



Growing Our Sense of Place



Our Business Plan **2021-2023**
KARRIDALE PRIMARY SCHOOL

Where we are now

Our school is part of *one of the best performing school systems in the country that has taken great strides forward year after year* (Building on Strength Department of Education, 2019). Based on all the evidence we have at hand at the start of 2021, it is no surprise that intentions captured in the 2020-2024 Strategic Directions of the Department of Education closely align to those of our school community. We continue to be focussed on *every student, every classroom, every day* and families continue to expect this of the school. We emphasise differentiating our lessons and approaches so every child can succeed.

School staff have always engaged with families to better understand the interests, personalities and needs of their children. We recognise relationships with families are most effective when the family has a strong connection to the school and parents feel connected to the school and can contribute. As the flow-on effect of Covid-19 continues to impact our families, we commonly see that parents' work has intensified, family contexts can be varied and fluid (due to employment and accommodation changing) and isolation has a negative impact for some, often presenting new challenges. As this can effect connections to the school, we try to connect in even more ways, so that we can meet families' needs and expectations.

Karridale Primary School children thrive because experienced staff provide a stimulating education, where the focus is the individual child, and the learning environment is truly personalised through working with families and the wider community. We continue to expand our links into the wider community. When these links are altered, such as through government requirements due to Covid-19, relationships can be affected.

Our Vision

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

Together we continue to 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 parents.

Where we are headed

Our intentions captured in this plan build on strengths.

Our intentions for every student, every classroom, every day are for all students to:

1. Unlock and fulfil their learning potential;
2. Develop the personal and social attributes that form the basis for future wellbeing; and
3. Achieve year on year growth in their learning throughout their schooling.

Our improvement drivers are strength based and continue to include:

1. Providing every student with a pathway to success;
2. Strengthening support for personal and social attributes and wellbeing; and
3. Strengthening partnering with families, community groups and agencies to support the engagement and learning of every student through growing our sense of community.



Our Motto

Growing through learning—active bodies, healthy minds



Our motto was created after extensive consultation with the students families, staff and parents. This represents the belief that collectively we:

- ▶ all work together to focus on children growing as successful learners at our school
- ▶ value physical activity as mental health as fundamental to health and wellbeing.

The essence of our school to be preserved in 2021-2023 includes valuing:

- The unique natural bushland setting with great facilities.
- Individualised instruction and small group learning, with an emphasis on meaningful, hands-on learning.
- Supporting families' needs eg provision of lunch when forgotten.
- Diversifying the curriculum, based on knowing the children really well and their individual needs.
- Recognising the history of the area and what it means to be part of a rural and farming community.
- Small school = big opportunities, no one misses out.
- K-Year 6 children know each other and enjoy whole school events on many occasions such as the Better Buddies Program and excursions/incursions.
- Student voice is enabled through regular feedback and surveys.
- Friendliness, community, connectedness and inclusivity.

Source: Summarised ideas collected from surveys (students, parents and staff) and meetings (staff and School Board).

Guiding principles for our 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.

Source: WA School Curriculum and Standards Authority

We have refined and updated our values to improve cohesion between the Business Plan and Curriculum planning.

Moving forward our focus values for 2021-2023 are:

*Connection
Caring
Creativity
Courtesy*

*Resilience
Responsibility
Respect*

*Friendliness
Inclusivity
Kindness*

Students with diversity

- 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 and most recently, *The Mpartnwe Declaration* (Alice Springs), that underpins the Australian Curriculum, places detailed emphasis on addressing education gaps, and preparing students from an early age, to thrive in a rapidly changing and challenging world in order to “[ensure] the nation’s ongoing economic prosperity and social cohesion”.

Our school embraces this belief and the two goals that form the basis of *The Mpartnwe Declaration*:

1. The Australian education system promotes excellence and equity.
2. All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

Principles of teaching, learning & assessment

- 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, fair, designed to meet specific purposes, leads to informative reporting; and informs evaluation processes for school improvement.



Source: WA School Curriculum and Standards Authority



Focus Area 1 Provide every student with a pathway to successful learning



- TARGET All students with Individual Education Plans achieve at least 80% of the targets in their plans.
- TARGET All students are on track in the Early Years for continued success in school.

Strategic Direction	Strategies, Milestones and (<i>Timelines</i>)	Evidence/Monitoring
<p>1.1</p> <p><i>SMART targets drive planning for student learning, including through Individual Education planning</i></p>	<ul style="list-style-type: none"> ▶ Teachers, in consultation with parents, agencies and students where possible, document SMART targets in all IEPs, IBPs and Attendance Plans to promote student learning and target achievement. (<i>ongoing at point of need</i>). ▶ Baseline data is recorded for all students on IEPs and tracked through the completion of the IEP review form for each child. (<i>as need arises at end of IEP, no longer than a semester</i>). ▶ 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 Student Tracker. (<i>at least each semester</i>). ▶ Use student trackers to track progress and growth and make decisions regarding the need for Individual/group IEPs or when to transfer students back into Year level (Tier 1) planning. (<i>as part of IEP process and semester review</i>). ▶ Progress and Growth Trackers are reviewed at least each semester by contributing teachers to inform decisions regarding teaching and learning. (<i>end of semester</i>) ▶ Align data collection plans and review each semester to ensure currency with Progress and Student Growth Trackers. (each semester) This includes updating refining data sources for Tier 1, Tier 2 students and Tier 3 students in English and Maths. (<i>annually</i>). 	<ul style="list-style-type: none"> ▶ IEP reviews and data collection from the review of each IEP ▶ SEN planning and Reporting to Parents is the recommended option for students requiring intensive and ongoing support ▶ 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.
<p>1.2</p> <p><i>Ensure students are on track in the early years for continued success at school</i></p>	<ul style="list-style-type: none"> ▶ Teachers review and refine English and Maths curriculum plans: (<i>by end of Semester 1 2022-English, including consideration of approach to Reading in the Early Years, and end of Term 4 2022 Maths</i>) and implement these with confidence in multi-age classes. (<i>Teachers implement the plans</i>) ▶ Data collection is moderated and used to make decisions about progress towards year on year growth. (<i>Term 1 On Entry, ongoing at least one per semester in Brightpath Year 2 and above</i>). ▶ The Workforce Plan is updated to include skill sets required for staff members, including school support staff, particularly to implement Maths and English curriculum plans successfully for all students. (<i>Term 3-4 each year and Term 1 after census</i>). ▶ Professional Learning needed is identified as part of Performance Improvement Planning cycles and sourced. (<i>ongoing</i>) ▶ Moderate judgements, in Writing and Reading, with staff from local schools (<i>end of Term 3 2022</i>). 	<ul style="list-style-type: none"> ▶ Curriculum Plans are current and updated at least annually. ▶ Performance Management: planning, implementing, reviewing. Professional learning is captured as part of the performance review. ▶ Curriculum Plans are modified. ▶ Individual Education Plans Reviews. ▶ Tracking Sheets-Student Progress and Growth Trackers, and Individual Education Plan trackers are modified and updated as plans are refined.

Focus Area 2 Personal and social skills are strengthened to support 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 By the end of Year 2 all students are rated as *often or consistently* in Reporting to Parents in these areas:
 - ▶ Collaborates in group activities
 - ▶ Resolves conflict in a positive manner
 - ▶ Participates responsibly



By the end of Year 6 all students are rated as consistently in Reporting to Parents in these areas:

- ▶ Shows courtesy and respect for the rights of others
- ▶ Participates responsibly in social and civic activities
- ▶ Cooperates productively and builds positive relationships with others

Strategic Direction	Strategies, Milestones and (<i>Timelines</i>)	Evidence /Monitoring
<p>2.1</p> <p><i>Personal and social attributes are promoted as fundamental to health and wellbeing and learning</i></p>	<ul style="list-style-type: none"> ▶ Self-Regulation skills are developed K-6 through consistent use of Zones of Regulation. (<i>ongoing</i>) ▶ Promote the approach with parents in printed media (<i>at least once a term</i>) ▶ The Health Curriculum is reviewed to ensure it can be delivered to multi-age classes each year (<i>in Term 1</i>) ▶ Each child Year 3-6 reports a strong sense of connection and belonging and feels valued (<i>Term 2 Connectedness to School survey and as required</i>). ▶ Enacting the Value-adding to the Curriculum Plan creates diverse opportunities over a series of experiences to develop social and emotional health and wellbeing, and includes parents in learning opportunities. (<i>Refine the value-adding to curriculum plan in Term 1</i>). ▶ Student councillor leadership skills are planned and developed in Year 6. One event a term is held to support reinforcement of caring, connection and kindness. (<i>each Term</i>) ▶ The Better Buddies Program is timetabled (<i>weekly</i>). ▶ Staff use the self-efficacy tool to reflect on qualities of self-efficacy as part of the Performance Management cycle. Promote resilient educators with refresher workshop (<i>yearly</i>). ▶ Teachers promote a growth mindset to enhance student health and wellbeing and learning. (<i>ongoing</i>) ▶ Protective behaviours is taught to reinforce the message that all students feel safe and know what do when they don't feel safe. E-safety education and protective behaviours education is available for parents (<i>at least once a year through workshops</i>) ▶ Parents know ways can suggest ideas and send feedback to teachers and the Admin. Promote in published documents (<i>reviewed at least annually</i>). Parents report through the School opinion survey that their opinions are valued and acted upon. (<i>2022 Semester 2</i>). 	<ul style="list-style-type: none"> ▶ Health Curriculum Plan ▶ Student Positive Behaviour Plan ▶ School Health and Wellbeing Policy ▶ Newsletters and Pelican Post: a bank of articles is strategically developed for promoting positive behaviours to promote health and wellbeing across the community ▶ Year 3-6 Growth Mindset Survey results ▶ Year 3-6 achieve a score of 28 or more on the Connectedness to School survey ▶ Reporting to Parents – ABE data as identified in the target is tracked each semester after Reporting to Parents. ▶ Student Councillor event planning and reflection sheets ▶ Student surveys ▶ Value-adding curriculum ▶ Parent feedback from workshops

Focus Area 3 *Grow our sense of community*

Use School Opinion Survey data to monitor and assess average results for the following

- TARGET “This school has a strong relationship with the local community” increases from a rating of 3.5
- TARGET “The school looks at ways to seek improvement”, maintains or increases rating of 4.1 or above
- TARGET “The school takes parents opinions seriously” maintains or increases a rating of 4.0 or above.



Strategic Direction	Strategies, Milestones and (Timelines)	Evidence/Monitoring
<p>3.1</p> <p><i>Connect with community to grow our sense of place</i></p>	<ul style="list-style-type: none"> ▶ Connect with community through caring for the environment and contributing to biodiversity endeavours. eg Adopt a Spot, Margaret River Nature Conservation, Friends of the Karridale Hall. ▶ Connect with the community through food production: <ul style="list-style-type: none"> ▸ document the Design Technologies curriculum plan for (2022-2023) where food production is the focus. ▸ further build links with the Augusta Gardening Club (2021-2023) ▸ explore establishing a community garden and implement if possible. (For 2021) ▶ Connect with community through Aboriginal cultural perspectives and experiences: maintain relationships with Wadandi elders and custodians. (invite into the school at least twice a year). ▶ Connect with community where parents, school board members and staff link with community groups to create student learning experiences and grow our sense of place. For instance, we will: <ul style="list-style-type: none"> ▸ Create displays and/or stalls at events as Whalesong, Augusta River Festival, Augusta Spring Show & Margaret River Agricultural Show ▸ Participate in events coordinated by Margaret River Nature Conservation such as Adopt-A-Spot and BioBlitz ▸ Host Karri Kids Playgroup WA to connect with young families ▸ Host Breakfast Club with CRC/Augusta to support families ▸ Promote cultural understanding by organising learning experiences with Wadandi People ▸ Promote the school in the community ▸ Deliver parent education workshops for local families ▸ Welcome invitations for involvement with our school ▸ Celebrate our 140th Birthday (in 2023) 	<ul style="list-style-type: none"> ▶ Playgroup membership and attendance ▶ Maintaining or increasing opportunities to work with Aboriginal custodians at least twice a year ▶ Student surveys ▶ Use family surveys undertaken each year in Term 1 to potentially broaden focus. ▶ Increased mailing list of newsletter ▶ School Opinion Survey targets are met (2022).

Acronyms

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.
PP	Pre-primary
SEN	Special Education Needs

Definitions

TARGETS describe improvements in student learning

Student improvement targets specify:

- ▶ What is to be improved
- ▶ The amount of improvement
- ▶ How this will be measured
- ▶ By when
- ▶ Targets can be specific academic and non-academic.

MILESTONES refer to operational matters

Milestones describe:

- ▶ Improvements in school operations (teaching, learning environment, leadership, partnerships and 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 2021-2023



Principal
Fiona Cormack

Signature:

Date:



School Board Chair
Tamara Manser

Signature:

Date:

Growing through learning—active bodies, healthy minds



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