



# COOLBINIA PRIMARY SCHOOL

## BUSINESS PLAN 2014 - 2016

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### Overview

Coolbinia Primary School is embracing 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 the vision and high expectations for student learning. Our School is one that provides endless opportunity 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.

The Coolbinia Primary School Business Plan for the period 2014 – 2016 outlines our commitment to students and to Government through the auspices of the Director General. The Business Plan was created in collaboration with Coolbinia Primary School staff and the school board. The plan adheres to the Australian Curriculum and the school's beliefs and values that underpin the school's operations and commitment to highest quality learning and teaching endeavour.

The plan brings together identified system expectations as described in the *Strategic Plan for WA Public Schools 2012 – 2015, Classroom First* and the *Accountability Framework*.

**Our Vision** "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. We foster an extended family environment where emphasis is placed upon critical thinking skills, respectful attitude and success for everyone.

### Teaching and Learning Beliefs

- Opportunity to learn
- Connection and challenge
- Action and Reflection
- Motivation and Purpose
- Inclusivity and Difference
- Independence and Collaboration
- Supportive Environment

### Assessment Beliefs

- Assessment is an integral part of Teaching and Learning
- Assessment is educative
- Assessment is fair
- Assessments is designed to meet their specific purposes
- Assessment leads to informative reporting
- Assessment leads to school-wide evaluation processes

## School Context

Coolbinia Primary School is a state primary school first opened in 1955 and set amongst the lush green trees, open space and bushland of Coolbinia. The school offers excellent facilities including a purpose built library, science kitchen, basketball courts and an early childhood centre. Coolbinia has excellent technology infrastructure with electronic boards in each classroom and access to banks of laptops and iPads to enhance learning opportunities.

Curriculum delivery at Coolbinia Primary School includes a strong focus on general capabilities of the Australian Curriculum, cross-curricular skills and attributes of literacy, numeracy, science, information technology capability, critical and creative thinking, personal and social capabilities, ethical behaviour and cultural understandings. The school is implementing a balanced curriculum which inspires growth of students in academic and personal, social and sustainable living skills.

Parents and Community members play an active role in ensuring students are provided with the best possible learning opportunities. We foster an extended family environment where emphasis is placed upon critical thinking skills, respectful attitude and success for everyone. Adults and children are valued for their unique individual qualities and contributions.

## Shared Community Value **Community Agreements**

Members of the Coolbinia Primary School Community agree to:

- Demonstrate mutual respect of the role of teacher and parent in meeting the needs of each individual child
- Adopt a proactive approach to communication and building a sense of community
- Interact courteously and appropriately
- Be open to new learning and value positive contributions
- Approach problems calmly with the aim of finding a positive solution
- Maintain confidentiality
- Demonstrate positive support and advocacy for Coolbinia Primary School.

The school website provides up-to-date information about Coolbinia Primary School's programs, policies and events and is the first port of call for all information.

[www.coolbiniaps.det.wa.edu.au](http://www.coolbiniaps.det.wa.edu.au)

## Coolbinia Primary School Independent Public School Business Plan 2014– 2016

### Teaching & Learning

Target	Strategies	Monitoring
<p>Non Academic</p> <ul style="list-style-type: none"> <li>• Raise the percentage of students who achieve ‘consistently’ or ‘often’ in the work habit areas.</li> <li>• Students demonstrate improved interpersonal skills.</li> <li>• Implement Restorative Practices and continue with programs such as Aussie Optimism, Virtues and Tribes.</li> </ul>	<p>Non-Academic</p> <ul style="list-style-type: none"> <li>• Teachers to provide explicit social skills teaching.. Focus determined by previous reporting period.</li> <li>• Employ Physical Education and Cross Curriculum Co-ordinator</li> <li>• Restorative Questioning techniques used by all staff as part of the behaviour management strategy.</li> <li>• Virtues are used as a basis for Certificate of Celebration Awards</li> </ul>	<p>Whole school data analysis to show an improvement in the percentage of students who achieve ‘consistently’ or ‘often’ in the <a href="#">Work Habit</a> focus area of the school reports.</p> <p>Teachers provide students with goal setting opportunities using <a href="#">interpersonal skills assessment rubrics</a>. Records are kept to indicate progress in the achievement of interpersonal skills.</p>
<p>Academic</p> <ul style="list-style-type: none"> <li>• Year 3 achievement in all areas is at or above like schools.</li> <li>• Arrest the declining trend in year 3, 5 and 7 achievement and progress in reading.</li> </ul>	<p>Academic</p> <ul style="list-style-type: none"> <li>• K -2 teachers collaboratively develop explicit teaching focus building on literacy whole school plan.</li> <li>• All teachers follow 100 minute literacy and numeracy block teaching and learning approach</li> <li>• Teachers share writing instructional strategies in phase of learning</li> <li>• Home Reading to commence in kindy and pre-primary</li> <li>• Collaboration and cross-setting between teachers in literacy and numeracy</li> <li>• On-line pre-primary entry testing used as a basis for target setting and the development of Individual Education Plans. Students identified at risk in on-entry testing retested in term 4.</li> <li>• Educational Assistants teach mini and multi lit in small groups</li> <li>• Early Childhood team K-2 approach to include collaborative planning</li> <li>• Numeracy and Literacy, teacher and peer assessment used as a basis for teacher feedback</li> <li>• Reading Eggs online program implemented with K-3 alongside ‘Bug Club’</li> </ul>	<p>Teachers demonstrate <a href="#">Literacy/Numeracy beliefs</a> in classroom practice using the <a href="#">Numeracy</a> and <a href="#">literacy</a> guide.</p> <p>On-entry data to indicate minimum of 0.5 points expected progress in numeracy and literacy between pre-primary and year 1 and year 1 to year 2.</p> <p>PM benchmark levelling and running records indicate an improvement in oral reading each semester.</p> <p>Implementation of strategies monitored by administration formally through performance management and informally through classroom visits, student workbooks and discussions.</p>

<ul style="list-style-type: none"> <li>Year 5 writing achievement in the areas of sentence structure, cohesion and punctuation to be at or above like schools.</li> <li>Continue upward trend in numeracy and spelling</li> <li>Ensure 80% of children scoring very limited or limited progress in reading and/or numeracy NAPLAN make moderate to high progress</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use system data to identify students in year 3, 5 and 7 making limited or satisfactory progress in reading and writing and provide targeted intervention for these identified students.</li> <li>Teachers use ACER PAT on-line test data to inform teaching and learning. Each teacher to set Reading (1-7), Grammar and Punctuation (3-7) and Vocabulary (3-7) improvement targets in February using ACER testing to be achieved by September of each year.</li> <li>All teachers committed to using NAPLAN planner and resources and sharing informed teaching practices – term 4 and 1.</li> </ul>	<p><b>Results of ACER PAT</b> on-line tests equal to, or above year level mean scale scores expected progress  expected progress year 1-2 = 10 points  expected progress year 3 – 8 points  expected progress year 4 -7 5 points</p> <p>Regular moderation in writing and reading across the school</p> <p>Identified students who scored limited achievement have documented plans to indicate targets, intervention strategies and ongoing monitoring of performance.</p>
<p>Science:</p> <ul style="list-style-type: none"> <li>All staff will assess and moderate student work samples in Science against the Australian Curriculum standards.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use ACER PAT Science online tests</li> <li>Teachers collaborative plan for science and participate in cross setting where appropriate</li> <li>All teachers committed to implementing the Whole School Plan for Science</li> <li>Moderation in and outside of the school in Science</li> <li>Conduct Science professional learning for TDS with evaluation surveys</li> </ul>	<p><b>ACER PAT Science</b> year 3-7 test results equal to, or above year level mean scale scores expected progress</p> <p>Students demonstrate progress in conceptual outcomes and investigating scientifically as indicated by pre and post <b>concept mapping assessment rubric</b> information.</p> <p>Review and response to TDS evaluation surveys</p>
<ul style="list-style-type: none"> <li>Set base-line targets and monitor improvement in writing fluency</li> </ul>	<ul style="list-style-type: none"> <li>Explicit teaching of 'touch typing' skills in readiness for the on-line national testing in 2016 (BBC Touch Typing on-line Program)</li> <li></li> </ul>	<p>Classroom Teachers record student's speed and accuracy results for 'touch typing' with the aim of increasing accuracy and speed.</p>
<ul style="list-style-type: none"> <li>All teachers integrate Australian cross curriculum priorities across teaching and learning programs.</li> <li>Complete 100 Tonne Plan (reduce CO2e emissions by 100 tonnes by end of 2014.</li> </ul>	<ul style="list-style-type: none"> <li>Cross Curriculum Coach: <ul style="list-style-type: none"> <li>support teachers to embed all cross curriculum priorities</li> <li>Provide student assessments in 3 cross curriculum priorities</li> <li>annual emphasis: 2014 Indigenous; 2015 Aust/Asian Engagement; 2016 Sustainability</li> <li>Facilitate implementation of 100 Tonne Plan &amp; subsequent Plan/s</li> </ul> </li> </ul>	<p>Annual teacher review of Australian cross curriculum priorities using assessment rubrics for each priority:</p> <ul style="list-style-type: none"> <li><b>Aboriginal Education</b></li> <li><b>Asian Studies</b></li> <li><b>Sustainability</b></li> </ul>

	<ul style="list-style-type: none"> <li>All teachers to monitor student outcomes in the CCPs.</li> </ul>	<p>Annual student assessments in 3 CCPs. Achievement of 100 Tonne Plan target. Teachers assess &amp; monitor 3 cross-curriculum outcomes integrated into a range of learning areas &amp; report progress at Performance Management.</p>
<ul style="list-style-type: none"> <li>Implement Australian History Curriculum K-7</li> </ul>	<ul style="list-style-type: none"> <li>Develop Whole school plan in History, Geography and the cross curriculum priorities</li> </ul>	<p>All teachers demonstrate implementation of whole school plans</p>
<ul style="list-style-type: none"> <li>All students engage in critical and creative thinking opportunities</li> <li>Pre and post concept mapping to be completed by PP-7 students every term</li> </ul>	<ul style="list-style-type: none"> <li>Explicit teaching of critical and creative thinking skills.</li> <li>Pre/post concept mapping undertaken in a range of Learning Areas.</li> </ul>	<p>Teachers rostered to share lessons on teaching critical and creative thinking.</p> <p>Pre and post concept maps must include assessment rubrics. Teachers rostered to display concept maps in Library and report progress at Performance Management.</p>

## Safe Supportive Environment

Target	Strategies	Monitoring
<ul style="list-style-type: none"> <li>• Interpersonal Skills Rubric used as a basis for goal setting with all K-7 students.</li> <li>• Staff Agreement data indicates a positive staff culture.</li> <li>• Develop Community Agreements and monitor progress in embedding agreements</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• SMART goals based on interpersonal skill assessment rubrics</li> <li>• Class agreements and consequences created week 1, term 1 and displayed for parents and students in classroom and website.</li> <li>• Revise staff agreements and assessment rubric.</li> <li>• Seek feedback and update community agreements</li> </ul>	<p><u><a href="#">Interpersonal skill assessment rubrics</a></u> used as a basis for self-reflection and peer and teacher feedback.</p> <p>Whole school data on <u><a href="#">staff agreements</a></u> against assessment rubric demonstrates a positive school culture.</p>
<ul style="list-style-type: none"> <li>• Implement Restorative Practices and continue with programs such as Aussie Optimism, Tribes and Virtues.</li> <li>• Community survey to reflect positive feedback regarding safety and care of students</li> <li>• Attendance Target: 85% of students are above 92% attendance rate</li> <li>• All teachers to adhere to Behaviour Management Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit teaching of intrapersonal and interpersonal skills. (including Virtues)</li> <li>• Implement a Virtues timetable</li> <li>• Occupational Health and Safety officer provides advice and implements processes for identifying and recording safety issues.</li> <li>• Develop whole school health and well being plan for staff including occupational health and safety procedures.</li> <li>• Continue electronic attendance package</li> <li>• Behaviour incidents to be recorded on SIS</li> </ul>	<p><u><a href="#">Parent survey</a></u> demonstrates improvement in feedback regarding safety and care of students</p> <p>All teachers to use SIS to record student behaviour issues and to develop Individual Behaviour Plans when required.</p>

## Relationships

Target	Strategies	Monitoring
<p>All staff to foster positive relationships within and across the school community</p>	<ul style="list-style-type: none"> <li>• Maintain school website as the main focus for community communication</li> <li>• Class and specialist teachers update their sections at least once per term.</li> <li>•</li> <li>• Parent induction evening</li> <li>• Parent classroom email distribution lists used for classroom communication</li> <li>• Whole school Bulletin produced weekly with links to school website</li> <li>• Class learning journeys</li> <li>• Create community “expertise” data-base</li> </ul>	<p>Annual parent induction evening feedback</p> <p>Parent and staff on-going feedback on School Communication Plan.</p>
<p>All teachers participate in implementation of CPS Aboriginal Reconciliation Action Plan (RAP), fostering deeper relationships with aboriginal groups</p> <p>All teachers foster deeper ties with cultural groups and celebrate cultural diversity</p>	<ul style="list-style-type: none"> <li>• Link with Indigenous CCP</li> <li>• Contribute to implementation of RAP</li> <li>• Teacher engagement with SW Aboriginal Land &amp; Sea Council</li> <li>• Participation of Wadjuck (or Noongar) people in whole school event/project at least once/year</li> <li>• Link with Aust/Asian CCP</li> <li>• Utilise One World Centre resources and PLs</li> <li>• Solar Sister relationship with Ugandan schools re solar lantern project</li> <li>• Harmony Day celebration to include wider community</li> </ul>	<p>Teacher Performance Management</p> <p>Annual review of <a href="#">RAP</a></p>
<p>Enhance Curriculum Opportunities for students by fostering relationships that expose students to ‘real world’ events and activities.</p> <p>All staff participate in maintaining and fostering relationships to support the natural environment and sustainability.</p>	<ul style="list-style-type: none"> <li>• Maintain link with the Australian Association for Environmental Education (AAEE) WA Chapter</li> <li>• Use of AAEE WA’s <i>Little Green Steps</i> resources/PLs.</li> <li>• Participation in AAEE WA’s <i>Turtle Watch</i> program</li> <li>• Participation in research/development educational resources such as Mildew Mania</li> <li>• ‘Animals at school’ actions: frog habitat, rabbit care, fish care, bird baths and boxes, tree planting, lizards and native bee habitat.</li> <li>• Student gardens and hanging baskets maintained.</li> <li>• Student rosters for Biodiversity, Waste Wise, Water Wise, Travel Smart and EnergySmart actions.</li> </ul>	<p>Annual reporting by Cross Curriculum Coach on outcomes of involvement with programs such as <i>Little Green Steps</i> and <i>Turtle Watch</i></p> <p>Review student roster initiatives</p>

	<ul style="list-style-type: none"> <li>• Teachers engage with One World Centre(OWC)</li> <li>• Completion of 2013/14 Global Teacher Advocate (GTA) grant project</li> <li>• At least four invitations per year to RSL Care residents to participate in school activities and events</li> <li>• Foster partnerships with Health organisations through programs such as Crunch and Sip, Rainbows, Aussie Optimism</li> <li>• Utilise school nurse expertise for classroom activities</li> <li>• Maintain relationship with NAVITAS English through availability for school and consult all staff re distribution of NAVITAS funds for school resources.</li> </ul>	<p>Successful grant acquittal of GTA project in 2014</p>
<p>Maintain and develop links with Mt Lawley network schools including Sir David Brand(SDB) School</p>	<ul style="list-style-type: none"> <li>• Weekly EC exchange visits.</li> <li>• Participation in 100 Tonne Plan.</li> <li>• Provision of SDB garden bed.</li> <li>• Invitations to participate in whole school/special events at CPS at least once per term.</li> <li>• Participation in 100 Tonne Plan through Chaplain and Bushranger Cadet Program</li> <li>• Engagement with MLSHS through Italian and science program</li> <li>• Weekly, half-day visits by school chaplain.</li> <li>• Chaplain liaison between CPS, MLPS and MLSHS for joint programs.</li> </ul>	<p>Number, scope &amp; impact of SDB exchanges.</p> <p>Annual review of outcomes of chaplaincy program.</p>



## Resources

Target	Strategies	Monitoring
Learning Area resources purchased to ensure whole school planning targets are met.	<ul style="list-style-type: none"> <li>Learning area leaders ensure resources are purchased in a timely manner</li> <li>Phase of learning teams meet regularly to ensure resources are purchased to support curriculum priorities</li> </ul>	Finance Committee ensures resource expenditure aligns to whole school targets.
Library resource centre promoted as a rich literacy/ICT learning environment for students, parents and staff	<ul style="list-style-type: none"> <li>Teachers to utilise banks of ipads, laptops, interactive white boards to enhance learning outcomes.</li> <li>All teachers to base teaching and learning strategies on Coolbinia PS Literacy and Numeracy Beliefs</li> </ul>	<a href="#">ICT Teacher checklist</a> used as a basis for staff reflection and goal setting
Teachers to provide a literacy and numeracy rich classroom environment	<ul style="list-style-type: none"> <li>Share resources electronically on the teachers shared drive</li> <li>Scavenger Hunts</li> </ul>	<b>Literacy and numeracy walk by class</b> teachers each semester Administration and colleagues invited into classrooms to provide feedback using <a href="#">literacy</a> and <a href="#">numeracy</a> guides.
Provide on-going high quality professional learning opportunities	<ul style="list-style-type: none"> <li>Staff attending outside professional learning to present to staff at school development days and staff meetings.</li> <li>As a Teacher Development School, all teachers to model and view science lessons.</li> <li>Staff to present at Mt Lawley network conference</li> </ul>	Records kept of <a href="#">professional learning applications</a> and presented to the finance committee
Fully functional wireless network	<ul style="list-style-type: none"> <li>Ipads available in all areas and extend wireless to demountables</li> </ul>	
Effective borrowing system for resources	<ul style="list-style-type: none"> <li>Bookit used by all teachers</li> </ul>	Bookit on windows 7
All teachers to utilise Stephanie Alexander Kitchen Garden program facilities providing learning opportunities for all students	<ul style="list-style-type: none"> <li>All teachers' engagement with Sustainability cross curriculum priorities to include utilisation of kitchen resources:</li> <li>Each class to care for a garden bed for at least one season each year</li> <li>Kwobadarn utilised for cooking at least once per term.</li> <li>Teachers implement kitchen program from gardening , to harvesting, to cooking and dining.</li> <li>Develop procedure guide for planning and supporting garden use.</li> </ul>	Kwobadarn Bookit statistics Garden bed usage statistics  Performance Management evidence of programs embedded in classroom programs

## Leadership

Target	Strategies	Monitoring
<p>All staff enhance their leadership capacity</p> <p>Learning area committees continue to develop whole school plans including resource allocation and evaluation of plans.</p>	<ul style="list-style-type: none"> <li>• All teachers provided with opportunities to lead a learning area committee</li> <li>• Provision of professional learning for staff linked to Business Plan targets</li> <li>• Learning Area committees meet during staff meetings and in their own time to ensure resource expenditure to meet planned targets.</li> <li>• All teachers provided with opportunities to show-case their teaching and learning programs as a Teacher Development School in Science</li> <li>• Maintain ECU pre-service teacher partnership.</li> </ul>	<p>Survey feedback from WA teachers on Science Professional Learning provided by Coolbinia Primary School</p> <p>School leaders at all levels use <a href="#">staff survey information</a> as a basis for goal setting and coaching to improve performance.</p> <p>All staff performance management linked to school Business Plan, operational plans, classroom plans and individual student plans.</p>
<p>All teachers embed student leadership and facilitate student initiative</p>	<ul style="list-style-type: none"> <li>• Administration team meet regularly with student leadership team.</li> <li>• Year 6/7 leadership roles</li> <li>• Cool School Adventurers K-6/7 term reps – AuSSI WA Eco Footprint</li> <li>• Kids Who Give WA – AuSSI WA Social Handprint</li> <li>• River Rangers program</li> <li>• Kids Teaching Kids program</li> </ul>	<p>Student Leadership Survey results analysed for future planning</p> <p>Annual River Rangers report</p>
<p>Senior Teachers and L3CT roles and responsibilities established</p>	<p>Teacher leaders provided with opportunities to lead whole school programs</p> <p>Opportunities to present knowledge @staff meetings and other leadership positions ie Resident Principal</p>	