Kingston Primary School

Business Plan

2013 - 2016
Kingston Primary School opened at the commencement of the 2009 school year. It is located in the suburb of Kingston which is in Australind and is incorporated in the Southwest Education Region. While considered a part of this Region, Kingston School is one of the initial 34 schools in Western Australia to become an Independent Public School and has no governance from the local Region. The school has been built to take enrolment pressure off Australind and Parkfield Primary Schools as well as to cater for the rapid growth of the Treendale and Kingston subdivisions. Binningup students are also zoned into Kingston Primary School. Treendale School will open in 2014 to take enrolment pressure off Kingston.

The school is a flat site bordered by MacQuarie Drive, Sherwood Road, Linfield Road and Braidwood Drive. In 2010, The Department of Education purchased an adjacent purpose built Early Childhood Centre containing four classrooms and offices, adding to the facilities of the school.

While the school operates as a generic K-7 primary school, there are a number of features which are unique. The cornerstone of Kingston is that we operate as a Professional Learning School, in partnership with Edith Cowan University and Murdoch University. This is the first school of its type in Western Australia.

**Teacher Leadership**

Kingston operates with a very deliberate and structured, distributed leadership model. Teachers have leadership opportunities and there are leadership expectations through the mentoring role with interns. Enhanced school capacity is generated through school wide pedagogy and an aligned culture. The interaction between the Principal and Deputies as Leaders and the Teachers as Leaders is crucial to the success of the school. It is very clear to the school community what Kingston Primary School and its staff value and aspire to achieve.

**Whole School Approaches**

The staff at Kingston PS are accountable for implementing whole school approaches in Literacy and Numeracy. All staff members are involved in ensuring that they are meaningful plans with achievement targets as well as stretch targets. Common assessment tasks are the backbone of the whole school approaches and First Steps Literacy and Numeracy resources form the basis of the teaching and learning program. All whole school approaches commence in Kindergarten.

Kingston PS is a “Virtues” school which forms the emotional literacy that is modelled by staff and incorporated in student conversation. Along with an emerging community focus of “Choose Respect”, these programs form the basis of the whole school approach to behaviour management.

**Virtues in Action – A whole school approach**

The Virtues Project is a holistic approach to character education. Kingston PS uses the five strategies of the Virtues Project to foster a shared vision of the culture of the school and to provide simple tools to use every day to make character education a natural part of each child’s experience.

The 5 key strategies of the Virtues Project are;
- Speak the Language of the Virtues
- Recognise Teachable Moments
- Set Clear Boundaries
- Honour the Spirit
- Offer Companioning
Innovation

Kingston PS is committed to innovation and continues to seek new ways to enhance the educational program and provide increased opportunities for students to learn and staff to improve their professional knowledge and skills. The Kingston Internship Model, Taiko Drumming, Japanese Extension programs, Mentor Training, Speech pathology, occupational therapy and partnerships with Community Health for early intervention are examples of current innovative strategies already implemented in the school.

Industry and Professional Partnerships

A number of partnerships have been developed with Industry and Professional groups. Universities are key partners in the Kingston Internship Model and Community Health are working on-site with early intervention 0-4 year olds. Kingston PS is continually seeking partnerships that value add to the services provided to students. The school is also the only primary school in the world to be an Hp Catalyst member. While the formal component of this program was finalised in early 2013, it is expected that there will be ongoing involvement through the life of this plan.

Multicultural Interests

Kingston Primary School recognises the traditional owners of the land that the school is situated on, the Noongar people of the South West. We also respect and celebrate the cultures of all students and staff who attend the school. The school will celebrate its multicultural population through Harmony Day activities which will be held in term 1 each year. In 2013, a Maori language playgroup was established.

Sustainability

Kingston PS has sound environmentally sustainable practices built into its design. A 6kw solar power generator, water collection tanks and artificial turf are testament to our commitment to sustainability. We will continually seek opportunities to embed prosocial sustainable practices throughout our school community. A vegetable garden has been established which grows produce for use in classroom cooking and the school canteen. Sustainability Day, Harmony day and NAIDOC Day are held each year.

Specialists

The school boasts a Visual Arts Specialist, a Music Specialist, a Japanese Language Specialist and a Physical Education Specialist. All Year 1-7 students participate in these programs.

Facilities

Kingston school has 20 purpose built classrooms and a purpose built Early Learning Centre which accommodates kindergarten students. All general purpose classrooms have an interactive multimedia whiteboard mounted at the front of the room with surround sound. The early childhood buildings have two clusters of three adjoining pre-primary classes which all face the common playground. A purpose built music and visual arts room are onsite.

At the commencement of 2013, there were eleven transportable classrooms in use.
Enrolments

In 2009, the school opened with an enrolment of 320 students from Kindergarten to year 7. Between the period of the 2010 – 2013 Business Plan, enrolments increased to 851 students in Feb 2013. Predicted enrolments take into account the opening of Treendale Primary School in 2014 and the year 7 to high school shift in 2015. The Treendale impact is estimated at 30 less students coming in at kindergarten and the loss of 100 students from PP to Year 7. Adding to the 130 student loss is the natural exodus of year 7 students (68) creating a downturn of 198 students. Based on natural growth of 20 students over 2013 and a new intake of 90 kindergarten students, there is an intake of 110 students against 198 students leaving, hence a predicted 2014 enrolment of approximately 770 students. In 2015, both year 6 and 7 cohorts will leave which is approximately 150 students. Another natural intake of kindergarten students, approximately 90, and a natural growth of 20 students, means an intake of 110. Based on this the predicted enrolment for Feb 2015 is 740 students. It is unknown what flow on effect Treendale Primary School will have on Kingston after the initial year. There are many factors that could affect this predicted enrolment pattern, requiring actual enrolments to be plotted each year and adjustments made. If these predictions prove to be reasonably accurate, Kingston will continue to attract level 6 resourcing. The WA Department of Education has flagged Kingston for possible permanent reclassification to Level 6 in 2015.

Current Enrolment and Future Predictions
Our Mission

To prepare every student with the fundamentals for life success, with the skills to positively contribute to society, and the opportunity to excel.

Our Vision

To be an innovative exemplar of professional education practice and learning for teachers and creating optimum developmental opportunity for students.

Our Values

1. Respect for all

*Respect includes valuing ourselves, others and the environment:* Teachers provide all individual learners with the opportunity to learn. Diversity is valued and celebrated. Our self-esteem is nurtured. Students wear school uniform and are clean and well groomed.

2. Excellence in Endeavour

*We challenge ourselves to be our best:* Kingston School is committed to innovation and continues to seek new ways to enhance the educational program and provide increased opportunities for students to learn and staff to improve their professional knowledge and skills.

3. Courage in Action

*Courage allows us to choose the right action:* Honesty is expected from all members of the school community. Teachers and students embrace the challenge of leaving their comfort zone to engage in new learning opportunities.

4. Care for All

*Caring makes the world a safer place:* Teachers model care. Classes have discussions about how to show care. Students respond with care to teachers and peers.

5. Unity of Purpose

*See our commonalities:* The school policies are clear and easily accessible to everyone. The whole school community understands and works towards a common purpose.

6. Sustainability in practices

*Be a proactive global citizen:* Decisions stand the test of time and have a positive impact on the school community. Members of the school community gain prosocial sustainable skills and practices.
The Kingston Professional Learning School concept was developed in early 2008, based on research from Australia, Scotland and the USA, recommendations from the Twomey Report and statements from the Department of Education and Training's Classrooms First strategy. The concept was developed into a model for implementation at Kingston PS and adopted by the Department of Education and ECU Southwest through a Memorandum of Agreement in August 2008.

The school operates similarly to a teaching hospital, where selected classroom teachers act as mentors and they each have an intern teacher with them.

In semester 1, Interns gain valuable school based learning as well as completing their Assistant Teacher Program. The interns are granted a limited registration by the Teacher Registration Board (TRB) to commence semester 2, meaning that the majority of relief is managed internally and there is minimal disruption to students' learning during periods of leave. This also gives far more flexibility to ensure collaborative whole school plans are developed and implemented effectively through facilitated meetings. At the core of this project are the perceived benefits for student learning. Effectively, the school is resourced with additional qualified teachers for second semester to work with small groups or identified students based on areas of need. In August 2013, Edith Cowan University withdrew its support for the partnership. A new partnership was formed with Murdoch University for 2014.

### Funding Source

#### Department of Education Funding

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#### FLEXIBLE SALARY

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In 2013, after 4 years of negotiation, a memorandum of understanding was drawn up between Kingston Primary School and Western Australia Community Health South West (WACHS) to house the Kingston Child Health Clinic at the school. This decision was based on AEDI data, population growth, access to child health clinics and low levels of community engagement in accessing 0-4 year old developmental checks. The impact on student learning and resourcing once students commence at kindergarten is considered significant as issues such as speech and fine / gross motor skills are not being addressed in the pre-kindergarten years. It is the goal of the school for the period of this business plan to engage the community through developing extensive 0-4 programs such as playgroups and directly link these services with community health and allied health services.

**Actions**

- Develop an MOU with Community Health and a deed of licence, overseen by a joint governance group.
- Retrofit a room in the Early Learning Centre as a functional Child Health Clinic
- Establish a partnership with Playgroup WA and develop a number of playgroups including a Maori Language playgroup.
- Involve Child Health Clinic nurse in regular visits to Kingston based playgroups
- Flag Child Health Clinic to enrolling parents who come to school front desk to highlight availability to parents

**Targets**

Data provided by Community Health indicates that 76.5% of Kindergarten students who commenced at Kingston Primary School in 2013, had accessed at least one age appropriate community health developmental checks prior to Kindergarten.

**Targets for 2014** - 80% of families accessed at least one age appropriate community health developmental checks prior to Kindergarten.

**Target for 2016** – 85% of families accessed at least one age appropriate community health developmental checks prior to Kindergarten.

**Stretch Target** – By 2016, 90% of students who attend kindergarten at Kingston Primary School have attended the age appropriate developmental checks with Community Health

**Funding Source**

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The 2010 Kingston Primary School Business Plan is based on four pillars of school improvement. These were Literacy, Numeracy, Social / Behavioural and School Culture. It was the opinion of the school board that as a new school, these were the foundations that defined our school through its initial period of growth and establishment.

Based on feedback from multiple sources, including the external school review (2012) and the school and community surveys conducted every year, the school has established a strong, positive culture based on high expectations, professional excellence, inclusiveness and opportunity. This established culture has now become the bedrock on which our plan is constructed.
English at Kingston PS is a whole school approach using the First Steps in Literacy resources and pedagogy, with an identified focus of “Phonological Awareness”. Students need to develop the underlying concepts and skills of Reading, Writing and Listening and Speaking and be able to apply these to a variety of situations.

Kingston PS targets Phonological Awareness (PA) development through all years of schooling with emphasis on Kindergarten to Year 2. PA skills are linked with students’ developing reading and writing skills, which are a measure of oral language, metalanguage, decoding and spelling abilities. Good PA skills reflect a student’s deep knowledge about language and how it works; knowledge necessary for good reading and writing. PA builds the foundation of reading, writing, spelling, grammar and punctuation as assessed by NAPLAN. Kingston PS is developing common assessment and diagnostic tasks to track the development of English skills of all students K - 7.

With the development of the Australian Curriculum the school has been working the implementation of the 3 content stands

- **Language**: knowing about the English language
- **Literature**: understanding, appreciating, responding to, analysing and creating literature
- **Literacy**: expanding the repertoire of English usage.

Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

Each strand contributes to the study of English its own distinctive goals, body of knowledge, history of ideas and interests, and each relates to material worth studying in its own right. Teaching, learning and assessment programs should balance and integrate the three strands in order to support the development of knowledge, understanding and skills. The key focal point for a unit of work or a learning activity may arise from any one of the strands, but the intention is that units and activities draw on all three strands in ways that are integrated and clear to learners.

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are:

<table>
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<th>Language</th>
<th>Literature</th>
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<tr>
<td>Language variation and change</td>
<td>Literature and context</td>
<td>Texts in context</td>
</tr>
<tr>
<td>Language for interaction</td>
<td>Responding to literature</td>
<td>Interacting with others</td>
</tr>
<tr>
<td>Text structure and organisation</td>
<td>Examining literature</td>
<td>Interpreting, analysing and evaluating</td>
</tr>
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<td>Expressing and developing ideas</td>
<td>Creating literature</td>
<td>Creating texts</td>
</tr>
<tr>
<td>Sound and letter knowledge</td>
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The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.
Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia’s links to Asia.

**Australian Curriculum**

The Literacy committee, in consultation with teaching staff, has developed our Australian Curriculum implementation plan. The committee has also developed Kingston Australian Curriculum Scope & Sequence (KACSS) documents from foundation to year 7 in Reading and Writing, and will develop further documents in line with the aforementioned plan.

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<td></td>
<td>Writing (developed in Bunbury network)</td>
<td>Writing (reformat into KACSS &amp; trial, + network moderation opportunities)</td>
<td>Writing (teach, moderate, report + network feedback opportunities)</td>
<td>Writing (review)</td>
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<td></td>
<td>Speaking and Listening (develop and trial)</td>
<td>Speaking and Listening (teach)</td>
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<tr>
<td>Oral Language (early writing and reading skills)</td>
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<tr>
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<td></td>
<td>Writing (developed in Bunbury network)</td>
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Literacy and Numeracy Partnerships

In 2012 the school received additional funding from the Education Department to help improve our literacy and numeracy results. The numeracy team decided to use this funding to increase teacher capacity with implementing the Australian Curriculum. In Years 2 – 7 teachers identified approximately 5 students in each class who they believed were high ‘C” grade students. These students were placed on a case management program where their individual progress is being tracked to help identify improvement in teacher pedagogy and effectiveness, as a result of the LNPP support. The specific targets set for this project are;

2013 NAPLAN IMPROVEMENT TARGETS

- Reduce the percentage of Year 3, 5 and 7 students at or below the national minimum standard in Reading.
- Increase the percentage of Year 3 students in proficiency band 4 and above in NAPLAN Reading 2013 to 50%.
- Increase the percentage of Year 5 students in proficiency band 6 and above in NAPLAN Reading 2103 to 45%.
- Increase the percentage of Year 7 students in proficiency band 7 and above in NAPLAN Reading 2013 to 37%.

2014 NAPLAN IMPROVEMENT TARGETS

- Reduce the percentage of Year 3, 5 and 7 students at or below the national minimum standard in Reading.
- Increase the percentage of Year 3 students in proficiency band 4 and above in NAPLAN Reading 2014 to 55%.
- Increase the percentage of Year 5 students in proficiency band 6 and above in NAPLAN Reading 2014 to 50%.
- Increase the percentage of Year 7 students in proficiency band 7 and above in NAPLAN Reading 2014 to 40%.

School Targets

Targets – 2014

- Year 3, 5, 7, 2014 English Achievement Targets are set at 95% at or above National Minimum Standard.
- Year 3, 5, 7, 2014 English Achievement Targets are comparable with like school data at or above state average.

Targets – 2015

- Year 3, 5, 2015 English Achievement Targets are set at 100% at or above National Minimum Standard.
- Year 3, 5, 2015 English Achievement Targets are comparable with like school data at or above state average.

Targets – 2016

- Year 3, 5, 2016 English Achievement Targets are set at 100% at or above National Minimum Standard.
- Year 3, 5, 2016 English Achievement Targets are comparable with like school data at or above state average.
- Year 3, 5, 2016 English Stretch Targets are 5% greater with like school data at or above state average. (These targets to be reviewed Semester 1, 2014, after effects of student movement to new school in Treendale, are known)

Achievement Targets: Achievement by students other than SAER, ESL and Special Needs. The students not included in this data will all have an Individual Education Plan, with specific targets relevant to that child.

Stretch Targets: Students in the top 20 percentile range of all schools.
**Actions**

- NAPLAN will provide ongoing data for analysis and development of teaching and learning programs.
- Phonological Awareness testing and On Entry testing to continue Kindergarten to Year 2. The test to be made available for SAER students beyond Year 2.
- All teachers will be accountable for the implementation of a daily Literacy Block underpinned by First Steps philosophy and strategies. Facilitated Collegiate meetings will be a forum for teacher professional development in Literacy Block structures and strategies.
- There will be a minimum of 15 minutes teaching of PA skills within the daily Literacy Block.
- Continued use of “Kingston High Frequency Words” as a common assessment task years 1-7 to track spelling skills.
- Teachers’ participation in facilitated collegiate meetings will ensure their accountability for the development and review of individual student targets in PA and raise their awareness of appropriate teaching and learning strategies to meet targets.
- The development of students’ oral language, as an important basis of literacy development, across all year levels. All staff, including Educational Assistants, to be supported in the development and implementation of oral language programs through the appointment of a Speech Pathologist.
- Continued funding for Literacy Specialist Teacher (LST) to drive policy development and implementation, supported by Literacy Committee that has representation from all phases of schooling.
- LST to provide PD to all staff, including interns and Educational Assistants, in contemporary best practice literacy teaching strategies based upon First Steps philosophy. There will be emphasis on facilitating teachers’ development in engaging students in real life experiences at their developmental level. These teaching and learning practices will be aimed at developing students’ deeper understanding of reading and writing.
- Monitor links between PA, NAPLAN and reading and writing skills.
- Teachers and clusters will use appropriate data and resources including KACSS, Diagnostic Tasks, NAPLAN data, First Steps Books and Australian Curriculum to diagnose students’ needs and develop plans relevant to these.
- Teachers will explicitly teach and assess based on diagnostic tasks, as stated in the English policy.
- PA targets and final assessments from Term 1 to be complete and reviewed in Term 4 and compared to data from NAPLAN, RWS and KACSS.
- Teachers to complete relevant diagnostic and moderation tasks to gather data and evidence about achievement levels, as per our Australian Curriculum implementation plan and English policy.
- Whole school use of KACCS and supporting documents to plan and assess.
- Teachers in collaboration will develop Individual Education Plans for identified students at risk. Diagnostic tasks, PA data and KACSS to assist with development of IEP’s.
- Teachers will use WALT (We Are Learning To) for all English lessons, and WILF (What I’m Looking For) as age appropriate.
- Teachers will incorporate fluency activities into daily English lessons.
- Teachers will teach a minimum of 7 hours of English per week.

**English Resourcing**

Kingston Primary School has committed funds to develop a whole school approach to English within a distributed leadership model. This develops leadership and accountability infrastructures to ensure sustainability. There is identified English Leaders who coordinate the implementation of the KPS English policy across the school, supported by a Deputy Principal. These teachers also provide shoulder to shoulder support for other staff to build their capacity. There is an English Committee with representatives across year levels to guide, drive and support colleagues with our English policy and the implementation of the Australian Curriculum. To attain sustainability, this involves an established reflective framework for teachers, ongoing review and target setting at an individual, class and collegiate group level and a clear link to performance management.

The employment of a Speech Pathologist is an early intervention strategy based on data of the poor phonological awareness and speech articulation of some students who were either previously undiagnosed or on a 12-18 month waiting list for Community Health intervention.

**Funding Source**

**SCHOOL GRANT**

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**SCHOOL SUPPORT PROGRAMS RESOURCE ALLOCATION (SSPRA)**

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Mathematics at Kingston PS is a whole school approach using the First Steps in Mathematics resources and pedagogy, with an identified focus of “Understand Number”. Students need to develop the underlying concepts and skills in order to understand number and be able to apply these to a variety of situations.

The whole school Mathematics policy targets “Understand Number” development across all years of schooling. Kingston PS staff believe that understanding number, or the ability to read, write and say numbers is directly linked to the students’ ability to choose appropriate operations and calculate efficiently and effectively. Good counting skills and the understanding of place value represent the foundation of numeracy and how it works. Kingston PS has developed common assessment and diagnostic tasks to track the development of number skills of all students K - 7.

With the development of the Australian Curriculum the school has been working the implementation of the 3 content stands; Number & Algebra, Measurement & Geometry and Statistics and Probability. They describe what is to be taught and learnt. The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students’ proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

**Australian Curriculum**

The Mathematics committee, in consultation with teaching staff, has developed our Australian Curriculum implementation plan. The committee has also developed Kingston Australian Curriculum Scope & Sequence (KACSS) documents from foundation to year 7 in Number & Algebra and Geometry, and will develop further documents in line with the aforementioned plan.

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<td>Revise and moderate all</td>
<td>Revise and moderate all</td>
<td>Revise and moderate all</td>
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</table>
Literacy and Numeracy Partnerships

In 2012 the school received additional funding from the Education Department to help improve our literacy and numeracy results. The numeracy team decided to use this funding to increase teacher capacity with implementing the Australian Curriculum. In Years 2 – 7 teachers identified approximately 5 students in each class who they believed were high ‘C’ grade students. These students were placed on a case management program where their individual progress is being tracked to help identify improvement in teacher pedagogy and effectiveness, as a result of the LNPP support. The specific targets set for this project are;

2013 NAPLAN IMPROVEMENT TARGETS

- For the 25 Year 2 (2012) identified case-management students to achieve a minimum 2013 NAPLAN score of 385 WAMSE placing these students in upper band 4.
- For the 16 Year 4 (2012) identified case-management students in the band 3/4 crossover (between school average and the Aust. average) to make good progress as demonstrated by First Cut Yr 3 -5 Progress data 2013.
- For the 15 Year 6 (2012) identified case-management students in the band 5/6 crossover (between school average and the Aust. average) to make good progress as demonstrated by First Cut Yr 5 -7 Progress data 2013.

2014 NAPLAN IMPROVEMENT TARGETS

- For the 15 Year 3 (2012) identified case-management students in band 4 to make good progress as demonstrated by First Cut Yr 3 -5 Progress data 2014.
- For the 12 Year 5 (2012) identified case-management students in the band 5/6 crossover (between school average and the Aust. average) to make good progress as demonstrated by First Cut Yr 5 -7 Progress data 2014

Targets – 2014

- Year 3, 5, 7, 2014 numeracy Achievement Targets are set at 95% at or above National Minimum Standard.
- Year 3, 5, 7, 2014numeracy Achievement Targets are comparable with like school data at or above state average.

Targets – 2015

- Year 3, 5, 2015 numeracy Achievement Targets are set at 100% at or above National Minimum Standard.
- Year 3, 5, 2015numeracy Achievement Targets are comparable with like school data at or above state average.

Targets – 2016

- Year 3, 5, 2016 numeracy Achievement Targets are set at 100% at or above National Minimum Standard.
- Year 3, 5, 2016numeracy Achievement Targets are comparable with like school data at or above state average.
- Year 3, 5, 2016numeracy Stretch Targets are 5% greater with like school data at or above state average,(These targets to be reviewed Semester 1, 2014, after effects of student movement to new school in Treendale, are known)

Achievement Targets: Achievement by students other than SAER, ESL and Special Needs. The students not included in this data will all have an Individual Education Plan, with specific targets relevant to that child. Stretch Targets: Students in the top 20 percentile range of all schools.
Actions

- Teachers and clusters will use appropriate data and resources including KACSS, Diagnostic Tasks, NAPLAN data, First Steps Books and Australian Curriculum to diagnose students’ needs and develop plans relevant to these.

- Teachers will explicitly teach and assess based on diagnostic tasks and the Read, Write Say (RWS) sequence, as stated in the Mathematics policy.

- RWS targets and final assessments from Term 1 to be complete and reviewed in Term 4 and compared to data from NAPLAN, RWS and KACSS.

- Teachers to complete relevant diagnostic and moderation tasks to gather data and evidence about achievement levels, as per our Australian Curriculum implementation plan and Mathematics policy.

- Whole school use of KACCS and supporting documents to plan and assess.

- Teachers in collaboration with NST (Numeracy Specialist Teacher) will develop Individual Education Plans for identified students at risk. Diagnostic tasks, RWS data and KACSS to assist with development of IEP’s.

- Teachers will use WALT (We Are Learning Today) for all maths lessons, and WILF (What I am Looking For) as age appropriate.

- Teachers will incorporate fluency activities into daily maths lessons.

- Teachers will teach a minimum of 7 hours of mathematics per week.

Numeracy Resourcing

Unlike Literacy, Numeracy attracts no additional SSPRA funding. All funding is allocated from school grant funds and flexible use of salary to fund a 0.2 FTE Numeracy Specialist.

Kingston Primary School has committed funds to develop a whole school approach to Mathematics within a distributed leadership model. This develops leadership and accountability infrastructures to ensure sustainability. There is an identified Mathematic Leader who coordinates the implementation of the KPS Mathematics policy across the school, supported by a Deputy Principal. This teacher also provides shoulder to shoulder support for other staff to build their capacity. There is a Maths Committee with representatives across year levels to guide, drive and support colleagues with our Maths policy and the implementation of the Australian Curriculum. To attain sustainability, this involves an established reflective framework for teachers, ongoing review and target setting at an individual, class and collegiate group level and a clear link to performance management.

Funding Source

<table>
<thead>
<tr>
<th>SCHOOL GRANT</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Budget</td>
<td>$10415</td>
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<table>
<thead>
<tr>
<th>SCHOOL SUPPORT PROGRAMS RESOURCE ALLOCATION (SSPRA)</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy Specialist 0.2 FTE</td>
<td>$22200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3 Teacher – 0.1 FTE</td>
<td>$2500</td>
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<td></td>
</tr>
</tbody>
</table>
The Engagement pillar represents a number of key beliefs held by Kingston Primary School. These beliefs are:

- In order to engage in the learning program, students must have a high rate of attendance. This requires, parental support, an engaging and interesting curriculum and a safe, caring environment.
- Students who have identified special needs or have social or educational difficulty need to be case managed with documented plans in order to address curriculum access.
- Positive community perceptions about the standards of teaching, school policy and organisation, communication, school culture, student behaviour and leadership directly impact on student engagement.
- A common emotional literacy (virtues) can enhance and enable positive student communication.
- Whole school approaches build the capacity of students to understand standards, expectations, strategies and consequences.
- Relationships are the key to effective classroom management.
- Staff capacity is a key to engagement through diverse pedagogy and an acknowledgement of learning styles.

**Case Conference Model**

Case Conferencing is a collaborative approach to provide additional support to students with diverse educational needs. This process establishes a support network between school, home and child development agencies and provides a strong accountability framework for the education and development of individual students. All participants are involved in the construction of IEP’s and or IBP’s (Individual Education or Behaviour Plans), and through the establishment of these and other support systems each person is accountable to specific responsibilities that are reviewed at follow up case conferences. The entire Case Conference is recorded and made available to all participants.

**Achievement Target**

All students who are identified as at risk socially, behaviourally or academically are managed through the Case Conference model.

**Actions**

- All referred students follow the Case Conference process.
- IEP’s and IBP’s are constructed during a Case Conference.
- All participants are accountable to the learning program.
- All responsibilities are recorded and completed.
Community Perceptions Survey

The results of this survey illuminate community perceptions about Kingston PS. The survey provides a “broad brush” indication of what the school is perceived to be doing well or less well, which indicates the culture that is developing. Interpreting data from this survey is initially a case of looking for items with values that are noticeably high or low: the higher the mean scores, the better the school is perceived to be performing or the more positive the school culture is considered. Before issues that receive low mean scores become the focus of school improvement planning, it is necessary to check that scores reflect what is actually happening in the school. The survey findings need to be verified by checking them against other information about the school.

As Kingston is a new school, this initial data will need to be followed up in 2011 and 2012 and monitored for trends that emerge. For the purposes of this Business Plan, an operational plan has been developed to address the key areas identified as requiring attention at this point in time. From one year to the next, it is difficult to say whether a “blip” in the findings is significant or simply a reflection of chance variation. If, however, the change (up or down) is sustained over a number of years, we can be more confident that it reflects a real change in the way the school is perceived to be performing.

Key Focus Areas

- Kingston Primary is perceived as a safe, caring school by the parents, students and staff.
- The staff at Kingston Primary School are perceived as professional and caring. They communicate well and provide relevant and challenging learning experiences.
- Kingston Primary School has a no tolerance approach to bullying and is perceived by parents, students and staff as being fair, proactive and responsive to student well being.
- Staff and students treat each other fairly and with respect.

Achievement Targets

- Maintain parent and staff satisfaction rates, improve student perceptions to 88% by 2012, that Kingston Primary is perceived as a safe, caring school by the parents, students and staff.
- Maintain 98% of community members believe teachers at this school care about how students are going.
- Maintain parent and staff satisfaction rates, improve student perceptions to 90% by 2012 that staff at Kingston Primary School are perceived as professional and caring. They communicate well and provide relevant and challenging learning experiences.
- Maintain parent and staff satisfaction rates, improve student perceptions to 75% by 2012 that our school provides a stimulating learning environment and make school work interesting and enjoyable.
- Over 90% of parents, students and teachers believe the school has a fair, proactive and responsive approach to bullying.
- Maintain staff and parental perceptions and improve student perceptions to 90% to believe staff and students at this school respect each other.

Actions

- Each school semester complete a survey of small cross section of students to monitor perceptions in Key Target areas.
• Review Behaviour Management Policy on an annual basis, incorporating CMS strategies, to ensure it reflects needs of a growing school student population.

Attendance

Student numbers over the period of the Business Plan are expected to remain reasonably consistent. After rapid growth (320 – 860) between 2009 and 2013 the onset of Treendale School and year 7 students to high school in 2015, numbers are expected to remain in the 700’s over the period of the business plan, after 2013.

Achievement Targets

• The achievement target is to maintain an average attendance rate of all students **above 90%**.
• All students in the compulsory years of schooling achieve an attendance rate above 80%. (This excludes students with documented extended absence plans; EAP)
• Maintain attendance rates above District and Like School averages.

Actions

• Students in the compulsory years of schooling (1-7) not achieving an attendance rate above 80% will be individually monitored.
• Parents of students with attendance rates falling below 80% will be contacted and where appropriate, offered assistance to help improve their child’s attendance.
• Implement SMS attendance notification system.
• Parents must negotiate an EAP (extended absence plan) if absences are to be on going, including planned holidays and illness.

Classroom Management Strategies (CMS)

Based on WA data on challenging behaviours (Trajectories of Classroom Behaviour and Academic Progress, Edith Cowan University 2009), between 5-15% of students in any population will present with challenging behaviours. For our school population of 860 students that would be between 43 and 130 students. In 2013, less than 1% of enrolled students regularly displayed challenging behaviours. This is considered an indicator that the positive behaviour management (based on highly effective teachers using CMS strategies) of students is currently having a powerful effect.

Based on Pipeline Research, derived from the Trajectories study, classroom behaviour is categorised into; Uncooperative (8%), Low-level disruptive (12%), Compliant Disengaged (20%) and Productive (60%). The percentages are averaged across Western Australia.

Achievement Targets

• 90% of all Kingston staff – teachers, support staff, interns trained in Foundation Program (Positive Classroom Management) (Currently 88%)
• 30% of all teaching staff trained in Instructional Strategies (Engagement) (Currently 21%)
• 100% of all Interns trained in CMS as part of our “supporting new graduate resilience” which is a priority of the Department of Education.
• 50% of staff will participate in Professional Learning Teams as part of our Performance Management process (Currently 20%)—recognising and respecting the capacity of Kingston staff to guide their own growth.
• Based on the identified Pipeline categories, over 80% of students fall into the Productive category.
Stretch Target

- Based on the identified Pipeline categories, over 90% of students fall into the Productive category.

Social and Behaviour Resourcing

It is a key belief of Kingston PS staff that there is a direct relationship between attendance at school, appropriate behaviour and the effectiveness of learning programs. The funding allocated to this area is targeted at improving attendance at school in order to access the curriculum and managing social and behavioural factors so that students are engaged in learning. If students are aware of the standards expected and consequences for poor behaviour and these are enforced in a consistent manner, then the teaching and learning time is maximised. There are always going to be students whose attendance and behaviour put them at significant risk of interrupting the learning of others or their own learning. These students will be managed through a case conference model, supported by the Learning Support Coordinator, funded through the school. It is also an expectation that all students in years 1-7 wear school uniform and the school has funded loan uniforms to ensure that all students maintain an expected standard.

Diverse Pedagogy and Acknowledgement of Learning Style

Visible Learning

Kingston Primary School developed its philosophy and whole school learning programs based on Professor John Hattie’s meta-analysis showing the effect size of particular teaching and learning strategies against student performance. In 2014 the school engaged Hattie’s Visible Learning team to work with all teaching staff at Kingston to review the effectiveness of our programs. The overall goal is to refine teacher’s pedagogy to incorporate the most effective, research based strategies that optimize student engagement, promote independence and make them responsible for their own learning.

After the whole school PD, a Visible Learning leadership team, will be established who will conduct an audit of the programs and strategies that are in place at Kingston. They will then work with the Visible Learning team to evaluate the effect size and modify the approaches accordingly.

Achievement Targets

- Term 1 2014, 95% of teaching staff participate in Visible Learning PD
- Term 1 2014, Visible Learning leadership team is established
- Term 1 2014, An audit of existing programs and pedagogy is conducted
- Term 2 2014, Audit findings are worked through with the Visible Learning Team, and a 3-5 year implementation plan is developed.
- Term 3 2014, Implementation plan shared with staff and beginning of implementation process.

BYOD Program

Throughout 2013, a re-visioning of the school’s technology program took place. Building on the school’s involvement in the Global Hp Catalyst program, a working party was formed that looked at effective use of technology to enhance learning and engage students. This working party included the world manager of Hp Handhelds and the IT Manager of Wesley College as well as key teaching and admin staff from Kingston. A decision was made to move to increase student accessibility to technology and the device that was most suitable for both learning and management was the iPad. A rigorous consultation period engaged 87% of the parent body in the target group of 2014 years 3, 4 and 5 students. A BYOD (Bring Your Own Device) program was endorsed and will commence in 2014. Significant Professional Development was undertaken throughout 2013 with staff and iPads were provided for teacher use.
Achievement Targets

- 80% of students in years 3, 4 and 5 bring their own device in 2013.
- 85% of all students in years 3, 4, 5 and 6 bring their own device in 2014.
- 85% of all students and parents acknowledge that the iPad program has improved student engagement in learning at school.

Funding Source

SCHOOL GRANT

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tbody>
<tr>
<td>SMS Project – Attendance</td>
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<td>Skool Bag Application</td>
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FLEXIBLE SALARY POOL

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<th>Actual</th>
<th>2015</th>
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<tr>
<td>Level 3 Teacher (Virtues) – 0.1 FTE</td>
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<td>CMS (Training and Support)</td>
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<td>Attendance – Admin Days – 0.1 FTE</td>
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SCHOOL SUPPORT PROGRAMS RESOURCE ALLOCATION (SSPRA)

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<th>Actual</th>
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<td>Learning Support Coordinator 0.2FTE</td>
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<td>$21500</td>
<td>$21500</td>
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<td>BMiS – Uniforms</td>
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<td>$1000</td>
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</table>
History and Science, along with English and Mathematics are the curriculum areas that have been signed off in phase 1 of the Australian Curriculum. History as a curriculum area is a shift from the Western Australian curriculum pre 2013, which was described as “Studies of Society and Environment” (SOSE) and Science, while similar, has a shift in balance of process and content.

History and Science have not been focus areas at Kingston in its foundation years and while the teaching and learning in these areas has been sound, WAMSE testing in Science and SOSE indicate that performance is averaging similar to like schools.

**History**

**Year 3 Level Description**

**Community and Remembrance**

The Year 3 curriculum provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world. The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: **Historical Knowledge, and Understanding** and **Historical Skills**. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions. The key inquiry questions at this year level are:

**Key inquiry questions**

1. Who lived here first and how do we know?
2. How has our community changed? What features have been lost and what features have been retained?
3. What is the nature of the contribution made by different groups and individuals in the community?
4. How and why do people choose to remember significant events of the past?

**Year 3 Achievement Standard**

By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

**Year 6 Level Description**

**Australia as a nation**

The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia’s British heritage, the Westminster system, and other models that influenced the development of Australia’s system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia’s economic and social development.
The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions. A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:

**Key inquiry questions**
1. Why and how did Australia become a nation?
2. How did Australian society change throughout the twentieth century?
3. Who were the people who came to Australia? Why did they come?
4. What contribution have significant individuals and groups made to the development of Australian society

**Year 6 Achievement Standard**
By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.

Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

**Achievement Target**
Based on school based assessments, 80% of students will achieve a ‘C’ grade.

**Stretch Target**
To be set after the 2014 target review

**Science**

**Year 3 Level Description**
The Science Inquiry Skills and Science as a Human Endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the Science Understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Year 3, students observe heat and its effects on solids and liquids and begin to develop an understanding of energy flows through simple systems. In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply. They begin to quantify their observations to enable comparison, and learn more sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify trends. They use their understanding of relationships between components of simple systems to make predictions.
**Year 3 Achievement Standard**
By the end of Year 3, students use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They describe features common to living things. They describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives.

Students use their experiences to pose questions and predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Students suggest possible reasons for their findings. They describe how safety and fairness were considered in their investigations. They use diagrams and other representations to communicate their ideas.

**Year 6 Level Description**
The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the *Science Understanding* strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Year 6, students explore how changes can be classified in different ways. They learn about transfer and transformations of electricity, and continue to develop an understanding of energy flows through systems. They link their experiences of electric circuits as a system at one scale, to generation of electricity from a variety of sources at another scale and begin to see links between these systems. They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly they see that the growth and survival of living things are dependent on matter and energy flows within a larger system. Students begin to see the role of variables in measuring changes and learn how look for patterns and relationships between variables. They develop explanations for the patterns they observe, drawing on evidence.

**Year 6 Achievement Standard**
By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another to generate electricity. They explain how natural events cause rapid change to the Earth’s surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures.

Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using graphic representations and construct multi-modal texts to communicate ideas, methods and findings.

**Achievement Target**
Based on school based assessments, 80% of students will achieve a ‘C’ grade.

**Stretch Target**
To be set after the 2014 target review
2013 Workforce Profile

Number of Administrators  4
  2 Male  2 Female

Number of Teachers   51
  7 Male  44 Female

Teaching Staff - Years of Experience

0-5 Years (13)  6-10 Years (16 )  11-15 Years (9)  16-20 Years (7)  21- 25 Years (5)
26-30 Years (1)  31-35 Years (3)  36-40 Years (2)

Number of Support Staff

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<tr>
<th>Ministerial Officers</th>
<th>Education Assistant</th>
<th>Cleaners</th>
<th>Gardener</th>
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</thead>
<tbody>
<tr>
<td>1.2 x level 1</td>
<td>6.9 FTE EA mainstream</td>
<td>0.75 FTE CIC</td>
<td>0.7 level 2</td>
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<tr>
<td>0.8 x level 2</td>
<td>9.7 FTE EA special needs</td>
<td>2.14 FTE level 1</td>
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<tr>
<td>0.48 x level 3</td>
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</tr>
<tr>
<td>1.0 x level 5</td>
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<td>Future Workforce Needs</td>
<td>Current Workforce</td>
<td>Gaps (Short Term and Long Term)</td>
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<td></td>
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<tr>
<td>1</td>
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<tr>
<td>Based on expected enrolment growth, the school will have a enrolment of:</td>
<td>Kindergarten teachers - 3.0 FTE</td>
<td>1. Potentially need to employ substantive Level 3 Deputy Principal in 2015.</td>
<td></td>
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<tr>
<td>2013 854 students</td>
<td>Pre – Primary teachers - 5.0 FTE</td>
<td>2. Potentially need to employ substantive level 6 Principal in 2015 and manage redeployment of current Level 5 Principal.</td>
<td></td>
</tr>
<tr>
<td>2014 810 students</td>
<td>Years 1-7 teachers - 25 FTE</td>
<td>3. Potentially need to manage the number of fixed term versus permanent staff to manage staff reductions due to Treendale 2014 and Year 7 to High School in 2015.</td>
<td></td>
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<tr>
<td>2015 750 students</td>
<td>Specialists - 4.5 FTE</td>
<td></td>
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<tr>
<td>The DoE has flagged Kingston PS for reclassification to level 6 in 2015, meaning the permanent appointment of a third Deputy Principal at level 3 and the replacement of the level 5 Principal with a level 6 Principal.</td>
<td>Level 5 Principal, (acting 6) 1.00 FTE</td>
<td></td>
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<tr>
<td>Treendale Primary School opens in 2014 with a predicted loss of 100 students, predominantly in early childhood. It is expected that 6 kindergarten classes will collapse to 5 and 5 pre-primary classes will collapse to 4 in 2014.</td>
<td>Level 3 Deputy Principals - 3.0 FTE</td>
<td></td>
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</tr>
<tr>
<td>Additional teachers would mainly be required in middle and upper primary where smaller number are replaced by incrementally larger numbers as early childhood students move up.</td>
<td>Number of level 3 teachers - 15 (Not funded for additional FTE from 2014)</td>
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<tr>
<td>2</td>
<td>Level 5 Business Manager – 1.0 FTE</td>
<td>Staffing levels are expected to be stable for the period of the business plan.</td>
<td></td>
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<tr>
<td>It is expected that levels of staffing will remain constant for the period of the business plan.</td>
<td>Level 3 Finance Officer - 0.48 FTE</td>
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<tr>
<td></td>
<td>Level 1 School Officer – 1.2 FTE</td>
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<td></td>
<td>Level 2 Library Officer - 0.8 FTE</td>
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<tr>
<td>3</td>
<td>Level 2 Kindergarten EA’s – 2.3 FTE</td>
<td>1. Decrease of Kindergarten EA time in 2014 due to dropping from 6 to 5 Kindergarten Groups.</td>
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<tr>
<td>With Treendale School opening it is expected that Kingston will drop one Kindergarten class and one Pre-Primary class in 2014. This will impact on Ed Assistant time and teaching FTE</td>
<td>Level 2 Pre-Primary EA’s – 3.6 FTE</td>
<td>2. Decrease of Pre-Primary EA time in 2014 due to dropping from 5 to 4 Pre-Primary Groups.</td>
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<tr>
<td></td>
<td>Level 2 Junior Primary EA’s – 1.0 FTE</td>
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<td>Special Needs EA’s–9.7 FTE</td>
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<td>1 x Level 2 Gardener - 0.7 FTE</td>
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<td>Cleaner in Charge - 0.75 FTE</td>
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<tr>
<td></td>
<td>Level 2 Cleaners - 1.6 FTE</td>
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</tr>
</tbody>
</table>
## Workforce Plan

<table>
<thead>
<tr>
<th></th>
<th>Key Workforce Gaps</th>
<th>Agreed Strategies</th>
<th>Cost</th>
<th>Completion Date</th>
</tr>
</thead>
</table>
| 1 | 1. Potentially need to employ Substantive Level 3 Deputy Principal in 2014 for 2015.  
   2. Potentially need to employ new substantive level 6 Principal in 2014 for 2015 and manage redeployment of current Level 5 Principal.  
   3. Potentially need to employ additional specialists in 2014 as number of years 1-7 classes will be greater than specialist time available.  
   4. Ensure that sufficient fixed term teachers are employed to manage the reduction in staffing levels due to Treendale School opening in 2014 and Year 7’s to highschool in 2015. | • Run level 3 Deputy Principal selection panel in term 3, 2014. Develop Job context by end of semester 1, 2014.  
• Negotiate with Promotions Branch and School Board to ensure that reclassification or temporary reclassification is signalled by end of semester 1 2014 to enable central level 6 Principal selection and redeployment of current level 5 Principal.  
• Run selection panels in term 3, 2013 to employ additional classroom teachers and specialists. | $1000 for panel and advertising  
$1000 for panel and advertising | End of term 3, 2014  
End of term 3, 2014 |
| 2 | 1. Decrease of Kindergarten EA time in 2014 due to dropping from 6 to 5 Kindergarten Groups.  
2. Decrease of Pre-Primary EA time in 2014 due to dropping from 5 to 4 Pre-Primary Groups. | • Redeployment process to be implemented for all ECE EA’s in term 4, 2013. | Nil | Term 4, 2013 |
Endorsement of Plan

Principal: Alan Kidd
Signature of Principal: ___________________________ Date: August 2013

School Board Chairperson:
Signature of Chairperson: ___________________________ Date: August 2013