



Business Plan 2018-2020

School Vision

At Karratha Primary School we value diversity and academic excellence. We are positive and inclusive. We embrace the value of care, personal best, responsibility and respect to nurture independent lifelong learners and active citizens.

Motto

Courtesy



Context

Karratha Primary School is an Independent Public School on Ngaluma land which is proud of its tradition of meeting the educational needs of Karratha since 1971. It was the first school to be built in Karratha, providing the newly established town with primary education facilities of the increasing number of families moving into the area. The school was built in partnership with Hamersley Iron Pty Ltd. The school moved into new premises in 2011 and in 2012 amalgamated with the Karratha Education Support Centre.

Karratha Primary School became an Independent Public School in 2015 and undertook its first review in 2017.

As a result of this and the school's self-assessment, three priority areas for 2018-2020 have been identified: Academic Excellence, Belonging and Lifelong Learning.

Academic Excellence

Supporting all students to strive for academic excellence and become successful learners through evidence-based, best practice teaching and high expectations of every student

Targets

- Increase the percentage of students who are making greater than expected progress in NAPLAN Reading (from On-Entry to Year 3; and Year 3 to Year 5) from 24% of students in 2017
- Increase the percentage of students who are making greater than expected progress in NAPLAN Numeracy (from On-Entry to Year 3; and Year 3 to Year 5) from 30% of students in 2017
- Reduce the gap between the average score of all students and the average score of Aboriginal and Torres Strait Islander students in all areas of NAPLAN for both Years 3 and 5
- Perform higher than like schools in all areas of NAPLAN
- Maintain an upward trend in the percentage of students achieving above the National Minimum Standard in NAPLAN Reading, Writing and Numeracy in Years 3 and 5

Strategic Focus: Explicit focus on the Western Australian Curriculum to have a direct and sustained impact on student learning

Strategies	Milestones
<ul style="list-style-type: none"> • Focus on high quality delivery of all curriculum areas • Technologies is taught, assessed and reported on from PP to Year 6 • Languages is taught to students from Year 3 • Embed the Cross-Curriculum Priorities and General Capabilities into teaching and learning programs • Use school-wide data with disciplined dialogue to inform and enhance teaching 	<ul style="list-style-type: none"> • Technologies is fully implemented (Design and Technologies, and Digital Technologies) • Japanese is being taught to all students in Years 3 to 5 by 2020 • Teachers collaborate in using formative and summative data to inform Agile Sprints for student progress

Strategic Focus: Use of school-wide, evidence-based strategies

Strategies	Milestones
<ul style="list-style-type: none"> • Use whole school approaches to teaching English and Mathematics • Develop school-wide scope and sequence documents for HASS, Science, Health and PE, Technologies and the Arts • Participate in the Fogarty EDvance program 	<ul style="list-style-type: none"> • English Blocks incorporate Letters and Sounds, Talk4Writing, Guided Reading and CAFÉ strategies • Maths Blocks follow scope and sequence • Classroom walkthroughs focus on quality teaching and learning • The Health scope and sequence clearly reflects the PBS matrix, Friendly Schools Plus program and a focus on Protective Behaviours

Strategic Focus: Differentiated Teaching and Learning

Strategies	Milestones
<ul style="list-style-type: none"> • Differentiated teaching programs cater for the learning needs of all students • Use the Aboriginal Cultural Standards Framework to become more culturally responsive to the diverse needs, backgrounds, experiences and knowledge of all students; using these as a basis to facilitate learning opportunities • Students at Educational Risk (SAER) processes include IEPs, Response to Intervention and case management 	<ul style="list-style-type: none"> • Students at Educational Risk (SAER) are identified and monitored • Differentiated programs clearly provide academic extension in all classes • 2 way learning is evident – AE / SAE, in collaboration with AIEO's and the Aboriginal community • School self-assessment on Aboriginal Cultural Standards Framework rate school as attaining cultural competence in all four areas of the Teaching standard • Clear processes identify and support English as an Additional Language/ Dialect (EAL/D) students • Percentage of students achieving their Individual Education Plan (IEP) goals increases

Strategic Focus: Early Childhood Education

Strategies	Milestones
<ul style="list-style-type: none"> • Use National Quality Standards (NQS) to continually reflect on and improve ECE • ECE program reflects the Early Years Framework, WA Kindergarten Guidelines and the WA Curriculum, with a focus on phonological awareness and early intervention • Support transition to school through active relationships with local community and early learning centres. 	<ul style="list-style-type: none"> • All areas of NQS are consistently met • KPS Plan for phonological and phonemic awareness is developed and implemented • Increase the number of students completing Kindy with required levels of phonemic awareness and alphabetic principles. Cracking the Code is completed by all Kindy students

*Academic excellence is the drive to succeed to the best of **your** ability. People who demonstrate academic excellence have a positive mindset, are flexible in their thinking and persevere with their learning. They strive to be 21st Century learners by becoming critical thinkers, creative problem solvers and reflective learners through the development of effective cognitive tools and learning strategies.*



Belonging

Strengthening the KPS community to nurture active and informed citizens in a safe, supportive, inclusive and welcoming environment so that all students thrive

Targets

- Increase from 49% to 60% the number of students with regular attendance (90% and above)
- Increase the average attendance of Aboriginal students from 71% to 80%
- Reduce the number of students arriving late
- Increase the number of responses to the National School Opinion Survey

Strategic Focus: Provide a safe, supportive, inclusive and welcoming environment	
Strategies	Milestones
<ul style="list-style-type: none"> • Maintain the focus on Positive Behaviour Support (PBS) throughout the school • Continue to implement the Kids Matter framework • Teach the Friendly Schools Plus program • Develop induction processes for new students and their families • Build an environment that is welcoming and supportive for families from all cultural backgrounds. • Promote Mental Health and Belonging • Develop a Student Services team, including school psychologist, Learning Support Coordinator, chaplain, attendance officer and other agencies • Continue to develop attendance processes and support 	<ul style="list-style-type: none"> • Fully implement Tier 1 PBS • Commence Tier 2 PBS • Staff are trained in Classroom Management Strategies (CMS) • Behaviour management and the school vision are culturally inclusive • Morning musters are introduced • Parents attend seminars, workshops and school events • Parent room is developed • 'KPS Community' afternoons are held weekly • Cross curriculum priorities are reflected in whole-school and classroom programs • <i>Act, Belong, Commit</i> is promoted • The school supports the Angkor Project • AIEO's provide support in planning a two-way approach

Being inclusive is recognising and valuing the strengths and differences that every single person brings to a group. People who are inclusive are committed to uniting a diverse range of individuals into a cohesive community. They aim to remove all barriers so that no one else is left behind and every single person is supported to thrive equitably.

Active citizens willingly contribute and participate fairly in all aspects of society. They work morally and ethically towards sustainable futures, valuing diversity, with a global awareness.

Strategic Focus: Create strong partnerships with our community

Strategies	Milestones
<ul style="list-style-type: none">• Celebrate and embrace the diversity of the whole school community• Use the Aboriginal Cultural Standards Framework to become more culturally responsive in relationships, the learning environment and leadership• The School Board actively participates in school strategic planning• Strengthen the relationship with the wider community	<ul style="list-style-type: none">• School self-assessment on Aboriginal Cultural Standards Framework rate school as attaining cultural competence in the relationships, learning environment and leadership standards• The Aboriginal community is represented on the School Board• The School Board provides clear, regular communication to the wider community• Explore community partnerships to enhance student outcomes and wellbeing• A new school song is created

Diversity is the difference between individuals who bring a broad range of ability, experience, knowledge and strength to the school community.

We acknowledge, respect and value each person's unique contribution.



Lifelong Learning

Creating classrooms where everyone is actively engaged in the learning process to develop the 21st Century skills necessary for all children to achieve and become confident and creative individuals

Targets

- Maintain an increasing upward trend in annual student self-evaluation surveys of engagement

Strategic Focus: Teach using Engaging, Effective Pedagogy	
Strategies	Milestones
<ul style="list-style-type: none"> • Develop whole-school strategies for Visible Learning • Introduce and develop cooperative learning and inquiry based learning to increase student engagement • Explore whole-school approaches to promote STEM • Maintain PBS Component 5 Effective classroom practice - Engagement strategies • Ensure the General capabilities are being taught across all curriculum areas • Use the Aboriginal Cultural Standards Framework to become more culturally responsive in the learning environment and resources. 	<ul style="list-style-type: none"> • Classroom teaching programs reflect a focus on student goal setting, growth mindset, reflective skills, student feedback and plenaries. • Weekly community groups are established with a range of opportunities for student agency, active citizenship and different interests to be pursued. • School self-assessment on Aboriginal Cultural Standards Framework rate school as attaining cultural competence in the learning environment and resources standards

Strategic Focus: Building Staff Capacity	
Strategies	Milestones
<ul style="list-style-type: none"> • Implement the new KPS Performance Growth Plan, using the AITSL professional standards for teachers, Growth coaching for performance • Develop structures to build leadership opportunities and expertise • Provide opportunities for teachers to collaborate, share expertise and participate in professional learning 	<ul style="list-style-type: none"> • All teaching staff actively participate in collaborative planning time, phase of learning teams and professional learning communities • Professional learning is targeted to school needs and enhances student achievement • Coaching, classroom observations and professional development support staff performance growth

A lifelong learner is an individual who is self-motivated and embraces new learning opportunities to better themselves and others. They are open to new ideas and experiences, and apply skills and knowledge to all areas of their life to show personal growth and deal with life's challenges.