KARDINYA PRIMARY SCHOOL
Learning for Life

Business Plan
2017 - 2019

KARDINYA PRIMARY SCHOOL

An independent public school

Established 1977

Kardinya Primary School is a great school with amazing children; caring, experienced and professional staff; and passionate, friendly and proud parents.

Our community has been nurturing learners in the Kardinya location since 1977. In 2017, we are proud to commence our 40th anniversary as an Independent Public School.

This 2017 to 2019 Business Plan represents collaborative work undertaken in 2015 and 2016 by staff, Board members and parents, using evidence from rigorous school self-assessment practices, research and is built on what works. We will continue to work in partnership with all stakeholders to deliver the plan and ensure that our priorities are transformed into outcomes.

Our plan sets out VISION 2020: a clear direction for the next three years that will make a real difference for our students and our community with identification of focus areas, major initiatives, strategies, milestones and targets.

Every member of our school – our teachers, our support staff, our leaders, our parents and our community – will focus on a culture of high performance and high care to ensure ongoing school improvement.

OUR STAFF

Our school has a staff of over 40 members, including Teachers, Special Needs Education Assistants, Education Assistants, Support Staff, Principal and Deputy Principals. In addition, we have a Chaplain, School Psychologist and access to support and services from the South Metropolitan Education Region.

Our staff are experienced and exhibit expertise across many learning areas and phases of development. Our staff are enthusiastic, professional, dedicated and creative in maintaining the delivery of high quality education.

OUR MISSION

High quality teaching, learning and leadership within a collaborative culture.

OUR VISION

The Kardinya Primary School community fosters respect for the rights of self and others. We offer a safe and equitable learning environment. Staff working with parents, lead students in maintaining continual improvement, promoting academic and social and emotional excellence.

OUR MOTTO

Learning for life.

OUR VALUES

Our values describe the way we act, and interact with others in our school community, and they characterise our social and civic responsibility.

LEARNING

We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.

EXCELLENCE

We have high expectations of our students and ourselves. We set standards for excellence and strive to achieve them. The standards and expectations challenge all of us to give our best.

EQUITY

We recognise the differing circumstance and need of our students and are dedicated to achieving the best possible outcomes for all. We strive to create a workplace and learning environment that is free of discrimination, abuse or exploitation.

CARE

We treat individuals with care. Our relationships are based on communication, trust, mutual respect and acceptance of responsibility. We recognise the value of working in partnership with parents, carers and the wider community in provide a quality education for our students.

OUR BELIEFS

Our beliefs inform why and how we work together as a school community to guide our thinking, planning, actions and reflections to ensure learning for life.

ACTIVITY

"The future of the world is in our school."
How will you affect it? Link to the Principles of Teaching, Learning and Assessment.

OUR FOCUS AREAS

• Successful learners
• High quality teaching and effective leadership
• Positive school and community culture

Targets
2017 – 2019

School impact program

- A minimum year's growth in student achievement for all learners.

NAPLAN: National Assessment Program Literacy and Numeracy

- Arrest the downward trend in 2016 Numeracy Year 3 and 5.
- Increase the percentage of students achieving 'at or above' that of like schools 2016.
- Increase the percentage of students achieving NAPLAN scores in the top proficiency band in 2017.
- Increase the percentage of students in Years 3 and 5 'at or above' National Minimum Standards (NMS).
- Increase mean scale score of students in Year 3 and Year 5.
- Increase the percentage of students achieving at or above expected progress in literacy and numeracy between Pre Primary On Entry Assessment and Year 3 NAPLAN.
- Increase the number of students achieving more than 90% attendance.

On entry assessment

- Increase the number of students PP - Year 2 On Entry Assessment achieving above the progression points in Literacy and Numeracy to identify SaER (Students at Educational Risk) to be tracked at targeted for retesting in Year 1 and if required, again in Year 2.

SAIS (Student Achievement Information System) Grade allocation

- To increase the number of students achieving A and B grades across SAIS learning areas.
- To increase the percentage of students achieving 'consistently' across all descriptors for personal and social learning, in SAIS ABE in Year 3 and Year 5.

NSOS (National School Opinion Survey)

- Increase percentage of parents, students and staff satisfied with the management of student behaviour.
- Increase percentage of parents, staff and students on relevance and effectiveness of school support services.
- Increase percentage of parents and students satisfied with the quality of teaching.
- Increase percentage of parents and staff satisfied with school leadership.

National quality framework

- Maintain or exceed expectations across the number of standards within 7 Quality Areas of the National Quality Framework.

Key KPS documents to support the Business Plan 2017 – 2019

- Delivery and Performance Agreement
- Business Plan
- Workforce Development Plan
- Leadership Model
- CAR Operational Plan
- STEAM Operational Plan
- Health and Well-being Operational Plan
- Professional Learning Community Operational Plans
- Visible Learning Action Plan
- KPS Professional Learning plan
- Buildings, Grounds and Classrooms Revitalisation Plan
- KPS Communication, Marketing and Public Relations Plan
- School Board
- CAR Policy
- Positive Student Behaviour Plan
- Employee Performance Policy
- 4 Pillars of School Improvement –
- Assessment Schedule
- AITSL
- NQS

SUCCESSFUL LEARNERS

LEARNING INTENTION: All children at Kardinya Primary School will achieve individual success as learners.

STRATEGIC FOCUS	STRATEGIES	SUCCESS CRITERIA
Differentiated Curriculum to meet student needs	• Evidence based classroom planning – use Assessment Schedule data to inform and monitor student achievement. • Case Management with documented plans - analyse and use individual, class and whole school data to inform learning programs. • Differentiated teaching to cater for the learning needs and abilities of all students.	• All Students at Educational Risk (SAER) are identified and monitored using the SAER Student Profile. • All SAER with an Individual Education Plan, Group Education Plan, Behaviour or Attendance Plan are monitored and supported in their learning.
Academic achievement for all students	• Student learning goals are collaboratively negotiated between teacher and student using performance data. • Establish enrichment programs for Talented and Gifted Students (TAGS). • 21 century pedagogies are embedded to create learning for life. • Students engage in Western Australian Curriculum as per the WA Curriculum and Assessment Outline.	• Student goal setting to improvement achievement. • Implement specialised instruction and support for TAGS. • All teachers will use relevant and specific data to inform teaching, learning and assessment. • General capabilities and cross curricula priorities are implemented.
Shift digital technology focus from consumer to producer	• Implementation of digital technologies scope and sequence to enhance learning and other technologies. • Innovatively utilise digital technologies infrastructure including, iPads, Laptops, interactive projectors to support and enhance learning.	• Digital technologies are embedded in teaching, learning and assessment practices. • Cyber-safety student, staff and parent workshops. • Staff and students use CONNECT communities. • e-Smart school implementation. • Students competently apply digital technology skills as producers. • Digital literacies grant to enhance infrastructure.

STRATEGIC FOCUS	STRATEGIES	SUCCESS CRITERIA
Student health and well-being	• Enhance student success by creating KPS Health and Well-Being Operational Plan. • Consistent implementation of KPS Positive Student Behaviour Plan. • Building Our School Spirit (BOSS) activities to enhance social and emotional literacies. • Positive behavior support strategies including KidsMatter. • Appoint a School Chaplain and utilise other expertise to support student social and emotional health and well-being. • EDCONNECT volunteer program.	• All students are challenged, valued, engaged and supported. • Health and Well-Being team lead implementation of programs. • Chaplain implements programs for students. • EDCONNECT Co-ordinator implement programs to enhance student well-being. • Monitor and review KPS Positive Student Behaviour Plan annually, in collaboration with school community.
Student Attendance	• Monitor student attendance regularly with relevant awards, tracking, follow up and promotion of attendance expectations.	• KPS Attendance Policy implemented to improve student attendance.
Early Childhood Education	• Embed National Quality Framework across K-2 to foster ongoing improvement and best practice. • Kardinya Early Years (KEYS) plans and programs are implemented.	• K-2 programs and staff meet the requirements of the National Quality Standards. • Annual National Quality Standard self-assessment and planning. • Western Australian Curriculum and Assessment Outline is implemented.
Middle Childhood Education	• Enhance Transition to secondary school processes. • Create opportunities for community service and engagement.	• Integrated and collaborative partnerships with other agencies to ensure students have the best start to learning. • Maintain successful phase of development planning to support students from K – 6.

HIGH QUALITY TEACHING AND EFFECTIVE LEADERSHIP

LEARNING INTENTION: All staff at Kardinya Primary School are committed to reflective practice for self- improvement and the implementation of high quality, engaging and successful teaching and learning programs, and leadership.

STRATEGIC FOCUS	STRATEGIES	SUCCESS CRITERIA
Professional Standards	• Use the Australian Institute of Teaching and School Leadership (AITSL) Professional Standards for Teachers and Principals to support staff self-reflection and continuous improvement. • Use support staff frameworks to enhance self-reflection and improvement processes.	• Professional learning and ongoing support for all staff in application of standards. • All staff engage actively in the performance management process.
Building Staff Capacity	• Implement Professional Learning Community (PLC) plans and structures to enhance our team environment. • PLC teams collaboratively plan, implement and review Operational Plans for Curriculum, Assessment, Pedagogy, Resources and operations. • Implement classroom observation and feedback practices to improve teacher performance. • Implement induction and mentor process for teachers new to the school. • Enhance the team environment to deliver curriculum and programs.	• PLC teams and committees lead implementation of operational plans. • PLC Coordinators and Curriculum Leaders lead teams to achieve whole school and year level targets. • Develop an environment of reflection, inspiration and celebration through the implementation of regular classroom observation. • Timetable to enable all classroom and specialist teachers to meet weekly in collaborative DOTT.
Distributed leadership model	• Provide opportunities for staff to develop leadership skills and knowledge through KPS Leadership Model.	• KPS Leadership Model implemented. • Level 3 teachers implement assigned role.
Workforce Planning to reflect priorities	• Annual review and update of Workforce Development Plan.	• KPS Workforce Development Plan.
High quality Western Australian Curriculum delivery	• Implementation, monitoring and review of School Curriculum and Standards Authority (SCSA) Western Australia Curriculum and Assessment Outline and policies in Curriculum, Assessment and Reporting Operational Plan. • Create an innovative Science, Technology, Engineering, Arts, Mathematics (STEAM) Operational Plan to embed unique 21 century learning programs.	• Kindy and P-6 curriculum is designed and implemented using the outline. • Maintain and explicit focus on STEAM, Maths and English.

STRATEGIC FOCUS	STRATEGIES	SUCCESS CRITERIA
Quality assessment and reporting practices to provide feedback and report on student achievement.	• Implementation, monitoring and review of KPS Curriculum, Assessment and Reporting Policy. • KPS Assessment Schedule implemented annually to monitor student achievement.	• Staff use cyclical collection and analysis of relevant and specific data to inform teaching, learning and assessment. • KPS Assessment Schedule informs School Improvement and Accountability processes.
Exemplary practice in schoolwide pedagogy.	• School Impact Program implemented to embed whole school focus on visible learning. • Impact Coaches to lead instructional coaching and model exemplary practice. • Professional learning for all staff. • Collect monitor and review evidence to support schoolwide pedagogies. • Research and develop schoolwide pedagogy with emphasis on instructional skills.	• Visible learning strands and mindframes are implemented. • KPS Schoolwide Pedagogy implemented consistently K – 6. • Regular and ongoing feedback to staff linked to pedagogy.
Allocation of resources	• Allocate resources to enhance the digital technologies infrastructure to enhance curriculum delivery. • Specialist staff are employed to deliver curriculum Music, Visual Arts, Physical Education and Health.	• 1:1 Ratio device for Year 3 – 6 students. • Resource provision to enable success in teaching, learning and assessment.
Targeted whole school and individual professional learning	• Provide targeted professional learning focused on enhancing schoolwide pedagogy. • Plan and implement annual professional learning plan linked to school performance, school and system initiatives. • Delivery digital technologies professional learning to enhance innovative practice.	• KPS Professional Learning plan monitored and reviewed. • Differentiated professional learning provided as per performance management.
Staff health and wellbeing.	• Provide resources to promote staff health and well-being as identified in KPS Health and Well-Being Operational Plan. • Promote positive relationships and effective two-way communication between staff and Executive Leadership Team.	• Health and Well-Being team lead implementation of programs. • Create a positive workplace with fun to promote high care.
Student Leadership	• Student leaders develop and implement programs to promote student achievement.	• Students demonstrate leadership and care at KPS and in wider community.

POSITIVE SCHOOL AND COMMUNITY CULTURE

LEARNING INTENTION: All stakeholders at Kardinya Primary School will embed and create conditions to achieve individual success as learners.

STRATEGIC FOCUS	STRATEGIES	SUCCESS CRITERIA
Provide a safe, positive, caring and inclusive learning environment	• Foster a culture of inclusivity though the Health and Well-being Operational Plan. • Communicate regularly with families Social and Emotional and Behavioural Expectations and Procedures. • Occupational Health and Safety practices. • Acknowledge and celebrate cultural diversity in our school.	• Implement and regularly review Health and Well-Being processes which support effective Behaviour Management practices. • Increase satisfaction levels of parents in survey. • Appoint Occupational Health and Safety Officer and maintain a Safe and Healthy Workplace. • Annual events including Harmony Day, NAIDOC, Chinese New Year.
Create vibrant, modern and safe 21 century classrooms	• Undertake works articulated in Buildings, Grounds and Classrooms Revitalisation Plan. • Allocate funding to create 21 century teaching and learning environments. • Environmental sustainability education program.	• Implement plan to attract and retain students. • Create and maintain 21 century classrooms to optimize student learning and high quality teaching. • All classes participate in sustainable practices. • Sustainability team to lead whole school approach to embedding environmentally responsible attitudes and practices.
An engaging professional learning community	• Foster positive staff relationships through Think One Team philosophy to build a culture of collaboration. • Professional Learning Community Operational Plans to drive consistent practice.	• Positive staff relationships. • A highly collaborative and successful professional learning community.
Build and maintain positive community engagement and relationships	• Use a range of contemporary mediums to communicate to parents. • Work collaboratively with Board, P&C and focus groups to develop strategies to enhance parent and staff relationships. • Provide a range of formal and informal opportunities for parent and community involvement in school activities. • Extend and build on community partnerships including with business and relevant agencies.	• Maintain and strengthen positive school-community relationships. • Increase satisfaction levels of parents in survey. • KPS Communication, Marketing and Public Relations Plan.

STRATEGIC FOCUS	STRATEGIES	SUCCESS CRITERIA
Parents as partners in education	• Provide regular, relevant and meaningful parent workshops.	• Parents participate in range of workshops.
Maintain and strengthen Positive Public School Partnerships	• Develop enhanced teaching and learning partnerships through engagement with Riverside Network, School Impact Program and other teacher leader communities.	• Students participate in MDISSA sporting events. • Staff actively engage in networks. • Establish KPS teacher leader networks.
Mutually beneficial partnerships with stakeholders	• Expand partnerships as identified the Marketing, Promotions and Communications Plan. • Enhance Community Use of Facilities. • P&C and Principal to maintain positive partnership to enhance educational delivery.	• Strengthen and expand partnerships with local community groups, businesses, universities and other agencies. • KPS P&C active partners in education.
Strong governance and support	• High functioning KPS Board. • KPS Board Sub-Committees to lead school initiatives. • National School Opinion Survey administered annually. • Manage accountability, governance, infrastructure and funding effectively and efficiently. • Embed Four Pillars of School Improvement and Accountability.	• The school community engages in authentic decision making processes. • KPS School Delivery and Performance Agreement. • The Board engages in self-assessment and planning processes linked to National School Improvement Tool and Reporting Requirements. • Regular feedback is gathered from staff, students and parents to inform future planning. • Self-assessment practices to improve school performance.

KARDINYA PRIMARY SCHOOL
Learning for Life

Address	30 Ochiltree Way Kardinya WA 6163
Telephone	08 9337 7544
Email	kardinya.ps@education.wa.edu.au
Website	kardinyaps.wa.edu.au