

Relationships

Objectives:

- ◆ To provide each individual with opportunities so that he/she feels they belong to the school community.
- ◆ To develop strong relationships with parents and other community members
- ◆ To promote a positive view of the school within the wider community.
- ◆ To build a school culture that is innovative, responsive and accountable to changes in the community demographic.

Strategies:

- Programs for students, parents and staff that support and encourage strong relationships and self esteem.
- Development of communication strategies related to organisational, procedural, educational and social/behavioural matters.eg newsletters, Facebook, website, Connect
- Whole School Tribes approach—Community Phase
- Class meetings and other communication strategies to increase parent awareness and knowledge of student achievement and progress.

Students

Allocation of a set time for monthly meetings of Student Council. Development of Meeting procedure. Leadership Conference for Student Leaders. Classroom responsibilities to be provided to students

School Community

- School Board Induction activities.
- Community members to be invited, encouraged and supported to assist in a range of areas.
- Parent and Citizens Association – encourage class representatives from parent body. Survey to find most suitable time for meeting.

Leadership

Objectives:

- ◆ To provide opportunities for all members of the school community to develop and use their leadership skills.
- ◆ To motivate and engage the school community to become a learning community.

Strategies:

Staff

All staff provided with Induction.

- Shared Leadership opportunities for staff.

Parents

- Activities including introduction to “Tribes”
- Awareness of the importance of Early Childhood Education
- Guest speakers, student activities for 0-3 program

Targets

- * NAPLAN Literacy and Numeracy results to be equal or above that of Like Schools in Year 3 & 5.
- * Numeracy NAPLAN results will show at least a moderate progression of 90 points between NAPLAN years in years 3 and 5.
- * On Entry Assessment results to have at least 70% of students at or above the expected Progression Point in Year 2.
- * 65% of Pre-Primary students will be achieved at 1.4 or above progression points in Numeracy module 1 by the end of Pre-Primary in On Entry Assessment.
- * Parent response to Survey to be 40% of families or above.
- * Increase number of students who participate in reward days (Termly/yearly)

Milestones:

2015

- National Quality Framework Standards QA1 – Educational programs and practice QA2 - Children’s health and safety QA3 – Physical environment QA4 – Staffing arrangements QA7 – Leadership and service management
- Board Tribes (staff) 2015

2016

- Student Survey:
- National Quality Framework Standards QA5 - Relationships with Children QA6—Collaborative partnerships with families/communities
- Parent Survey Term 3 - Staff Survey Term 2 2016
- Review School Chaplain effectiveness in 2016.
- Mentoring Program Review end of 2016
- Toddler Time Reflection 2015/2016

2017

- Tribes Refresher Term 1 each year
- NAPLAN targets achieved.
- Implementation of Humanities and Social Sciences , physical education and health
- Implementation of Cultural Framework

COOLOONGUP PRIMARY SCHOOL

Business Plan 2015 - 2017



Our Purpose: To support the development of understandings, skills and attitudes needed to be happy, self confident, caring and co-operative students, who make meaningful contributions to the community.

Beliefs:

We believe that all children can succeed; That they learn best in a safe environment. That they learn best when there is explicit teaching and they are given time to practice new skills using a variety of strategies. We believe that children learn best when they have the opportunity to develop life skills that enable them to cope with a variety of situations; and that they learn best when there is a transparent curriculum which allows all stakeholders to see the purpose of learning.

Student Achievement

Objectives- Literacy

To develop essential language skills and strengthen the teaching of phonics, reading comprehension and speaking and listening to meet the needs of all students.

Strategies:

- Develop staff knowledge of the content, skills and understandings of the English Western Australian Curriculum
- Implement a scripted Scope and Sequence for phonological development based on the Scope and Sequence documents in the Australian Curriculum.
- Application of a structured approach to Speaking and Listening to meet the needs of all students

Objective—Numeracy

- ◆ To strengthen the teaching of number skills.
- ◆ To engage students in Mathematics activities that promote awareness of Mathematics in everyday life.

Strategies:

- Use of common language of mathematics across the school, based on the Western Australian Curriculum;
- Participate in the Peron North Network Mathematics focus group activities to develop a common understanding to teaching learning and assessment.

Objectives –Early Childhood Education

- ◆ National Quality Framework to be implemented in K-2. All staff and parents to develop an understanding of the seven quality areas of the NQF.
- ◆ To develop readiness for schooling
- ◆ To implement an appropriate curriculum, that promotes academic and non-academic success in the early years.

Strategies:

- Professional learning for all staff
- Strategic planning for improvement to be documented.
- Undertake Audit of NQF annually.
- Budget allocation to provide for required areas of improvement.
- Collaborative planning.
- Parent surveys.

Teaching and Learning

- ◆ To provide a learning environment that promotes positive student engagement and community participation.
- ◆ Improving student behaviour ,attendance and well being
- ◆ Provide a balanced curriculum appropriate to the needs of the students and the community.

Strategies:

Tribes agreements used as a basis for all interaction between members of the school community

Parents/caregivers

Learning opportunities for parent/ caregivers with an emphasis on Early Childhood Education.

Students:

- School Based programs to support student academic, social and emotional development:
- Acknowledgement of students with outstanding attendance records;
- Whole school Rewards Days;
- Cultural awareness programs across all classrooms;
- Breakfast Club and
- Toddler Time.

Staff:

- Reflective and collegiate practices, instructional skills and teaching strategies to improve student opportunities for learning and achievement;
- Effective classroom and school behaviour management skills.;
- Performance Management Cycle to provide opportunities for staff development in all areas with a focus on the National Professional Standards for Teachers;
- Provision of formal collaborative planning sessions each term.
- Teachers incorporate cooperative pedagogies in their teaching practice.

Environment

Pastoral Care Plan.

Objectives

- ◆ To ensure that the academic, social and emotional needs of all persons within the school community are supported.
- ◆ To develop a safe learning environment that promotes positive student engagement.

Strategies

- Tribes philosophy followed: refresher course for staff and the school board.
- School Chaplain is facilitating programs including Rainbows, pastoral conversations, Breakfast Club, and Mentoring Program
- Grounds committee is maintaining the environment as is also part of the health committee
- Continuing to establish solid community links with agencies e.g. day care, Early years Centre at East Waikiki, Police Force; health care professionals
- Assemblies, Dance group, choir and sporting activities, providing a range of opportunities to showcase each child's uniqueness.
- Whole school approach to Engagement

