

SCHOOL PLAN

2023-2025





OUR SCHOOL

Kambalda Primary School is a small regional school approximately 631km north-east of Perth and 58km south of Kalgoorlie-Boulder, the nearest regional city. We are highly valued in the Kambalda community with a reputation of caring and attentive instruction, catering for the academic, social, physical, and emotional individual needs of each student.

Our values of resilience, organisation, persistence, confidence and getting along are embedded in the way we operate and in everything we do. We provide a safe, warm, and friendly learning environment that supports each child to achieve their very best.

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

We implement whole school practices for Literacy, Numeracy, and Inquiry Learning, ensuring consistency across the school and deliver high quality programs following the content of the School Curriculum and Standards Authority WA.

Kambalda Primary School is well equipped for 21st Century learning; we are resourced with appropriate ICT hardware; the staff and students regularly use computers, iPads, printers, etc. and all classrooms are equipped with BenQ Smart TVs used regularly throughout the day. We focus not only on students' academics, but also on developing them to be creative thinkers, innovative, socially, emotionally, and physically capable citizens in a rapidly changing society. It is our aim to have confident children who are socially competent, resilient, and caring of others.

Our school may be small, but we offer facilities and programs found in bigger schools. Our point of difference is highlighted by our smaller class sizes that allow our staff to offer differentiated curriculum and we pride ourselves on our wide reputation for catering for the individual needs and interests of your child.

Our inclusive atmosphere ensures that every child becomes an integral part of the school community: peer tutoring is often evident in classrooms and is a very effective way for students to improve their understanding of concepts; students from years 1-6 engage with each other daily in the playground; there are several whole school events throughout the year with multi-aged groupings.

We offer opportunities for students to be involved in sporting and academic activities with other schools in Kambalda and the Goldfields region throughout the year. Our strong community partnerships in Kambalda with local businesses, government agencies, community organisations and individuals engaging with us for a variety of learning opportunities that support our well-developed culture of community and pride in our school.

MORAL PURPOSE, VISIONS, VALUES

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.

SCHOOL VISION

Kambalda Primary School strives with integrity to provide a safe, warm, friendly, and culturally responsive learning environment that supports each child to develop the necessary skills to become a worthwhile member of a rapidly changing, inclusive and diverse society and to participate equally in a range of life opportunities; we want all our students to be socially competent, resilient, and caring of others.

RECONCILIATION VISION

Our vision for reconciliation is an Australia of equality and equity with positive race relations based on trust and respect, and free from racism, among a diverse and rich accumulation of cultures; Aboriginal, Torres Strait Islander and other Australians working together to create a national culture of unity and historical acceptance of our shared history, proudly valuing, and recognising Aboriginal and Torres Strait Islander cultures and heritage.

VALUES

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.

CONFIDENCE	ORGANISATION	RESILIENCE	PERSISTENCE	GETTING ALONG
<ul style="list-style-type: none">• I will be brave and have a go• I will stand up for what I believe in• I will be proud of my differences	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• I will bounce back• I will overcome challenges• Other people's opinion will not define who I am	<ul style="list-style-type: none">• I will not give up• I will embrace challenges• I will acknowledge that I can learn through my mistakes	<ul style="list-style-type: none">• 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



OUR PRIORITIES

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.

SOCIAL 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.



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.

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.



EARLY YEARS

The early years of life are a period of rapid growth and development as children form their language, social, emotional and physical skills and undergo significant cognitive development. During these early years, we provide opportunities to enable the foundations for learning throughout school and beyond.



TARGETS

For the duration of this School Plan students will achieve at or above the standards for their year level for reported teacher judgements, achieve at or above proficiency levels specified for system assessments and where described, achieve moderate or higher progress relative to students with similar previous assessment scores for relevant NAPLAN assessments.

Where these standards may not be appropriate or where students are considered to be at risk or have identified needs or where individual student performances are well in excess of these standards more specific targets will be described in the plans for the individual or small groups.

LINKING IT ALL TOGETHER

AUSTRALIAN GOVERNMENT

- Alice Springs (Mparntwe) Education Declaration



DEPARTMENT OF EDUCATION WA

KAMBALDA PRIMARY SCHOOL

CLASSROOM

- Building on Strength
↳ 2020-2024 Strategic Directions
- Every Student, Every Classroom, Every Day
- Focus document
- 2020-2024 ICT Vision for Teaching and Learning in Public Schools
- 2020-2024 ICT Strategy
- Quality Teaching Strategy
- National Quality Standard

- School Plan
- Operation Plans



- Learning Area Plans
- Classroom Plans
- Strategic Adjustments
- Individual Education Plans
- Daily Work Pad
↳ differentiation



SUCCESS FOR ALL STUDENTS



DOMAIN	YOU WILL SEE...
Resources	<p>Occupational Therapy & Speech Therapy provided to students sourced through local agencies.</p> <p>Sufficient resources allocated to support teaching & learning.</p> <p>Provision of time for staff to engage in Peer Observation as per KPS Peer Observation process.</p> <p>Use of resource where they are most needed to support student learning needs and lift attainment</p>
Leadership	<p>A whole school approach to positive behaviour & good standing upheld.</p> <p>Whole-school approaches & professional collaboration to strengthen teaching, learning & leadership</p> <p>Whole-school approaches & professional collaboration to strengthen teaching, learning & leadership.</p> <p>Classroom planning linked to operational plans with regular reflection & direction from leaders.</p> <p>Planning that responds to student needs; policy & departmental requirements addressed & engagement of all staff.</p> <p>The School Assessment Schedule with clear expectations & guidance for staff, outlining reporting & planning requirements.</p> <p>Regular reflection to maintain clarity of vision & direction.</p> <p>A culture of high expectations, collaboration, and professional growth.</p> <p>Ensure all students are achieving year on year progress through evidence-based approaches.</p> <p>Identify and address any impediments to maximising time to teach.</p>
Relationships & Partnerships	<p>Continued focus on behaviour expectations with high standards of respect & excellence.</p> <p>Educational opportunities provided to match the aspirations of families & communities.</p> <p>Students have a strong understanding & appreciate the need to attend school regularly.</p> <p>Students enjoy coming to school.</p>
Learning Environment	<p>Early Childhood staff and learning areas demonstrate continuous improvement in addressing all areas of the NQS.</p> <p>Nature & enriched play opportunities & experiences available to all students.</p> <p>Transparent transition processes in place for key developmental periods in each young person's life.</p> <p>Respect for inclusivity & diversity reflected in daily operations, school events & celebrations.</p> <p>Culturally safe and engaging learning environments for Aboriginal students that build on their strengths and provide opportunities for meaningful and successful pathways through and beyond school.</p> <p>Students demonstrate a sense of belonging. (Young people with a sense of belonging, purpose & meaning that enables them to thrive in their learning environment.)</p> <p>Education that promotes & contributes to a socially cohesive society that values, respects & appreciates different points of view & cultural, social, linguistic & religious diversity.</p> <p>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.</p>
Teaching Quality	<p>A continued balance between play based and more explicit teaching in the Early Years.</p> <p>Upskilling of support staff at the school to build capacity & enable programs to continue & expand.</p> <p>A balance in The Arts curriculum of Visual Arts (Arts & Craft) & enhanced Performing Arts (Drama) across the school.</p> <p>The literacy & numeracy needs of every student supported to build foundational competencies.</p> <p>All students P-6 receiving whole school programs in Science, Technologies & Health.</p> <p>Effective teaching strategies aligned with current research & best practice.</p> <p>Support that aims to fulfil the individual capabilities & needs of learners.</p> <p>Students set goals & work towards achieving them – explicitly taught & implemented.</p> <p>Excellence & equity promoted in every classroom.</p> <p>Build an understanding of the (complex and) diverse teaching and learning needs of students including students with disabilities.</p> <p>The You Can Do It! Social & Emotional program fully embedded in the school to cater for the health & well-being of students.</p>
Student Progress & Achievement	<p>Attendance tracked and monitored.</p> <p>Clear processes & expectations in place for identifying & supporting students at Educational Risk.</p> <p>Full use of SEN Reporting for students identified as at Educational Risk.</p> <p>Student's capabilities rewarded and built upon to ensure they have what they need to succeed in life.</p> <p>Students set goals & work towards achieving them.</p> <p>Teachers use student data to inform planning.</p> <p>High expectations of student output.</p> <p>Recognition of, and connection to the world outside of Kambalda; the ability to engage in complex issues such as sustainability, etc.</p> <p>Successful lifelong learners.</p> <p>All backgrounds supported to achieve their full educational potential.</p> <p>Successes recognised & celebrated</p> <p>Brightpath processes used for moderation & supporting consistency of teacher judgements.</p> <p>Staff & students strive for excellence in academic & non-academic performance.</p> <p>Teachers use student data to inform planning.</p> <p>Analysis of data (including NAPLAN).</p> <p>Young people encouraged to hold high expectations for their educational outcomes</p>

SOCIAL EMOTIONAL HEALTH



DOMAIN	YOU WILL SEE...
Resources	<p>Ongoing training and additional resources to enable a safe and supportive school environment.</p> <p>The allocation of time, resources and school structures aligned with departmental recommendations</p>
Leadership	<p>All staff supported by health and well-being strategies to promote positive mental health and emotional wellbeing.</p> <p>Needs of staff and students addressed reflecting changes in staff and student dynamics.</p> <p>Continue to take a stand against violence.</p> <p>Strong governance and risk management practices.</p> <p>The use of data and evidence to ensure decisions are made in the best interests of staff and students.</p> <p>Educators supported to continually develop their own skills, to teach young Australians, the essential skills & core knowledge needed for a modern society.</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> <p>A school culture that encourages and supports the professional growth of teachers.</p>
Relationships & Partnerships	<p>School psychology service available for staff and students.</p> <p>Personal values and attributes such as honesty, empathy, loyalty, responsibility, and respect for others.</p> <p>Young people relate well to others and form and maintain healthy relationships.</p> <p>Young people who are well prepared for their potential life roles as friends, family, community, and workforce members.</p> <p>Parents who know that positive mental health and emotional wellbeing are critical to their children's future life outcomes.</p> <p>Understand our role as education professionals in student care and wellbeing</p>
Learning Environment	<p>A collaborative environment that promotes a culture of respect, trust & support.</p> <p>A sense of belonging, purpose and meaning that enable them to thrive in their learning environment.</p>
Teaching Quality	<p>Learners empowered to overcome barriers.</p> <p>Optimal conditions for students to develop their personal self-worth, self-awareness & identity.</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>Highly skilled teachers & educators who can transform the lives of young people & inspire & nurture their personal & academic development.</p> <p>The You Can Do It! Social & Emotional program fully embedded in the school to cater for the health & well-being of students.</p>
Student Progress & Achievement	<p>Attendance tracked and monitored.</p> <p>Students with positive mental health and emotional wellbeing critical to their future life outcomes.</p> <p>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.</p> <p>Imagination, knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives.</p> <p>Young people who embrace opportunities, make informed decisions about their own lives, and accept responsibility for their own actions.</p> <p>Develop personal values and attributes such as honesty, empathy, loyalty, responsibility, and respect for others.</p> <p>A sense of optimism about their lives and the future</p> <p>Have the imaginations, knowledge, skills, understanding and values to establish and maintain healthy satisfying lives.</p> <p>Successes recognised & celebrated</p> <p>Staff & students strive for excellence in academic & non-academic performance.</p> <p>Are confident and motivated to reach their full potential.</p>

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EARLY YEARS



DOMAIN	YOU WILL SEE...
Resources	WA Curriculum, EYLF and NQS inform school practice.
Leadership	<p>Partnership with parents, carers, and families to support a child's progress through early learning and school.</p> <p>The quality and depth of interaction they experience, between adult and child and between child and child.</p> <p>Staff engage with families to better understand the interests, personalities and needs of students before they begin Kindergarten.</p> <p>Conversations with students to develop a deeper understanding of each child through open ended questions, interactions, and feedback to extend and enrich their learning and development.</p>
Relationships & Partnerships	<p>Embed the use of the Early Years Learning Framework and NQS and share how we identify and understand our impact.</p> <p>Ensure staff are familiar with the QTS and engage with its components.</p> <p>Strengthening Early Childhood education, building foundational skills in the primary school years</p>
Learning Environment	<p>EYLF used to support young children to learn and develop through play-based learning.</p> <p>Effective partnerships are based on cultural supportive and responsive learning environments.</p> <p>A positive impact on personal and social development to prevent behavioural challenges in later years.</p> <p>Clear intentions for outdoor learning opportunities that reflect and extend the learning programs.</p> <p>Defined learning spaces that are enticing to students and support their emerging interests.</p> <p>Loose parts in the outdoor play areas to promote creative thinking, small group interactions, opportunities to practise self-regulation and more choices for play.</p> <p>Children working cooperatively with peers through intentional play based and inquiry-based experiences.</p>
Teaching Quality	<p>An emphasis on the Early Years, fostering success & intervention in K-2 students.</p> <p>Optimal conditions for students to develop their personal self-worth, self-awareness & identity.</p> <p>Deliver an Early Years literacy approach that includes planned and structured teaching of phonics, informed by the WA Kindergarten Curriculum Guidelines and Pre-primary -Year 2 English Curriculum.</p> <p>Age-appropriate approaches and supports for learning and development help children grow and develop.</p> <p>Focus on literacy and numeracy competencies.</p> <p>Child directed learning linked to the WA Curriculum and Assessment Outline, including the principals of teaching learning and assessment.</p> <p>Students will participate in teacher directed learning experiences allowing for opportunities to share and demonstrate their understandings and knowledge.</p> <p>Clear connection between WA Curriculum and learning opportunities.</p> <p>Opportunities provided to demonstrate agency, autonomy, and ability.</p>
Student Progress & Achievement	<p>Students have a solid start to school and their learning through the Early Years providing a strong foundation for success.</p> <p>Ensure all students are achieving the building blocks on which their future success will be built.</p>



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