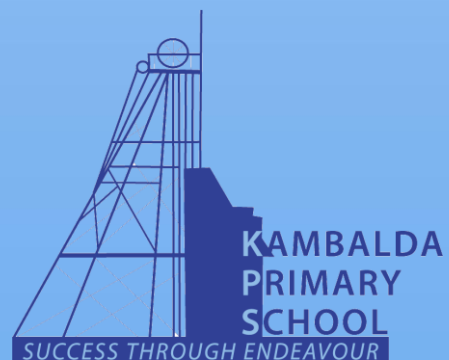


2020-2022

SCHOOL PLAN



OUR SCHOOL

Kambalda Primary School is a public school catering for students Kindergarten to Year 6, located 55 kilometres south of the City of Kalgoorlie-Boulder. Our values of resilience, organisation, persistence, confidence and getting along are embedded in the way we operate and in everything we do.

Kambalda Primary School is a safe, warm and friendly learning environment that supports each child to achieve their very best. We do this by focusing not only on the child's academics, but also by developing them to be creative thinkers, innovative, entrepreneurial and socially, emotionally and physically capable. It is our aim to have confident children who are socially competent, resilient and caring of others.

We prepare young people to thrive in a time of rapid social and technological change, and complex environmental, social and economic challenges. We play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians. We provide flexibility, resilience, creativity, and the ability and drive to keep on learning throughout their lives.

Learning programs are tailored to suit each child's interests, passions and academic ability. We have an innovative, exciting and stimulating learning environment to ignite the imagination of all students. We plan, monitor and review all programs to ensure they remain effective, relevant and current.

Our inclusive atmosphere ensures that every child becomes an integral part of the school community. We focus on developing their literacy and numeracy skills and also deliver Science, Humanities, Health and Physical Education, The Arts, Technologies and Languages using the Western Australian curriculum. We have a strong STEAM (Science, Technology, Engineering, Arts and Mathematics) program, giving students the skills they will need to become lifelong learners in a rapidly changing society.

Our dedicated, motivated and professional staff are supported by indispensable support staff with long affiliations with our school and school community.

Our school has strong community partnerships; we have a dynamic well-represented P&C Association and School Council; we have a well-developed culture of community and pride in our school.



OUR VISION

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 MORAL PURPOSE

We have a commitment to making a positive difference in the lives and outcomes of our students as a result of their experiences at Kambalda Primary School.

OUR VALUES



CONFIDENCE

I will be brave and have a go
I will stand up for what I believe in
I will be proud of my differences

RESILIENCE

I will bounce back
I will overcome challenges
Other people's opinions will not define who I am

PERSISTENCE

I will not give up
I will embrace challenges
I will acknowledge that I can learn through my mistakes

GETTING ALONG

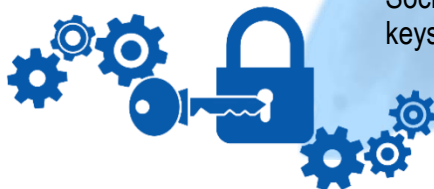
I will treat others with respect
I will accept others for who they are
I will engage with others to maximise co-operative learning opportunities



ORGANISATION

I will be ready to learn and play
I will be responsible for my own belongings
I will arrive on time and bring my hat

Our school values, fully embedded at Kambalda Primary School, are taken from the You Can Do It! Social Emotional Learning Program. They are the keys to unlocking our success.



YOU CAN DO IT! @ KPS

OUR PRIORITIES What they mean to us.

1.

Success for all students

- We understand that high quality teaching and learning is essential and that a safe, caring and inclusive environment is necessary for successful students. We support each child at every stage of development, ensuring strong foundations are laid for their schooling years and beyond.



2.

Excellence in every classroom

- We have committed and dedicated teachers who provide all students with the best possible opportunities. Planning is connected to the what, how and when of classroom practice. Key elements of our school plan will be evident in the daily work of teachers and the classroom to ensure planning goals are achieved.



3.

Staff engagement and confidence

- Improved teaching effectiveness focuses on the individual teacher and the staff as a whole to build a culture that supports the professional growth of teachers and support staff. School leaders lead teaching to enable the delivery of impactful practice. Our approach activates the professional commitment of staff – one that mobilises their energy and belief that they can make a real difference to our students and creates a climate where they feel supported and valued as capable professionals.



4.

Social and emotional health

- The health and well-being of our staff and students is paramount to the success and effective operation of our school; it is at the forefront of everything we do.



5.

STEAMing into the future with ICT

- We are equipping our students to develop ICT capabilities as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively in all learning areas.



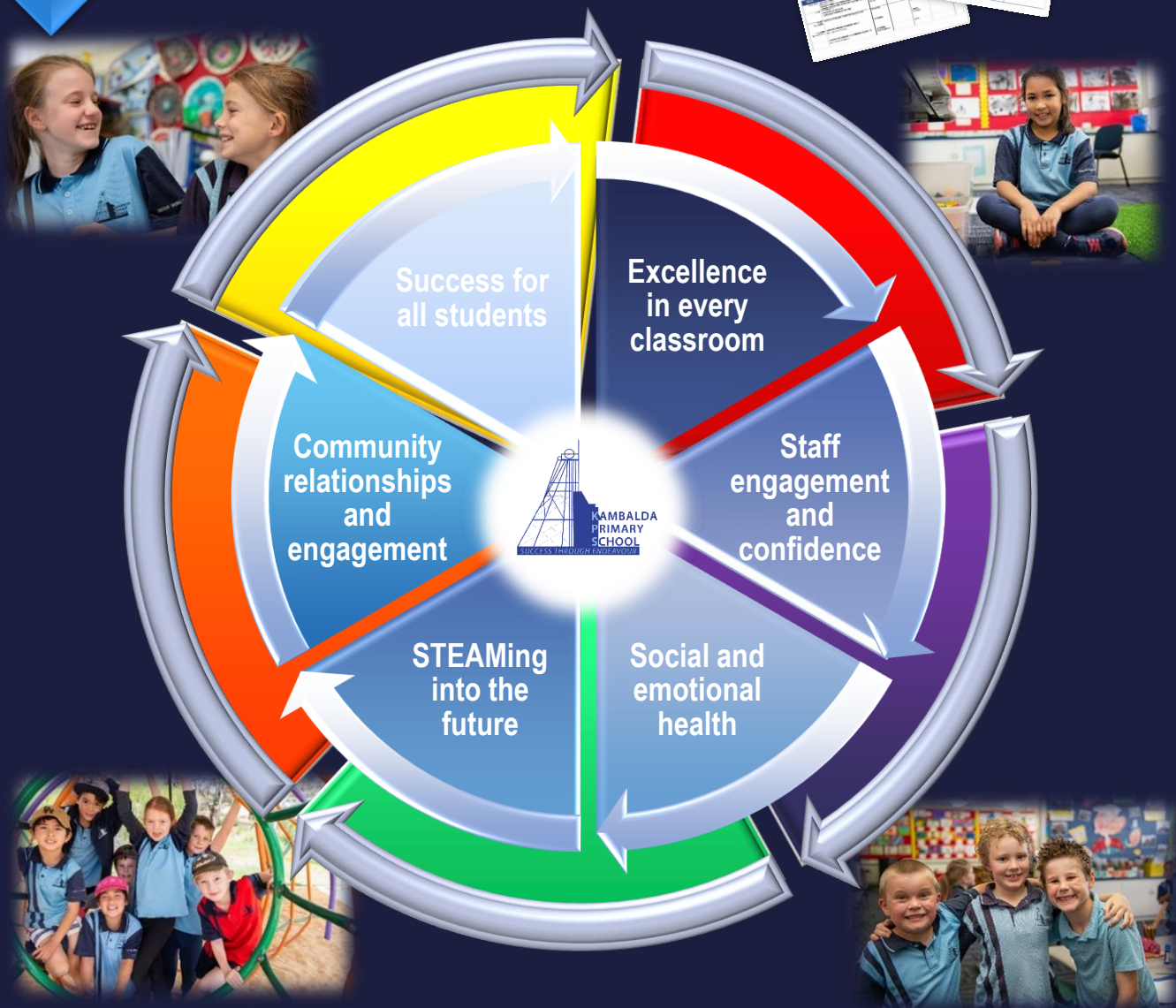
6.

Community relationships and engagement

- We have a holistic approach and the community and school work closely together to ensure that each child is supported and cared for. Their academic and social wellbeing is the responsibility of all.



LINKING IT ALL TOGETHER





1. SUCCESS FOR ALL STUDENTS

By 2022, you will see:

DOMAINS	OUTCOMES
RESOURCES	Occupational Therapy & Speech Therapy provided to students through the engagement of, & contract with, Full Circle. An upgrade of facilities to create an environment that is engaging & adaptive to the changing needs of students. Sufficient resources allocated to support teaching & learning.
LEADERSHIP	A whole school approach to positive behaviour & good standing upheld.
RELATIONSHIPS & PARTNERSHIPS	Continued focus on behaviour expectations with high standards of respect & excellence. <i>Educational opportunities provided to match the aspirations of families & communities.</i> Students have a strong understanding & appreciate the need to attend school regularly. Students enjoy coming to school.
LEARNING ENVIRONMENT	<i>Early childhood staff & learning areas demonstrate continuous improvement in addressing all areas of the National Quality Standard.</i> <i>A strong specialist program in STEAM that nurtures talent & builds student skill, knowledge & enjoyment.</i> Nature & enriched play opportunities & experiences available to all students. <i>Transparent transition processes in place for key developmental periods in each young person's life.</i> Respect for inclusivity & diversity reflected in daily operations, school events & celebrations. <i>Culturally responsive classrooms that build on the strength of Aboriginal students.</i> Students demonstrate a sense of belonging. (Young people with a sense of belonging, purpose & meaning that enables them to thrive in their learning environment.) <i>Education that promotes & contributes to a socially cohesive society that values, respects & appreciates different points of view & cultural, social, linguistic & religious diversity.</i>
TEACHING QUALITY	Upskilling of support staff at the school to build capacity & enable programs to continue & expand. A continued balance between play-based & more explicit teaching in the Early Years. A balance in The Arts curriculum of Visual Arts (Arts & Craft) & enhanced Performing Arts (Drama) across the school. <i>The literacy & numeracy needs of every student supported to build foundational competencies.</i> All students P-6 receiving specialist programs – Science, Technologies & Health. <i>Effective teaching strategies aligned with current research & best practice.</i> <i>Support that aims to fulfil the individual capabilities & needs of learners.</i>
STUDENT PROGRESS & ACHIEVEMENT	<i>Clear processes & expectations in place for identifying & supporting students at Educational Risk.</i> <i>Full use of SEN Reporting for students identified as at Educational Risk.</i> The You Can Do It! Social & Emotional program fully embedded in the school to cater for the health & well-being of students. Student's capabilities rewarded and built upon to ensure they have what they need to succeed in life. Students set goals & work towards achieving them. Teachers use student data to inform planning. High expectations of student output. Successful lifelong learners. All backgrounds supported to achieve their full educational potential.



TARGETS



An upward trend towards high progress and high achievement in all NAPLAN assessment.



An upward trend in Writing performance as measured in the stable cohort from Year 3 to 5.



A downward trend in the number of students requiring Individual Education Plans.



School Performance Monitoring data will show an increase of one or more standard deviation in Performance – Student Academic Achievement compared to the year prior.



2. EXCELLENCE IN EVERY CLASSROOM

By 2022, you will see:

DOMAINS	OUTCOMES
RESOURCES	Digital Technologies integrated across all learning areas & year levels. Provision of time for staff to engage in peer observation as per KPS Peer Observation Process.
LEADERSHIP	Whole-school approaches & professional collaboration to strengthen teaching, learning & leadership. Classroom planning linked to operational plans with regular reflection & direction from leaders. Planning that responds to student needs; policy & departmental requirements addressed & engagement of all staff. The School Assessment Schedule with clear expectations & guidance for staff, outlining reporting & planning requirements. Continuation of the KETAWA program aligning with SCSA guidelines for implementation. Regular reflection to maintain clarity of vision & direction. A culture of high expectations, collaboration and professional growth.
LEARNING ENVIRONMENT	A culture of excellence in all learning environments, providing varied, challenging, & stimulating learning experiences & opportunities that enable all learners to explore & build on their individual abilities, interests, & experiences.
TEACHING QUALITY	An emphasis on the Early Years, fostering success & intervention in K-2 students. School-wide programs implemented consistently & with integrity in accordance with @KPS documents. Optimal conditions for students to develop their personal self-worth, self-awareness & identity. Students set goals & work towards achieving them – explicitly taught & implemented. Effective teaching strategies aligned with current research & best practice. Excellence & equity promoted in every classroom.
STUDENT PROGRESS & ACHIEVEMENT	Successes recognised & celebrated. Brightpath processes used as the main tool for moderation & supporting consistency of teacher judgements. Staff & students strive for excellence in academic & non-academic performance. Teachers use student data to inform planning. Analysis of data (including NAPLAN). Young people encouraged to hold high expectations for their educational outcomes.



TARGETS



School Performance Monitoring data will show an increase of one or more standard deviation in Performance – Student Academic Achievement compared to the year prior.



KPS Peer Observation Process developed to include peer observation for feedback.



KPS Peer Observation Process used by all staff as a professional learning tool.



3. STAFF ENGAGEMENT & CONFIDENCE



By 2022, you will see:

DOMAINS	OUTCOMES
RESOURCES	Capacity building of staff through Professional Learning opportunities.
LEADERSHIP	<p>A workforce plan that takes into consideration changes to circumstances, student numbers & staff.</p> <p>Local level decision making that strengthens our collective purpose, through schools working together.</p> <p>2019 Review recommendations actioned.</p> <p>Performance Management practices developed & maintained for all staff.</p> <p>KPS Peer Observation Process in place for professional learning & development.</p> <p>Practices & structures for transparent decision making.</p> <p>Clearly outlined expectations of responsibility, accountability & authority.</p> <p>Regular reflection to maintain clarity of vision & direction.</p> <p>A culture of high expectations, collaboration & professional growth.</p>
LEARNING ENVIRONMENT	A collaborative environment that promotes a culture of respect, trust & support.
TEACHING QUALITY	<p>Performance & development processes using the ATSL standards, focusing on reflective practice & goal setting.</p> <p>Self-aware & reflective staff engage in meaningful disciplined dialogue.</p> <p>Highly skilled teachers & educators who have the ability to transform the lives of young people & inspire & nurture their personal & academic development.</p> <p>Staff provide significant encouragement, advice & support for learners outside the home, shaping teaching to nurture the unique abilities of every child.</p> <p>Educators supported to continually develop their own skills, in order to teach young Australians, the essential skills & core knowledge needed for a modern society.</p>



TARGETS



KPS Peer Observation Process developed to include peer observation for feedback.



KPS Peer Observation Process used by all staff as a professional learning tool.



All staff will engage in at least one external professional learning opportunity each year in addition to whole school professional learning.





4. SOCIAL & EMOTIONAL HEALTH

By 2022, you will see:

DOMAINS	OUTCOMES
RESOURCES	Ongoing training and additional resources to enable a safe and supportive school environment. The allocation of time, resources and school structures aligned with departmental recommendations.
LEADERSHIP	All staff supported by health and well-being strategies. Needs of staff and students addressed reflecting changes in staff and student dynamics. Processes and standards expected of students align with Let's Take a Stand Together: Minister's Statement on School Violence . Strong governance and risk management practices. The use of data and evidence to ensure decisions are made in the best interests of staff and students. Staff with positive mental health and emotional wellbeing.
RELATIONSHIPS & PARTNERSHIPS	School psychology service and Chaplain available for staff and students. Personal values and attributes such as honesty, empathy, loyalty, responsibility and respect for others. Young people relate well to others and form and maintain healthy relationships. Young people who are well prepared for their potential life roles as friends, family, community and workforce members.
TEACHING QUALITY	Learners empowered to overcome barriers.
STUDENT PROGRESS & ACHIEVEMENT	Attendance tracked and monitored. Students with positive mental health and emotional wellbeing critical to their future life outcomes. Young people with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, cultural, spiritual and physical wellbeing. Imagination, knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives. Young people who embrace opportunities, make informed decisions about their own lives and accept responsibility for their own actions.



TARGETS



You Can Do It! Student Survey Data will show an upward trend from 2019.



School Performance Monitoring data will show an increase of one or more standard deviation in Workforce Profile - Staffing (Teaching Staff): Absenteeism, compared to the year prior.





5. STEAMING INTO THE FUTURE WITH ICT

By 2022, you will see:

DOMAINS	OUTCOMES
RESOURCES	Resources up to date with current technologies.
RELATIONSHIPS & PARTNERSHIPS	Students learn to apply social and ethical protocols and practices in a digital environment, particularly in relation to the appropriate acknowledgment of intellectual property and the safeguarding of personal security when using ICT. <i>Young people who understand their responsibilities as global citizens and know how to affect positive change.</i>
TEACHING QUALITY	<i>Students in P-6 engaged in STEAM learning opportunities.</i> Students in Kindy engage in STEAM sessions during term 4 to prepare them for Pre-primary. After school workshops for students in Years 3-6. ICT integrated across all learning areas & year levels. <i>A strong specialist program in STEAM that nurtures talent and builds student skills, knowledge and enjoyment.</i> <i>Young people show initiative, use their creative abilities and are enterprising.</i> ICT capability addressed through the learning areas and identified wherever it is developed or applied in content descriptions. Teachers providing authentic contexts and opportunities to incorporate explicit teaching of ICT capabilities adding depth and richness to student learning.
STUDENT PROGRESS & ACHIEVEMENT	Students create digital solutions that consider economic, environmental and social factors. Students adapting to new ways of doing things as technologies evolve. Students use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively in all learning areas at school, and in their lives beyond school. <i>Productive and informed users of technology as a vehicle for information gathering and sharing, and are able to adapt to emerging technologies into the future.</i>



TARGETS



School Performance Monitoring data will continue to show an upward trend in Performance – Student Academic Achievement (Teacher Judgement): Science.



Reporting to Parents P-10 Analysis data will show 95% of students at or above expected level in Technology (Digital Technology).



Students in Pre-primary, Year 2, Year 4 and Year 6 are 'At Level' (90% achievement) according to the ICT Capability Learning Continuum.



6. COMMUNITY RELATIONSHIPS & ENGAGEMENT



By 2022, you will see:

DOMAINS	OUTCOMES
RELATIONSHIPS & PARTNERSHIPS	Partner agencies and providers supporting children to be ready for school.
	Collaboration with agencies and providers to enhance services and support for students with special needs.
	Parents who know that positive mental health and emotional wellbeing are critical to their children's future life outcomes.
	The "Seesaw" app utilised by staff, students and parents.
	Clear and transparent communication between school and parents using Seesaw and other platforms.
	Attendance data that reflects the importance the school community places on regular attendance.
	A current and relevant school website.
	Strengthened community partnerships.
	Formal and informal opportunities provided for parents to engage in school activities/events – carnivals, learning journey, Father's Day breakfast etc.
	Focus areas supported by the School Council.
TEACHING QUALITY	P&C and P&C initiatives supported and encouraged.
	School Level Agreement (school nurse).
	Active and informed members of the community.
Educational opportunities provided to match the aspirations of families and communities.	



TARGETS



Data for parent attendance at school events shows an upward trend.

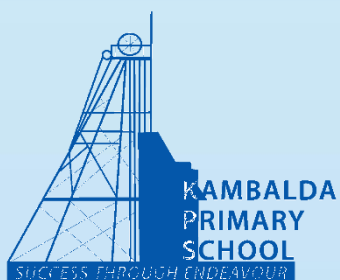


Established relationships with partners in the community maintained and added to.



'Seesaw' accessed by 100% of families in the school community.





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