

Growing Together with CARE



School Business Plan

2019-2021





“Growing Together....”

‘Growing Together’ is not only the motto for KPS – it embraces everything we value as a school.



Kinross Primary School (KPS) prides itself on nurturing the educational, social, emotional and physical well-being of all its students ensuring they are well equipped with the essential skills required to become lifelong learners. By providing a safe and supportive learning community, we are committed to enabling our students to discover more about themselves and their world, growing into responsible citizens well-equipped to embrace the demands of a 21st century global society.

Strong, well established partnerships with our local community and the broader communities enables us to promote and sustain effective networks. We welcome the input of knowledge and skills by encouraging different perspectives and embracing change to ensure that we not only grow as individuals, but also as a whole-school community.

KPS has grown into a school which has clearly established agreed beliefs about teaching and learning. Effective teaching that delivers meaningful learning and assessment derived from thoroughly researched pedagogical practices is the cornerstone of our learning programs.

Effective leadership for the present and the future ensures growth is sustained, maintained and evolving. The leadership team supports current practices, keeps abreast of future directions in education and provides the catalyst for ensuring the school adapts to meet the ever-changing needs of today’s education priorities. Our leadership structure also supports the growth of future leaders through employing a distributed leadership model that recognises teachers as instructional leaders in their classrooms and future instructional leaders in schools.

KPS has sound review planning structures resulting in excellent outcomes as validated by ongoing school improvement processes and shared leadership approaches. Kinross is widely acknowledged as an effective, progressive and contemporary school.

I commend this new Kinross PS Business Plan 2019-2021 to the school community on behalf of the Kinross School Board and whole school community.

Therese Gorton
Principal

Our Mission

To ensure all students have the support and opportunities to develop the skills, knowledge and confidence they need to achieve their individual potential.

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.



School Priorities/Strategic Direction

In achieving our school vision and development of student values our strategic plan will focus on the following five domains.

Domain Area 1	Student Achievement and Progress
Domain Area 2	High Quality Teaching
Domain Area 3	Successful Leadership
Domain Area 4	A Safe, Supportive and Sustainable Learning Environment
Domain Area 5	Relationships and Partnerships



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“Setting goals is the first step in turning the invisible into the visible”

Tony Robbins



Targets

Literacy

In Year 3 and Year 5, the mean to be at or above that of WA and Australian schools in Reading, Writing, Spelling, Grammar and Punctuation.

To arrest the downward trend in Year 5 NAPLAN in Writing, Spelling and Grammar.

To reduce the percentage of students achieving very low or low progress in Writing in Year 5 and increase the percentage of students making high and very high progress aiming to match or exceed like schools.

Numeracy

In Year 3 and Year 5, the mean to be at or above that of WA and Australian schools in Numeracy.

To arrest the downward trend in Year 5 Numeracy.

To reduce the percentage of students achieving very low or low progress in Numeracy and increase the percentage of students making high or very high progress aiming to match or exceed like schools in Years 3 and 5.

Early Childhood

By the end of Pre Primary, 95% of students to recognise the first 25 out of 50 sounds (via oral response) on the SW Alphabet Code Knowledge Test.

By the end of Pre Primary 95% of students to be in the Quantifying stage in FSiM

Students make or exceed expected progress in literacy and numeracy between Pre-Primary Online Entry Assessments and Year 3 Naplan aiming to match or exceed like schools.

Attendance

Maintain attendance rate at or above 94%



Priority Area 1 Student Achievement and Progress

*"Excellence in education
is when we do everything
that we can to make sure
they become everything
they can "*

Carol Ann Tomlinson

Aspirations

Literacy and Numeracy

*Maintain and strengthen the
explicit teaching of literacy*

*Implement a differentiated
curriculum to meet the needs of
all students*

*Maintain and continue to improve
the explicit teaching of
Numeracy, with a focus on
problem solving and real world
application*

Strategies

Continued commitment to, and use of, Whole School Approaches & Kinross PS Scope and Sequence documents in Literacy and Numeracy.

A strong focus on improving the teaching of Numeracy through collaboration, professional learning and developing teacher understanding of numeracy development in children eg First Steps, Current Research

Continued implementation and refinement of Talk 4 Writing, Soundwaves, Guided Reading, Literacy Based Units, First Steps strategies and commence the implementation of Sounds Write in P-2. (Time frame: 2019: PP, 2020: P-1, 2021: P-2)

Explicit teaching of synthetic phonics from K-3.

A strong focus on oral and vocabulary development in K/P.

Emphasis the role of play-based learning in a balanced curriculum for Kindergarten and Pre-Primary students.

Differentiation of curriculum, through group and/or one-on-one learning, to support the individual needs of students. A continued focus on the Response to Intervention Model, with professional learning provided in teaching the gifted and talented.

Continue to explore integration of curriculum areas in planning teaching programs and assessment, particularly History, Geography and ICT.

Critical and Creative Thinking

*A strong focus on developing
capability in critical and creative
thinking as students learn to
generate and evaluate
knowledge, clarify concepts and
ideas, seek possibilities,
consider alternatives and solve
problems.*

Exploration and implementation of evidence-based strategies to increase student ability in problem solving, working in teams, creativity and independent thinking.

Cooperative learning strategies and tactics to be utilised in classroom practice.

Evidence

NAPLAN and School Assessment Data as outlined in the Kinross Assessment Schedule, Annual Report and School Review



Priority Area 1 Student Achievement and Progress

*"The best way to predict
your future is to create it "*
Abraham Lincoln



Aspirations

Information and Communication Technology (ICT) Capability

*Students investigate and create with
ICT*

-define and plan information searches

*-locate, generate and access data and
information*

*-select and evaluate data and
information*

*-generate solutions to challenges and
learning area tasks*

Intercultural Understanding

*Students recognise culture and
develop respect for cultural diversity.*

Personal and Social Capability

*Students take on accountability for
their own learning through reflection,
goal setting and acting on feedback.*

*Students effectively regulate, manage
and monitor their own emotional
responses, and persist in completing
tasks and overcoming obstacles..*

Evidence

NAPLAN and School Assessment Data as outlined in the Kinross Assessment Schedule, Annual Report and School Review

Strategies

Full implementation of the Kinross PS ICT Skills Scope and Sequence to guide the explicit instruction of ICT skills.

A whole school approach to a digital technology vocabulary.

Continued upskilling of staff in the integration of digital technologies into the broader curriculum.

Staff and local Aboriginal community members and organisations work together in planning meetings, activities and events.

Culture and Well-Being Committee (Sunshine Committee) to ensure the continuing implementation of the Aboriginal Cultural Standards Framework and key initiatives.

Explicit teaching includes student engagement in self-reflection and goal setting.

Explore John Hattie's visible learning strategies.

Full implementation of the Zones of Regulation Program, Protective Behaviours and Specialist Health Program.

Explore methods of data collection for Personal and Social Capability.



Priority Area 2 High Quality Teaching

"The single greatest effect on student achievement is not race, it is not poverty ~ it is the effectiveness of the teacher"

Harry Wong



Aspirations

Consolidate and refine a Connected Practice approach to quality teaching and learning, so that all teachers are instructionally intelligent and share a common language and teaching methodology

Articulate high expectations and standards of teacher performance through induction, professional learning and evaluation based on the Australian Professional Standards for Teachers

Staff adopt a growth mindset and apply a professional ethic towards their work.

Recruit and retain staff with the skills, knowledge and experience required to achieve strategic objectives efficiently and effectively, both in the short and long term.

Strategies

Early Childhood and Junior Primary teachers will follow the principles, practices and learning outcomes set out in the Early Years Learning Framework and the National Quality Standards.

Reinforce and maintain a consistent format for Literacy and Numeracy blocks.

Continue the use of diagnostic assessment and cold tasks to inform learning.

Implementation of Barrie Bennett strategies across the school. Develop a Kinross Scope and Sequence document to support consistency.

Investigate the use of learning sprints to enhance teaching pedagogy and collaboration.

Continue cycle of Performance Development over a one year cycle utilising the Australian Professional Standards for Teachers and Kinross Performance Management Policy.

Lead a culture of analysis in which staff routinely diagnose the impact of their teaching by actively participating in professional learning communities.

Explore the concept of 'Growth Mindset' and personal goal setting for staff to enhance their skill and knowledge.

A workforce plan is developed to guide recruitment processes.

Professional learning provided as needed, according to the business needs of the school and performance management plans of staff.

A positive learning culture is developed and maintained to ensure staff satisfaction in their work place.

Evidence

Performance Management Processes, Staff Survey and Feedback

Priority Area 3 Successful Leadership

*"Leadership is the ability
to translate capacity into
reality"*

Warren Bennis

Aspirations

Ensure school leaders focus on staff well-being including implementing sustainable approaches that support the physical, mental and social welfare of staff

School leaders to lead self-reflective teaching practices that are owned by staff as a necessary part of school improvement

Develop a comprehensive leadership strategy that incorporates the full leadership lifecycle of identifying, nurturing, developing and supporting aspiring, beginning, current and senior leaders

Incorporate the perspectives of staff, students, parents and the community as active participants in school improvement planning.

Provide opportunities for students to take on leadership roles within the school community

Evidence

School Surveys, Performance Management Processes, School Review

Strategies

Level 3 Teacher Mental Health Coordinator and Sunshine Committee to be appointed to support staff in maintaining their physical, mental and social welfare.

Executive Team to remain informed and up-to-date on school context and best practice to ensure all decisions drive high performance in teaching practice and student outcomes.

Ongoing self-review of school practices by leadership committees, collaborative teams and through whole staff meetings.

Continue to foster and enhance staff leadership opportunities across the school. A focus on distributed leadership model.

Provide opportunities for staff work experience/skill development to enhance succession planning, professional development and continuity.

School Board to participate in regular review of school performance against the Delivery Performance Agreement (DPA) and Business Plan.

Continue strong relationships with P&C and parent body through effective communication and planned events.

Continue to establish student leadership programmes within the school including Head Boy and Head Girl, Year 6 School Councillors, Faction Captains, Student Council Representatives, Resource Rescuers and Peer Mediators.



Priority Area 4 A Safe, Supportive and Sustainable Learning Environment

"Everyone should have an opportunity to learn in a positive environment, to enjoy the learning process, and feel comfortable and content within it"

Barry Saide



Aspirations

Provide a positive learning environment which ensures safety, engagement, appropriate behaviour, and mental health & well-being for all

Encourage student engagement by offering a wide range of educational and extra-curricular opportunities

Create a more comprehensive approach to student wellbeing and support services that better meet growing demand for mental health, pastoral care and psychological support

Ensure a coordinated approach to environmental sustainability and responsibility

Students use digital technologies responsibly

Strategies

Promote and reinforce the school values of CARE (Care and Compassion, Acceptance, Respect and Resilience and Excellence).

Full implementation of our school's Student Services, and Health & Well-being Policies and Procedures.

Student Services Leadership Team to provide a case-managed approach to support identified students.

High expectations of behaviour are established for students, parents and staff.

Whole school Behaviour Management and Bullying Policies to be implemented consistently by all staff.

A Good Standing Policy to be introduced in Years 5/6.

Zero tolerance to violence and threatening behaviours.

Continue our commitment to provide opportunities for students to participate in extra-curricular activities including Jogging Club, Jump Jam, Drama Club, School Camp, Choir, Special Events.

Zones of Regulation and Protective Behaviours fully implemented consistently across the school.

Sunshine Committee to be led by Level 3 Mental Health Coordinator and Be You Action Team.

Mental Health to be a priority area-implement mindfulness and meditation practices across the school.

Health Specialist appointed.

Continue with the School Chaplaincy Program

Continue the Waste Wise Committee and appoint a Curriculum Leader to continue implementing selected strategies .

Implementation of the Grounds and Maintenance Plan.

Continue Student User Agreements. Students taught

Evidence

School Surveys, Behaviour Data, Schools Plus Resourcing



Priority Area 5 Relationships and Partnerships

*"Alone we can do so little,
together we can do so
much"*
Helen Keller



Aspirations

*Establish strong, positive
relationships between students*

*Continue to forge strong and
sustainable community
partnerships to create engaging
learning opportunities for students.*

*Recognise the diverse cultural and
linguistic needs of students and
build on relationships with relevant
cultural groups in the school
community.*

Strategies

Zero tolerance to bullying and teasing behaviours.

Continue the Buddy System across the school.

Utilise Cooperative Learning strategies to enhance each student's ability to work in teams and groups.

Continue fortnightly assemblies and musters.

Collaboration between the school staff, School Board, P&C and DADSOK (Dads of Kinross Fathering group) to increase the school's profile in the wider community.

Establish outside links with Aboriginal Elders and agencies.

Enhance learning opportunities through external partnerships

Engage with the Kinross community

Value diversity of our community

Promote social consciousness and community responsibility

Seek opportunities for grants/funding

Enhance the capability of school support staff to add value to classroom effectiveness, care and school management.

Strengthen university partnerships.

Provide opportunities for work placements for local secondary schools.

Evidence

School Surveys, Annual Report, School Review, Special events



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