

‘Education NT - A strong public education system gives every child an opportunity to engage, grow and achieve’

‘CSPS Big 4 2020: ‘We Strive to Achieve’ – Learners at CSPS have an embedded belief that they are capable of achieving success. They are able to articulate their goals and a plan to achieve them.

- Q1: “What does high quality, evidence based teaching, that engages students with intellectually challenging work in *Mathematics* look like @ CSPS?”
- Q2: “What does high quality, evidence based teaching, that engages students with intellectually challenging work in *English* look like @ CSPS?”
- Q3: “What does high quality, evidence based teaching, that engages students with intellectually challenging work in *Science* look like @ CSPS?”
- Q4: “What does high quality, evidence based teaching, that engages students with intellectually challenging work via *Play Based Learning* look like @ CSPS?”

Connection to Education NT Strategy 2018-2021

ENGAGE

Increase the number of children and students engaged in education, from birth to Year 12, and maximise their participation

GROW

Every student achieves at least one year of growth for one year of education

ACHIEVE

Students leave school with the maximum number of options available to them to achieve their aspirations

For 2018, based on what our data is currently telling us, five priority areas for schools have been identified across the Department of Education. In particular, our attendance and achievement data continues to highlight where we need to pay particular attention.

The priorities for CSPS in 2018 are identified below:

Grow: Improve student’s two year gain in NAPLAN writing in Years 5, 7 and 9 (applies to Transition – Year 9)

Our Goal: We will reduce the gap to the Australian Mean in writing in Years 3 and 5 to below 20 points.

Our School Context

Casuarina Street Primary School is a growing and vibrant school located in the developing area of Katherine East with a current enrolment of 419 students, an increase of 10.1% in student population in the last 12 months. CSPS is a Northern Territory School of Excellence and was recognised by the panel for both its significant improvement in student outcomes and innovative practices in ‘Building an Assessment Culture’. It is also one of 14 Independent Public Schools in the NT.

A large proportion of students (35%) at CSPS are part of the expanding Australian Defence Force community in Katherine based at RAAF Tindal, with a range of connections and initiatives placing the school at the heart of the Katherine Community, with significantly high levels of attendance and engagement (91.9% for the 2019 school year across Effective Enrolment Periods). A rapid growth in ICSEA is also an indicator of the change currently underway in our community.



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A Northern Territory Government
Independent Public School

Achieving Our Priorities

Deliverables	Evidence of Achievement <i>(How we will monitor progress)</i>	School Baseline 2019	School Target 2020	Actions <i>(How we will achieve deliverables)</i>	Person Responsible	Resources	Timeframe <i>(When we will complete actions)</i>
FA 1: School leadership Leaders lift performance							
Continued HALT Teacher accreditation. Develop a CSPS Portfolio of Professional Learning. Kotter Model Q2	Retention of HALTs for 2020 year, completion of accreditation for all Impact Coaches. Increase of Lead and Highly Accomplished nominees for 2020 school year.	1x LT 3x HA 1x Pending LT 1x Pending HA	2x LT 4x HA GS DO ZO EH 2x Pending HA KH NG	CSPS Impact Coach Development Program <ul style="list-style-type: none"> AISTL National HALT Summit 2020 (Brisbane) GCI Accreditation HALT forum and Katherine Region Network Participation Explore partnership with Department led Professional Learning offered by Cognition. Specifically Leading Learning or Impact Coaching. Option for existing IC to participate in NeSLI courses. 	Principal Assistant Principals	\$15,000 PD Budget	Termly reviews and focused individual target setting GCI (Term 1-3) HALT summit (term 2)
Embed Mentor PTS and Development Cycle.	Clear Document for Induction and Early Action for Success. PTS process and SMART targets in place for all, term 1 and 3 in line with cycle	Increased response in Staff Survey question- 'I have a performance development plan that is supported by the school with access to	4.5 or >4.5	PTS Cycle 2020 SST Leader to lead review cycle with mentors. SST leader will continue as an Impact Coach Role. Development of SSM document which support induction, training and ongoing Professional Learning.	Assistant Principal (EH) SST leader (GS)	\$1000 – 190 - Relief Staff \$9000 – THRASS Training	Terms 1 and 3 Term 1

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		appropriate Professional development. 4.2					
CSPS Induction and Mentoring Program	Increased staff response to Survey focus question “I have a performance development plan that is supported”	5 Teachers Participated in 2019 PD MF DH TD AT	Increase to 7 staff SV KN AK RS PD DH JH	Continue (2 day) THRASS induction for new staff. Induction and Probation process for new staff. Provisional to Full Registration. Micro Teaching linked to observation requirements.	Assistant Principal (EH) KN AK PD Assistant Principal (RL) SV RS JH Principal (NL) DH Mentors for new staff (Probation and TRB Full Registration Panels) (x4)	\$6000– 19O IPS LC	Sem 1 and 2 in line with timeline in DoE probation guidelines. In line with TRB guidelines and recommendations for full registration.

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FA 2: Quality teaching Students learn to their potential							
Northern Territory Learning Commission 2020	See NTLC Evaluation Framework 2020	16 schools completing all expectations in line with NTLC	16 schools across Darwin and Katherine Region 3/4 schools in Alice Springs – growth in line with expectations of Evaluation Framework	See ‘NTLC on a Page’ for actions and partners across the year, including dates and commitments. CSPS participate in SSIU trial for ‘NT research schools’ and ‘Peer/self-review protocols and development’.	Assistant Principal (EH) Impact Coach x1 (DO) NTLC Teacher x1 (TBA)	\$50000 – 19O IPS LC	See NTLC Evaluation Framework and Year on a Page
Embed Student Led Conferences @CSPS with PLP in place for all students in T-6 through this process, SLCs in place for all.	Growth in Parent engagement and student interviews. Growth in Student Survey responses/parent response	Mean PLP engagement: 81.75% Parent: Q17/18 – 18% disagree	90% or above Reduce to below 10% of participants in survey	SLC evenings in Term 1 Week 6 – advertise in CSPS Calendar SLC evenings in Term 3 Week 4 – advertise in CSPS Calendar Use of SLC guide as developed by the 2019 Big 4 Impact Team. Continues refinement of the guide to help teachers with process. Clear Process developed for Specialist Staff to participate in SLC’s.	Teaching Team Impact Coaches AP (RL)	\$5000 19O - Relief Staff \$5000 – 19O - Curriculum Development	See SLCs@CSPS timeline and expectations for 2019
Improve access to suitable and flexible Technologies	Growth in mean student achievement of PLP targets in		Work toward 1:2	Continued staffing of ICT coordinator Position	Big 4 Team ICTC	\$20000 - 20 – OICT \$25000 – 20 - SICT	Term 2 and 3

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(Hardware and Software) for students across CSPS, focus on delivery and engagement in teaching tools in 2020. Q2	English and Mathematics. Improved student survey responses and teacher confidence in using technology through the Concerns Based Adoption Model.		Laptops (216 Total) A Block - 54 B Block - 54 C Block - 54 D Block - 54	Continue NAPLAN online participation. Move away from Apple Technology – non replacement of iPads and other apple devices with a focus on purchasing new Laptops. Reimaging of Laptops. Purchase hardware to make them accessible. Trolleys etc. Development of the use of One Note by teachers with students in classrooms. (Particular focus in D Block) Introduce staff to Office 365 Suite including the use of One Drive, One Note and Microsoft Teams with the provision of professional learning.	Principal/HAL Ts/ICTC/Big 4 team for aligned question.		Semester 1 Semester 1 and 2 trial in response to instructional model Big 4 Naplan Term 1 prep Term 2 participate Term 3 review
Amplify CSPS work on Non Negotiables of the Learning Environment	All CSPS teachers will be able to articulate and use the non-negotiables of the learning environment.			Refresh Staff displays Learning walk linked to elements from non-negotiables			
Continue development of WSCAP @CSPS with development and implementation of consistent Writing and Mathematics Instructional Model	Growth in PAT M and R in Sem 1 and 2 measures comparative to 2015-17 mid and end year outcomes.	See PAT-M and R Comparative Growth 2017-2018 (The Learning Project) and Sem 1/2 PAT R and M Growth Comparative	All Year levels achieve greater mean growth than national mean scale	Develop Clear Play Based Learning Guidelines for CSPS. (Big 4 Team) Define Key Priorities Document for Staff Professional Development in Play Based Learning	Principal / AP's to lead Impact Coaches Big 4 teams	\$3000- T/PD \$4000- T/PD Fountas and Pinnell (T-6)	AAP (Semester 2)

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and ERP approach across T-6.	Reduction in number of students achieving below NMS in National Assessments and increase in overall CSPS value add between Years 3-5 in Reading/ maintain growth in Writing +100 points.	analysis (Dec 2018)	score growth in PAT M and R (Years 3-6), with year levels behind mean in 2018 to reduce gap to mean scale score in Sem 2 (Years 1-2). See CSPS Baseline Data Toolkit 2019.	Coaches to apply an ERP lens to Team planning sessions in Semester 2. Implement ‘ Ignite Reading ’ @ CSPS Maintain Staff PD in THRASS Reading@CSPS continued training and full implementation of Fountas and Pinnell . Continue to support Team Planning Days Maintain 2 AP Positions @ ST3 level.	Impact Coach Development Program Principal EYS Impact Coaches and SST Leaders/Big 4 team for focus area Principal/Lead Impact Coach/ Board	\$3000 (T-2) \$1000 (3-4) \$12,000 - T/PD GSB model in place for 2020	Term 1 and 2 Term 1, week 4 Semester 2, 2018
Identified instructional approach for Mathematics, English, Science and Play Based Learning developed and shared widely across the community. Parent masterclasses and training for literacy intervention to accompany the program in place. Q2	Increased number of students at and above expected standard (A-E, Top 2 Bands for Naplan, Increased no of students above school means scale score in Literacy Benchmarks including PAT R) Decreased number of students below 25 percentile in Pat –R and PAT Early Years	9.8% of students below 25 th Quartile in Year 1 – review end of Sem 2 Sem 1: 24/52 (2019) 26.8% below in Year 2- review end of Sem 2 Sem 2: (17/61) (2019)	<9.8% by end of Sem 2 <24/52 <20% by end of Sem 2 <17/61	Big 4 Inquiry teams established. Clear terms of reference and templates for each team. Further actions see ASIP 2020	Principal Exec Leadership Team DoE providers where applicable	GSB Model in place for 2020	Sem 1 and 2

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FA 3: Differentiated support Tailored, evidence-based strategies to support schools and students							
Social and Emotional Learning (SEL) implementation @CSPS with DOE team with implementation of consistent Second Tier approach. <small>(Smiling Mind-Whole school/Kidsmatter -Targeted)</small> Q1, Q4	Number of retained CSPS students (T-3), (T-5) increases Mean of CSPS retained students at/above national mean in all areas (NAPLAN) CSPS SET at and above 80% for all areas including use of systems and monitoring and decision making	Y3- 13 Y5 - 13 TBC	>13 in both checkpoint years Mean at/above NM in 2019 Y3 and 5 data for CSPS retained students (T-3,T-5)	Inclusion of NTLC Core Competencies in WSCAP. Implement SEL@CSPS Year Level Plans and Non-negotiables @CSPS for learning environments. Reinvigorate CSPS Rewards System – Class Award / Principal Award / Casuarina Award. Aim for 3 students to receive a Casuarina Award in 2020	SWPBS Team led by AP	SWPBS PD \$2400 ERT \$2800	
FA 4: Community engagement Strong partnerships with students, parents, the community and industry inform our decisions							
Strategic Partnership Agreements in place between CSPS and key partners (RAAF Base Tindal, Department Of Health, KTC, National Partners) Q4	Parent engagement in school survey above 2019 levels (83) with increase in male representation (15%)	103 parents 24% male	>103 >24%	Continue parent project and race to base. CSPS Site Master Plan - continue to share Develop a guide for smaller school funded improvement projects. Furniture, Shade, Hall Development and CSPS Branding Explore opportunities for DSTA expansion and Chaplaincy program in 2021	Board and Infrastructure committee Principal DSTA	\$15,000 IPS Transitioning	
Consult formally with the CSPS community about preferred options for Communications and	Parent engagement in SLC/PLPs increased across school with gain in overall mean	80% overall mean A block- 97% B block- 91%	>80% 100%	Survey Families early in 2020 Develop guide for Parents and Teachers.	Communication Strategy Subcommittee led by Invited	\$2,000	

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develop a whole school guideline / framework.		C block- 71% D block- 83% Amount of families signed up to Flexi Buzz	>91% 80% >83%	Continue Flexi buzz use across CSPA to provide information and support as well as learning outcomes to all families. Undertake a full refresh of CSPA Website in place for beginning of 2020 School Year. Develop and Launch CSPA Wall Calendar. Develop Partnership with ‘The School Photographer’ <ul style="list-style-type: none"> • 3D Virtual Tour • House Team Banner • Hall Banners 	Board member and Principal Business manager/ICTC	\$4,500	

FA 5: Data and Accountability
Systems inform and improve our performance

Governance training and development for board members.	Key governance audit and terms of reference in place Board elected in line with CSPA Board Constitution Business Plan in place Commenced timeline and implementation of CSPA Site Master Plan 2019-2022	In place for current and continuing board and sub-committees In place In development	To be ratified by end of term 1, 2020 To be ratified by Sem 2, 2019	Partner with Governance Institute Australia for training and to undertake review and risk/governance audit. Establish invited and elected members (x2) for board in new school year Define new sub committees	Principal Business Manager CSPA Board and Sub-Committees AO4 Position	\$5,000 GSB	
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Data Conversations, PTS, EFTM, Organisational Structure Implemented	<p>HALT achievement x2, with further Lead accreditation for existing HA teacher.</p> <p>Use of E-dash/ GradeXpert in all SLCs across sample group in Years 1-6</p>	ACER Phase 4 (self-Assessment)	ACER PAT Phase 5 school- self assessment and through ACER recognition	<p>Strong and Consistent PTS process for all staff.</p> <p>All staff to have minimum 3 EFTM Observations in 2020.</p> <p>Impact Coaches / Assistant Principal working within Organizational Structure 2020</p>	See FA 2		