



Coolbinia Primary School 2024 Annual Report

What makes Coolbinia Primary School different?

- ***Our strong focus on each child.***
- ***An emphasis on weekly professional learning for teachers.***
- ***Monitoring the progress of every child and targeted feedback to improve teaching and learning.***
- ***Facilities that support innovative teaching practice.***
- ***A broad range of learning programs designed to encourage a love of learning.***
- ***Having a quality learning program***



In this report you will find information relating to our students' learning outcomes and key aspects of the operation of the school. The community is informed of our achievements, performance, news and reports through our established communication channels, including the weekly bulletin, Connect Notices, the School Board and P&C updates and school assemblies.

You can find out more about Coolbinia Primary School's innovative approaches to teaching and learning by visiting coolbiniaps.wa.edu.au

A Year in review by Principal Simon Reid

**Welcome to the 2024 Annual Report for Coolbinia Primary School.
This report details our achievements and successes during 2024.**

Coolbinia Primary School is a family and community-oriented school with a tradition of providing a quality education to families in the Coolbinia area. Our commitment to continuous improvement and our focus on nurturing a growth mindset across all areas of school life is evident in all parts of our daily life.

Our focus in 2024 has been to enhance our collective understanding of the curriculum we are delivering. Teachers meet to analyse data, plan, and review teaching practices. We remain abreast of contemporary best practice through the introduction of our Professional Learning Teams.

Personalised education to meet the needs of all students has also remained a priority. Within this context we provide a wide range of teaching and learning opportunities for all students. Teachers encourage students to become responsible for their learning, providing regular feedback and opportunities for independent decision making.

Coolbinia Primary School takes pride in providing a safe and supportive environment with a strong emphasis on high expectations around student learning outcomes. We aim to provide a range of programs designed to: increase student engagement; challenge our students who are achieving above expected levels; and support those students who require additional assistance.

The Coolbinia Primary School Community, including school staff, School Board, Parent and Citizen Association (P&C), parent volunteers and families work together in many ways to ensure that all students have equal access to a high-quality education.

As we move into 2025, our focus will be on embedding our new practices in the Business Plan. We have established an inclusive and exploratory culture in the school, where students and adults are energized by challenge and learning. We are constantly looking to implement learning strategies and approaches that engage both student and teachers alike. Our school's Early Childhood team are implementing play based, inquiry learning and exploring research driven proven practice. The approach we are developing has intentional teaching and focused learning using play.



Simon Reid
Principal

Our whole school STEM program is generating cross-curricular connections across year levels and the other specialty areas. We have seen the benefit of consistency in providing the best learning opportunities for all Coolbinia Primary School students.

In closing, I would like to acknowledge and thank the leadership team, staff, School Board, P&C and wider school community for their continuing commitment to ensuring Coolbinia Primary School delivers high quality education for all of our students.

From the Board Chair

This year has been a remarkable one for our school, marked by exciting changes and new leadership by welcoming Simon Reid as the new Principal of Coolbinia Primary School. Simon has brought with him a wealth of knowledge, boundless enthusiasm, and fresh ideas that have already made a significant impact on our school community. Under Simon's leadership, we've taken a closer look at the school's goals and the outcomes we want to achieve for our students. He's also been instrumental in strengthening the school's connection to the local community, fostering a strong sense of belonging and engagement within the area.

In addition to Simon, we've also welcomed two new board members this year: Gail Martinovich and Leonie Harris. They join returning members Jay Hollywood, Ines Di Benedetto, Katherine MacArthur, and myself, as I was re-elected for a second term. We're also fortunate to have strong school representation on the board from Katie Marsell, Annette Assness, and Rachel McGlinchey.

The board meets twice each term, and we've accomplished a great deal this year. Through working parties, we've reviewed many school guidelines, refreshed the school website, and held thoughtful discussions about the direction of Coolbinia Primary School. Our work is guided by the current business plan, which ensures that we are meeting our target outcomes for student development.

A key focus of our conversations has been on developing students both in terms of character and competency, all within a connected, thriving community. We are committed to ensuring that each and every student has access to high-quality teaching and the opportunities they need to succeed. This involves fostering a positive, inclusive school culture where learning is vibrant, engaging, and fun.



Looking ahead, it's an exciting time for Coolbinia Primary. We are eager to see the rollout of new initiatives in 2025 that will continue to support our vision for the future.

If you have ideas or would like to have a conversation with any of the board members, please don't hesitate to reach out. We are always keen to hear from parents and community members who are passionate about making Coolbinia Primary the best it can be. And if you're interested in getting involved, we would love to help match you with the perfect role!

Lastly, I'd like to extend a special thank you to Jay Hollywood for designing our fantastic new website, and to Gail Martinovich for her invaluable work taking on the role of minutes and all things formatting!

It's been a fantastic year, and I look forward to what's ahead for our school community!

Louise Markovic
Board Chair

From the P & C President

The 2024 P&C committee have successfully planned and implemented a number of community events and fundraising activities during this year. We have supported the school in several ways including the new red faction and green faction marquees which were well used at the new formatted Coolbinia Primary School sports carnival this year. Friend raising is a big component of the P&C and the reintroduction of the Stay and Plays at Coolbinia Primary School has been a great opportunity for parents to connect and chat while the children play and grab some snacks from our school canteen. Steph has been very busy in the canteen this year trying out some new food ideas and getting some new equipment in there to help boost sales. Coolbinia Primary School is the only school in the area with a canteen that operates 5 days per week and Steph along the P&C have been working hard to ensure this important service to the school community stays operating five days per week.

This year's events have included:

Term 1 – P&C AGM,

Term 2 – Movie Night, Stay & Play,

Term 3 – Roller Disco, Sports Carnival Bake Stall, Stay & Play,

Term 4 – Stay & Play, World Teachers Day morning tea, Colour Run

Thanks to all the parents who have helped make all these P&C events in 2024 successful it really is a team effort and it is such great modelling to our children to show them what a great school community looks like and to contribute to that success. In 2025 I challenge those who have not attended a P&C meeting to go get involved and be part of this wonderful school community – in the words of Dr Seuss “oh the places you’ll go.”



Natalee Cunningham
P & C President

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 Primary School 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.

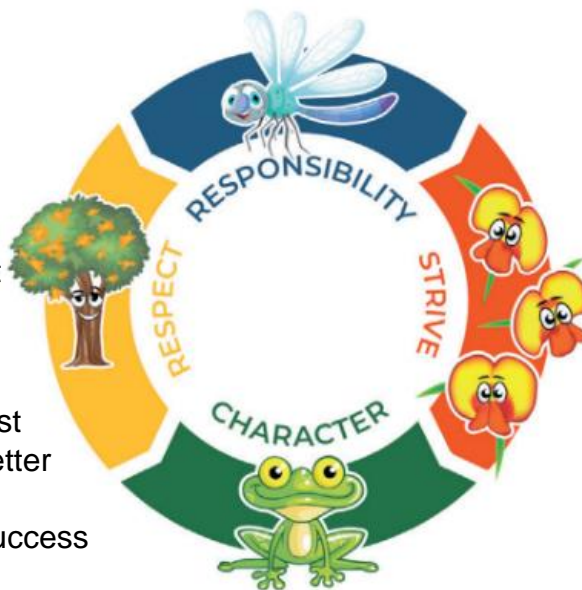
Our Values

Respect

- Ourselves
- Others
- Diversity
- For the environment

Strive

- Personal best
- Pursuit of better
- Teamwork
- Celebrate success



Responsibility

- for People
- for Property
- for Belongings
- for the Environment

Character

- Persistence
- Integrity
- Resilience
- Honesty

Kindergarten

Kindergarten marks a special milestone in your child's educational journey, serving as their introduction to school and the foundation for lifelong learning habits. Play is a cornerstone of early childhood learning. Our play program inspired their imagination, practice essential skills, engage in communication, take on challenges, and solve problems.. Throughout the year, our Kindergarten students have participated in a variety of enriching whole-school and community experiences, including:

- Book Week: Sharing favourite books with parents and buddies and creating an interactive retelling of 'The Three Little Pigs' using integrated art, literacy, and math concepts.
- Faction Sports Carnival: Celebrating teamwork and active participation.
- Kanyarna Wildlife Incursions: Engaging with local wildlife and learning about conservation.
- Bush Walk with Alton Walley: Exploring nature and cultural heritage.
- Edu Dance: Developing coordination and self-expression through dance.
- Tree Planting: Collaborating with Year 6 buddies and the Friends of Coolbinia Bushland to contribute to environmental sustainability.
- Community Art Projects: Creating red-tailed black cockatoo artworks with buddies and a visiting artist.
- Integrated Learning Through 'The Three Little Pigs'.

Our Book Week activities revolved around a creative exploration of 'The Three Little Pigs'. This project integrated multiple areas of learning: As part of Art and Literacy, the students brainstormed ideas for the story's setting, then painted scenes using six basic brushstroke patterns foundational to alphabet letters. These scenes were photocopied to illustrate the story's main events. For Science and Sensory Exploration, the children used their five senses to investigate the properties of various building materials, straw, sticks, and bricks, and collaged representations of these materials into the story. And for Storytelling and Fine Motor Skills the students crafted puppets by assembling triangles from pop sticks to represent the main characters. These puppets were used to retell the story, fostering communication and creativity as they shared their work with family and friends.

We have had a great year with the children developing their creativity and problem-solving skills, strengthened their understanding of literacy, science, and collaboration in meaningful and enjoyable ways. They have all started their school journey positively. We want to thank all the parents for your ongoing support throughout the year.

Karyn Platt & Chantelle Weir



Pre-Primary

We have had a great year our students have grown into confident, creative, inquisitive, and resilient learners. We successfully instilled a deep respect for the environment and others, empowering children to become active, informed citizens committed to making a positive difference in the world. We have seen the students embrace the learning experiences and genuinely thrive.

Through our approach this year we have seen our children's social and emotional development blossom. The school-wide practices and programs, starting with our Positive Behaviour strategies: Strive, Responsibility, Character, and Respect reinforced weekly through literature, role-play and activities focused on positive behaviours have had a positive impact. We also integrate programs such as The Zones of Regulation, Friendology, and Protective Behaviours to help children build emotional intelligence and resilience. Our mantras support the development of a growth mindset, and we are committed to implementing inclusive strategies and resources to address the diverse needs of all our children.

Children regularly explore the surrounding bushland alongside local Indigenous community members, learning about caring for country, bush tucker, native flora and fauna, endangered species (like the quoll), boomerang throwing, and traditional storytelling. The Noongar paintings on our doors reflect the changing seasons, reinforcing our deep connection to the local environment.

Each day begins greeting and connecting with children and families. Children are encouraged to follow routines, organise their belongings, then chose activities lead by their interests with growing independence. After settling in and exploring the learning environment, we show our respect for the Wadjuk Noongar people through our Acknowledgement to Country, that was created by the children to foster gratitude and an awareness of culture. Our morning routine includes dance, song, and movement to engage both the brain and body before transitioning into our Literacy Block. In Pre-Primary, children engage in focused literacy programs like Talk 4 Writing and PLD (Phonemic Awareness and Phonics), designed to build strong oral language skills that will support their later development of reading and writing.

In Talk 4 Writing, we use stories like The Little Red Hen to engage children in a variety of integrated activities. To spark curiosity, we had a close encounter with some chickens kindly brought in by one of our families – where children had the opportunity to observe, feed, and hold the animals.



The Talk 4 Writing program supports language development by using visual story maps to help children retell and represent stories through pictures and writing. As they become more confident, children also innovate on these stories, creating and sharing their own narratives.

Our middle block of the day focuses on Mathematics, where we take a hands-on approach to teaching key concepts. Using resources like Paul Swan games, children develop counting and problem-solving skills in an interactive, fun way. Our STEM (Science, Technology, Enterprise & Mathematics) projects allow children to apply their mathematical understanding to real-life problems. This year, Pre-Primary students worked on projects such as:

- Chairs for Bears: Children applied measurement concepts and explored different materials to create safe and comfortable chairs for their teddy bears.
- Bird Feeders: Using various materials, children created outdoor bird feeders to attract local wildlife to our school.
- Animal Rescue: Children built bridges to help protect local wildlife by enabling them to safely cross between habitats.

These projects provide valuable opportunities for critical thinking, collaboration, and reflective practices as children work together to solve problems and share their ideas.

Outdoors, children develop their physical and social skills through activities such as bike riding, climbing, playing in the sandpit, gardening, role-playing/dress-ups, ball games, water play, and using construction materials. Our nature playground, which includes a mud kitchen and frog pond, is a special space where children engage with the natural world, explore sustainability, and learn about wildlife and the changing seasons. Throughout the year, our children participate in a range of enriching incursions and excursions that support and extend their learning in Science, Humanities and Social Sciences (HASS), and the Arts. These experiences include: -

- Water Wise workshops and worm farm activities.
- Book Week performances and author visits.
- Yirra Yaakin Theatre performances.
- Chinese Dragon Dancers.
- Excursions to Kings Park Nature Scape and Nearer to Nature (Mundaring) to learn about Australian animals and their environments.
- Term swimming lessons and Edu-dance sessions.

It is always a pleasure for us to see our students grow into confident, compassionate and capable individuals.

Sally Walsh, Cilla Hampton, Chantelle Weir & Sara Stewart



Year 1

In Year 1, we build on the foundational skills developed in the early years of school, encouraging greater independence and enhancing social and emotional growth. This year, our students have embraced their curiosity, creativity, and growing confidence, making it a year of discovery and exploration.



Throughout the year, we have nurtured a love of learning through a range of hands-on experiences. The children were captivated by a visit to Spare Parts Puppet Theatre to see the delightful performance of 'Wilfrid Gordon McDonald Partridge' by Mem Fox, which sparked both conversation and imagination.



Our classroom became a dynamic space for play, where children built incredible block creations, storytelling through imaginary play and even constructed a massive cubby out of giant cardboard boxes, demonstrating teamwork and problem-solving skills.



In our STEM sessions, students became young scientists and creators. They made their own butter, crafted lilly pilly jam and baked damper as they explored the process of making food from scratch. They also designed and built bear hibernation stations, learning about the importance of habitat and climate.



Writing in Year 1 has been a journey of incredible growth. This is the year our students really became "writers". From telling stories about tea with a tiger, to imagining what their lives will be like when they are 100 years old, to stepping into the shoes of Australian Prime Ministers, they've shown great creativity. Their efforts in writing have truly made them rock stars of storytelling.



In Science, Year 1 students enjoyed engaging, hands-on experiments. They crafted kazoos, made cloud dough, and explored the natural world during nature walks, fostering their sense of wonder and investigation. These activities helped deepen their understanding of scientific concepts in a fun and meaningful way.



Maths in Year 1 has been a highlight, thanks to the many opportunities for learning through games. From number puzzles to pattern recognition, our students have had countless chances to investigate and problem-solve in playful ways, solidifying their mathematical foundation and fostering a love for the subject.



This year has been a truly exciting and dynamic journey for our Year 1 students. With every activity, they've built on their skills, gained new knowledge, and developed into confident, capable learners.



Freya Jamieson, Katie Marsell and Rachael McGlinchey

Year 2



Kings Park Excursion the Year 2 students experienced some outdoor learning when they attended an excursion at Kings Park on the 14th May. The weather was perfect, and the students participated in 2 learning sessions on the day.

Koora Koora Kaata Koomba

We learnt about the significance of the area from a Noongar perspective, exploring the native flora and fauna and having some face painting fun at the end. The students learnt how to start a fire and roast marshmallows during their “Nature Kid” session which was a highlight and they also learnt to filter water and identify objects using their senses. The most loved part of all was when the students had free time to explore, climb and play at the Rio Tinto Naturescape in their groups. The significance of play as a learning tool in Early Childhood was highlighted during this wonderful experience. It was a fabulous day and fun was had by all.

Assembly

On August the 26th Room 1 and Room 2 performed their fabulous assembly to a large audience of parents, grandparents, teachers and students. With their brightly coloured, neon outfits and their well-timed dance moves the Year 2s impressed everyone when doing their performance to one of their favourite songs ‘Dance Monkey’. Many students chose to speak at the assembly, and it was impressive to see them remember their lines without prompting or palm cards. It was a huge effort by the students and was met with woops and cheers from everyone who attended.

STEM

Over the past semester, our students have been engaging with the STEM (science, technologies, engineering and mathematics) learning project, Every Bird Needs a Home. This was a fantastic opportunity to develop students' STEM capabilities through challenging them to solve open-ended, real-world problems. Students explored the affects of habitat loss on our local biodiversity and were tasked to design a bird habitat to increase bird populations at school. A highlight of this project was the field work. Led by wonderful Dr Lewis, students participated in bush walks where they identified and recorded different species of birds around the school and surrounding bushland. They analysed bird habitat features with an emphasis on shelter and nesting opportunities. It is incredible to see the care students have for their local wildlife and sustainability.

Suzanna Lang, Gabby Quinn and Jaqueline Smith

Year 3

The Year Three cohort comprises fifty students in Rooms Three and Four with a teaching team consisting of Mr Owen and Ms Parke and supported by our assistant team of Ms Gil de Matos, Ms Sari, Mrs Assness and Ms Thomson.

This year saw the Year Threes tackle the cross-country for the first time. The children enjoyed twice weekly training sessions before the final day of the cross-country carnival arrived. Some of the children found it daunting but displayed a good deal of resilience and took it in their stride. Everyone made it to the end of the course and some of the runners qualified for the interschool cross country event.

In Term 2 we had an exciting excursion to Rio Tinto Naturescape at Kings Park. As part of our two-way science studies, we had a great time learning about how the Noongar people worked sustainably with the land over thousands of years. A highlight for all the children was exploring the waterways and nature playground.

In our Year 3 classrooms, each student is encouraged to follow our classroom agreements and core school values. The teaching team collaborate closely to ensure consistency across the two classes, believing that students learn best in a developmentally challenging, engaging and calm environment that places an emphasis on embedding foundational literacy and numeracy skills.

Nola Parke and Chris Owen



Year 4

Your Move

At Coolbinia Primary School, all year levels address an aspect of the ecological footprint and social handprint as part of our school-wide cross curriculum priorities program. Each year, the Year 4 students participate in the Your Move Program.

All students develop their leadership, problem-solving and critical and creative thinking skills through completing a five-week block of activities. They plan, promote and implement an event or initiative that aims to promote active transport and its many benefits to the school community. Some events that we have successfully held this year include National Ride 2 School Day, World Car Free Day and WA Bike Month. We have had crazy sock days, ride a soft toy day to school and many more exciting things taking place on these special days.

This year, we have successfully attained the Double Platinum accreditation through our completion of various aspects of the program. This is a credit to the hard work and dedication of the students and our wonderful Cross-Curriculum Leader, Dr Elaine Lewis, who has championed this initiative for many years! These points and rewards will be used to ensure the ongoing participation of this vital program and the many opportunities it will provide the next cohort of Year 4 students.

Through redeeming our Your Move program points, students are provided with free bike maintenance workshops and bike education lessons that empower them to be healthy, safe and active in their everyday lives. Remaining points have been used to enhance many aspects of our school by upgrading our bike racks and purchasing bikes for our early childhood students. We are super proud of the accomplishments of the amazing Year 4 students and look forward to seeing their leadership skills continue to grow as they move on through the remainder of their schooling.

Luke Erceg, Erica Graca and Mark Harding



Year 5

Flexible Group!

The year 5 students have been very flexible in their routines and learning and have relished being in front of different teachers and groups. The group has benefitted from 6 experienced teachers in 2024 and haven't missed a beat with their work production or quality. Ms Greer, Ms Owen Ms Couch Mr Degebrod, Ms Campbell and Mr Gow have all have all been lucky enough to be with this class throughout the year and enjoyed the passion and intelligence of this dynamic group.



Frambassador Program

In Term Three, we set upon a big project to launch the 2024 Coolbinia School Frambassador Program which saw the students explore our leadership, positive behaviour, Be You and Values systems. Culminating in a series of movies, news reels and advertisements the students then put the program of support in action in the Early Childhood Education and playground areas. A great example of how well they worked on cross curricular and interclass projects in 2024 and they are to be commended for how they have worked.

STEM & School Challenges

Projects have been a highlight for the teachers and students. Stadium, 3D Glasses and the current Advent Calendar STEM projects have seen great work products and quality learning. The speaking and listening components of these programs have seen the students become confident speakers and presenters. They have also enjoyed the various challenges in Digitech with MR Wilson with a favourite being the Coding Challenge. Their approach to these challenges has been exceptional.



Sport

Sport has been a big joy for many of our students and the teachers have used games to bring cohesion to the group. Fitness, Soccer Tournaments, the Winter and Athletic Carnivals have allowed our students to demonstrate their resilience, effort and determination as well as face challenges that arise from competition and the results. We have developed our collective ability to 'do our best', face challenges head on and manage our emotions about the end results. All students have built their base skills and gameplay and have relished the opportunity to participate in the opportunities that Mr Porcaro and all teachers have offered.



Clint Degebrod, Marina Campbell and Erin Greer

Year 6

Leadership Groups

Leadership is an important part of Year Six. We have been very lucky to have students leading our school in a manner that reflects our school values. Students are a part of one of the five leadership groups: Sustainability, Technology, Councillors, Sports and Ambassadors. They have led many school events over the year and supported staff and students with a variety of roles and responsibilities.

Camp

In Term One, a group of very excited students and staff took off for Swan Valley Adventure Camp. Camp is a rite of passage for Year Six students and, as usual it was three days of fun, games, companionship and learning opportunities. Students were exposed to the value of cooperative learning, explored boundaries and partook in enrichment experiences that were, for some, out of their comfort zone. As you can see from the photos it was a total success.



Richard Joyce and Sam Fishlock



Fete

Another rite of passage at Coolbinia, the Fete is one of the highlights across the school.

Students develop a business idea in support of one of the UN Sustainable Development Goals. They pitch their ideas on Shark Tank Day for feedback and advice. Throughout this process students learn to work together, financial management, marketing skills, branding, persuasive techniques and practise customer service skills on the day.

It was a fantastic success, with \$5,246 raised for various charities and a Year 6 gift to the school.



Physical Education

The 2024 Physical Education program at Coolbinia Primary School has been an action-packed, productive year, brimming with opportunities for skill-building, teamwork, and personal growth. Students have dived headfirst into an array of sports, including tennis, basketball, netball, volleyball, cricket, and tee-ball. This extensive roster of activities has allowed them to develop not only sport-specific skills but also essential physical fundamentals. This year, we placed a strong emphasis on running technique and foundational movement skills such as overarm and underarm throwing with accuracy and consistency, as well as catching. This broad range of physical activities has helped our students improve their coordination, timing, and overall physical confidence.

Equally important, 2024 has been a year dedicated to fostering a growth mindset among students. In each lesson and competition, our young athletes have been encouraged to view challenges as opportunities for learning and growth. Through sports and physical challenges, they've learned the value of resilience, perseverance, and teamwork. Coolbinia's school culture is evolving, with students demonstrating a remarkable balance of healthy competition and sportsmanship. Whether they win or lose, students have shown a gracious spirit and appreciation for the journey of personal improvement.

A Year of Events and New Traditions

This year has been particularly bustling with new additions to our sports calendar and the revival of old traditions. The return of Run Club on Wednesday mornings has been a significant highlight. From 7:30 to 8:15 a.m., students gather to work on their running technique and overall stamina, under the guidance of our dedicated volunteers. I'd like to express



heartfelt thanks to Simon Reid, Annelie Fourie, and Chris Owen, whose commitment has brought Run Club to life. We celebrated each term's conclusion with a hearty bacon and eggs breakfast - a wonderful way to reward our young runners and reinforce a sense of community. The Faction Swimming Carnival held at Beatty Park showcased the dedication and skill of our swimmers. It was a spirited competition, and we extend special congratulations to Gold Faction for clinching the title. Additionally, our Interschool Swimming Carnival at Challenge Stadium provided a platform for our best swimmers to compete at a higher level, reinforcing the competitive spirit and discipline our program aims to instil.

The Winter Lightning Carnival was a day of high energy and excitement for our Year 5s and 6s, who participated in friendly interschool competitions in AFL, soccer, netball, and basketball. This event offered students a taste of interschool sports and fostered camaraderie and school pride. Another thrilling event was our Faction X-Country, where students pushed through a challenging



course with community support cheering them on. Every participant earned points for their Faction, with Gold Faction emerging victorious. Meanwhile, our own Interschool X-Country held on the rugged Coolbinia track saw our school place a commendable 3rd overall, a testament to the hard work and spirit of our athletes.



Athletics Carnivals: A Display of Skill and Spirit
The Faction Jumps and Throws and Athletics Carnival was a pivotal event this year, held for the first time at Coolbinia Oval. Our students showcased their running, throwing, and jumping skills while demonstrating the values of teamwork and encouragement they've cultivated all year. The highlight of the day was the 400m race, which pushed competitors to their limits and brought out an incredible display of resilience. Congratulations to Gold Faction for securing the Meritorious Shield and to Red Faction for winning the Spirit Shield for their enthusiastic support. At

the Interschool Jumps and Throws and Athletics Carnival, Coolbinia students once again demonstrated outstanding talent and commitment.



Despite being outnumbered by larger schools, our students' skill and determination shone through, and Coolbinia proudly placed 3rd overall. The event underscored the high standards our students strive to achieve, setting new benchmarks in school athletics.

Gratitude and Looking Ahead
Our sincere thanks go to the P&C for their continued support, generosity, and encouragement throughout the year.

Their donation allowed us to purchase two new faction marquees, enhancing the sense of pride and spirit at our events. The 2024 Physical Education Program wouldn't be the success it was without their help, and we're deeply grateful for all they do.

As we look to 2025, the introduction of the new HOUSE system promises an exciting new chapter for Coolbinia Primary. Moving away from traditional Factions, the HOUSE system will strengthen bonds and build camaraderie among students. We look forward to seeing the cheers, teamwork, and school spirit that this new system will undoubtedly foster.

Thank you to everyone—students, staff, and families—for making this a memorable year in the Physical Education department. The dedication, spirit, and energy displayed by our students make it an absolute pleasure to lead this program. Here's to more achievements, resilience, and team spirit in 2025!

Brandon Porcaro
Physical Education Specialist

Digital Technologies

Safer Internet Day 2024

At the start of the year, Coolbinia Primary School once again supported Safer Internet Day on 6th February, incorporating it into both Digital Technologies and Health lessons. This global initiative, led by the eSafety Commissioner in Australia, encourages safer online spaces and promotes digital citizenship. Throughout the first weeks of Term 1, students participated in activities focused on online safety. Year 3–6 students engaged in two live webinars: *Be An eSafe Kid: Gaming with Others* for Years 3 and 4, and *Level Up: Creating A Positive Gaming Culture* for Years 5 and 6. These sessions helped students develop key strategies for safe online gaming, focusing on protecting personal information and creating positive, respectful online interactions. Coolbinia PS is committed to ensuring students are equipped with the skills to navigate the online world responsibly. This year's activities reinforced the importance of staying safe online and highlighted eSafety resources available for reporting issues such as cyberbullying.

Visual Programming

Coolbinia Primary School has continued to excel in teaching visual programming, leveraging tools like **Scratch Jr**, **Code.org**, and **Grok Academy** to build essential coding skills. For our youngest learners in Years 1 and 2, visual programming began with **Scratch Jr** and **Code.org**. These platforms introduced students to block-based coding, enabling them to create animated stories, games, and interactive projects. These activities fostered creativity while helping students develop foundational computational thinking and sequencing skills. In Years 2–6, students participated in Grok Academy's engaging coding courses and competitions. As a **Champion School with Grok Academy** since 2020, Coolbinia has provided students with access to high-quality resources that make coding both accessible and fun. This year, Year 5 and 6 students participated in the *NCSS Challenge*, solving real-world problems through visual programming. Special recognition goes to Joshua F in Year 5, who achieved a perfect score across all challenge streams—a remarkable accomplishment. Grok Academy has been instrumental in advancing students' understanding of coding concepts while inspiring them to see programming as a creative and empowering tool for the future.

Bebras Computational Thinking Challenge

In Term 4, Coolbinia Primary School participated in the 2024 **Bebras Computational Thinking Challenge**. Students from Years 3–6 tackled 15 problem-solving tasks, focusing on foundational skills like pattern recognition, algorithms, and data management. This was Coolbinia's sixth year participating, and the results were impressive. Special congratulations go to students who achieved Distinctions and High Distinctions. The Bebras Challenge, run by the Australian Maths Trust, highlights computational thinking in a way that goes beyond traditional academic skills. It continues to inspire students to develop problem-solving abilities that are essential for future learning.



Robotics (Including After-School Club)

In 2024, Coolbinia's Robotics program flourished, offering students from PP to 6 opportunities to engage with robotics and coding.

The Year 5 and 6 Robotics Club allowed students to build and program **LEGO SPIKE Prime and EV3 robots**.

Also, during the club, with the expertise of EdConnect volunteer Mr. Aaron Childs, students worked on advanced projects combining robotics and 3D printing, adding an exciting layer of design and engineering to their learning. Students also explored **Micro:bits**, creating interactive systems like step counters and light sensors. These activities developed problem-solving, collaboration, and programming skills. Students in Years 2–4 explored robotics and coding through **LEGO WeDo** projects, integrating technology with the Biological and Physical Science strands of the Western Australian Curriculum. These hands-on projects allowed students to build and program models such as animals with moving parts and simple machines.

Digital Literacies

Digital Literacy (formerly the ICT general capability) has continued to be a core focus this year. Students have been developing essential skills to use digital tools effectively, both in and outside the classroom. The students have continued to learn how to use the suite of Microsoft 365 apps as well our iPad apps and the Connect Education Department portal. These activities emphasized critical thinking and problem-solving, empowering students to use digital tools responsibly and creatively while reinforcing their importance in real-world applications.

Integration with Cross-Curriculum Priorities

Coolbinia Primary School integrated Digital Technologies into other learning areas, reinforcing cross-curriculum priorities like sustainability, Asian studies, and Aboriginal perspectives. On **Clean Up Australia Day**, students used Excel to analyse collected rubbish data, making meaningful connections between technology and environmental stewardship. In **Bushland Data Collection**, Year 2 students observed local bird species and documented their findings with iPads, while Year 3 students created digital surveys for the **Your Move Census**, exploring transportation habits and data analysis. These projects provided real-world learning experiences, demonstrating the power of technology to address cross-curricular priorities while building valuable skills in data management and problem-solving.

The 2024 Digital Technologies program at Coolbinia Primary School has been a year of growth, innovation, and achievement. From coding challenges and robotics clubs to real-world data collection projects, our students have had countless opportunities to explore the power of technology. The achievements of our students this year reflect not only their technical skills but also their ability to use digital tools to solve problems, collaborate, and create. As we look ahead to 2025, we remain committed to fostering a love for learning and exploration in Digital Technologies, equipping our students with the skills and confidence they need to succeed in a rapidly changing world.

Ian Wilson

Digital Technologies Specialist



Health

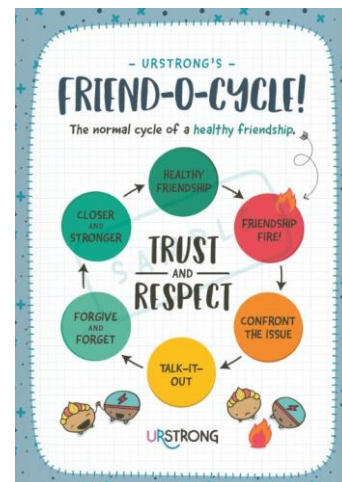
Resiliency & Safer Internet Day

In Term 1, the focus was on building resiliency through the **Challenges and Choices** program. Students across all year levels explored how to manage challenges and make positive choices. Year 6 students worked on strategies to cope with change, while younger students learned to embrace setbacks as opportunities for growth. This term also featured **Safer Internet Day**, where students engaged in online safety activities. The focus was on protecting personal information and promoting respectful online behaviour, with Year 5 and 6 students leading discussions on safe online gaming.



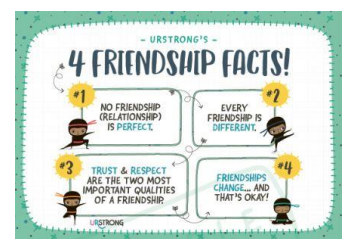
Friendology

In Term 2, our whole school participated in **Friendology**, a program designed to foster healthy relationships and social-emotional skills. Based on the **URStrong** program, it encouraged students to practice empathy, respect, and effective communication in their friendships. Year 1 and 2 students created a **Diversity Fish** collage to symbolize how differences make us unique, yet we all belong. Years 3-6 participated in collaborative **Padlet** projects that highlighted the importance of respecting diversity and creating an inclusive environment. Friendology reinforced positive behaviour and communication skills in students, supporting a strong school community.



Consent and Protective Behaviours

In Term 3, students learned about **consent** and **protective behaviours**, focusing on personal boundaries and safety. Year 3 and 4 students discussed consent in everyday interactions, while Year 5 and 6 students explored body autonomy and strategies for protecting themselves. The key messages emphasized that students have the right to feel safe and should always seek help if they feel uncomfortable or unsafe.



Keeping Healthy & Sunsmart

In Term 4, the focus shifted to **Keeping Healthy**, covering physical health, nutrition, and the importance of exercise. Year 2 students participated in activities reinforcing healthy eating habits, while Year 6 students set long-term health goals. The importance of **Sunsmart** practices was also emphasised, with students learning how to protect their skin during outdoor activities. These lessons highlighted the connection between physical health and emotional wellbeing, promoting lifelong habits for maintaining good health.



Bullying No Way Week

During **Bullying No Way Week**, from 12 to 16 August 2024, the theme "**Everyone Belongs**" emphasized inclusivity and standing up against unkindness. All students participated in

lessons and activities promoting acceptance and respect for differences.

Years 3-6 contributed to **Padlets**, demonstrating that every voice and experience has a valuable place in the school community. The school also celebrated with a special performance of “**I Have a Voice**” in music, reinforcing the importance of every individual’s voice being heard and respected.

RU OK? Day

RU OK? Day took place on 12th September, with the theme “**Here to Hear,**” encouraging students to check in on others, not just on this day, but always. Students participated in activities and wore yellow to show support for mental health awareness. They learned the importance of asking, “Are you OK?” and offering support to peers. Thank you to the canteen team for baking yellow muffins to celebrate, which raised awareness and funds for the P&C. The day fostered a caring, open environment for students to share and support each other’s wellbeing.

National Child Protection Week

In **National Child Protection Week**, **Mrs. Natalee Cunningham** led informative presentations on **Protective Behaviours** for Years 1-6. She emphasized that all children have the right to feel safe and that they should always seek help if needed. Her presentation on the **Safety Hand** network helped students understand the importance of trusted adults in their lives. Year 6 students created digital posters for child protection, which were displayed throughout the school, reinforcing the importance of safety and self-care.

Smiling Minds Program

As a **Smiling Minds** school, we continued to prioritize mental wellbeing through mindfulness activities and emotional regulation. Students learned strategies for managing stress, building resilience, and enhancing focus, ensuring they were equipped to handle challenges both in and out of school. These practices supported the development of emotional intelligence and promoted a positive, supportive learning environment.

Ian Wilson, Brandon Porcaro and Israel Ostle
Health Specialists



Cross Curriculum Program

The school's approach to embedding the three Cross-Curriculum (CC) priorities of the Western Australian Curriculum is powering along. We are effectively embedding the following priorities into all learning areas: **Aboriginal and Torres Strait Islander histories and cultures. Asia and Australia's engagement with Asia, and Sustainability.** All

Kindy to Year 6 students participate in a wide range of programs that integrate the above priorities.



All the ways in which our school is increasing our **social handprint**

Sustainable Schools WA
det.wa.edu.au/sustainableschools

Coolbinia Primary is a lead school in implementing the Department of Education's **Ngaparrtji Ngaparrtji Two-way Science** program. Two-way Science supports the building of partnerships between local Aboriginal communities and the school, to develop integrated culturally responsive learning programs that connect the Western Australian Science Curriculum to Aboriginal knowledges. The school plans and reviews targets in the Department's **Aboriginal Cultural Standards Framework** and our Reconciliation Action Plan. Students learn with Noongar educators inside the classrooms as well as in our school bushland. Our work in this field has been acknowledged by PALS awards.

Our commitment to the Asian Priority is demonstrated in a variety of ways, such as our Harmony Day celebrations, making up solar lantern kits for children in Asian countries and resources, incursions and excursions that enhance our intercultural knowledge and understandings.



All the ways in which our school is reducing our **ecological footprint**

Sustainable Schools WA
det.wa.edu.au/sustainableschools

With a strong commitment to the Department's **Caring for Country: Our Sustainability Framework**, the school engages with all aspects of the Ecological Footprint and Social Handprint. During integrated sustainability lessons, students learn about waste, water, biodiversity, energy, air quality and much more. We care for school vegetable gardens and our bushland. Garden produce is cooked in the Kwobadarn (our Stephanie Alexander Kitchen) and Early Learning Centre. Attending to the Social Handprint is similarly an important part of being a sustainable school. Coolbinia Primary's work in sustainability has been recognised by many awards, including the United Nations Association of Australia's World Environment Day Awards.

There are additional aspects to the CC Leader role, such as, coordinating the Coolbinia **Roots & Shoots** Club. This year our members presented one of their projects, *Saving Red-Tailed Black Cockatoos*, to Dr Jane Goodall and other schools, at Perth Zoo. Also, as a **River Rangers** Instructor, the CC Leader supports the myriad of activities held throughout the year, from water testing at camp to eco drawing. Furthermore, being a member of the **STEM Committee**, with a particular

focus on Science, has resulted in the expansion of the innovative **Einstein First** science program across the school.

In brief, our students learn how to live caring, empowered, sustainable lifestyles in a joyful place of rich learning and thoughtful actions.

Dr Elaine Lewis
Cross Curriculum Coordinator



Performing Arts Music

The Years One to Six Music program provides a range of inclusive opportunities for students to make and respond to art works, developing an understanding of the arts in society. The Music Specialist also supports teachers in preparation for music and songs used in assembly performances and the Year Six graduation.

In addition to the classroom Teaching and Learning program, Coolbinia Primary School supports Instrumental Music School Service students in violin and viola from year three, cello from year four and double bass from year five as well as a string ensemble for all students who have been learning after a year of lessons. Students are tested for their musical aptitude and assessed across a range of criteria for selection to the program.

The Choir at Coolbinia Primary School comprises students from Years One to Six and comes together each week to learn songs, practice vocal technique and learn about how to use their instrument, engage with their audience and communicate a story through song. There are multiple opportunities throughout the year for the choir to perform at community and larger scale events. Both the choir and instrumental music students have been given ongoing opportunities to perform at various events including end of term assemblies, showcase events such as One Big Voice at RAC Arena, in the local community at aged care centres including ACACIA Care Living, Lawley Park Retirement Village and workshops such as ABODA Festival at Churchlands Senior Highschool and beginner and combined string workshops at Mount Lawley SHS.





Students have engaged in a Music program that provides a range of inclusive opportunities for students to make and respond to art works, developing an understanding of the arts in society. The Music specialist also supports teachers in preparation for music and songs used in assembly performances. In the early years students continued to develop their listening skills by exploring the elements of music and by learning to sing and play instruments in tune and in time. For example, students have explored each movement of Camille Saint-Saëns' "Carnival of the Animals", through which they explored how each instrument worked, how the composer could use each instrument to evoke an animal and used movement to respond to the music. In the upper years, students continue to make and respond to music for example using rehearsal strategies to practice and perform chords on the ukulele. Students worked in small ensembles where they were required to maintain their own part as well as keep a steady tempo and regular strumming patterns.



Steven Rea and Grant Welch
Music Specialists



Italian

Italian School's Competition

Italo Australian and Welfare and Cultural Centre (IAWCC) gave our Italian Language students the opportunity to participate in their annual competition. This year's theme being "The Year of the Olives 2024".

Students created an array of colourful and creative posters using the Italian language. Each year was given a specific task linked to the WA Curriculum to complete, promoting the history of olives and the importance of this in our culinary experience.

We were absolutely delighted to announce that we had an overall Year 5 Student winner, Cate, along with 8 students receiving "Certificate of Merit- submitting an entry which reflects a very high standard of achievement, great personal effort and creativity" and all other participants receiving finalist awards for their submission of entries. These works were publicly displayed during the Italian Festival Week in June.

Dear Pen Pal

Year 2's participated in writing and creating personal gifts for their Italian pen pals in Verona. We corresponded via mail and students were super excited and eagerly awaited to receive correspondence and personally made gifts from their special friends.

Students introduced themselves to their pen pal using the Italian language through writing – using Italian for a purpose in this real-life language rich task. The pen pals corresponded to our students using the English language they are learning.

Education Perfect (7-14 May)

All students from Years 3-6 had the opportunity to participate in the global world championships. Students practised learning Italian or other languages during the week-long series and earning points for questions they answered.

The school had 201 excited students participate in this extracurricular opportunity



with 13 Credits (504-944 points), 12 Bronze (1022-1602 points) and 1 Silver award (2445 points) presented to our students. The atmosphere during the EP competition was amazing.



Pathways with MLSHS

Year 6's (Room 7 and 11) were fortunate to have MLSHS Italian GATE students visit our school, pair up and play Coolbinia students to a few games of Scopa.

It was a busy afternoon but enjoyed by all those participating, at times our student's showing great skill in the game.

Learning Italian through culture and art is a great way to motivate students. A focus in Term 3 was our own Italian competition involving STEM/STEAM inspired creative masterpieces.

This year the focus was on the famous Leonardo Da Vinci and his famous painting of the Mona Lisa.

Students had to create a modern version of the Mona Lisa "as she is tired of looking over 500 years old".



Carmelina Zeiser
Italian Specialist Teacher



CHAPLAIN'S CHAT

As the chaplain at Coolbinia Primary School, I am grateful to work with a fantastic school community of amazing students, staff and families.

To be able to provide pastoral care and support to this community is a privilege and I love seeing the positive impact it has in all, especially our wonderful students.

Coolbinia has an array of supportive programs that I use to offer the best cohesive high standard of pastoral care that the school values.

In meeting with many students in one in ones I know these special times are ones that can have a huge impact of enhancing their learning and help create a positive experience at school, home and their life journey wherever that may take them.

What a great year Coolbinia has had in its achievements and I am looking forward to 2025.

I know relationships with the students, staff, parents and community will continue to grow and I am grateful I can contribute to the overall health and wellbeing of Coolbinia Primary School.

Debbie Slack
Chaplain



River Rangers

River Rangers is a primary school cadet program that seeks to engage and educate the next generation of children to help us protect our local rivers and bushland.

The River Rangers is a prestigious, in-demand youth leadership environmental program with a long waiting list of interested schools. Coolbinia Primary School was first awarded membership of the program in 2014, following an extensive application process the preceding year.

The inaugural Coolbinia River Rangers Coordinator was Dr Elaine Lewis (Cross Curriculum Leader), who held that position for the first seven years of operation, followed by Richard Joyce (Year 6 Teacher) and Debra Holland (Associate Principal).

Students apply to become River Rangers at the start of Year 6 and identify as such by wearing their River Rangers uniform throughout the year, when they engage in River Ranger activities.

Aims of the River Rangers Program

- Reinforce the importance of protecting the Swan Canning Riverpark.
- Gain a positive and practical understanding of the local environment – our bushland.
- Develop leadership skills.
- Provide community service.

River Rangers Cadet funding, around \$18,000 annually depending on our River Rangers cadet numbers, is awarded to our school from the Department of Communities.

The Department of Biodiversity, Conservation and Attractions supports the implementation of the program.



River Rangers Activities

Funding and support from the Departments of Communities and Biodiversity, Conservation and Attractions enables the Coolbinia River Rangers to engage in a wide range of environmental leadership activities. Over the last ten years, our River Rangers have enthusiastically participated in activities such as:

- Camps from the forest to the sea and river – Dwellingup Adventure Camp, Rottnest and the Swan Valley Adventure Centre.
- Sunset Safari nights at Perth Zoo.
- Participation in weekly leadership groups – Councillors, Ambassadors, Sustainability Leaders, Tech Leaders and Sport Leaders.
- Tree planting in rural and urban settings, including the Swan Canning foreshore.
- Litter clean-ups in the bush and along ocean and river shorelines.
- River challenges, such as, raft building, canoeing and responsible fishing.
- Science investigations including for example, Eco Action animal studies, Scitech native plant experiments, water and soil quality testing.
- Engagement in conferences and festivals, such as, Kids Teaching Kids Conference, Millennium Kids initiatives and the Groundwater Festival.
- Eco games and activities, for instance, Habitat Hoops, Salty Liquorice Game, Perth Catchment Model, orienteering, and the design and installation of environmental signage.
- River Ranger activities are conducted before and after school, out of class time during recess and lunchtimes, and in school time when required by external presenters or events.



Outcomes

Training aims to ensure that our cadets:

- Develop leadership and team building skills.
- Improve their self-confidence.
- Develop and improve their interpersonal skills.
- Develop and improve their initiative skills.
- Take an active role in the community and develop a sense of community service.



Twice yearly reports are submitted by the Coordinator to the Department of Communities, documenting the outcomes of the program. If you would like to know more about our River Rangers program please contact the Coordinator. Parent and community help is periodically requested for excursions, incursions and uniform management, so you may be part of this outstanding program too. All welcome!



River Rangers Cadets Coolbinia Leadership Team

Debra Holland

Coordinator

Richard Joyce

Instructor & Councillors Mentor

Sam Fishlock

Instructor & Ambassadors Mentor

Ian Wilson

Instructor & Tech Leaders Mentor

Brandon Porcaro

Instructor & Sport Leaders Mentor

Dr Elaine Lewis

Instructor & Sustainability Leaders Mentor

Roots and Shoots

Founded in 1991 by Dr Jane Goodall, Roots & Shoots is a global humanitarian and environmental education program for young people. Since then, Roots & Shoots has grown to over 70,000 members in 50 countries.

The mission of Roots & Shoots is to “*foster respect and compassion for all living things, to promote understanding of all cultures and beliefs, and to inspire each individual to take action to make the world a better place for people, other animals, and the environment*”.

Coolbinia Roots and Shoots Club commenced in 2014 and is a hands-on program focussing on student issues of concern. The group meets weekly at lunchtime. Our projects have included, for example:

- Conducting minibeast searches and bird surveys.
- Planting and caring for veggies, flowers and endemic native species.
- Undertaking soil quality testing.
- Building and decorating bird nestboxes, microbat boxes and native bee hotels.
- Bobtail conservation by installing a barrier fence adjacent to the road.
- Contributing to Perth Zoo conservation projects.
- Celebrating numerous international special days, such as, International Peace Day, World Turtle Day, Earth Hour and World Environment Day.
- Pollinator counts.
- Litter collection and recycling.

In essence, our Roots & Shoots Club is a student-centred action group that helps address local issues.



Program objectives

- Address real issues in our community - the Coolbinia Roots & Shoots group addresses the issues that we think are relevant in our community.
- To teach students - how to design projects that tackle the intersection of biodiversity loss, environmental inequity and climate change.
- To involve students - in community protection projects of animals and the environment, such as our bobtail protection fence.
- Develop environmental leaders - Roots & Shoots is Dr. Jane's youth-focused organization supporting young people to be empowered to take action for the environment.
- Friends with a purpose - joining Roots & Shoots is a great way to meet friends that care about the same things. Members also become part of an international community of youth that want to make a difference.
- Provide tools and funds to teach - Roots & Shoots has resource kits and funding to support projects. For instance, our school received funding to make bird nest boxes and native bee hotels.

Outcomes

- Inspire young people to become compassionate conservation leaders.
- Develop students' critical thinking, as well as on-the-ground environmental and research skills.
- Increase student engagement that helps solve community sustainability problems.
- Involves students in hands-on action through tree planting, habitat enhancement, education projects and much more.

Dr Elaine Lewis

Roots & Shoots Coordinator



Library

OUR LIBRARY 2024

Our library unites our school community through access, inclusion, and diversity. We connect students, staff, and families to a variety of material that support student learning outcomes and encourage a lifelong love of reading and learning.

HIGHLIGHTS

A snapshot of our year

Library Makeover



We rearranged the library furniture to create a more inviting, open space.

Library BEE-haviour



We began a competition to reward classes who display our school behaviour values in the library.

Book Week



We held daily activities, a successful Book Fair and a fun Book Week Parade.

New Visitors



Ruth Laundau Harp's Kindy class began visiting the library fortnightly.

STATISTICS

From Oct 2023 - Oct 2024

Borrowing



Students borrowed **18,246** books in total:

- 12,184 Fiction
- 3,174 Non-Fiction
- 2,888 Picture Books

Teachers borrowed **1,401** resources.

New Resources



The library added **543** new books:

- 307 Fiction
- 83 Non-Fiction
- 153 Picture Books

Plus, **74** new iPads and computers.

Class Visits



We had ~15 classes visit the library each week - which is over **500** visits a year!

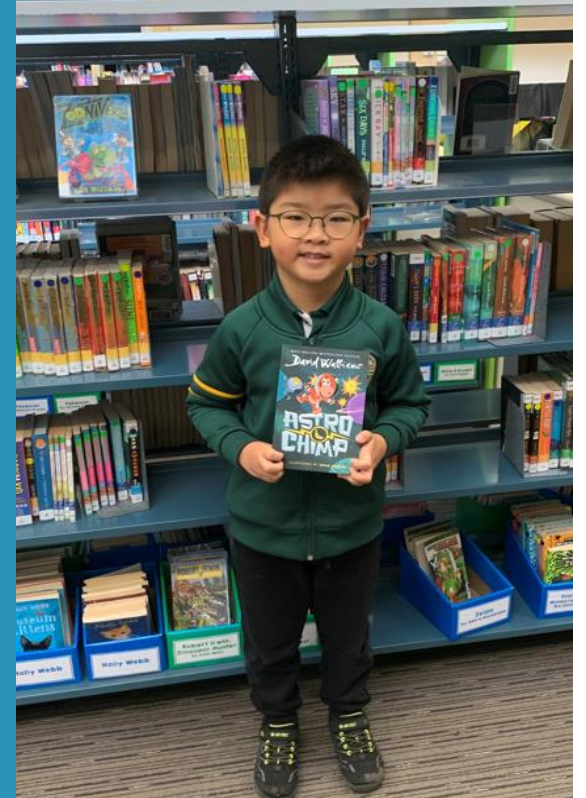
Donations



A whopping **185** books were donated from personal collections and Book Fair. A huge thank you to the generous families of Coolbinia!

2025 GOALS

Genre-fy Fiction: As voted by students, organise the Fiction section by genre.
Update Non-Fiction: Purchase more books that reflect student interests and weed outdated/irrelevant books.



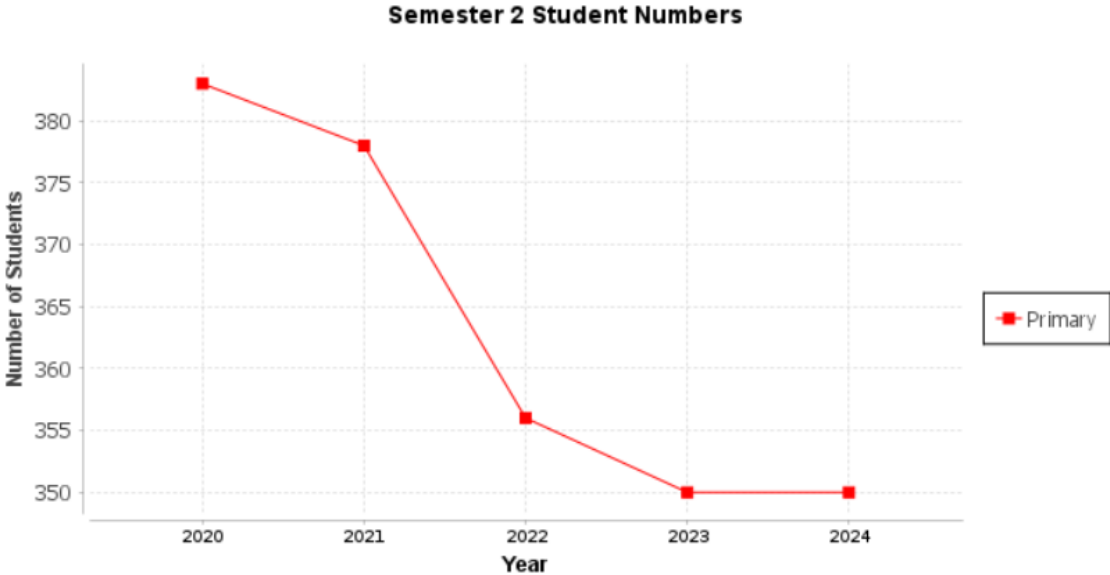
Student Numbers

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(15)	42	42	44	58	46	57	61	365
Part Time	30								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	20	20	162		202
Female	10	22	146		178
Total	30	42	308		380



Semester 2	2020	2021	2022	2023	2024
Primary (Excluding Kin)	383	378	356	350	350

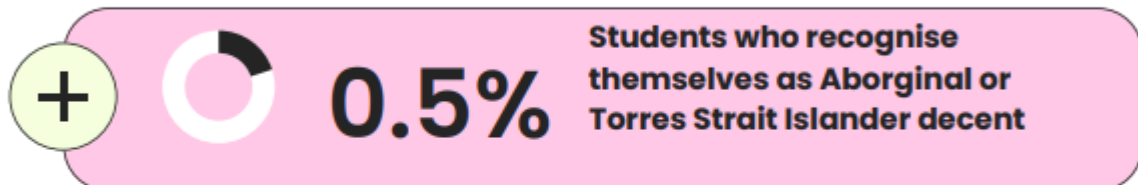
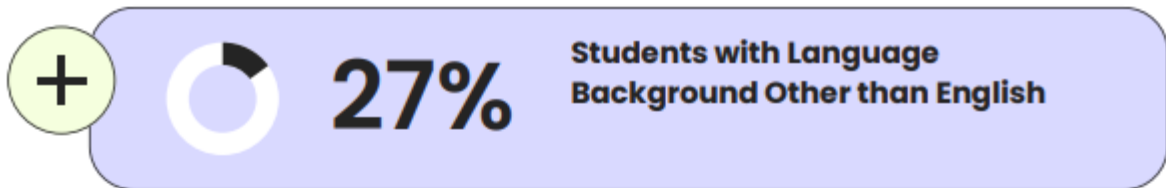
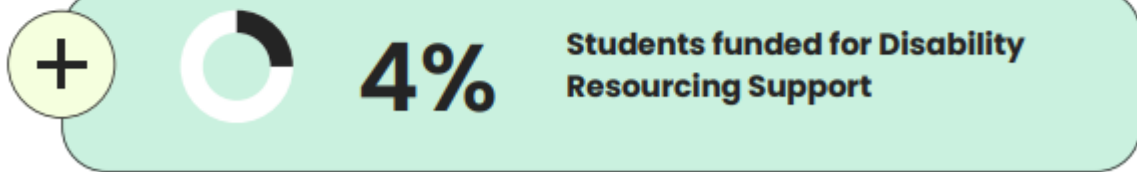
Note

The graph and table include only full-time students.

STUDENT NUMBERS SEMESTER 2 2024

Socio education advantage

- School ICSEA value
1135
- Average ICSEA value
1000



Coolbinia Primary School opened in 1955 and has a longstanding reputation as a high achieving school with a safe and inclusive culture which supports the growth of the whole child.

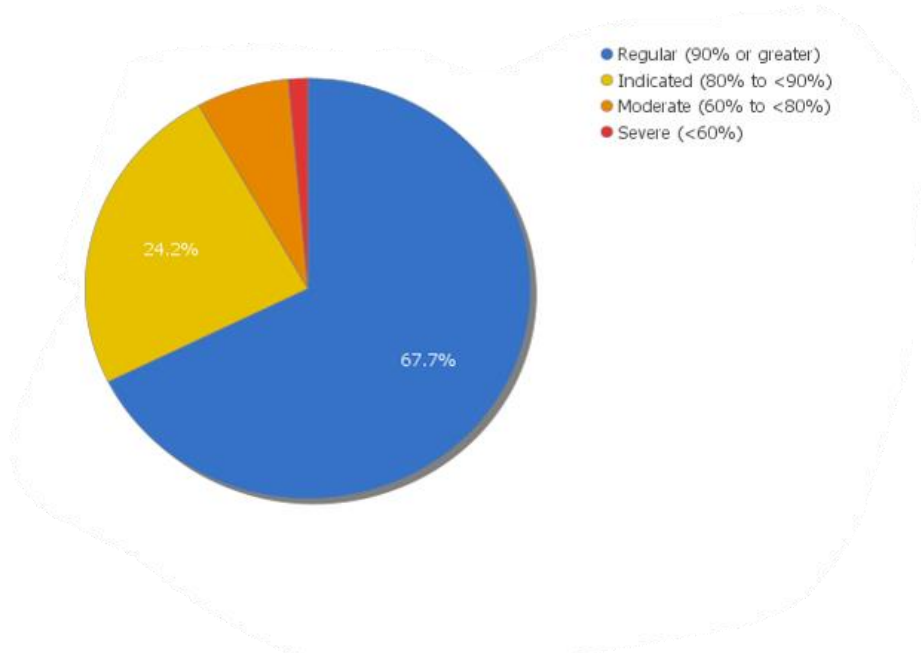
Attendance Data Semester 2

2024 - Semester 2 Collection

Term View (Optional): ▾

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
<i>KIN</i>	93.0%	29	1	2	1	97%	3%
PPR	91.2%	32	10		2	96%	5%
Y01	92.3%	32	11	1		93%	7%
Y02	89.0%	24	16	2	2	95%	6%
Y03	89.6%	36	12	10		93%	7%
Y04	92.1%	34	10	2	1	93%	7%
Y05	89.4%	35	14	8	1	89%	11%
Y06	93.5%	44	17			89%	11%
Compulsory	91.0%	237	90	23	6	92%	8%

Reports



Overall, the attendance of students is 91.0% which is higher than the WA State mean. Student attendance is not a concern overall.

There has been an increase in number of families taking extended vacations during Term 3. Students who are at risk or severe risk are monitored and plans put into place if required.

2024 Destination Schools for the 2023 Cohort

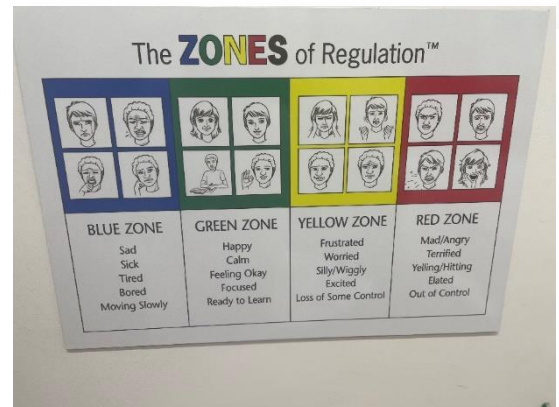


Destination Schools	Male	Female	Other	Total
4038 Mount Lawley Senior High School	19	11		30
1125 Perth College		6		6
1149 Mercedes College		4		4
4042 Perth Modern School	2	1		3
1178 Servite College		2		2
4004 Balcatta Senior High School		1		1
4213 Bob Hawke College		1		1
4012 Churchlands Senior High School	1			1
1074 Guildford Grammar School	1			1
1193 Hale School	1			1

Student Behaviour

As a Positive Behaviour Support (PBS) school we focus on explicitly teaching, monitoring, acknowledging, and rewarding positive behaviour in line with our core values of Responsibility, Character, Respect and to Strive. Our students have embraced these values giving our school an air of calm.

- All behaviour that is dealt with through the Administration team is recorded on our School Information System (SIS). Some is recorded by the teacher.
- This information includes all past students as well as our current cohorts.
- 88% of all students have had no negative behaviour recorded on SIS.
- Only 7% of all students have more than one negative behaviour recorded, meaning that after one incident they were able to regulate the behaviour with what had been put into place to support them.



Overall, the negative behaviours have trended down

- Negative behaviours have reduced the past two years.
- The PBS approach has impacted positively on student behaviour.
- Other notable initiatives include Restorative Practice, Friendology and the Zones of Regulation which gives students the tools to better regulate their behaviour and reduces escalation.



Student Achievement and Progress

On Entry

On Entry is a range of assessments that is conducted early in term 1 each year in Pre Primary and is reflective on school readiness.

This year the Year 2s were assessed for the first time.

Note: ICSEA stands for the Index of Community Socio-Educational Advantage.

ICSEA provides an indication of the socio-educational backgrounds of students; it has nothing to do with the staff, school facilities or teaching programs at the school.

Module 1 Pre Primary Students 2024	Public School Mean	ICSEA Decile Median	Coolbinia PS Median
Numeracy	429	456	478
Reading	450	473	490
Writing	210	210	176

Findings

- The Pre-Primary results indicate that our median score is above that of the Public School's and ICSEA Decile schools in Reading and Numeracy.
- The Pre-Primary results that our median score is below that of the Public School's mean and ICSEA Decile school median in Writing.

Year 2 Students 2024	Public School Mean	ICSEA Decile Median	Coolbinia PS Median
Numeracy Module 3	582	645	641
Reading Module 4	541	592	598
Writing Module 4	541	680	669

Findings

- The Year 2 results indicate that our median score is above that of the Public School's and ICSEA Decile schools in Reading.
- The Year 2 results that our median score is below that of the ICSEA Decile school median in Writing and Numeracy.

Literacy

- Strength in Concepts of Print and Comprehension Strategies such as identifying how a main character feels and inferring how a character feels.
- Half of the cohort could write their name with correct spelling, direction, and capitalisation. Ongoing targeted support in supporting students to write their names with correct spelling, direction and capitalisation is required.
- Satisfactory Phonological Awareness skills demonstrated by approximately a third of the cohort.
- Oral Language and Oral Retells require further focus particularly sequencing three events from a story.

- Oral Language results indicate that approximately half of the cohort demonstrated consistent or regular use of taking turns, using effective body language, speaking clearly, and adjusting volume when participating purposefully and engaging actively in conversation.
- Over half of the cohort used a range of appropriate vocabulary when engaged in conversation.
- Approximately 15% of the cohort demonstrated below average participation and engagement skills.
- All areas of Writing require more focus (print organisation, text structure, sentence structure, sentence punctuation).

Numeracy

- Strength in number recognition, counting backwards, counting principles (magnitude comparison), shape, and measurement (length).
- A focus on developing partitioning and problem-solving skills (less than 10).
- Continued practice on students counting out a set of objects to make an equivalent group.
- Ongoing focus in developing ordinal numbers and continuing a pattern with objects.

Recommendation

- Continue to embed Talk for Writing, Heggerty Phonemic Awareness, Diana Rigg as early literacy and oral language programs in the early years of education.

NAPLAN

Percentage of students in the Strong or Exceeding Proficiency Level

Key N= Numeracy R= Reading W= Writing S= Spelling P&G= Punctuation & Grammar

Area Tested	Year 3					Year 5				
	N	R	W	S	P&G	N	R	W	S	P&G
Coolbinia	85.0	79.6	90.6	73.6	69.8	81.8	83.7	85.5	83.6	72.7
Stable Cohort	86.9	84.1	N/A	N/A	N/A	84.3	84.4	86.2	N/A	N/A

NAPLAN Comparative Performance for Years 3 and 5

Year 3	Performance		Students	
	2023	2024	2023	2024
Numeracy	-0.5	0.5	46	53
Reading	-0.1	-0.1	46	54
Writing	-0.1	-0.3	46	53
Spelling	-0.5	0.1	46	53
Grammar & Punctuation	-0.5	0.0		53

Year 5	Performance		Students	
	2023	2024	2023	2024
Numeracy	-0.4	0.5	55	55
Reading	-0.5	-0.5	55	55
Writing	-1.0	-0.4	55	55
Spelling	-0.7	-0.0	55	55
Grammar & Punctuation	-0.6	-0.8	55	55

1	Above Expected - more than one standard deviation above the predicted
2	Expected within one standard deviation of the predicted school mean
3	Below Expected more than one standard deviation below the predicted school
	If blank, then no data available or number of students is less than 6

Financial Summary

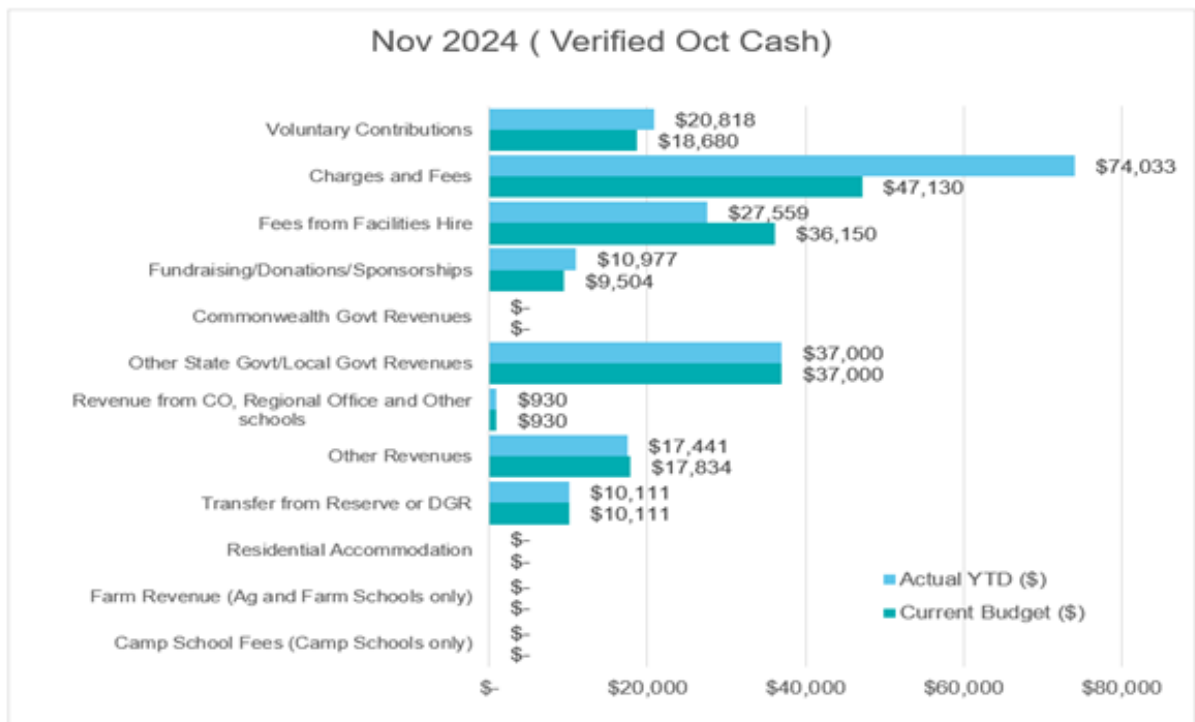
Coolbinia PS uses operational planning across focus areas to outline our budget needs for resourcing across the school. Our Coolbinia PS Plan 2023 - 2026 outlines our directions and through our leadership teams our needs are identified, and draft budget is compiled for approval by Finance Committee and presented to our School Board. Committees may request further funding during the year if needs arise for resources aligned with our School Plan.

We report at each Finance meeting and School Board meeting on the progress of financial expenditure against operational planning in our focus areas from our Business Plan. Our Finance report at each meeting reports on percentage of expenditure on resources and staffing costs against approved expenditure. We address any queries and will provide further information when requested.

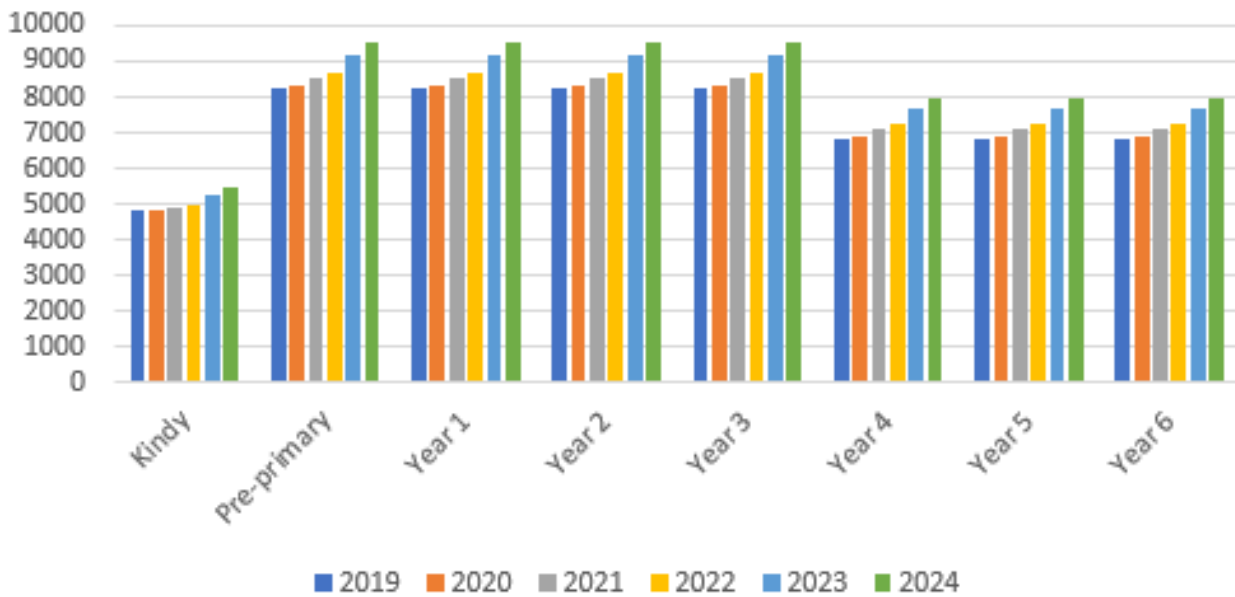
ONE LINE BUDGET - Nov 2024 (Verified Oct Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	75,788	75,788
Carry Forward (Salary):	113,694	113,694
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,869,719	3,869,719
Locally Raised Funds:	177,340	198,869
Total Funds:	4,236,540	4,258,070
EXPENDITURE		
Salaries:	3,721,813	3,437,746
Goods and Services (Cash):	409,138	384,133
Total Expenditure:	4,130,951	3,821,879
VARIANCE:	105,589	436,191
INCOME - Nov 2024 (Verified Oct Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	75,788	75,788
Carry Forward (Salary)	113,694	113,694
STUDENT-CENTRED FUNDING		
Per Student	3,148,152	3,148,152
School and Student Characteristics	532,250	532,250
Disability Adjustments	59,102	59,102
Targeted Initiatives	128,933	128,933
Operational Response Allocation	1,282	1,282
Total Funds:	3,869,719	3,869,719
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(200,000)	(200,000)
School Transfers - Cash	200,000	200,000
Department Adjustments	0	0
Total Funds:	0	0
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	18,680	20,818
Charges and Fees	47,130	74,033
Fees from Facilities Hire	36,150	27,559
Fundraising/Donations/Sponsorships	9,504	10,977
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	37,000	37,000
Revenue from CO, Regional Office and Other scho	930	930
Other Revenues	17,834	17,441
Transfer from Reserve or DGR	10,111	10,111
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	177,339	198,869
TOTAL	4,236,540	4,258,070

EXPENDITURE - Nov 2024 (Verified Oct Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,353,372	3,069,305
New Appointments	0	0
Casual Payments	368,441	368,441
Other Salary Expenditure	0	0
Total Funds:	3,721,813	3,437,746
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	16,520	9,556
Lease Payments	0	0
Utilities, Facilities and Maintenance	83,900	82,021
Buildings, Property and Equipment	89,699	82,793
Curriculum and Student Services	212,325	195,240
Professional Development	5,500	12,384
Transfer to Reserve	0	0
Other Expenditure	1,194	2,138
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	409,138	384,132
TOTAL	4,130,951	3,821,878

Locally Generated Revenue - Budget vs Actual



Per Student Funding for the last 6 years.



Year	Per Student Funding For the last Six Years						Percentage increase
	2019	2020	2021	2022	2023	2024	
Kindy	4798	4849	4914	4992	5283	5468	13.9% increase
Pre-primary	8224	8311	8538	8673	9178	9500	15.5% increase
Year 1	8224	8311	8538	8673	9178	9500	15.5% increase
Year 2	8224	8311	8538	8673	9178	9500	15.5% increase
Year 3	8224	8311	8538	8673	9178	9500	15.5% increase
Year 4	6853	6926	7134	7247	7669	7938	15.8% increase
Year 5	6853	6926	7134	7247	7669	7938	15.8% increase
Year 6	6853	6926	7134	7247	7669	7938	15.8% increase



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