



Kapinara
PRIMARY SCHOOL
CITY BEACH



BUSINESS PLAN

2024 - 2026

Kindness, consideration and service for others



Acknowledgement of Country

We respectfully acknowledge the traditional custodians of the land on which we gather to learn, play and grow, the Whadjuk people of the Noongar nation, and pay our respects to their Elders past, present, and emerging. We recognise and respect their cultural heritage, beliefs, and ongoing relationship with Country.

Commitment to Reconciliation

As a school community, we are committed to our journey towards reconciliation. We are dedicated to fostering an environment of respect, understanding, and partnership, where all voices are heard and valued. Together, we work towards a future where the past is acknowledged and a shared path forward is built on mutual respect and understanding.

Our Department's Values

Integrity

- We act in the best interests of students and the community at all times
- We are accountable and honest and have strong ethical and moral principles

Equity

- We recognise the different circumstances, needs and aspirations of students and staff
- We strive for learning and work environments that are free from racism, discrimination, bullying and abuse

Voice

- We empower the voice of children and young people to be partners in their education
- We encourage honest and respectful expression of ideas and diversity of thought

Truth telling

- We commit to learning about the diverse histories, experiences and world views of Aboriginal people
- We create culturally safe learning and work environments

Teamwork

- We recognise the importance of collaboration to help students achieve their best
- We support, encourage and inspire each other and value the contribution of all

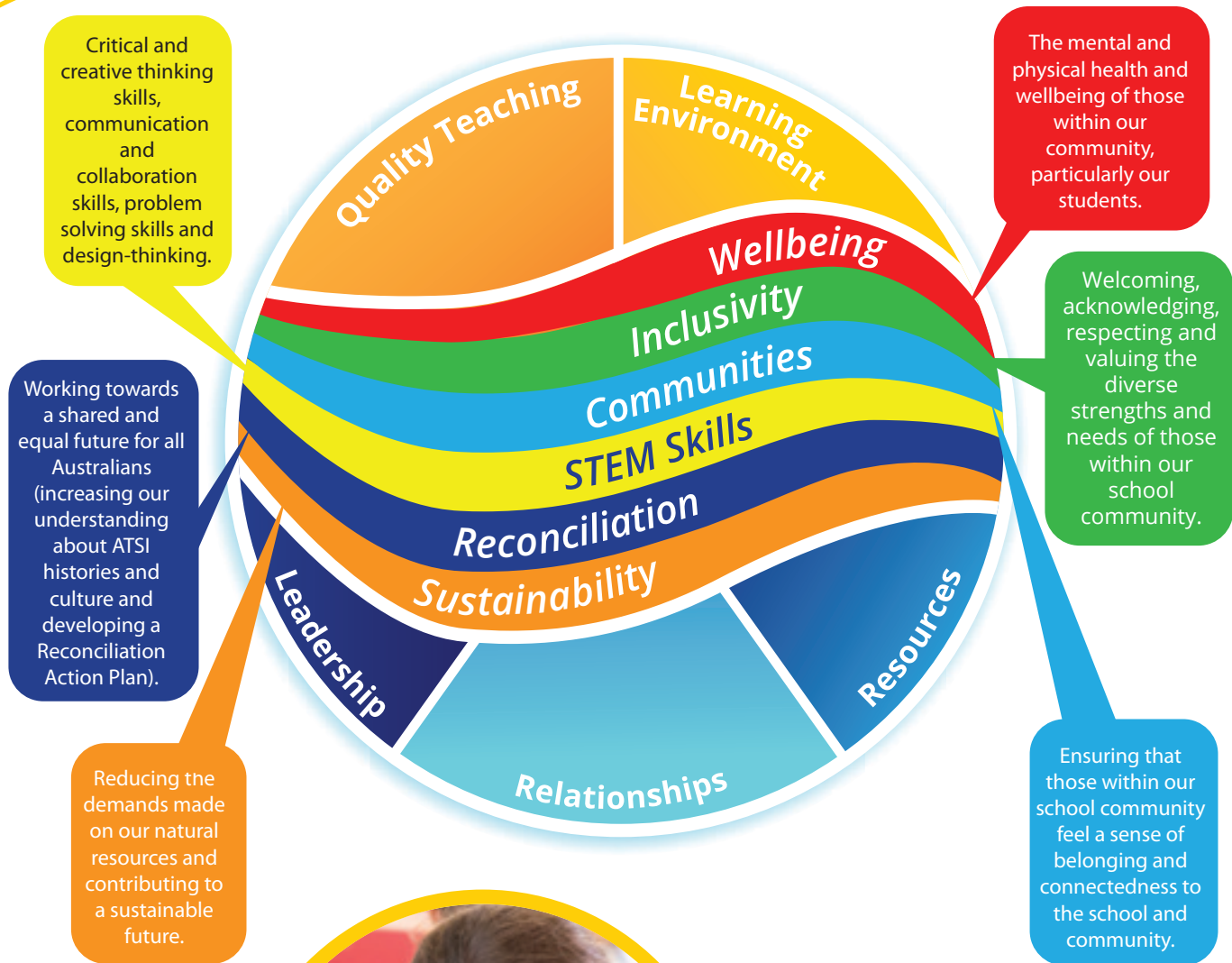
Care

- We practise mutual respect and accept our responsibility to develop and maintain appropriate relationships
- We strive to keep ourselves, others and our resources safe

Learning

- We have a positive approach to learning and encourage it in others
- We advance student learning based on our belief that all students have the capacity to learn





OUR SCHOOL VISION

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

FOCUS AREAS



HIGH QUALITY TEACHING

KEY FOCUS 1

Each classroom and context for learning is characterised by high quality teaching and learning

KEY FOCUS 2

Whole-school and classroom planning is informed by a range of high quality data, to identify and respond to the strengths and needs of all students

KEY FOCUS 3

Opportunities for staff collaboration will be prioritised to promote consistent teaching and learning expectations, to monitor student progress, to share individual strengths and to learn from each other

LEARNING ENVIRONMENT

KEY FOCUS 1

The wellbeing of students and staff is prioritised and considered in all decision making

KEY FOCUS 2

The provision of a positive, safe, inclusive and caring learning environment in every context and for every child is a priority

KEY FOCUS 3

Student wellbeing is viewed as essential to student achievement and is a responsibility shared by the school, families, the school community and external agencies

LEADERSHIP

KEY FOCUS 1

Develop leaders who use their expertise to contribute to school improvement and the achievement of positive outcomes for students, staff and the school community

KEY FOCUS 2

Provide opportunities for students to develop leadership skills and to apply them in meaningful, authentic contexts within the school and community



FOCUS AREAS



RELATIONSHIPS and PARTNERSHIPS

KEY FOCUS 1

Strengthen relationships between the school and the community to develop a shared understanding of the purpose, direction and priorities of the school and ways in which we can work together to achieve them

KEY FOCUS 2

Seek ways to ensure all students and families experience a sense of connection and belonging to the school community

KEY FOCUS 3

Seek ways to establish partnerships with individuals, groups and organisations in the wider community to achieve and enhance outcomes for students

RESOURCES

KEY FOCUS 1

Resources are allocated to maximise outcomes for students, and aligned to the strategic directions articulated in the Kapinara Primary School Business Plan 2024-2026

KEY FOCUS 2

Decisions about resource allocations are informed by ongoing analysis of need using a range of data



TARGETS



Academic Achievement

The percentage of Kapinara students attaining a proficiency level of 'exceeding' in each Year 3 and Year 5 NAPLAN assessment will be equal to or greater than like schools.

Academic Progress

The percentage of Kapinara students making high and very high levels of progress in Reading, Writing and Numeracy from On-Entry to Year 3 NAPLAN will be equal to or greater than the percentage of students from like schools.

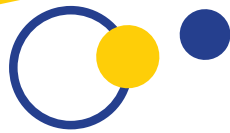
The percentage of Kapinara students making high and very high levels of progress in Reading, Writing and Numeracy NAPLAN assessments from Year 3 to Year 5 will be equal to or greater than the percentage of students from like schools.

The percentage of Kapinara students making low or very low progress in Reading, Writing and Numeracy from On-Entry to Year 3 NAPLAN will be equal to or less than the percentage of students from like schools.

The percentage of Kapinara students making low or very low progress in Reading, Writing and Numeracy NAPLAN assessments from Year 3 to Year 5 will be equal to or less than the percentage of students from like schools.



TARGETS



Personal and Social Development

The following targets relate to items on the Social and Emotional Wellbeing (SEW) survey, Australian Council for Educational Research (ACER):

Kapinara students' overall measure for 'Feelings and Behaviours' will be above the Australian norm in the 'very highly developed' range.

Kapinara students' overall measure of 'Internal Strengths' will be above the Australian norm in the 'very highly developed' range.

Kapinara students' measures on the following 'emotional regulation' items will be above the Australian norm:

- 'When I am angry, I stop and think before I act'
- 'I am good at solving conflicts without fighting'
- 'I can calm down quickly when I feel bad'

Kapinara students' measures on the item 'I think it is important to treat all people with respect' will be ABOVE the Australian norm.

Kapinara students' measures on the item 'I think someone who treats me unfairly is a bad person and it is okay to hurt them back' will be BELOW the Australian norm.

Wellbeing

The following targets relate to the South Australian Wellbeing and Engagement Census, completed by students in Years 4-6:

Measures of HIGH and MEDIUM wellbeing pertaining to 'emotional regulation' for Kapinara students will be at or above those of the corresponding South Australian student population.

Measures of HIGH and MEDIUM wellbeing pertaining to the 'absence of verbal bullying' will be at or above those of the corresponding South Australian student population.

Kapinara students' measure of LOW wellbeing related to the 'absence of verbal wellbeing' will not exceed 10%.

Measures of HIGH and MEDIUM wellbeing pertaining to the 'absence of social bullying' will be at or above those of the corresponding South Australian student population.

Kapinara students' measure of LOW wellbeing related to the 'absence of social wellbeing' will not exceed 10%.

Attendance

The following targets relate to attendance data in Student Attendance Reporting (SAR), Department of Education WA:

The overall attendance rate for Kapinara Primary School students will be equal to or above the overall attendance rate of like schools.

The percentage of Kapinara students with 'Regular' attendance will be equal to or above the percentage of students with 'Regular' attendance in like schools.



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