



Kapinara Primary School City Beach

Business Plan

2019- 2021



Kindness, consideration and service for others

AN INDEPENDENT PUBLIC SCHOOL



Vision

Preparing for the future

At Kapinara Primary School we help prepare children to embrace the challenges and opportunities of the future.

We strive to develop resilient children who treat themselves and others with respect, love learning, behave with integrity and think critically and creatively.



*No act of
kindness
- however
small - is ever
wasted*



Mission

Achieving our best since 1967



To provide a safe and inclusive learning environment aimed at developing the whole child. Children enjoy their primary years and are challenged and supported to achieve their very best.

Community

Kapinara is...

"a school that's very inclusive of all levels of learning"

"about building friendships and learning to love learning"

"all about kindness, consideration and helping others achieve their best. It is about an overall sense of belonging and loving learning"

"about respect, kindness and service for others, and it makes everyone feel like they belong"



Quality teaching

Targets



1

The mean performance of Year 3 and Year 5 students in the National Assessment Program Literacy and Numeracy (NAPLAN) is 'equal to or above' that of like schools

Increase the percentage of Year 3 and Year 5 students attaining an 'excellent' level of achievement in NAPLAN Writing in Student Achievement Information System (SAIS)

Increase the percentage of students making (moderate), high and very high progress in Year 3 and 5 Writing in NAPLAN Writing in Student Achievement Information System (SAIS)

Maintain and improve the performance of students in each year level on ACER Progressive Achievements Tests (PAT) in Maths, Reading, Science and Spelling

Achieve, as a minimum, a performance level of 'High' in the following National School Improvement Tool components

- 1 An explicit improvement agenda
- 2 Analysis and discussion of data
- 6 Systematic curriculum delivery
- 8 Effective pedagogical practices



The best way to find yourself is to lose yourself in the service of others



KEY FOCUS	STRATEGY
Revisit each non-specialist Learning Area within the WA Curriculum to inform the review of planning and practices in each of these areas	Systematically revisit the intent and scope of the following learning areas within the Western Australian Curriculum: Mathematics; Science; English; HaSS; Health; and Technologies
Continue to adopt, implement and monitor whole school evidence-based approaches within each learning area	Strengthen the implementation of existing whole school evidence-based programs and practices, and investigate others, particularly in the areas of student health and wellbeing, student voice and Technologies
Systematically embed the knowledge, skills and understandings of the General Capabilities in teaching and learning programs and whole school policies	Personal and Social capability will be clearly reflected in planning for teaching and learning in Health; planning for student health and wellbeing; student leadership practices; and student behaviour policies (including eSafety) Intercultural Understanding capability will be integrated in the implementation of the Aboriginal Cultural Standards Framework Critical and Creative Thinking, also a component of our school vision, will be reflected in teaching and learning programs and in student leadership ICT capability will be reflected in all relevant teaching and learning practices across the curriculum Ethical Understandings will be developed to provide a framework for considering and identifying solutions to authentic and relevant issues within and external to school
Develop and implement policies and practices consistent with the cross-curricula priorities of Aboriginal and Torres Strait Islander histories, language and culture; and Sustainability	Increase capacity of teachers to use their knowledge of the history, culture and experience of Aboriginal people in curriculum planning and practices Develop and implement a plan for introducing and embedding 'sustainability' practices across the school and school community
Identify and address the learning needs of individual students, including high-achieving students	Explore a range of strategies to ensure all students are appropriately engaged, challenged and extended, and develop teachers' proficiency in differentiating instruction to meet the learning needs of all students
Adopt a strengths-based approach to recognising, valuing and building on students' existing knowledge and skills	Work toward ensuring whole school policies and practices are underpinned by a strengths-based approach
Place a high priority on play as a context for learning and support the development of student agency and student voice	Explore ways in which to increasingly bring student agency and student voice to the fore in school and classroom practices
Continue to place a high priority on the discussion and analysis of data to inform school level decision making	Ongoing whole school analysis of data will include On-Entry Assessment; NAPLAN (Online); Progressive Achievement Testing (PAT) Reading, Maths, Science and Spelling; SA Wellbeing and Engagement Census; National School Opinion Survey data to inform future planning Facilitate increased teacher capacity in using BrightPath as an assessment tool for Writing

Learning environment

Monitoring and Indicators of Success

2

South Australian Wellbeing and Engagement
Census (Students in Years 4-6)

National School Improvement Tool component
3 A culture that promotes learning



*Creating a
safe, secure
and supportive
learning*



KEY FOCUS	STRATEGY
Continue to place a high priority on the wellbeing of students, staff and our school community	Develop and implement whole school approaches to enhance student wellbeing and to promote safety and responsibility in physical and online environments Develop an awareness and understanding of the key tenets of Positive Psychology, to inform and support wellbeing initiatives
Support all students in developing a strong sense of identity, connectedness and belonging, and ultimately a strong sense of wellbeing	Professional Learning focused on the concepts of identity, connectedness and belonging, and on the Australian Student Wellbeing Framework, to inform the development of a plan for student wellbeing
Create safe, secure and supportive learning environments, including vibrant and flexible learning spaces	Continue to develop and maintain natural outdoor environments that promote exploration, curiosity, creativity, appropriate risk-taking, and independence Explore and trial the use of classroom spaces, furniture and other resources to create flexible learning spaces aligned to the different needs and strengths of individual students and teachers Teachers and students collaborate to identify features of safe, supportive and inclusive environments and to create this desired culture in classrooms and play areas
Create learning environments where students are encouraged to investigate and solve authentic problems, to think creatively and to take appropriate risks in their learning	Teaching and learning programs foster the development of a growth mindset and support students to build on their strengths and interests wherever possible Teachers structure a range of learning opportunities that challenge students, encourage them to take risks, and support them to reflect positively on these experiences



*A little
consideration,
a little thought
for others, makes
all the difference*

Relationships

Monitoring and Indicators of Success

3

South Australian Wellbeing and Engagement Census (Students in Years 4-6)

National School Opinion Survey – Students, Staff and Parents

Board Survey and School Board Annual Report



Kindness is the ability to know what the right thing to do is and having the courage to do it!



KEY FOCUS	STRATEGY
Foster and maintain positive, caring and respectful student-student, student-teacher, teacher-parent and teacher-teacher relationships	Work with Dr Helen Street to develop an understanding of contextual wellbeing and use this to inform school policies and practices Review implementation of the WA Health Curriculum, incorporating the outcomes of the Personal and Social General Capability, and whole school evidence-based approaches and resources Support students in their interactions, focussing on optimism, resilience, critical thinking and empathy
We will place a high priority on establishing and maintaining high trust relationships among staff that promote professional collaboration and support	Clear expectation and shared agreement among staff that interactions are to be characterised by care, compassion, honesty, mutual respect and integrity
Proactively build collaborative relationships with families and communities to create a shared understanding of how to support students learning, safety and wellbeing	Establish and maintain clear communication between school and families, including being explicit about the ways in which policies, practices and programs support children's learning and wellbeing
Establish and maintain partnerships between the school, external service providers and the broader community to maximise support for children and families	Connect families to external supports, sources of information and resources relevant to our school and school community
Maintain positive, effective relationships between the school and the School Board	The school and School Board collaborate to implement the Delivery and Performance Agreement; provide oversight to support the School's implementation of the Business Plan; seek school community input where appropriate and incorporate a range of stakeholder views and perspectives to inform decision making The Board promotes the school within the community and individual members represent the Board at key community events
Maintain positive and supportive relationships between the school and P & C	The school and P & C work in tandem to create an inclusive and cohesive school community, that supports students and their families; and collaborate to fund targeted initiatives



Leadership

Monitoring and Indicators of Success

4

National School Improvement Tool components
 4 Targeted use of school resources
 5 An expert teaching team

Performance and Development
 Student and staff surveys



KEY FOCUS	STRATEGY
The priority for all school leaders is to strongly influence positive, high quality outcomes for students, in terms of achievement and wellbeing	School leaders are proactive in keeping abreast of contemporary research; global, national and system directions and initiatives in the area of their leadership and expertise School leaders model and share deep understandings about student achievement and wellbeing; and student achievement and wellbeing data, related to their area of leadership and expertise
School leaders communicate high expectations in terms of an explicit improvement agenda; a school culture that promotes learning and wellbeing; effective pedagogical practices and an expert teaching team	School leaders lead, and actively participate in, professional learning with staff that includes discussion and analysis of student performance and wellbeing data; curriculum planning; and embedding whole school evidence-based practices
Provide a range of opportunities, both formal and informal, for individual teachers to develop and practice as leaders, in specific roles aligned to the needs of the school	Encourage and facilitate aspirants to undertake professional learning, mentoring and/or coaching at school level, through the local network and through external service providers
Research and develop an approach to student leadership that is strengths-based; promotes student voice and agency; and provides students with authentic opportunities to influence decision-making over matters that concern them	Seek professional learning for staff to develop an understanding of 'student voice' and 'student agency' and the knowledge, skills and attitudes to incorporate this into practices at school and/or classroom levels Establish student leadership roles in the school, and support leaders to develop skills including communication, consultation, negotiation and decision making
Ensure workforce planning identifies strategies which enable school initiatives to be sustained; leaders to be developed; and effective teaching and non-teaching teams to be developed	Workforce plans are dynamic and are modified to reflect staff changes and implications for recruitment

Resources

Monitoring and Indicators of Success

5

National School Improvement Tool component
4 Targeted use of school resources

Resourcing adequately facilitates implementation of the Business Plan
Annual governance and compliance measures are met



KEY FOCUS	STRATEGY
Continue to place a high priority on the effective deployment of human resources, to maximise outcomes for students; student and staff wellbeing; professional learning for all staff; and high levels of access for students and teachers, to a range of digital technologies	Annual budgets are structured to reflect resourcing priorities, and are directly aligned to the implementation of the Business Plan and annual plans The Board monitors, understands and notes annual budgets to ensure that the strategic directions outlined in the Business Plan can be delivered Financial planning is overseen, understood and endorsed by the School's Finance Committee The School collaborates with the P & C ensuring fundraising expenditure aligns to resourcing in support of implementation of the Business Plan and annual plans
Teachers, as well as School Leaders, are accountable for identifying potential barriers to the implementation of the WA Curriculum and the Business Plan, that can be addressed through the realignment of resources	Teaching staff annually audit and review resources to ensure they continuously support implementation of the Business Plan and the WA Curriculum
Annually review our Asset Management plan to ensure Reserve Accounts are aligned to strategic planning, support the implementation of the Business Plan, and are managed in accordance with policy and legislation	Management of reserve funds are focused on the sustainability of effective education programs, continuity of an effective workforce and prudent Asset Management to ensure cost effective and timely maintenance or upgrades of infrastructure and equipment



Achieving our best since 1967



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An Independent Public School