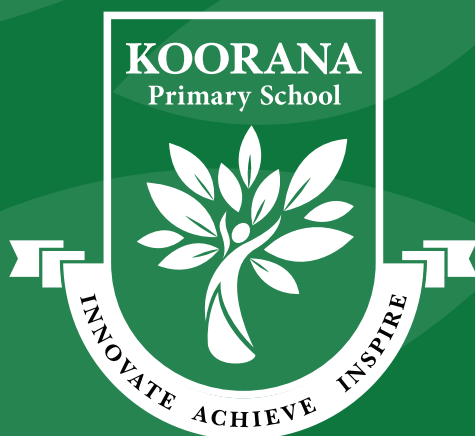


# Koorana Primary School

2021 - 2023 Business Plan



# Our School Context

Koorana Primary School is an Independent Public School located in Warnbro. We are committed to providing every student with a pathway to a successful future by unlocking their learning potential. Our dedicated staff place an emphasis on high quality teaching and engagement by providing a robust curriculum that meets the needs of all students from Kindergarten to Year 6. We cater for the needs and aspirations of local families, working in partnership with a supportive community.

Our staff are invested in sustaining a positive and inclusive school culture, placing emphasis on developing the academic, social, physical and emotional potential of each child. Our Positive Behaviour Support SMART initiative, which stands for Safe, Motivated to Achieve, Respectful and Trustworthy supports students to develop a sense of belonging, confidence, effective communication skills and the ability to form positive relationships with others.

We place high value on the wellbeing of students, families and staff, recognising the connection between good health and positive academic and non-academic outcomes. This is fostered by an experienced and effective student services team including a school psychologist and chaplain, and the inclusion of evidence-based programs, including Zones of Regulation.

We offer a diverse range of specialist subjects including physical education, visual arts, music, science and Indonesian and students benefit from state of the art facilities including a purpose built science lab, an early childhood naturescape play area, extensive sporting facilities and multimedia technology school-wide.

Our shared vision is to develop students who are innovative, helping them achieve their best to go on to lead and inspire others in the wider community. We have a strong ethos of being a warm, caring and friendly community where every child is recognised and valued as a unique individual.

Our school has great parent and community support. Our School Board takes an active role in establishing and maintaining clear direction for the school and works alongside our Parents and Citizens Association, who regularly organise activities which bring greater school community together.

“ Our teachers focus on  
our learning every day. ”  
Lochlan, Student



# Our Vision & Values

## Vision

Our vision is to develop innovative students and help them achieve their best to go on to lead and inspire others in the wider community.

• Innovate • Achieve • Inspire

## Purpose & Ethos

Koorana Primary School is committed to making:

- Every student a successful student
- Every teacher an effective teacher
- Koorana a good school

## School Values

### Respect:

We accept that everyone brings something different to our learning environment and are respectful, tolerant and courteous towards everyone.

### Honesty:

We are fair, trustworthy, reliable and courageous when dealing with others and ourselves.

### Trust:

We build confidence and trust with others in all that we say and do.

### Citizenship:

We contribute to our school community by sharing our kindness and care so that everyone feels welcome, safe and valued in the place where they live and learn.

### Excellence:

We set high standards for ourselves at work and play so that we always do and give our best.



“ Our staff really care about all the students. Expectations are high. ”  
Claire, Teacher

# Strategic directions for Public Schools 2020-2024

The Western Australian public school system is a major contributor to the State's prosperity and growth as a fair society promoting the wellbeing and participation of all its citizens.

## Our aspiration is for every student to:

Unlock and fulfil their learning potential.	Be equipped with contemporary and emerging work capabilities.	Develop the personal and social attributes that form the basis for future wellbeing.	Achieve year on year growth in their learning throughout their schooling.	Be well prepared to take the step beyond school into further education, training or work.
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## Our Improvement Drivers:

1. Provide every student with a pathway to a successful future.
2. Strengthen support for teaching and learning excellence in every classroom.
3. Build the capability of our principals, our teachers and our allied professionals.
4. Support increased school autonomy within a connected and unified public school system.
5. Partner with families, communities and agencies to support the educational engagement of every student.
6. Use evidence to drive decision-making at all levels of the system.

## Our success will:

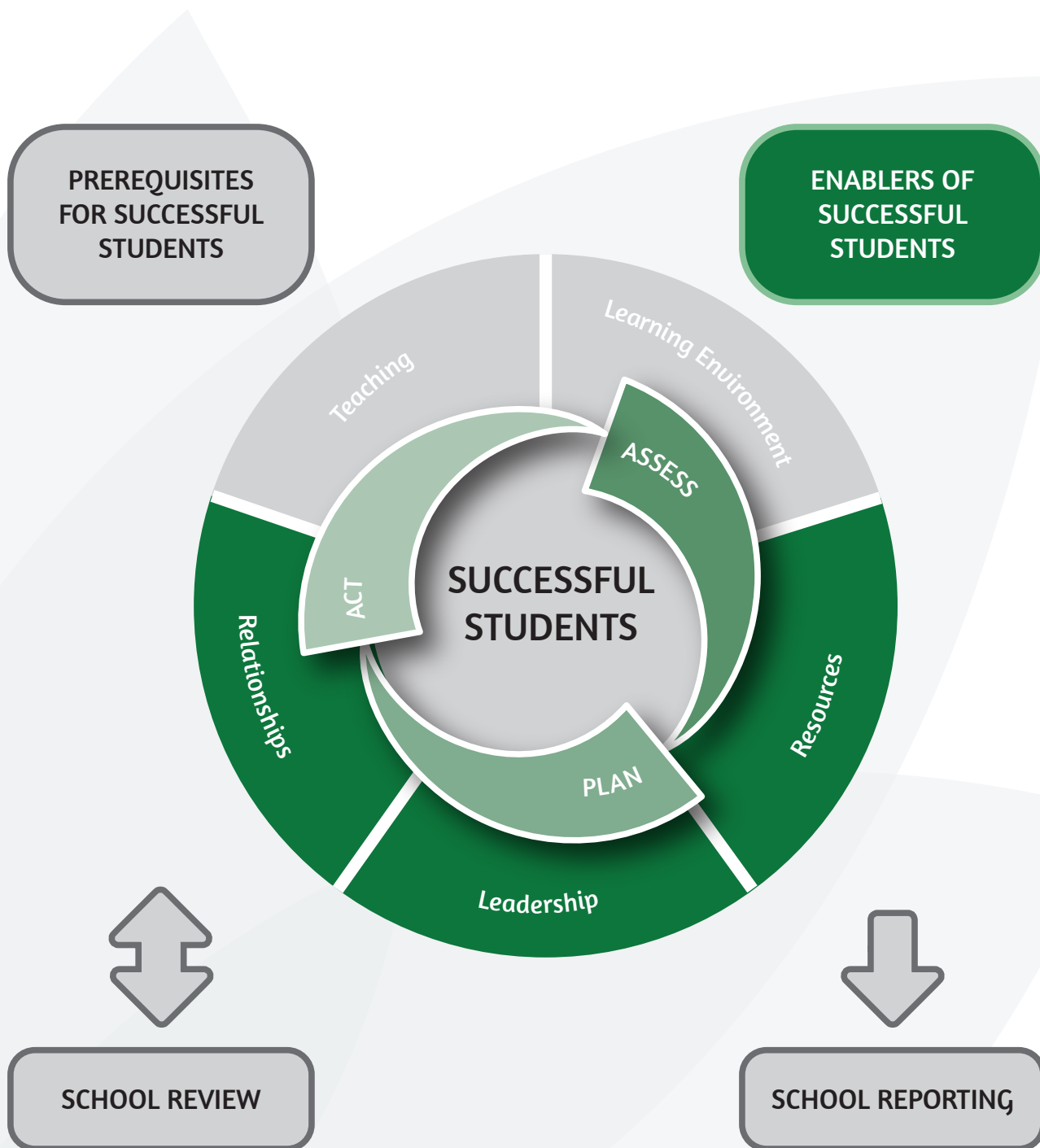
1. Enable Aboriginal students to succeed as Aboriginal people.
2. Ensure students are on track in the early years for continued success in school.
3. Enhance student health and wellbeing.
4. Progress student Numeracy and Literacy.
5. Improve student attendance.
6. Increase student participation in STEM.
7. Increase retention and achievement of students to year 12.
8. Ensure students gain the skills, qualification and knowledge needed to experience success.



# Self Assessment

At Koorana Primary School we use the School Improvement and Accountability Framework and the National School Improvement Tool. These guide our self-assessment, reflection and judgement about our progress towards set targets, how we select and develop improvement strategies and track our improvements over time.

We strongly acknowledge that high quality teaching and a positive learning environment which focuses on high expectations are prerequisites to successful students. Furthermore, strong leadership, positive relationships between students, staff and families and strategic use of resources enable high quality teaching at Koorana Primary School. Koorana Primary School is committed to building an environment of learning, reflection and high expectations for all students and staff within a culture of high performance and high care.



# Objectives

- Improve levels of achievement in NAPLAN (all areas) to above like schools and closer to the state average.
- Improve progress in NAPLAN (all areas) in the stable cohort to above like schools and closer to the state average.
- Increase the percentage of students in each year level at or above the expected level of achievement in Progressive Achievement Tests for Mathematics (PAT).
- Increase the percentage of students in each year level at or above the expected level of achievement in Progressive Achievement Tests for Reading (PAT).
- Increase the percentage of students in P-2 working within the expected phase in Letters and Sounds.
- Increase the percentage of students in 3-6 working within the expected level in Spelling Mastery.
- Increase the percentage of students in the regular attendance category 90% +.
- Increase the percentage of students demonstrating the positive behaviour expectations identified in the KPS Matrix.
- Sustain high levels of student engagement and motivation to learn.
- Strengthen relationships with our community and their involvement within the school.

**“ We get to be creative and the teachers get our brains working. We’re getting ready for our future. ”**  
Nina, Student



# High Quality Teaching

Strategies	Milestones
<p>Teachers use the Koorana Instructional Model to deliver lessons with a particular focus on English and Mathematics.</p>	<ul style="list-style-type: none"> <li>• Train all staff in the Koorana Instructional Model.</li> <li>• Classroom observations focus on implementation of the model.</li> <li>• Train teachers as coaches to strengthen observation and feedback practices.</li> </ul>
<p>Consistent, school wide approaches, based on evidence, to teach English and Mathematics.</p>	<ul style="list-style-type: none"> <li>• Professional learning on school wide approaches.</li> <li>• Letters and Sounds explicitly delivered K-2.</li> <li>• Spelling Mastery explicitly delivered 3-6.</li> <li>• Prime Maths explicitly delivered 1-6.</li> <li>• Revisit shared understanding of what good teaching is.</li> <li>• Investigate the implementation of a structured writing program.</li> </ul>
<p>Agreed engagement strategies are evident in every lesson.</p>	<ul style="list-style-type: none"> <li>• Observations (including walk throughs), coaching and feedback on implementation of engagement strategies.</li> </ul>
<p>Strengthen assessment practices to track student progress and inform targets and planning.</p>	<ul style="list-style-type: none"> <li>• Refine assessment schedule to align to clear purpose.</li> <li>• Teachers use PAT testing, PM Benchmarks, Letters and Sounds and Westwood to set targets for individuals, groups and cohorts.</li> <li>• Time allocated to set, monitor and review student progress targets.</li> <li>• Teachers analyse student performance data to guide self-reflection and goal setting.</li> </ul>
<p>Phase of Learning teams plan, teach, assess, moderate and review to ensure consistency in curriculum content and instruction.</p>	<ul style="list-style-type: none"> <li>• Drill down into lesson design to ensure instruction focuses on critical content, skills are broken down, examples and non-examples are planned and students receive distributed and cumulative practice.</li> <li>• Teams share planning.</li> <li>• Teams use disciplined dialogue to analyse student performance data and make informed decisions about teaching practices.</li> <li>• Cohort weaknesses in English and Mathematics are identified in the data and addressed in daily reviews.</li> </ul>
<p>Further develop fine-grained curriculum scope and sequence documents for English and Mathematics.</p>	<ul style="list-style-type: none"> <li>• English text type framework implemented and reviewed.</li> <li>• Comprehension strategies mapped from K-6 to ensure coverage and distribution.</li> <li>• Vocabulary scope and sequence implemented school wide (including mathematics).</li> <li>• Mental computation strategies scope and sequence implemented and reviewed.</li> <li>• Develop school-based scope and sequences for the WA curriculum, starting with English and Mathematics, including content to be covered in each term of each school year.</li> <li>• Determine specific focus areas within the constraints of the WA curriculum.</li> </ul>
<p>Professional learning available for all staff in key whole school approaches, including workshops, coaching, observations and feedback.</p>	<ul style="list-style-type: none"> <li>• Targeted professional learning to address identified gaps in teaching practices.</li> <li>• Create video resource bank of high quality practices in line with Instructional Model.</li> <li>• Provide opportunities for teaching staff to observe high quality practices in line with Instructional Model within KPS and at other schools.</li> <li>• Professional Learning for all teachers on lesson design.</li> </ul>
<p>Performance Development Practices for all staff in line with AITSL standards and school priorities, including observations.</p>	<ul style="list-style-type: none"> <li>• All staff engage in the Performance Development process.</li> <li>• Performance Development focus areas align to school wide approaches.</li> </ul>
<p>Digital Technologies are purposefully embedded throughout teaching and learning to enhance learning experiences and outcomes for students.</p>	<ul style="list-style-type: none"> <li>• Teachers utilise the Digital Technologies Skills Sequence in planning and teaching across multiple curriculum areas.</li> <li>• Teachers utilise recommended resources via the Department's Connect platform.</li> <li>• Teachers work through SAMR Model to incorporate technology effectively.</li> </ul>

# Learning Environment

Strategies	Milestones
Track and review student attendance, case manage students with unacceptable attendance.	<ul style="list-style-type: none"> <li>• Closely monitor all students not attending at least 90%.</li> <li>• Communicate attendance expectations to students and families regularly.</li> <li>• 'Lates' are addressed and case managed fortnightly.</li> <li>• Attendance data is reviewed and case managed fortnightly.</li> <li>• Attendance flow chart guides school response to absenteeism.</li> <li>• Identify, target and review attendance of those students in 'indicated' and 'moderate' risk categories.</li> <li>• Provide information to parents/carers to encourage improved attendance and punctuality.</li> <li>• Develop positive attendance strategies.</li> </ul>
Enhance current implementation of school wide Positive Behaviour Support (PBS).	<ul style="list-style-type: none"> <li>• Substantive staff are CMS trained.</li> <li>• Upskill CMS coach within staff.</li> <li>• Consolidate and enhance PBS and focus on areas of concern.</li> <li>• Targeted focus on behaviour expectations.</li> <li>• Analyse behaviour data to make informed decisions.</li> <li>• Continued focus on individual, class and faction rewards.</li> <li>• Positive phone calls home from every class, every week.</li> </ul>
Health and Wellbeing framework implemented with a focus on positive relationships, connectedness and belonging.	<ul style="list-style-type: none"> <li>• Zones of Regulation implemented school wide.</li> <li>• Wellbeing team determine direction of wellbeing initiatives for students, staff and community.</li> <li>• Implement surveys for students, staff and community to ascertain a sense of wellbeing.</li> <li>• All class teachers to deliver Protective Behaviours program.</li> <li>• Deliver parent workshops based on broader wellbeing themes.</li> <li>• Provide school chaplaincy service.</li> <li>• Planned delivery of Health Curriculum to incorporate physical and mental health.</li> </ul>
Consistent focus on school values.	<ul style="list-style-type: none"> <li>• School values are regularly published on all school platforms.</li> <li>• Whole staff revisit school values regularly.</li> <li>• Values are displayed and referred to in all teaching spaces.</li> <li>• Classroom rules, developed by classes, align to school values.</li> </ul>
Effective processes to meet the needs of students at educational risk, including a differentiated curriculum and intervention.	<ul style="list-style-type: none"> <li>• Case management approach for students identified as at educational risk.</li> <li>• Agreed identification processes for students at educational risk.</li> <li>• Agreed process for school psychology service referrals.</li> <li>• Established partnerships with external agencies e.g. therapy providers.</li> <li>• Learning Support Coach works with teachers to meet the diverse needs of students.</li> <li>• Ongoing professional learning and support to write documented plans.</li> <li>• Teachers write SMART targets for individual students.</li> <li>• Progress against targets in documented plans is reviewed and documented every term.</li> <li>• Teachers use Functional Behaviour Assessment to develop 'Prevent, Teach, Reinforce' Behaviour Support Plans.</li> <li>• Transition processes established for annual handover.</li> <li>• English and Mathematics intervention programs are facilitated by EAs.</li> </ul>
Evidence based practice central to Early Childhood Education includes a balance of explicit teaching and intentional play-based learning.	<ul style="list-style-type: none"> <li>• Early Years Learning Framework guides practice.</li> <li>• Regular self-assessment by teachers and support staff to determine practice in line with all Quality Areas of the National Quality Standard.</li> <li>• Develop an Early Years Policy which determines our school's stance for Early Childhood Education.</li> <li>• Provide ongoing opportunities for parents/carers to engage in Early Years learning.</li> </ul>

# Leadership

Strategies	Milestones
Distributed leadership model throughout the school with specified roles and responsibilities.	<ul style="list-style-type: none"> <li>• A team leader is identified in each Phase of Learning Team.</li> <li>• Leaders meet every term to consult on school wide practices and engage in decision making (Principal, Deputies and Team Leaders).</li> <li>• Leaders engage in shared professional reading and review research relevant to the context of our school.</li> <li>• Curriculum Leaders are identified in all priority areas.</li> <li>• Regularly revisit leadership roles and identify potential leaders beyond leadership team.</li> </ul>
Leadership development and aspirant opportunities accessible for teaching staff.	<ul style="list-style-type: none"> <li>• Coaching, mentoring and leadership professional development available to teachers.</li> <li>• Access opportunities for Leadership development through the Leadership Institute.</li> </ul>
Targeted development program for beginning teachers.	<ul style="list-style-type: none"> <li>• Align beginning teachers to an 'expert mentor' teacher.</li> <li>• Provided targeted support for all teachers within their first two to five years of teaching.</li> <li>• Establish strong induction processes for new staff with defined responsibilities for mentors and leadership.</li> </ul>
Rigorous self-review cycle implemented.	<ul style="list-style-type: none"> <li>• An established Performance Development cycle for all staff.</li> <li>• Team leaders contribute to review of progress through Leaders' meetings every term.</li> <li>• Leadership team regularly review progress against current Public School Review domains.</li> <li>• Principal tracks actions against progress through Tracking and Review document each semester.</li> </ul>
Leadership team actively facilitate optimal conditions for learning - a safe, orderly and inclusive learning environment and drive high expectations for student progress and outcomes.	<ul style="list-style-type: none"> <li>• An established schedule for classroom observations.</li> <li>• Opportunities for leaders and teachers to read research on effective classroom practice and how students learn best.</li> <li>• Leadership team identify key themes in data (student performance data, observations and surveys).</li> <li>• Leadership team are highly visible in the school community.</li> <li>• Leadership team are proactive in modelling high expectations in all areas of school operations.</li> </ul>
Operational plans align to school priorities.	<ul style="list-style-type: none"> <li>• Monitor leadership roles and responsibilities in line with school operations.</li> <li>• Collaborative time is used to focus on priorities and key interventions.</li> <li>• Operational plans are developed by teaching teams and regularly reviewed.</li> </ul>
Refine student leadership model reflecting clear expectations and roles.	<ul style="list-style-type: none"> <li>• Provide opportunities for student leadership.</li> <li>• Improve role clarity and determine responsibilities for student leaders.</li> <li>• Provide opportunities for student voice.</li> <li>• Extend peer support programs and activities during break times.</li> </ul>



# Relationships & Partnerships

Strategies	Milestones
<p>Implement the Aboriginal Cultural Standards Framework (ACSF) to improve cultural responsiveness school wide.</p>	<ul style="list-style-type: none"> <li>• Identify key staff to guide school wide implementation of ACSF.</li> <li>• Incorporate ACSF operational planning into Student Services plan.</li> <li>• Build links with local Aboriginal community.</li> <li>• Provide training opportunities for all staff to develop cultural awareness.</li> <li>• Unpack the ACSF against our school context.</li> </ul>
<p>Continue to build a strong School Board and school governance processes to ensure school direction reflects community expectations.</p>	<ul style="list-style-type: none"> <li>• Principal and Board Chair to develop Induction process for new Board members.</li> <li>• All Board members to undertake training modules.</li> <li>• Seek high quality community representation for the School Board.</li> </ul>
<p>Promote and support an active Parents and Citizens Association.</p>	<ul style="list-style-type: none"> <li>• Principal and staff work with P&amp;C to support positive profile of school in the community.</li> <li>• Principal and staff to support P&amp;C to plan and deliver events to raise funds and bring the community together.</li> <li>• School supports P&amp;C by actively promoting their work through publicising events through school platforms.</li> </ul>
<p>Extend school-parent/community partnerships.</p>	<ul style="list-style-type: none"> <li>• Provide regular opportunities for parents/carers and the community to attend school based events.</li> <li>• Upskill parents/carers to support key initiatives and operations e.g. listening to students read, helping in the library.</li> <li>• Provide clear and regular information about how parents/carers can be involved in the school, make suggestions or express concerns.</li> <li>• Work with local high schools to jointly engage the community.</li> </ul>
<p>Communicate effectively with school community using several platforms.</p>	<ul style="list-style-type: none"> <li>• Use Connect, school website and SMS messaging to communicate with parents.</li> <li>• Ensure parents can communicate directly with teachers either in person, by phone or email.</li> <li>• Teachers use Connect every week to share with parents/carers the learning that students are engaging in.</li> <li>• Hold parent interview nights and other opportunities for teachers and parents to meet to discuss progress.</li> <li>• Develop a communication policy to ensure clear and consistent two-way communication, which is aligned to school values.</li> </ul>
<p>Strengthen opportunities for the school community to engage with and inform school priorities.</p>	<ul style="list-style-type: none"> <li>• Survey parents, students and staff annually using 'Tell Them From Me'/National School Opinion Survey (alternate).</li> <li>• Run weekly 'Koorana Café' for parents/carers.</li> <li>• Leadership team (including teachers) run workshops for parents/carers to target key initiatives e.g. early reading development.</li> <li>• Maintain strong student services team to include school psychologist, chaplain, learning support coach and nurse.</li> <li>• Hold regular events to bring community together, e.g. assemblies, open evening.</li> <li>• Regularly review communication platforms to ensure maximal engagement.</li> </ul>



# Resourcing

## Strategies

Resources are managed and deployed to support key priorities and optimal outcomes for students.

## Milestones

- Timetables enable school wide Literacy and Numeracy Blocks.
- Timetables enable teams to plan collaboratively.
- Time is available and utilised for peer observations.
- Teachers trained in coaching.
- Fund significant and ongoing Professional Learning in line with key whole school practices, including Teachwell scholarships.
- Intervention programs are regularly reviewed to ensure effectiveness.
- The Board and Finance Committee meet regularly to ensure planning and spending aligns to school priorities.

“ Relationships are strong and meaningful in our school community. ”  
Leah, Teacher





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