



Strategic Plan

2021-2024



Strive to Excel



Our Vision

Our vision is to work diligently and collaboratively as a whole school to inspire and provide to every child, regardless of individual differences, the skills and confidence in all domains to become resilient, lifelong learners that are intrinsically motivated to grasp every opportunity to reach their full potential and become the future leaders of our community.

Our Plan

We are very proud to present our new three-year Strategic plan. It has been developed in consultation with the school community to ensure it is valued and owned. Importantly, it has been a collaborative and reflective process and one which has evolved over time. Ultimately, the details outlined in the plan always reflect our core business: our students.

Rigorous self-assessment practices have assisted in identifying areas of strength and those requiring further development. Achievement of the targets and milestones set in our previous Strategic plan were swifter than expected. Our School is very proud of its staff and their constant drive to embed pedagogy to improve student outcomes.

Department of Education Strategic directions were the impetus to assist in refreshing our Strategic focus and ensuring we are addressing system-wide initiatives appropriately and adapting these to suit our unique Kalamunda context. "Building on strength" is crucial to this and we believe this is something that we have always practised and highly valued. We recognise that there is a 'big picture' and ensure that we have made clear connections from the strategic level through to operational plans and most importantly in classrooms.

This Strategic plan consists of four key focus areas.

Focus Area 1 – Students' pathway for success – unlocking and fulfilling students' potential

Focus Area 2 – Excellence in teaching and learning

Focus Area 3 – Inclusive positive learning environment

Focus Area 4 – Community and relationships

Each focus area has a number of directions which have been specifically identified and developed as a result of ongoing reflective practices. Lastly, a number of targets and milestones have been listed to ensure we can measure our progress and success against specific criteria.



01

Students' Pathway For Success

Unlocking and fulfilling students' potential



TARGETED INSTRUCTION IN LITERACY AND NUMERACY

- Structured and effective Literacy and Numeracy blocks that embed whole school approaches
- Explicit teaching through the implementation of the school's Instructional Teaching Model including differentiated teaching evident in every classroom
- Western Australian Curriculum Phonics Toolkit (revised Letters and Sounds) fully embedded in the K-1 literacy programs and Sound Waves in Years 2-6
- Collegiate and ongoing leadership support to establish a consistent approach to reading and writing processes and strategies
- Plan and implement Brightpath assessments to assist with writing achievement and progress across the school
- Develop and implement consistent English metalanguage and numeracy vocabulary
- Consistent application of mental strategies and whole school problem solving approaches with learnt strategies in all classes and across phases of learning
- Whole school critical thinking and problem solving approaches refined and implemented consistently

➔ **CATERING FOR ALL STUDENTS' INDIVIDUAL NEEDS**

- Strengthen the comprehensive Student Services model that encompasses the needs of identified students
- Strengthen Individual personalised learning plans and associated teaching adjustments to meet the needs of students
- Ongoing identification and support for Talented and Gifted Students through the EXCEL program
- Understanding of the whole child and developed practices to ensure all needs are being met, including utilising the support of allied services
- Active engagement in specialised subjects, including all Arts areas coupled with providing opportunities for students to excel by catering for their own individual needs, interests and talents

➔ **CONTEMPORARY & EMERGING WORK CAPABILITIES**

- Explicitly state and continue to update the foundational competencies in literacy and numeracy to ensure students are given the opportunity to master the building blocks for learning
- Students are taught to work well in teams, think critically and creatively, and to be innovative and entrepreneurial
- Prioritise and embed Science, Technology, Engineering and Mathematics (STEM) skills and ensure they are interwoven throughout the curriculum
- Encourage students to personalise their learning by being empowered to use technology to create, use and communicate complex ideas clearly and effectively for a range of purposes and audiences
- Promote positive and responsible use of technology, focusing on wellbeing, cyber safety and ethical practices
- Cyber safety - guidelines and professional learning involving the whole school community





➔ **EARLY YEARS**

- Provide a balance of play-based and intentional teaching experiences that are challenging and foster high level thinking skills
- Promote and develop children's independence by explicitly teaching and modelling strategies to make informed choices
- Early identification of Students at Educational Risk, working in partnership with families, agencies and external providers
- Develop the Early Childhood philosophy to ensure planning reflects system level policies - Kindergarten Curriculum Guidelines, Early Years Learning Framework and the National Quality Standards
- Focus on students' natural curiosity with inquiry based learning
- Work collaboratively to maintain consistency of delivery and expectations
- Improve fine and gross motor skills through practice and opportunities to explore
- Develop an occupational therapy pre-screening tool with associated professional learning for Years K, PP and 1 to assist with early intervention practices



A STRONG FOCUS ON VALUES AND RELATIONSHIPS TO ENHANCE MENTAL HEALTH AND EMOTIONAL WELL-BEING

- All staff build strong positive relationships with students by modelling and nurturing our values of Belonging, Excellence, Compassion, Respect and Resilience
- Continue to provide a safe, interesting and caring environment that stimulates the natural curiosity in students
- Explicit teaching, modelling and reinforcement of our whole school values for all students to feel a strong sense of belonging, feel valued and acknowledged for their contribution to the school community
- Continue to establish culturally responsive classrooms that build on the strengths of students and engage them in their learning to thrive academically, socially and emotionally
- Document a consistent whole school approach to social and emotional learning
- Continue social and emotional support through Rainbows, Sunbeams, Drumbeat and Ed Connect Mentoring coupled with peer mentoring programs and the protective behaviours program, Safe4kids
- Ongoing implementation of the Aboriginal Cultural Standards Framework and associated priorities, strengthening ties with Aboriginal leaders and families to ensure educational opportunities match family and community expectations
- Positive Behaviour Support strengthened to engage students and to meet the expectations of our school and in keeping with restorative practices
- Build students' resilience and continue to embed the Zones of Regulation



02

Excellence in Teaching & Learning

Strive to Excel



SUPPORT FOR TEACHERS TO EMBED WHOLE SCHOOL APPROACHES

- Ongoing individualised professional learning catering for the teaching staff's different phases of experience, requirements and specific interest/expertise
- Professional learning to engage with updates and further refinement of the Western Australian Curriculum and associated support materials
- Resourcing of Admin/teaching staff to coach/mentor staff in the consistent delivery of whole school approaches and practices using classroom visits
- Build strong positive networks within the phases of learning through collaborative expertise
- Teachers collaboratively plan, teach, assess and report on the Western Australian Curriculum consistently aided by valued moderation, including Brightpath and sample sharing and connected through the phases of learning
- Increase staff ownership of student data in the teaching and learning cycle to improve student outcomes
- Staff provided with support to develop and implement class/individual targets based on the whole school targets



ENHANCE OUR STRONG CULTURE- BELIEF, PEDAGOGY AND EXPECTATIONS

- Strive to Excel is promoted and upheld
- Consistent and regular professional dialogue on our beliefs and expectations are to remain ingrained
- Teaching and learning expectations are embedded and updated to enhance changing curriculum practices
- Consolidate the school's pedagogical philosophy in the early childhood phase of learning and align with system priorities and the National Quality Standards
- These beliefs are to be promoted throughout our school community using our agreed methods and practices
- Western Australian curriculum is at the forefront of our decision making and all programs selected are to enhance teaching and learning



Strive
to
Excel



BELONGING

EXCELLENCE

COMPASSION

RESPECT

RESILIENCE



LEADERSHIP STRATEGY

- The Distributed Leadership model continues to be an integral component to our Learning Area teams and Cross Curricular priorities incorporating staff interest and strengths
- Assist and guide aspirant leaders in their career development utilising the Future Leaders Framework
- Mentor future leaders to assist them to build their capacity and access opportunities across curriculum areas
- Further develop a shared language to describe the school's evidence-based practice and connection to continuous improvement
- Provide opportunities for staff to be involved in Bibbulmun Network opportunities eg Early Childhood Initiative



SCHOOL LEADERS ENABLE THE CONDITIONS FOR QUALITY TEACHING

- Staff Development planning is an integral component for building staff efficacy and capacity
- School leaders facilitate regular reflective conversations with staff regarding teaching practice coupled with student data
- Targeted feedback is ongoing through the Situation-Behaviour-Intent Feedback model
- Whole school approaches / curriculum priorities are to remain a focus of School Development days and staff meetings
- Ongoing support to build the efficacy of allied professionals through quality and targeted professional learning and to maintain regular meetings with Administration
- Specialist support services, including allied professionals to be accessed as required to ensure all teachers have the capacity to deliver evidence based practices
- Financial and physical resourcing is targeted to cater for students' needs and improved outcomes
- Student leadership is encouraged and opportunities are provided through leadership roles and student committees



03

Inclusive Positive Learning

➔ QUALITY OF TEACHING

- Investigate and explore changing adaptations to the indoor learning environment for inquiry and collaborative learning
- Refine Induction planning for new staff/relief members to ensure our high expectations of staff and students are visible all of the time
- Continue to collaboratively develop high impact teaching strategies and support quality teaching consistently across the whole school
- All teachers to utilize the agreed teaching Instructional Model, incorporating the consistent language for student success
- Teachers to be provided professional learning to ensure teaching and learning is evidence based and to strive for continual improvement
- Continue the expansion of STEM learning opportunities by fostering professional partnerships that support staff and program development
- Align classroom observations with Performance Management feedback processes

➔ STUDENT SERVICES

- Continue to raise staff awareness of the Student at Educational Risk (SAER) process and access of intervention programs
- Targeted intervention for TAGS and SAER students, with differentiated curriculum and supported Personalised Learning plans as required
- Early intervention including the consistent application of developed screening tools to meet the needs of the whole child
- Allied professionals to be used as required to support student learning
- Provide training for allied professionals to be Rainbows facilitators

➔ SCHOOL TEACHING & LEARNING CULTURE

- Continue to actively promote a culture that inspires and activates the professional commitment of staff to support the whole student ensuring they are well supported on their journey
- Continue to strengthen our culture of collaborative expertise, ensuring mechanisms for collaboration are a priority
- Investigate opportunities to further extend higher order thinking and emotional intelligence

➔ SCHOOL LEADERSHIP

- Provide clear pathways for potential leaders using the Future Leaders Framework
- Through our strong culture of improvement, we expect and support improved teaching practices
- Enhance the teacher mentoring program to encourage more staff into leadership positions
- Encourage and support network opportunities to build expertise and support improvement
- Provide financial and appropriate allocation of space for school priorities, linked to strategic and operational planning
- Build the capacity in staff to clearly align operational and class plans, and strategies to the targeted achievement of whole school and specific cohorts' progress and achievement indicators
- Increase staff accountability, autonomy and ownership in managing resources, cost centre allocation and purchasing processes
- Work closely with the Kalamunda Primary Education Support Centre
- Actively engage in the Bibbulmun Network school initiatives as required



04

Community & Relationships

➔ **STRENGTHEN RELATIONSHIPS ACROSS THE SCHOOL COMMUNITY**

- Open, honest and respectful two-way communication between school and families working as a team to assist with social and emotional, academic achievement and progress of students
- Active and supportive participation from the school community is encouraged at all school events, classroom and individual interactions to improve student engagement and learning
- Provide the opportunity for potential students and parents to make connections with the school through accessing the Pre-Kindergarten program
- Use electronic tools such as email, Connect and social media to keep parents informed and connected to the school



➔ **PROGRESS TOWARDS ONGOING EMBEDMENT OF BEING CULTURALLY AWARE AND RESPONSIVE**

- Ongoing support of collaborative relationships with local Aboriginal people in providing an authentic experience of Noongar culture
- Ongoing culturally responsive reflective practice is consistent in all classrooms
- Aboriginal Cultural Standards Framework is reviewed annually and embedded with ongoing support through cultural sharing
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➔ **STUDENT SERVICES SUPPORT FOR TAGS AND SAER STUDENTS**

- Case Management structure strengthened with active engagement, regular meetings and support of the School Psychologist and Student Services Team
- Access additional School support to include School of Special Education Needs-Disability and Behaviour Engagement, School Nurse and Language Development Centre, Education Ed Connect Mentors as required
- Build capacity and efficacy of teaching staff to provide differentiated learning opportunities for our Talented and Gifted students (TAGS), KSHS Academic Extension and Primary Extension and Challenge (PEAC) students through links between these programs and the school
- TAGS students to be readily identifiable through ongoing assessment practices and TAGS checklist
- Ongoing support from the Student Services Team to guide or assist parents to seek additional allied support for their child in the community eg. Child Development Service

➔ **COMMUNICATE EFFECTIVELY WITH THE SCHOOL COMMUNITY**

- High quality and effective communication with parents as devised in the Public Relations plan
- Ongoing support and liaison with the Kalamunda Primary Education Support Centre

➔ **SUSTAINABILITY AND SUSTAINABLE PRACTICES ARE PROMOTED AND ENHANCED ACROSS THE SCHOOL**

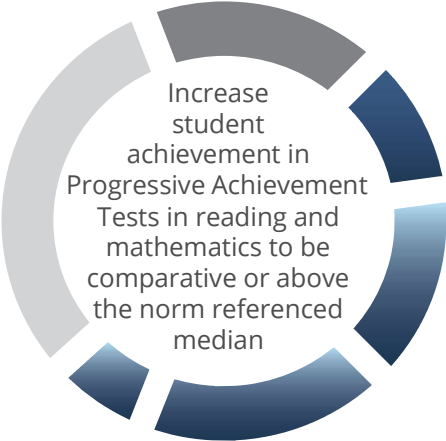
- Enhance the school's broad sustainability approach including energy, waste, water
- Continue to involve the community, and encourage partnerships
- Focus on supporting ownership with the regeneration and protection of the natural flora and fauna and local bushlands

➔ **STRENGTHEN RELATIONSHIPS WITH THE SCHOOL COUNCIL AND PARENTS AND CITIZENS GROUPS**

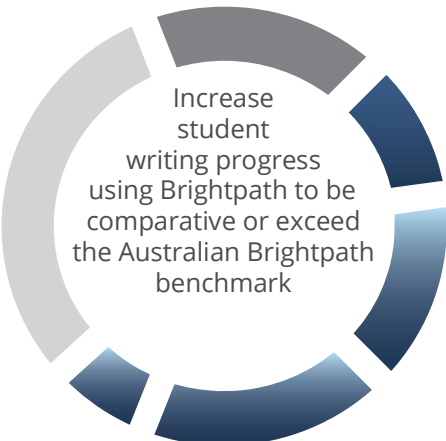
- Promote the School Council and its governance of the school
- New School Council members to be fully inducted
- Continue to foster strong school and P&C relationships to maintain and improve the active participation of members




Targets



Increase student achievement in Progressive Achievement Tests in reading and mathematics to be comparative or above the norm referenced median

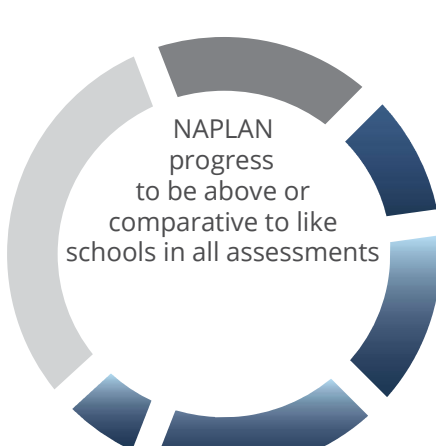
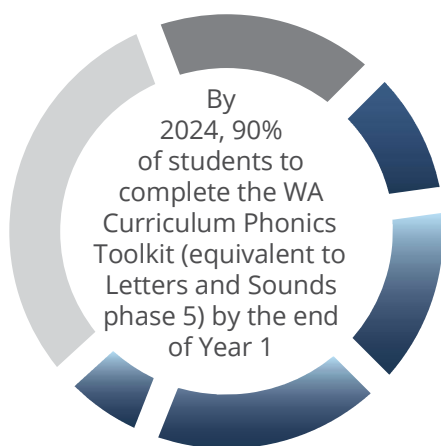
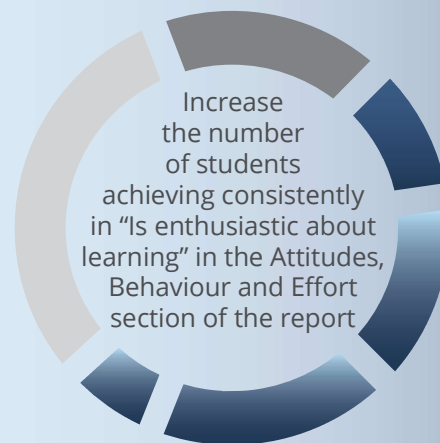
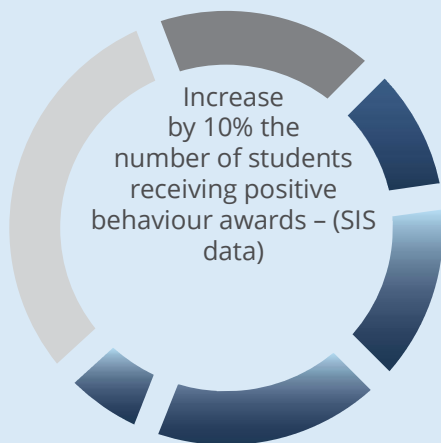
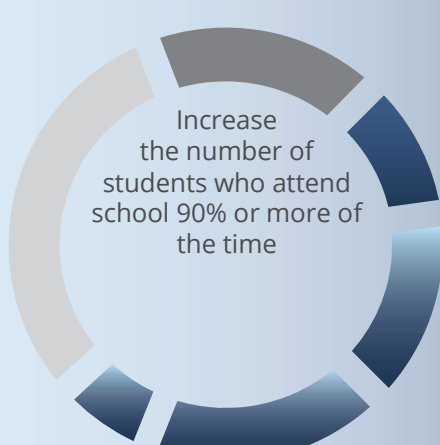
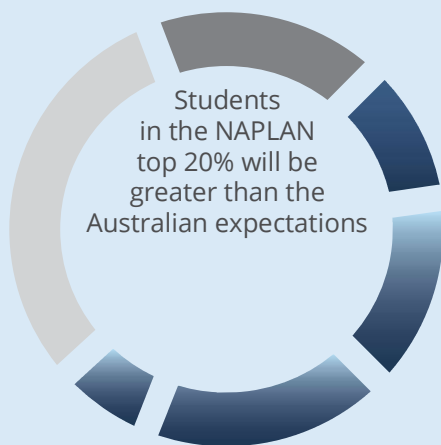
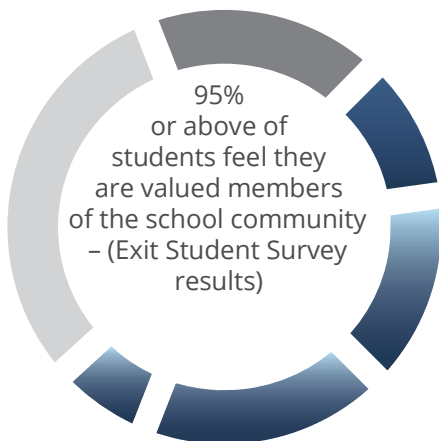
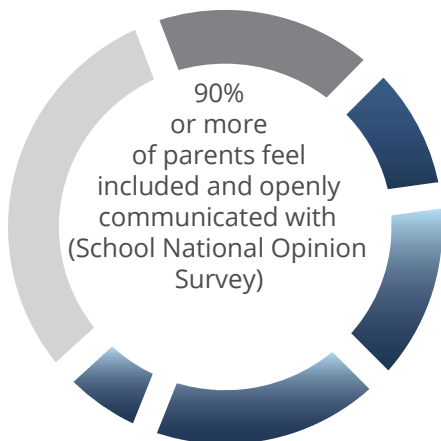


Increase student writing progress using Brightpath to be comparative or exceed the Australian Brightpath benchmark



NAPLAN achievement in Years 3 & 5 to be above or comparative to WA Public schools in all assessments





Milestones

Consistently implement the Positive Behaviour Support plan and the associated language across the phases of learning.

All students are to participate in the five domains of the Arts learning area.



Consistently meet annually all the National Quality Standards in years K-2. Consistent pedagogy including the learning environment from K -2.

All targeted students who commence a Rainbows, Drumbeat or Ed Connect mentoring program show an improvement in engagement and/or behaviours within the school community.

Teachers to have access to coach/mentor as required to ensure the consistent delivery of whole school approaches and practices (at least once per term).

Students will participate in learning experiences that involve creative and critical thinking skills

All staff to participate in professional learning to utilise effectively the Brightpath assessment software.

The Early Childhood pedagogical philosophy aligns to the Early Years Learning Framework and ensures consistent practice across the K-2 phase of learning.



The indoor learning environment reflects the Early Childhood philosophy and provides for child agency.

All education assistants are encouraged to engage in Learning Area teams in their area of expertise and will engage in professional learning to build their capacity.

All staff to participate in the Development Planning cycle to improve practice.

All teachers have the opportunity to actively participate in a distributed leadership position through the enhancement of Learning Area teams.

Teachers accurately extract their classroom data as per the assessment schedule to be included in whole school data collection.

A select number of teachers to be trained mentors.



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