
PORT KENNEDY PRIMARY SCHOOL



Business Plan 2017-2019

OUR VISION

STRIVING FOR EXCELLENCE THROUGH A HIGH
QUALITY EDUCATION FOR EVERY CHILD;
WHATEVER THEIR ABILITY; WHATEVER THEIR
BACKGROUND.

OUR VALUES

LEARNING

We have a positive approach to learning and encourage it in others, based on our belief that all students have the capacity to learn. We provide learning experiences that:

- Stimulate thought, inquiry and enjoyment
- Connect with students existing knowledge, skills and values, while extending and challenging their current ways of thinking and acting
- Encourage purposeful action and reflection
- Encourage students to learn independently and from and with others.

EXCELLENCE

We have high expectations of ourselves and our students. We set standards of excellence and strive to achieve them by providing learning experiences that:

- Are motivating, relevant and flexible
- Recognise and cater for each individual's learning rates, prior experience, talents, interests and needs
- Enable students to observe and practise the actual processes, products, skills and values which are expected of them

EQUITY

We all have a right to a workplace that is free of discrimination, abuse or exploitation. We recognise the differing circumstances and needs of our students and provide learning experiences that:

- Value and include all regardless of gender, culture, disability or race
- Explore ways of meeting individual needs which do not infringe on the rights of others
- Promote student participation in democratic processes

CARE

We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility, developed in learning experiences that:

- Promote self- acceptance and self- respect as well as concern for the well- being of others

Our School

Port Kennedy Primary is a Level 5 school serving families in Port Kennedy. The school opened in 1996 with just over 300 students. We currently have just under 500 students. We gained Independent Public School status in 2017.

The school has five blocks of permanent classrooms and is utilising a further 4 demountable classrooms. One of these blocks was added to the school in 2010 as part of the Building the Education Revolution Federal funding. The funding also enabled the school to have a science room and multipurpose room built. The school also has a purpose built art room with kiln and music room. Other facilities include a multimedia equipped undercover area, vegetable and herb garden, oval, two hard courts, Nature Play area in Pre Primary, and Games Room . The oval is a dual use facility and managed in conjunction with the City of Rockingham.

The school has a large number of experienced staff, with some having been foundation staff members in 1996. This year, as part of becoming an Independent Public School, we have been able diversify the skills and expertise of our staff. There are a variety of specialist staff which enables the school to offer specialist programs that include Art, Music, PE and Science.

The average "Index of Community Socio Economic Advantage" across Australia is 1000. Port Kennedy Primary School has an ICSEA of 976.

Mathematics

Targets

- For students to reach or exceed the numeracy score of like schools.
- To increase students achieving in the top 20th percentile. To be similar or higher than like schools.
- To decrease students achieving in the bottom 20th percentile. To be similar or higher than like schools.

STRATEGIES	MONITORING
<ul style="list-style-type: none"> ○ Numeracy Blocks 	<ul style="list-style-type: none"> ○ Provide teachers with ongoing support and Professional learning. ○ Participate in informal or formal peer observation and discussions. ○ Provide feedback to peers for reflection
<ul style="list-style-type: none"> ○ PAT Maths Test ○ MTS Test ○ Westward and Ballard one minute test ○ First Steps Diagnostic Task 	<ul style="list-style-type: none"> ○ Teachers used data to inform planning and for differentiated learning. ○ Data to be collected to track student progress and for progressive planning. ○ Use the PKPS Mathematical Grading Scale to moderate Common assessment tasks.
<ul style="list-style-type: none"> ○ Develop a whole school scope and sequence document for Mental Computation and Problem Solving 	<ul style="list-style-type: none"> ○ Teachers use scope and sequence to plan programs of work and deliver explicit instruction in the mental maths component of Numeracy Block to develop fluency. ○ Kindy Curriculum Guidelines checklists ○ Checklist of Scope and Sequence
<ul style="list-style-type: none"> ○ Implement strategies to meet the differentiated needs of all Students including ICT. 	<ul style="list-style-type: none"> ○ Student progress to be monitored and tracked using NAPLAN data and PAT data. ○ IEP's / GIEIP's ○ Extension IEP's
<ul style="list-style-type: none"> ○ Develop whole school planning documents for Numeracy in line with the WA Curriculum. 	<ul style="list-style-type: none"> ○ Each year level to plan in collaborative teams using school based planning documents aligned with the WA Curriculum. ○ Moderation sessions collaborate to investigate and devise. ○ Whole School checklist for WA Curriculum.
<ul style="list-style-type: none"> ○ Continue the whole school implementation of Mathematics programs 	<ul style="list-style-type: none"> ○ Provide instruction using pedagogy outlined in the whole school program with first Steps strategies to ensure all of the WA Curriculum content is addressed. ○ Reach for the Stars—whole school. ○ Numeracy display at shopping centre. ○ Numeracy week—whole school activities ○ Maths Inclusion.
<ul style="list-style-type: none"> ○ Incorporate ICT into the Mathematics program 	<ul style="list-style-type: none"> ○ Students utilise Targeting Maths. ○ Investigate online Maths programs such as Mathletics and Maths on Line.

Health and Wellbeing

Staff, parents and students were given the KidsMatter survey at the end of 2016.

The school's priority target areas are:

- Students have a sense of belonging to the school.
KidsMatter survey- 46.6% Target- 80%
- Students look forward to coming to school.
KidsMatter survey- 42% Target- 80%
- Parents are satisfied with the way the school communicates with them.
KidsMatter survey- 35.1% Target- 50%
- Our school offers diverse opportunities for students and families to participate in a range of activities.
KidsMatter survey- 30% Target- 50%
- Staff feel valued and respected at our school.
KidsMatter survey- 37.5% Target- 60%

Priority One: Positive School

1. Establish a school community that promotes mental health and well-being.
2. Build respectful relationships, belonging and inclusion within our school Community.

Strategies	Monitoring
Leadership and commitment to using the KidsMatter Framework to drive and plan a PK whole school approach (CHAMPS)	Leadership to actively support Action Team to drive initiative
School community understands the importance of mental health and well-being.	Professional learning for staff (KidsMatter Action Team to facilitate sessions) Parent workshops (School Chaplain)
CHAMPS Healthy Minds, Healthy Bodies Program to be implemented	Daily Fitness Program Mindfulness-'Smiling Minds'
Create a sense of belonging and inclusion for all school community members.	Action Team member to organise and facilitate CHAMPS launch.
Encourage family and the wider community involvement in the school.	Community In Action (CIA) Busy Bees, Giving Tree, School Fetes, Parent helpers Conduct community events- Celebrating other cultures, PK Says No Way to Bullying Day

Priority Two: Social and emotional Learning for Kids

1. Implement effective social and emotional learning (SEL) curriculum for all students.
2. Provide opportunities for students to practise and transfer their social and emotional skills.

Strategies	Monitoring
School Chaplain to support individual students and provide social skills programs for identified students.	PK CHAMPS Award Resources/Programs/Support form external agencies Parent Workshops
Explicit teaching of PATHS in lower primary.	Teachers to continue using resources.
Explicit teaching of Social Skills Program to be implemented. (Co-operative Learning)	Staff Professional Learning in the 5 elements of CL, resource staff with tactics flip book
PK Anti-Bullying Whole School Strategy	Policy development, community awareness, PK Quenda Mascot says 'No Way to Bullying'
CHAMPS CLUBS & Games Room to be run at lunch times	Action Team, parent helpers to run sessions

Health and Wellbeing

Priority Three: Working with Parents and Carers

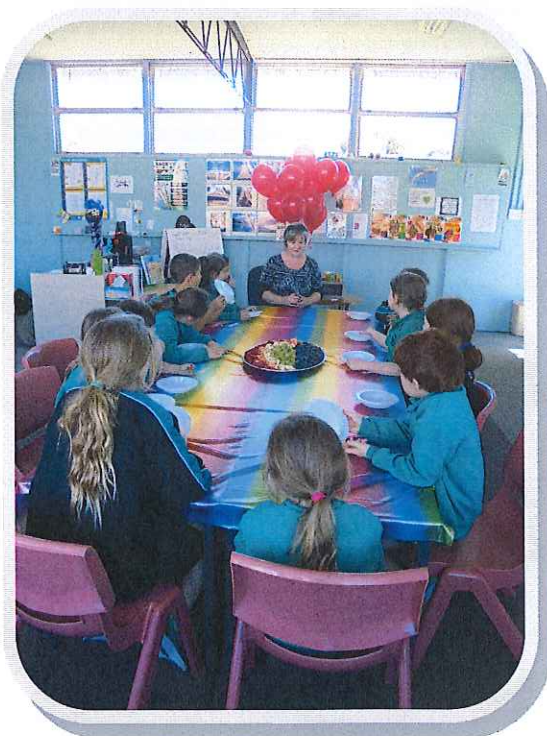
1. Build collaborative working relationships with parents and carers.
2. Offer support for parenting.
3. Provide opportunities for parent and carer support networks.

Strategies	Monitoring
Communicate with parents more effectively about child development and learning.	
Parent workshops and information sessions for parents to attend	School Chaplain and external agencies
PK Networks Defence Force Families Students with Special Needs	Appoint a DFTA to support individual students and families. Provide opportunities for parent support.

Priority Four: Helping children with Mental Health Difficulties

1. Have an understanding of mental health difficulties and improve help seeking.
2. Respond to students experiencing mental health difficulties.

Strategies	Monitoring
Protective Behaviours Whole School Program 'Keeping Kids Safe'-DET Resource	Staff Training and Resources
Work with Defence Force Families	Appoint a DFTA to support individual students and families
Monitor and review student attendance and continue case management to maintain a high level of attendance.	Use school processes and protocols to respond to low attendance and help students to remain engaged in their learning.
Continue Student Services referrals to support and engage SAER.	Individual management plans in place to best suit SAER with resources allocated accordingly.



English

The following major strategies should not be seen as the entire classroom literacy program. Teachers have the flexibility to add, enrich and innovate in a variety of ways within classroom teaching and learning of literacy.

The major strategies are those which are expected across the school. They are the compulsory strategies which must be woven into the classroom program in a manner best suited to the teaching and learning of literacy.

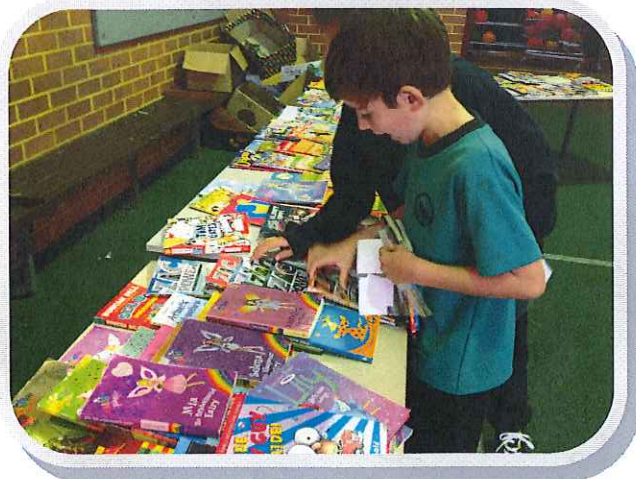
Targets

- **For students to reach or exceed the literacy score of like schools.**
- **To increase students achieving in the top 20th percentile. To be similar or higher than like schools.**
- **To decrease students achieving in the bottom 20th percentile. To be similar or higher than like schools.**

Strategies	Monitoring
<p><u>OVERARCHING GOAL</u> Raise the standards of literacy through the continued development of a whole-school approach to literacy. Centred upon a strong focus of explicit instruction and the gradual release of responsibility model.</p>	<ul style="list-style-type: none"> ° Use of national testing data and school-based testing data to track the progress of students' and school performance. ° Student progress files used consistently across whole school.
<p>1. Continue to implement a consistent and strong phonological and phonemic approach in literacy from K-6 using the Diana Rigg Spelling Program.</p>	<ul style="list-style-type: none"> ° Results of On-Entry testing. ° Results of NAPLAN spelling data. ° Results of Core Words program. ° Provide teachers with ongoing support during collaboration and optional PL courses.
<p>2. Provide funding to assist in building the capacity of the school to improve literacy through modelling, mentoring and coaching.</p>	<ul style="list-style-type: none"> ° Encourage peer observations for models of good practice. ° Use of Level 3 classroom teacher to mentor and coach teachers who require support.
<p>3. The analysis and use of national and school based data to inform future planning and differentiation of the curriculum.</p>	<ul style="list-style-type: none"> ° Student progress to be tracked using NAPLAN and PAT testing results. ° Data collected and tracked in student progress files.
<p>4. Imbed diagnostic tools in accordance with the whole school assessment schedule i.e: PAT, Oxford Literacy, Literacy Pro, On-Entry testing, BrightPaths, PKPS Core Words, Diana Rigg, PM Benchmarking/Oxford Literacy Assess.</p>	<ul style="list-style-type: none"> ° Teachers use data to inform planning and differentiated instruction. ° Data collected and tracked in student progress files.
<p>5. Development of whole school scope and sequence documents for writing and reading, including the planning documents and resources.</p>	<ul style="list-style-type: none"> ° Teachers use the S&S documents to plan programs of work and to deliver lessons that centre on explicit instruction. ° Teacher to work in year level collaborative teams using documents to plan out programs of work.
<p>6. Continue to implement and monitor the use of Guided Reading within the classroom, including explicit instruction.</p>	<ul style="list-style-type: none"> ° Provide teachers with ongoing support during collaborative meetings. ° Encourage peer observations for models of good practice.
<p>7. Provide physical resources to support literacy programs.</p>	<ul style="list-style-type: none"> ° Year level teams to trial new products/programs and provide feedback to English committee. ° Stock requests put forward to English Committee.

English

<p>8. Implementation of whole school writing program by 2018/2019, which includes the requirement for a strong oral language focus for lower primary students.</p>	<ul style="list-style-type: none"> ◦ investigation by the English Committee of: <ul style="list-style-type: none"> ◦ Talk4Writing ◦ BigWrite ◦ Student progress to be tracked using NAPLAN and BrightPaths testing results. ◦ Data collected and tracked in student progress files.
<p>9. Introduction and implementation of the I-STAR lesson template to guide explicit instruction and learning intentions.</p>	<ul style="list-style-type: none"> ◦ Visible WALT boards in classroom environments. ◦ Professional Learning session for all staff in regards to program. ◦ Encourage peer observations for models of good practice.
<p>10. Continue to implement a consistent and strong oral language and literacy program for K-2.</p>	<ul style="list-style-type: none"> ◦ Results of On-Entry testing. ◦ Results of NAPLAN spelling data. ◦ Results of Core Words program. ◦ Provide teachers with ongoing support during collaboration and optional PL courses.
<p>11. Implementation of Apps within classroom English planning Eg. Book Creator.</p>	<ul style="list-style-type: none"> ○ Staff training through ICT committee and Ipad school leaders.
<p>12. Begin implementation of keyboarding skills through use of Typing Tournament online program.</p>	<ul style="list-style-type: none"> ○ Staff to be trained on keyboarding skills. ○ Program provides report analysis data for future planning



ICT

Using Information Communication Technologies (ICT) to Enhance Learning

In line with the Department's priority to embed ICT throughout the Curriculum and to prepare our students for current and future needs, the following strategies have been put in place.

Strategies	Monitoring
Implement a strategic approach in the way ICT's are implemented throughout the school.	<ul style="list-style-type: none"> • As set out in Operational Plan
Utilise ipads in classrooms in addition to a class bank of desktops in the computer room and a few desktops in each classroom or combined in wet areas (as determined by each block of classrooms)	<ul style="list-style-type: none"> • One class set of ipads between two classes, class bank of computers in computer room to be maintained. Phasing out of class desktops as they no longer work.
Utilise iPads and appropriate apps to increase the use of technology within curriculum delivery.	<ul style="list-style-type: none"> • Apps used in Literacy/Numery Blocks • Embeded throughout other subject areas. • Mentor teachers employed two days per week to initiate the gradual release model. • Ensure students are confident and adaptive uses of technology
Allocate resources to ensure our use of ICT's is sustainable and meets future needs.	<ul style="list-style-type: none"> • Ensure adequate reserves and cost centre allocations from school cash budget to meet this need.
Develop digital citizenship and e-safety.	<ul style="list-style-type: none"> • Cybersafety and Internet Safe Training courses undertaken by staff, students and offered to parents.
Target skills in online writing in preparation for NAPLAN Online.	<ul style="list-style-type: none"> • Typing skills program to be investigated and implemented in 2017.
Utilise the skills of a Technical Support Officer within the school to maintain systems and an IT Integrator on an ad hoc basis.	<ul style="list-style-type: none"> • Technical Support Officer employed two days per week in addition to Winthrop as our IT Integrator.
Update interactive boards as a teaching tool as technology develops.	<ul style="list-style-type: none"> • LCD interactive touch screens to replace older interactive whiteboards (4 in 2017).
Wi fi infill to meet future needs.	<ul style="list-style-type: none"> • All classrooms to have Wi Fi data points by end of 2017.

