

Kardinya Primary School

School Vision 2024

The Alice Springs (Mparntwe) Education Declaration sets out a vision for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.

Education Ministers have agreed on a new national declaration on education goals for all Australians. Known as the Alice Springs (Mparntwe) Education Declaration (the Declaration), it sets out the national vision for education and the commitment of Australian Governments to improving educational outcomes.

Mparntwe (pronounced M-ban tua) is the Arrernte name for Alice Springs. The Aboriginal Arrernte (pronounced arrunda) people are the traditional custodians of Alice Springs and the surrounding region.

Mparntwe Declaration

FOCUS 2024



Business Plan



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.





KARDINYA PRIMARY SCHOOL
Learning for Life

'The Kardy Way'

Coaching Model

Teach

Modelling
Worked examples
Guided practice

Reflect

Self reflection
Recap learning
Celebrate success



Connect

Tune in
Action plan
Success criteria

Learn

Independent practice
Applied learning
Collect evidence



Differentiation
Evidence of learning
Feedback

The 'Kardy' Way- Our Pedagogy

The 'Kardy' Way is the term used to describe Kardinya Primary School's (KPS) unique approach to the delivery of the Western Australian Curriculum. It distinguishes our school from all other Western Australian primary schools.

The 'Kardy' Way is comprised of pedagogical approaches, whole-school programs and whole-school assessments. It ensures consistency across classrooms and year levels. Most importantly, the approaches and programs included in the 'Kardy' Way have been selected as they are evidence-based high impact teaching strategies.

The 'Kardy Way' has evolved over several years as part of the school's ongoing cycle of self-reflection and improvement. School-wide agreements on teaching approaches, strategies and assessments have been reached through a highly consultative and deliberate process. Thus, the 'Kardy Way' has been, and continues to be, developed by our staff for our students in our specific context.

Well-considered resourcing, professional learning opportunities, induction processes and ongoing performance improvement ensure that staff are both competent and confident with delivering the Western Australian Curriculum -The Kardinya (Kardy) Way.

The 'Kardy' Way continues to evolve with the changing needs of the school and its students. There are three layers in our school that contribute to the 'Kardy Way':

- Overarching pedagogical approaches & instructional strategies which are threaded through all learning experiences
- Whole-school programs applicable to specific learning areas,
- Whole-school approaches to assessment

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.

Whole School Programs

Kindy/Pre-Primary Scope & Sequence

Expected skills (by the end of Pre-Primary)


- Follow the whole school ICT Expectations (should be discussed and displayed in classroom)
- Open/close apps and be able to return home using the home button or swiping up- depending on the iPad.
- Follow 2-3 steps to complete a task.
- Take clear photos, videos and voice recordings.
- Use simple drawing tools (on Draw & Tell or Bookcreator).
- Record audio effectively (e.g. student reading aloud, explaining or retelling) by holding the iPad in the correct position near the microphone.
- Locate and identify the on/off button, volume buttons and microphone.
- Use both hands to effectively operate the iPad.
- Plug in and use headphones.
- Use the keyboard to type simple responses (words or simple sentences depending on the student's ability).
- Seek help when needed if the iPad is not operating correctly.

Suggested activities


Teacher problems/responses:

- PRIOR TEACHING:** It is important for students to have 1-2 lessons of structured free time on a new app. This will allow them to find and experiment with the different tools/options available.
- Bookcreator:** write you name with different colours, tracing and letter formation activities*, single recounts using drawings and voice recordings*, audio or Talk For Writing set.
- Camera:** take photos of environment, students take photos of each other demonstrating classroom routines or whole school PBS, take photos or videos of for science topics e.g living things like the growth of a plant over weeks.
- Draw & Tell:** students make a story and then retell- some elements can move while recording for an interactive element.
- Chatterpix:** take a photo of a book character and make them talk (students to be the character or read out a sentence from the book), take a photo of a plant or animal and have them talk about facts (e.g. parts of a plant; plants grow from seeds; plants have leaves).
- Listen to **audio books or podcasts** (e.g. The Bicarian or Bedtime Explorers)


Creation apps:




Bookcreator



Camera




Draw & Tell




Chatterpix

Game based apps:




Teach Monster to Read




Teach Monster to Number Skills


Teach Monster to Read & Number Skills: these apps are game based and are to be used to support explicit teaching, not as a complete lesson. Prior to the creation apps, these games should be used sparingly for more than once a week with the exception of CALD.




Kardinya PS Numeracy Block




Understanding



Fluency



Problem-Solving



Reasoning

Daily Maths Review – 5-10mins

- Tuning in /counting or mental maths
- Revision of previously taught skill or concept
- Fast paced
- Vocabulary

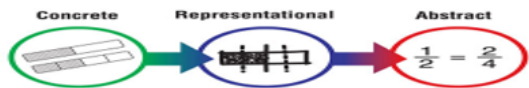
Whole Class Explicit Teaching – 5-15mins (I Do)

- Learning intention
- Success criteria
- Vocabulary development
- Explicit teaching
- Modelled activity

20-30mins

Guided Activity (We Do)	Differentiated Activity (You Do)_ (support)	Differentiated Activity Students work in small groups pairs or individually to work on a specific skill or understanding.	Differentiated Activity (challenge) Students work in small groups pairs or individually to work on a specific skill or understanding.
Small group works with teacher to work on a specific skill using whole class activity as a base.	Students work in small groups pairs or individually to work on a specific skill or understanding.	Students work in small groups pairs or individually to work on a specific skill or understanding.	Students work in small groups pairs or individually to work on a specific skill or understanding.

Concrete **Representational** **Abstract**



Review/Reflection – 10mins

- Check on learning against learning intention and success criteria.
- Articulate and share strategies used in teaching and learning activity. Exit slips. Ranking understanding of new skill.
- Journal key points – shared or individual
- Address misconceptions
- Celebrate success

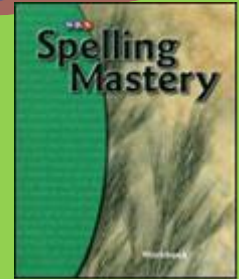
Letters and Sounds K-2

The six phases of *Letters and Sounds* are:

- Phase One: Kindergarten
 - Term One – Aspect One and Two
- Cracking the Code Kindergarten Program (Term Two – Four)
- Phase Two: Pre-Primary
- Phase Three: Pre-Primary and Year One (Revision)
- Phase Four: Year One
- Phase Five: Year One and Year Two
- Phase Six: Year Two

Spelling Mastery

3-6



Using a combined approach of phonemic, morphemic and whole-word strategies, **Spelling Mastery** helps students to understand the relationship between sounds, word parts and spelling patterns. Students are taught in small steps, using sufficient practice, so that they comprehend how spelling works and can become proficient writers.

Key Features

- **Concentrated strategy instruction** reduces the number of words students must memorise
- **Systematic review** of every skill, pattern and rule ensures long-term retention
- **Instructional software** provides a customised course of study tailored to each student's individual needs

Talk 4 Writing

- Talk for Writing is an engaging teaching framework developed by Pie Corbett, supported by Julia Strong. It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.

Seven Steps for Writing Success

Seven Steps is Australia's largest educator of written literacy providing award-winning training and resources to transform writing, engage students and improve writing results.

The Big Picture

- Whole school literacy program
- Whole school numeracy program
- Whole school data collation and analysis
- Whole school values & manners program
- Whole school health & wellbeing program (PBS)
- Science Specialist
- Art Specialist

Our School Values

Values at Kardinya Primary School are based on the Nine Values Framework for Australian Schools

- The ability to work cooperatively
- Responsive approach to learning
- Critical approach to learning
- Respect rights of others
- Responsibility
- Self-acceptance
- Initiative
- Self Confidence

WHY Values?

- It's not hard to make decisions when you know what values are.
- Values are not just words- Values are what we live by.
- Children learn values from home firstly and then in the school environment.