BUSINESS PLAN

2018-2020

Karridale Primary School

growing through learning
active bodies, healthy minds

School Context

Children at our school fully appreciate the benefits that our small, Independent Public School offers - and that is a vibrant, nurturing and inclusive community.

Our motto *'Growing through Learning, Active bodies, Healthy minds'* is at the forefront of everything we do.

We offer our children a childhood, where cubbies are possible, happy memories are created and a well-rounded, quality education achieved.

Karridale Primary children thrive because our experienced staff provide a stimulating education, where the focus is the individual child, and the learning environment is truly personalised.

Together with parents we strive to uphold our school's reputation of excellent educational outcomes for each child.

We work in partnership with the school community to provide the best possible opportunities for all the children, whilst meeting the high expectations of the community.

If at any time you have any ideas, suggestions, queries or concerns, we encourage you to talk with the teachers working with your children.

Our Vision

We create a safe and friendly learning environment where children thrive and succeed.

Our Motto

"Growing through Learning, Active bodies, Healthy minds"

This motto was created after extensive consultation of the students, families, staff and parents. The motto means that:

▸ We all work together to focus on children growing as successful learners at our school.
▸ Physical activity and mental health are fundamental to health and wellbeing.

Guiding Principles for Karridale Primary School

The Western Australian Values of Schooling

▶ Respect and concern for others and their rights.

▶ Pursuit and knowledge and commitment to achievement of potential.

▶ Self-acceptance and respect of self.

▶ Social and civic responsibility.

▶ Environmental responsibility.

▶ Our values are enacted particularly through the promotion of the following virtues-acceptance; courtesy; compassion; friendliness; consideration; responsibility; honesty; excellence; reliability; self-discipline; patience; kindness; caring; and respect for self, others and their differences (acceptance), and the environment

The School Virtues through which Values Are Enacted

The school has an agreed list of virtues through which the values are enacted. These virtues are promoted across the school community and assist us to use a common language. **The virtues are:** acceptance; courtesy; compassion; friendliness; consideration; responsibility; honesty; excellence; reliability; self-discipline; patience; kindness; caring; and respect for self, others and their differences (acceptance).

Students with Diversity Statement

▶ All students have a right to an education that is equitable and embraces diversity. The right is enshrined in the United Nations Conventions on the Rights of the Child. It is also a feature of the Melbourne Declaration on Educational Goals for Young Australians (2008), that is central to the Australian Curriculum.

▶ Education at Karridale Primary is inclusive of students' individual strengths and needs. Differences in terms of characteristics such as ethnicity, language (linguistic background), culture, gender, socioeconomic status, disability, sexual orientation or geographic location do not detract from the rights of all students to access a high quality education.

▶ **Principles of Teaching, Learning and Assessment** (source: School Curriculum and Standards Authority)

▶ Opportunity to learn

▶ Connection and challenge

▶ Action and reflection

▶ Motivation and purpose

▶ Inclusivity and difference

▶ Independence and collaboration

▶ Supportive environment

▶ Assessment: Assessment is an integral part of Teaching and learning; Assessment is educative; Assessment is fair; Assessment is designed to meet specific purposes; Assessment leads to informative reporting; and Assessment leads to school-wide evaluation processes

2018-2020 BUSINESS PLAN FOCUS AREAS

FOCUS AREA 1   **Success for all students:** Excellence in Teaching and Learning
FOCUS AREA 2   **Success for all students:** A Learning Environment that continues to support Health and Wellbeing
FOCUS AREA 3   **Success for all students:** Students are confident and capable users of Digital technologies to support learning and collaboration across the Curriculum

1 SUCCESS FOR ALL STUDENTS:

Excellence in Teaching and Learning

TARGET: All students with Individual Education Plans achieve at least 80% of the targets in their plans.

STRATEGIC DIRECTION	STRATEGIES and MILESTONES	EVIDENCE/MONITOING	TIMELINE
1.1 **Use SMART targets based on individual students' progress to assess growth in learning at an individual level through Individual Education Planning**	‣ Teachers continue to use and refine SMART targets in all IEPs , IBPs and Attendance Plans ‣ Baseline data is recorded for all students on IEPs and tracked through the completion of the IEP tracking form for each child. ‣ Baseline data is collected for all students not on IEPS through the implementation of the Data Collection Plan and use of the Progress and Growth Tracker. ‣ Develop class and school level data collection sheet for centrally collecting data created through the Data Collection Plan and review each semester. ‣ Use to track progress and growth and make decisions regarding the need for Individual/group IEPs or to transfer back into Year level (Tier 1) planning. ‣ Update data collection action plan each year and expand to define data sources for Tier 1, Tier 2 students and Tier 3 students.	‣ Data collection from the review of each IEP ‣ IEP Progress tracker ‣ SEN planning and Reporting to Parents ‣ Class and school data collections sheets to track student and cohort progress are used and reviewed at least each semester to coincide with Reporting to Parents.	‣ Commence use of progress and growth trackers Semester 2 2018 ‣ Refine for full roll out 2019
1.2 **Tie professional Learning to targeted areas of improvement to ensure curriculum and Individual Education Plans can be implemented to cater for the needs of all students**	‣ Staff members are confident to implement selected learning strategies and resources in school Curriculum plans. ‣ Staff members are confident to implement selected strategies to implement Individual Education Plans. ‣ Staff members document Tier 2 and Tier 3 strategies for academically gifted students. ‣ Staff members are confident in implementing Tier 2 and 3 strategies for academically stronger students. ‣ The Workforce Plan is updated to include skill sets required for staff members to implement curriculum plans. ‣ Talk For Writing is embedded across the school as a way to teach Writing K-7	‣ Performance Management: planning, implementing, reviewing. ‣ Curriculum Plans ‣ Individual Education Plans ‣ Tracking Sheets-Student Progress and Growth Trackers , and Individual Education Plan trackers	‣ Performance Management Planning is ongoing ‣ Curriculum plans are updated at least annually ‣ Progress trackers-see 1.1.

2 SUCCESS FOR ALL STUDENTS:

Maintain a Learning Environment that Supports Health and Wellbeing

TARGET: All students Years 3-6 report a strong growth mindset or growth mindset with some fixed ideas

TARGET: All students in Years 3-6 score at least 28 points or above in the Connectedness to school survey

TARGET: All students P-6 achieve a rating of often or consistently in Reporting to Parents in the areas of Attitude, Behaviour and Effort

- **Year 3-6** + Participates responsibly in social and civic activities. +Sets goals and works towards them with perseverance.
- **PP-Year 2** + Participates responsibly. + Sets goals and works towards them

STRATEGIC DIRECTION	STRATEGIES and MILESTONES	EVIDENCE /MONITORING	TIMELINE
2.1 **Social and emotional development is promoted across the curriculum with an emphasis self an social awareness and management**	▸ Highway Heroes is implemented across the school. K-6 one module per semester. ▸ Teaching the Zones of Regulation sports students when needed. ▸ Parents are informed through promotion in the newsletter of information for parents regarding social emotional development, mindfulness and the importance of sleep. . ▸ Health Curriculum Planning is updated at least annually. ▸ The annual Value-adding to the Curriculum Plan includes opportunities to work with outside providers to promote social and emotional health and wellbeing. ▸ Student sleep quotas are considered and parents assisted where routines and habits can be improved.	▸ Class planning ▸ Newsletters and Pelican Post: a bank of articles is strategically developed for promoting positive behaviours to promote health and wellbeing across the community	▸ Highway Heroes is implemented ongoing from Semester 2 2018 ▸ Trackers are updated from Semester 2 2018
2.2 **A growth mindset and mindfulness is developed K-6 to ensure students are fully engaged in their learning**	▸ Students are engaged in their learning through developing/maintaining a growth mindset and reduce fixed mindset behaviours. ▸ The opportunity to develop awareness and skills in mindfulness, self and social awareness is provided across the curriculum and included in Value-adding to the Curriculum plans each year.. ▸ Teachers and Education Assistants incorporate skills learnt through working with external providers when teaching. ▸ Teachers respond to students when not engaged with school. ▸ Student councillor Leadership skills are planned and developed in Year 6.	▸ Student surveys re Growth Mindset=see Trackers ▸ Students are connected to school-see surveys ▸ Reporting to Parents –ABE data as identified in the target ▸ Student Councillor event planning and reflection sheets ▸ Student surveys after mindfulness ▸ Activities supplied by providers for use by teachers and families/yoga lessons	▸ See Data Collection Plan for use of data gathering tools ▸ Planning is undertaken each term with student councillors incidentally for eg assemblies and with chaplain and teacher coordinator for special events.

STRATEGIC DIRECTION	STRATEGIES and MILESTONES	EVIDENCE /MONITORING	TIMELINE
2.3 **Teachers and EAs exhibit high levels of self-efficacy**	▸ Staff health and wellbeing learning is undertaken-eg use of mindfulness techniques during staff meetings and School Development Days, Best programs 4 Kids Teacher PL, professional reading, Burnout survey, use of growth mindset surveys. ▸ Staff members have a common understanding of the qualities of teachers with high levels of self-efficacy and how these relate to their roles at our school.	▸ Staff meeting agendas include sessions re health and wellbeing. ▸ A statement of self- efficacy is agreed and visible around the school.	▸ Ongoing form Semester 1 2018 ▸ Semester 2 2018 onwards

3 SUCCESS FOR ALL STUDENTS:

Students are confident and capable users of Digital Technologies to support learning and collaboration across the Curriculum

TARGET: At least 80% of children achieve at least a c grade in Reporting to Parents in Digital Technologies
TARGET: 100% of children are confident in their ability to undertake NAPLAN online

STRATEGIC DIRECTION	STRATEGIES AND MILESTONES	EVIDENCE/MONITORING	TIMELINE
3.1 **Successfully Implement the refined and documented Digital Technologies Scope and Sequence K-6**	▸ Publish the Scope and Sequence whereby each student engages in age appropriate and meaningful activities incorporating Digital Technologies and STEM skills. ▸ Update at least annually. ▸ Ensure equipment and resources are available, maintained and current. ▸ Update equipment and devices so that plans can be implemented with minimum interruption or delay. ▸ Plan to upgrade to windows 10 prior to December 2019.	▸ Scope and Sequence Curriculum plan in Digital Technologies. ▸ Update replacement schedule based on needs as determined in curriculum plan. ▸ Student achievement as reported in the Reporting to Parents each semester.	▸ Semester 2 2018 publish scope and sequence.
3.2 **Staff members implement the curriculum plan with confidence**	▸ Ensure staff members are capable and confident to implement the Digital Technologies Scope and Sequence. ▸ Teachers establish robust routines around management of devices and apps to enable plans to be successfully implemented in a timely manner. ▸ School Officers (iPads) and MCS (desktops, network devices and laptops) undertake ICT management in a timely manner. ▸ Document a plan to develop the 7 skills to be NAPLAN online ready K-6. ▸ Teachers K-6 know what they need to do to ensure students are ready for NAPLAN Online Year 3 and 5.	▸ Performance management ▸ Management of ICT: roles are well understood and undertaken in a timely manner with support from the Helpline and TFX.	▸ Performance management review.
3.3 **Students complete NAPLAN online with confidence in their own ability to do so**	▸ Students Year 3 and 5 participate in the School Readiness test Term 3 2018. ▸ Students K-6 access online materials to increase familiarity and confidence in NAPLAN online. ▸ Students are involved in assessing their skill levels to be ready for NAPLAN online. ▸ Students in Years 3 and 5 rate confidence as high in completing NAPLAN online.	▸ Students self- report level of confidence as high by Term 1 Year 3 and Year 5 each year.	▸ 2018 preparation and awareness ▸ Implement school plan 2018 Sem 2 onwards.

ACRONYMS KEY

ACRONYM	DEFINITION
DoE	Department of Education
IEP	Individual Education Plan
IBP	Individual Behaviour Plan
SMART Targets	Targets that are specific, measurable, attainable, relevant and timely.
NAPLAN	National Assessment Program-Literacy and Numeracy
PP	Pre-primary
SAER	Students at Educational Risk-any child can be at risk at some time in their schooling and would be identified as SAER due to academic, behavioural, social/emotional issues. Students can be high achievers, talented and gifted, identified with learning difficulties or special needs amongst other reasons why they would be considered at risk

TARGETS: describe improvements in student learning	MILESTONES: refer to operational matters.
Student improvement targets specify:	**Milestones describe:**
▶ What is to be improved ▶ The amount of improvement ▶ How this will be measured ▶ By when ▶ There can be specific academic and non-academic targets.	▶ Improvements in school operations (teaching, learning environment, leadership relationships and resources) ▶ Check if a strategy/strategies have worked ▶ Can be "stepping stones" to achieve along the way. ▶ Are intended to be enablers.

ENDORSEMENT

Endorsement of Business Plan 2018-2020

Principal
Fiona Cormack

Signature: ....

Date:...

School Board Chair
Tamara Manser

Signature: ....

Date:...