

2023-2025  
**Business Plan**



# **Port Kennedy**

PRIMARY SCHOOL

Striving for Excellence

# Introduction

Our 2023-2025 Business Plan has been developed to actualise our school vision *'Striving for excellence, where every child is given opportunities to be their best and experience personal excellence'*. The plan is based on vigorous self-reflection processes and outlines our 6 areas of focus:

- **Relationships and Partnerships**
- **Learning Environment**
- **Leadership**
- **Use of Resources**
- **Teacher Quality**
- **Student Achievement and Progress**

The 2023-2025 Business Plan is central to our whole school improvement process. Reliable data will be collated and analysed against our targets and compared to previous years over the duration of the Business Plan. This information is shared with our School Community and School Board. At the conclusion of this Business Plan our school will participate in our next Public School Review and demonstrate our progress and achievements with our whole school improvement agenda, and to determine our future direction.



**Striving for Excellence**



## Our Beliefs

At Port Kennedy Primary School every child is given opportunities to be their best and experience personal excellence. We believe that every child can learn, and our moral purpose drives decision making and ensures high expectations of ourselves, our students and our community.

At Port Kennedy Primary School our mission is to create a school that has a safe, positive learning environment where students are engaged and successful. We strive to create a culture in which every student experiences a sense of belonging to the school community. We focus our classroom, playground and whole school approach on the WA Positive Behaviour Support Model (PBS). Our core values are:

**Be Resilient**

**Be Responsible**

**Be Respectful**

**Be Your Best**





## Relationships & Partnerships

Strong collaborative partnerships are the hallmark of a successful school. At Port Kennedy Primary School, we foster positive relationships with students, staff and the wider community, through our inclusive practices and cultural responsiveness. We are committed to working with our parents as partners to maximise outcomes for all students. Our positive relationships are developed through mutual trust and respect. Port Kennedy Primary School staff work collaboratively, leveraging their strengths and areas of interest to create a strong and positive school culture focused on continuous improvement. The School Board plays a vital role in the strategic direction of the school, following stringent governance processes, aligned to Department of Education policies and procedures. We have a productive P&C that operates our School Canteen and Uniform Shop, and is committed to building a sense of community through fundraising and scheduled community events. As an inclusive school, we actively seek feedback from the community for continuous improvement. Port Kennedy Primary School has a well-resourced Community Hub, that is used to provide parents with opportunities to participate in workshops and network with the broader community further strengthening our strong relationships.

### Objectives

- **Strengthen community relationships to be culturally responsive.**
- **Whole school events will reflect community collaboration and partnership.**
- **Strengthen positive school culture.**

## What we will do

- Foster opportunities for parents, family, and local community members to feel valued and strengthen their connection with the school.
- Continue to monitor and encourage consistency in student attendance and engagement.

## What you will see

- Creation of our Reconciliation Action Plan.
- Well-utilised Breakfast Club.
- Collaboration between school and local Aboriginal families and elders.
- Engagement groups with AIEO.
- Parent courses offered through Community Hub.
- Whole school events with a distinct focus on valuing and strengthening community connection to Port Kennedy Primary School.
- Students' attendance data tracked and whole school plans for improving attendance.
- Links to community through our Allied Professionals: School Chaplain, Defence Mentor and AIEO.

## How we will measure our success

- Improved regular attendance.
- Increased participation and involvement of Aboriginal and Indigenous families at school.
- NSOS parent survey data.
- Successful implementation of a Reconciliation Action Plan.
- Increased percentage of community involvement in whole school events.
- Breakfast Club attendance percentages.
- Parent/student/teacher feedback after whole school events.



# Learning Environment

The physical environment at Port Kennedy Primary School is well established with numerous playgrounds and spaces for students to learn and play. An Infrastructure Plan will be developed and implemented over the next three years and align to the objectives in our Strategic Plan, to ensure our school continues to provide a physical environment that meets the needs of our students.

We provide a safe and engaging learning environment at Port Kennedy Primary School. Attendance is a high priority and we work in collaboration with our families and broader community to maximise engaging learning experiences that enables high attendance for all students.

Our Student Services Team work in partnership with external agencies to provide a supportive teaching and learning environment, ensuring access to the curriculum for all our students. We embed WA Positive Behaviour Support to engage students in their learning and explicitly teach behaviours in the same way other learning areas are taught.



## Objectives

- **Continue to identify and cater to individual student needs, including disability and Students at Educational Risk (SAER).**
- **Strengthen the Positive Behaviour Support approach that aligns with restorative practices.**
- **Learning spaces are conducive for high quality teaching and learning.**

## What we will do

- Review and update our Students at Educational Risk Policy, processes, and structures.
- Review and update our Behaviour Management Policy and processes, with an emphasis upon positive reinforcement of our school values and restorative practices.
- Ensure optimal conditions for learning are established to effectively cater for the diverse needs of our students and increase school engagement.
- Build mental health awareness and capacity in staff and students to maintain and improve emotional and social well being.

## What you will see

- Evaluate our progress against the National Quality Standard (NQS) to continue to improve.
- Consistent whole school approach to behaviour through updated Behaviour Management Policy.
- Consistent whole school approach to classroom engagement norms.
- Consistent and purposeful environmental print across phases of learning.
- Updated SAER policy and processes to identify and support Students at Educational Risk.



## How we will measure our success

- NQS annual audit.
- Increased positive behaviour entries on Integris.
- Improved data of behaviour resulting in suspension.
- A reduction in Tier 2 and Tier 3 referrals.
- Improvement of Semester 1 to Semester 2 Behaviour, Attitude and Effort results in student reports.
- Classroom audits – anecdotal evidence of purposeful environmental print and engagement norms.
- Percentage of students working in SAER Literacy programs demonstrating progress reflected in data.
- PAT Social and Emotional Wellbeing survey data.
- National School Opinion Survey (NSOS) student survey data.



# Leadership



Port Kennedy Primary School recognises that education is the key to reducing the impact of disadvantage and this drives the moral purpose of the school's leadership and staff. The leadership team adopts a united approach to undertake their roles and responsibilities with fidelity, supporting the staff's aspirations for their students. Port Kennedy Primary School has an alignment of planning structures, processes and systems to strategic planning and structural refinements. Our approach to change is research based to ensure continuous school improvement. A feature of Port Kennedy Primary School's approach to change is the depth and breadth of staff engagement in authentic school improvement research as the key first step. There is a recognition for the quality, and respectful sharing of professional knowledge and experience, ensuring safe and informed two-way feedback. Port Kennedy Primary School has a differentiated approach to professional learning providing staff with opportunities to strengthen their leadership qualities and attributes and build collective efficacy.

Students at Port Kennedy Primary School are provided leadership opportunities within the school and the broader community. Leadership opportunities are available to develop the personal interests and strengths of students including, Faction and Music Captains, and Student Leaders.

## Objectives

- **Embed a distributed leadership structure.**
- **Provide leadership opportunities for staff and students.**





## What we will do

- Identification and support of aspiring Level 3 Classroom Teachers.
- Leadership mentoring of Graduate Teachers.
- Creation of Leadership opportunities of varying size, scope, and complexity for existing and aspirant leaders.
- Provide a clear professional learning model for whole staff that is aligned to School's Business and Strategic Planning.
- Development of a Student Leadership model that develops leadership attributes and skills in our students.
- Continued professional learning model for the Executive Leadership Team aligned to school's curriculum improvement, remaining current with educational research.

## What you will see

- Support of aspiring Level 3 Classroom Teachers.
- Clear plan for supporting Graduates at Port Kennedy including the Graduate PLC meetings.
- Clearly articulated roles and responsibilities for Executive Leadership Team and distributed leadership (Level 3 Teachers and Senior Teachers) across the school.

## How we will measure our success

- School designed surveys for Graduates, Senior Teachers and Level 3 Classroom Teachers about support and mentoring processes.
- Increased number of Level 3 and Senior Teachers at our school.
- NSOS staff survey data.
- Student Leaders survey data.



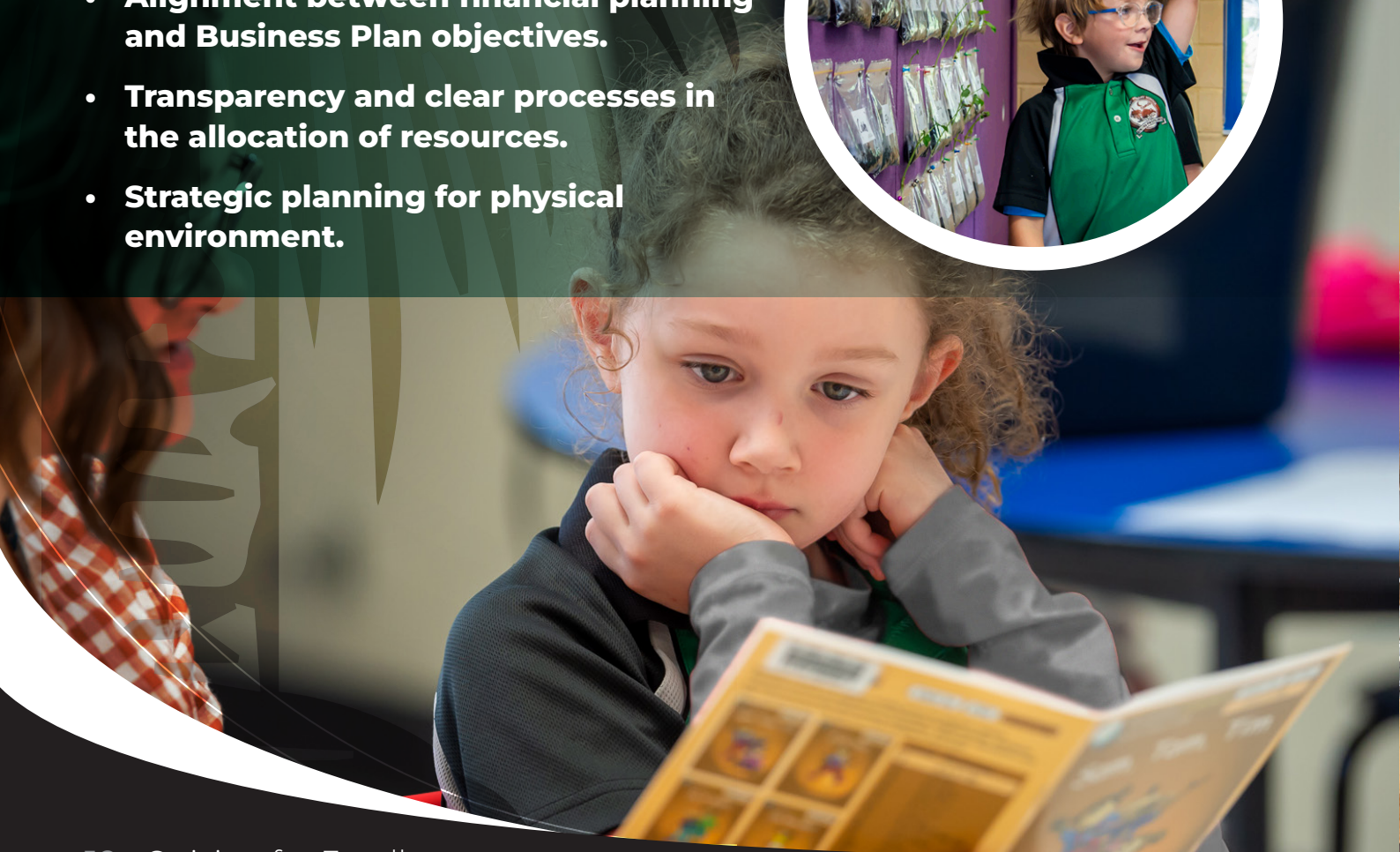
# Use of Resources

The financial management of resources directly correlates to the financial, physical and human strategic direction of the school. All of our policies and procedures are aligned with those of the Department of Education. There is a focus on developing play areas that reflect the students need to grow through exploration. Port Kennedy Primary School responds flexibly to the complex demands of human resource management and workforce priorities. The Finance Committee maintain a high standard of governance. We are committed to the provision of quality, ongoing professional learning for all staff, to improve the learning outcomes for all students.



## Objectives

- **Alignment between financial planning and Business Plan objectives.**
- **Transparency and clear processes in the allocation of resources.**
- **Strategic planning for physical environment.**



## What we will do

- Continue to utilise human resources in response to the needs of our students.
- A high standard of governance within the Finance Committee.
- Expansion of the number of Cost Centre Managers and increased alignment between expenditure and improvement of student outcomes.
- Upgrades to school physical environment.
- Expansion of Whole School Reserve Replacement Plan.

## What you will see

- Alignment of expenditure with resources for staff and student usage.
- Cost Centre Managers budget plans more specific and tracked for correct expenditure.
- Regular Finance Committee meetings.
- Allocation of funds aligned to business needs of the school.

## How we will measure our success

- Finance Committee meeting minutes.
- NSOS parent, staff, and student survey data.



# Teaching Quality



Teachers at Port Kennedy Primary School use high impact teaching strategies to maximise teaching and learning opportunities for all students through a differentiated curriculum. An explicit teaching model is followed in all classes with clear learning intentions and success criteria in each lesson. Daily Reviews are a mechanism used to consolidate and retain student skills and knowledge across all areas of the curriculum. Student voice is encouraged, and feedback is targeted, timely and reciprocal for both teachers and students.

Port Kennedy Primary School uses whole school evidence-based programs and uses data to drive teaching and learning. Teachers engage in disciplined dialogue conversations and work collaboratively to plan and assess student progress and achievement. Professional Learning Communities are data driven and student centred to ensure student progress and achievement is central to decision making.

Teachers at Port Kennedy Primary School see themselves as life-long learners and continually seek improved ways to deliver a first-class education experience to all students. Professional learning is embedded in whole school approaches through an instructional coaching model.

The National Quality Standard (NQS) sets a high national benchmark for Early Childhood Education. Staff embed a continuous reflection and improvement cycle in Kindergarten to Year 2, to reflect on our practices, identify strengths and areas for improvement, and to monitor our progress.

## Objectives

- **Consistent approach to whole school pedagogy and practices.**
- **The National Quality Standard is used in Early Childhood to drive our improvement agenda and continue to improve within each Quality Area.**
- **Continuation of capacity building in PK Pedagogical Practices.**
- **Development of highly effective Professional Learning Communities.**



## What we will do

- Support all teachers to utilise explicit instruction pedagogy to deliver high quality teaching.
- Continue to create a strong, collaborative culture with all teachers committed to ongoing professional learning.
- Implement effective assessment using quality data to inform our teaching and learning cycle.
- Review and update our whole school self-assessment schedule.

## What you will see

- Continue to explore the resources within Teaching for Impact to further enhance teaching and learning.
- Whole school fine-grained Literacy and Numeracy scope and sequence documents.
- Provision of research-based, targeted professional development for our Education Assistants to further enhance their skills and knowledge.
- Continued development of teacher capacity through peer support, collaborative DOTT, Teacher PLC's.
- Continued investment in high quality professional development opportunities.
- Analysis of NAPLAN data to monitor student improvement.

## How we will measure our success

- Whole school assessment data.
- NAPLAN data.
- Evidence of high impact teaching strategies being implemented.
- Student Voice demonstrates that 90% strongly agree their teacher helps them to learn.
- Staff survey data shows 90% of teachers feel well-supported at this school.



# Student Achievement & Progress

Port Kennedy Primary School strongly encourages parents to discuss their child's achievement and progress with staff throughout the school year. Staff work in collaborative teams through disciplined dialogue processes to analyse system, whole school and class level data sets for trend lines linked to our whole school Self-Assessment Schedule. A Response to Intervention (RTI) approach is used to address gaps in student learning, with targeted teaching provided to build student understanding, skills and knowledge.

Port Kennedy Primary School values the social and emotional wellbeing of every student. Data is collected, monitored and responded to, ensuring every child is given the opportunity to be their best and experience personal excellence.

## Objectives

- **Consistent use of data to track, evaluate and monitor student progress and achievement.**
- **Expand upon student intervention in Literacy and Numeracy in Years 2 to 6.**
- **Targeted tracking of data and intervention in Early Childhood.**



## What we will do

- Continue to explore data collection options for the purposes of tracking academic success and for monitoring social and emotional needs.
- Continue to communicate our high expectations for all students.
- Identify students at risk in the early years with the aim of providing intensive support to enable all students to progress.
- Continue to embed the Literacy intervention programs at Port Kennedy Primary School and monitor student success.
- Investigation into Numeracy intervention program for SAER students.
- Continue to explore opportunities for academic extension.

## What you will see

- Creation of a new, improved process for student transitions year on year.
- Clear assessment schedules for phases of schooling.
- Clear agendas for PLC teams with a focus on student achievement and progress data (multiple times a term).
- Morning expectations PowerPoint - aligned to PBS and learner qualities of students.
- Effective use of IEP and GEP documents for tracking and monitoring of SAER students.
- Moderation within and across year levels and whole school.
- Whole school use of Elastik program for classroom use of data tracking.



## How we will measure our success

- Parent feedback overwhelmingly positive following student transitions.
- Student awareness of expectations – common language/vocabulary.
- Timely referrals made to necessary service providers for children at risk.
- Improved whole school data of student achievement and progress through Attitude, Behaviour and Effort in Semester 1 and 2 reports.
- Improved whole school data of students achieving “at level” in each year level.



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**Port Kennedy Primary School**

**a La Manche Avenue, Port Kennedy WA 6172 • e [PortKennedy.PS@education.wa.edu.au](mailto:PortKennedy.PS@education.wa.edu.au)**

**t 08 9553 0950 • w [PortKennedyPS.wa.edu.au](http://PortKennedyPS.wa.edu.au)**

*Port Kennedy Primary School is part of the Department of Education public school system, with their Strategic Plan and policies shaping our strategic direction, framed to suit our distinctive school context. Our 2023-2025 Business Plan provides strategic direction for our school and outlines our development and direction. This plan is the product of extensive consultation of all stakeholders.*