

School Business Plan **2019-2021**



Coogee Primary – Our Passion

To ensure we establish Coogee Primary as an outstanding school

We want to challenge and engage our students within a safe, supportive and welcoming environment, which caters for the individual needs of all.

To make every student a successful student

We strive to ensure all students leave our school well prepared for their future. Our aim is for every student to be equipped to prosper and be happy and secure in themselves, capable of contributing to their community and our broader society.

To have excellent teaching in every classroom

We want our teachers and support staff to take responsibility for the results that our students achieve and to provide essential support to ensure every student works towards their potential.

To provide necessary support to our staff

We want our teachers and support staff to feel confident in their knowledge and ability to carry out their roles. Creating a culture that supports innovation, enthusiasm and commitment to our students is fundamental.

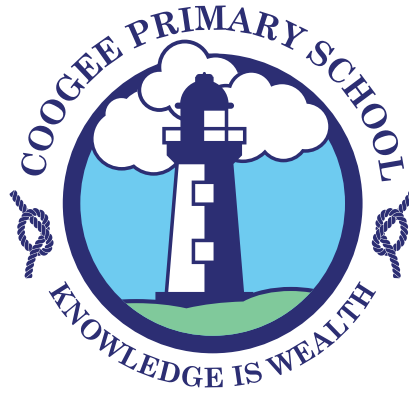
To embed meaningful accountability practices

We hold ourselves accountable for the results we achieve. We want teachers to be accountable for the progress of their students and the school to be accountable for its performance.

To instil new levels of confidence in our school

We want parents to trust us with the education of their children, and to know that the 'Coogee Way' be culturally responsive and will ensure a first class education for their children. We want our school to be recognised in the wider community as well led with the best interest of our students and parents put first.





Our Vision

Our vision is for Coogee Primary School to become:

A shining beacon in the community.

A school dedicated to providing a high quality education in a safe, supportive and inclusive environment.

A school that inspires a life-long love of learning, empowering students to become valuable contributors to the world around them.





Our Values

High Performance and High Care are twin pillars for our school's values. In establishing a High Performance, High Care culture Coogee Primary School has adopted the following Values:

- Mutual care and respect
- Pursuit of excellence
- Fostering of personal growth
- Creativity and innovation
- Cooperation, collaboration and teamwork
- Effective communication
- Responsibility and accountability
- Appreciation, acknowledgement and reward for effort and progress
- Service to public education, our school and the community
- Transformational and Instructional Leadership
- Ethical and distributed leadership practices
- A culture that is culturally respectful and responsive





The Business Plan

The school leadership team, staff and School Council have collectively recognised the need for a robust improvement agenda for Coogee Primary School. This 2019-2021 Business Plan is our medium term strategic plan which outlines our broad intent for improvement, including milestones and targets. Explicit school targets and milestones have been established in academic and non-academic domains and will be shared with students, parents, families, and staff. We will hold ourselves accountable for the results that we achieve, using rigorous self-assessment practices and regular monitoring to make judgements about our effectiveness. We will embed the National Assessment Tool (ACER) as a framework for self-assessment against nine domains:

1. An explicit improvement agenda
2. Analysis and discussion of data
3. A culture that promotes learning
4. Targeted use of school resources
5. An expert teaching team
6. Systematic curriculum delivery
7. Differentiated teaching and learning
8. Effective pedagogical practices
9. School-community partnerships





2019-2021 Integrated Priorities

- Develop and implement a comprehensive ICT plan
- Continue to build our Professional Learning Community
- Establish an Explicit Teaching methodology in every classroom
- Refine and embed our whole school assessment practices
- Integrate an inquiry model and develop higher order thinking skills
- Review and develop a whole school approach to Behaviour Management
- Establish and implement a whole school bullying policy
- Establish Values Education and Health and Well-being as a priority
- Develop a strategic Plan for Connecting with parents and the community
- Develop a strategic plan to ensure our school meets the needs of Aboriginal students, parents and families.

Focus Area 1

Successful Students: A culture that promotes learning

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. We take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learns successfully. All teachers understand and use effective teaching methods – including explicit instruction and inquiry learning – to maximise student learning (National Improvement Tool: Focus Area 8).

Strategic Intent: Early Intervention screening and support

- Assess all students in the early years using school based screening tools.
- Early Support for new EAL/D students including on-entry testing and speech screening for students.



Implement differentiated curriculum to meet student needs

- Continue to build the capacity of staff to make quality teaching and learning adjustments to support documented group and individual plans.
- Embed five weekly monitoring of students' progress to determine achievement of IEP and GEP identified learning goals.
- Whole school implementation of the Three Tier Response to Intervention, embedded into classroom practice.
- Modelling and coaching of differentiated practices to cater for all students in every classroom.
- Implementation of an Accelerated Learning program to support students with learning difficulties.
- Establish high expectations and effective teaching strategies to improve outcomes for Aboriginal students.

Pursuit and celebration of personal excellence & provision of leadership opportunities

- Promote individual success in academic and non-academic achievements; inside and outside of the classroom via a range of communication strategies.
- Provide opportunities and training for students to develop leadership qualities including public speaking and organisation of school events through designated roles.
- Provide leadership development through leadership courses and associated classroom activities.



Promote a culture of enquiry and innovation where independent learning is valued

- Investigate and implement a whole school Inquiry model
- Provide opportunities to develop metacognitive strategies across all learning areas including: higher order thinking and problem solving skills.





Key Performance Indicators

- Increase the number of students identified for academic extension.
- Increase the number of students who have 85% or more, competency in Phonological Awareness Assessment at the end of Pre Primary.
- Maintain or exceed the number of EAL/D students making progress toward Level 7 on Progress Map.
- Maintain or exceed the percentage of students that are satisfied with our school.
- Integration of higher order thinking skills (HOTS) into teaching practices through the enquiry approach
- Targeted HOTS evident across the curriculum in every classroom.

Focus Area 2 Excellence in Teaching & Learning

The school will continue to develop a schoolwide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. We will continue to develop a culture of collective responsibility for student learning and success, and to develop a culture of continuous self improvement. that includes targeted professional learning, classroom-based learning, mentoring and coaching arrangements (NIT: An Expert Teaching Team Area 5).

Strategic Intent: Support and develop teacher leadership

- Provide all staff with high quality professional learning opportunities including; coaching, mentoring and introduction of Joint Practice Development (JPD).
- Develop Level 3 Teacher program and develop individual leadership pathways for aspirant leaders.
- Mentor teachers who take on active curriculum and whole school leadership roles beyond the classroom.
- Use The Australian Professional Standards for Teachers (AISTL) as a basis for coaching cycles and performance management.
- Broaden phase team roles to develop team leadership approach where appropriate.
- Ensure all new staff participate in an induction process.
- Phase team approach to include regular student progress monitoring.
- Develop knowledge of the Aboriginal Cultural Standards Framework and embed in all school practice.

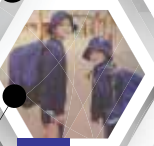


Develop improvements in curriculum and assessment

- Continue the implementation of the Western Australian Curriculum and Assessment Outlines to ensure these are embedded in teachers' planning, lesson delivery and assessment.
- Develop school curriculum and scope and sequence linked to the Western Australian Curriculum to support teacher planning.
- Refine our continuous professional learning cycle to include: a series of workshops to build teacher knowledge, which focus on explicit instruction; and introduce instructional rounds for teachers to view best practice strategies.
- Provide opportunities for ongoing feedback and reflection linked to classroom coaching.
- Provide opportunities for Education Assistants to participate in targeted professional learning, share best practice and observe peers in intervention support roles.
- Implement the educational program and embed all elements of the Early Years Framework and National Quality Standards in the early years.
- Investigate, develop and implement a whole school assessment policy and approaches to include rigorous interrogation of NAPLAN and PAT assessment data.

Key Performance Indicators

- Western Australian Curriculum implemented across all year levels in line with the implementation guidelines of the School Curriculum and Standards Authority.
- Extent of professional development undertaken by principals, teaching and support staff.
- Classroom coaching conducted at least once per term including feedback to teachers.
- Regular review of student progress embedded in teaching practice across the school.
- Increase number of staff taking on formal and informal leadership roles.
- The extent to which teachers and leaders utilise data assessment to determine our effectiveness and to inform teacher planning and practice.





Ensure the school is well resourced with ICT

- Improve ICT infrastructure to ensure preparedness for online assessments including NAPLAN and PAT.
- Increasing cabling to the Library to cater for bank of 30 computers.
- Installation of 30 desk tops.
- Convert Languages Room to ICT/ Stem room
- Continued integration of the iPad programme to enhance teaching and learning.
- Utilising online resources through ICT in every classroom.
- Ongoing professional learning to integrate ICT into teaching practice.

A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. We will continue to build on our strong collegial culture of mutual trust.

The school will continue to develop a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour. We will ensure that we utilise resources in a targeted manner to meet the learning and wellbeing needs of all students and staff. (National Improvement Tool: focus areas 3 & 4).

Focus Area 3

A safe, supportive and sustainable learning environment

Coogee Primary School believes “High Performance, High Care” should be central to all that we do. We are driven by a deep belief that every student is capable of successful learning, which in turn supports a positive self-esteem.





Strategic Intent: Effective Social and Emotional Learning (SEL) for all students

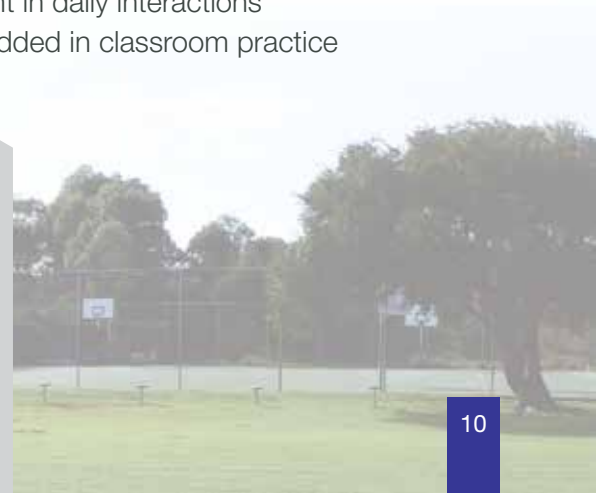
- Explore evidence based whole school approaches to social/emotional and bullying education.
- Explore initiatives that promote and celebrate the values and beliefs of students from different cultural and faith backgrounds and build the cultural competence of school staff.
- Investigate school chaplaincy program to be used to build resilience and social skills for identified students.
- Continue to provide awareness training on cyber safety and management of the ICT school/home interface.
- Explore and introduce a whole school approach to conflict resolution in the playground, supported by self-talk language and strategies for students.

Values Education

- Ensure Values Education is consciously taught within a whole school approach embracing all facets of school life. This will include:
 - conduct a values audit
 - identify the values of the school community (surveys and forums)
 - align these values with the nine Values for Australian Schooling
 - develop a three-year strategic plan to map the effective transmission of these values

Key Performance Indicators

- Comparison of pre and post student survey results to determine effectiveness of whole school approach.
- Maintain or exceed the percentage of parents that are satisfied with the school's overall performance (parent survey).
- Maintain or exceed the attendance rate of students against WA Public Schools.
- The extent to which values education is:
 - evident in daily interactions
 - embedded in classroom practice





Focus Area 4

Strong sustainable partnerships

- The school will actively seek ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships will be strategically established to address identified student and school needs. Procedures will be established with the School Council to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

Strategic Intent:

Identify potential community partners to contribute to our school improvement agenda.

- Continue to build strong networks with surrounding schools and the staff from other schools.
- Develop a Professional Learning Community utilising expertise from a range of schools.
- Continue to forge partnerships with universities including research projects and two way learning opportunities.
- Develop partnerships with local business, City of Cockburn, local groups and organisations.

Build partnerships with parents, families and community organisations to improve outcomes for students.

- The school will provide opportunities for parents and carers to connect with each other and external agencies to develop support networks. We will actively seek ways to maximise participation.





- The school will further develop processes for identifying and responding to students suffering from trauma, mental health difficulties and other social and emotional issues. We will support students to remain engaged with their peers and in their education.
- Provide opportunities for collaboration between staff, parents and outside agencies to develop best practices to ensure inclusivity and acceptance of all cultures and faiths.
- Develop a greater awareness and appreciation of Aboriginal culture.
- Share our expertise and classroom innovation across schools and networks of schools
- Continue to develop our partnership with our network schools and other schools for the purposes of sharing best practice pedagogies, and for the planning and provision of professional learning.
- Provide professional learning opportunities to assist schools to improve teaching and learning practices in K –Year 6.
- Investigate the prospect of becoming a Teacher Development School or Explicit Instruction equivalent (Department of Education initiative).

Key Performance Indicators

- Students, parents and teachers indicate high levels of satisfaction with the learning and working environment when surveyed.
- The increased number of external agencies and organisations that the school has working partnerships with.
- Increased involvement of the school psychologist and other support agencies to provide strategies and practices to support students with trauma.
- The extent to which teaching practices and school processes support students with trauma backgrounds.
- Increased levels of collaboration and professional learning with other schools and the staff from other schools.





Student Achievement Targets 2019 – 2021

1. Maintain or exceed the percentage of students who are satisfied with the school (Student Survey).
2. Maintain or exceed the percentage of parents that are satisfied with the school's overall performance Parent Survey.
3. Maintain or exceed the percentage of staff that are satisfied with the school (Staff survey).
4. Maintain or exceed the attendance rate of students against WA Public Schools.
5. Improve student achievement in NAPLAN to be comparable with Like Schools.
6. Increase the percentage of students in the top 20% of Australian students.
7. Decrease the percentage of students in the bottom 20% of Australian students.





"Knowledge is Wealth"

The 2019 – 2021 Business Plan was endorsed by the School Council

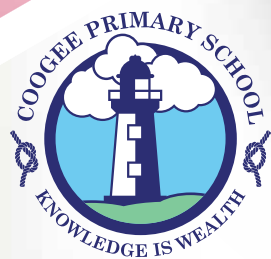
Greg Sullivan

Vicki Hoskin

Principal
2019

School Council Chair
2019

High Performance High Care



Coogee Primary School

22 Mayor Road
Coogee WA 6166
T: 08 9418 1088
www.coogeeps.wa.edu.au