



East Kalgoorlie

PRIMARY SCHOOL

An Independent Public School

Business Plan 2018-2020



Principal's Message

2018 marks our second Business Plan cycle as an Independent Public School. As a school we saw great success throughout our first Business Plan cycle and look forward to continuing to develop and grow inline with our school community needs. In 2017, East Kalgoorlie Primary School was a finalist in the WA Premier's Excellence in Aboriginal Education Award, again, we have been able to affirm our direction and celebrate the amazing work of our staff and community. The next three years will see us embed whole school curriculum approaches, continue to consolidate our community relationships and continue to maintain and establish sustainable pathways in our core programs. Our Health and Wellbeing, Family Support and Early Intervention programs are having a real impact on student outcomes and will continue to be the foundation of our innovative approach to education.



Judith King
Principal



Our logo

The Karlkurla and the Butterfly reflects the nurturing role of the school and the aspirations we have for our children. Just as our native Karlkurla vine needs supporting plants to nourish and support it, East Kalgoorlie Primary School is there for our families so that our students can grow their butterfly wings.



East Kalgoorlie Primary School

East Kalgoorlie Primary School welcomes students from the entire city of Kalgoorlie-Boulder. 98% of our students are currently of Aboriginal descent and we have an average enrolment of around 150 students.

The school is committed to ensuring that our students have access to every learning opportunity and to providing a 'level playing field' for our students. This means removing whatever obstacles are in the path of a student and committing to addressing the needs of every individual student and families.

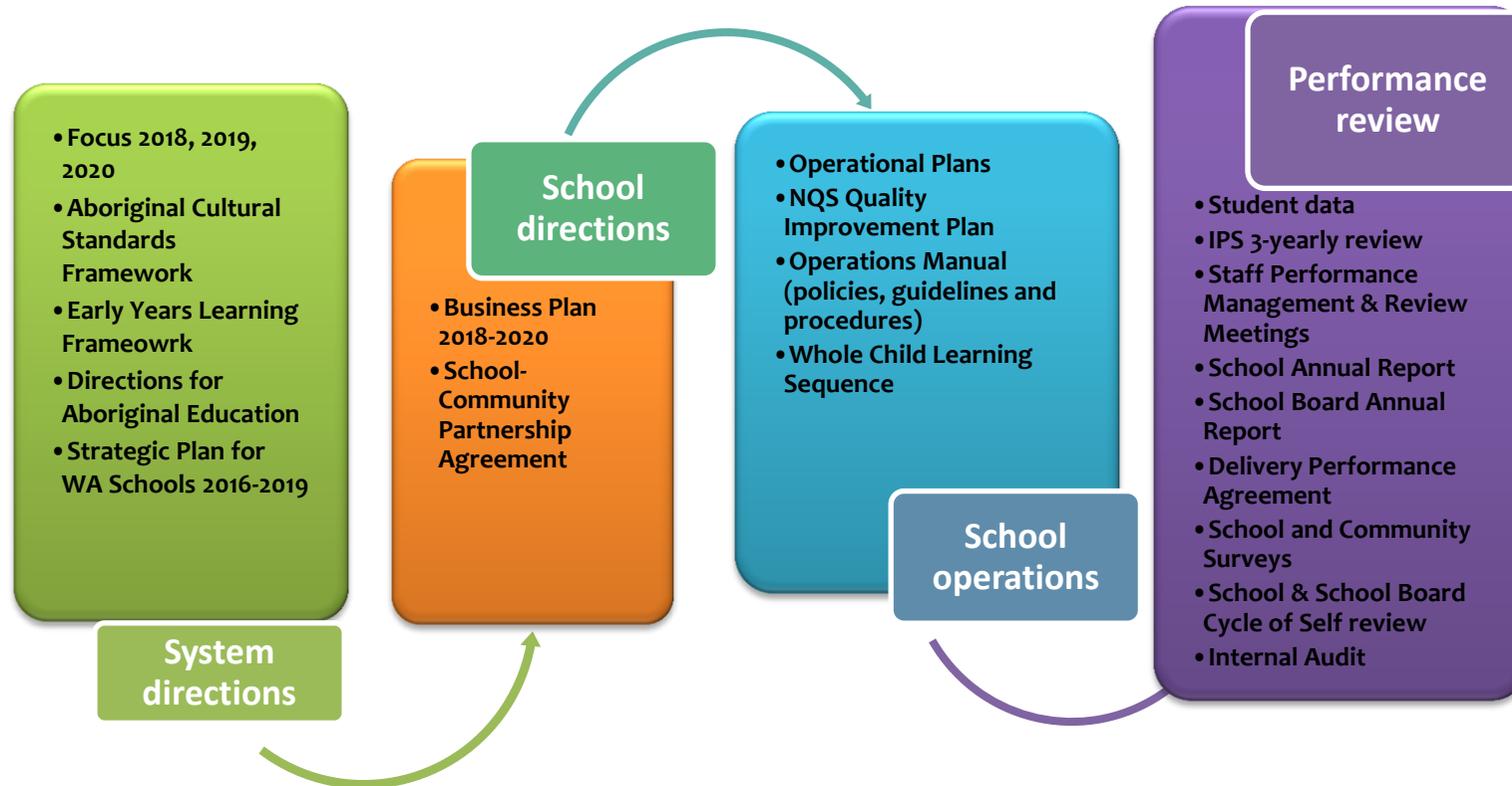
As a school we strive to engage, challenge and celebrate with each and every student. Our daily interactions with all children are positive, stimulating, challenging, mutually respectful and enjoyable.

Our key focus areas include the ongoing development of teaching and learning strategies and pastoral care initiatives that will enable all who leave us to play a significant role in the wider community as our future leaders.

Our key programs including Health and Wellbeing, Family Support, Early Years Plus, Sports Connect and Music Connect will continue to be embedded in the school culture and continue to have a direct and positive impact on the lives of the East Kalgoorlie Primary School children.



The East Kalgoorlie Primary School Business Plan for 2018-2020 sets out the goals and priorities for the school over the next three years and outlines the main strategies which will be employed to meet those objectives. The Business Plan is a strategic document and directs the operational planning of the school, including resource deployment, budgeting and teaching and learning. It also reflects the aims and targets of the School-Community Partnership Agreement.



School Overview

The school is structured into three areas with seven classes in total. Early Years Plus caters for three year olds to Pre-primary aged students, grouped according to a

school-devised developmental sequence.

Ethos

The school is committed to ensuring that our students have access to every learning opportunity and to providing a 'level playing field' for our students. This means removing whatever obstacles are in the path of a student and having a 'can-do' approach.

All Early Years Plus students attend school on a full-time basis to maximize opportunities for learning and put in place learning support programs by Pre-primary age.

The Early Years section caters for Year One and Two students and the Primary section Years Three to Six.

Each classroom is staffed with a classroom teacher and full-time classroom aide.



Vision

We will make them butterfly wings.

A group of three and five year old students were asked what they would like to be when they grow up. Amongst a range of interesting answers to this question were a high number of students who answered that they want to be a butterfly. The staff at East Kalgoorlie Primary School believe this is an admirable aspiration.

Butterflies are beautiful, they come in all shapes, sizes and colours and each one is unique, special and valued. Butterflies go through a period of development where they do not yet have their wings and spend time in a cocoon. It is the school's vision that every child will emerge from that cocoon complete with wings to fly onward.

Specialist teachers provide instruction in Music, Art, Aboriginal Language and History or Physical Education according to available resources.

Health and learning support is provided through a dedicated Health, Wellbeing and Family Support division led by the Deputy Principal. This area includes Health Support staff, Family Support Officers and a Therapy co-ordinator.

We work collaboratively with key agencies and services to provide health services and support for children and families on the school site.



Context and Directions

Students at East Kalgoorlie Primary School face many challenges including high incidences of Otitis Media and associated hearing loss. These challenges can place students at a disadvantage before they even reach school entry age. The school is focused on working with students at the earliest possible point and developing strong, independent, competitive students. Our key programs focus on addressing developmental, physical and environmental needs alongside building on strengths:

Early Years Plus+

- Full-time Kindergarten for 3 and 4 year olds
- Kindy-readiness Playgroup for 0-3 years
- Speech and Occupational Therapy intervention

Health, Wellbeing and Family Support

- School-managed Health and Family Support services
- Comprehensive daily case management and liaison with visiting agencies
- Engagement and wellbeing programs built into the curriculum
- 'SportsConnect', a program to involve students in club sports and positive interactions with the wider community
- 'MusicConnect' a program to involve students in the Arts and further positive interactions with the wider community



Priority Areas 2018 – 2020



	<h2>Effective Leadership</h2>	<ul style="list-style-type: none"> • STEM • Digital Technologies • Curriculum • Performance & Development Culture • Strategic Parenting Group
	<h2>Empowering our School Community</h2>	<ul style="list-style-type: none"> • Community Room • Kindergarten readiness • Culture/ Language • School Board • School community outreach
	<h2>Health, Wellbeing & Family Support</h2>	<ul style="list-style-type: none"> • Sustainable business model • Increased parent participation • Embedded Family Support • Music Connect • Sports Connect
	<h2>High Performance</h2>	<ul style="list-style-type: none"> • Extension Program • Whole School Curriculum • You Can Do It! • Therapies
	<h2>Quality Teaching</h2>	<ul style="list-style-type: none"> • Whole Child Learning Sequence • Oral language instruction across school • Data analysis and feedback • Monitoring and Intervention • Curriculum Hotspots



Effective Leadership

School leaders empower all members of the school community. They establish an effective framework with network schools for teacher development through observations, workshops and collaborative work on curriculum elements as well as embed a Performance and Development Culture encompassing Observations and Feedback within the school. They will build and maintain on-going partnerships with key agencies and services and develop a sustainable business model for future success.

Strategies	Targets and Tracking	2018	2019	2020
Develop, implement and embed whole school curriculum programs	Operational Outcomes STEM development – ensure resources are provided through school resourcing to develop STEM priorities ICT development – ensure resources are provided through school resourcing to develop ICT priorities Regular review meetings each term with teachers and school leaders to review data Embed whole school Literacy Policy Curriculum Leaders to collect and analyse data & moderate with phases		✓	✓
Build and maintain whole school Digital Technologies and STEM programs		✓	✓	✓
Empower and develop the leadership skills of staff		✓	✓	✓
Embed a Performance and Development Culture		✓	✓	✓
Build and maintain on-going partnerships with key agencies and services				✓
Increase school board's Aboriginal representation and school voice	Leadership Outcomes Staff professional learning is focused on developing STEM teaching skills and strategies Staff professional learning is focused on developing Digital Technologies teaching skills and strategies Embed 'critical friend' observations into teaching professional development and structured walkthroughs with collegiate schools Embed Classroom Observations and Feedback delivered by the leadership team for all teaching staff. Increase number of Parents/Carers and Aboriginal Community members on School Board.	✓	✓	✓
Data monitoring takes place according to a regular schedule and is embedded into the school's routines		✓	✓	✓
Embed School and School Board Cycles of Self Review		✓	✓	✓
	Student Outcomes Choose leaders to represent the school, giving all children the opportunity to experience leadership opportunities. Regular student leader meetings with Admin staff as required	✓	✓	✓

Effective Leadership Goal

School leaders empower all members of the school community, they develop, observe and maintain quality programs. Develop leadership skills of staff for future leadership and school succession planning.



Empowering a School Community

Engage with members of the school community, working together to build a successful strategic planning group made up of Parents and Family members. Establish a Community Room that acts as a hub to access support agencies and services. Ensure access to Early Years + for those children most in need. Further develop parent and community involvement in the 'Sports and 'MusicConnect' Programs and increase parent capacity.

Strategies
Development of the Community Room as a hub for the community
Develop and Embed Kindy Readiness programs into school programs
Re-develop School Community Partnership Agreement
Maintain and embed relationships with agencies, services to provide mentoring and or counselling to students
Develop a sustainable business model for the development of the Community Room

Targets and Tracking		2018	2019	2020
Operational Outcomes	Develop a new School Community Partnership Agreement (SCPA)	✓		
	Continue to discuss and review SCPA at Board Meetings		✓	✓
	Increase number of children participating in community programs and club sports	8	10	12
	UWA student projects supported	✓	✓	✓
	Increase the number of children participating in school 'MusicConnect' program	40	50	60
	Implement a Cultural Dance program to further develop 'MusicConnect' program	✓	✓	✓
Community Room Outcomes	Run regular Parent programs for health / wellbeing	✓	✓	✓
	Run Weekly Morning Tea's	✓	✓	✓
	Increase yearly, the number of services available in community room		+20%	+20%
	Provide employment opportunities for Parents/Community members	✓	✓	✓
	Increase the number of Parents/community members accessing the Community Room each year		+20%	+20%
Kindergarten Readiness Outcomes	Ensure a full-time three and four year old program is delivered yearly	✓	✓	✓
	Continue to engage Kindi-Readiness programs	✓	✓	✓
	Ensure a full-time three and four year old program is delivered yearly	✓	✓	✓

Relationships Goal

Build and maintain strong, productive relationships between students, families and staff.
Develop the Community Room as a hub to address the needs of the school community.
Increase Parent and community engagement in all aspects of the school community.



Health, Wellbeing and Family Support

Maintain and build-on school-managed system for ensuring the identification, treatment and support of the health of students which also incorporates the support of families to address the core elements of disadvantage in the school community.

Strategies
Continue to identify and reduce incidences of otitis media related hearing loss
Develop a sustainable business model for the program
Continue to explore external funding options for services as required
Develop parent and student capacity to address health issues
Ensure an Evernote Health and Wellbeing Notebook is maintained for all students
Family support to extend to attendance at Kindy Readiness program and Circle of Security Parenting Courses
Family Support to explore further support available for families

Targets and Tracking		2018	2019	2020
Health Outcomes	Reduction in numbers of students with unresolved ear health issues	70%	65%	60%
	Continue to engage outside agencies to provide on-site health support and limit time students spend out of class	✓	✓	✓
	All classrooms doing daily Breath, Blow Cough	✓	✓	✓
	Increase number of parents attending health appointments	80%	85%	90%
	Ongoing Identification and management of complex health needs	✓	✓	✓
Family Support Outcomes	Parents completing Circle of Security program	5	8	10
	Explore ways to engage external agencies to run Circle of Security and Positive Parenting Program each semester	✓	✓	✓
	Explore ways to engage services offering drug and alcohol rehabilitation, Domestic Violence and psychological support services for families	✓	✓	✓
Operational Outcomes	Develop a sustainable Business model	✓		
	Maintain and increase where required outside health agency school visits	✓	✓	✓
	Sustainable funding model in place		✓	✓
	Speech and OT program delivered for all identified children	✓	✓	✓

Relationships Goal

Establish sustainable partnerships with key health and family support service providers and establish a model to increase parent engagement with the process and hence the school.



High Performance

Through the interplay of whole school programs and planning and a consistent school-wide approach to teaching, curriculum planning and delivery and continued development of teacher's skills and knowledge with a strong focus on assessment and data; embed a culture of high performance expectations of all staff and students,

Strategies	Targets and Tracking	2018	2019	2020	
SEN Programs in place to ensure minimal classroom disruption	Teaching Outcomes	Individual documented plans and SSEN Plans in place to support all identified students	✓	✓	✓
Embed Speech Pathologist strategies in to daily classroom practice		Weekly teaching of YCDI! lessons in all classrooms	✓	✓	✓
Ensure self-regulation skill development in students through continued development of the You Can Do It! Program		Embedding of the YCDI! language throughout the school	✓	✓	✓
Ensure high expectations for all students		All classrooms to develop an Integrated Unit focusing on Cultural Understandings, one term per year, as in-line with the scope and sequence.	✓	✓	✓
Teacher training annually in addressing the sensory needs of students, to ensure individual student needs are met	Learning Outcomes	Teachers participate in collegiate observations of teaching both internally and externally	✓	✓	✓
Provide an engaging teaching and learning program		Percentage of children who move up two strands of the Whole Child Learning Sequence each year.	80%	85%	90%
		Extension program in place for high achievers	✓	✓	✓
		Pre-Kindy to move up two strands of the Early Years Learning Framework based Whole Child Learning Sequence each year	100%	100%	100%
		Teacher Assessment of Communication (TAC) Kindergarten end of year results, percentage of students above benchmark	90%	95%	100%
		Pre-Primary On-Entry Results – percentage of children at Benchmark	80%	90%	100%
		NAPLAN comparison of stable cohort – improvement in percentage of children at benchmark	✓	✓	✓
	Operational Outcomes	Continue to establish outdoor sensory learning opportunities	✓	✓	✓
		Training in speech and OT strategies for all staff	✓	✓	✓
		Whole School Attendance to increase with whole school focus	80%	85%	90%
		Access Education Department (eg: SSEN) and other support agencies if required for individual students	✓	✓	✓

Learning Goal

To ensure all students are given every opportunity to be successful learners with a strong sense of identity, who value and understand their culture.

Teachers to be skilled practitioners who address the whole child needs of every student.



Quality Teaching

Embed a consistent school-wide approach to teaching based on progression through our unique Whole Child Learning Sequence (WCLS). This will ensure the sequence and content of teaching is clear across all skill areas and the entire range of the whole child approach is addressed. It will also ensure that children experience successes in areas of strengths and can take ownership of their progression through the phase colours. Implement a dynamic process to actively monitor the progress of students through the Whole Child Learning Sequence and intervene early to ensure progress occurs.

Targets and Tracking		2018	2019	2020	
Strategies	Ensure trauma informed teaching practices are embedded in all classrooms		✓	✓	
	Embed Oral Language Instruction approach throughout the school	✓	✓	✓	
	'Hot Spot Groups' embedded to ensure progression through phase colours	✓	✓	✓	
	Embed whole school curriculum programs and policies into classroom teaching programs	✓	✓	✓	
	Embed 'critical friend' observations into teaching professional development and structured walkthroughs with collegiate schools	✓	✓	✓	
	Embed student data analysis and feedback into teaching practice	✓	✓	✓	
	Continually revise strategies, provide support and upskill staff in meeting the needs of individual students through school based programs	✓	✓	✓	
	Data monitoring takes place according to a regular schedule and is embedded into the school's routines	✓	✓	✓	
	Learning Outcomes	All classrooms to embed STEM learning into daily classroom practice		✓	✓
		All teachers to be competent users of Technology	✓	✓	✓
All Teachers to provide a learning environment rich in Digital Technologies		✓	✓	✓	
Cultural awareness and instruction provided for all students		✓	✓	✓	
Aboriginal languages LOTE program delivered to all year levels		✓	✓	✓	
Hot Spot groups to run daily in all classrooms EC and Primary		✓	✓	✓	
Whole School Mathematics Policy and Program to be developed		✓			
Teaching Practices		EA to support one-one-one literacy/numeracy support	✓	✓	✓
		'Sensory Profiles' developed for all students in need	✓	✓	✓
		One Integrated Unit per year to have a Cultural focus	✓	✓	✓
	WCLS and Whole Child Overview to support transition through the years.	✓	✓	✓	
Operational Outcomes	Trauma informed practice – Training annually	✓	✓	✓	
	Staff member to run Therapies Program – Speech and Occupational Therapy	✓	✓	✓	
	Staff training annually on sensory strategies to use in classrooms	✓	✓	✓	
	Re-design all classrooms as dynamic learning spaces – Budget required for classroom furniture and materials upgrades	2	3	3	
	ICT Digital Technologies – Classrooms upgraded to ensure latest Technology, staff training to develop skills to use Technology	✓	✓	✓	
Quality Teaching Goal					
Develop a consistent school-wide approach to Teaching and Learning to improve learning outcomes for all students.					
Continue to build the skills/knowledge and techniques of teaching and classroom support staff.					

