



**Cooloongup**  
Primary School  
An Independent Public School

## Business Plan 2018 - 2020



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Our vision is to ensure that our school community develops the knowledge, skills and confidence to achieve their individual and collective potential. Through inclusive and co-operative learning, we will establish the resiliency to ensure 'The Future is Ours'

## **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.

The 2018 -2020 Business Plan was developed in collaboration with the Cooloongup Primary School staff and the School Board following consideration of the 2017 Independent School Review Report and careful analysis of all school performance data.

It sets out the school's direction for the next three years and includes the major initiatives and strategies to be implemented in order for the school to achieve its stated purpose of ensuring that all students achieve their potential as successful learners and all teachers explicitly apply quality evidenced based teaching practices to achieve the educational outcomes for all.

The Business Plan sets out the targets of the key focus areas:

- Quality Teaching and Learning
- Safe and Inclusive Learning Environment
- Developing Effective Partnerships
- Effective Management of Resources

The strategic focus area planning is supported by Operational Plans in key areas including literacy, numeracy, science, technology, The Arts, Languages, Health and Physical Education and student health and well-being. These plans provide detailed planning that supports the achievement of the Business Plan's key objectives and timeframe and are the link between the teachers' classroom planning and the overall strategic direction set out in the Business Plan.



## Quality Teaching and Learning to achieve academic and non-academic success

| Strategic Focus<br>We will:  | Strategies<br>To achieve success we will:   | Milestones/Key Indicators<br>We will demonstrate success by:   | Timeframe |      |      |
|--|---|--|-----------|------|------|
|  |   |  | 2018      | 2019 | 2020 |
| <ul style="list-style-type: none"> <li>▪ Explicitly apply quality evidence based teaching practices to ensure all students reach their full potential.</li> <br/> <li>▪ Use whole school planning and organization to ensure consistent approaches.</li> </ul> | <p><b>English</b></p> <ul style="list-style-type: none"> <li>▪ Apply whole school strategies as per the school operational plan.</li> <li>▪ Cater for group and individual differences by analyzing data from NAPLAN, ON-Entry Assessment and moderation tasks.</li> <li>▪ Provide Profession Learning to support teachers and education assistants to apply evidence based programs.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ On Entry Assessment results to have at least 60% students at or above the expected Progression Point of 2.0 by the end of year 2.</li> </ul>  | √         | √    |      |
|  | <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>▪ Data analysis using Best Performance to develop group and individual learning plans.</li> <li>▪ First Steps assessment tasks to map progress in aspects of the Mathematics curriculum.</li> <li>▪ Whole school analysis of NAPLAN data to ensure awareness of areas of developmental need.</li> <li>▪ Use whole school numeracy blocks</li> <li>▪ Which will include learning intentions, common mathematical terminology, warm-ups, mental strategies continuum,</li> </ul> | <ul style="list-style-type: none"> <li>• 65% of year 5 students making moderate or high progress according to First Cut Data. (50% in 2017)</li> <li>• 65% of year 3 students making moderate or high progress according to First Cut Data.</li> <li>• The average achievement of students in year 3 and 5 being within the expected range for like schools according to the NAPLAN assessment.</li> <li>• On-entry assessment - 55% of students assessed in PP and year2 achieving at or above the following progression points .PP: 1.4 : Yr 2: 2.4</li> </ul> | √         | √    | √    |



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|--|---|--|-------------|-------------|-------------|
|  |   |  | 2018        | 2019        | 2020        |
| <ul style="list-style-type: none"> <li>Provide learning experiences that ensure students have a foundation across the curriculum in order to achieve their individual and collective potential.</li> </ul> | <p><b>Humanities and Social Sciences</b></p> <ul style="list-style-type: none"> <li>Apply Instructional Strategies (as per the school developed scope and sequence);</li> <li>Engage with community organization in planned programs.</li> <li>Use to assist staff to develop teacher judgements.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Implement school wide inquiry process.</li> <li>School based Science vocabulary to be developed.</li> <li>Baseline program (Primary Connections) and skills checklist available to all staff via Connect.</li> <li>Refine STEM process through an integrated ICT program and Faction Challenge.</li> <li>STEM to become STEAM in 2019.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher judgements that are within 0.3 of the mean:</li> <li>Regular use of Social media to recount experiences.</li> <li>Record and report of community involvement.</li> </ul><br><ul style="list-style-type: none"> <li>Progressive Assessment Tests - Science (ACER).</li> <li>Summative year level test on each Science Strand by 2019 - 50 % of cohort to achieve grade by 2020.</li> <li>CAT on science focus Strand for each year level.               <ol style="list-style-type: none"> <li>Chemical and Physical Science 2018.</li> <li>All strands 2019.</li> </ol> </li> </ul> | ✓<br>✓<br>✓ | ✓<br>✓<br>✓ | ✓<br>✓<br>✓ |



### Developing Effective Partnerships:

Positive involvement, connection and collaboration with our school community

| Strategic Focus   | Key Strategies<br>To achieve success we will:  | Milestones/Key Indicators<br>We will demonstrate success by:   | Timeframe |      |      |
|---|--|--|-----------|------|------|
|   |  |  | 2018      | 2019 | 2020 |
| <ul style="list-style-type: none"> <li>Enhance teaching and learning through the development of new and existing partnerships with other agencies, stakeholders and organisations / businesses.</li> <li>Employ our partner's expertise to support collaborative opportunities and activities.</li> </ul> | Gather data from members of the school community. <ul style="list-style-type: none"> <li>Academic progress</li> <li>Community Involvement</li> <li>Health and Well-being</li> <li>Participation</li> </ul> | Mandated survey of: <ul style="list-style-type: none"> <li>Parents;</li> <li>staff and</li> <li>students.</li> </ul>         | √         |      | √    |
|   | Offer Professional Learning and training for all staff   | 98% of staff undertaking professional learning offered   | √         | √    | √    |
|   | Incursions; linked with curriculum; one incursion per year from Kindy to Year 6  | 95% of students attend incursions  | √         | √    | √    |
|   | Excursions; linked with curriculum; one excursion per year from Pre Primary to Year 6. Kindy is optional   | 98% of students attend excursions  | √         | √    | √    |
|   | Encourage local charitable groups and businesses to support the school with targeted projects including gardens and play areas   | Attendance Register to be completed.<br>Survey participants<br>Targeted projects achieved                                    | √         | √    | √    |
|   | Facilitate Volunteers for school activities  | Survey of volunteers and staff<br>Feedback collated from events where behaviour; sportsmanship is noted by community members | √         | √    | √    |



### Safe and Inclusive Environment

Establish environment where students feel safe, a learning environment where student behaviour is well managed, where pastoral care programs promote student wellbeing and where attendance and engagement are priorities.

| Strategic Focus   | Key Strategies<br>To achieve success we will:  | Milestones/Key Indicators<br>We will demonstrate success by:   | Timeframe |      |      |
|---|--|--|-----------|------|------|
|   |  |  | 2018      | 2019 | 2020 |
| All staff to maintain positive, respectful relationships with students, parents and each other as part of caring learning environments that support student well-being. | Positive Student Behaviour is supported by Tribes Agreements as part of School Ethos.<br>Good Standing Policy in Operation for Years 3-6.<br>Consistent expectation of behaviour from K-6 following the Tribes Agreements.<br>Ongoing parent communication to support the student Tribes Awards at assembly; students recognized in the newsletter.<br>Student Leaders attend leadership workshops each year | SAIS Data used to track ABE of students; measure percentage of students who achieve consistently often and sometimes and seldom.<br>Compare Semester 1 to 2.<br><br>Integris Data collated | √         | √    | √    |
|   | Students at Educational Risk catered for in classrooms through a variety of well researched strategies<br>As per school Attendance Operational Plan.   | Target goals are set and followed up.  | √         | √    | √    |
|   | Attendance is monitored regularly as per School Attendance Operational Plan.   | Targets monitored each Semester as per the School Attendance Plan  | √         | √    | √    |
|   | To develop strong relationships with parents and other community members including the P & C, Salvation Army, Volunteers through Mentoring program, Breakfast Club<br>Newsletter articles; Website; Connect  | Increased attendance by 5% at parent meetings.<br>Increase Community Members involvement by 10% in activities; register kept.  | √         | √    | √    |
|   | Resiliency; Use of personal and social competency framework.<br>Professional Learning.   | Identification of areas of vulnerability using AEDC Data 2018<br>Understanding Poverty Framework<br>Professional Learning for staff.   | √         |      |      |
|   | <b>Cyber Safety</b><br>Involvement School Based Community Police Liaison Officer.<br>Regular article in school newsletter promoting safety and providing information on resources available.<br>Increased awareness of the procedures to be followed by all community members.   | School based procedures developed.<br><br>Anecdotal records.   | √         |      | √    |
|   |  |  |           | √    | √    |



### Effective Management of Resources

Resources are directly linked to the teaching and learning program and the well-being of students both in the classroom and play areas

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|--|---|---|-----------|------|------|
|  |   |   | 2018      | 2019 | 2020 |
| Teaching and Learning Resources are readily available to all staff.<br><br>Playground equipment meets the development needs of students. | Learning Team budgets are effectively monitored and used appropriately                      | Teams and finance Committee monitor budgets each term. Budgets spent by the end of term 3   |           | √    | √    |
|  | Operational Plans give direction to purchasing requirements.                                | Plans are available to staff from the Connect Library   |           | √    | √    |
|  | Forward planning for whole school, playground and classroom resources are evidenced         | Operation Plans indicate funding Required are reflected in the Cash budget. Resource registers reviewed annually                      |           | √    | √    |
|  | Use of local contractors to maintain or upgrade current building structures.                | At least 60% of Faults Management budget allocated to local contractors.  |           |      |      |
|  | OSH reports submitted regularly and monitored by committee.                                 | Risk Management register reflects areas to be addressed reviewed in term one each year.   |           | √    | √    |
| Planning reflects expenditure for Salary and Cash Accounts.  | National Quality Standards audit completed in August annually. Review plan to be developed. | Junior Learning Team to review, Audit to reflect a sustained achievement in all areas.  |           | √    | √    |
|  | Cost Centre Managers and Finance committee trained and minutes of meetings adhered to.      | Financial planning reviewed by School Board each term.<br>Financial Report published in Annual Report.                                |           | √    | √    |
|  | Workforce Planning  | Performance management goals are reflected on during Term 4.<br>Staff allocation meets requirements of Department and school context. | √         | √    | √    |
|  | Compliance Audits completed in a timely manner  | Audits submitted to School Board.   |           |      |      |