



KARDINYA PRIMARY SCHOOL  
Learning for Life

# KARDINYA PRIMARY SCHOOL

2023 - 2025 BUSINESS PLAN



## OUR MISSION

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

## OUR MOTTO

Learning for Life

## OUR VISION

Kardinya Primary School partners with the wider school community to develop students into good citizens of tomorrow who strive to make the world a better place. Students will achieve their best academically, socially and emotionally, respecting themselves and the rights of others.



# OUR VALUES

Our values guide the way we act and interact in our school community, characterizing our social and civic responsibilities.

## **LEARNING**

Kardinya Primary School takes a positive approach to learning and believes that every child has the capacity to learn. Every child will be supported to achieve progress in their learning.

## **EXCELLENCE**

Kardinya Primary School has high expectations for all students and staff. We strive for excellence in a culture of continual improvement and endeavor to do our best.

## **EQUITY**

Kardinya Primary School is dedicated to achieving the best possible outcomes for all students irrespective of circumstances and background. Discrimination, abuse and exploitation have no place at our school.

## **CARE**

At Kardinya Primary School we care about our students, community and staff. Our relationships are based on building partnerships of trust, respect and responsibility.

These values form the core of how we work together as a school community to grow our students into citizens of tomorrow.



## LEARNING DISPOSITIONS

Resilience - Respect - Responsibility

### QUALITY TEACHING STATEMENTS: EFFECTIVE TEACHERS

1. Adjust their practice to meet student's learning needs.
2. Ensure that students feel culturally safe.
3. Empower students to take control of their learning.
4. Support students to become self-regulated learners.
5. Understand the content and how it is learned.
6. Hold high expectations for all students.
7. Foster a safe and supportive learning environment.
8. Manage their classrooms effectively.
9. Structure lessons deliberately and thoughtfully.
10. Use assessments to inform their practice.
11. Provide students with meaningful feedback.

Reference: Discover Report- Quality Teaching and learning Framework- Department of Education (WA) Final July 2021.

## SUCCESS FOR ALL STUDENTS: STATEMENT OF INTENT

At Kardinya Primary School we are committed to success for all students. We hold the belief that it is our collective role to support students in their intellectual, social, and emotional capacities required for them to make a positive contribution to society and meet the challenges of their changing world.

## PRINCIPAL'S MESSAGE

I am pleased to share with you our new Business Plan which outlines our focus for the next 3 years.

### STAFF SHARED BELIEFS

- Collaborative responsibility for development of the whole child.
- Commitment to high quality teaching and learning.
- Together we are responsible for maintaining an environment of strong collaboration and positive communication.
- Success for all students.

## PRIORITY 1 - ENHANCE AUTHENTIC RELATIONSHIPS & PARTNERSHIPS

### Department of Education Priority

Partner with families, communities and agencies to support the educational engagement of every student.

### Our Priority

Ensuring a positive school climate, authentic relationships with our school community and strong parent support, enabling a culture where everyone delivers best practice to achieve.

### Key objectives

- Further enhance authentic relationships between students, staff, families and community members that support school improvement and wellbeing
- Further develop partnerships that are mutually beneficial
- Effective reporting of student progress to parents/carers
- Regular publication of positive school stories in a range of media
- Maintain and strengthen community partnerships with organisations and groups that best connect with, and support the school's priorities

AREA OF FOCUS	WHAT WE WILL DO	KEY PERFORMANCE INDICATORS
Parent Engagement & Communication	<ul style="list-style-type: none"><li>• Develop KPS Engagement Plan that links to school and curriculum priorities.</li><li>• Provide regular opportunities for parents to attend workshops that support the school's priorities with parent info sessions.</li><li>• Communicate regularly and share student learning electronically.</li><li>• Provide opportunities for parents to contribute to the decision making for their child's education.</li></ul>	<ul style="list-style-type: none"><li>• Survey the school community annually on all aspects of the school's performance.</li><li>• Provide a structured transition program for all new Kindy enrolments.</li><li>• Utilise the National School Improvement Tool to report on school progress.</li></ul>
School Board	<ul style="list-style-type: none"><li>• Continue to recruit expert community School Board members.</li><li>• Further develop partnerships with universities and external agencies.</li><li>• Develop partnerships that develop philanthropy in our students.</li></ul>	<ul style="list-style-type: none"><li>• Continue to build representation of Board members with the community.</li><li>• Community partnerships enhance student learning as evidenced through Annual Report.</li><li>• Fundraising through student leaders.</li></ul>



## PRIORITY 1 - ENHANCE AUTHENTIC RELATIONSHIPS & PARTNERSHIPS

AREA OF FOCUS	WHAT WE WILL DO	KEY PERFORMANCE INDICATORS
<b>Culturally inclusive and Responsive Learning Environment</b>	<ul style="list-style-type: none"> <li>Strive for Cultural responsiveness utilising the Aboriginal Cultural Standards ACSF.</li> <li>School planning reflects cultural diversity of our school.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities to further develop the cultural awareness of the school community through recognition of cultural diversity.</li> <li>NSOS Student Survey Results.</li> </ul>
<b>Reporting to parents</b>	<ul style="list-style-type: none"> <li>Maintain parent interview opportunities.</li> <li>Increase parent involvement in classrooms.</li> <li>Greater emphasis on parent meetings 1:1 to personally discuss progress.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to represent the range of cultures and languages of our school in the school environment.</li> <li>Develop action plans using data from NSOS surveys and student feedback.</li> <li>Cultural responsiveness is progress is positively influenced by the use of the Aboriginal Cultural Standards ACSF.</li> <li>Review and plan using the ACSF to develop a RAP plan for KPS.</li> <li>Annual parent survey data is rated 4 or higher.</li> <li>Attendance figures at workshops and events.</li> <li>Survey data for families entering and leaving the school are positive.</li> </ul>
<b>Promoting the School</b>	<ul style="list-style-type: none"> <li>Continue to maintain a social media presence to share the school's achievements and activities through Facebook and Connect.</li> <li>Beautify identified areas of the school to instil a sense of pride.</li> <li>Promote the school through student voice and student engagement.</li> <li>Continue to develop and improve the school website.</li> <li>Provide school tours for prospective families.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities to further develop cultural awareness of the school community through recognition of cultural diversity.</li> <li>NSOS Student Survey Results.</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>Implement the Education Department's attendance plan.</li> <li>Maintain intervention approaches for students with at-risk attendance.</li> <li>Maintain the attendance monitoring by a Deputy Principal.</li> <li>Develop an annual attendance improvement plan.</li> <li>Acknowledge and promote high attending students.</li> <li>Foster positive relationships with families to encourage 90% attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Regular attendance remains higher than 90%.</li> <li>Poor attending students are supported to improve.</li> </ul>

## PRIORITY 2 - EXEMPLARY TEACHING & LEADERSHIP

### Department of Education Priority

Strengthen support for teaching and learning excellence in every classroom.

### Our Priority

- Use evidence based decision making at all levels of the system.
- Ensure consistency of practice and learning impact, utilising the Quality Teaching Strategy.

AREA OF FOCUS	WHAT WE WILL DO	KEY PERFORMANCE INDICATORS
Literacy & Numeracy	<ul style="list-style-type: none"> <li>• Implement the WA Quality Teacher strategy to build knowledge of the three tiers of intervention to offer a highly differentiated curriculum. Reduce the variation in teaching practice and deliver a highly differentiated curriculum.</li> <li>• Use student feedback to review and refine teacher practice.</li> <li>• Maintain and support whole school connected practice and core agreements through induction, professional learning, Level 3 aspirants, and a purposeful peer observation model.</li> <li>• Provide an early years literacy approach that includes planned and structured teaching of phonics.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff evaluation of the National School Improvement Tool (NSIT) to be outstanding or high in these domains.</li> <li>• An expert teaching team.</li> <li>• Systematic curriculum delivery.</li> <li>• Differentiated teaching and learning.</li> <li>• Effective pedagogical practices.</li> <li>• Improve percentages of students who strongly agree/ agree with these statements in the NSOS Survey. <ul style="list-style-type: none"> <li>• My teacher challenges me when I can already do the work.</li> <li>• My teachers provide me with opportunities to give them feedback about their teaching and my learning.</li> <li>• From year to year, teacher expectations for me are consistent.</li> </ul> </li> <li>• Year 1 phonics assessment conducted by Semester 2.</li> </ul>
STEM	<ul style="list-style-type: none"> <li>• Provide a rich an integrated curriculum through ICT, STEM, DIGITAL Technologies, and creative and critical thinking.</li> <li>• Provide learning on creative habits and 21st Century learning skills.</li> <li>• Support staff to adopt an integrated curriculum.</li> <li>• HOTS (Authentic Learning Skills).</li> <li>• Further develop the cross curricular priorities and general capabilities.</li> <li>• Provide enrichment opportunities for our most capable students e.g. GATE, STEM, Arts, competitions and leadership.</li> <li>• Provide coaching and professional learning for staff in enhancement of the curriculum through ICT/ Digital Technologies.</li> <li>• Improve student agency in their learning.</li> <li>• Implement the Google 80/20 philosophy in Genius Hour 'Discovery Learning' across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT language and expectations embedded in every classroom evidenced through digital technologies, teacher planning and integrated programs.</li> <li>• Students access enrichment opportunities across the school and the network.</li> <li>• Increased confidence of integration of ICT and Digital Technologies to deliver the curriculum.</li> </ul>





## PRIORITY 2 - EXEMPLARY TEACHING & LEADERSHIP

AREA OF FOCUS	WHAT WE WILL DO	KEY PERFORMANCE INDICATORS
<b>Leadership</b>	<ul style="list-style-type: none"> <li>Seek leadership potential that includes Digital Technologies/ICT, STEM, and creative thinking.</li> <li>Further enhance middle tier leadership across the school.</li> <li>Further refine PLC model to enable continuous learning and improvement.</li> <li>Further distribute student leadership across the school.</li> <li>Maintain and support staff data literacy, whole school connected practices and core agreements through induction and professional learning.</li> <li>Implement Department of Education WA Quality Teacher Framework.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in leadership professional learning e.g. Aspirant Principal Program APPP, Rising Women in Leadership, WA Future Leaders Framework, Level 3 Aspirants.</li> <li>Staff evaluation of the National School Improvement Tool to be outstanding or high in these domains:               <ol style="list-style-type: none"> <li>An explicit improvement agenda.</li> <li>Analysis and discussion of data.</li> <li>A culture that promotes learning.</li> </ol> </li> <li>Collective responsibility exists for all student learning.</li> <li>SMART goals are set with clear and specific focus.</li> <li>Increase student leadership opportunities across the school.</li> </ul>
<b>Pedagogy &amp; Differentiated Practice</b>	<ul style="list-style-type: none"> <li>Reduce the variation in teaching practice across classrooms.</li> <li>Implement WA Quality Teachers Framework.</li> <li>Implement a purposeful peer observation model.</li> <li>Build knowledge of the three tiers of intervention to offer a highly differentiated curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Staff evaluation of the National School Improvement Tool to be outstanding or high in these domains:               <ol style="list-style-type: none"> <li>An expert Teaching team.</li> <li>Systematic Curriculum delivery.</li> <li>Differentiated teaching and learning.</li> <li>Effective pedagogical practices.</li> </ol> </li> <li>Improve the percentage of students who strongly agree with statements from the NSOS Survey.</li> </ul>
<b>Rich Integrated Curriculum</b>	<ul style="list-style-type: none"> <li>Support teaching staff to adopt an integrated curriculum.</li> <li>Further develop the cross curricular priorities and general capabilities.</li> <li>Provide enrichment opportunities for our most capable students utilising GATE, STEM, Arts, competitions and leadership.</li> <li>Provide coaching and professional learning for staff in enhancement of curriculum through ICT/ Digital Technologies.</li> <li>Improve student agency in their learning.</li> <li>Global citizenship - sustainability - understanding and caring for our environment.</li> </ul>	<ul style="list-style-type: none"> <li>Students access enrichment opportunities across the school.</li> <li>Increase confidence and competence of teacher integration of ICT and Digital Technologies across the curriculum.</li> </ul>



## PRIORITY 3 - STUDENT ACHIEVEMENT & PROGRESS

### Department of Education Priority

- Strengthen support for teaching and learning excellence in every classroom.
- Use evidence to drive decision making at all levels of the system.

### Our Priority

For student's achievement and progress to consistently match and perform above like schools.

### Key objectives

- Annual growth is monitored in literacy, numeracy and social and emotional learning.
- Year level benchmarks are used to prioritise students for intervention.
- Rigorous analysis of data is undertaken in phase of learning teams.
- Focused reporting of student progress to parents/carers.

AREA OF FOCUS	WHAT WE WILL DO	KEY PERFORMANCE INDICATORS
<b>Student Growth &amp; Achievement</b>	<ul style="list-style-type: none"><li>• Establish year level benchmarks that students are required to meet, in literacy and numeracy.</li><li>• Recognise, reward and celebrate student achievement and progress.</li><li>• Embed student goal setting with a focus on literacy and numeracy.</li><li>• Report to parents on student growth as a key component of their learning, alongside achievement.</li></ul>	<ul style="list-style-type: none"><li>• Numbers of students below benchmarks reduce.</li><li>• Students actively engage in goal setting.</li><li>• Parent feedback on quality of reporting are 4 or higher.</li></ul>
<b>Consistent Judgements</b>	<ul style="list-style-type: none"><li>• Moderate student work samples.</li><li>• Collaborate to design consistent and comparable programs of learning across each year level and between classes.</li></ul>	<ul style="list-style-type: none"><li>• Teacher judgements are consistent.</li></ul>
<b>Data Analysis</b>	<ul style="list-style-type: none"><li>• Rigorously analyse assessment data each term.</li><li>• Collect and collate student performance data from a range of evidence based sources to ensure accurate judgements.</li><li>• Analyse performance data regularly.</li></ul>	<ul style="list-style-type: none"><li>• Data literacy is the basis for planning.</li><li>• Student performance is tracked.</li><li>• New enrolment data is available to teachers.</li></ul>





## PRIORITY 3 - STUDENT ACHIEVEMENT & PROGRESS

AREA OF FOCUS	WHAT WE WILL DO	KEY PERFORMANCE INDICATORS
<b>Students at Educational Risk</b>	<ul style="list-style-type: none"> <li>Support teachers of students at educational risk.</li> <li>Engage with parents of students at educational risk.</li> <li>Develop intervention planning (documented plans) for students below benchmarks.</li> <li>Provide high level opportunities for our highest achieving students.</li> <li>Handover procedures are used for all students on a documented plan.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have access to resources and expertise.</li> <li>Intervention students show growth.</li> <li>High achieving students show growth.</li> </ul>
<b>Numeracy &amp; Literacy</b>	<ul style="list-style-type: none"> <li>Increase our focus on the explicit teaching of literacy and numeracy concepts.</li> <li>Identify students who require targeted Tier 3 intervention.</li> <li>Establish clear intervention approaches for identified students.</li> <li>Maintain the explicit teaching of literacy concepts.</li> <li>Prioritise the explicit teaching of grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Identified students show positive growth in literacy.</li> </ul>



## PRIORITY 4 - ENRICH OUR LEARNING ENVIRONMENT

### Department of Education Priority

Strengthen support for teaching and learning excellence in every classroom.

### Our Priority

A school that is orderly, with mutually respectful relationships that provide safe and positive learning cultures for students and staff.

AREA OF FOCUS	WHAT WE WILL DO	KEY PERFORMANCE INDICATORS
Positive Behaviour (PBS)	<ul style="list-style-type: none"> <li>Maintain the acknowledgement system across the school for student incentives and rewards - classroom and playground.</li> <li>Continue to develop our whole school knowledge and understanding through professional learning of positive behaviour modules.</li> <li>Maintain a whole school approach to regulating emotions and understanding trauma informed practice.</li> <li>Continue to build consistent whole school vocabulary to support positive behaviour.</li> <li>Maintain encouragement of behaviour expectations - responsibility, respect and resilience.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour referral rates are in annual decline.</li> <li>Suspension rates are below 5%.</li> <li>Staff survey feedback are 4 or higher.</li> <li>Parent survey ratings are 4 or higher.</li> </ul>
Student Voice	<ul style="list-style-type: none"> <li>Seek student voice and feedback on an increasing range of class and school factors.</li> <li>Survey all students Yr3-6 annually to gain feedback on health and wellbeing.</li> <li>Ensure that all classrooms are culturally responsive and inclusive.</li> <li>Student ratings are 4 or higher in survey data.</li> <li>Student bullying data shows students feel safe.</li> </ul>	<ul style="list-style-type: none"> <li>NSOS student survey results are 4 or higher.</li> <li>Improve percentage of students who strongly agree/agree with the statements listed in the survey.</li> </ul>
Wellbeing	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Continue to implement Aussie Optimism Program.</li> <li>Continue to engage a School Chaplain.</li> </ul> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>Continue to support staff health and wellbeing.</li> <li>Continue to strengthen staff collegiate opportunities and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Sports Challenge - testing self-esteem to monitor student wellbeing.</li> </ul>





## PRIORITY 4 - ENRICH OUR LEARNING ENVIRONMENT

AREA OF FOCUS	WHAT WE WILL DO	KEY PERFORMANCE INDICATORS
Play	<ul style="list-style-type: none"> <li>Provide a mixture of play environments to further engage and develop student play.</li> <li>Further develop a playground replacement and enhancement program.</li> <li>Continue to review and acquire age-appropriate play-based resources in the early years (K-2) to create a "Kids Village".</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the business plan cycle we will be meeting NQS Quality Area 3 Physical Environment.</li> </ul>
Physical Environment	<ul style="list-style-type: none"> <li>Provide an engaging physical environment for our students, particularly our early childhood K-2.</li> <li>Further develop the National Quality Standards Improvement Plan, focusing on Quality Area 3.</li> <li>Develop a 3 year grounds plan and committee which includes student representation.</li> <li>Further enrich the existing outdoor play areas across the school to include play hubs and spare parts opportunities with research based intent.</li> <li>Provide flexible classroom learning environments.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the business plan cycle we will be meeting NQS Quality Area 3 Physical Environment.</li> </ul>







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Ochiltree Way, Kardinya, WA 6163  
[kardinyaps.wa.edu.au](http://kardinyaps.wa.edu.au)  
(08) 9312 4900