



# South Coogee Primary School **Business Plan** 2019-2021



**South Coogee**

PRIMARY SCHOOL

*Achieve. Inspire. Respect.*

AN INDEPENDENT PUBLIC SCHOOL



## School Vision

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

## School Values

### Achieve Inspire Respect

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

- Achieves their personal best in their learning.
- Respects themselves, others and the environment.
- Is inspired and provided the opportunity to inspire others.

## Pedagogical Framework

The Pedagogical Framework embodies what quality teaching looks like at South Coogee Primary School.

## Our Principles

At South Coogee Primary School we have principles which support our pedagogical framework and underpin the long term planning and daily experiences.

Our Practices and Processes are driven by:

- Beliefs
- Research
- Data



## 2019-2021 Targets

From 2019-2021, there is an upward trend in the performance of Year 3 students in all NAPLAN assessments so that by 2021 results are similar to or above 'like schools'.

- Numeracy
- Reading
- Writing
- Grammar and Punctuation
- Spelling

From 2019-2021, there is an upward trend in the performance of Year 5 students in the NAPLAN assessments so that by 2021 results are similar to or above 'like schools'.

- Numeracy
- Reading
- Writing
- Grammar and Punctuation
- Spelling

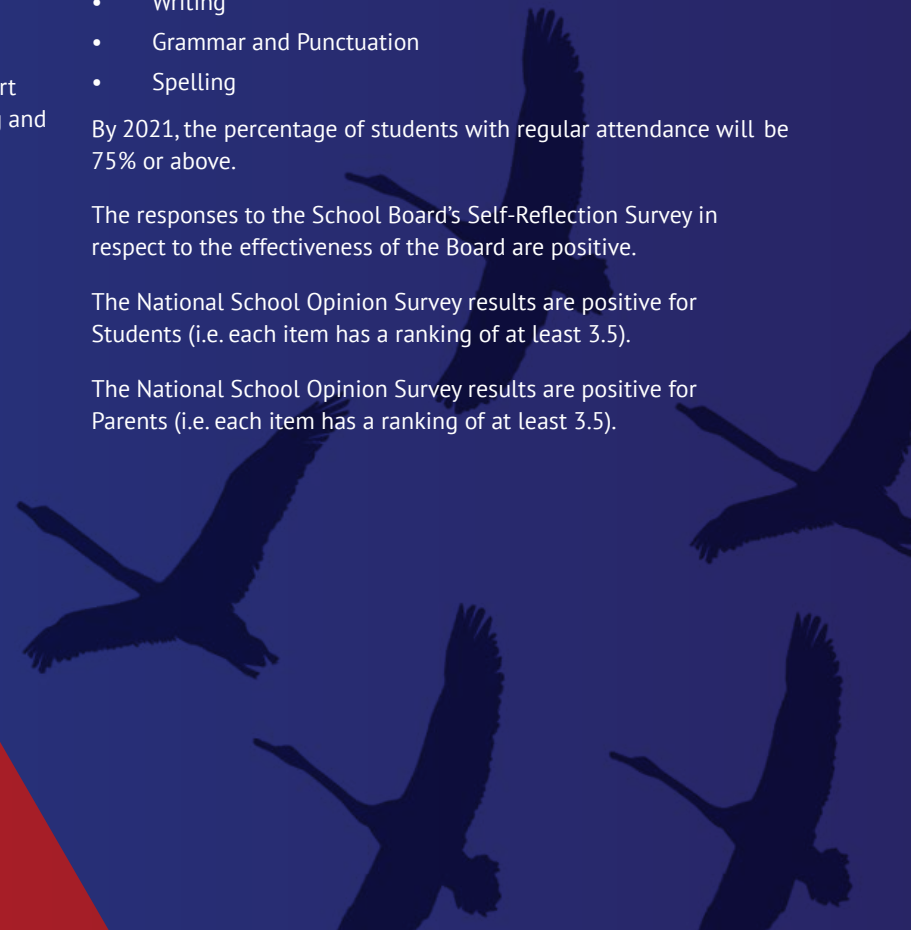
By 2021, the percentage of students with regular attendance will be 75% or above.

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).

The National School Opinion Survey results are positive for Parents (i.e. each item has a ranking of at least 3.5).

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# Pedagogical Framework

This framework embodies what quality teaching looks like at South Coogee Primary School



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1

## BELIEFS

We believe in having high expectations and standards for all staff, students and the community. We believe every student is capable of achieving success.

3

## DATA

We use data to identify trends, collect evidence and inform future planning. Data analysis is a vital component to our ongoing and unrelenting improvement plan.

2

## RESEARCH

We use research based, whole school instructional models and resources that are specifically designed to maximise the learning opportunities for the students in our context.

4

## PRACTICES

We use specific practices that ensure our students are provided with quality effective teaching strategies that are contextually designed to improve their learning outcomes.

5

## PROCESSES

We have developed processes to ensure that our teaching practices are highly accountable, collaborative and ethical. We have an equitable allocation of funding, resources and learning space to ensure teachers are equipped with the necessary means to maximise the learning opportunities of all students.



## Excellence in Teaching & Learning

Strategic Focus	Strategies	Milestones
<b>High quality teaching and learning</b>	<ul style="list-style-type: none"> <li>• Use of a whole school Pedagogical Framework</li> <li>• Embed and consolidate whole school approaches in all learning areas</li> <li>• Collaborative year level planning, moderating and assessing</li> <li>• Analysis and use of individual student, class and whole school data to inform learning programs</li> <li>• Differentiate teaching to cater for the learning needs and abilities of all students</li> <li>• Use the Critical and Creative Thinking General Capability across all learning areas</li> <li>• Develop links for curriculum leaders within the Fremantle/Cockburn Network</li> </ul>	<ul style="list-style-type: none"> <li>• The Pedagogical Framework is used as a reference for all teaching and learning programs</li> <li>• Improvement strategies for writing to be embedded within teaching and learning programs</li> <li>• Scope and Sequence documents are developed, endorsed and implemented for Spelling, Grammar &amp; Punctuation across all year levels</li> <li>• A whole school approach to planning in STEM is embedded</li> <li>• National Quality Standard (NQS) verification is maintained</li> <li>• A whole school approach to languages is embedded</li> <li>• The use of calibrated exemplars to moderate writing are embedded</li> <li>• All staff are involved in analysis of whole school data on an annual basis for whole school and classroom planning</li> <li>• Teachers develop and maintain high quality Individual Education Plans (IEPs) with SMART goals</li> <li>• Comprehensive Students at Educational Risk (SAER) database is kept and information shared with relevant staff</li> <li>• Programs are introduced to extend students who are identified as talented</li> <li>• A Critical and Creative Thinking General Capability program is implemented within the school</li> <li>• Curriculum leaders are actively participating in the network</li> </ul>
<b>Using Information, Communication Technology (ICT) to enhance learning</b>	<ul style="list-style-type: none"> <li>• Continue to implement professional learning that caters for the range of ICT skills and knowledge among staff</li> <li>• Continue to develop and maintain a strategic approach in the way that ICT is implemented throughout the school</li> <li>• Continue to support the full implementation of the Technologies Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are engaged in professional learning appropriate to their level of need</li> <li>• Bring Your Own Device (BYOD) laptop program is embedded in Years 3-6 class with an 85% uptake. Laptops made available to students without BYOD</li> <li>• A bank of at least 10 iPads is available to every class from K-2</li> <li>• A whole school approach to Digital Technologies and ICT General Capability is embedded across the school</li> </ul>



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**OUR PRINCIPLES - Practices and Processes are driven by:**

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## Excellence in Teaching & Learning

Strategic Focus	Strategies	Milestones
<b>Implementation of the Western Australian Curriculum</b>	<ul style="list-style-type: none"> <li>Implement the Western Australian Curriculum in accordance with the School Curriculum and Standards Authority timeline</li> </ul>	<ul style="list-style-type: none"> <li>The Western Australian Curriculum including teaching, assessing and reporting is fully implemented</li> </ul>
<b>Teacher Development</b>	<ul style="list-style-type: none"> <li>Use the Australian Professional Standards for Teachers to support self-reflection and continuous self-improvement</li> <li>Develop a culture of peer observation and feedback</li> <li>Increase the capacity of teachers to use their knowledge of the Aboriginal Cultural Standards Framework (ACSF) to explicitly use it in classroom practice</li> <li>Continue to refine and update induction process</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning and ongoing support is provided for teaching staff in the application of the standards</li> <li>Student voice, self-reflection and peer observations are used to inform teaching practice and plan professional development</li> <li>The ACSF is reflected in all operational planning and in classroom practice</li> <li>Regular meetings, induction booklet and allocation of mentor teachers to support new teachers in the implementation of whole school processes and programs</li> </ul>
<b>Leadership Development</b>	<ul style="list-style-type: none"> <li>Identify and support the development of staff with strong leadership potential</li> <li>Continue to develop and maintain distributed leadership</li> <li>Provide ongoing support for Graduate, Senior Teachers, Level 3 teachers and aspirant leaders</li> </ul>	<ul style="list-style-type: none"> <li>Aspiring school leaders are provided with authentic leadership opportunities within the school and across the network</li> <li>Current Level 3 teachers provide support for future aspirants</li> <li>The number of Senior and Level 3 teachers has increased</li> </ul>



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## Inclusive, Safe Learning Environment

Strategic Focus	Strategies	Milestones
<b>Provide a safe, caring inclusive environment for all</b>	<ul style="list-style-type: none"> <li>• Positive Behaviour in Schools – whole school approach implemented and embedded with a team in place to support and lead the initiative</li> <li>• Continue the Chaplaincy program</li> <li>• Support for students' mental health and wellbeing</li> <li>• Apply the social and ethical protocols and practices when using ICT</li> <li>• Seek a suitable Aboriginal Islander Education Officer (AIEO)</li> </ul>	<ul style="list-style-type: none"> <li>• PBS strategies and rewards are embedded within the school's Responsible Behaviour Plan</li> <li>• Chaplain provides support to the school community</li> <li>• Whole school approaches support mental health and wellbeing are in place</li> <li>• Cyber safety workshops for parents and students are held regularly</li> <li>• Appropriate selection processes are used to find a high quality AIEO</li> </ul>
<b>Environmental Sustainability</b>	<ul style="list-style-type: none"> <li>• Maintain whole school approach to environmental responsibility and sustainability</li> <li>• Take a lead role across the Fremantle/Cockburn network in sustainability and STEM</li> <li>• Adopt the Climate Clever approach</li> </ul>	<ul style="list-style-type: none"> <li>• All year levels have a separate responsibility for an environmentally sustainable practice as outlined in the operational plan</li> <li>• The Sustainability Committee leads the whole school approach to enhancing environmentally responsible attitudes and practices</li> <li>• STEM Teacher has developed a Butterfly Project across network schools in the Cockburn/Fremantle areas</li> <li>• There is a reduction overall in the consumption of energy and the use of utilities</li> </ul>
<b>Ensure a safe, aesthetically appealing education environment</b>	<ul style="list-style-type: none"> <li>• Maintain buildings, facilities and grounds to ensure they are contemporary and suit current needs and regulations</li> <li>• Maintain a trained Occupational and Health and Safety Officer (OHS) to monitor the physical environment of the school</li> </ul>	<ul style="list-style-type: none"> <li>• The National School Opinion survey results in relation to this aspect are positive</li> <li>• Buildings and facilities are attractive and meet regulatory standards</li> <li>• Outdoor Classrooms are utilised</li> <li>• Playgrounds are well maintained</li> <li>• OHS person elected and has completed necessary training requirements</li> </ul>
<b>Staff Mental Health and Well-being</b>	<ul style="list-style-type: none"> <li>• Implement a health and wellbeing operational plan</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing activities will be incorporated into staff Professional Development</li> <li>• Health and Wellbeing Committee is established</li> </ul>



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## Engaging our Community

Strategic Focus	Strategies	Milestones
<b>Parents and caregivers engagement</b>	<ul style="list-style-type: none"> <li>• Whole school approaches are implemented to engage parents as partners in the learning process</li> <li>• Clear information is provided to the community on student academic performance and strategies implemented to improve student learning</li> <li>• Improve two way communication between parents/carers and school</li> </ul>	<ul style="list-style-type: none"> <li>• Key strategies to engage parents/caregivers in teaching and learning programs are implemented</li> <li>• Data from parent/caregivers participation in school activities is collected</li> <li>• School Board and wider community are provided with information about the school's academic performance and strategies for improvement</li> <li>• CONNECT is used as an effective communication tool</li> </ul>
<b>Positive partnerships with network schools, community agencies and businesses</b>	<ul style="list-style-type: none"> <li>• Staff collaborate with local agencies and businesses to enhance teaching and learning programs</li> <li>• Strengthen the Fremantle/Cockburn Network links</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are supported and encouraged to establish community partnerships which support the teaching and learning programs</li> <li>• Students participate in activities in the broader community which positively promote the school</li> <li>• There is participation in Principal, Associate Principal, Curriculum Leaders, Manager Corporate Services and School Officer Networks</li> <li>• Teachers are actively engaged in leading or participating in all Network Curriculum Groups</li> </ul>
<b>Cultural diversity in our community is valued and acknowledged</b>	<ul style="list-style-type: none"> <li>• Acknowledge and celebrate the variety of cultures within the school community</li> <li>• Engagement with the Aboriginal Cultural Standards Framework</li> </ul>	<ul style="list-style-type: none"> <li>• Harmony Day and NAIDOC week are celebrated annually</li> <li>• A facility for translating language is embedded in school website</li> <li>• Cultural Awareness Committee established</li> <li>• Each class will provide opportunities for families/community members to share their culture with the school community</li> <li>• Trilingual signage to be erected around the school to acknowledge and celebrate Noongar culture and the Indonesian language</li> <li>• Parents and family members share cultural stories, activities and cooking</li> </ul>



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40 Ivankovich Avenue

Beeliar WA 6164

Phone: 6174 1500

Email: [southcoogee.ps@education.wa.edu.au](mailto:southcoogee.ps@education.wa.edu.au)

Website: [www.southcoogee.ps.wa.edu.au](http://www.southcoogee.ps.wa.edu.au)

