2021-2023 BUSINESS PLAN

Kyilla
PRIMARY SCHOOL

• KATA DJINUNG •
TO SEE AND TO UNDERSTAND

AN INDEPENDENT PUBLIC SCHOOL

Building a **Strong foundation** for life.

Tucked away in the quiet streets of North Perth, Kyilla Primary School is a vibrant and inclusive Independent Public School with 360 children. Children are at the centre of our decision making processes. Together with families and the community, Kyilla builds the critical foundations of learning through establishing a sense of belonging and connection. Children feel safe, valued and confident to tackle academic and personal challenges.

Dedicated and passionate staff work collaboratively to build the capacity of every child. A culture of lifelong learning is present amongst staff and there is a strong commitment to professional learning with a focus on evidence based teaching practices. Children are engaged in learning programs that are challenging, interesting and differentiated to improve outcomes for all. Kyilla is proud of our specialist programs which include: Music, Visual Arts, Science, Physical Education, Instrumental Music, and Japanese. We also offer a variety of before and after school programs. Our wide range of opportunities help children find their strengths and interests.

We have a high level of parental involvement in our school. An engaged School Board sets the strategic direction and monitors the school's progress. Our Kyilla Community Farmers Market, established by the P&C, makes a significant financial contribution to the school. The market provides an ongoing connection between our school and the surrounding community. We enjoy a positive school culture and our reputation has led to growth in numbers. Construction on a state of the art, multipurpose learning space commences in 2021.

Focus on high quality teaching and learning

WHAT WILL WE DO?	HOW WILL WE DO IT?
Embed high impact teaching strategies (HITS) across the school	• *Develop a three year improvement plan to roll out HITS across the school* • *Access professional learning for staff that supports the implementation of HITS* • *Use collaborative meetings during Duties Other Than Teaching (DOTT) to unpack the HITS strategies*
Strengthen Performance and Development procedures	• *Review Performance and Development Plan* • *Provide more frequent feedback to inform teaching practice including classroom observations and walk-throughs* • *Implement an Instructional Coaching Plan as part of feedback processes* • *Use GROWTH Coaching in the Performance and Development Cycle*
Support staff to deliver STEM skills across the curriculum	• *Develop a whole school STEM plan* • *Build teacher capabilities in STEM through targeted professional learning* • *Utilise parent expertise and outside agencies e.g. STEM days, Scitech, Coding Clubs to provide students with opportunities to engage in STEM related activities*
Build the capacity of staff in the teaching of Mathematics	• *Provide professional learning for teachers through* **Empowering Leaders of Mathematics** *project* • *Use collaborative meetings (DOTT) and staff meetings to moderate assessment tasks*

Promote a safe and supportive learning environment that optimises conditions for learning

WHAT WILL WE DO?	HOW WILL WE DO IT?
Provide a positive & orderly learning environment with high expectations for all	• *Positive Behaviour Support (PBS) to be fully implemented* • *PBS Expectations to be clear and visible to all* • *Classroom Management Strategies and Instructional Strategies for Engagement to be used in all classrooms*
Build the growth mindset, resilience, conflict resolution and relationship skills of students and staff	• **Friendology 101** *to be taught in all classrooms (Years 1 – 6)* • *Grow Your Mind to be taught in all classrooms (K - Year 6). Staff and parents to engage in professional learning* • *Refine whole school staff and student wellbeing plan to reflect focus areas, including a COVID response and strategies to address mean on purpose & bullying*
Be prepared to continue provision of learning programs in the event of potential disruption	• *Ensure that staff communication processes are established in the event of school closure* • *Teachers to deliver lessons to all students in the event of school closure*

Effective allocation of resources to improve outcomes for students

WHAT WILL WE DO?	HOW WILL WE DO IT?
Develop indoor and outdoor learning spaces that foster cooperative learning strategies and address social-emotional wellbeing	• *Investigate options for classroom furniture that promotes flexible group and individual work* • *Develop a furniture replacement schedule* • *Build on 6 seasons garden as a learning space* • *Develop outdoor spaces*
Ensure that data informs budget expenditure	• *Continue to link academic achievement and Business Plan foci to cash and salaries budget*
Cost centre managers follow school finance procedures	• *80% of learning area budgets are expended by July* • *Provide budget submissions in Term 4*

Strengthen family and community relationships & partnerships

WHAT WILL WE DO?	HOW WILL WE DO IT?
Communicate effectively with parents and carers	• *Implement Connect as a communication tool for all parents* • *Provide feedback to parents on student progress each term through formal reports or interviews* • *Review schedule of assessments to be sent home* • *Teachers communicate term focus at beginning of each term*
Embed sustainability practices in conjunction with the wider community	• *Develop a sustainability committee and plan which includes existing practices*
Provide students with a range of extra-curricular activities	• *Invite external providers to run after school activities, strong consideration of organisations with a STEM focus. e.g. Scitech*
Develop a stronger relationship with Network schools	• *Provide moderation opportunities with Network schools* • *Use WA Future Leaders Framework to facilitate networking opportunities*
Embed the Aboriginal Cultural Standards Framework (ACSF) across the school	• *Develop an ACSF plan that is fully implemented in all classrooms*

Build a culture of leadership amongst students and staff

WHAT WILL WE DO?	HOW WILL WE DO IT?
Provide a range of leadership opportunities for all staff	• *Continue distributed leadership model* • *Use WA Future Leaders Framework to guide development of leaders* • *Senior Teachers to have a designated role*
Provide a range of leadership opportunities for students	• *Continue with Year 6 Leaders Projects* • *Establish a student council for Years 3 - 6* • *Train Year 6 Friendship Ninjas to promote **Friendology** in the playground*

Effective use of data to drive decision-making

WHAT WILL WE DO?	HOW WILL WE DO IT?
Build staff data literacy to inform the planning, teaching and assessment cycle	• *Use fortnightly collaborative meetings (DOTT) and staff meetings to evaluate data and to inform teaching* • *Increase moderation of assessment tasks opportunities*
Teachers to increase use of assessment	• *Build teacher capacity around formative and diagnostic assessment, when and how to use assessments* • *Use collaborative meetings (DOTT) to discuss assessment*
Ensure early identification of students at-risk	• *Teachers to use student services processes to quickly identify students in need of additional support* • *Allocate resources according to need*

SCHOOL EXPECTATIONS

Guided by our expectations, Kyilla's children thrive academically and socially.

Our school fosters a culture of collaboration and provides a learning environment in which children problem-solve utilising creative & critical thinking.

We show RESPECT

We promote respect for self, peers, community and the environment. Individual differences & cultural diversity are embraced.

We are RESPONSIBLE

We support students to become organised individuals who treat their own property and school resources appropriately. We have a shared responsibility to keep each other safe.
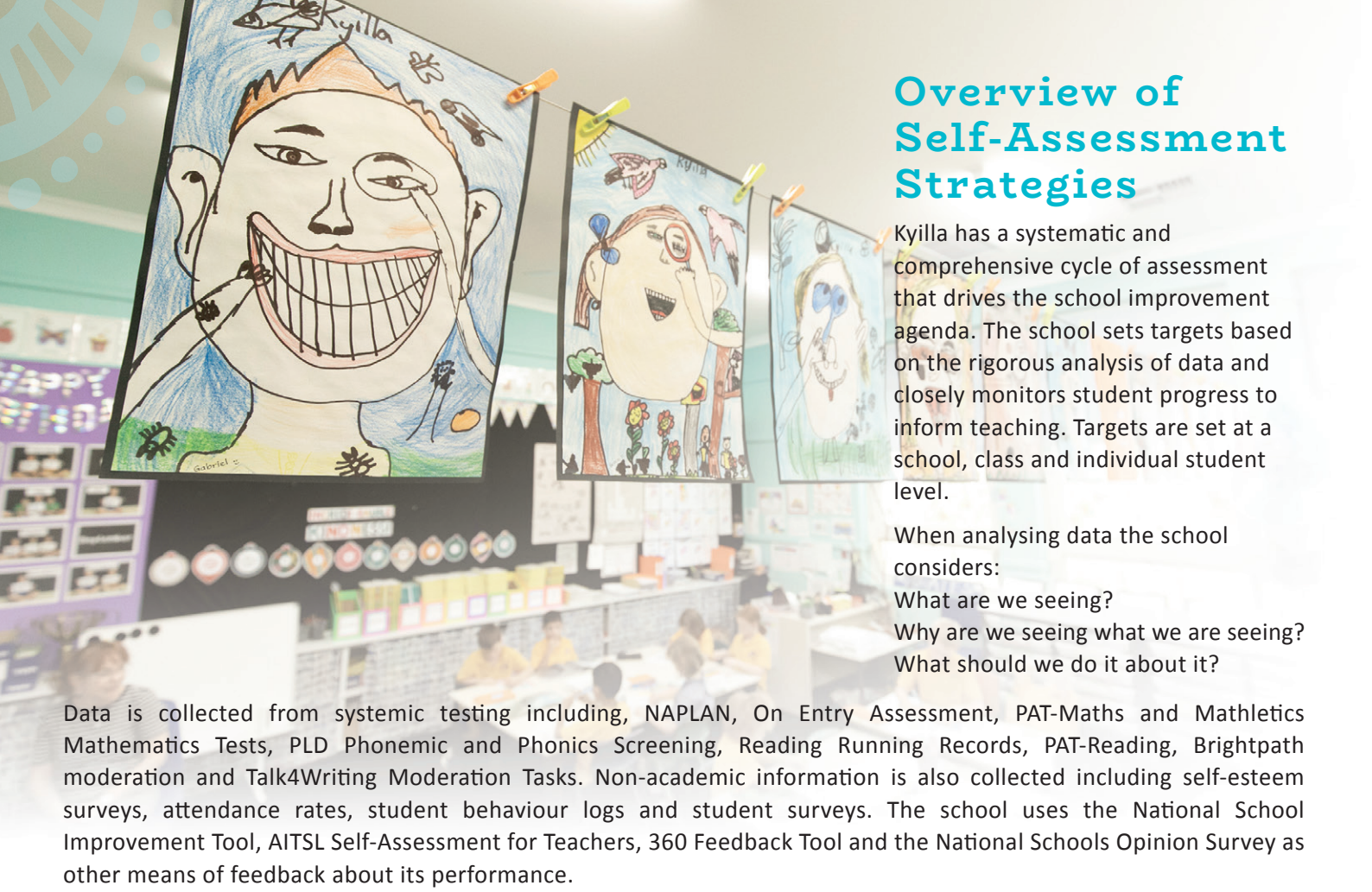
We CHALLENGE OURSELVES

We set high expectations so everyone can achieve their potential in all areas of development. We promote active participation so everyone is engaged and working together

We are GOOD CITIZENS

We aim to develop mindful members of the community who are honest, trustworthy and accountable for their actions. This is in order to develop a happy and inclusive space for all.

Overview of Self-Assessment Strategies

Kyilla has a systematic and comprehensive cycle of assessment that drives the school improvement agenda. The school sets targets based on the rigorous analysis of data and closely monitors student progress to inform teaching. Targets are set at a school, class and individual student level.

When analysing data the school considers:
What are we seeing?
Why are we seeing what we are seeing?
What should we do it about it?

Data is collected from systemic testing including, NAPLAN, On Entry Assessment, PAT-Maths and Mathletics Mathematics Tests, PLD Phonemic and Phonics Screening, Reading Running Records, PAT-Reading, Brightpath moderation and Talk4Writing Moderation Tasks. Non-academic information is also collected including self-esteem surveys, attendance rates, student behaviour logs and student surveys. The school uses the National School Improvement Tool, AITSL Self-Assessment for Teachers, 360 Feedback Tool and the National Schools Opinion Survey as other means of feedback about its performance.

IMPROVEMENT TARGETS

Non-academic

Increase the number of students who perform "Consistently" in Attitude, Behaviour, and Effort Reporting data from Pre-primary to Year 6.

A greater percentage of students ranking student satisfaction items 4.0 or above in the National School's Opinion Survey

Improve results on student Wellbeing and Engagement Census, specifically reducing the instances of bullying being reported.

Increase student engagement in order to improve the minimum attendance rate to 95%.

Academic

Year 3 and 5 NAPLAN students will be within 5% of like-schools in upper bands (Year 3: Bands 5 & 6, Year 5: Bands 7 & 8) in all areas by 2023.

The average NAPLAN score for Year 3 and 5 students in all test areas will be at or above like schools by 2023.

Increase the percentage of students achieving a B grade or above in English, Mathematics, Science, History and Social Sciences, The Arts and Technologies according to SCSA Judging Standards.

Student progress from On Entry Assessment to Year 3 NAPLAN will be within 5% of like schools.

The results in ACER Performance Attainment Tests in Reading and Mathematics will continue to be above the norm in Pre-primary to Year 6.

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