



**Coolbinia Primary School Plan
2024 - 2026**



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

Our Vision

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

Our Context

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

Coolbinia 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

Responsibility

- for self • for property • for belongings • for environment

- ### Respect
- for ourselves
 - for others
 - for the environment



- ### Strive
- for personal best
 - pursuit of better
 - teamwork
 - celebrate success

- ### Character
- for persisting • integrity • resilience • honesty / trustworthy

School Planning and Self-Assessment

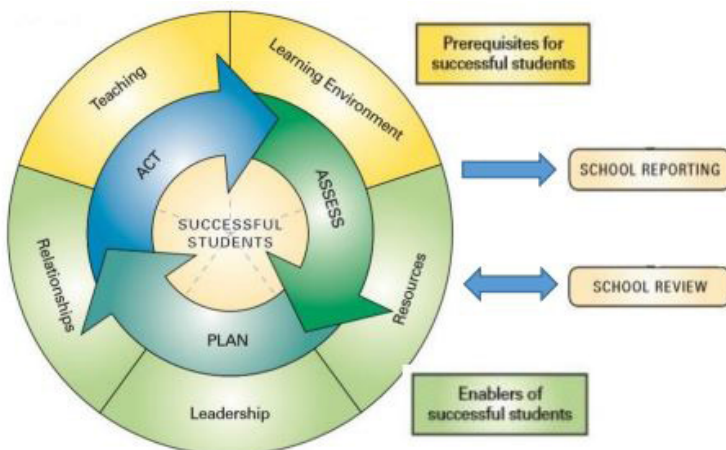
The School Plan describes the key improvement strategies that we will focus on to ensure every child reaches their potential and aims to achieve high standards of achievement, both academic and non-academic. Each year the school completes a cycle of self-assessment, review, annual reporting and planning. Quality performance information assists in decisions related to targets, strategies, resourcing, monitoring and evaluation measures in school planning.

The Coolbinia School Plan is aligned to the Electronic Schools Assessment Tool (ESAT). Whilst ESAT has six domains the school has distilled these into five Priority areas in this School Plan.

Our five Priority Areas are

1. High expectations of student achievement and progress
2. Deliver high quality teaching and excellence in curriculum delivery
3. Provide a safe, supportive and inclusive learning environment
4. Building positive and sustainable relationships
5. Provide support and opportunities for staff to lead

Planning and Assessment Cycle



ESAT Domains

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

This School Plan has been developed through a collaborative process involving the school staff and members of the School Board. The Priorities and Improvement Targets are determined through a process involving the collection of a range of evidence and which is analysed by staff providing key areas for improvement. This plan has the full support of the School Board and staff at Coolbinia Primary School. Information regarding the school's progress in other areas is reported annually through the Annual School Report.

Improvement Targets

1. High expectations of student achievement and progress

- Student progress from Years 3 to 5 to be at or above like schools in NAPLAN Writing, Grammar & Punctuation and Numeracy.
- Maintain and improve the performance of students in each year level on ACER Progressive Achievement Tests (PAT) Grammar & Punctuation, Vocabulary (Years 3-6), Mathematics and Science (Years 3-6) tests throughout 2024-2026.

2. Deliver high quality teaching and excellence in curriculum delivery

- Have school wide approach to support the development of pedagogical practices aligned to the Department of Education WA Quality Teaching Strategy - Teaching for Impact.

3. Provide support and opportunities for staff to lead

- Have a school wide approach to the development of leaders at all levels across the school.

4. Provide a safe, supportive, and inclusive learning environment

- An annual upward positive trend in the Be You survey tool data from 2024 through to 2026.

5. Building Positive and Sustainable Relationships

- Positive results in the annual Parent, Staff and Student National School Opinion Survey (NSOS) in each year of this plan.

Priorities	By 2026 you will see staff	By 2026 you will see students
1. High expectations of student achievement and progress		
<p>English</p> <ul style="list-style-type: none"> • Improve English outcomes for all students with a focus on Reading, Writing, Grammar and Punctuation (English). 	<ul style="list-style-type: none"> • Actively engage in analysis of NAPLAN and ACER PAT data to inform teaching and learning programs in English. • Continue to adhere to the whole school scope and sequence for Grammar and Punctuation. • Engage the use of teaching tools such as Seven Steps (3-6) and Talk for Writing (K-2) to support writing development. • Utilise the Brightpath assessment tool for effective evaluation of writing progress for all students. • Learning Sprints used across school in reading and Grammar and Punctuation (at least one in first semester and one in second semester). • Implement the new home reading guidelines. 	<ul style="list-style-type: none"> • Participate in early intervention (K-2) to ensure ongoing progress and achievement if identified to be at risk. • In K-2 use Talk for Writing to enhance the quality of their writing. • In Years 3-6 use ‘Seven Steps for Writing Success’ tools to enhance their quality of writing. • Engage in Brightpath writing assessment once a semester. • Engage in learning sprints to improve achievement.

Priorities	By 2026 you will see staff	By 2026 you will see students
<p>Mathematics</p> <ul style="list-style-type: none"> • Improve Numeracy outcomes for all students with a focus on: • Developing problem-solving skills. • Developing student vocabulary in maths consistently across the school. • Consolidation of mental maths computational skills with a focus on fluency. 	<ul style="list-style-type: none"> • Actively engage in analysis of NAPLAN and ACER PAT data to inform teaching and learning programs in Math. • Teach students problem solving skills using the Polyer method (understand the problem, devise a plan, carry out the plan, look back and check). • Use the Bond Block programs in K-3 to support the teaching of counting, addition & subtraction. • Develop and teach the vocabulary of maths in using a school wide systematic approach. • Use Paul Swan games and manipulatives to consolidate skills in problem solving. 	<ul style="list-style-type: none"> • Apply their knowledge of problem-solving skills during mathematics lessons. • Use these skills to solve problems on a daily basis. • Use Bond Blocks to support counting, addition & subtraction. • Understand, use and engage with the language of maths consistently across all maths lessons. • Participate regularly in games and activities to support concepts, fluency and problem solving.
<p>Digital Technologies/ICT</p> <ul style="list-style-type: none"> • Improve Technology outcomes for all students with a focus on growth in Digital Literacies (formally ICT) capability and performance. 	<ul style="list-style-type: none"> • Integrate technology in teaching and learning programs throughout all classrooms using Digital Technologies/ICT Specialist as support. 	<ul style="list-style-type: none"> • Using Digital Tools (desktop computers, iPads, robotics equipment) competently and safely to produce relevant digital solutions. • Gain firsthand experience of technology in the real world through engagement with outside educational institutions.

Priorities	By 2026 you will see staff	By 2026 you will see students
<p>Science</p> <ul style="list-style-type: none"> • Build upon student capability in the Science learning outcomes. • Extending students through engagement in Einstein First science and mathematics. • Extending students through Two-Way Science (TWS) by engagement with different world view perspectives and Aboriginal scientific knowledge and understanding. 	<ul style="list-style-type: none"> • Teaching Einstein First units across all year levels. • Teaching TWS units across all year levels. • Embed the learning experiences offered both in cultural diversity and Aboriginal education through TWS. 	<ul style="list-style-type: none"> • K-6 students engaging with the Einstein First program in lessons. • Participate in TWS lessons that are integrated into the Science program. • Use the bushland trail as an outdoor classroom in TWS.
<p>Cross Curriculum Priorities</p> <ul style="list-style-type: none"> • Integration of Cross Curriculum Priorities in all learning areas. • Addressing understandings, knowledge and taking action regarding climate change. • Embed integration of cross curriculum priorities in all learning areas through a developed set of guidelines 	<ul style="list-style-type: none"> • Provide real-world and authentic STEM experiences linked to the United Nations Sustainability Goals supported using agreed guidelines. • Link cross curriculum priorities in their planning and learning experiences including climate change. • Engage in the development of a set of guidelines to embed the current cross curriculum areas across the school. 	<ul style="list-style-type: none"> • Engage in real world sustainability challenges throughout the year involving the wider community. • Understand the environmental actions that they undertake are addressing the climate change challenge.

Priorities	By 2026 you will see staff	By 2026 you will see students
<p>2. Deliver high quality teaching and excellence in curriculum delivery</p>		
<ul style="list-style-type: none"> • Through building staff capacity to provide excellence in teaching through Teaching for Impact • Through a review of our Performance Management plan with links to classroom observation and feedback, supported by the Teaching for Impact resources. 	<ul style="list-style-type: none"> • Implement Teaching for Impact models in supporting best practice in classroom with a focus on differentiation. • Collaboratively plan, reflect and evaluate processes in place to allow staff to work together to achieve common outcomes. • Implement a whole school Gradual Release of Responsibility pedagogical framework in the classroom. • Develop performance goals and professional learning opportunities aligned with school priorities. • Engage in processes to support classroom observations as a preferred method of staff development and reflective practice. 	

Priorities	By 2026 you will see staff	By 2026 you will see students
<p>3. Provide support and opportunities for staff to lead</p>		
<ul style="list-style-type: none"> • Through opportunities for distributed leadership for staff. 	<ul style="list-style-type: none"> • Involved in the leadership team, have clearly articulated roles and responsibilities eg Level 3, Senior Teacher, POL leader, Curriculum leaders. • Aspiring for Senior, Lead and Level 3 Classroom Teacher supported and encouraged. • Level 3, Senior and Lead Teachers undertaking roles across the school. • Given opportunities for admin leadership if they arise. • Encouraged to take part in Leadership activities and roles within the Mount Lawley Hub Network. 	

Priorities	By 2026 you will see staff	By 2026 you will see students
<p>4. Provide a safe, supportive and inclusive learning environment</p>		
<ul style="list-style-type: none"> • Improve the Social & Emotional outcomes for students and families. • Contribute to a culture of partnership and mutual support for families by assisting families to develop appropriate mental health promotion strategies at home. 	<ul style="list-style-type: none"> • Implement the 'Be You' action plan. • Continue to work with Mercy Care to support families who have concerns. • Implement Smiling Minds Mindfulness program to ensure impact on student wellbeing. • Complete Be You PL Partner & Assist Modules online. • Interacting for health and wellbeing lessons. • Complete Be You Educators and Family Surveys. 	<ul style="list-style-type: none"> • Access a range of supports including the School Chaplain, Ed Connect Volunteers, Mercy Care workers, School Psychologist.

Priorities	By 2026 you will see staff	By 2026 you will see students
<p>5. Building Positive and Sustainable Relationships</p>		
<ul style="list-style-type: none"> • Through strengthening effective communication and support collaborative decision making amongst the school community. • Through strengthening effective communication and collaboration with community volunteers and partners. • Working towards Reconciliation with Aboriginal peoples through engagement in the co-design process related to curriculum requirements. 	<ul style="list-style-type: none"> • Engage in collaborative planning, reflection and evaluation with volunteers and partners, such as Friends of Coolbinia bushland, CSIRO STEM Professionals, SERCUL and EdConnect. • Engage in co-design experiences with Aboriginal Elders, educators and families. 	<ul style="list-style-type: none"> • Participate in learning experiences, K-6, that make meaningful links with real world learning opportunities and enhance student wellbeing. • K-6 students will participate in learning experiences that result from the co-design process.



Glossary

ACER/PAT: Australian Council Education of Research / Primary Assessment Tool

Be You: A national initiative for educators to promote and protect positive mental health in children endorsed by the Department of Education WA.

Brightpath: A web based software program with a range of assessments and reporting features to measure achievement and progress of students writing endorsed by the Department of Education.

ESAT: The Electronic School Assessment Tool has been developed to support the school's ongoing self-assessment and reflective practices.

ICT: Information and Communication Technology

NAIDOC: National Aborigines and Islander Day Observance Committee

PBS: Positive Behaviour Support is about ensuring all students have access to the most effective behaviour practices and interventions possible endorsed by the Department of Education WA.

Seven Steps to Successful Writing: A program that supports students with the building blocks for writing.

STEM: Science Technology and Engineering and Mathematics teaching through an integrated approach that involves real life learning experiences.

Talk for Writing: A program that links writing with oral language.

Two Way Science: A program linking aboriginal science with modern science.

Zones of Regulation: A behaviour strategy to help students regulate and build an awareness of their emotions.





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