South Coogee
PRIMARY SCHOOL
AN INDEPENDENT PUBLIC SCHOOL

Business Plan 2016-18

Achieve, Respect, Inspire
Welcome to South Coogee Primary School

**School Vision**

To maximize every learning opportunity and shape our students’ future through high quality, values enriched, teaching and learning.

**School Community Purpose**

We will work as a community so that each student and staff member

- Achieves their personal best in their learning
- Respects self, others and the environment
- Is inspired and is given the opportunity to inspire others

ACHIEVE, RESPECT, INSPIRE

**Our 5 Pillars**

At South Coogee Primary School we have 5 Pillars which support our school vision and purpose

- Differentiation in Teaching and Learning
- Positive & Proactive Approach
- Collaboration and Communication
- Distributed Leadership
- Innovation

These Pillars underpin the long term planning and daily experiences at South Coogee Primary School. School strategies are chosen and implemented with a focus on these core pillars. They provide the foundation for our focused approach on the pursuit of student and staff excellence, ongoing self-improvement and a positive sense of self and community.
School Overview 2016-2018

School Community Purpose:
We will work as a community so that each student and staff member:

- Achieves their personal best in their learning
- Respects self, others & the environment
- Is inspired & is given the opportunity to inspire others

ACHIEVE, RESPECT, INSPIRE

Collaboration & Communication

Innovation

Distributed Leadership

Sustainability
- Year level responsibilities
- Composting/worm farms/vegetable gardens/recycling
- Sustainability fete
- Waste Free Wednesday
- Incurcions
- Community partnerships
- ECE Nature Space area
- Sustainability Bee

Numeracy
- Numeracy Block
- Structured lessons
- First Steps/Diagnostic Tasks
- Numeracy Passports
- Calculate Strategies
- Paul Swan games
- Hands on/interactive

LITERACY
- Literacy Block
- Multi-lit
- Letters & Sounds
- Guided Reading
- Miscue Analysis (PM Benchmarks)
- Home Reading/Literacy Bags
- Oxford Sight Word List
- SCPS Editing Process
- First Steps/Gradual Release Model

Science
- Annual Incursion
- Well-resourced Science lab
- Case Management
- SAER, EAL/D & Handover Processes
- Studyladder
- Skoolbo

Maths
- Numeracy Block
- Structured lessons
- First Steps/Diagnostic Tasks
- Numeracy Passports
- Calculate Strategies
- Paul Swan games
- Hands on/interactive

The Arts
- Visual Arts Specialist
- Visual Arts exhibitions & competitions
- Choir
- Annual excursions
- Community partnerships

Curriculum Improvement
- Evidenced based, data driven practices
- High expectations
- Goal Setting
- Success Criteria
- WALT/WILF
- Progress Meetings
- Collaboration meetings
- Moderation
- Maths & Literacy Action Plans
- Case Management
- EAL/D & Handover Processes
- Studyladder
- Skoolbo

The Arts
- Visual Arts Specialist
- Visual Arts exhibitions & competitions
- Choir
- Annual excursions
- Community partnerships

Pastoral Care
- Chaplain
- 3 minute mentor
- Buddy Classes
- Protective Behaviours
- Multi-age rotational activity events
- Breakfast Club
- School Volunteer Program
- Student Leadership
- Community Partnership
- Out of Hours School Care

Why?
- School Vision & Purpose
- 5 Pillars underpinning SCPS
- Strategies/Whole school approaches

How?

WHAT?

HOW?
2016-2018 Targets

- From 2016-2018, there is an upward trend in the performance of Year 3 students in the NAPLAN Reading assessment so that by 2018 results are similar to or above ‘like schools’.

- From 2016-2018, sustain the upward trend in Year 3 NAPLAN Numeracy assessments so that they are similar to or above ‘like schools’.

- From 2016-2018, the performance of Year 5 students in the NAPLAN Reading and Numeracy assessments will be maintained at similar to or above ‘like schools’.

- By 2018, the percentage of students with regular attendance will be 80% or above.

- The responses to the School Board’s Self-Reflection Survey in respect to the effectiveness of the Board are positive.

- The National School Opinion Survey results are positive for Students (i.e. each item has a ranking of at least 3.5).
# Excellence in Teaching & Learning

<table>
<thead>
<tr>
<th>Strategic Focus</th>
<th>Strategies</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>High quality teaching and learning</td>
<td>• Collaborative year level planning, moderating and assessing</td>
<td>• In-school moderation included in year level Literacy and Numeracy Action Plans</td>
</tr>
<tr>
<td></td>
<td>• Embed and consolidate Literacy and Numeracy whole school approaches</td>
<td>• Between-school moderation for Literacy and Numeracy</td>
</tr>
<tr>
<td></td>
<td>• Differentiate teaching to cater for the learning needs and abilities of all students</td>
<td>• Visible Learning Strategies to be embedded within teaching &amp; learning programs</td>
</tr>
<tr>
<td></td>
<td>• Analyse and use individual student, class and whole school data to inform learning programs</td>
<td>• High quality IEPs with measurable targets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Comprehensive SAER register is kept and information shared with relevant staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Systemic analysis of whole school data on an annual basis for whole school and classroom planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use appropriate approaches to teach and assess reading, writing, spelling and mathematics</td>
</tr>
<tr>
<td>Using Information, Communication Technologies (ICT) to enhance learning</td>
<td>• Implement professional learning that caters for the range of ICT skills and knowledge among staff</td>
<td>• Staff are engaged in professional learning appropriate to their level of need</td>
</tr>
<tr>
<td></td>
<td>• Continue to develop and maintain a strategic approach in the way that ICT are implemented throughout the school</td>
<td>• A bank of at least 6 iPads available to every class from K-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• BYOD laptop program is implemented in each year 4-6 class with a bank of school laptops available for those students who do not purchase or lease their own device</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>• Utilise the National Quality Standards (NQS) framework to drive continuous improvement in our Early Childhood classes</td>
<td>• Ongoing training of staff in the NQS Quality Areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A school based self-reflective process exists and is used to inform our level of attainment of the Standards</td>
</tr>
</tbody>
</table>
## Excellence in Teaching & Learning

<table>
<thead>
<tr>
<th>Strategic Focus</th>
<th>Strategies</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of the Western Australian Curriculum</td>
<td>• Implement the Western Australian Curriculum in accordance with the SCSA timeline</td>
<td>• Implementation of the Phase 2 &amp; 3 learning areas will occur in line with SCSA and DoE timelines</td>
</tr>
<tr>
<td>Students access a broad curriculum and specialist teacher expertise</td>
<td>• Engage Pre Primary to Year 6 students in specialist teaching and learning programs</td>
<td>• Specialist learning areas outline the teaching and learning program and associated activities through a term plan/overview</td>
</tr>
<tr>
<td>Aitsl Professional Standards</td>
<td>• Use the Aitsl Australian Professional Standards for teachers and school leaders to support staff self-reflection and continuous self-improvement</td>
<td>• Professional Learning and ongoing support is provided for teaching staff in the application of the Standards</td>
</tr>
</tbody>
</table>
| Build staff capacity for excellence and innovation/leadership | • Maintain a team approach where staff collaboratively plan for student learning  
• Implement classroom observation and feedback practices to assist in driving improved teacher performance  
• Continue to develop and maintain distributed leadership  
• Provide ongoing support for beginning, Level 3 teachers and aspirant leaders  
• Collaborative planning time for teachers is timetabled regularly  
• All teachers take part in classroom observation as part of their performance management process  
• The distributed model provides aspiring school leaders with authentic leadership opportunities  
• Committee Coordinators/Curriculum Leaders, lead their committees to implement key curriculum strategies and activities with staff  | • Teachers and school leaders reflect on the relevant Professional Standards to inform goal setting for improvement in Performance Management |

- SCSA: School Curriculum and Standards Authority  
- DoE: Department of Education
<table>
<thead>
<tr>
<th>Strategic Focus</th>
<th>Strategies</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a safe, caring inclusive</td>
<td>• Positive Behaviour in Schools – whole school approach implemented and</td>
<td>• PBS strategies embedded within the school’s Responsible Behaviour Plan</td>
</tr>
<tr>
<td>environment for all</td>
<td>embedded with a team in place to support and lead the initiative</td>
<td>• The SCPS Tribes Agreements are displayed in every classroom and are</td>
</tr>
<tr>
<td></td>
<td>• Positive behaviour is acknowledged in classrooms and the playground</td>
<td>embedded within daily practice by all staff</td>
</tr>
<tr>
<td></td>
<td>through a variety of strategies</td>
<td>• Professionally produced signage for the Tribes Agreements is developed</td>
</tr>
<tr>
<td></td>
<td>• Continuation of the Chaplain program</td>
<td>and displayed</td>
</tr>
<tr>
<td></td>
<td>• Student mental health and well-being is addressed within the Pastoral</td>
<td>• Chaplain to implement focused programs targeting student areas of needs</td>
</tr>
<tr>
<td></td>
<td>Care Plan</td>
<td>• Whole school approaches and individualized support implemented to cater</td>
</tr>
<tr>
<td></td>
<td>• An individualized approach is used to cater for students’ varying</td>
<td>for identified student social/emotional needs</td>
</tr>
<tr>
<td></td>
<td>social/emotional needs</td>
<td>• Attendance processes are implemented each year and reviewed biennially</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Sustainability</td>
<td>• Maintain whole school approach to environmental responsibility and</td>
<td>• All year levels have a responsibility for an environmentally sustainable</td>
</tr>
<tr>
<td></td>
<td>sustainability</td>
<td>practice as outlined in the year level plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The Sustainability Committee leads the whole school approach to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>enhancing environmentally responsible attitudes and practices</td>
</tr>
<tr>
<td>Student Leadership</td>
<td>• Maintain a strategic approach to developing student leadership</td>
<td>• Students carry out leadership duties independently</td>
</tr>
<tr>
<td></td>
<td>• Students are supported by key staff members in carrying out leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>roles</td>
<td></td>
</tr>
<tr>
<td>Ensure a safe, aesthetically pleasing</td>
<td>• Maintain buildings facilities and grounds to ensure they are</td>
<td>• The National School Opinion survey results in relation to this aspect are</td>
</tr>
<tr>
<td>education environment</td>
<td>contemporary and suit current needs and regulations</td>
<td>positive</td>
</tr>
<tr>
<td></td>
<td>• Maintain an Occupational and Health and Safety Officer to monitor the</td>
<td>• Buildings and facilities meet regulatory standards</td>
</tr>
<tr>
<td></td>
<td>physical environment of the school</td>
<td></td>
</tr>
<tr>
<td>Staff Mental Health and Well-being</td>
<td>• Planned well-being activities are implemented throughout each school</td>
<td>• ‘Offline Week’ is implemented as an annual event.</td>
</tr>
<tr>
<td></td>
<td>year for staff</td>
<td>• Well-being activities will be incorporated into whole day staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Development days</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Workload committee is established</td>
</tr>
</tbody>
</table>
# Building Our Community

<table>
<thead>
<tr>
<th>Strategic Focus</th>
<th>Strategies</th>
<th>Milestones</th>
</tr>
</thead>
</table>
| Enhance parental awareness of and engagement in teaching and learning programs | • Whole school approaches are implemented to engage parents as partners in the learning process  
• Clear information is provided to the community on student academic performance and strategies implemented to improve student learning  
• School Board and staff to implement strategies to engage parents in completing school surveys | • Key strategies to engage parents in teaching and learning programs are implemented  
• School Board, P&C and wider school community are provided with information about the school’s academic performance and strategies for improvement  
• The level of parent participation in parent surveys provides valid data to be used to inform planning |
| Continue to build positive mutually beneficial partnerships with community agencies and businesses | • Staff collaborate with local agencies and businesses to enhance teaching and learning programs | • Established partnerships are embedded within school planning documents  
• Staff are supported and encouraged to establish partnerships which support the teaching and learning programs  
• Students participate in activities in the broader community which positively promote the school |
| Cultural diversity in our community is valued and acknowledged | • Acknowledge and celebrate the variety of cultures within the school community | • Harmony Day and NAIDOC week are celebrated annually  
• Each class will invite families/community members to share their culture with the school community |
Achieve, Respect, Inspire