East Kalgoorlie
PRIMARY SCHOOL
An Independent Public School

nurture • grow • fly



Our Values

P Positive: Behaving in ways that encourage self-confidence and optimism.

R Respectful: Valuing good manners and treating others as we would like to be treated.

I Inclusive: Fostering belonging and celebrating diversity.

D Determined: Displaying persistence, effort and a strong work ethic.

E Excellent: Demonstrating good behaviour and striving for personal best.

Business Plan 2026 - 2028

VISION

At East Kalgoorlie Primary School, we strive to provide a culturally responsive learning environment where students feel welcome, safe and valued.

ASPIRATION

Through high expectations, high-quality teaching and high support, we empower successful students equipped with the skills and confidence to lead in their community.



Targets

To achieve our vision and aspiration, we aim to:

- Improve student outcomes in literacy and numeracy across all year levels.
- Increase student attendance and engagement through culturally responsive practices.
- Strengthen staff capacity through ongoing professional learning focused on inclusive and high-impact teaching strategies.
- Foster strong partnerships with families, community organisations, and local leaders.
- Create a safe and supportive school culture that promotes wellbeing, resilience, and respect for all cultures.

PRIORITY AREAS



Quality Teaching

- Continue to embed the **Multi-Tiered Support System (MTSS)** to strengthen teaching and learning support.
- Provide targeted, inclusive support for students with **disability** and ensure transparent, needs-based funding that enhances wellbeing, access and achievement.
- Revise and relaunch the **Literacy and Numeracy Handbooks** to ensure a clear, consistent approach to teaching, assessment and moderation across the school; to support sustained teacher use and strengthen our **whole-school instructional approach**.
- Ensure the **General Capabilities**, especially critical thinking, communication and personal and social skills are embedded across teaching and learning to develop confident, capable, and adaptable learners and thinkers.
- Enhance teacher capacity through **peer coaching, reflective practice, and professional learning** aligned with the **Teaching for Impact** philosophy.
- Maintain our role as a **Quality Teaching Strategy (QTS)** lead school, supporting other schools and sharing best practices.

Learning Environment

- Build on our school values and **WAPBS** model to enhance student behaviour, engagement and learning.
- Continue to prioritise **student attendance** through a relational approach and **Response to Intervention (RTI)** model.
- Provide a **culturally responsive** learning environment where all students feel safe, valued, and respected.
- Expand **wellbeing** initiatives to support **mental health, resilience, and belonging** for all students.

Student Achievement and Progress

- Use **systemic and school-based data** to monitor student achievement and progress, ensuring timely intervention and differentiation.
- Build teacher capacity to **moderate student work** effectively, ensuring consistency with the **Judging Standards**.
- Implement targeted programs to support **students at risk** and extend those achieving above expectations.
- Regularly review progress data to inform **school improvement planning** and resource allocation.

Leadership

- Strengthen the bond between **Indigenous and non-Indigenous communities** through the ongoing implementation of our **Integrated Plan.**
- Broaden the **distributed leadership model** to include emerging teacher leaders and student voice representatives.
- Empower student leaders with **structured leadership programs** and opportunities to contribute to school decision-making.
- Prioritise **staff and student wellbeing**, ensuring a safe, supportive, and inclusive workplace culture.

Relationships and Partnerships

- Maintain and expand partnerships with **service providers, community organisations, local government, and businesses** to enhance student outcomes.
- Strengthen collaboration with families to support **individual learning goals** and celebrate student success.
- Increase community awareness of the **School Board's role** in governance and advocacy through regular communication and engagement events.

Resources

- Develop **spending plans** that align with targeted initiatives, ensuring efficient and transparent use of funds.
- Provide all staff with access to a formal **finance induction** process to ensure consistent, high standards in resource management.
- Prioritise investment in **digital tools** and infrastructure that enhance **learning accommodations, differentiation, and innovative teaching** practice.
- Ensure all funding decisions are **data-informed** and directly linked to improving student outcomes.

Priority Area	PSR Domain Alignment	3-Year Target (by 2029)	Year 1 (2026)	Year 2 (2027)	Year 3 (2028)	Data Sources / Evidence
Quality Teaching	Teaching Quality Effective Leadership	100% of teachers consistently implement MTSS, General Capabilities, and evidence-based practices.	• Baseline observations • Relaunch L&N Handbooks • Begin coaching and Teaching for Impact cycle	• 75% consistent practice • Strengthen moderation • Introduce General Capabilities planning expectations	• 100% embedded practice • Sustained whole-school consistency	• Observation tools • Program audits • Staff surveys • Coaching logs • Student data
Learning Environment	Safe & Supportive Learning Environment Relationships & Partnerships	25% reduction in behaviour incidents and improved attendance across all bands (⩾90%, ⩾80%, ⩾70%), with overall attendance ⩾90%	• Baseline data • Strengthen WAPBS • RTI attendance strategies • 30% ⩾90%, 60% ⩾80%, and 85% ⩾70% attendance. •Introduce student voice initiatives	• 10–15% behaviour reduction • Attendance 35% ⩾90%, 65% ⩾80%, 85% ⩾70%. • Expand mental health and wellbeing initiatives	• 25% reduction • Attendance 40% ⩾90%, 70% ⩾80%, 90% ⩾70%. • Sustain wellbeing, resilience, and cultural safety	• Behaviour (WAPBS) • Attendance • Surveys • RTI tracking Student wellbeing & belonging surveys
Student Achievement & Progress	Student Achievement & Progress Teaching Quality	85% Tier 1 students at/above expected standard; 20% reduction in at-risk students; Increased growth for Tier 1	• Baseline (NAPLAN & school data, Elastik bubble) • Tier 2–3 intervention programs implemented •Tier 1 L&N extension strategies introduced	• 10% reduction in at-risk • Improved moderation• Sustained academic growth for Tier 1	• 85% Tier 1 at/above expected • 20% reduction at-risk •Growth evident across all tiers	• NAPLAN • PAT / Brightpath • School assessments • Elastik • Moderation
Leadership	Effective Leadership Use of Resources	100% student leadership participation; Improved staff and student wellbeing and inclusion	• Identify leaders • Establish structures • Establish wellbeing supports for staff and students	• Student programs embedded •Increased student voice in decision-making •Improved staff wellbeing	• 100% student participation •Student voice embedded in decision-making• Sustained improvement in staff wellbeing	• Leadership records • RAP tracking • Surveys • •Student leadership data Wellbeing surveys (staff & students)
Relationships & Partnerships	Relationships & Partnerships	40% increase in family/community engagement.	• Baseline engagement • Improve communication	• 20% increase • Expanded partnerships	• 40% increase sustained	• Event attendance • Parent surveys • Communication data
Resources	Use of Resources Effective Leadership	AI and AAC embedded in teaching;100% staff using digital tools; Improved student outcomes	• Introduce AI planning and AAC resources• Align budget • Update handbook • Baseline tracking	• Expand AI and AAC use •All initiatives linked to outcomes • Monitor Impact	• 100% AI-supported planning; AAC embedded; improved outcomes 100% evidence-based funding	• Budget reports • IEPs • Survey data • Student data• Program evaluations • Audit data •