

# 2017-2019 Business Plan



### **Our Vision**

To provide an education that delivers excellent foundations in ongoing learning, encompassing the whole child and their place in the world.



### **Our Mission**

To inspire growth by delivering excellence in teaching and learning, through a team of skilled staff; engaged families and care givers; and active participation in the wider community.

### **Our Shared Values**

**Striving** – Together we work hard to achieve our goals.

**Responsibility** – Our actions are the ultimate measure of the quality of our contribution to each other and our community.

**Respect** – We all have unique needs and perspectives that contribute to a wider understanding of the world.

**Community** – We all have a role to play in the development of children - peers, teachers, families and caregivers.

**Childhood** – We support a childhood as a time for play, learning and exploration.

**Sustainability** – We have a responsibility for the world we leave behind for the generations to come.

**Character** – We establish strong foundations that foster the positive qualities valued by our community.



### **Our School**

Coolbinia Primary School is an Independent Public Primary School, set amongst the lush green trees, bushland and open spaces of Coolbinia. Opened in 1955 Coolbinia Primary School is the hub of the local community with families attracted to the lifestyle opportunities offered by the low and medium density housing, numerous parklands and facilities, proximity to the city, hospitals and universities.

Our school continues to be sought after as a 'school of choice', with a consistent number of out of catchment requests. Coolbinia Primary School population has grown steadily over recent years. In recent years the school has become more culturally diverse.

'Inspiring growth' is not only our school motto, it is also our focus. Staff work hard to inspire student growth in academic, physical, creative and social domains. Our school is also well-known for equipping students with the knowledge, skills and values to embrace and create sustainable living practices. We respond to the needs of our local community and we measure our success not by our many academic accolades, but by the measure of growth in each individual.

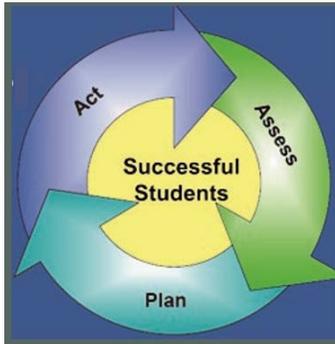
## SCHOOL BUSINESS PLAN 2017-2019

The Business Plan was developed with significant input from the staff, community and School Board members. We are confident our focus on the students individual needs and abilities to continue maintaining our high standards will be achieved through the dedication of our staff and the strong partnerships with parents and our wider community, which will provide a comprehensive approach to challenging our students to achieve their best and build positive, productive and resilient members of our society.

'Inspiring Growth' drives our school self assessment and school improvement planning as we make evidence based decisions about the actions required to achieve this vision. Our planning responds to student achievement data, student and community needs, legislative requirements and our Education Department's imperatives.

Our planning is linked to the Department of Education's Strategic Framework including the High Performance—High Care Strategic Plan 2016 – 2019 and the Director General's Classroom First Strategy. It is also linked to the National Professional Standards for Teachers and Principals and the National Quality Standards for Early Childhood Education K-2.

The Business Plan is supported by the Annual Operational Plans in the key areas including English, mathematics, science, information and communications technologies and student health and well-being. These plans provide the detail to support the achievement of the Business Plan's targets and are a link between teachers' classroom plans and the overall direction set out in the Business Plan.



Our school improvement planning is an ongoing process, with the three components of Assess, Plan and Act being dynamic and interactive.

## OUR OBJECTIVES 2017-2019

- Objective 1: To provide excellent educational and personal success for each student.
- Objective 2: To implement evidenced, effective and responsive strategies to achieving the educational outcomes for our students.
- Objective 3: To build an engaged community of staff, student families and caregivers.
- Objective 4: To lead in the governance and development of public schools.

## STUDENT ACHIEVEMENT TARGETS 2017-2019

During the three years of this review cycle we will measure both academic and non-academic student achievement against targets outlined in our Business Plan. Additionally, short term improvement targets are set annually in Learning Area Operational Plans.

# 1. Excellent educational and personal success for each student.

## FOCUS

**1.1 High performance in English and Mathematics.**

**1.2 Develop strong foundations in STEAM and HASS.**

**1.3 Build student capability in problem solving, critical and creative thinking and ICT capabilities.**

**1.4 Build an individual sense of self and role as a global citizen through the implementation of a locally relevant curriculum which builds cultural and social diversity and fosters an awareness of ethics and decision making.**

## TARGETS

1.1a) Improve achievement, as assessed in NAPLAN, in Mathematics and English to be at or above like WA public schools.  
 1.1b) Across all NAPLAN testing areas the combined % of students in the top two NAPLAN bands will be similar or higher than the % of students in the top two NAPLAN bands of like schools when the stable cohort of students are retested from Years 3 to 5.  
 1.1c) An upward longitudinal trend is evident in Mathematics and Spelling NAPLAN results.  
 1.1d) At-risk students retested in the On Entry Assessment Program in English and Mathematics at the end of Pre- Primary and Year 1 to demonstrate progress of 0.4 or above.

1.2a) By 2019 10% of students in the Year 1-6 stable cohort will demonstrate progress from the 'C' grade achievement standard to a 'B' grade achievement standard in science and technology.

1.3a) 80% of students will demonstrate improved competence in the use of technologies evidenced in the school designed rubric.  
 1.3b) 80% of students will demonstrate progress in higher order thinking skills using school based rubric.

1.4a) As evidenced in the end the 2019 Semester 2 Summative Reporting process, 80% of students will achieve consistently in the learning based behaviours of the Primary Attribute Summary 'Participating responsibly in social and civic activities.'  
 1.4b) Cross curriculum priorities and STEAM integration are implemented in all teachers' planning, evidenced in performance management.

## STRATEGIES

- Maintain a school wide approach to planning and pedagogy in English and Mathematics.
- Systematically measure student progress across English and Mathematics by utilising data systems to support personalised learning.
- Commitment to personalised learning through differentiated curriculum to ensure success for all students.

- Build a school wide approach to STEAM and HASS through Phase of Learning and year group collaboration.
- STEAM to be integrated across the curriculum.
- Build inquiry based learning.

- Build school wide approaches to implementing the ICT capabilities and technologies curriculum.
- In the implementation phase, engage specialists to assist in the development of staff capacity.
- Implement whole school Higher Order Thinking Skills scope and sequence to develop a common approach towards teaching problem solving and critical thinking.

- All teachers to use Coolbinia Work Habits rubrics for goal setting to teach and assess the attitude, behaviour and effort components of reporting to parents.
- Sustain an action oriented and relevant approach to Cross Curriculum learning by embedding the priorities across all learning areas.
- Extend learning opportunities through partnerships and community connections.



## 2. Evidenced, effective and responsive strategies to achieving our educational outcomes.

**FOCUS**

**2.1 Systematically measure student progress across all learning areas.**

**2.2 Maintain a school wide approach and build staff capability to deliver excellent educational outcomes.**

**TARGETS**

2.1a) Raise the number of students to 90% achieving stanine 4 or above in Progressive Achievement Testing and standardised testing.

2.2a) By 2019 all classroom teachers are consistently implementing pedagogies identified in whole school processes and guidelines and is reflected in performance management.

**STRATEGIES**

- Build practices to ensure routine use of relevant data, analysis and diagnosis of student learning.
- Develop collection methods for student well-being data.
- All teams have clear purpose and structure to analyse students' performance and learning.
- Data on student achievement is used and is viewed as evidence of successful learning.
- Maintain and improve the operation of teams to improve student outcomes.

- Build staff capability to deliver excellent educational outcomes with a commitment to personalised learning through year level teams and year group collaboration and targeted professional learning.
- Build teachers skills and capacity in:
  - formative assessment,
  - explicit teaching and inquiry approaches to teaching,
  - delivering the technologies curriculum; and
  - differentiated curriculum - specifically gifted and talented.

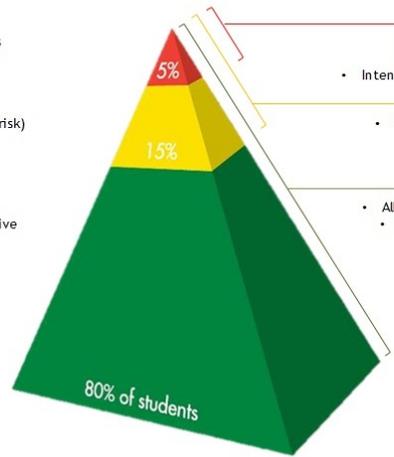


**Academic systems**

- TIER THREE**
- Individual students
  - Assessment-based
  - High intensity
- TIER TWO**
- Some students (at risk)
  - High efficiency
  - Rapid response
- TIER ONE**
- All students
  - Preventive, proactive

**Behavioural systems**

- TIER THREE**
- Individual students
  - Assessment-based
  - Intense, durable procedures
- TIER TWO**
- Some students (at risk)
  - High efficiency
  - Rapid response
- TIER ONE**
- All settings, all students
  - Preventive, proactive



### 3. An engaged community of staff, students, families and caregivers.



FOCUS

**3.1 Foster effective communications and encourage collaborative decision making among the school community.**

**3.2 Sustain a positive, resilient and healthy culture.**

**3.3 Strengthen community engagement and relationships.**

TARGETS

3.1.a) Coolbinia Parent Opinion Survey achieves a mean score of 4.5 for 'strong relationships with the local community.'  
 3.1.b) Coolbinia Parent Opinion Survey achieves a mean score of 4.5 for 'I can talk to my child's teacher about my concerns.'  
 3.1.c) Track written feedback to staff per annum with aim to increase the positive parent feedback 20% over three years.  
 3.1.d) Staff survey indicates scores of over 4 (agree) in all aspects Staff Opinion Survey

3.2.a) Increase the % of students achieving consistently from 58% in 2016 to 70% in 2019 in the Primary Attribute Summary in the attribute 'shows confidence in making positive choices and decision.'  
 3.2.b) Increase the % of students achieving consistently from 54% in 2016 to 65% in 2019 in the Primary Attribute Summary in the attribute 'sets goals and works towards them with perseverance.'  
 3.2.c) Increase the % of students achieving consistently from 68% in 2016 to 80% in 2019 in the Primary Attribute Summary 'cooperates productively and builds positive relationships with others.'

3.3.a) Coolbinia Parent Opinion Survey achieves a mean score of 4.5 for 'strong relationships with the local community.'

STRATEGIES

- Review current communications plan and implement any identified areas of improvement.
- Streamline communications to inform key stakeholders and the broader community.
- Promote the schools objectives, celebrating collective and individual success.
- Continue with informal collaboration with school community.

- Continued implementation of Positive Behaviour Strategy.
- Continued chaplaincy program
- Continued development of student leadership skills and opportunities.
- Development of a staff and students wellness plan.
- Implement Kids Matter Framework and develop a whole school plan to further the initiative.

- Continue to strengthen, build on and evaluate established community partnerships and networks and explore new partnership opportunities.



## 4. Leading in the governance and development of public schools.



**Terminology:**  
 NAPLAN – National Assessment Program- Literacy and Numeracy  
 STEAM - Science, Technologies, Engineering Arts, Mathematics  
 HASS – Humanities and Social Sciences  
 ICT – Information and Communication Technology  
 Stable cohort – Students who were tested for both Year 3 and Year 5 NAPLAN at Coolbinia Primary School  
 Pedagogies – the methods and practices of teaching.

