AP Student Transition & Pathways & Aboriginal Education (TP&AE) & TP&AE Team**  
Allocation: **$10000 including $1500 PL**

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| All Year 6 students achieve a successful Transition in to high school  | **ESES** - build and maintain strategic partnerships with mainstream school staff and parents/carers to ensure students are included in Transition 6 - 7 programs  
Develop Individual Transition 6 – 7 Plans for all students in collaboration with all key stakeholders | 2012: ✓  
2013: ✓  
2014: ✓ | Year 6 students participating in Casuarina and/or mainstream school Transition 6 - 7 planning and programs  
Year 6 students participating in teaching and learning activities designed to teach students the skills and strategies necessary to manage the Transition to high school  
Students attending their respective Integration settings according to their individual IIPs  
Students receiving frequent, positive feedback regarding students’ Integration day performance from mainstream schools and Casuarina staff  
Casuarina and mainstream school staff working and learning together to support the reintegration process  
Year 9, 10 and 11 participating in school life according to their flexible program of learning and in the development of ITPs and progressing toward the achievement of their ITP goals  
Staff participating in targeted professional learning and demonstrating improved capacity: to meet the needs of students with mental health issues in our setting and in a mainstream school setting; to support students to make a successful Transition from Year 6 into Year 7; understand and support the needs of older students and support them to achieve a successful transition |
| All students identified as having the capacity to manage a mainstream school setting progress toward a successful return to a mainstream school setting | **ESES** - develop and deliver PL on meeting the needs of students with mental health issues as they Transition from Year 6 to Year 7  
Develop Individual Integration Plans for all students in collaboration with all key stakeholders  
evaluate the reintegration to mainstream school policy and support practices using the QT framework and promote Integration as a quality learning experience for students | 2012: ✓  
2013: ✓  
2014: ✓ | |
| All students exiting the Year 9/10/11 program achieve a successful Transition from school to further education, training and/or employment | **ESES** - build the capacity of mainstream school staff to meet the needs of integrating students and students with mental health issues in mainstream schools through quality professional learning opportunities  
Collaboratively develop and support ITPs for all Year 9, 10 and 11 students that include school to work/training/further education activities  
Targeted Professional Learning: promoting positive mental health and understanding mental health disorders and their educational implications, as above in a mainstream school setting, Learner diversity, School to Work Policies and Procedures, Middle Years and 15 – 19 Years Learners, National Partnerships in Youth Attainment and Transitions | 2012: ✓  
2013: ✓  
2014: ✓ | |

Note: ✓ indicates completion of the target or indicator.
**Priority Area:** Aboriginal Education  
**Intended Outcome:** Achievement levels of Aboriginal students match those of non-Aboriginal students

**Staff:** AP Student Transition & Pathways & Aboriginal Education (TP&AE) & TP&AE Team  
**Allocation:** $3000 including $1500 PL

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| All Aboriginal students achievement levels match those of non-Aboriginal students in literacy, numeracy, student engagement and wellbeing, pathways and Transition outcomes | Implement the Aboriginal Education and Training Policy and the National Aboriginal and Torres Strait Islander Education Action Plan 2011-2014  
Quality, collaboratively developed Personalised Learning and Support Plans for Aboriginal students in Years 5 – 11 ensuring plans for students in Years 7 – 10 include teaching and learning that link directly to post school options  
Review teaching and learning programs to ensure they are culturally inclusive, meet the needs of Aboriginal students and their families and accelerate individual Aboriginal student’s learning  
Strengthen relationships with Aboriginal communities including support services  
Guidance, advice and support from regional Aboriginal Education Officers  
On-going implementation of the ‘Eight Ways of Learning’ initiative  
Targeted Professional Learning: Aboriginal cultural awareness and understanding, identifying and meeting the individual needs of Aboriginal students | 2012 2013 2014 | All Aboriginal students with collaboratively developed and regularly reviewed PLPs  
Aboriginal students’ literacy, numeracy, behaviour, Integration and Transition performance data match those of all other students  
Student surveys indicating all Aboriginal students feel their learning activities are relevant and culturally engaging  
Improved performance of all Aboriginal students across all program areas  
Staff working collaboratively with regional Aboriginal Education Officers  
Staff participating in targeted professional learning and demonstrating improved understanding of the Aboriginal culture and enhanced capacity to meet the individual needs of Aboriginal students |
## Priority Area: Leadership and Management

**Intended Outcome:** Strengthened leadership capacity and enhanced management practices

**Staff:** Leadership & Management Team (L&M) **Allocation:** \$25000 including \$1500 PL

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<td>Deliver a quality, innovative alternative educational program for Year 9, 10 and 11 students</td>
<td>Develop a flexible education program for Year 9, 10 and 11 students that delivers the curriculum through distance education/OTEN courses using multi-modal strategies based on students’ PLPs, provides intensive support for students and prepares students to make a successful Transition to positive post school options through the collaborative development of ITPs that directly link to teaching and learning and pathways to post school options. Build and maintain strategic partnerships with businesses, TAFE and other educational providers to broker opportunities for training and learning pathways for students during and post school. Develop and implement a whole school Professional Learning Plan and Staff Support Plan including leadership development and multi-modal learning activities to support staff in the achievement of PPLP goals identified during TARs, EARs, support staff to attain and maintain professional standards and support the achievement of school targets.</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Key stakeholders engaged in school leadership and management Executive staff and teachers attaining professional standards Wider school community members accessing PL from Casuarina staff</td>
<td>☑ ☑ ☑</td>
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<td>☑ ☑ ☑</td>
</tr>
<tr>
<td>Strengthen school leadership and enhance school management practices</td>
<td>NP ELS - develop and implement an Admin Plan to better support teaching staff and students and to streamline administrative systems and processes including implementation of LMBR. NP ELS - increase and broaden opportunities for staff to participate in whole school management and leadership including planning for improvement processes and practices including the School Plan and Annual School Report and on-going implementation of staff appointed leadership roles within school Teams and support Team Leaders to implement improvement processes and practices. Revise the school’s Engagement Plan to include explicit strategies to better engage parents/carers and the wider school community in the leadership and management of the school. Revise teaching and learning programs to deliver the national curriculum based on revised syllabus documents. Targeted Professional Learning: Work Placement Policy and Procedures, Learner Diversity, 15 – 19 Years Learners, OTEN / Distance Education, National Curriculum, Planning and Programming, Leadership and Management.</td>
<td>☑ ☑ ☑</td>
<td>Staff participating in targeted Professional Learning and demonstrating enhanced capacity: to plan and program a differentiated national curriculum to meet the individual needs of students; to source post school options for students including employment, training and further education and understand and meet the individual needs of older students</td>
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<tr>
<td>Develop the National Curriculum</td>
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Priority Area: **Organisational Effectiveness**

**Intended Outcome:** Deliver quality educational programs for students and build the capacity of schools to meet the needs of students with mental health issues

**Staff:** Leadership & Management Team (L&M)  
**Allocation:** $10000 including $3000 PL

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<td>Develop a flexible education program for Year 9, 10 and 11 students that delivers the curriculum through distance education/OTEN courses using multi-modal strategies, provides intensive support for students and prepares students to make a successful Transition to positive post school options</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Qualified and experienced staff delivering a quality, innovative program and achieving improved student outcomes</td>
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<tr>
<td></td>
<td>Collaboratively developed and supported ITPs and PLPs for Year 9 and 10 students that directly link to teaching and learning and pathways to post school options</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Year 9 and 10 students accessing the curriculum, engaged in a flexible education program according to students collaboratively developed PLPs, participating in training, work placement, TAFE, employment, community based learning and/or an apprenticeship or traineeships and/or transitioning to further education opportunities</td>
</tr>
<tr>
<td></td>
<td>Build and maintain strategic partnerships with businesses, TAFE and other educational providers to broker opportunities for training and learning pathways for students during and post school</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Casuarina and key stakeholders identified in students’ ITPs working and learning together to support the individual needs of students</td>
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<td></td>
<td><strong>ESES project</strong> - develop, promote and implement an Institute of Teachers accredited Community Engagement Program involving participation in a professional experience for mainstream school staff, students completing the Education Support course at TAFE and teachers in training</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Current and future school teaching and non-teaching staff participating in quality professional learning targeting students with mental health issues</td>
</tr>
<tr>
<td></td>
<td>Negotiate with appropriate TAFE’s, Universities, Colleges re increased utilisation of Casuarina School as a professional learning resource</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Community Engagement Program participants’ feedback and surveys indicating a high level of satisfaction with the program and improved skill and confidence in meeting the needs of students with mental health issues in schools</td>
</tr>
<tr>
<td></td>
<td><strong>ESES</strong> - negotiate with appropriate agencies re access to mental health workers and family support services and develop systems to support the success and effectiveness of the model</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Students needs identified and addressed using a more coordinated case management approach</td>
</tr>
<tr>
<td></td>
<td>Targeted Professional Learning: Work Placement Policy and Procedures, Learner Diversity – implications in a mainstream school setting, Middle Years and 15 – 19 Years Learners, OTEN / Distance Education, Leadership and Management including complex case management best-practice</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Staff participating in targeted professional learning and demonstrating improved capacity to: source post school options for students including employment, training and further education options and understand and identifying and meeting the needs of individual students</td>
</tr>
</tbody>
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