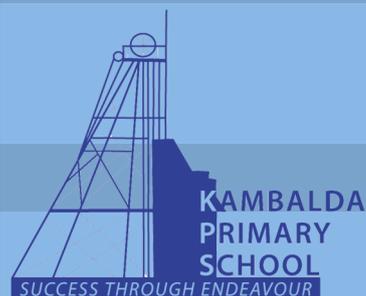


2017 TO 2019 STRATEGIC PLAN



OUR CONTEXT

Kambalda Primary School has an inclusive atmosphere with a strong focus on education programs that target the developmental needs of all students.

Fifty-five kilometres south of Kalgoorlie-Boulder, Kambalda PS is a primary school catering for students from Kindergarten to Year 6. Enrolments at Kambalda PS fluctuate due to the impact of the global economic recession on the local mining industry which results in a constant exchange of incoming and outgoing students. Kambalda PS has a strong reputation for catering for the individual needs of students through innovative and exciting learning programs.

Learning experiences are constantly planned, monitored and reviewed to determine their effectiveness through collaborative teams operating in the Early and Middle Childhood phases of development.

The highly dedicated, motivated and professional staff is comprised of experienced teachers and graduate teachers in the first two years of their teaching careers. They are supported by an indispensable group of support staff who have a long affiliation with the Kambalda Schools and wider community. Together they form a dynamic team that endeavours to make a difference in the social, emotional, physical and academic development of our students.

Kambalda PS is renowned for its community partnerships which are enhanced through a series of regular events that celebrate being part of our small community of approximately 2 000 people. With a dynamic well-represented Parent and Citizens' Association and strong School Council there has developed an entrenched culture of community ownership and pride in our school.



OUR VISION

Developed by the school community, the vision for Kambalda Primary School is reflected in every aspect of the management and operation of the school.



Kambalda Primary School aims to provide a **safe, warm and friendly learning environment** that supports each child to develop the essential **academic, creative, social and physical skills** necessary to become a worthwhile member of a rapidly changing society. We want our students to be **socially competent, resilient and caring of others.**

OUR VALUES

The keys to our success

Confidence

I will be brave and have a go.

Getting along

I will treat others with respect.

Organisation

I will be ready to learn and play.

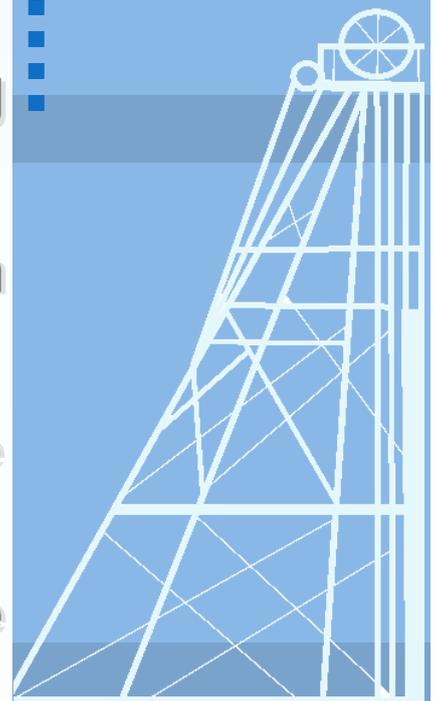
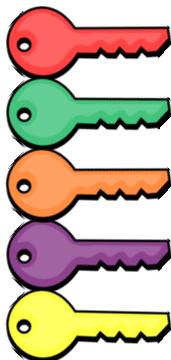
Resilience

I will bounce back.

Persistence

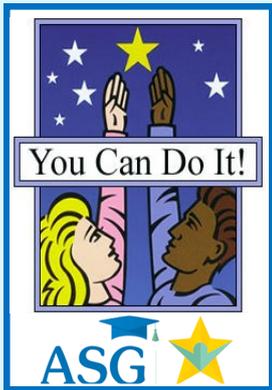
I will not give up.

Kambalda Primary School is well supported by the parent body which is key to building the school's facilities and future viability in a constantly changing environment.



OUR PRIORITIES

SOCIAL EMOTIONAL LEARNING



As 2016 came to an end, school teaching staff and administrators identified the need for a whole school Social, Emotional Learning Program to meet the needs of students and to align with departmental requirements to:

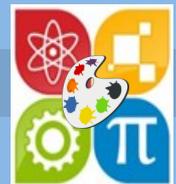
“Maintain momentum among staff in supporting positive wellbeing and health for staff and students.”
(Directions For School - Focus 2017)

As a result of research and planning sessions, the ASG Education ‘You Can Do It’ Program was adopted. This is becoming embedded in the school as part of our 2017 priority with the aim of building social, emotional and motivational capacity of young people rather than on their problems and deficits.

S.T.E.A.M.

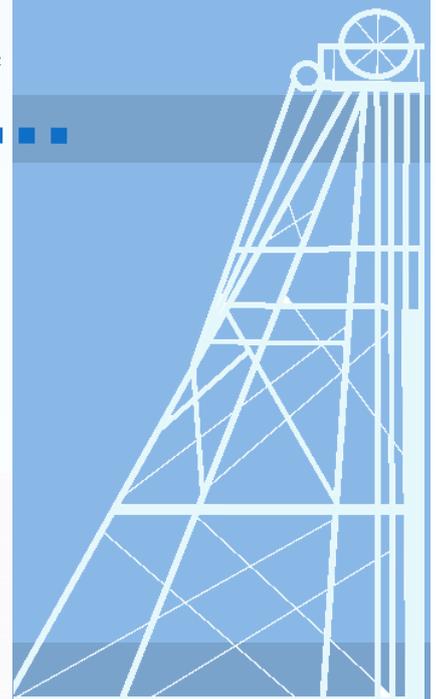
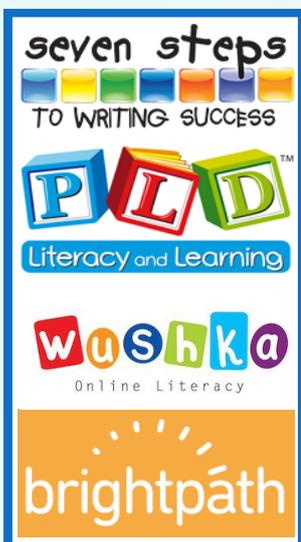
S.T.E.A.M. was an area identified as requiring development as a means of meeting the needs of students in a society where scientific and technological innovations have become increasingly important. Students need to develop their capability in S.T.E.A.M. to levels far beyond what was considered acceptable in the past. S.T.E.A.M. is more than just a grouping of subject areas; it is a movement to develop the deep mathematical and scientific underpinnings students need to be competitive in the 21st-century workforce. It develops a set of thinking, reasoning, teamwork, investigative, and creative skills that students can use in all areas of their lives. S.T.E.A.M. isn't a standalone class - it's a way to intentionally incorporate different subjects across an existing curriculum.

SCIENCE
TECHNOLOGY
ENGINEERING
ART
MATHEMATICS



LITERACY

Year 3 and 5 NAPLAN results in 2014, 2015 and 2016 indicated a strong need for a Literacy focus across the school. Data reviewed showed a distorted bell-curve with a significantly right-skewed distribution, indicating a high percentage of students with limited achievement.



MILESTONES

This diagram captures the interconnected nature of our Priorities with our Targets, Strategies and Milestones. More detailed descriptions of implementation, key responsibilities and monitoring are in the Operational Plans.



- ◆ Students enjoy coming to school and being at school
- ◆ Students are able to solve problems themselves
- ◆ Students help and support each other
- ◆ Students are resilient, persistent, organised, confident and get along
- ◆ Literacy Benchmarks show improvements
- ◆ NAPLAN results show improvements
- ◆ On Entry results showing improvement

STRATEGIES

- ◆ Seven Steps to Writing Success
- ◆ Jolly Phonics
- ◆ Wushka
- ◆ Current and relevant Literacy File
- ◆ PM Benchmark
- ◆ You Can Do It Program
- ◆ PLD Literacy & Learning Program
- ◆ Specialist YCDI! teacher
- ◆ Timetable allocation for priority areas
- ◆ Jump Jam
- ◆ Brightpath



TARGETS

- ◆ Wide variety of equipment available
- ◆ Allow time for students to formulate answers and test ideas
- ◆ Hands on activities



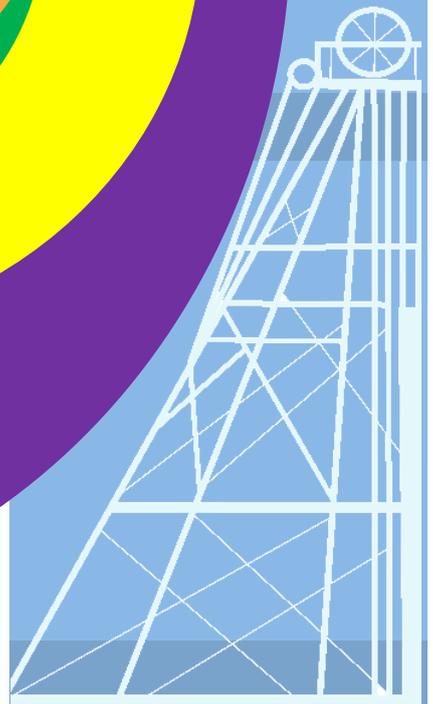
PRIORITIES

- ◆ S.E.L.
- ◆ S.T.E.A.M.
- ◆ Literacy

- ◆ Build enquiring minds
- ◆ Allow open-ended tasks
- ◆ Develop creative thinkers and problem solvers
- ◆ Student guided learning
- ◆ Achieve National Minimum Standard in NAPLAN
- ◆ School wide S.E.L. program
- ◆ Resilient students

- ◆ OT Program Link
- ◆ *Wonderings* in E.C.E.
- ◆ Primary Connections

- ◆ Scope & sequence for priority areas
- ◆ Student guided learning



OUR PRACTICE

iSTAR is an acronym of effective classroom practice. Each letter in the acronym iSTAR describes an aspect of effective classroom practice (supported by evidence based research) and how teachers can more effectively enable improved learning outcomes for all students.

- i - inspire & inform
- S - show & share
- T - try & transfer
- A - apply & action
- R - review & revise



Explicit instruction, intentional teaching, instructional quality, feedback and differentiation are practices proven through research to have the most positive effect on learning outcomes for students. As a model for learning, iSTAR has the potential to accommodate all of these effective practices selectively and flexibly according to need and context. This means that we, as a school can use the iSTAR model to meet the needs of our students in a way that is meaningful and relevant to them.

iSTAR also offers a framework and language to allow teachers to engage in peer to peer collaboration and joint practice development, in line with the AITSL* Professional Standards for Teachers. and the Department of Education, Employment and Workplace Relations (DEEWR) National School's Improvement Tool.

We use a teaching model of gradual release to promote independent learners.

This is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice. Sometimes referred to as "I do it, we do it, you do it," this model proposes a plan of instruction that includes demonstration, prompt, and practice and is used effectively in conjunction with the iSTAR model.

