



NKPS Business Plan 2021-2024



Kindness, Consideration & Service to Others



NKPS Business Plan 2021-2024



School Vision

We provide every student with an education to succeed in our changing world.

Our students reflect our four core values of

Responsibility, Respect, Caring for others and Personal best.

They are successful learners who are confident and creative global citizens.

School Mission

- engage and challenge all students
- opportunity to succeed, regardless of background, gender, culture or ability
- safe environment, where expectations and boundaries are clear and consistent
- innovative strategies and programs that respond to the needs of our students and community
- Set children on pathway to completing Year 12 and achieving WACE

Because we believe every child matters!

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NKPS Who we are...



At North Kalgoorlie Primary School we believe that children learn best when...

We provide opportunities to learn in a supported and engaging environment

We provide the opportunity for reflection and self-assessment

We provide opportunity for parental involvement in their child's learning and they ensure children are ready for school

The learning program caters for inclusivity and differences

The school has professional school leaders and staff who are well supported



Our Priorities.

Our Business Plan, reflects the areas for growth in our school and aligns with both the Department of Educations 2020-24 Strategic Directions and our local regions network plan. Below are our priorities:

Priority 1: Improvement in Literacy & Numeracy is always our core business. In Literacy, we are targeting improvement in Spelling and Writing. Research shows a good speller is almost always a good reader, so if we get the spelling right then this will support the learning of reading. In Numeracy, we are targeting improvement in the attainment of age-appropriate basic facts milestones. We will use PP, Year 3 and Year 6 as points of reference to track progress throughout the primary years.

Priority 2:STEM (Science, Technology, Engineering and Maths) The continual advances in technology are changing the way students learn, connect and interact every day. Skills developed by students through STEM provide them with the foundation to succeed at school and beyond. We will focus on developing key STEM skills, including: problem solving, creativity and critical analysis. Technology will be further integrated across the curriculum to enhance learning. We will focus on the higher end of the SAMR Model (Substitution - Augmentation - Modification & Redefinition) as the basis of our planning to develop student digital literacy.

Priority 3: Social and Emotional Well Being (SEWB) Children's well-being is taken into account in all areas of the school's operations. We run a number of programs across the school supporting our focus of developing a safe, healthy and enjoyable learning environment. We are continuing to explore how we are inclusive of students': culture, learning style, interests and background and best meeting their needs.

Priority 4; Attendance, Retention & Achievement (K-12 Connected Autonomy) Our brief as a public primary school is for children to attain band 6 in Reading, Writing & Numeracy by the end of Year 6; setting students on the pathway to achieving OLNA levels by year 9/10 and through to achieving WACE by the end of Year 12. Our Focus will be on increasing attendance rates of Aboriginal students, leading into retention into high school. Currently attendance for our indigenous students sits 10-20% below non-indigenous. We need to close the gap. We will support the regional network in increasing the number of students enrolling at Kalgoorlie-Boulder Community High School.

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Department of Education Success Indicators

Our Success Will...



- ◆ **Enable Aboriginal students to succeed as Aboriginal people**
- ◆ **Ensure students are on track in the early years for continued success in school**
- ◆ **Enhance student health and wellbeing**
- ◆ **Progress student literacy and numeracy**
- ◆ **Improve student attendance**
- ◆ **Increase student participation in STEM**
- ◆ **Increase retention and achievement of students to Year 12**
- ◆ **Ensure students gain the skills, qualifications and knowledge needed to experience success**

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Planning for Improvement: Student performance Targets

North Kalgoorlie Primary School has an extensive self-assessment schedule to monitor quality and effectiveness of: *Teaching Learning Environment Leadership Relationships Resources.*

The targets below are derived from our self-assessment schedule.

Student Performance Improvement Targets

Academic

Literacy

student achievement in Spelling (PLD)

- 75% Stage 1 Target 2 by end of PP
- 75% stage 3 by end of year 3
- 75% Stage 5 by end of Year 6

Numeracy

- 80% of P, Yr3 & Yr6 students achieve all of age appropriate milestones (Milestone Maths)

STEM

- 35% of Year 6 in 70th+ percentile PAT Science
- 5+ students achieve distinction in CSIRO 'Bebras Challenge'

Non-Academic Targets

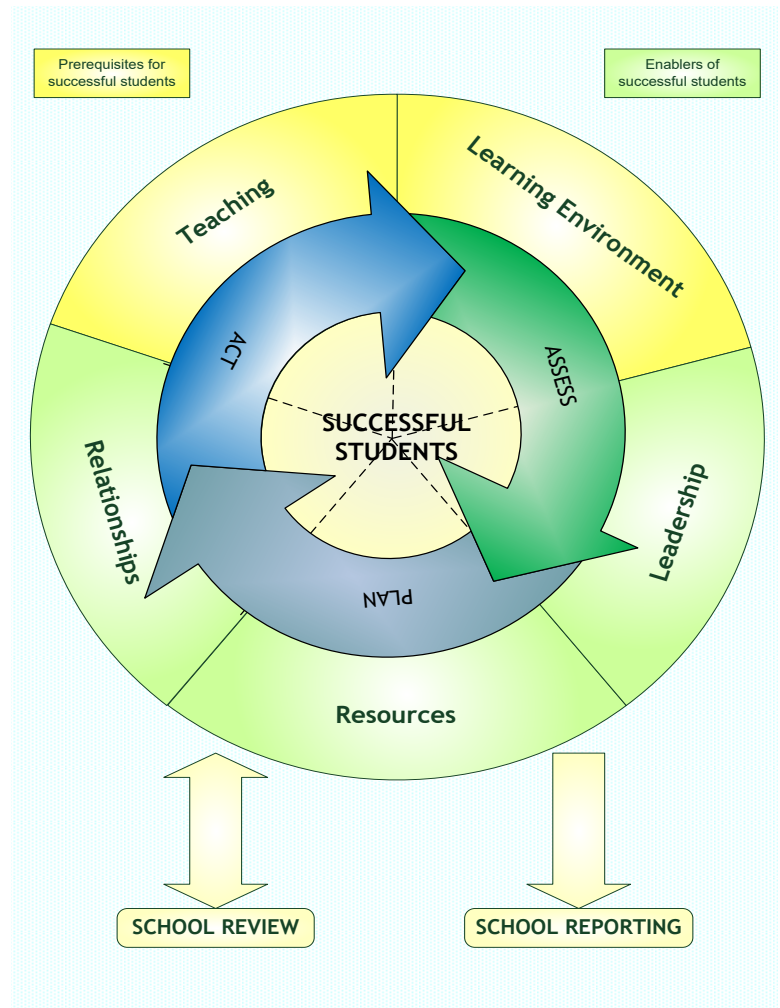
Attendance & Retention (P3)

- Close gap between attendance of aboriginal and non-aboriginal students by 5% (current av. 12%)
- Increase Aboriginal student attendance to 85%
- 50%+ Year 6 students transition to KBCHS (current av.40%)

Social & Emotional Well-Being

- 80% attendance at welcome night
- Improve level of resilience Years 3-6 from 2021 results (Harvard Resilience Survey)

Accountability





Priority

SUCCESS INDICATOR LINKS:

- ◆ Enable Aboriginal students to succeed as Aboriginal people
- ◆ Ensure students are on track in the early years for continued success in school
- ◆ Increase retention and achievement of students to Year 12
- ◆ Ensure students gain the skills, qualifications and knowledge needed to experience success

Literacy and Numeracy

What Will it Look Like at the end of 2024?

Student performance in Spelling Writing and Numeracy will be closely monitored at regular intervals (each term), using identified tracking tools. Teachers will measure growth, identify the next steps for improvement and reflect on effectiveness of teaching strategies. Individual/group targets are set from this data. Teachers will undergo professional learning in evidence-based programs and strategies that allow us to differentiate the curriculum and meet the range of academic abilities.

Strategies	Milestones	Date Achieved
<p>Measure and monitor student performance and program effectiveness in : <u>Spelling</u> - through 'PLD' assessments and teaching strategies <u>Writing</u> - through Brightpath <u>Numeracy</u> - using 'Milestones in Maths' to attainment of Basic Number Facts</p> <p>Educate and inform families in assessment tools</p> <p>Teachers "Own the Data" ('One Drive' access) PAT Maths & Reading whole school analysis - measure progress and identify gaps</p> <p>Research and implement evidenced based Best Practice Literacy & Numeracy teaching strategies and provide Teacher PL Education Assistant PL in Literacy and Numeracy Intentional Teaching</p> <p>Leading teachers in Maths and English released weekly to work with colleagues</p> <p>Constructive feedback model (Literacy - Writing)</p> <p>Consolidate Addition & Subtraction in Early Years (K- 2)</p> <p>Common SAER and Gifted and Talented programs</p>	<p>All classroom teachers set classroom / individual targets from start of year data All children K-6 recorded on spreadsheets End of year semester gap analysis for each year group</p> <p>Parent information package</p> <p>Phases record and compare progress and effective teaching strategies at end of term</p> <p>PL in HIT (High Impact Instruction). Minimum of two teachers per year attend All classroom teachers completed PL in PLD (Diana Rigg) PL delivered by Paul Swan on teaching of Basic Number Facts Brightpath PL by lead teachers All classroom teachers completed Talk 4 Writing PL Release time for teachers to implement Brightpath Release time for Leading teachers include in DOTT timetable.</p> <p>Bond Blocks PI for K-2</p> <p>Screening for all students entering Year 1 for Mini-Lit Semester report on progress</p>	



Priority

Social & Emotional Well-Being

SUCCESS INDICATOR LINKS:

- ◆ Enable Aboriginal students to succeed as Aboriginal people
- ◆ Enhance student health and wellbeing
- ◆ Improve student attendance

What Will it Look Like at the end of 2024?

Children's social and emotional well-being is taken into account in all areas of their schooling. We gather

data to measure improvement in Social & Emotional Well-Being (social skills, emotional skills and learning skills). Parents are aware of our programs and initiatives and the opportunities for them to work in partnership with the school. Children are taught strategies and are able to apply them to enhance their social and emotional well-being.

Strategies	Milestones	Date Achieved
All staff accredited in 'Be You' Program	1. 75% completed 2. 100% completed	
Parent welcome and information evening at start of year	Held in Week 2 in a school year 75% attendance	
Parent involvement in special events and formal groups	Parent representation on SEWB committee	
Parents informed through teacher contact	All families contacted by classroom teacher via class meeting or phone	
SEWB PL	Attendance at Positive Schools Conference	
Growth Mindset PL & application of in the classroom	Staff meeting sharing of applications	
Social & Emotional survey & analysis	Survey completed and 'disciplined dialogue'	
Student voice visible in the school	Councillors/Captains (CC) organise in lunchtime activities Survey students on state of well-being and analyse results CC lead a 'Fast Five' initiative.	
Staff Well-Being initiatives	Included in School Development Day agenda.	



Priority

Attendance & Retention

SUCCESS INDICATOR LINKS:

- ◆ Enable Aboriginal students to succeed as Aboriginal people
- ◆ Enhance student health and wellbeing
- ◆ Improve student attendance
- ◆ Increase retention and achievement of students to Year 12

What Will it Look Like in 2024?

Visible representation of Aboriginal culture /identity in our school, to create a welcoming environment for all students and families. The school celebrates and commemorates special events on the calendar. Relationships between school staff and Aboriginal families is strengthened. The gap in attendance rate between Aboriginal and Non-Aboriginal students is closing.

Strategies	Milestones	Date Achieved
<p>Increase employment of Aboriginal staff</p> <p>RAP / Cultural Standards Framework embedded</p> <p>Special events / days are acknowledged (NAIDOC, Reconciliation Week, Sorry Day)</p> <p>Aboriginal culture / identity is visible</p> <p>Interagency/Highschool links & Visits</p> <p>Teacher contact with families</p>	<p>Increase in AIEO time</p> <p>Workforce plan reflects increased time planned for future years</p> <p>Aboriginal community representation on Cultural Standards committee</p> <p>First event completed</p> <p>Staff shirts worn with Aboriginal design</p> <p>Acknowledgement in classrooms</p> <p>PA acknowledgement read by indigenous student at start of week</p> <p>Class visit to Aboriginal community group</p> <p>Clontarf visit to school</p> <p>All families of Aboriginal student have been contacted by teacher in every semester</p>	



Priority

STEM

SUCCESS INDICATOR LINKS:

- ◆ Increase student participation in STEM
- ◆ Increase retention and achievement of students to Year 12
- ◆ Ensure students gain the skills, qualifications and knowledge needed to experience success

What will it look like at the end of 2024?

Students are regularly involved in real-world long-term projects in which they demonstrate critical thinking and problem solving skills. Technology is integrated across the curriculum as a learning tool, with the focus on the higher end of the SAMR model.

Strategies	Milestones	Date Achieved
<p>Maintain student engagement in STEM by completing 1 long term STEM project every semester</p> <p>Community STEM Day—member of the community showcase STEM in their in their area of expertise</p> <p>STEM Interschool Challenges.</p> <p>Continued improvement of integration of technology across curriculum areas, through expert input (Next Learning , Specialist teacher). Focus on higher end of SAMR Model</p> <p>PAT Science & Maths and Bebras Challenge to measure pprogress</p>	<p>Term 3 display at Open night</p> <p>First STEM day completed</p> <p>Teams participate in Synergy Solar Car Challenge</p> <p>Host a STEM challenge</p> <p>Zoom lesson with Next Learning</p> <p>Peer observation / coaching</p> <p>Presentation of data analysis at Board meeting.</p>	



Whole School Approach: Consistent Practices 2021-2024

Teaching

Literacy & Numeracy Blocks – daily: follow set procedures

English strategies:

Guided Reading (Years 1-4), Reciprocal Reading (Years 5/6) 3+ times per week

Diana Rigg Spelling tasks and teaching (Years 1-4)

Follow K-2 Early Years Learning Plan

Home Reading (Years 1-6) : keep records and family follow up

Numeracy Strategies:

use iStar approach for Numeracy block

Daily BNF practice including explicit teaching and use of Paul Swan games

Literacy of Maths Word Wall – add relevant terms as required

Discussion is actively encouraged in lessons to express reasoning

Differentiating the Curriculum

IEP/GEP's for low and high achievers using SEN planning tool. Complete by week four. Track student progress through PM and phase data meetings.

EAL/D students tracked using progress maps

Teacher Development

Peer observations with feedback once per semester

Learning Environment

Classroom has stimulating, current work displays and relevant environmental print – use environmental print checklist and get feedback from peers prior to Open Night

Follow 'Responsible Behaviour Plan'

Promote four expectations (Be Responsible, Be Respectful, Be Caring & Be Your Best) and have posters in classrooms

All children familiar with 1-2-3 Magic

School wide incentives used in all classes (blue letter, visits to office, 'Gotchas') and keep class records

Incorporate PATHS Kid of the Day into junior classes

Leadership

Phase leaders set agenda for term based on assessment schedule and school plan, in partnership with admin and all teachers commit to attendance for weekly meetings

Distributed leadership (phase, committees, learning areas)

Relationships

Class website page: updated every term by end of week 2 including information on term

Class meeting: by end of week 2 Term 1
IEP : parents involved/informed in goal setting

Reporting: no surprises – parents notified of changes in progress prior to reports

P& C, School Board play role in school support and good governance



North Kalgoorlie Primary School



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Endorsement of Business Plan

Principal: David Roberts

Signature of Principal: _____ Date: _____

School Board Chair: Robert Sterry

Signature of Board Chair: _____ Date: _____



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