

Growing Together With Care



Business Plan 2023–2025

Every Student, Every Classroom, Every Day

OUR MOTTO~GROWING TOGETHER



Our Vision

At Kinross Primary School we provide an innovative, engaging and inclusive learning environment where we strive for our personal best and excellence in everything we do. We aspire to create collaborative partnerships across the whole school community.

The school is committed to providing a safe and supportive learning environment to nurture our students and enable them to build their emotional, social and physical well-being. We aim to inspire a love of learning and provide a quality education that provides a strong foundation for students to adapt continuously in an ever-changing world.

Our Values

At Kinross Primary School we show **CARE** as we grow together. Our core values include:

Care and Compassion

Acceptance

Respect and Resilience

Excellence

Our Plan

The Kinross PS Business Plan sets the direction for Kinross Primary School for 2023 to 2025. It has been developed in line with the Department of Education's strategic direction, Every student, Every Classroom, Every Day, and in consultation with school staff, the school community and the Kinross School Board.

This Business Plan provides an overview of our strategic direction focusing on addressing the needs of students so that we can make a real difference and support our students to grow together with CARE.

Each year the school develops annual operational plans in Term 4 to be implemented the following year. The operational plans are closely linked to the Kinross Business Plan.

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Our Targets for Improvement

"Setting goals is the first step in turning the invisible into the visible"
Tony Robbins



Academic

Targets

To arrest the downward trend in Year 3 Numeracy

In Year 3 and Year 5, the mean to be at or above like schools in Literacy and Numeracy by 2025

Year 3 and 5 NAPLAN students will have at least 20% of our students achieve in the top 20% and less than 20% achieve in the bottom 20% in Literacy and Numeracy by 2025

Progress made by Year 3 students in NAPLAN compared to On-Entry data will be comparable to that of like schools

Non-academic

Attendance data to be at or above 94%

Improve results on student Wellbeing and Engagement Census, specifically reducing the instances of physical and verbal bullying being reported compared to 2022 data.

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Priority Area One

Student Achievement and Progress



Focus Areas

Build staff data literacy and incorporate regular data analysis to guide targeted learning

Strategies

Continue to review and refine data collected from K-6 and build teacher expertise in using data to inform planning and make evidence-based decisions

Staff work collaboratively to learn how to analyse, synthesise and understand school data sets and identify key themes

Quality use of diagnostic and formative assessment to inform teaching and learning leading to quality differentiation

Utilise a case-management approach to support identified students, with a focus on students achieving B grades

Continued use of quality assessment and use of RTI diamonds to inform teaching and learning

Explore the use of data walls

Trial the use of Elastik to record and access whole school data

Verification

Student performance data is used to inform teaching and learning from K-6 at a whole school level, year group level and classroom level

Professional learning provided for staff to improve teacher data literacy

Achievable simple targets set for whole-school and year groups

Targets are reported on each year in the annual data report

A focus on the Big 4 questions in every professional learning community:

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?



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Priority Area Two

Excellence in Teaching and Learning



Focus Area	Strategies	Verification
Maintain and strengthen the explicit teaching of literacy and numeracy	<p>Refine and embed expectation guidelines and lesson design for Literacy and Numeracy instruction and develop shared resources</p> <p>A focus on implementing whole school Daily Reviews from K-6 in Literacy and Numeracy</p> <p>Improve teaching and learning of Grammar and Punctuation providing professional learning for staff in using best practice and expand on whole school resources</p> <p>Implement the Bar Method as a problem-solving strategy in Years 1–6</p> <p>A renewed focus on learning basic facts and calculate strategies, incorporate into daily reviews</p>	<p>Ongoing professional learning is undertaken and implemented by staff and resources are budgeted for and purchased</p> <p>Peer and Line Manager observations to share expertise and ensure consistency of practice</p> <p>Whole school policy documents are kept up-to-date and reflect current practice and pedagogy</p> <p>Data reflects improvements in learning outcomes for Literacy and Numeracy</p>
Building teacher expertise and capacity	<p>High Impact Teaching Strategies are woven into programs across K-6</p> <p>Professional learning is undertaken that aligns with school priorities and links to individual staff performance management goals</p> <p>Support individual leadership pathways for aspirant leaders, using the Future Leaders Framework and Performance Management processes</p>	<p>Ongoing professional learning is undertaken and implemented by staff</p> <p>Curriculum leaders appointed to lead, coach and mentor staff</p> <p>Peer and Line Manager observations to share expertise and ensure consistency of practice</p> <p>Future Leaders Framework fully implemented</p>

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Priority Area Two

Excellence in Teaching and Learning



Focus Area	Strategies	Verification
<p>A strong focus on providing a quality early childhood education</p> 	<p>Continue the use of Heggarty in Kindergarten and Sounds Write maintained in P-2</p> <p>Continue to embed quality play and individual inquiry-based pedagogy in early childhood through implementing Walker Learning from K-2</p> <p>A strong focus on early intervention as identified through data analysis</p> <p>0-3 and 3-year-old playgroups to be continued in the ECE Centre</p>	<p>Data reflects improvements in Literacy and Numeracy foundational skills</p> <p>Contemporary approaches visible within our classrooms</p> <p>Walker Learning fully established and maintained in K-2 allowing for individual student needs</p> <p>Links maintained with Kinross Playgroup (Playgroup WA)</p>
<p>Enhance the teaching of STEAM and Digital technologies</p> 	<p>Continue to implement and integrate STEAM skills across the curriculum to build critical and creative thinking, problem-solving, teamwork and innovation skills</p> <p>Strengthen the integration of digital technologies, and connect to General Capabilities across the curriculum</p> <p>Appoint a Science Specialist and build STEM resources from K-6</p> <p>Develop and implement a comprehensive ICT 5-year plan</p> <p>Access professional learning to enhance ICT pedagogy-teachers to gain Apple teacher qualification</p> <p>Appoint a Level ICT Technician Officer to manage the school network and resources and to support teachers with robotics and coding</p>	<p>Professional learning is provided for staff to build their skills and understanding in using digital technologies to enhance STEAM across the school-achievement of Apple Teacher Qualifications</p> <p>Utilise outside agencies and external stakeholders to assist with planning, provide support and professional learning</p> <p>A comprehensive 5 year plan designed and implemented</p> <p>ICT Technician officer appointed 0.4-0.6FTE</p> <p>Showcase student work to the school community</p>

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Priority Area Three

A Safe, Inclusive and Sustainable Environment



Focus Area	Strategies	Verification
Provide a positive learning environment that ensures safety, engagement, inclusivity, appropriate behaviour, and well-being.	<p>Continue to promote and reinforce the school values of CARE (Care and Compassion, Acceptance, Respect and Resilience and Excellence)</p> <p>Investigate and implement further strategies to target verbal bullying and teasing, introduction of 'Friendology' program</p> <p>Consistent behaviour expectations across the school</p> <p>Continue to expand on the Peer Mediation program. Invest in, and maintain, resources and spaces students can use at break times to engage them actively and with purpose</p> <p>Provide teaching and learning opportunities that celebrate differences and embrace cultural diversity</p> <p>Continue to build on implementing the Aboriginal Cultural Framework and Reconciliation Action Plan across the school. Establish a Bush Tucker Garden and Meeting Place in the playground</p> <p>Build on Student Voice within the school</p>	<p>CARE values are fully embedded across the school</p> <p>A case management approach is in place for students at risk</p> <p>Friendology program fully implemented from P-6</p> <p>Fewer referrals to the office for misbehaviour and conflicts</p> <p>Students are actively engaged in the playground</p> <p>Student, Staff and Parent Surveys to be administered and data to be collected, reviewed and reported on in the Annual report</p> <p>Reconciliation Action Plan updated and published on the Narragunawali website.</p> <p>Garden and artwork completed and maintained</p> <p>Meeting place and area to be used as a quiet space for students</p>



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Priority Area Three

A Safe, Inclusive and Sustainable Environment



Focus Area	Strategies	Verification
Provide a positive learning environment that ensures safety, engagement, inclusivity, appropriate behaviour, and well-being.	<p>Promote Aboriginal and Torres Strait Islander Culture through various strategies including renaming school factions, designing appropriate artwork and use of the Noongar language</p> <p>School Chaplaincy program to continue. Utilise School Chaplain to run social and emotional learning programs as required and catered to students' specific needs</p> <p>Walker Learning to be fully implemented from K-2 and inquiry-based learning consolidated and expanded upon in Years 3-6</p> <p>Whole School Walker Learning Policy developed and professional learning provided</p> <p>Develop indoor and outdoor learning spaces that foster cooperative learning strategies and address social-emotional wellbeing</p> <p>Continue striving to achieve the outcomes of the National Quality Standard in K-2</p>	<p>New faction flags, t-shirts and staff shirts are produced</p> <p>School Chaplain appointed 2 days each week</p> <p>Classrooms in K-2 will reflect Walker Learning principles and encourage student self-efficacy and child agency</p> <p>Walker Learning Policy developed and implemented consistently from K-2</p> <p>STEM Outdoor Building is to be constructed to provide a quality space for outdoor learning</p> <p>Outdoor spaces are engaging and stimulating and reflect a positive environment</p> <p>NQS audit each year</p>



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Priority Area Three

A Safe, Inclusive and Sustainable Environment



Focus Area	Strategies	Verification
Develop the knowledge, skills, values and world views necessary for students to act in ways that contribute to more sustainable patterns of living.	<p>Provide a Sustainable Schools Program that demonstrates, practices, and encourages conservation strategies</p> <p>Provide a range of experiences that develop our students' knowledge and skills in sustaining the environment</p> <p>Continue to develop a school environment that demonstrates sustainable practices</p> <p>Install solar panels at the school to minimise electricity costs</p> <p>Sustainability and Waste Wise Policy developed</p> <p>Continue to be a Waste Wise School</p> <p>Continue with paper recycling and monitoring use, battery recycling, worm farms, rainwater tank, composting and vegetable garden, 'Waste Wise' lunch program and sustainability challenges</p>	<p>Outdoor learning space is timetabled regularly for Science and Sustainability activities</p> <p>Sustainability Coordinator appointed 0.1FTE</p> <p>Resource Rescuers and Garden Gurus programs implemented and built upon</p> <p>Students engaged actively in sustainability projects that are meaningful and relevant to the local area and the real world</p> <p>School vegetable gardens are flourishing</p> <p>Solar panels are installed leading to decreased use of electricity with cost reduced in this area</p> <p>School Sustainability Policy published and implemented</p>

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Priority Area Four

Relationships and Partnerships



Focus Area	Strategies	Verification
Engage with the school community and parents as partners	<p>Keep the Kinross PS website up-to-date and promote special events</p> <p>Weekly CONNECT messages from teachers to parents</p> <p>Produce a school video to promote the school in the local and wider community</p> <p>Invite parents to be involved in school activities including excursions, busy bees, social functions, school picnic lunches and special days and events</p> <p>Utilise parent expertise where possible to enhance learning programs</p> <p>Kinross School Board and Kinross P&C to be actively involved in the life of the school</p> <p>Promotion of school and community – assemblies, Christmas Concert, Open Night, STEM Showcases, newsletter</p> <p>School events - Harmony Week, Book Week, Science Week, Maths Week, sport carnivals, choir events, Mother's and Father's Day</p> <p>Parent/teacher meetings and Open Night timetabled</p> <p>Kindy Welcome Morning</p> <p>Welcome and Thank You morning teas</p>	<p>Parents and School Board indicate high levels of satisfaction with the learning and working environment when surveyed</p> <p>Website is up-to-date and weekly communication is sent to parents from teachers</p> <p>Special events and opportunities for parents to be invited to school planned on term timetables</p> <p>School video produced</p> <p>Principal attends P&C meetings</p> <p>Kinross School Board meetings are held twice each term</p> <p>New members to Kinross Board are provided with induction</p> <p>High level of participation at school events and activities</p>



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Priority Area Four

Relationships and Partnerships



Focus Area	Strategies	Verification
<p>To maintain and build positive, collaborative staff relationships contributing to a cohesive, engaging and safe work environment for all</p>	<p>The Staff room is to be renovated and designed to be a relaxing and inviting staff lounge for all</p> <p>Social events timetable, including an annual staff camp</p> <p>DOTT time to ensure each year level team is provided collaborative DOTT time at least once each week</p> <p>The leadership team seeks feedback and opinions of staff to inform decisions and direction of the school, informally and formally through surveys</p>	<p>Teachers indicate high levels of satisfaction with the learning and working environment when surveyed</p> <p>Timetable has collaborative DOTT for each year level team</p> <p>Time given for teachers to share and collaborate at staff meetings and PL days</p> <p>Annual staff survey to gain teacher feedback. Discussed at staff meeting and results sent out to staff.</p>
<p>Continue to develop our partnership with our network schools and other schools for the purposes of sharing best practice pedagogies, and for the planning and provision of professional learning</p>	<p>Increased levels of collaboration and professional learning with other schools and the staff from other schools, particularly for implementing new initiatives including Walker Learning, STEAM, Daily Reviews, Digital Technologies, Numeracy</p> <p>Continue to enhance the working relationship with Kinross College in the sharing of resources, performances, expertise and transition activities</p> <p>The school will actively seek ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations.</p>	<p>School visits and collaboration organised and budgeted for</p> <p>Set up one staff meeting each term for specialist teachers to meet across the network</p> <p>Meeting with Principal of Kinross College and Kinross PS held once per term</p> <p>Continued timetabled events for collaboration between schools</p> <p>The increased number of external agencies and organisations that the school has working partnerships with</p>

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