KOORANA PRIMARY SCHOOL
and
KOORANA EDUCATION SUPPORT CENTRE

Business Plan
2015–2017
Welcome

Koorana Primary School and Koorana Education Support Centre attained Independent Public School status in 2014 to commence in 2015. This standing reaffirms the excellent reputation the schools have developed within the community and beyond.

We believe Independent Public School status further enables and enhances the teaching and learning opportunities to improve student outcomes across our schools.

With an informed School Board the school community works in partnership with the staff to meet the needs of our diverse student population.

Koorana Primary School’s and Koorana Education Support Centre’s Business Plan underpins the schools’ actions and intent as we continue to strive for improvement and excellence in education.

SCHOOL PURPOSE AND ETHOS

Our Vision
To develop INNOVATIVE students and help them ACHIEVE their best to go on to lead and INSPIRE others in the wider community.

School Leadership
Characterised by:
Commitment to honesty and integrity
Active involvement in shared decision making
Open and responsive communication
The encouragement of staff strengths and the fostering of professional growth
Koorana Primary School and Koorana Education Support Centre share a campus within Warnbro in the City of Rockingham, approximately 55 kilometres from Perth. Opening in 1994, KPS and KESC grew to a peak enrolment of over 1000 students. The opening of neighbouring schools has led to the population decline over time with current combined enrolment of 365 in 2015. The schools enjoy outstanding support from its community through both the School Board and the Parents and Citizens Association.

Our school staff (teachers, education assistants, school officers, school psychologist, AIEO) are all highly trained and experienced professionals. KESC teachers are qualified practitioners in the field of Special Needs and Disabilities education. We are committed to sustaining quality educational programs that are aligned with the professional practice as set out in AITSL standards.

We strongly believe in building a positive school culture with a focus on whole school behaviours. Our positive and challenging teaching programmes allow all students to develop the necessary knowledge and skills to become confident independent learners.

The School Leadership Teams are central to the empowerment of staff, providing strong collaborative practices and shared decision making within the schools. Teaching staff are encouraged to respond to system and school directions through direct liaison with the School Leadership as a key way to achieve excellence, high academic standards and promote positive student attitude and behaviour.

Staff control the day to day planning of work related to classroom teaching and learning and behaviour management. Staff achieve great efficiency and continuous improvement with curriculum delivery and classroom management.

This is done in the context of classroom planning, curriculum expectations and associated performance reviews. School conditions support staff to work autonomously in collaborative teams in self appraisal and self monitoring classroom planning for the assessment of teaching and learning.

All of our students have access to the latest technology, from classroom computers to iPads, and are provided with the opportunity and instruction to use this effectively. Electronic interactive whiteboards in every classroom further engage students’ learning.

As a co-located campus our students benefit from the many shared facilities such as a pleasant playground area, healthy canteen, library, P&C, School Board and school uniform. A dental therapy centre is also on site and we host the ‘hub’ for the school psychologists in our district. The campus is inclusive with reciprocal arrangements allowing students from both schools access to excursions, incursions and special events. Integration sessions are organised for some students enabling them to experience classes in a mainstream classroom setting with the opportunities for reverse integration also existing for selected students.

SCHOOL CONTEXT
Success for all Students
Teaching programs are data driven thereby ensuring a differentiated curriculum for each student to ensure success. We understand the importance of the relationship between professional learning and professional practice in determining student outcomes.

By the end of 2017, Koorana PS will provide a whole school approach to quality teaching and learning resulting in improved student learning outcomes.

Broad Strategies:
- Implement a whole school approach to pedagogy through instructional strategies with a focus on cooperative learning
- Implement a whole school approach to the WA Curriculum
- Implement a whole school approach to literacy blocks and numeracy blocks
- Improved literacy and numeracy standards across the school
- Ensure rigour in early years education through Early Years Learning Framework and National Quality Standard.
- Develop staff competencies in using technologies to improve learning
- Teachers develop and are guided by operational plans to provide direction across key areas of learning

High Quality Teaching and Leadership
Teachers will have the skills and knowledge to ensure that each child strives to reach their potential.

By the end of 2017 Koorana PS will have an effective whole school approach to performance and development, so that all staff are motivated, effective, consciously competent and data driven.

Broad Strategies:
- Continue to build a shared understanding of effective teaching, through AITSL Standards
- Develop expertise to implement data informed planning
- Provide opportunities for continual teacher reflection on professional practice
- Coaching and self reflection tools made available to staff where applicable
- Support for professional learning through professional community structures
- Provide opportunities for leadership and career development through AITSL Standards
- Build capacity to apply for Senior Teacher, Level 3CT or other career aspirations
- All teachers have access to training and support to use ICT across the curriculum

Improved Student Attendance, Engagement and Behaviour
Koorana PS will provide a safe, healthy and supportive environment for students and staff which supports quality learning and positive behaviours.

Koorana PS will foster emotional well being, resilience and skills for life. The key focus is to improve students common language in discussing emotions and behavioural choices.

Broad Strategies:
- Implement a whole school approach to CMS.
- Continue to implement Positive Behaviour in Schools model (PBS) being a data driven and positive approach to behaviour management.
- Track attendance and follow up / case manage where necessary.
- Continue to implement instructional strategies / Kagan strategies to engage students.
- Provide wrap around services for students and parents, provide access to School Chaplain, School psychologist.
- Build enrolment numbers at Koorana PS—develop a 0-3 year old Nursery Rhyme Time to promote the school and foster links with families in the area.

A Capable and Responsive Organisation
Koorana PS ensures compliance with DOE guidelines and timelines.

Koorana PS will ensure rigorous processes are in place to comply with financial responsibilities, human resource management and school accountability.

Broad Strategies:
- Compliance with the new School Resource Agreement and revised annual School Report requirements.
- Deliver agreed specified outcomes for targeted initiatives.
- Ensure leave entitlements of staff are cleared within the prescribed timeframes.
- Manage within one line budgets—workforce and cash requirements.
- Ensure required National School Opinion Surveys for parents; students and staff are undertaken to drive improvement and report results.
Our Targets for 2015-2017

These targets are medium to long term targets and are an indication of progress towards achieving our goals. Annual targets will be developed within Operational Plans as specific progress in a given school year.

STUDENT ACADEMIC IMPROVEMENT TARGETS

NAPLAN
Year 3
Increase the % of Year 3 students achieving Band 4 and above in Reading, Numeracy, Writing, Spelling, Grammar and Punctuation.
Maintain a positive comparison with ‘like schools’ in all areas.

Year 5
Reduce the % of students at or below National Minimum Standard to be equal, or better than, ‘like schools’.
Arrest the decline across all areas comparative to ‘like schools’.
Ensure students scoring very limited or limited progress in literacy and numeracy make moderate to high progress.

ON ENTRY—EARLY YEARS
Improve student achievement in PP and Year 1 On Entry Literacy and Numeracy assessment.
The average performance of the 2017 PP students in the on-entry assessment for oral language, reading, writing and numeracy will equal or exceed the average achievement of the 2015 cohort.

STUDENT NON-ACADEMIC IMPROVEMENT TARGETS

ATTENDANCE
Our overall attendance rate meets or exceeds that of like schools.
To increase the percentage of students attending regularly (90-100%) to 70% by 2017.
Reduce the percentage of late arrivals.

BEHAVIOURS
Reduce the negative behaviour referral data.
Individual Behaviour Plans are developed for those students needing targeted intervention.
Increase through PBS the positive behaviour data collected.

COMMUNITY
Koorana PS actively seeks ways to enhance student learning and wellbeing by partnering with parents, families and the community. Parents are recognised as integral members of the school community and in their children’s education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and resources not available within the school.
Endeavour to increase enrolments by further engaging the community.
Increase parental and community involvement in the school by raising the profile of the school and effective school marketing.
Communication strategies to keep parents informed are continually reviewed.

Our Self Assessment

Our school improvement cycle is an ongoing process encompassing three components. We assess data and other evidence related to student achievement and school operations, we plan to improve the standards of student achievement and we act to implement planned strategies.

The data we use includes: NAPLAN, On Entry Assessment and other standardised tests as outlined in our Data Collection document. This in turn with teacher participation and judgement in moderation activities provides rich information which in turn is used to inform planning.