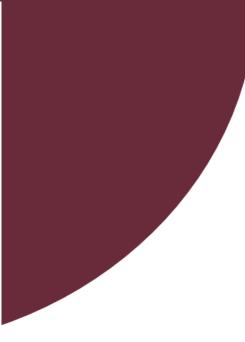# Coorow
Primary School
Learning for Life

STRATEGIC PLAN

2022-2024

INTRODUCTION

COOROW PRIMARY SCHOOL   INDEPENDENT PUBLIC SCHOOL

Coorow Primary School is an Independent Public School that caters for children from Kindergarten to Year 6.

As our school is small, we are able to provide individualised education. Our dedicated and professional teachers maintain an environment which supports each child every day to achieve their personal best.

Staff employ evidence-based strategies and whole-school approaches to maximise student learning.

We constantly aim to deliver the highest standards of pastoral care and support services in order to enable our students to thrive.

Our school is an important part of our community and our community is an important part of our school. Our staff, families, School Board and P&C work together with the wider community to provide the best for our students.

We recognise the Yuat people of the Noongar nation as the traditional owners of the land on which we live and work.

This strategic plan was developed by school staff in association with the School Board, and sets a clear, strategic direction for the school over the next three years.
The plan outlines what we will do and what you will see as we work to continuously improve in our four focus areas. The plan has student engagement and achievement at its core and an emphasis on quality teaching practice.

Jancy Whyte
Principal

OUR VISION AND BELIEFS

At Coorow, we strive to do our best.

We are confident and resilient.

We laugh and learn and grow together.

We believe students learn best when they:

- feel safe and supported at school, and have a sense of belonging to our school community.

- know that productive relationships and open communication exist regularly between their family and the school.

- see themselves as life-long learners and compassionate, respectful human beings.

- understand how they learn.

- know what is expected of them in different situations.

- are explicitly taught before engaging in self-directed and creative learning.

- feel confident that they can achieve and improve.

- receive regular, meaningful feedback and are open to learning from their mistakes.

- have a sense of pride in their school, their classroom, and their achievements.

OUR SCHOOL PRIORITIES

Our school priorities have been deliberately developed to address not only the needs of our own school, but also the strategic directions of the Midwest Education Region, the Department of Education, and the Western Australian government.

The school priorities have been arranged in the three broad areas:

- A Safe and Supportive Learning Environment

- High Quality Teaching and Excellent Student Achievement

- Meaningful, Supportive and Sustainable Partnerships

Each of these areas reflects one of the three domains of the Statement of Commitment to the Children and Young People of Western Australia and also addresses one or more of the Education Department's strategic priorities.

The colour coding within the priority areas clarifies how the strategies and actions of the plan will be evaluated in our annual self-assessment and regular external assessments, such as the Public School Review.

Explanations for any terms in **bold font** may be found in the glossary.

OUR SCHOOL PRIORITIES

School Priorities	Education Department Priorities	School Self-Assessment Domains	Statement of commitment to children and young people of Western Australia
A Safe and Supportive Learning Environment	- Build the capability of our principals, our teachers and our allied professionals. - Support increased school autonomy within a unified public school system.	**1. Use of Resources** **2. Learning Environment** **3. Leadership**	**Safe and Supported** -The right to be safe and supported. -To be safe and feel safe everywhere. -To belong and be you. To be treated fairly and humanely.
High Quality Teaching and Excellent Student Achievement	-Provide every student with a pathway to a successful future. -Strengthen support for teaching and learning excellence in every classroom. -Use evidence to drive decision making at all levels of the system.	**4. Teaching Quality** **5. Student Achievement and Progress**	**Learning and Participating** -The right to contribute, make decisions and be listened to education and lifelong learning. -Explore, express and create.
Meaningful, Supportive and Sustainable Partnerships	Partner with families, communities and agencies to support the engagement of every student.	**6. Relationships and Partnerships**	**Healthy and Connected** -The right to a healthy live. -Play, have fun, be active and be loved.

A Safe and Supportive Learning Environment

1. Use of Resources

What we will do:	What you will see:
1.1 Ensure allocation of <u>Student Centred Funding</u> and other resources relates specifically to the improvement of student outcomes.	Teachers learn more about and become more involved in school budgeting practices.
	Principal and **MCS** undertake regular professional learning to further develop school financial management skills.
	All resource allocation is evidence-based.
	Operational planning and/or school budget shows how '**Student Characteristics**' and '**Targeted Initiative**' funding is allocated.
1.2 Maintain and improve learning facilities.	Library room and furnishings upgraded.
	Further upgrade of learning facilities and fittings in Room 4.
	Provision of a dedicated science area in the senior room.
	Rationalisation of reading materials and improved storage.
1.3 Consider skills, age, cultural and gender inclusivity in workforce planning.	Include employment of part-time **AIEO** in workforce planning.
	Consideration of ability to teach **ICT**, science and/or music when employing teachers.

A Safe and Supportive Learning Environment

2. Learning Environment

What we will do:

What you will see:

2.1 Restructure behaviour management practices to better align with the needs of the students.	Consistent behaviour expectations and processes implemented.
	Investigation of **Positive Behaviour Support in Schools**
	Training and implementation of **Restorative Practices.**
	New/relief staff are familiar with school expectations.
2.2 Use evidence informed practice to deliver high quality health education.	Continued teaching of educational neuroscience and growth mindset.
	Implementation of a social-emotional learning program.
	Participation in the **Respectful Relationships** teaching program.
	Consistent high-quality practice in teaching online safety.
	Achievement of Silver Level for **SDERA CHAT**.
2.3 Continue to strengthen our cultural responsiveness and implementation of the <u>Aboriginal Cultural Standards Framework.</u>	Continue to build close relationships with Aboriginal families.
	Support and cultural advice sought from Aboriginal organisations, liaison officers and community members.
	Effective staff professional learning as required.
	Input from Aboriginal community members in planning events such as NAIDOC and Harmony Day.

A Safe and Supportive Learning Environment

2. Learning Environment

What we will do:

What you will see:

2.4 Continue to promote and improve attendance rates for all students.	Follow-up of all absences.
	Attendance improvement targets set in collaboration with parents as required.
	Use of Department of Education's School Attendance Toolkit and engagement of DoE support as necessary.
2.5 Promote student wellbeing, including sense of belonging and safety at school.	Investigation of the **Be You** program and implementation of elements which benefit our students.
	Maintenance and extension of existing buddy program.
	Continued monitoring of wellbeing and engagement using the Wellbeing and Engagement Census.
	Effective use of the **'School Survey'** and **'Looking Deeper'** student survey tools to monitor and respond to student opinion (yr 4-6).
	The voice and opinion of younger students heard and respected.
	Improved collection and use of 'soft' data such as playground surveys.
	Continued provision of both directed activities and free-play bush excursions.

A Safe and Supportive Learning Environment

3. Leadership

What we will do:

What you will see:

3.1 Further develop opportunities for staff to take on leadership roles and to be involved in school planning.	Staff continue to take leadership roles in areas of interest or expertise.
	Teacher-leaders are provided with appropriate professional learning.
	Teacher-leaders are allocated additional DOTT time in which to complete their role.
	All teaching staff consider themselves to be members of the leadership team.
	Staff are encouraged to apply for **Senior Teacher** or **Level 3 Teacher**, or aspire to leadership positions.
	Collaborative review of departmental systemic and operational planning documents to inform school planning.
	Collaborative review of annual operational planning and this data used to inform future planning.
	Effective use of the '**School Survey**' and '**Looking Deeper**' staff survey tools annually to monitor and respond to staff opinion.
3.2 Develop the leadership skills and knowledge of the principal.	Engagement with the **collegiate principal.**
	Strong involvement with the **SAIL network** and engagement with network initiatives.
	Principal attends regular professional learning to enhance school leadership capability.
	The principal uses the **AITSL** Principal Performance Tool each semester to monitor performance and set targets for development.

A Safe and Supportive Learning Environment

3. Leadership

What we will do:	What you will see:
3.3 Foster student leadership skills.	Training in leadership skills for Year 5 and 6 students.
	Valid leadership opportunities for senior students.
3.4 Increase the profile and involvement of the school board.	Board training for principal and board members.
	Regular and open communication between the principal and board chair.
	The board is actively engaged in determining the school's direction and priorities and participates in the development and/ or revision of school policies.
	Report from board in newsletter following board meetings and in annual report.

High Quality Teaching And Excellent Student Achievement

4. Teaching Quality

What we will do:

What you will see:

4.1 Build and strengthen staff collaborative practices to plan for, act on and assess student learning.	Continued provision of time and support for teachers to collaborate.
	Development of shared beliefs about teaching and learning.
	Implementation of teaching sprints within the existing peer observation schedule.
4.2 Strengthen and extend whole-school approaches to ensure high quality delivery of WA Curriculum in all learning areas.	Professional learning for all staff in the theory and techniques of explicit direct instruction.
	Develop a **pedagogical framework** and foster school-wide consistency in teaching practice.
	All staff receive appropriate professional learning in whole-school programs.
	Banks of resources developed to support whole school approaches and reduce teacher preparation time.
	Review schedule implemented to maintain quality operational planning and scope and sequences in all learning areas.
	Operational planning and scope and sequences for Technologies curriculum completed.
	Staff upskilled as necessary to deliver the Technologies curriculum, particularly **ICT.**
	STEM activities included across all learning areas.
4.3 Increase the capacity of education assistants to support the educational program.	Education assistants trained in the delivery of whole-school programs.
	Education assistants upskilled to support students using **ICT.**

High Quality Teaching And Excellent Student Achievement

5. Student Achievement and Progress

What we will do:

What you will see:

5.1 Gather school-based and systemic data to monitor student progress and inform planning.	Staff understand data and use it effectively to plan for improved achievement.
	Continuing refinement of the school assessment schedule to provide informative data.
	Targeted use of systemic data (eg **On-Entry** testing, **NAPLAN**) to inform planning for whole-school improvement.
	Accurate annual collection of **NCCD** data.
	Feedback about the impact of teaching practices gathered from students and used to inform planning.
5.2 Explicitly plan for Individual improvement.	Early identification (in Kindergarten and Pre-Primary) of students requiring intervention and appropriate response to this.
	Teachers effectively use Brightpath to assess Writing and mathematics and plan for individual improvement.
	Long-term individual targets (NAPLAN-based) set for all students.
	Improved system for longitudinal tracking of student achievement.
	Systematic tracking of interventions provided for **SAER** students.
	Individual or group short-term plans updated twice per term for students named in teachers' operational planning.
5.3 Assessment and reporting practices inform Students and parents.	Parent input sought when planning events such as interviews, learning journeys and open classrooms.
	Strategies identified to improve feedback to both students and parents.
	Annual seminar for parents to help them obtain the most information from student reports.

Meaningful, Supportive and Sustainable Partnerships

6. Relationships and Partnerships

What we will do:

What you will see:

6.1 Continue to promote strong relationships with parents, carers and community.	Rich induction processes for new families.
	Parents and carers know who to contact at school and how to contact them.
	Timely communication with parents and carers about all aspects of school procedures.
	An annual survey by classroom teachers that encourages parents and carers to share information about their children's strengths and interests.
	Parents regularly invited into school and classrooms for a range of events and activities.
	IPP program extended to engage more students and families in planning for student success, including the learning of life skills.
	Effective annual use of the '**School Survey**' tool to monitor and respond to parent opinion.
	The Seesaw app embedded within classroom practice.
	Redevelopment of the school website.
	Promotion of our Facebook page in the community and regular posts to promote the school and its activities.

Meaningful, Supportive and Sustainable Partnerships

6. Relationships and Partnerships

What we will do: **What you will see:**

6.2 Promote community partnerships to support the health, wellbeing, confidence and resilience of students and families.	Timely referrals to **WACHS** speech and occupational therapy programs and support for **WACHS** programs in the classroom.
	Strong relationships with the playgroup.
	The **PPP** program offered annually, preferably with evening delivery.
	Educational neuroscience workshops provided bi-annually for parents, students and staff.
	Ongoing partnerships with **Ngala** and **Wiring Kids** to support families.
	Parent input used in the extension and promotion of the parent library.
6.3 Build relationships with schools outside our immediate area for the benefit of our students.	Develop the Yr 6 interschool Leadership and Wellbeing camp into an annual event for **SAIL Network** schools.
	Share excursions and incursions to reduce overall costs.
	Combined Faction Carnivals with Eneabba.

OUR SCHOOL TARGETS

1. Target students (named in annual operational planning) will achieve 80% of their personal targets.

2. 80% of students will achieve their individual long term (NAPLAN) targets as detailed in operational planning.

3. All students, other than those with an IEP that details otherwise, will make appropriate year-on-year progress in:
    a. Brighpath writing assessment
    b. PAT mathematics P- 2, Brightpath mathematics Year 2-6
    c. PAT science

4. Student attendance and regular attendance rates will equal or exceed WA average and the like-school average.

5. Parent satisfaction will average 4.0 or greater for each domain of the School Survey, conducted annually in Term 3.

6. Student achievement in all NAPLAN domains will equal or exceed the expected range relative to **ICSEA.** (This target will be evaluated internally, but may not be reported on publicly, due to the risk of identifying individual students when cohorts are small).

GLOSSARY

Aboriginal Cultural Standards Framework — a document that helps Western Australian schools to become increasingly culturally responsive to Aboriginal students and community. Schools are mandated to consider their progress in meeting the outcomes of this document.

AIEO — Aboriginal and Islander Education Officer

AITSL — Australian Institute for Teaching and School Leadership

Be You — The national mental health in education initiative

Brightpath — an assessment tool that assists teachers to assess students accurately and address student needs in order to accelerate progress in writing and mathematics

Collegiate principal — collegiate principals provide support to principals to lead school improvement

EA — education assistant

CHAT — Changing Health – Acting Together: a SDERA initiative aimed at engaging communities in order to provide excellence in Health Education

DOTT time — time out of the classroom, provided for teachers to complete other duties

ICT — information and communication technology

IPP — Independent Pathway Plan – a school initiative to encourage collaboration between parents and teachers

ICSEA — A scale which allows for fair and reasonable comparisons among schools with similar students

MCS — Manager Corporate Services

Pedagogical framework — a standardised format for lesson delivery across the school that ensures consistency of expectations and provides students with predictable structure and routine

Ngala — an organisation that assists families in Western Australia

NCCD — Nationally Consistent Collection of Data – a compulsory, annual collection of data related to disability and the accommodations and adjustments that schools make for students with disabilities.

Positive Behaviour Support — a framework that assists schools to improve the social, emotional, behavioural, and academic outcomes of students

PPP — Positive Parenting Program – a worldwide initiative, strongly promoted by the Department of Education develop parents' confidence and parenting skills

Respectful Relationships Teaching Support Program — A program which focuses on building respectful relationships and gender equality from an early age, to prevent family and domestic violence.

Restorative Practice — a whole school approach that encourages behaviour that is supportive and respectful

School Survey — a data collection tool designed for Australian schools; includes staff, student and parent surveys, and **Looking Deeper** tools that provide further information

SAER — Students At Educational Risk. Students who, for any reason, require adjustments to the usual classroom program

SAIL network — our local network of schools, extending from Mingenew to Morawa in the east and Coorow to the south, as well as western schools from Leeman and Eneabba to Dandaragan

SDERA — School Drug Education and Road Aware

Seesaw — an app designed to improve home-school communication and enable easy sharing of work with parents and teachers

Senior Teacher and **Level 3 Teacher —** teacher career progressions within the Education Department

STE(A)M — the set of subjects: Science, Technologies, Engineering, (Arts) and Mathematics

Student Centred Funding — annual school funding that is received from the Education Department, partially based on **Student Characteristics** such as ethnicity or disability, and including **Targeted Initiative** funding that must be spent in particular ways

Teaching sprints — a routine that helps teachers work together to learn about and implement new research to support student learning

WACHS — WA Country Health Service

Wellbeing and Engagement Census — a government survey of students in Yr 4-6 that measures their general wellbeing and life satisfaction, as well as their level of engagement with their school and community

Wiring Kids — an organisation that provides workshops to help parents raise happy and resilient children

The 2022-2024 Strategic Plan has been developed collaboratively by the school staff and members of the Coorow Primary School Board.

Jancy Whyte

PRINCIPAL

Luhan Van Den Heever

BOARD CHAIR