

KARRIDALE PRIMARY SCHOOL

Connecting & Belonging

OUR BUSINESS PLAN

2024—2026



2024

Where we are now

Staff at Karridale Primary School engage with families to better understand the interests, personalities and needs of their children. We recognise relationships with students and their families are most effective when the family has a strong connection to the school and both students and parents feel as though they belong. The Covid-19 years have left a legacy for some students, where increased anxiety has affected their ability to engage in schools. Our staff have worked with parents to ensure connection to our school continues.

Karridale Primary School children thrive because experienced staff carefully plan curriculum and lessons to meet the needs of all children. We value regular communication and nurture and build relationships to create safe learning environments in all classes. We have expanded our links into the wider community and have a strong network of supporters of the school interested in also contributing to quality outcomes for all children.

Together we continue to strive to uphold our school's reputation of providing excellent educational outcomes for each child. We work in partnership with the broader school community to provide the best possible opportunities for all the children, whilst meeting the high expectations of the community.

Our vision

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



2026

Where we are headed

With a strengths-based approach in mind, we are focussed on quality teaching through refining whole school planning and through ensuring all children develop social and emotional skills to aid successful learning.

Our aspiration is for every student 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.

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 belonging at school.

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 our collective belief and commitment to :

- all working together to focus on children growing as successful learners at our school
 - valuing physical activity and mental health as fundamental to health and wellbeing.
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2024-26 The essence of our school

The essence of our school 2024-2026 is captured in the following statements

- We continue to value connection to country and the unique natural environment of our local area.
- We ensure sustainable practices are integral to school operations.
- Parents and staff work together to achieve improvements for students.
- Care, compassion and engagement are fundamental to resilient rural communities.
- All children develop their sense of belonging through whole school events and through experiencing a variety of excursions/incursions.
- We enable student voice in class decisions and problem solving through activities such as regular discussions, feedback and surveys.
- We nurture and value relationships.

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 2024-2026 are:

Connection	Resilience	Friendliness	Caring	Responsibility
Inclusivity	Creativity	Respect	Kindness	Courtesy



2024-26 valuing diversity

All students have a right to an education that is equitable and embraces diversity. This 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 and 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



2024-2026 Business Plan Focus Areas

Connection and belonging



01.

Every student's success is enabled through high quality teaching



02.

All students are engaged in their schooling, build relationships, connection, and their sense of belonging within our safe school.



FOCUS AREA

01. Every student's success is enabled through high quality teaching

TARGET All students with Individual Education Plans achieve at least mastery (as defined in their plan) of at least 80% of the targets in their plans.

TARGET All students are on track from the Early Years for continued success in school.

Strategic Direction	Strategies, Milestones and (Timelines)	Evidence/Monitoring
1.1 SMART targets drive planning for individual student learning and achievement	<ul style="list-style-type: none"> Teachers build relationships with parents through regular meetings and use a variety of ways to communicate including face to face meetings, phone calls, email, Connect class notices and text messages. Parents aspirations are sought each year for their child and valued by staff Teachers, in consultation with parents, agencies and students where possible, document SMART targets in all IEPs, Individual Behaviour Plans and Attendance Plans to promote student learning and target achievement. Baseline data is recorded for all students on IEPs and tracked through the completion of the IEP review form for each child. Teachers use student trackers to track progress and growth and make decisions to better support student learning. Progress and Growth Trackers class summaries are reviewed at least each semester by contributing teachers to inform decisions regarding implementing multi-tiered systems of support in English, Maths, Health and Behaviour.. (end of semester or as required) 	<ul style="list-style-type: none"> Teachers seek feedback about achievement of parent goals for their child for that year 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.
1.2 Quality teaching is enabled through embedding MTSS in Whole School Planning	<ul style="list-style-type: none"> Teachers review and refine English and Maths curriculum plans: (2024-English and Health, 2025 Maths and Behaviour) and implement these with confidence in multi-age classes. The whole school monitoring and data plan provides class teachers with quality information to plan and implement MTSS . Quality Curriculum and lesson plans, and quality teaching practices are used by staff to refine quality teaching and to increase student engagement through success.. Daily review ensures mastery and addresses gaps students may have through absences. Assessing and monitoring judgements are moderated through the use of agreed tools and resources such as On Entry and Brightpath. "Teacher Champions" (leaders) continue to grow through undertaking professional learning to build the depth of skills and knowledge available to the Teaching Team. Collaborative problem solving is undertaken at staff meetings to plan for Tier 2 and Tier 3 interventions so that quality plans can be implemented and refined to ensure continued progress and achievement. 	<ul style="list-style-type: none"> Curriculum Plans are current and updated at least annually. Performance Management cycles ensure timely Professional learning is provided and staff are informed of quality teaching and upskilled. Curriculum Plans are modified to capture agreed changes. Individual Education Plan Reviews. Tracking Sheets-Student Progress and Growth Trackers, and Individual Education Plan trackers are modified and updated as plans are refined.



02. All students are engaged in their schooling, build relationships, connection and their sense of belonging within our safe school.

FOCUS AREA

TARGET All students in Years 3-6:

- Report a strong growth mindset or growth mindset with some fixed ideas
- Score at least 28 points or above in the connectedness to school survey
- Are rated as often or consistently in Reporting to Parents in these areas:
 - *Shows courtesy and respect for the rights of others.*
 - *Participates responsibly in social and civic activities.*
 - *Sets goals and works towards them with perseverance.*

TARGET All students in Pre-primary to Year 2 are rated as consistently or often in Reporting to Parents in these areas:

- Displays perseverance
- Interacts with peers and adults in acceptable ways

Strategic Direction	Strategies, Milestones and (Timelines)	Evidence/Monitoring
2.1 Self-regulation skills are taught to ensure student health and wellbeing, and learning	<p>Self-Regulation skills are developed K-6 through consistent use of whole school approaches including:</p> <ul style="list-style-type: none"> • Staff coregulating with students to improve self-regulation • Use of intentional breaks • Use of interception activities • Mindfulness sessions • Sensory play and activities • Teaching social and emotional skills through use of programs such as Bounce back • Use of DoE Consent and Relationships curriculum/lesson planning • The Better Buddies Program is timetabled (weekly). • Teachers strategically use student behaviour supports to increase time on task and student engagement 	<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 plans as funding allows

Strategic Direction	Strategies, Milestones and (Timelines)	Evidence/Monitoring
<p>2.2</p> <p>Social skill development is promoted to create safe and connected learning and to build a sense of belonging</p>	<ul style="list-style-type: none"> Teachers review and refine English and Maths curriculum plans: (2024-English and Health, 2025 Maths and Behaviour) and implement these with confidence in multi-age classes. A comprehensive Whole School Health curriculum is timetabled and taught K-6. Class teachers use common language such as expected/unexpected behaviour when interacting with students in class and in the playground. Staff professional learning ensures consistency of strategies and language across the school, including Trauma Informed Practices and Complex case Management All teachers integrate Protective Behaviours lessons into classes as needed and class teachers emphasise expectations and teachable moments during the week, not just in Health lessons. Excursions and incursions are planned to create opportunities to apply skills in a variety of settings (refer to Value added Plan 2024-2026) 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. (each Term) Teachers promote a growth mindset to enhance student health and wellbeing and learning. (ongoing) Protective behaviours is taught to reinforce the message that all students feel safe and know what to do when they don't feel safe. E-safety education is delivered through online learning and specific lessons Buddies is prioritised 	<ul style="list-style-type: none"> Updated and refined Whole school planning addresses Multi-Tiered systems of support Professional learning undertaken by staff
<p>2.3</p> <p>Staff self efficacy is high</p>	<ul style="list-style-type: none"> Staff use the self-efficacy tool to reflect on qualities of self-efficacy as part of the improving teacher quality Staff access professional learning to upskill in areas such as Trauma Informed Practice, the Berry Street Approach and Complex case Management so they are confident in positive student behaviour management. Promote resilient educators through accessing online workshops available through the DoE and revisiting Thriving through Challenge and change. Staff know the Champions to approach if seeking advice and trust the advice they are receiving 	<ul style="list-style-type: none"> Adequate professional learning opportunities are planned for and completed so that staff are confident and using common approaches. Authentic, ongoing performance improvement and management processes are undertaken and lead to improvement. In teaching quality.

Strategic Direction	Strategies, Milestones and (Timelines)	Evidence/Monitoring
2.3 Staff self-efficacy is high	<ul style="list-style-type: none"> Staff use the self-efficacy tool to reflect on qualities of self-efficacy as part of the improving teacher quality Staff access professional learning to upskill in areas such as Trauma Informed Practice, the Berry Street Approach and Complex case Management so they are confident in positive student behaviour management. Promote resilient educators through accessing online workshops available through the DoE and revisiting Thriving through Challenge and change. Staff know the Champions to approach if seeking advice and trust the advice they are receiving. <div> <div> AREA <ul style="list-style-type: none"> Integrating IT iPad management EDI Daily review Trauma informed practice Complex case management Letters and sounds ECE Leadership Visual Arts Physical Education Languages (Italian) </div> <div> CHAMPION <p> Matt Lexie Nat, Matt, Kiran and Maria Matt, Nat, Kiran and Maria Nat Nat, Kiran, Fiona, Matt and Maria Nat, Matt (trainers) Matt and Maria Nat Kiran Marian </p> </div> </div> <ul style="list-style-type: none"> Parent and student voice is invited through facilitating discussions in class, parent meetings, school Board and P and C meetings, student and adult surveys. 	<ul style="list-style-type: none"> Performance Management agreements are documented and current. Professional learning logs for individual staff. School development day, staff meeting, network meeting agendas and minutes. Parent meeting records. School budgeting allocations.

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
MTSS	Multi-tiered Systems of Support
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.





KARRIDALE PRIMARY SCHOOL

Endorsement

OUR BUSINESS PLAN
2024-2026



PRINCIPAL
Fiona Cormack

Signature _____

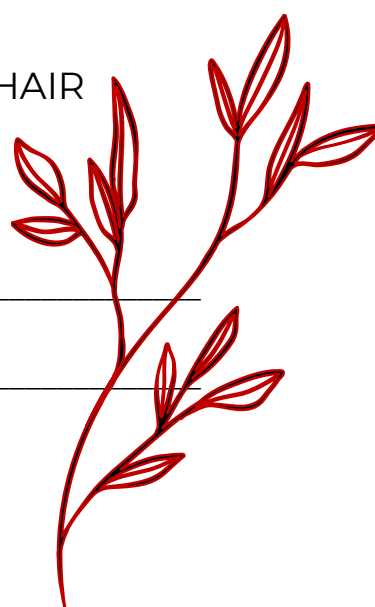
Date _____



SCHOOL BOARD CHAIR
John Wilson

Signature _____

Date _____





Growing through learning—
active bodies, healthy minds

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