



KARRINYUP PRIMARY SCHOOL

# Business Plan

2019 | 2021



STRIVE FOR YOUR BEST

Karrinyup Primary School is an Independent Public School where children thrive and the contribution of parents is welcomed and valued. The staff are committed to the school, and more broadly public education, and work collaboratively with each other. Since becoming an Independent Public School in 2012 the school has written two previous business plans, with this being our third.

In each new plan we have striven to improve how we work together so that we can confidently say children leave Karrinyup Primary School ready for the next stage of their education.

This plan articulates the strategic direction determined by the staff and School Board and will underpin our actions in the next three years. The content of the plan has been informed by staff knowledge and expertise, parent and student feedback, school data reviews, and the Department of Education's strategic plan. It includes our vision, beliefs about learning, focus areas and the associated core strategies, and academic and non-academic targets. Information about how we will self-assess our progress and achievement is also documented.



## Five focus areas

### make the foundation for the plan:

1. An engaged and connected community
2. High quality, evidence-based teaching and learning
3. Social responsibility
4. Professional collaboration
5. Leadership

In the classrooms a number of whole school, researched processes underpin our practice. These include synthetic phonics, STEM (Science, Technology, Engineering, Mathematics) related activities, whole school maths teaching practices, learning area integration, guided reading, a writing process, and planned reading intervention for specific children. We strongly adhere to the Gradual Release Model of teaching where learning is intentional, teachers guide instruction, and children collaborate and then work independently to show the knowledge and skills gained over time.

The school undertakes a rigorous self-assessment process. To monitor academic achievement and progress, student performance data is gathered and reviewed. Data sources include Pre-Primary On-Entry Assessment; Kindy and Pre-Primary Sutherland Phonological Awareness Test (SPAT); National Assessment Program – Literacy and Numeracy (NAPLAN); Progressive Achievement Tests (PAT) in Maths, Reading, Spelling, Grammar



and Punctuation, and Science; and year level and class assessments. Broadly, this information is used to identify trends, compare student achievement and progress with like schools, and measure cohort achievement against State and national achievement levels. Staff use this data to identify students who are achieving highly and those who require further support. Data helps teachers to decide what content and skills should be taught next and where there may be gaps in learning. The school is always looking at its data set to ensure that we use and access contemporary and best practice teaching, learning and assessment processes.

Non-academic achievement and progress is monitored through a range of data collection tools. The biennially National School Opinion Survey is completed by stakeholder groups and enables the school to determine how satisfied parents, staff and students are with the school and its operation. PAT Social and Emotional Wellbeing is used to

monitor wellbeing so we can make adjustments to positive classroom and whole school behaviour plans, and direct human and financial resources to pastoral care and programs for social and emotional development.

Monitoring staff collaborative teams and their classroom practice is evidenced through meeting minutes, notes from Professional Learning Community meetings, their reflection against the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards for Teachers, and performance development meetings. With this information the school is able to reflect on and plan for future professional learning, and identify career progression for all staff.

We are looking forward to the next three years at Karrinyup Primary School as we continue to provide outstanding opportunities to students, staff and the wider community.



Being the principal of Karrinyup Primary School is a privilege. I know that I am going to see children who love learning and want to succeed, believe that the realisation of their dreams is just over the horizon, and whose favourite part of the day is seeing their teacher and friends.

I also know that I am going to see children who are not sure about how their day or week is going to unfold. Some children find learning more challenging, and relationships do not come easily. It is my job to meet all of these children where they are at and provide them with the time, resources and expertise to help them move towards being the best they can be. It's not easy.

In front of me, and rightly so, is a team of highly professional educators who share my dream that children will succeed. They are committed to being the best they can be, step towards challenges, and invest in relationships with each other, the children and families. Regardless of their official role, each

of them plays a significant part in making Karrinyup Primary School, great.

The contribution from the school community is very significant and valued. Without the support of parents, grandparents, family friends and members of the local community, we would never be the school that achieves and provides so well.

Children, learning and teaching, partnerships, staff expertise and leadership are the themes echoed in the business plan. It is not by chance that this happened as it is these things that are talked about, planned for, and reviewed. The plan reflects what Karrinyup Primary School has been about and what it will continue to be – a dynamic, challenging and quality place to work and learn.



## **We believe...**

co-operative learning is an integral part of effective teaching and learning in every classroom.

## **We believe...**

in supporting students socially and emotionally, challenging their strengths and encouraging creativity and risk taking in their learning.

## **We believe...**

students should be supported to become environmentally responsible and contribute to a sustainable future.

## **We believe...**

in creating a positive culture where teachers, students, parents and the wider community feel welcome and supported.

## **We believe...**

teachers are responsible for giving timely, positive and constructive feedback to students and parents.

## **We believe...**

in and are committed to ongoing valid, evidence based professional learning in contemporary practice.

## **We believe...**

in and accept diversity by being aware of others. We value and celebrate different cultures and strive to be inclusive.

## **We believe...**

in explicit and intentional teaching so that students know what they are learning.

## **We believe...**

students can set goals so that they are accountable for their learning.

**OUR VALUES:** We strive. We are kind. We are respectful. We are accountable.



## FOCUS AREA : An engaged and connected community

A caring, polite and inclusive relationship exists across the school community ensuring the promotion of student learning and wellbeing. All students, staff and families have a sense of belonging to the school community.

Together we seek to...

**Maximise parent and community involvement and keep them informed of and celebrate school events and programs.**



### CORE STRATEGIES

- Create an environment where people are informed of classroom practice and school decisions through parent workshops and information sessions.
- Actively promote the teaching and learning initiatives and management decisions to families and the broader community.
- Provide a range of opportunities for parents to be involved through the P&C Association, projects and activities.
- Investigate how to diversify and broaden parent involvement.
- Broaden the use of Connect as the primary means of communicating with parents and between staff.
- Develop and maintain a fresh and new school website.
- Maximise opportunities to formally acknowledge staff, parents, volunteers and community members who provide services to the school.
- Invite community members into the school as guests for events such as ANZAC Day Dawn Ceremony, KIDMAD events, and special days.
- Continue the school's relationship with Ed Connect, the school volunteer program.

### CORE STRATEGIES

- Consolidate the school's relationship with the United Nations Association of Western Australia.
- Establish and maximise curriculum and teaching practice professional learning opportunities with neighbouring schools.
- Use community connections to enhance the school facilities, teaching program, and diversify learning experiences for students.

Together we seek to...

**Build meaningful relationships with stakeholders.**



Together we seek to...  
**Maintain effective school governance through a high functioning School Board.**

**CORE STRATEGIES**

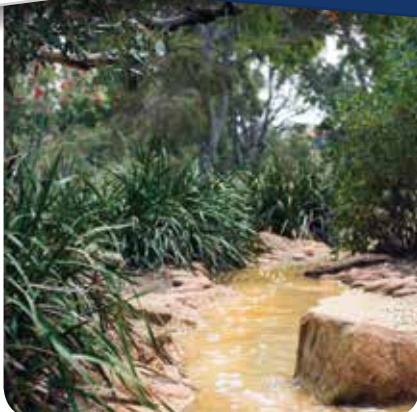
- Build an informed, reflective and active Board which supports the implementation of the school plan.
- Regularly review the Board composition and actively seek to fill vacancies with a diverse group of people who represent the school and wider community.
- Promote school and community engagement and interest in Board activities.

**CORE STRATEGIES**

- Through the Carine network talk with Carine Senior High School's leadership team to develop processes for an exchange of curriculum ideas and classroom practices, support the transition of students from primary to secondary school, and to share resources.

Together we seek to...  
**Build on the connection made with Carine Senior High School to share ideas, knowledge and practices.**

Together we seek to...  
**Establish a relationship with long day care centres to share information about learning programs and the students.**



**CORE STRATEGIES**

- Provide opportunities for the KPS staff to meet with the day care staff to exchange information about incoming students, share ideas, and review programs.



Together we seek to...  
**Develop opportunities for students to provide their views on improvements and changes that could be actioned at the school.**

**CORE STRATEGIES**

- Through a range of means, including class meetings, surveys, and class voting, allow students to have input into decisions that are made about the school so that it better reflects what they want to see available to them.

# FOCUS AREA: High quality, evidence-based teaching and learning

We aim to have a coherent, sequenced plan for whole-school curriculum delivery that has learning expectations that align with the Western Australian curriculum. The plan has evidence-based teaching and assessment practices at its centre. Over time, data is collected to monitor growth and improvement in student outcomes. Priority use of school resources aligns with addressing the needs of the students.

Together we seek to...

**Clearly articulate and employ whole school, evidence-based practice for teaching, learning and assessment.**



## CORE STRATEGIES

- Maintain literacy and numeracy blocks which include learning goals, explicit instruction, modelled and independent work (Gradual Release Model), and feedback.
- Be explicit about learning intentions through WALT (We are learning to ...), WILF (What I'm looking for...), and TIB (This is because ...).
- Continue to support teachers in their development of quality instructional strategies that enable students to be more accountable for their learning.
- Develop staff expertise in using formative assessment strategies to inform teaching and learning.
- Provide lesson feedback so that students become self-regulated learners.
- Develop a shared understanding of play-based learning and its effective implementation at Karrinyup Primary School.
- Embed the Western Australian Curriculum's General Capabilities in learning programs.

## CORE STRATEGIES

- Provide ongoing and specific professional learning in instructional strategies, curriculum development and differentiated practices. Professional learning to align with AITSL.
- Foster student problem solving and higher order thinking skills through classroom practices including inquiry learning, Genius Hour, cross year level programs, and play-based learning.

Together we seek to...

**Engage in professional learning to develop knowledge of how to identify and use appropriate instructional strategies, and of the Western Australian Curriculum.**

Together we seek to...

**Become proficient data owners and users to drive student achievement in literacy, numeracy, STEM, and well-being.**

## CORE STRATEGIES

- Collect data, such as PAT, NAPLAN, On-entry, Oxford Assess, TORCH, Brightpath, and common assessment tasks, to inform planning at whole school, class and individual levels.





### CORE STRATEGIES

- Maintain small group, intervention programs for students at educational risk.
- Maximise the advice and expertise of Department consultant teachers to inform instruction and curriculum for students with learning disabilities.
- Strengthen the school's student services processes to incorporate ongoing monitoring of student achievement.
- Link families with in-school and out of school support services.
- Promptly identify, expand and strengthen learning programs for academically talented students. Appropriate differentiated practices are evident in classroom planning and lesson implementation.

Together we seek to...

**Implement and develop a school-wide system, which incorporates assessment tools and strategies, to identify and address student needs.**



Together we seek to...

**Implement authentic and challenge based learning using a range of ICT across all learning areas.**

### CORE STRATEGIES

- Investigate and expand the ICT hardware and software programs available to the students, ensuring that we provide contemporary resources.
- Provide staff with multiple opportunities to trial the use of ICT to build their confidence to use the technology purposefully in classrooms.
- Explore the adoption of Office 365 as a school platform for Microsoft programs, document sharing, and staff-student communication.
- Provide students with strategies to use ICT appropriately and responsibly.

### CORE STRATEGIES

- Use data at a collaborative level to inform and refine student access to quality learning.

Together we seek to...

**Monitor and review school programs, events and initiatives using National Quality Standard, Aboriginal Cultural Standards Framework, surveys, and qualitative feedback.**

### CORE STRATEGIES

- Consider and refine the role of parent information sessions, parent-teacher conferences and other strategies for parents to connect with teachers about their children's learning and development.
- Showcase opportunities for parent involvement in the newsletter and website.



Together we seek to...

**Clearly articulate and employ whole school, evidence based practice for teaching, learning and assessment.**

We aim to develop the students into global citizens who are sensitive to the needs of others in the local, state, national and world wide contexts, are environmentally active, and understand the part they play in the future for themselves and others.

Together we seek to...  
**Implement and reflect on the Aboriginal Cultural Standards Framework.**

### CORE STRATEGIES

- Acknowledge and teach the significance and value of Aboriginal culture, history and their experience through curriculum content, NAIDOC Week, and experiences.
- Be responsive to the Framework keeping in mind the cultural diversity in the school.
- Develop staff knowledge and understanding of Aboriginal history and culture.

### CORE STRATEGIES

- Investigate and select a charity or cause that each year level can actively support.
- Continue the school's relationship with Nakuru Hope through sponsorship, fundraising and regular communication.
- Support and encourage student-led, staff suggested and parent-initiated service and charity initiatives.

Together we seek to...  
**Develop student understanding of a diverse range of local, state, national and international issues.**

Together we seek to...  
**Maintain a strong sustainability program to embed student and community practices that are environmentally friendly.**

### CORE STRATEGIES

- High level classroom engagement and year level focus in sustainable practices and initiatives which are then promoted across the school community. For example: Farm Garden, worm farm, recycling processes.
- Maintain the Help Save the Planet Club and business and enterprise focus.

### CORE STRATEGIES

- Use the newsletter and other communications to promote and communicate the school's active involvement in sustainability, service and giving.
- Celebrate student, staff and parent sustainability and service contributions.
- Consider lessons, assemblies and other avenues as places for students to reflect on school aligned citizenship and service.

Together we seek to...  
**Actively communicate social responsibility initiatives and charity involvement to the school community.**







We aim to have a school culture that is mutually supportive and collegial. Staff are committed to working together which results in innovative and high quality teaching and learning in the classroom and between colleagues.

Together we seek to...

**Maximise staff expertise by providing opportunities for collaboration and peer learning.**



#### CORE STRATEGIES

- Maintain collaborative meetings for curriculum planning, moderation, assessment and sharing of effective classroom practices.
- Provide a more structured induction and mentoring process for newly appointed staff.
- Facilitate a collaborative colleague amongst staff for sharing and gaining support and advice.
- Ensure support for relief staff through induction, operational information packs and a critical friend for the period of their appointment.
- Maximise the skills of education assistants to provide in-class support for student learning.

#### CORE STRATEGIES

- Actively provide opportunities for staff to provide feedback through collaborative group meetings, Workload Committee, leadership groups, surveys and performance development meetings.

Together we seek to...

**Maintain and enhance staff consultation process to ensure that staff have a voice.**

Together we seek to...

**Actively provide opportunities for staff to work together.**



#### CORE STRATEGIES

- Maintain Professional Learning Communities to build collegial support, based upon mutual trust.
- Ensure clear and consistent norms of professional collaboration.
- Develop and embed staff use of the Positive Behaviour Support strategies within classrooms and across the playground.

We aim to develop the leadership skills of staff through professional learning and opportunities to lead projects beyond their own classroom. School leaders will be united in driving the school and Department agenda and promote a sense of optimism that Karrinyup Primary School is and can continue to be a school of excellence.

Student leadership is fostered to give them the opportunity to have ownership of projects. Student leaders will be able to reflect on projects, identifying and valuing their personal contribution, and its alignment with the school's core values.

Together we seek to...

**Encourage and develop student leadership at a class, whole school and community level.**

### CORE STRATEGIES

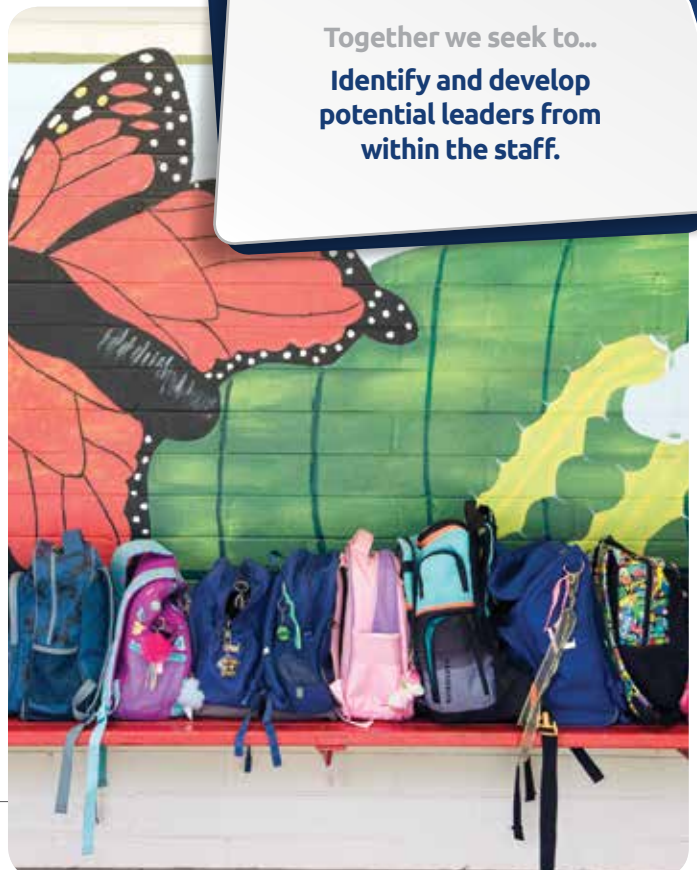
- Strengthen and create leadership roles for students so that there are more opportunities for them to develop their skills. Examples include student councillors, faction leaders, Visual Art leaders, Help Save the Planet Club leaders.
- Explore how student leadership can be developed across all year levels linking the responsibilities to meaningful activities.

### CORE STRATEGIES

- Provide opportunities for staff to take on leadership roles including new initiatives and committees.
- Refine the performance development process to align with AITSL to identify strengths, expertise and interests.
- Maintain and develop curriculum and instructional leaders across the school through the provision of mentoring, coaching and professional learning.
- Leadership occurs at all levels and is open to all staff with nominations for committee leaders called for annually.
- The school's decision making processes is inclusive by considering the direction provided by committees and leadership group. The leadership structure is adapted to suit the needs of the school and is formally reviewed annually.

Together we seek to...

**Identify and develop potential leaders from within the staff.**



The mean  
**NAPLAN  
performance**

for years 3 and 5 will be at  
or above our Like Schools.

The percentage of  
**Students in  
the top band**

will be equal to or above our  
Like Schools.

More than  
**75% of year 3  
students**

to achieve in the top 2  
bands.

**The comparable  
difference**

between year 3 and 5  
achieving in the top 2 bands  
to exceed like schools.

PAT Science – 70% of year 3s  
and 60% of years 4 - 6 to

**achieve at  
stanine 6**

or above.

**All cohorts to  
remain ahead**

of the Normed schools  
across all PAT tests.

Maintain regular  
**attendance rate  
above 90 %**

for all year levels.

Increase the percentage of  
parents who respond to the

**National School  
Opinion Survey**

to 40 percent.





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**Karrinyup Primary School**  
15 Hampton Street, Karrinyup, WA 6018  
Ph: 9447 5400 Fx: 9447 5538  
karrinyup.ps@education.wa.edu.au  
[www.karrinyupps.wa.edu.au](http://www.karrinyupps.wa.edu.au)

