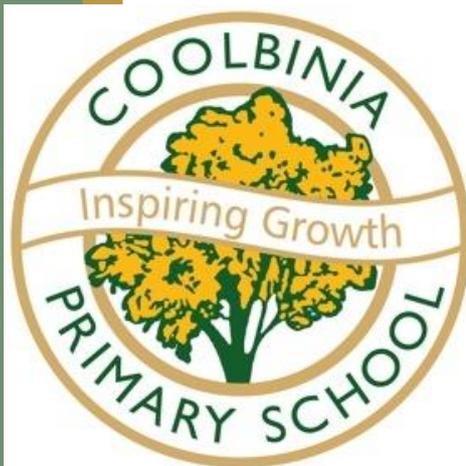
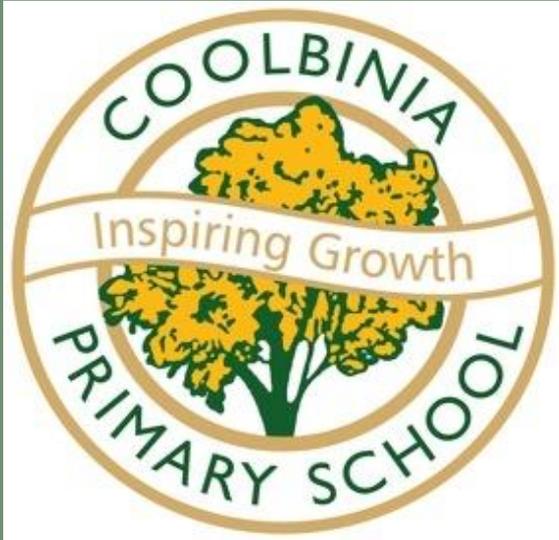


Coolbinia Primary School Annual Report 2016





Foreword

The 2016 Annual Report was prepared by staff and the School Board to inform the school community on progress being made in achieving the intended targets outlined in Coolbinia's Independent Public School's Delivery and Performance Agreement and Business Plan.

The Coolbinia Primary School Business Plan, for the period 2014– 2016, outlines our commitment to the community and to Government through the auspices of the Director General. The Independent Public School Business Plan was created in collaboration with staff, parents and the School Board. The plan contains key statements about our beliefs and values which underpin the school's operations and commitment to high quality learning and teaching.

Our School *Inspire*

Coolbinia Primary School continues to embrace its shared vision of "Inspiring Growth" in all aspects of its operation. An active parent body, engaged school board, enthusiastic and experienced staff and a committed leadership team are providing extensive educational opportunities to support our vision and high expectations for student learning. Our School provides endless opportunities for its students to experience variety and success. Coolbinia Primary School has gained a reputation for its highly professional culture and bountiful opportunities for students to participate in a variety of curricular and cross curricular activities that cater for student interests, learning styles and needs.

"Inspiring Growth" is a school focus. Staff aim to inspire student growth in the academic, physical, artistic and social domains. Our school has a strong focus on providing students with the knowledge, skills and values to create sustainable living.

From the Principal



2016 was a busy and productive year at Coolbinia Primary School. We have continued positive academic growth in our students, indicating that the teaching, learning and student well-being focus in our school continue to be at the forefront of everything we do. Coolbinia Primary School continues to be a school of choice, not only for local residents, but others outside of boundary making enquiries about joining the school community.

Our committed staff form a collaborative, proactive team bringing a range of skills that benefit our students. In 2016 we built upon the previous two years achievements and progress as we reviewed and celebrated our successes. In October the Department of Educational Services review team conducted their audit of the schools progress and in November the National Quality Standards (NQS) internal audit team reviewed our standard of implementation of the NQS Framework. The review findings from both audits confirmed the outstanding educational opportunities provided at Coolbinia Primary School and commended the educational programmes offered at our school.

I hope that by reading this report you gain an appreciation for the hard work and deep commitment of the staff, students and families of our school, who work together to ensure that Coolbinia Primary School remains an outstanding learning environment and realises its commitment to “Inspiring Growth”.

A handwritten signature in black ink that reads "Jayne Conley". The signature is written in a cursive, flowing style.

Principal

School Profile

Our Students

There has been steady growth in the student population over the last 5 years.

Coolbinia Primary School has currently 54% of students from out of the local intake area. A managed reduction of the student population is being implemented from 2017. Demand from families living out of the Coolbinia Primary School catchment area remains a challenge.

Coolbinia Primary School has a range of cultural groups represented at the school. 43% of student population is LBOTE.

Our Staff

Coolbinia Primary School has a total of 32 teaching staff (22.6 FTE) and 12 non-teaching staff (11.3 FTE).

In 2016 three graduate teachers and six teachers in their first five years of teaching have been employed creating a balance of teaching experience within the school.

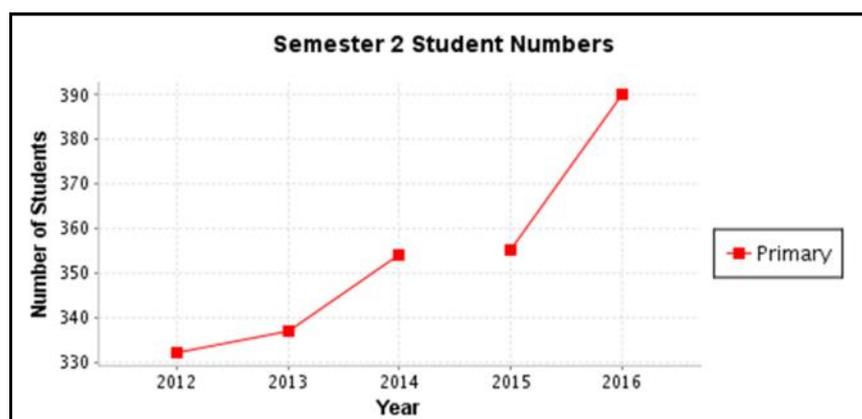
Student Profile

Our School

- ◆ 455 students (including Kindergarten students)
 - 314—Primary
 - 76 —Pre Primary
 - 65 — Kindergarten
- ◆ 12 Generalist classrooms
- ◆ 3 Pre Primary
- ◆ 4 Kindergarten classes

Trends of our student numbers

Based on Semester 2 2016 primary students.



	Kin	PPR	Pri	Sec	Total
Male	37	44	162		243
Female	28	32	152		212
Total	65	76	314		455

Staff Profile

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	3	2.0	0
Total Administration Staff	4	3.0	0
Teaching Staff			
Level 3 Teachers	3	1.9	0
Other Teaching Staff	30	20.7	0
Total Teaching Staff	33	22.6	0
School Support Staff			
Clerical / Administrative	2	2.0	0
Gardening / Maintenance	1	0.5	0
Other Non-Teaching Staff	13	8.8	0
Total School Support Staff	16	11.3	0
Total	53	36.9	0

Attendance

	Total		
	School	Like Schools	WA Public Schools
2014	94.7%	94.6%	92.1%
2015	95.1%	95.2%	92.7%
2016	95.9%	95%	92.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2014	86.2%	9.5%	4.2%	0.0%
2015	88.8%	9.7%	1.3%	0.0%
2016	89.2%	8.9%	1.7%	0.0%
Like Schools 2016	86.3%	11.0%	2.0%	0.5%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

Attendance at Coolbinia Primary School is slightly better to those of “Like schools” however the challenge for our school continues to be students being removed from school for family holidays. Monitoring and follow up through initiatives such as a “Principals Holiday Letter” and using the SIS generated attendance letter when absence falls below 90% have assisted in ensuring parents are aware of the impact of student absence on the achievement of their child.

Students attend regularly at Coolbinia Primary School. Figures showed a slight improvement in 2016 with fewer students being classified at educational risk due to attendance issues. The Education Department defines regular attendance as being 90% and there is a direct correlation between poor attendance and student achievement.

We continue to work in partnership with our families to improve and maintain the rate at which students attend school with particular focus in the early years of students schooling.

	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Y07
2014	94%	95%	95%	95%	95%	96%	95%	91%
2015	95%	96%	95%	96%	96%	94%	94%	
2016	95%	97%	96%	96%	96%	97%	96%	
WA Public Schools 2016	92%	92%	93%	93%	93%	93%	93%	

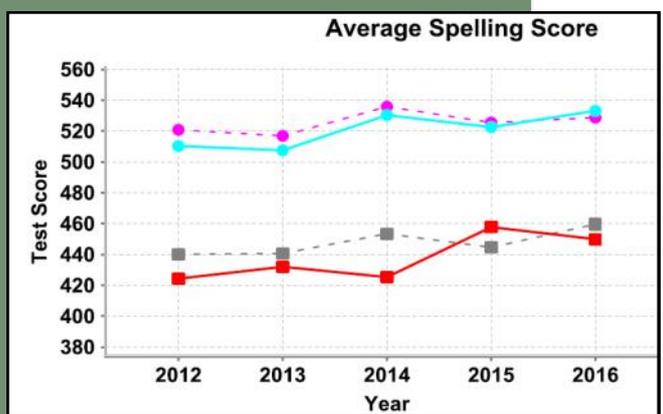
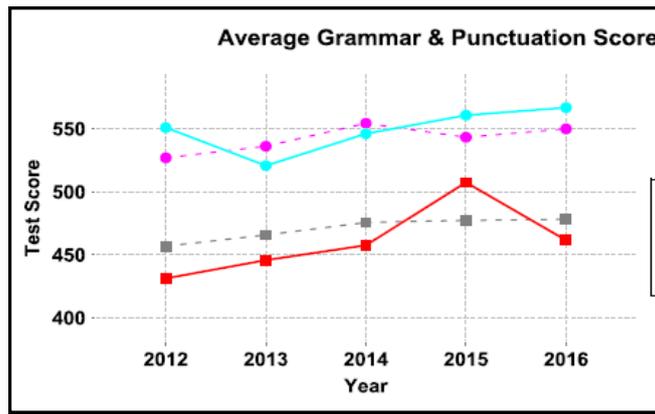
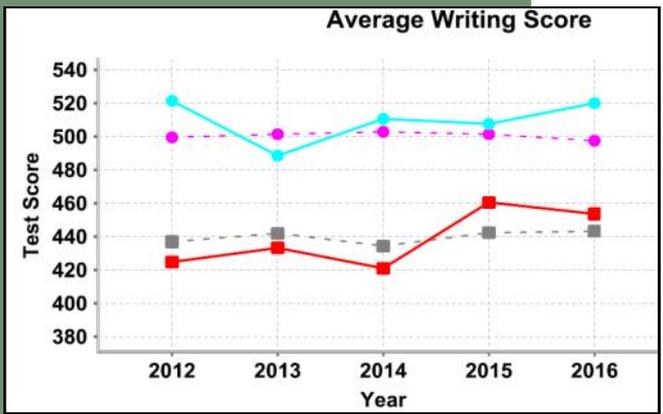
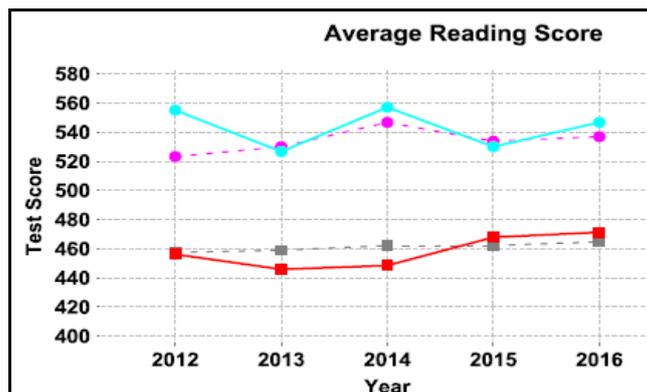
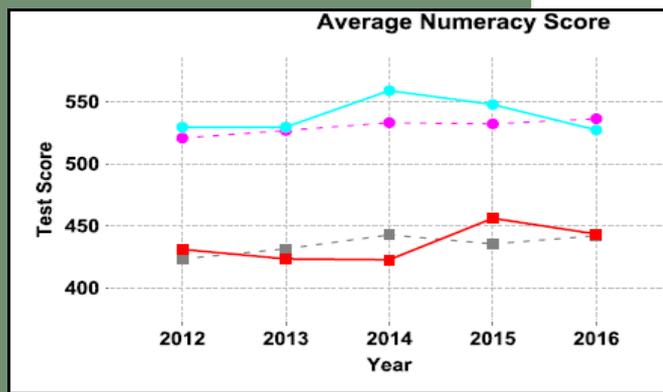
Destination Schools

Destination Schools 2016—Year 6	Male	Female	Total
Mount Lawley Senior High School	17	16	33
Trinity College	1		1
Wesley College	1		1
John Septimus Roe Anglican College	1		1
Perth Modern School			1
John Forrest SHS		1	1
Perth College		2	2

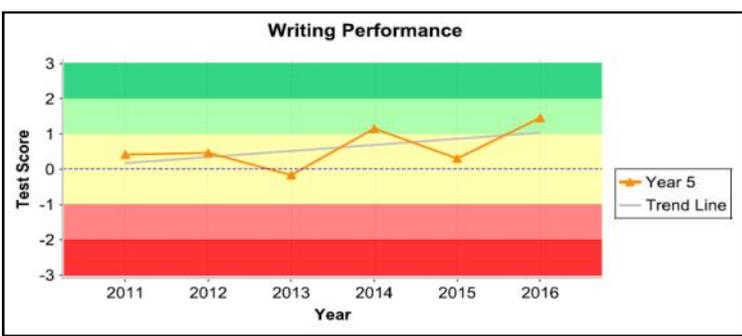
Teaching and Learning Student Performance

Target

- ⇒ Year 3 achievement in all areas is at or above like schools.
- ⇒ Year 5 writing achievement in the areas of sentence structure, cohesion and punctuation to be at or above like schools.

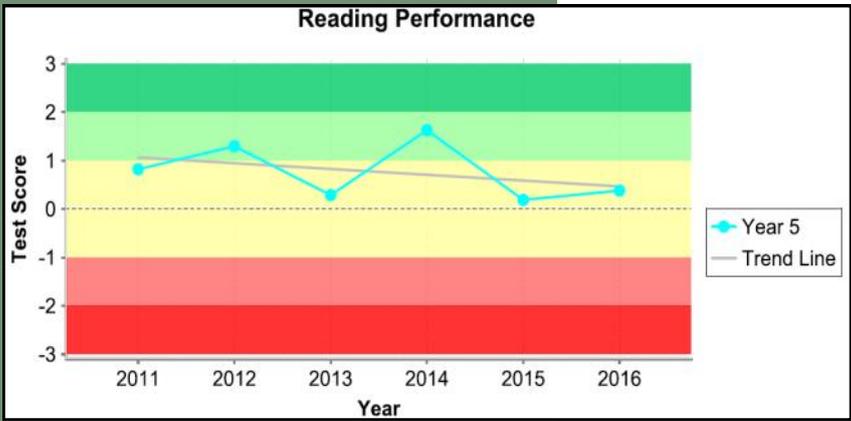


The graphs above indicate achievement of the 2016 Year 3 and 5 Coolbinia students in all the areas tested in NAPLAN. Our Year 3 students continue to demonstrate achievement similar or above that of like schools in the areas of Numeracy, Reading and Writing. There has been a slight fall below like schools in Grammar and Punctuation and Spelling. Our Year 5's average scores, in all areas other than Numeracy, remain at or above those of like schools.



The positive trend in this writing performance graph for Year 5 students indicates our focus on writing has ensured improvement. We show comparative scores higher than those of like schools.

Teaching and Learning Student Performance



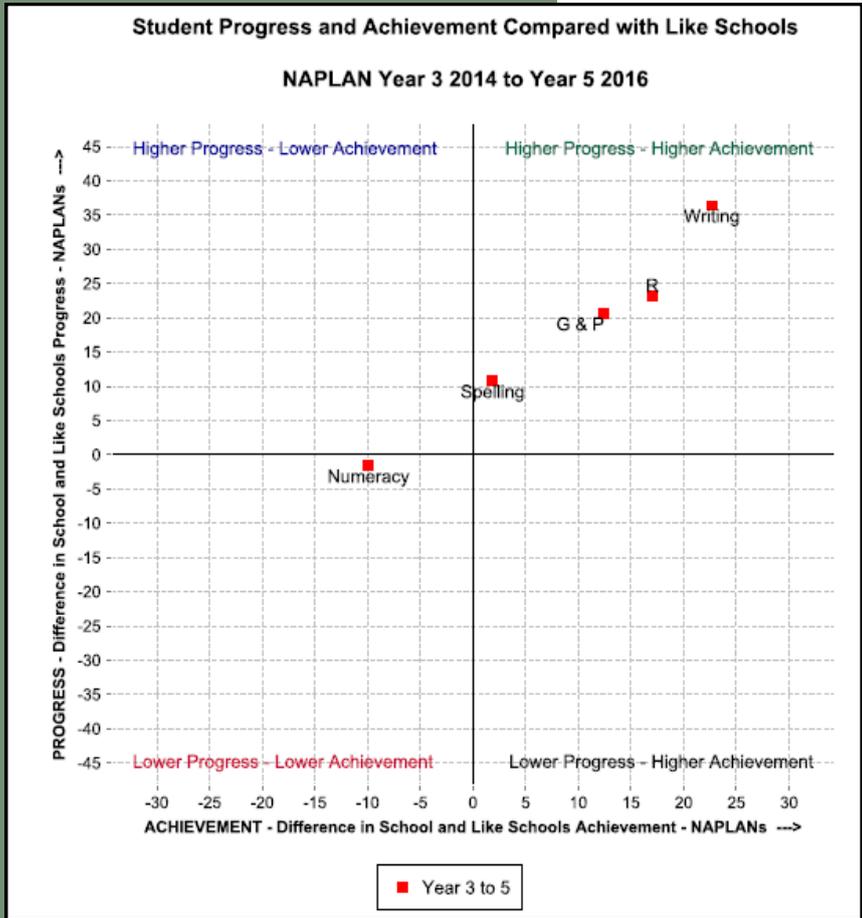
Target
 ⇒ Arrest the declining trend in year 3, 5 achievement and progress in the area of Reading.

The trend line for Reading continues to show a steady improvement in Year 3 Performance. However the significant fall in Year 5 performance in 2015 has resulted in the trend line for 2016 showing a slight decline - though performance in Year 5 Reading remains above that of like schools. (Grey dotted line on the graphs.)



The trends in Reading will continue to be monitored closely with a focus on best practice in teaching reading being implemented.

The high levels of Progress and Achievement (lower graph) in Reading demonstrate positive improvement.



In 2016 Learning area teams worked to produce whole school planning and develop Coolbinia Scope and Sequence documents that dovetail into the Western Australian Curriculum.

Literacy and Numeracy blocks for dedicated teaching of literacy and numeracy continue.

A focus on the development of fluency and automaticity of basic skills and facts was introduced in 2016.

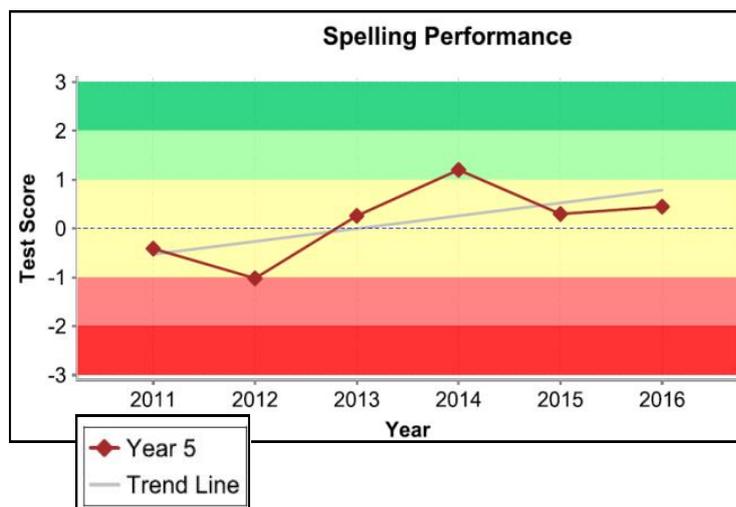
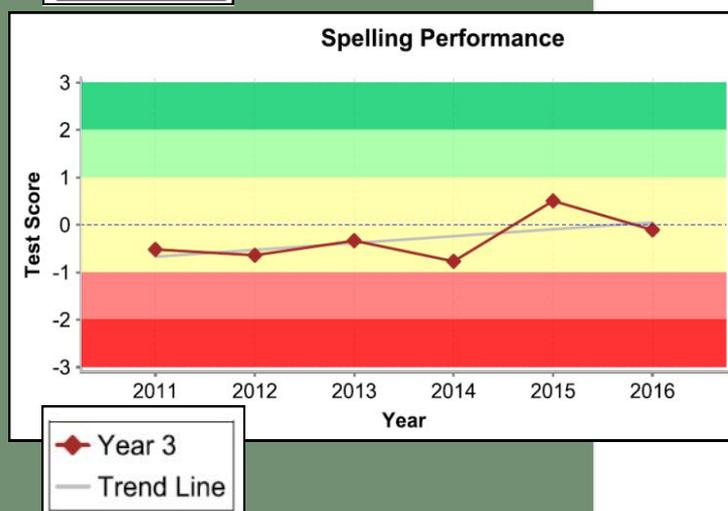
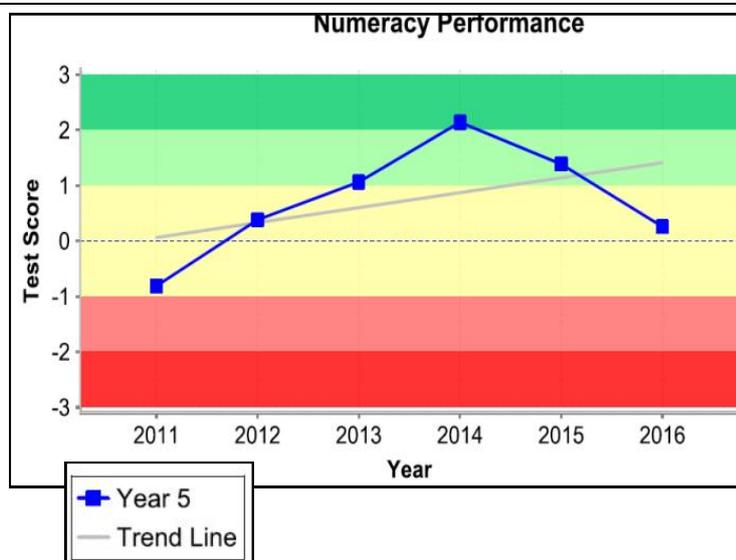
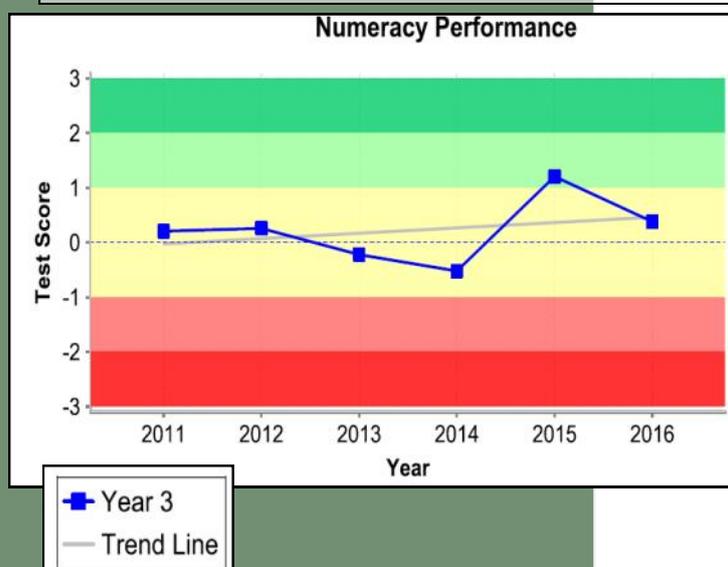
Moderation and target setting have been a feature of the 2016 collaborative planning sessions.

The lower achievement and progress in Numeracy is of concern and will be a focus in 2017. Whole school planning and professional learning have been planned.

Teaching and Learning Student Performance

Target

⇒ Continue upward trend in numeracy and spelling.



The 2016 NAPLAN data indicate an upward trend in both Spelling and Numeracy Performance. The challenge for Coolbinia Primary School will be to ensure the upward trend continues in coming years. Though there appears to be a significant decline in the Year 5 Numeracy results, if one compares the 2014 Year 3 results to the Year 5 2016 results it is evident progress has been made.

Early Childhood

Throughout 2016, staff collected evidence and reflected against the NQS regularly in the Early Childhood and Years 1- 2 Phase of Learning meetings. Evidence collected was used in the NQS review on November 6 2016 .

The following positive actions were noted by staff in their reflections against the Standards:

- ⇒ all staff take personal and collective responsibility for improving student learning and wellbeing;
- ⇒ increase of child/staff interaction is apparent, with play times also seen as learning opportunities;
- ⇒ an increase in circulation of staff on supervision duty;
- ⇒ an increase in communication between staff regarding student issues when supervision change-over occur; and
- ⇒ increase in imaginative play opportunities.

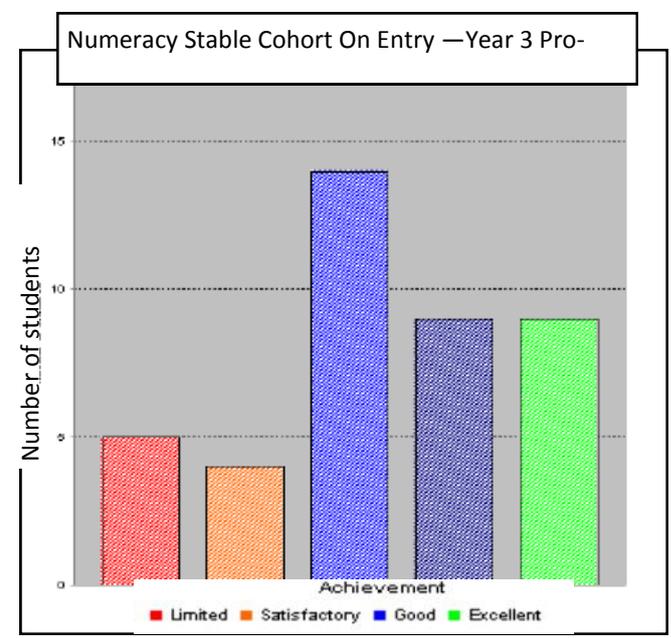
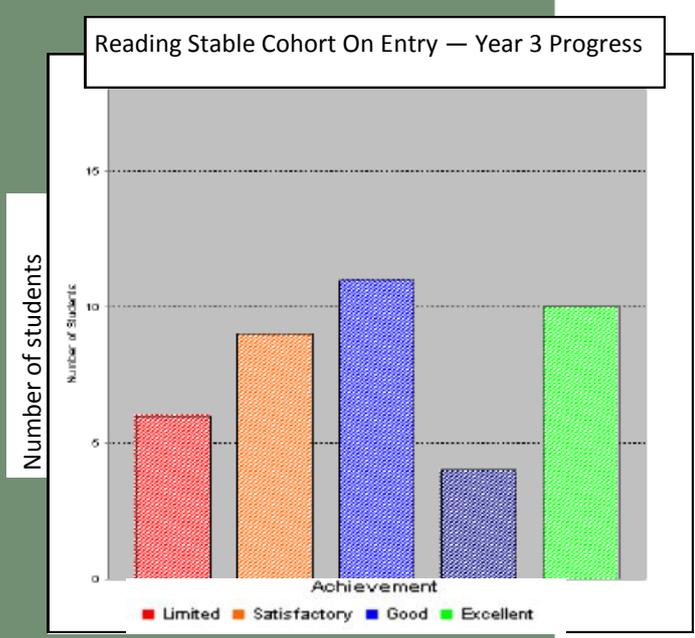
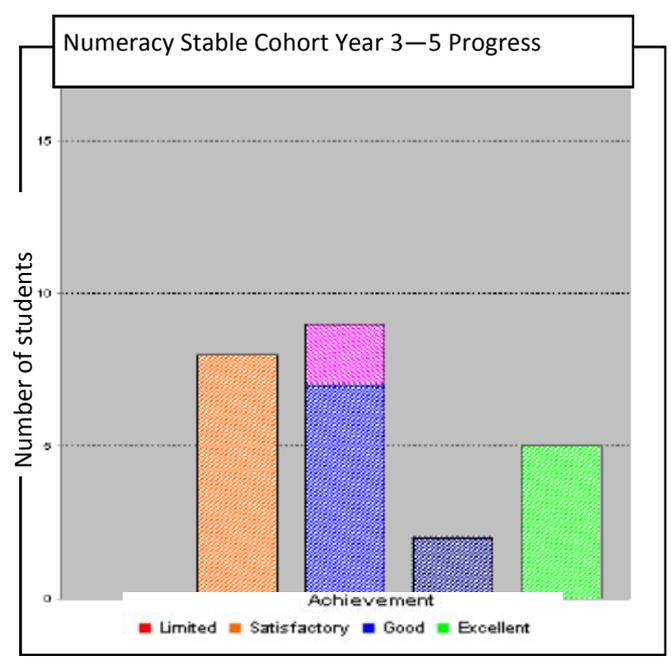
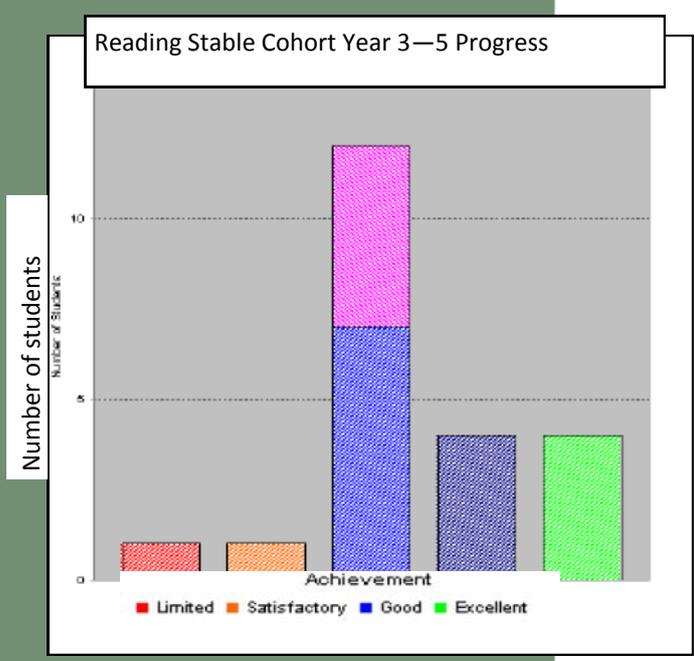
Teaching and Learning Student Performance

Target

⇒ Ensure 80% of children scoring *very limited* or *limited* progress in reading and/or numeracy NAPLAN make *moderate* to *high* progress.

Students at Coolbinia Primary School continue to make moderate to excellent progress in reading and numeracy. The challenge remains to focus on moving students to high and excellent progress in both Years 3– 5 and On Entry to Year 3.

Staff have worked extensively on SMART goal setting in 2016. The LSC has facilitated the writing of specific SMART goals to empower struggling students. This action has increased motivation and engagement to help children overcome obstacles and achieve. Recent teacher feedback has indicated that the teachers at CPS are the most confident in the network for writing smart goals to target student progression.

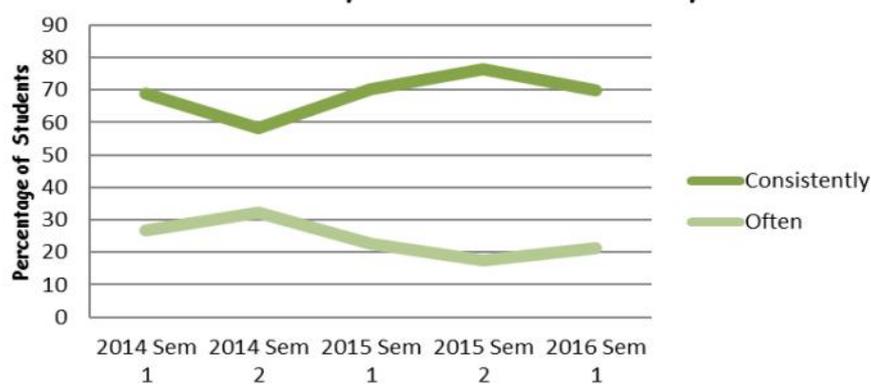


Teaching and Learning Non-Academic

Targets :

- ⇒ Raise the percentage of students who achieve 'consistently' or 'often' in the work habit areas.
- ⇒ Students demonstrate improved interpersonal skills.

Lower Primary Work Habits Summary

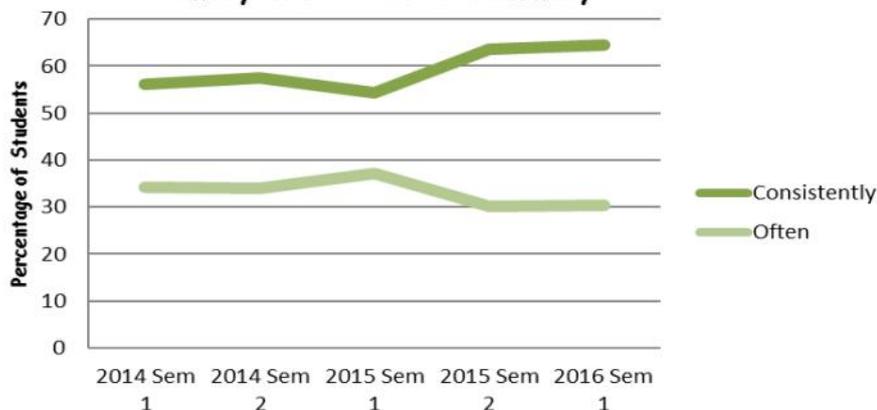


In 2014, **93.5%** of lower primary students achieved 'consistently' or 'often' in the work habit areas.

In 2015, **93.25%** of Lower Primary Students achieved 'consistently' or 'often' in the work habit areas.

In 2016, **90.9%** of Lower Primary Students achieved 'consistently' or 'often' in the work habit areas.

Primary Work Habits Summary



In 2014, **90.9%** of Years 3-6 students achieved 'consistently' or 'often' in the work habit areas.

In 2015, **92.65%** of Years 3-6 students achieved 'consistently' or 'often' in the work habit areas.

In 2016, **94.9%** of Years 3-6 students achieved 'consistently' or 'often' in the work habit areas.

Work Habit Areas :

Target not met in Lower Primary (PP-2)

Target met in Primary (Years 3-6)

Physical Education

In 2015, the Physical Education and Sport programs were delivered to all students at Coolbinia Primary School, from Kindergarten to Year 6.

Our Physical Education program includes an embedded interpersonal skills component and remains a focus in our instruction. These skills are detailed and encouraged in interschool sport and team play, in student and teacher communication and in communication with classmates and older and younger students.



Teaching and Learning Academic

Targets

- ⇒ All staff will assess and moderate student work samples in Science against the Australian Curriculum standards.
- ⇒ Implement Australian History Curriculum K-7



Science

Science is a learning area of particular interest and strength at Coolbinia Primary School, providing our students with ways to explore and gain a greater understanding of the world. Our Science program has an overarching theme of 'Hands On. Minds On'. This theme highlights the importance of students engagement in developing their curiosity and willingness to explore and ask questions. This encourages students to solve problems and make informed decisions whilst taking into account the social and ethical implications.

In 2016, Coolbinia Primary School was again chosen to take on the role of a Teacher Development School (TDS) in Science and the Digital Technologies. This involves the school providing professional learning to teachers from other schools all over WA. Various, we have teachers visiting the school to see our science teaching in action, we have groups of teachers come to the school for workshops and for tours of our science resources and to attend presentations to develop their teaching of Science. In addition, teachers from Coolbinia Primary School receive invitations to attend other schools to share their knowledge, expertise and experience. Our involvement in the TDS program ensures we are presenting an innovative Science curriculum to our students. Our school's reputation as a leader in Science education has led to many exciting opportunities for the staff and students to take part in activities, meet experts and visit exciting locations.

A particular highlight of the 2016 Science program was our Term Two Butterflies Project for students in Kindergarten to Year 6. All classrooms had kits allowing students to witness the life cycle – eggs, caterpillars, chrysalis and butterflies for release.

This was integrated with the Visual Arts learning areas through working with artist, Angela Rossen to create a bushland scene showing a healthy and intricate ecosystem.

Teaching and Learning Academic



Robotics

The Digital Technologies programme at Coolbinia Primary School is constructed in close consultation with the WA Curriculum. All students from K-6 at Coolbinia Primary School are given opportunities to develop their knowledge and understanding of digital systems —with an aim for students to become innovative creators and effective users of digital systems.

The Coolbinia Primary School *Roboclub* was progressively offered to all students from Year 1-6 throughout 2016. This afterschool club enabled students to acquire and develop skills to use the Edison robots as well as gain an introduction to coding using barcodes and computer ‘drag and drop’ programming. This club has incredibly popular with maximum numbers of students attending each term.

In 2016, teachers commenced the *Coolbinia Coding Club*. Students from Year 1-6 could attend Coding Club at lunch time. Programmes such as Code.org, Scratch and Scratch Jr were introduced to the students. The club enables students to develop and acquire coding skills at their own rate with the support and encouragement of teachers.

In 2016, Bee Bots were introduced in the Pre Primary and Kindergarten classrooms. Teachers used the Bee Bots as part of their rotational activities in Literacy and Numeracy, giving small groups to opportunity to develop coding skills whilst attaining and developing literacy, numeracy and geographical skills.

Coolbinia Primary School is continuing to sit at the forefront of education innovation. Students have access to a large number of iPads, laptops and PC’s. These devices enable the students to further their opportunities to learn.

Teaching and Learning Academic



STEM

In 2016, Coolbinia Primary School strengthened its commitment to Technologies by being chosen to take part in the TDS STEM innovation, which incorporates Science, Technology, English and Mathematics. This was an exciting forum involving a select group of teachers from all over WA, along with internationally renowned experts, working to design the future for STEM education in WA.

Science Week 2016

Science week was a week of scientific celebration at Coolbinia Primary School. The week was filled with engaging 'Hands On, Minds On' activities. Each day started with a Science Energiser. Students took part in an incursion by Edgyx and the week concluded with Scitopia on Friday afternoon. Here, hundreds of Coolbinia students took part in a Science carnival. Activities included; snow, sherbet, cake, catapults, kaleidoscopes and Maker Space creations.



Brightpath

Brightpath is an assessment tool that uses student work samples. Teachers compare their student's work to calibrated state wide exemplars in order to achieve a scaled score. The process of comparing student work to the calibrated exemplars promotes reliable teacher judgements that are comparable across teachers, schools and over time.

In 2016, all students from Kindergarten to Year Six completed a Brightpath recount. Each work sample was scanned and teachers were provided with time and support to plot each student on the Brightpath ruler. The ruler provided teachers with teaching points for future goals for each students.

A member of the administration team was invited to attend a Brightpath meeting at Statewide Services in 2016. Here, schools experienced in the use of Brightpath were invited to share insights about developing teacher competency with the Brightpath rulers in order for Education Department leaders to gain an understanding of the benefits and challenges of Brightpath prior to offering the tool to all WA schools.



History

In 2016, the HASS programme was delivered by classroom teachers. HASS now includes the following areas of knowledge and understanding:

History (P – 6)

Geography (P – 6)

Civics and Citizenship (3 – 6)

Economics and Business (5 – 6)

The HASS committee created whole school plans in Civics and Citizenship as well as Economics and Business to sit alongside the Geography and History plans that were created in 2014.

Teachers worked in the groups to create common assessment tasks and then moderate the tasks for the purpose of assessment.

Teaching and Learning Creative and Critical Thinking

Target

- ⇒ All students engage in critical and creative thinking opportunities
- ⇒ Pre and post concept mapping to be completed by PP-7 students every term



Enrichment

In 2015, Coolbinia Primary School established the INSPIRE enrichment program for Gifted and Talented (GAT) students. This continued throughout 2016.

The INSPIRE enrichment program targets talented students from Years 2-6 as identified by school data (i.e. ACER online testing, NAPLAN results, Literacy and Numeracy performance and On-Entry testing) and teacher consultation/judgement.

'Talented students are those whose skills are distinctly above average in Literacy and Numeracy to a degree that places an individual at least among the top 10% of school results'

For these identified students from Years 2-6, withdrawal groups are conducted whereby students participate in weekly extension programs during class time which integrate Literacy, Numeracy, Science and Creative and Critical Thinking.

Concept Mapping

Concept mapping is an integral assessment tool across all year levels in the Science learning area. Concept maps are used to provide an opportunity for students to demonstrate growth in understanding and acquisition of skills and knowledge. Furthermore, Concept maps enable students to demonstrate their understanding of the relationships that exist within a topic, thus employing higher order thinking skills. Teachers are expected to provide opportunities for pre and post concept mapping for each strand of the Science Learning Area.

New teachers are provided with professional learning and support to develop their skills in teaching the features and expectations of concept mapping.



Music

A specialist music teacher works 0.6 facilitating skill development in Years 1-6 and another specialist teacher work 0.2 to facilitate music skill development in the lower years K-P.

Highlights in 2016

- Several student musical performances at the RSL care facility and special events ANZAC Day
- Ensemble students performed of the National Anthem at school assemblies
- Coolbinia 's Got Talent Concert involving Year 1-6 students.
- Year 3-6 School of Instrumental Program involving one jour per week lessons in violin, cello and double bass.
- Opportunity to perform in the school ensemble

Teaching and Learning Cross Curriculum Priorities

Target

- ⇒ All teachers integrate Australian Cross Curriculum Priorities across teaching and learning programs.
- ⇒ Complete 100 Tonne Plan (reduce CO² emissions by 100 tonnes by end of 2014).

Waste Wise

Coolbinia Primary School has an active Waste Wise program. Our 100 Tonne plan was completed in Term 1 2014. From Term 2 2014 to the end of 2016 a 200 Tonne plan was undertaken and completed. In 2016 students participated in the Schools Clean Up Day with 10.5kg of litter collected. Students continue to be active in recycling with facilities available for recycling paper, cardboard, batteries, mobile phones, bread bag clips, printer cartridges, food scraps and oral care products (toothbrushes, toothpaste tubes and packaging). During the year five worm farms were in operation, including a recycled fridge worm farm—managed by our Year 4 Waste Warriors. A Mindarie Regional Council Education Officer presented hands-on incursions on the benefits of worm farming and composting inspiring our students to be diligent when separating food scraps. The school is a member of ReMida, an organisation that recycles industrial offcuts. These materials are used by students for various art projects. The school's work with waste management resulted in being awarded Waste Wise Certification for 2016. The school was awarded a Level 3 WasteWise grant of \$8,800 in 2016 and this contributed to numerous innovative projects at the school, such as creative classroom workshops by ReMida consultants, paint for the history mural, garden signage and supplies.

Water Wise

Water Corporation education officers also conducted incursions throughout the year, focussing on the sustainability of our water supplies. Year 3 Water Warriors watered gardens and hanging baskets, and kept bird baths and the frog ponds topped up with water. Coolbinia Primary School received recognition as the winner of the Water Wise song competition and was presented with a cheque towards to the music program. The school's ongoing commitment to water saving resulted in the school being awarded Water Wise Certification for 2016.

EnergySmart

Our 73 solar panels continue to contribute to our Energy Smart goals. Since 13th Sept 2012, over 60,000kWh have been generated and we have saved more than 55,000 kg of CO₂. The school's solar cooker was used throughout the hotter months of the year to engage students in understanding solar energy and science as a human endeavour. Pre, lower and senior primary students learnt how to use the solar cooker and follow safety procedures, successfully cooking sausages for lunch. Strategies to reduce electricity use, such as turning off lights and equipment when not in use, were also promoted throughout the year.



Safe & Supportive Environment

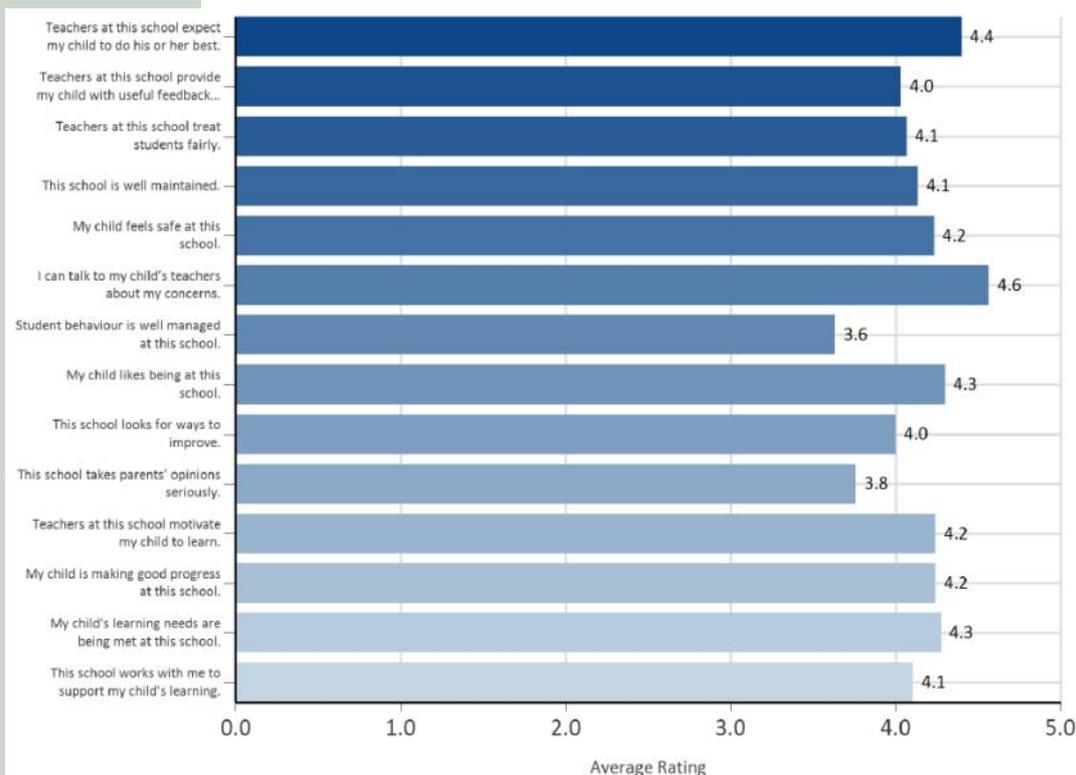
Targets

- ⇒ Community survey to reflect positive feedback regarding safety and care of students.
- ⇒ Attendance Target: 85% of students are above 92% attendance rate.
- ⇒ All teachers to adhere to Behaviour Management Policy.
- ⇒ Interpersonal Skills Rubric used as a basis for goal setting with all K-7 students.
- ⇒ Staff Agreement data indicates a positive staff culture.
- ⇒ Monitor Community Agreements and progress in embedding agreements.

Community Survey

The Parent / Carers survey indicated strong support for the school. Results were very supportive of the school with all but two mean scores of 4.0 or greater.

Parent and Staff perception of the management of student behaviour will be addressed through the work of the Positive Behaviour Strategies Team with a clear mandate for communicating the work of the team.



Staff Survey

45 completed Staff surveys were submitted and an overall mean score of 4.04 was achieved. 16 of the 22 statements scoring 4.0 or higher. The survey results also indicate general confidence in the staff's own abilities and emphasise good communications and involvement between themselves and students and parents.

Commonalities and differences of Staff and Community Surveys

Both teachers and parents agreed on the positive communications at the school. Parents at this school can talk to their teachers about their concerns, Staff rated this statement as 4.5 and Parents 4.6, with 98% and 93% of respondents respectively, either strongly agree or agree.

One statement stood out as having differing views between Parents and Teachers, being:

Teachers at this school provide students with useful feedback.

Staff rated this as 4.2 with 91% either strongly agree or agree, but Parents responded to the same question with a 4.0 but only 76% either strongly agreeing or agreeing. This will be further investigated and addressed in 2017.

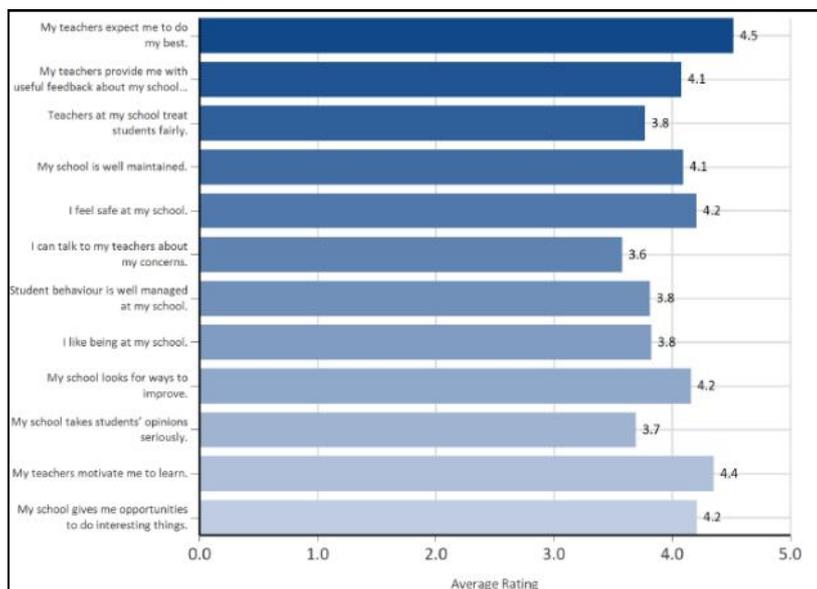
Safe & Supportive Environment

Student Survey

76 on-line survey responses were submitted by students of years 5 and 6.

The general consensus from the students was that the school provides a good learning environment with the following statements each scoring mean scores of 4.1 or higher and greater than 80% of respondents selecting strongly agree or agree.

- My teachers expect me to do my best
- My teachers motivate me to learn
- My teachers are good teachers
- My school looks for ways to improve
- My school gives me opportunities to do interesting things
- I feel safe at my school
- My school is well maintained
- My teachers provide me with useful feedback



School Chaplaincy

The work of our School Chaplain continued in 2016 with support focuses on the wellbeing of students, families and staff who initiate needed support.

Our Chaplain is a supporter of the Zones of Regulation whole-school program and also utilizes the Aussie Optimism resources and has a wealth of knowledge, strategies and skills from her counselling background. Many students participated in lunchtime library literacy sessions and nominated for participating the Girl Power program with the chaplain.

Positive Schools Project

In 2016 a team of eight school staff was formed complete an audit of the all the social, emotional and behavioural programs in the school, identifying their purpose and current implementation across the school. The view is to develop a strong school wide plan for teaching positive behaviours and values in the coming years. This is called our Positive Behaviour Strategy which will be unique to the context of Coolbinia Primary School.

Throughout 2016 the team attended Professional Learning on using the guiding framework, met fortnightly to plan the steps needed to ensure integrity and sustainability of the project, collected data and consulted with students, staff and parents to seek a wide variety of input and feedback.

The project will be continued over the next three years.



Relationships

Targets

- ⇒ All staff to foster positive relationships within and across the school community.
- ⇒ All teachers participate in implementation of CPS Aboriginal Reconciliation Action Plan (RAP), fostering deeper relationships with aboriginal groups.
- ⇒ All teachers foster deeper ties with cultural groups and celebrate cultural diversity
- ⇒ Enhance Curriculum Opportunities for students by fostering relationships that expose students to 'real world' events and activities.
- ⇒ All staff participate in maintaining and fostering relationships to support the natural environment and sustainability.



Coolbinia Primary School is characterised by extensive partnerships with the parents and community members adding to the rich learning environment which is provided to Our students. There is a culture of building a strong community partnership to enhance student learning and wellbeing.

Throughout 2016 Coolbinia Primary School continued to build relationships with the Mount Lawley Schools Network – The Mount Lawley HUB. This relationship has be characterised by:

- providing professional learning opportunities through TDS
- participation in the MLNH professional learning day
- Principal and Associate Principal regularly attending network meetings
- building partnerships with LOTE teacher from the high school and
- planning for and sharing our INSPIRE initiatives to surrounding schools and facilitating an end of course event(2016);
- and participation in the high school science extension program (2016).



Student Services

The school identifies potential community partners on the basis of their capacity to improved student achievement and wellbeing strategically established to address identified student needs. Building ongoing relationships with members within these teams has provided positive outcomes for students and staff.

- Statewide Speech and Language services
- SEND and SEND B
- School Psychologist



Relationships



Sir David Brand Education Support School

CPS has maintained strong links with Sir David Brand School through a variety of activities. In the second semester of 2015 the partnership of SDBS students recommenced with a number of students visiting regularly each week to participate in CPS classroom activities. SDBS students currently participate in numerous other activities including:

- utilizing the canteen facilities once a week;
- sharing a garden bed; and
- attending special events.



Edith Cowan University

Throughout 2016 have continued our long standing partnership with ECU and enjoy their frequent invitations to attend free staff Twilight seminars on new curriculum developments such as STEM, building teachers' data literacy skills and WA Curriculum Outline. The school participates in the ECU pre-service teacher program. We aim to attract and retain the best possible teachers.

Other

An ongoing relationship with RSL Care Menora has been maintained, with residents to participate in school activities and events.

The school continues to participate in AAEE's Turtle Watch program, The school continues to build its relationship with Curtin University through its annual Mildew Mania program.

The Stephanie Alexander Kitchen Garden is a valued and utilised resource of the school. The community shows its support of the program through volunteering and encouragement. The students benefit from the lifestyle and curriculum links that underlie the program in the school.



Roots and Shoots

Our Roots & Shoots Club has had an exciting and productive year, starting with a Perth Zoo Conference, gardening activities including growing barley for the Mildew Mania Project, and making the Peace Pole for Perth Zoo.



Global Citizenship Schools Program

As a founding member of the Global Citizenship Schools program, our school was invited to participate in the first United Nations Association of Australia WA Division's conference: *Tomorrow's Citizen Leaders – Local to Global*. Four students represented the school at the conference, which was held in early November at Parliament House. The students presented a project they developed to address gender inequality, one of the United Nations Sustainable Development Goals.

Relationships

Bushland

The Coolbinia Bushland continues to be a regularly utilised aspect of our school. It is vital in developing community partnerships. The following partnerships continued in 2016:

- Conservation Volunteers** 16 adult volunteers from *Conservation Volunteers Australia* visited our school to assist with heavy tasks in the bushland and school grounds. Bushland tasks included replacing logs on the tracks to control erosion, weeding and collecting litter. In the school ground the volunteers re-vitalised our compost bins, planted shrubs and weeded.
- Aboriginal Cultures** Students studied bush medicines in their 2016 History program. Guided walks around the school grounds and in the bushland were conducted, highlighting native species that provided traditional medicines for Noongar people. An aspect of our engagement with the Aboriginal and Torres Strait Islander Cultures and Histories Cross Curriculum Priority was demonstrated throughout 2016 by Noongar artists working in our school. Sharyn Egan, Noongar artist, worked with students from Years 1-4, creating paintings of their class butterflies, while Jade Dolman worked with Kindy and Pre-Primary children.



Resources

Target

- ⇒ Learning Area resources purchased to ensure whole school planning targets are met.
- ⇒ Library resource centre promoted as a rich literacy/ICT learning environment for students, parents and staff.
- ⇒ Teachers to provide a literacy and numeracy rich classroom environment
- ⇒ All teachers to utilise Stephanie Alexander Kitchen Garden program facilities providing learning opportunities for all students
- ⇒ Provide on-going high quality professional learning opportunities



Professional Learning Undertaken by Teachers and Staff in 2016

- Graduate Teacher Modules
- West Australian Curriculum Outline
- Brightpath Assessment Tool
- North East Language Development Centre courses e.g. Literacy Leaders
- Mount Lawley Network Conference
- First Aid and Bronze Medallion
- Teacher Development Science courses
- Teacher Aquatic Safety Course
- Early Years of Schooling EYLF
- Cross Curriculum Priorities

Stephanie Alexander Kitchen Garden Program (SAKGF)

The SAKGF program is implemented to all students from K-6. All classes are able to enjoy the experiences of gardening, harvesting, cooking and dining. This is largely offered due to the availability of the Kwobadarn (meaning meeting place in Noongar). This kitchen is used by the classes at least four times a year and allows the teachers to make links to different LA programs.

The school is also fortunate to have a number of garden beds where the children are able to care for a crop at least once per season. Some examples of how this program has been successful:

- The baking of pizza from scratch and watching the process of dough rising.
- The planting of herbs and pulses in the Early Years garden beds.
- In STEM (Science Technology Enterprise Mathematics) some children made Astronaut Space
- Lab Cookies for their Mars One Project.



Leadership

Targets

- ⇒ Senior Teachers and L3CT roles and responsibilities established
- ⇒ All staff enhance their leadership capacity
- ⇒ Learning area committees continue to develop whole school plans including resource allocation and evaluation of plans.
- ⇒ All teachers embed student leadership and facilitate student initiative.



Staff Leadership

Each year Coolbinia facilitates the mentoring of classroom teachers to apply for Level 3 Classroom Teacher status. The school currently has three Level 3 Classroom Teachers who actively build the capacity of staff. Level 3 Teachers provide support to pre-service and beginning teachers and lead committees such as the Science committee. An experienced Level 3 Teacher in the executive team mentors aspiring Level 3 classroom teachers throughout the rigorous process.

A particularly exciting feature of the 2016 staff leadership model was the implementation of Phase of Learning (POL) teams. The four teams were managed by a POL leader and met regularly to set moderation for student learning targets.

Coolbinia continues to inspire and encourage leadership for teachers at any stage of their career. In 2016 there were over ten committees: Early Years Learning Framework, English, Mathematics, Science, Cross Curriculum, ICT, Health & PE, Arts, Social, HASS, Finance, Library, Learning Support and Behaviour. A curriculum coordinator continued to lead the effective implementation of the Western Australian curriculum and a learning support coordinator led the process of effective inclusion. The cross-curriculum coordinator led the cross-curriculum priorities of Sustainability, Australia's Engagement with Asia and Aboriginal and Torres Strait Islander Cultures and Histories.

Teacher autonomy was the hallmark of the committee model enabling teachers to join a committee of their choice. Part of these roles was to collaboratively develop whole school plans, sharing of ideas and knowledge, evaluate and purchase resources and lead the development of instructional practice.



Leadership



Student Leaders

Coolbinia has a long history of fostering student leadership skills. In 2016 the four student leadership roles; Councillors, Ambassadors, Attachés and Mentors continued for all Year 6 students. Every Year 6 student has a chance to voice their opinions and actively participate in roles to improve their schooling. Regular meetings are held to plan and discuss responsibilities.

2016 School Fete

The Year 6 students ran their annual fete in September. It was planned around the Asian culture and reflected the work students had undertaken whilst studying the cross curriculum priority of 'Australia's Engagement with Asia'. The fete was highly successful and also provided a rich learning context in which to engage with the economics and business strand of the HASS curriculum.



River Rangers

The River Rangers leadership programme continued in 2016. The program was expanded across the whole school to include funding support for all year levels engaging in activities related to the Swan-Canning River park and local wetlands. Kindy and Pre-primary students participated in an incursion using an interactive catchment model. Upper Primary students went on excursions to Herdsman Lake Wildlife Centre, Jack Finney Lake at Curtin University and the Nearer to Nature bush site on the Darling Scarp.



Zoo Camps

Year 6 River Rangers attended Zoo Camp at the end of first term. They enjoyed a night walk through the Zoo, preparing animal enrichment activities and getting up close and personal with different creatures.

Kids Teaching Kids & Millenium Kids Conferences

Our school was invited to participate in the Kids Teaching Kids Conference again this year. Students attended the conference in September. They presented two workshops for other students in Years 5 - 11. Our workshops were based on our students' Term 2 Biological Science studies about local butterflies. Coolbinia's participation in the conference is supported by community partnerships with the City of Mandurah and Qantas, which includes a grant.

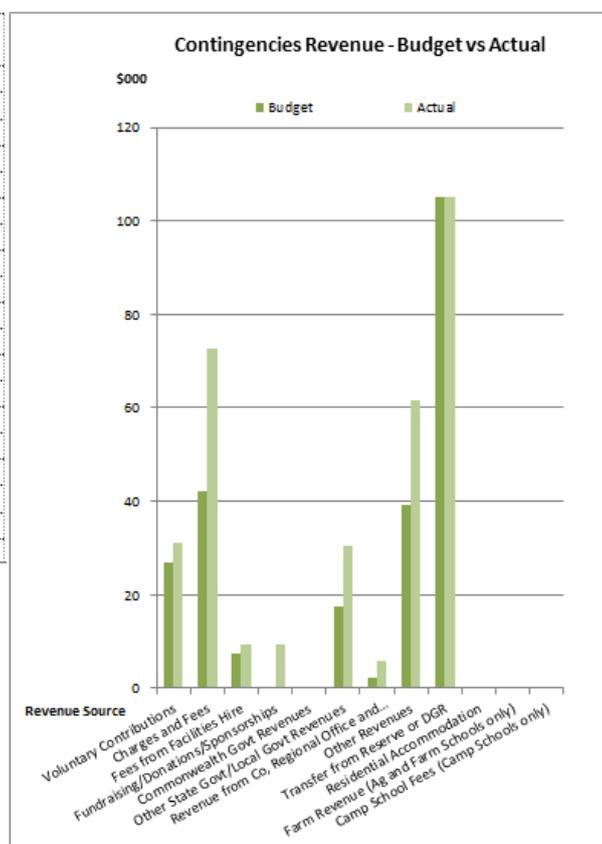
Year 6 River Rangers students attended the three-day Millennium Kids Conference for Future Thinkers during the October school holidays. The aim of the conference was to participate in '1000 actions to help the planet'. Our River Rangers conducted an outstanding and confident presentation on their butterfly studies.



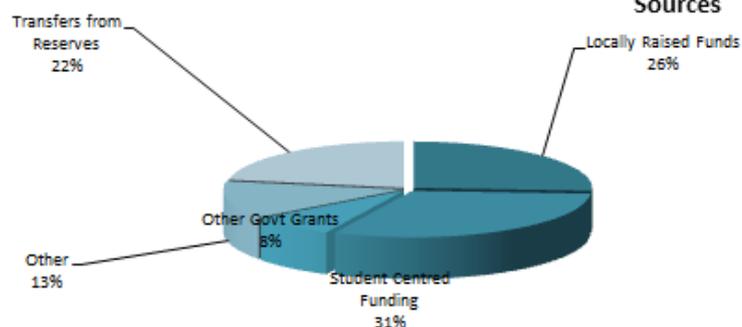
Financial Summary

Coolbinia Primary School Financial Summary as at 31 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 27,000.00	\$ 31,182.45
2	Charges and Fees	\$ 42,048.00	\$ 72,746.15
3	Fees from Facilities Hire	\$ 7,500.00	\$ 9,545.46
4	Fundraising/Donations/Sponsorships	\$ 418.00	\$ 9,545.40
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 17,500.00	\$ 30,419.00
7	Revenue from Co, Regional Office and Other Schools	\$ 2,400.00	\$ 5,780.00
8	Other Revenues	\$ 39,339.00	\$ 61,609.21
9	Transfer from Reserve or DGR	\$ 105,000.00	\$ 105,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 241,205.00	\$ 325,827.67
	Opening Balance	\$ 100,728.12	\$ 100,728.12
	Student Centred Funding	\$ 110,000.00	\$ 147,378.80
	Total Cash Funds Available	\$ 451,933.12	\$ 573,934.59
	Total Salary Allocation	\$ 3,838,468.00	\$ 3,838,468.00
	Total Funds Available	\$ 4,290,401.12	\$ 4,412,402.59



Current Year Actual Cash Sources



The graphs above illustrate Coolbinia Primary School's sound financial position for 2016. The school finances are under continual scrutiny by our Manager of Corporate Services and the school Finance Committee and School Board. The external IPS Review the school underwent in 2016 found our financial management to be sound and our position to be admirable.

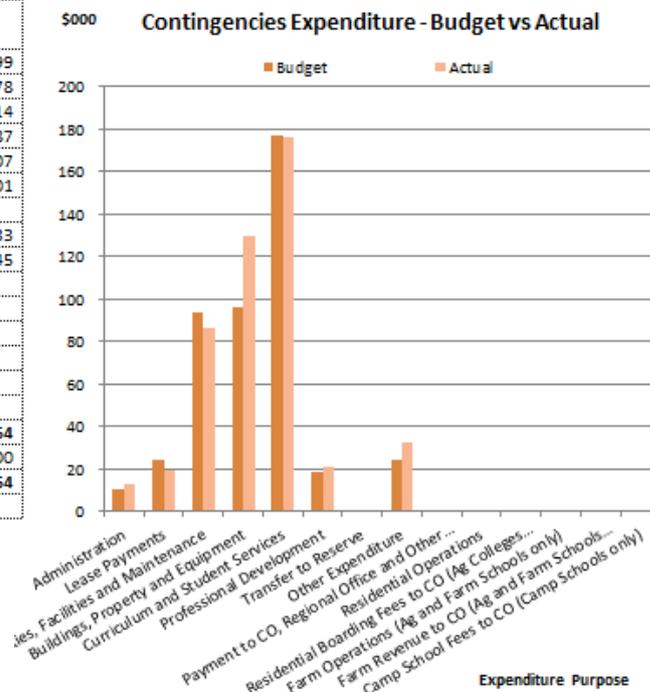
In 2016 the school received a high percentage of parent voluntary contributions - in line with previous years - and the school was also fortunate to receive ongoing financial support from the Coolbinia P&C in the form of donations for various learning resources.

Financial Summary

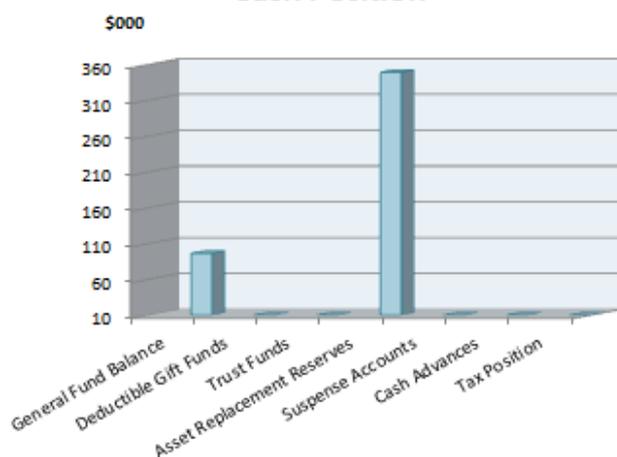
Coolbinia Primary School Financial Summary as at 31 December 2016

	Expenditure	Budget	Actual
1	Administration	\$ 10,300.00	\$ 12,740.99
2	Lease Payments	\$ 24,000.00	\$ 19,324.78
3	Utilities, Facilities and Maintenance	\$ 93,800.00	\$ 86,188.14
4	Buildings, Property and Equipment	\$ 95,989.00	\$ 129,332.87
5	Curriculum and Student Services	\$ 177,203.37	\$ 176,111.07
6	Professional Development	\$ 18,391.00	\$ 20,877.01
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 24,666.00	\$ 32,738.33
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ 350.45
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 444,349.37	\$ 477,663.64
	Total Forecast Salary Expenditure	\$ 3,704,038.00	\$ 3,704,038.00
	Total Expenditure	\$ 4,148,387.37	\$ 4,181,701.64
	Cash Budget Variance	\$ 7,583.75	

Contingencies Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 439,682.01
Made up of:	\$ -
1 General Fund Balance	\$ 96,270.95
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 349,055.02
5 Suspense Accounts	\$ 3,386.04
6 Cash Advances	\$ -
7 Tax Position	\$ 9,030.00
Total Bank Balance	\$ 439,682.01

The 2016 Coolbinia Annual School Report has been endorsed by the Coolbinia Primary School Board:

Members of the School Board:

Chair: Adam Scott

Principal: Jayne Conley

Parent Representatives: Simon Rigby

Lich Perera

Sandro Di Girolamo

Jason Hoogland

Cameron Edwards

Staff Representatives: Rebekah Melville

Annemarie Dembo

Debra Holland



Jayne Conley

JAYNE CONLEY
Principal

Adam Scott

ADAM SCOTT
School Board Chair