

**Coolbinia Primary School Plan**  
2020-2022



To provide a holistic approach to education and child development, with a strong foundation set in our Coolbinia values to enable all children to flourish.

## Our Vision

To provide a holistic approach to education and child development, with a strong foundation set in our Coolbinia values to enable all children to flourish.

## Our Context

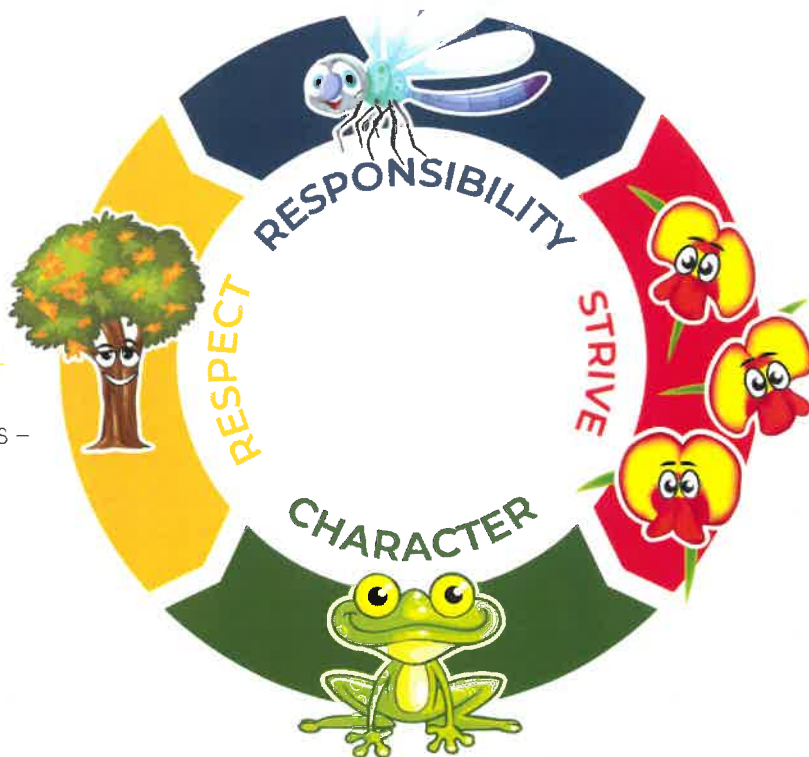
Coolbinia Primary School is an Independent Public Primary School set amongst native bushland and open spaces of Coolbinia. Enriched by a strong community and a friendly, caring atmosphere, the school has developed close, productive partnerships with a range of organisations. We have a strong connection to our local environment and sustainable practices developing students with a community conscious view.

Coolbinia PS is committed to continual improvement in digital technologies and STEM learning. In doing so we support our students in developing the skills, knowledge and understandings required to access 21st Century learning tools and the opportunities to use them in finding solutions to authentic, real world problems. Our experienced educators work alongside our parents and community, to guide students to be the best version of themselves. Our students are our greatest resource and they are supported in developing the attributes required to become leaders and instilling in them a love of learning.

## Our Values

### Responsibility

for self – for property – for belongings – for environment



### Respect

for ourselves – for others –  
for the environment

### Strive

for personal best – pursuit  
of better – teamwork –  
celebrate success

### Character

for persisting – integrity – resilience – honesty /trustworthy

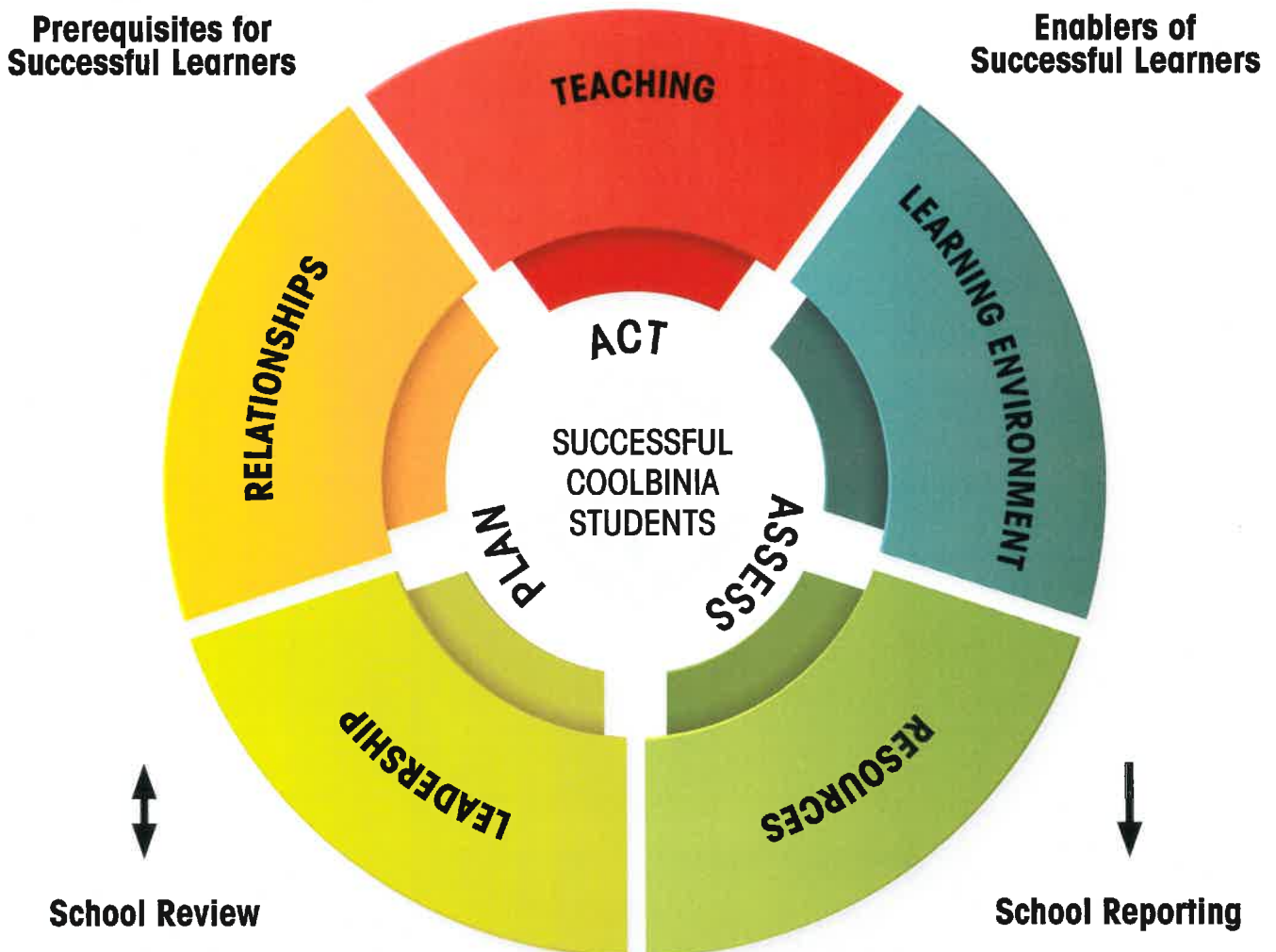
The Coolbinia School Plan is a strategic plan aligned to the Electronic Schools Assessment Tool (ESAT). Whilst ESAT has six domains we have distilled these into four Priority areas in this School Plan. The School Plan describes the key improvement strategies that we will focus on to ensure every child reaches their potential and aims to achieve high standards of achievement, academic and non-academic. Each year the school completes a cycle of self-assessment, review, annual reporting and planning. Quality performance information assists in decisions related to targets, strategies, resourcing and monitoring and evaluation measures in school planning.

**Our four Priority Areas are**

1. High Expectations of Student Achievement and Progress
2. Deliver high quality teaching and excellence in curriculum delivery
3. Provide a safe, supportive and inclusive learning environment
4. Building Positive and Sustainable Relationships

**The School Will Use The Department of Education’s Electronic School Assessment Tool (Esat) Against The Following Six Domains:**

1. Relationships and Partnerships
2. Learning Environment
3. Use of resources
4. Leadership
5. Teaching Quality
6. Student Achievement and Progress (Successful Coolbinia Students)



## **ACHIEVEMENT TARGETS**

### **1. High Expectations of Student Achievement and Progress**

- Set an upward trend in the percentage of students with moderate, high and very high progress in NAPLAN Writing
- Set an upward trend in the percentage of students with moderate, high and very high progress in NAPLAN Grammar and Punctuation
- Set an upward trend in the percentage of students with moderate, high and very high progress in NAPLAN Numeracy
- Student progress from Years 3 to 5 to be at or above like schools in NAPLAN Writing, Grammar & Punctuation and Numeracy
- Students from PP – Y6 demonstrate improvement in Writing on the Brightpath assessment.
- Students in Years 4-6 demonstrate progress in ACER STEM Progressive Achievement test.
- Maintain and improve the performance of students in each year level on ACER Progressive Achievement Tests (PAT) Grammar & Punctuation (Years 3-6), Vocabulary Mathematics and Science (Years 3-6) tests throughout 2020-2022 (Baseline 2019).

### **2. Deliver high quality teaching and excellence in curriculum delivery**

- Teachers demonstrate effective development of pedagogical practices in Mathematics & English through increasing use of observational feedback and reflective processes aligned to the High Impact Teaching Strategies.

### **3. Provide a safe, supportive and inclusive learning environment**

- Continued improvement in our PBS Situational analysis data (independently reviewed annually) from 2020 through to 2022. (Baseline 2019).
- An annual upward positive trend in the Be You survey tool data from 2020 through to 2022.

### **4. Building Positive and Sustainable Relationships**

- Positive results in the biennial Parent and Student National School Opinion Survey (NSOS).

# 1.High Expectations of Student Achievement and Progress

Priorities	By 2022 you will see staff	By 2022 you will see students
<p><b>High Expectations of Student Achievement and Progress</b></p> <ul style="list-style-type: none"> <li>- improving Literacy outcomes for all students with a focus on the standard of writing for all students</li> <li>- improving Numeracy outcomes for all students with a focus on developing the fluency of students' mental maths computational strategies</li> <li>- improving Technology outcomes for all students with a focus on growth in ICT capability and performance</li> <li>- Building upon student capability in STEM learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- implement Seven Steps and Talk for Writing programs</li> <li>- utilize the Brightpath assessment tool for effective evaluation of writing progress for all students</li> <li>- use 'Concrete-Pictorial-Abstract' approach to teach Mathematics</li> <li>- using Paul Swan games and manipulatives to consolidate mathematical understanding</li> <li>- integrate technology in teaching and learning programs throughout all classrooms using Digital Technologies/ICT Specialist as support</li> <li>- provide real-world and authentic STEM experiences linked to the United Nations Sustainability Goals</li> </ul>	<ul style="list-style-type: none"> <li>- in Year 2-6 use Seven Steps For Successful Writing tools to enhance their quality of writing.</li> <li>- in K-1 use Talk for Writing to enhance the quality of their writing</li> <li>- engage in Brightpath writing assessment once a semester</li> <li>- students apply their knowledge of mental maths strategies during mathematics lessons.</li> <li>- use manipulatives across all Mathematics strands on a daily basis.</li> <li>- participate regularly in games and activities to support concepts and fluency</li> <li>- participate in digital technology lessons with the school specialist teacher</li> <li>- participate in additional DT experiences after and lunchtime school clubs run by DT specialist teacher and other experts.</li> <li>- gain firsthand experience of technology in the real world through engagement with outside educational institutions.</li> <li>- complete at least two STEM learning projects per year</li> <li>- engage in real world sustainability challenges throughout the year in the wider community, such as the Lego competition.</li> </ul>

## 2 Deliver high quality teaching and excellence in curriculum delivery

Priorities	By 2022 you will see staff	By 2022 you will see students
<p><b>Deliver high quality teaching and excellence in curriculum delivery</b></p> <ul style="list-style-type: none"> <li>- through consolidating a shared understanding of and commitment to the school wide pedagogical framework.</li> <li>- through a strong staff performance and development process with continued self-improvement.</li> <li>- through the integration of cross curriculum priorities in all learning areas</li> </ul>	<ul style="list-style-type: none"> <li>- use a consistent, school wide approach to English and Mathematics blocks</li> <li>- collaboratively plan, reflection and evaluation processes in place to allow staff to work together to achieve common outcomes</li> <li>- implement a whole school pedagogical framework in the classroom</li> <li>- develop performance goals and professional learning opportunities are aligned with school priorities</li> <li>- engage in processes to support classroom observations as a preferred method of staff development</li> <li>- link cross curriculum priorities in their planning and learning experiences.</li> <li>- provide rich, engaging and real extra-curricular opportunities offered to all students.</li> <li>- through all staff participating in maintaining, fostering and building new relationships to support the integration of the cross-curriculum priorities.</li> <li>- reflect upon the learning experiences offered both in cultural diversity and Aboriginal education.</li> <li>- maintain existing and build new effective external partnerships to support students' learning needs</li> <li>- utilise expertise of external partnerships</li> </ul>	<ul style="list-style-type: none"> <li>- Year 1-6 students participate in 120-minute daily literacy and numeracy blocks with common activities</li> <li>- participate in engaging and real-world cross curriculum learning experiences (sustainability, Asia and Australia's engagement with Asia and Aboriginal and Torres Strait Islander histories and cultures.)</li> <li>- have interaction with local Aboriginal artists and Elders to enrich their appreciation of Indigenous culture.</li> <li>- celebrate significant annual cultural days such as NAIDOC and Harmony Day.</li> <li>- involved in Artopia and Scitopia show casing work aligned with sustainability goals and or Aboriginal culture.</li> <li>- create and maintain an inclusive bushland trail at CPS.</li> <li>- deliver an acknowledgement of country at whole school assemblies</li> <li>- sing the Wanju song at every assembly led by Year 6 singers.</li> </ul>

### 3. Provide a safe, supportive and inclusive learning environment

Priorities	By 2022 you will see staff	By 2022 you will see students
<p><b>Provide a safe, supportive and inclusive learning environment</b></p>	<ul style="list-style-type: none"> <li>- continue implementation of Positive Behaviour in Schools (PBS) initiative</li> <li>- deliver explicit PBS lessons to ensure a shared understanding of behavioural expectations and values.</li> <li>- focus on positive reinforcement through school wide reward initiatives and tokens.</li> <li>- regularly collect PBS data to ensure maximum impact on student outcomes</li> <li>- implement the URstrong Friendology program across the school to enable students to manage relationships and regulate emotions.</li> <li>- use CPS work habits rubrics for students and teachers to collect non-academic data for students</li> <li>- use 'Zones of Regulation' and restorative practice to support student behaviour and engagement.</li> <li>- implement the 'Be You' action plan</li> </ul>	<ul style="list-style-type: none"> <li>- take part in Monday morning mini PBS expectation lesson every week.</li> <li>- complete the Friendology program each year to confidently manage conflict with their peers.</li> <li>- awarded tokens by educators to reward positive behaviour displaying the CPS Expectations.</li> <li>- receive a whole school reward for their effort in follow the CPS expectations once a semester.</li> <li>- use the Zones of Regulation Tool Kits to help regulate emotions.</li> <li>- self-assess their work habits using the CPS student rubric twice a year.</li> <li>- students use the CPS student rubric to set individual goals.</li> <li>- have access to a range of supports including the School Chaplain, School Volunteers, School Psychologist</li> <li>- given opportunities to develop their leadership capacity by participation in a wide variety of programs including River Rangers, United Nations action team, student mentors, buddy classes, Year 6 leadership roles.</li> </ul>



## 4. Building Positive and Sustainable Relationships

Priorities	By 2022 you will see staff	By 2022 you will see students
<p><b>Building Positive and Sustainable Relationships</b></p> <ul style="list-style-type: none"> <li>- through strengthening effective communication and support collaborative decision making amongst the school community.</li> </ul>	<ul style="list-style-type: none"> <li>- use Connect, school website and bulletin to communicate with our school community.</li> <li>- demonstrate respectful and positive communication.</li> <li>- consult with key stakeholders in decisions affecting school direction</li> <li>- provide information sessions to engage parents and community in topics relevant to school, child and community needs.</li> <li>- support opportunities for parent and community engagement through events and P&amp;C initiatives</li> <li>- meet regularly, monitoring alignment and reporting to school board</li> <li>- contribute to a strong, effective board with a strategic plan in place to support school planning</li> </ul>	<ul style="list-style-type: none"> <li>- contribute to Connect, school website and bulletin by sharing learning experiences.</li> <li>- conduct ANZAC Service at the local Acacia Living aged care facility and at school.</li> <li>- read certificates of celebration at assembly.</li> <li>- mentors take care of the school greenhouse and run a plant stall at assemblies.</li> </ul>



## Glossary

ACER/PAT:	Acronym for Australian Council Education of Research / Primary Assessment Tool
Be You:	A national initiative for educators to promote and protect positive mental health in children endorsed by the Department of Education.
Bright Path:	A web based software program with a range of assessments and reporting features to measure achievement and progress of students writing endorsed by the Department of Education.
ICT:	Acronym for Information and Communication Technology
NAIDOC:	Acronym for National Aborigines and Islander Day Observance Committee
PBS:	Acronym for Positive Behaviour Support is about ensuring all students have access to the most effective behaviour practices and interventions possible endorsed by the Department of Education.
STEM	Acronym for Science Technology and Engineering and Mathematics teaching through an integrated approach that involves real life learning experiences.
Zones of Regulations:	A behaviour strategy to help students regulate and build an awareness of their emotions.







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