



EAST KIMBERLEY
COLLEGE

2026

Dawang miljib-gerring

THE PLACE FOR TEACHING AND LEARNING

BUSINESS PLAN

Seek. Strive. Believe. Achieve.

2026

A SCHOOL OF CHOICE

eastkimberleycollege.wa.edu.au
(08) 9168 4400



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East Kimberley College Business Plan 2026

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BUSINESS PLAN 2026

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Vision, Values & Goals

What we stand for, and what we are working towards together.

EAST KIMBERLEY COLLEGE
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OUR VISION

A school of choice, empowering students to succeed.

OUR MOTTO

Seek. Strive. Believe. Achieve.

Our values guide how we learn, work and grow together. By combining local Miriwoong language with these core principles, we honour our community's cultural heritage while helping every student build a strong foundation for their future.

Our Values

Each value is shared in English and Miriwoong, with a child-voice statement of what it looks like at school.



Safe

MIRIWOONG

*Woonjoo
ngenemiyandayin
ngayoowany*

IN OUR WORDS

I look after myself.



Respectful

MIRIWOONG

*Ngoondeb ranggab
ngenandayin*

IN OUR WORDS

I listen.



Responsible

MIRIWOONG

*Yawoorroong
woonjoo
yirremiyandayin*

IN OUR WORDS

We look after each other.



Prepared

MIRIWOONG

Jama ngenandayin

IN OUR WORDS

I am ready to learn.

Our Three Priority Goals

The areas we are focused on improving for our students and community.

1

Attendance & Engagement

Students regularly attend and successfully engage in education, training, or employment.

2

Safety, Belonging & Behaviour

Students feel safe, a sense of belonging, and demonstrate expected behaviours for learning.

3

Writing & Learning

All students make progress in writing, with 50% or more achieving expected standards.





About This Plan

How we developed our 2026 priorities – and where we're going next.

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The 2026 Business Plan was developed through careful analysis of our school data, review of outstanding 2023 Public School Review recommendations, and consultation with staff teams, the School Board, and our Parents and Citizens Association. Our 2025 Annual Report data forms the baseline for this year's three priorities: **attendance, writing, and demonstrating expected behaviours.**

How the Plan Was Built

Four interconnected processes shaped our priorities for 2026.

01

Analysed our data

The Leadership Team and school teams reviewed student outcomes and whole-school data.

02

Reviewed feedback

We revisited outstanding recommendations from the 2023 Public School Review.

03

Consulted broadly

Committees, teaching teams, the School Board and the P&C contributed perspectives.

04

Set our targets

2025 results from the Annual Report became our baseline for measuring 2026 progress.

Our Three Priority Goals

Each goal reflects an area where we are committed to lifting outcomes for every student.

GOAL 01

Attendance & Engagement

Students regularly attend and successfully engage in education, training, or employment.

WHAT SUCCESS LOOKS LIKE

More students attending school regularly, more pathways to training and employment, and stronger partnerships with families.

GOAL 02

Safety, Belonging & Behaviour

Students feel safe, experience a sense of belonging, and demonstrate expected behaviours for learning.

WHAT SUCCESS LOOKS LIKE

A school where every student feels welcome, respected, and supported to thrive — emotionally, socially, and academically.

GOAL 03

Writing & Learning

All students make progress in writing, with 50% or more achieving expected standards.

WHAT SUCCESS LOOKS LIKE

Students writing with confidence and clarity, supported by teachers using shared, evidence-based instructional approaches.





Our K–12 Priorities

A snapshot of our goals, targets, and shared commitments

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GOAL 01

Attendance & Engagement

Students regularly attend and successfully engage in education, training, or employment.

STUDENTS

- 60% of all students and 50% of Aboriginal students attend above 80%.
- Year 3–10 attendance improves by 5% on current rates.
- 50%+ Kindy and Pre-Primary students attend regularly.
- 100% of students with attendance concerns identified, referred, and supported.
- Reduce educational vulnerability in early years.
- Below 20% of students with DoE suspension or repeated behaviour reports.

STAFF

- Consistent Tier 1 attendance procedures.
- Early Years meet National Quality Standards 1, 3, and 6.

PARENTS & CARERS

- Parents informed and consulted on all SAER referrals.
- Families attend at least one school event and one teacher-parent meeting yearly.
- Expand curriculum and extracurricular activities through community partnerships.

GOAL 02

Safety, Belonging & Behaviour

Students feel safe, experience a sense of belonging, and demonstrate expected behaviours for learning.

STUDENTS

- Student perception of safety, belonging and behaviour support improves from 3.36 to 3.6 ("most of the time").
- Below 20% of students with DoE suspension or repeated behaviour reports.

STAFF

- Consistent, rigorous Tier 1 practices from the Behaviour Guidelines.
- 80%+ of staff each semester complete trauma-informed and/or culturally responsive professional learning.
- Implement and review controls in the psychosocial risk management plan.

PARENTS & CARERS

- Parent perception surveys average above 3.5 for safety, school enjoyment, and behaviour support.
- Regular communication about events that strengthen family connection to school.
- Parents informed and consulted on all SAER referrals.

GOAL 03

Writing & Learning

All students make progress in writing, with 50% or more achieving expected standards.

STUDENTS

- 50%+ of Year 1–8 students achieve at or above WriteMark Benchmarks.
- Year 5, 7 and 9 stable cohorts show high progress 2025–2027.
- By 2027, strong or exceeding categories: 60%+ Year 3 · 65%+ Year 5 · 50%+ Year 7 · 30%+ Year 9.
- 100% of students attending 60%+ pass OLNA by end of Year 12.
- Students below standard receive targeted teaching or documented adjustments.

STAFF

- 100% of classroom teachers participate in writing instruction and assessment professional learning or coaching.

PARENTS & CARERS

- All parents receive guidance on supporting literacy at home and information on what and how we teach, assess and report.
- All parents of students needing additional support are informed and consulted.





GOAL 01

Attendance & Engagement

Strategic actions to support regular attendance and meaningful engagement.

Deliver KindiLink across multiple sites to promote child wellbeing and parent understanding of how children learn.

– *Early Years team*

Use data to monitor procedures and actions; expand Pulse in Compass.

– *Student Services Team*

Consult, promote and support staff to implement attendance strategies.

– *Student Services Team*

Identify, monitor and support students at educational risk in partnership with families and external agencies.

– *SAER teams & case managers*

Implement updated DoE Case Management and Documented Plan guidelines.

– *Student Services, Deputies & PC Inclusion*

Strengthen Senior Years literacy and numeracy to improve results and WACE completion.

– *Teaching & Learning team, Instructional Coach*

Extend VET and workplace learning so more students engage in their interest areas.

– *VET Coordinator & Deputy Senior Years*

Provide curriculum-based and extracurricular activities beyond the classroom.

– *P&C Association and School Board*

GOAL 02

Safety, Belonging & Behaviour

Strategic actions to build a safe, connected, and respectful school community.

Engage in the Data Champions program; expand Pulse in Compass to monitor wellbeing and engagement.

– *Student Wellbeing & Engagement teams*

Professional learning and coaching in classroom management to promote expected behaviours.

– *Student Engagement team & CMS Coaches*

Create and communicate behaviour routines checklists.

– *Primary Teaching & Learning team*

Extend restorative practices to address expected behaviours, unexpected behaviours and bullying.

– *Student Engagement team*

Consolidate targeted and individual intervention practices, programs and procedures.

– *Student Engagement team*

Develop a school-wide wellbeing approach: respectful relationships, anti-bullying, gender and sexuality diversity, trauma-informed classrooms, anti-racism.

– *Student Wellbeing team*

Implement and monitor the staff psychological risk management plan.

– *Staff Wellbeing team*

Run events and activities that build student and family sense of belonging.

– *Health & PE team, Student Council, P&C*

Improve branding and internal/external communication systems and platforms.

– *Admin & Marketing*

GOAL 03

Writing & Learning

Strategic actions to lift writing and literacy outcomes from K to Year 12.

Early Years: Coaching to implement National Quality Standard Area 1 – Quality Programs and Practices.

– *AP, Deputy Early Years, Coach, TIC Yr 1–2*

Early Years: Continue oral language intervention; boost universal literacy program content.

– *Instructional Coach (SGTP), TIC Yr 1–2*

Early & Primary: Monitor EAL/D students using the EAL/D Progress Maps.

– *AP, Deputy Principals, Instructional Coaches*

Primary: Create and communicate shared expectations for targeted writing areas.

– *Primary Teaching & Learning team*

Primary & Secondary: Provide immediate writing feedback via WriteMark; use common assessment tasks to target teaching.

– *Teaching & Learning teams, Instructional Coaches*

Primary: Professional learning and coaching in explicit instruction; review data to inform adjustments.

– *Teaching & Learning team, Instructional Coaches*

Secondary: Professional learning in explicit instruction, with classroom observations and feedback.

– *Secondary Teaching & Learning team*

Secondary: Targeted support via Maths and English Foundation programs for Year 11–12 students below standard.

– *Foundation program staff*





How We Track Progress

The data and feedback we use to measure how we're going against our goals.

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Strong plans need honest measurement. We use a range of data sources to monitor our progress, hear from our community, and adjust our actions where we need to. Each source helps us build a more complete picture of student learning, wellbeing, and engagement.

Our Data Sources

Six streams of evidence we use to track our progress and respond to what we learn.



Attendance Data

Tracks student engagement and attendance patterns to identify trends and respond early.

TOOLS WE USE

Compass, Pulse, regular attendance reviews



Student Voice

Helps us understand how students experience school – whether they feel safe, supported, and ready to learn.

TOOLS WE USE

Safety, belonging and learning surveys



Family Feedback

Informs how we partner with families and communicate with our community.

TOOLS WE USE

Parent perception surveys, communication and engagement data



Writing Results

Tracks student achievement and growth in writing across all year levels.

TOOLS WE USE

WriteMark, common assessment tasks, NAPLAN, OLNA



Behaviour Data

Monitors how well our Tier 1 practices are working and where extra support is needed.

TOOLS WE USE

Compass behaviour reports, suspension data



Staff Surveys

Helps us understand staff wellbeing, safety and engagement with professional learning.

TOOLS WE USE

Staff perception data, professional learning records





Our School Community

A Kindergarten to Year 12 college in the heart of the East Kimberley.

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East Kimberley College is a large regional Independent Public School in Kununurra, Western Australia. We are a K–12 college serving more than 900 students from diverse linguistic, social, cultural and economic backgrounds — including more than 400 Aboriginal students from across the Kimberley, Western Australia and the Northern Territory.

900+

STUDENTS
K TO YEAR 12

400+

ABORIGINAL
STUDENTS

K–12

SINGLE
CAMPUS

IPS

INDEPENDENT
PUBLIC SCHOOL

Programs & Opportunities

- ✓ Miriwoong language education through the Mirima Dawang Woortlab-gerring language nest
- ✓ Classroom music (K–10), choir, and Instrumental Music School Service (IMSS, Year 5–12), Concert Band
- ✓ Visual arts education (K–12)
- ✓ Career education, workplace learning and VET
- ✓ Physical education and extracurricular sports
- ✓ Digital and Design Technologies, and Media

Teaching & Learning Approach

Teachers use the K–12 West Australian Curriculum to plan, assess and report. Our school-wide instructional approach is **explicit instruction**, with **Let's Decode** as our direct instruction program in the early years.

We support student learning through differentiated classroom practice and intervention programs including Corrective Reading, decodable texts, and JEMMS for Mathematics. We extend learners through the Primary Extension and Challenge program and Gifted & Talented Secondary Selective program.

Senior Years Pathways

Year 7–12 students access pathways aligned to their WACE attainment, employment and training goals.

University (ATAR)

Delivered in person at the College

Alternative Courses

Via SIDE and Regional Learning Specialists

Foundation, General & VET

Vocational education, general and foundation courses

Traineeships

Through Kimberley Group Training

Student Services & Partners

Our Student Services team includes program coordinators, Special Education teachers and education assistants, school psychologists and a Chaplain.

We partner with **Headspace**, **Anglicare**, **CAMHS**, **OVAHS**, **Community Health (School Nurse)**, **Youth Police Officers**, **Child Protection and Family Support**, and the **MG Corporation Target 120** program — supporting student wellbeing and inclusion through every stage of learning.





ACKNOWLEDGEMENT OF COUNTRY

Walking Together, Learning Together.

Dawang miljib-gerring

THE PLACE FOR TEACHING AND LEARNING

East Kimberley College recognises the **Miriwoong people** as the traditional custodians of the land on which our school stands. We pay our respects to Elders past and present, and commit to walking together to bring about reconciliation — empowering our students to have a voice in their present and future, and to bring positive change for themselves, their families, and their community.

VISIT US

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