

# School Report 2023

## Cooinda Primary School

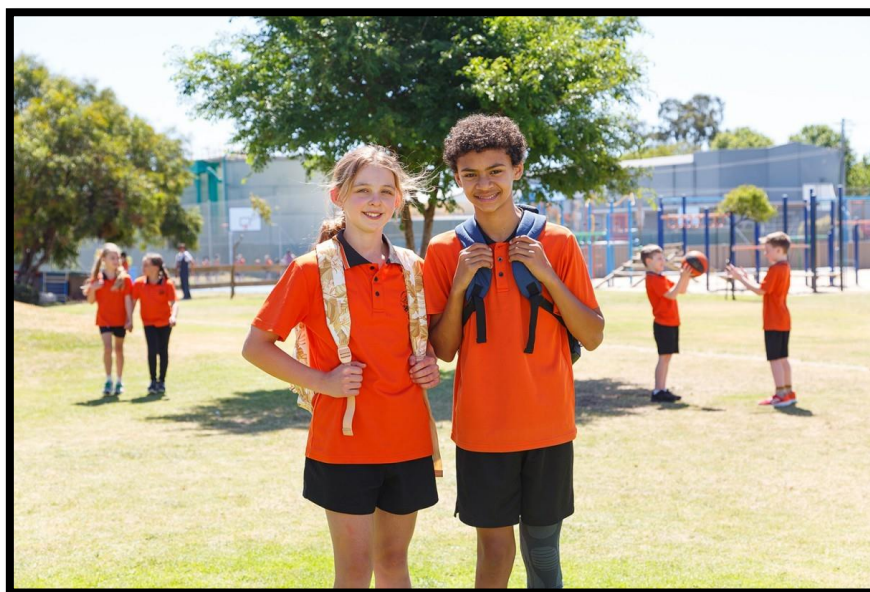


# School Report

## Cooinda Primary

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# School Report

## Cooinda Primary

### School Overview

At Cooinda Primary School there is an embedded atmosphere that this school is welcoming, safe and open to all. Cooinda continues to be well known for the support it provides to students from diverse backgrounds and for those students requiring additional adjustments to successfully engage in all aspects of learning.

Our parent community actively supports and contributes to our school and student learning. Our students tell us they feel very confident in talking with their teachers and receiving feedback that helps their learning. Our staff remain enthusiastic and committed professionals with a clear focus on quality teaching and learning. Cooinda is indeed a 'happy meeting place'.

The school has invested in establishing an engaging and interactive physical environment that supports play and learning. We encourage risk taking and stretching personal challenges. As a school we seek to provide a wide range of learning opportunities within and outside of the school day. We encourage learning connections to the local community and actively contribute to environmental stewardship.

Cooinda Primary School is well known for the support it provides to students who require extensive teaching and learning adjustments. It also hosts the Specialised Learning Program for students with Autism. This is a targeted initiative that aims to accelerate learning of students who because of their autism, are experiencing challenges with engaging with the curriculum, managing the complexities of social situations and communication and negotiating a setting as socially demanding as school. Trained teachers and education assistants support students from kindergarten to year six through tailoring programs using evidenced based strategies.

Situated in East Bunbury, Cooinda community has more recently experienced increased transience and social challenge. Post COVID many families have continued to experience difficulties in gaining accommodation and employment. Many families are also managing family breakdowns alongside these situations. The work of our School Chaplain and Psychologist are pivotal in supporting both students and families during these difficult times.

Cultural diversity of our school continues to be a distinctive attribute in our community, enhancing the development of a sense of being part of the global community. As a community we value and continually seek to build a culturally responsive environment that acknowledges and learns from the First Peoples of the land on which we meet and learn.

Our School Board has maintained strong representation reflective of the student and family composition. The Board has been effective and contributes significantly to the strategic directions taken. The P&C are active and engaged and continue to provide much valued support for our students.

Strong community partnerships support and strengthen student achievement and performance across learning areas. More recently the school has explored and built connections with regional businesses and companies. Cooinda community has enjoyed an ongoing positive relationship with OSHClub which has experienced increased student enrolments during the past year.

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### P&C 2023 Wrap Up

*I would like to acknowledge the P&C's incredible achievements. For anyone who doesn't know, we set a goal a couple of years ago to raise \$80,000 towards upgrading school playground facilities. I'm proud to say that in 2023, we have raised over \$11,000, bring our total balance to just over \$36,000*

*From online school ribbon and label fundraisers to sausage sizzles, free dress days, Easter raffle, Mother's Day and Father's Day stalls, can recycling, pizza day, the Bunbury Forum footy extravaganza, the school disco, icypole days, and generous donations – each event has played a crucial role in bringing us closer to our goal.*

*I'd like to extend my sincere thanks to every parent, grand parent, aunty, uncle, sibling, friend, teacher, student, and member of our community who have assisted in one way or another at our fundraising events. And an extra special thank you to those Committee members who have worked so hard behind the scenes organising these events and making them a reality.*

*Alex Fishburn – President*

### School Board Meeting Recap 2023

This past year, the School Board has diligently addressed a variety of topics crucial to student success. Here's a look back at some key discussions:

Curriculum and Instruction:

- Presentations: The board received presentations on the district's on-entry process for new students and the ongoing work of the Workload Advisory Committee. These presentations fostered open dialogue about ensuring a smooth transition for incoming students and promoting a sustainable workload for educators.

Assessment and Data:

- NAPLAN Results: The board reviewed and discussed the most recent NAPLAN results, identifying areas of strength and areas for improvement. This analysis will inform future curriculum decisions and targeted support for students.

Policies and Procedures:

- Fee & Voluntary Charges: The board reviewed and endorsed fee schedules and voluntary charges for the upcoming year. This ensures financial transparency and allows for continued support of essential programs.

- Uniform Policy: The board reviewed and updated the school's uniform policy. This ensures a consistent learning environment while promoting student safety and inclusivity.

- Cyber Safety & Mobile Tech: Discussions centred around policies for cyber safety, mobile phone usage, and the potential use of smartwatches in schools. These policies aim to promote responsible technology use in a safe and productive learning environment.

- Board Governance: The board participated in a Best Practice Standard (BPS) survey, achieving a commendable 100% score in board governance. This demonstrates our commitment to transparency, effective communication, and responsible decision-making.

The board meeting minutes and presentations are available for public review on the school's website. We encourage all stakeholders to actively participate in the educational process. Stay tuned for upcoming opportunities to provide feedback on proposed policies and programs.

Looking forward, the board will continue to work towards academic excellence and a positive learning environment for all students.

Anissa de Vos – Board Chair

Cooinda staff are committed to ongoing self-reflection with a purpose of continual renewal in teaching and learning pedagogy.

Cooinda Primary continues to use the Department of Education Planning documents for Public Schools to underpin its local context. The School Board continuously seeks feedback from our parent and broader business communities regarding strategic directions for the coming planning cycles.

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## Cooinda Primary

### Student Numbers and Characteristics

#### Student Numbers (as at 2023 Semester 2)

##### Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(12)	34	46	28	43	36	43	48	290
Part Time	24								

##### Note:

The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

##### Gender

	Kin	PPR	Pri	Sec	Total
Male	12	21	137		170
Female	12	13	107		132
<b>Total</b>	<b>24</b>	<b>34</b>	<b>244</b>		<b>302</b>

##### Aboriginality

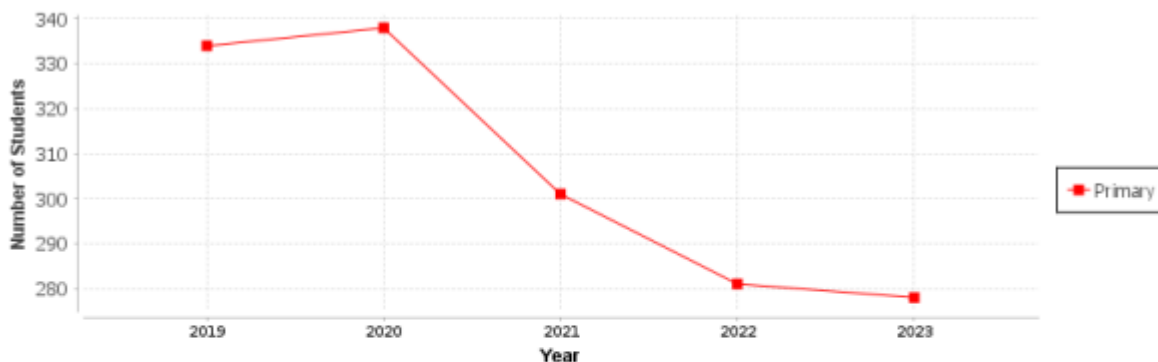
	Kin	PPR	Pri	Sec	Total
Aboriginal	4	1	24		29
Non-Aboriginal	20	33	220		273
<b>Total</b>	<b>24</b>	<b>34</b>	<b>244</b>		<b>302</b>



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## Cooinda Primary

### Student Number Trends (based on 2023 Semester 2 Census Data)



### 2023 Semester 2

	2019	2020	2021	2022	2023
Primary (Excluding Kin)	334	338	301	281	278
Total	334	338	301	281	278

**Note:**

The graph and table include only full-time students

**Comments:**

Inner Bunbury has continued to see a shift of community into newly developed areas both north and south of East Bunbury. Cooinda and other close by schools have collectively noticed a steady decline in student enrolments. This has also been impacted by a strong drop in available rental properties and as a result, some families are moving to available residences with family members which often preclude capacity to maintain enrolment at our school.

Student transiency continues to grow, with many families moving in and out of the area.

The impact of changing numbers of students and the disproportionate spread of this change in each year level has been felt in the structure of classes. The result has been an increase in mixed year levels and some year levels having relatively large, or small, cohorts.

The trend to lower numbers across the school in 2023 has demonstrated a reduced rate suggesting these numbers maybe now plateauing out.



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### Workforce Composition

#### Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Program Coordinators	1	1.0	0
Total Administration Staff	4	4.0	0
Level 3 Teachers	1	0.2	0
Other Teaching Staff	21	16.2	0
Total Teaching Staff	22	16.4	0
Clerical / Administrative	6	3.3	0
Gardening / Maintenance	1	0.8	0
Instructional	1	0.2	1
Other Allied Professionals	15	11.7	0
Total Allied Professionals	23	16.0	1
<b>Total</b>	<b>49</b>	<b>36.4</b>	<b>1</b>

**Note:**

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

#### Workforce

People remain the greatest resource in our school. The increased complexity of composition due to the SLP is significant in terms of number and capability of staff. Across the school, work-fraction, skill, burnout, and relief are also complex issues which require significant and ongoing monitoring, support, and management. They collectively also contribute to resourcing and communication considerations. Flexibility is essential in meeting changing student needs but can present further complexity. Currently Cooinda has a broad range of experience and knowledge however the need for succession planning remains a priority.

#### Planning focus:

Capacity building in working with students with Autism.

Ongoing PL of administrative office staff to further support succession planning.

Ensuring staff selection adds strength to meet student need in the ever-changing context of education and the Cooinda community.

Ongoing leadership development.

Considering the increasing number of students recognised as being disadvantaged, workforce planning needs to ensure appropriate staff training is planned and budgeted.



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### **Developing Teachers**

A consistent Performance Management structure to support teachers to develop as professionals is embedded. Currently teachers use the AITSL Standards to evaluate their growth and development with line managers. There is a collective understanding of whole school approaches and the need to use evidence-based strategies. Staff endeavour to reflect on their practices and use class-based data to drive improvements. Professional Learning is encouraged to build staff capabilities and an effective process in place to support this.

#### Planning focus:

Building stronger use of class observations and peer feedback to evaluate pedagogy regularly.

Strengthen the use of task differentiation in lessons to support students at Tier 1 and 2.

Teachers to engage in and use systemic and standardised data to support the school to improve student achievement and share ownership for the success of all students.

Continue to develop culturally responsive classrooms.

Consider building a focus on Teaching for Impact in the Performance Management process.

### **Developing leaders**

Leadership roles evidence widespread capacity for staff to gain leadership opportunities, both within and beyond the school.

PL to support aspirant leaders has been provided in a variety of forms, in addition to contextual PL to support leadership direction. One challenge has been a consistent approach to the role of Senior Teachers. Individual interest and expertise have provided a range of opportunities for students.

Regionally, Cooinda is seen as a leading school, working with Autistic students.

#### Planning focus:

Re-evaluate the Senior Teacher roles.

Refresh membership of teams within the school, seeking representation across phases of learning.

Build leadership opportunities where possible.

Continue to work with DOE Leadership Strategy.

Support EAs to move to Lead EA opportunities.






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### Student Attendance


#### Primary Attendance Rates

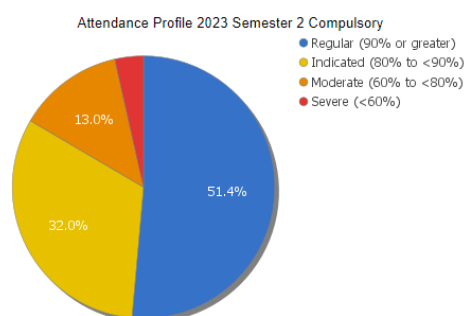
	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	92.0%	90.8%	92.4%	85.7%	76.2%	76.8%	91.5%	88.8%	91.0%
2022	85.4%	86.9%	88.3%	79.6%	72.3%	69.5%	85.0%	85.6%	86.6%
2023	88.7%	88.9%	90.3%	86.3%	77.6%	74.3%	88.5%	87.8%	88.9%

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Student Type :

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	72.2%	20.4%	4.5%	2.9%
2022	37.7%	40.7%	16.8%	4.7%
2023	51.0%	35.4%	12.2%	1.4%
Like Schools 2023	56.4%	26.5%	12.4%	4.7%
WA Public Schools 2023	61.0%	25.0%	10.0%	4.0%

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#### Attendance Category Primary as at Semester 1, 2023

	PPR		Y01		Y02		Y03		Y04		Y05		Y06	
	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch
<b>Regular</b>	58%	57%	56%	61%	48%	62%	50%	64%	49%	63%	59%	63%	38%	61%
<b>At Risk - Indicated</b>	32%	27%	29%	26%	39%	25%	41%	24%	33%	25%	32%	24%	42%	26%
<b>At Risk - Moderate</b>	11%	12%	15%	10%	13%	9%	7%	9%	15%	10%	9%	9%	17%	10%
<b>At Risk - Severe</b>	0%	4%	0%	3%	0%	3%	2%	3%	3%	3%	0%	4%	4%	3%

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Describe your analysis and impact of evidence

When developing targets for 2023 to improve regular attendance to pre-covid percentages, we were unaware of the ongoing impact that the pandemic was going to continue to present to education in the state. Although we can see regular attendance continue to improve, we have not been able to reach the 95% rate considered optimal for student learning, we are also not meeting our pre-Covid levels.

As per requirements by the DoE, we have continued to closely monitor all students using whole school attendance strategies. We assessed our attendance using the SWERO Reconnect Attendance Framework Reflection Tool.

Our focus on supporting and engaging with our aboriginal families through the employment of an AIEO is evident in the strong rates of attendance for our students in comparison to both like schools and the state.

The school built an improved understanding of engagement programs and external services to support children not attending. We did this by links with the regional office and the use of the Attendance Tool. Support from the school chaplain and linking with families to external support was an area we utilised when required. Eg, housing, etc.

Describe how non-attendance is managed by the school

Non-attendance continues to be managed in accordance with our schools Attendance Plan and follows the appropriate steps required by the DoE. Predictable daily routines related to attendance are carried out each day at Cooinda. Late arrivals are received at the front office from 8.45 with students escorted to class by a Deputy. If students have 3 consecutive absences with no reason, a yellow slip is completed by the class teacher and submitted to the office. Calls are then made to the family to find out the reason for absence. The accurate use of attendance codes and student activity on Integris is utilised to document reasons for absences and evidence of communication to parents. Personalised communication with parents has been a success, as well as clear expectations and a safe, welcoming, and positive learning environment to encourage regular attendance.

Our new attendance policy was created in 2022 to include Everyday Matters: 10 Point Plan. Tracking sheets are utilised for individual case management to ensure that processes are followed. Attendance IEP templates have been developed to support teachers in creating individualised plans for students in their class with the support of a Deputy as case manager.



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### Student Achievement and Progress

NAPLAN (source: Schools Online, SAIS)

Proficiency Level	NAPLAN Score Range	Year 3 Numeracy			Proficiency Level	NAPLAN Score Range	Year 5 Numeracy		
		School	Like Schools	WA Public Schools			School	Like Schools	WA Public Schools
		2023	2023	2023			2023	2023	2023
Exceeding	493 and above	3%	5%	11%	Exceeding	577 and above	7%	3%	11%
Strong	378 - 492	49%	43%	50%	Strong	451 - 576	55%	48%	53%
Developing	311 - 377	31%	31%	24%	Developing	386 - 450	29%	33%	23%
NAS	310 and below	17%	22%	14%	NAS	385 and below	10%	16%	12%

Proficiency Level	NAPLAN Score Range	Year 3 Reading			Proficiency Level	NAPLAN Score Range	Year 5 Reading		
		School	Like Schools	WA Public Schools			School	Like Schools	WA Public Schools
		2023	2023	2023			2023	2023	2023
Exceeding	481 and above	19%	7%	16%	Exceeding	555 and above	14%	9%	18%
Strong	368 - 480	31%	42%	45%	Strong	448 - 554	57%	52%	51%
Developing	282 - 367	25%	30%	24%	Developing	377 - 447	19%	24%	18%
NAS	281 and below	25%	21%	14%	NAS	376 and below	10%	16%	11%

Proficiency Level	NAPLAN Score Range	Year 3 Writing			Proficiency Level	NAPLAN Score Range	Year 5 Writing		
		School	Like Schools	WA Public Schools			School	Like Schools	WA Public Schools
		2023	2023	2023			2023	2023	2023
Exceeding	503 and above	3%	3%	9%	Exceeding	570 and above	2%	3%	10%
Strong	370 - 502	67%	59%	65%	Strong	455 - 569	59%	49%	54%
Developing	296 - 369	17%	24%	14%	Developing	385 - 454	22%	31%	22%
NAS	295 and below	14%	13%	10%	NAS	384 and below	17%	17%	12%

#### Describe your analysis and impact of evidence

Plans and targets in Strategic Planning demonstrate a commitment to improving student progress and achievement.

In 2023 a new NAPLAN format has changed the capacity to view this year's school performance in relation to previous performance. The revised format does support review against other "like" schools as well as against the WA Public Schools collective performance. Ongoing, the capacity to review against previous performance will be possible.

In 2023 Cooinda students performed very strongly when compared to the performance of students in schools with a similar ICSEA to our community. In many cases there was a significantly higher level of performance by Cooinda. In relation to the WA Public School performance, Cooinda Year 3 students performed at a similar level more closely reflective of the State average. While not being quite as reflective, our Year 5 students still demonstrated performance not too different from the State average.

Specific attention has been given to students at risk and new strategies put in place to support these students. Systemic and whole school assessments have been used to track

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students and a Tracking Tool has been developed to assist the school in keeping longitude data in one place. Considering a reverse trend around student performance, significant adjustments are being made.

### Planning focus:

New Strategic Planning targets to reflect the need to continue to improve student performance in Maths and English. We will maintain the Cooinda Tracking Tool and share with staff at the beginning of each school year to support individual learning. The focus will be on individual progress and students obtaining year on year growth. Ongoing support through NQS and intervention programs for ECE will be enhanced.

**Students at risk** have been identified using the Cooinda Tracking Tool. MTSS policy and Operational Plans have been developed and shared with the whole staff. Case Management has been established and Student Services Team remains as a successful structure to support intervention practices. Students are identified for Tier 2 or 3 support in a range of areas including academic and SEL. Critical Skills scope and sequence are developed and adjusted to collect data at the end of each year.

### Planning focus:

Maintain process of collecting data about each child to inform intervention processes, Case Management and to highlight students at risk.

Continue to offer evidence-based Intervention programs to students at point of need.

Further develop SLP Data Base and Cooinda Tracking Tool.

MTSS Plan to further include K-Yr 2 as Early Intervention.

Maintain the collection of Critical Skills to support MTSS.

**NQS** audit completed each year indicates that Student Health & Safety and Relationships with Students are CPS strengths. The Educational Program and Practice has been our focus area for improvement based on staff feedback. In response we have provided staff with intensive Professional Learning and funding to resource PLD in the Early Years. Data indicates that children who regularly attend Playcafe/Smartstart begin schooling at CPS more resilient and less anxious. On-Entry data indicates reading is our focus.

### Planned focus:

Utilise and plan against PLD (tracking tool) and On-Entry results to support students in the ECE. Focus on more intense phonemic awareness program (PLD) for current 2024 group as they move throughout school. Continue success with Playcafe, Smartstart & Childcare networks. EALD and Aboriginal student focus.



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### Parent/Student/Teacher Satisfaction with the school

#### Motto and Values Survey

In response to the changes in the Education Department Behaviour Policy 3:2 *Develop, Implement and monitor a whole school approach to behaviour*, a survey was taken of staff, students and the board in regard to the motto and values (Behaviour Matrix) at Cooinda PS. A snapshot (26 randomly selected) students across Years 4-6 were surveyed.

	Number of responses
Students	26
Staff/Board	30

The results indicated that while the staff and the board were familiar with the motto and values, the students were not.

When asked what the values at CPS should include, the students' top three responses were,

1. Personal Best
2. Respect
3. Teamwork

The staff and board top 3 responses were,

1. Respect
2. Personal Best
3. Health and Well Being.

Using this feedback, a new PBS Whole School Behaviour Matrix was created using the 3 values of

1. Being Respectful
2. Achieving our Personal Best
3. Being Caring

Every fortnight a new focus expectation is presented through mini assembly, explicitly taught and displayed in every classroom, and shared to parents and carers through Connect.

Students are rewarded for positive behaviour through Dojo points and Faction tickets.

A whole school Behaviour Pathway was created to address unproductive and unexpected behaviour.

The motto was also reworded to reflect the student voice, staff, and board. It will be included in the new Business Plan in 2025.

*Empowering young minds, building bright futures.*



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## Cooinda Primary

### School Income by Funding Source

School Income by Funding Source (source: Schools Resourcing System)		
<b>ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)</b>		
	Current Budget (\$)	Actual YTD (\$)
<b>Carry Forward (Cash):</b>	76,276	76,276
<b>Carry Forward (Salary):</b>	88,639	88,639
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	4,692,115	4,692,115
Locally Raised Funds:	59,647	71,636
<b>Total Funds:</b>	<b>4,916,677</b>	<b>4,928,666</b>
<b>EXPENDITURE</b>		
Salaries:	4,305,936	4,305,936
Goods and Services (Cash):	505,268	384,137
<b>Total Expenditure:</b>	<b>4,811,204</b>	<b>4,690,073</b>
<b>VARIANCE:</b>	<b>105,472</b>	<b>238,593</b>

Describe your analysis and impact of evidence



#### Use of Resources

The school is prepared and positioned to maximise resources to meet student need. Student characteristics remains a key consideration in financial planning and expenditure. Regular monitoring of OBI embedded. Asset and Resource replacement has been recently revitalised but will need further input. Ongoing focus on workforce remains critical to ensure sustainability of staff capability. Maximising resources through development of a Network collaboration. IT development and influence a significant future consideration.

#### Planning focus:

Key budget processes to be included in staff information package to support understanding and action by staff. Build clarity and transparency in school planning documents around use of additional funding streams to improve student outcomes, linked with supporting evidence of application. Develop a collaborative Network action plan around supporting student wellbeing K-12.



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### ICT

Students access digital technology to support their learning alongside a range of STEM related incursion and excursions. Opportunity to engage in and explore real world applications of STEM is integral to our learning programs. Student involvement in the development and delivery of environmental and sustainability-based workshops is an integrated part of our senior student's classroom learning. Purchase, maintenance, and replacement of technology assets are made with the future in mind.

#### Planning focus:

Continue to participate in STEM related activities, competitions, and events.

Continue to build *the train the trainer* approach to capacity building using Makers Empire.

Deliver 'Let's Talk STEM' PL to all staff (resource created by Monash University) Four videos and teacher resource guide.

STEM program as part of the school timetable.

Maintain 0.4FTE Technical support.

Provide PL for all staff.



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### Our Priorities

Our school planning continues to be focused on raising the performance of our students with a particular focus on increasing the level of progress made across each school year. While acknowledging the importance of aiming for sound levels of collective achievement, our focus on building progress for all students is our paramount goal. The school recognises the changing composition of our families and community and continues to adjust and adapt to help meet the growing complexity of need, both in the academic and social and emotional fields.

We continue to ensure:

- opportunity for self-reflection is valued, spaced and meaningful,
- what is evidenced as best teaching practice is evidenced, and teachers are supported to enact it.
- ensure student work and student voice as evidence is collected and shared to inform all planning in a manner that places it at the forefront of classroom practice.
- quality feedback remains a key agreed strategy across the school and will continue to drive the agenda for both staff, students, and parents.

Cooinda has maintained a focus on exploring more effective and efficient ways to ensure continuous and ongoing whole school reflection and improvement. In the approaching planning cycle, the school will continue to trial and develop more efficient and effective ways to achieve this.

Another key school driver has been the building of a global understanding and connection. Cooinda has now established a range of relationships and partnerships within and beyond the local community. These have elements of civic responsibility, friendship, cultural diversity, and a broader understanding of sustainability. Similarly, the school has valued and promoted a strong focus on personal values and a self-driven attitude to achieving success. It has increased the range of partnerships to build strong mental health. This continues to be a key foundation of our school and community.

Cooinda staff remain committed to ongoing self-reflection with a purpose of continual renewal in teaching and learning. To strengthen this process an evidence-based approach will link performance of individual students and groups of students to the performance of the school, and ultimately to system performance. A similar evidenced based approach will also drive ongoing teacher effectiveness through self-reflection and collaboration with colleagues. Targets for excellence will have a strong emphasis on ensuring a range of data guides the ongoing improvement agenda.



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Identified school priority	Progress against priority	Planned actions
<p><b>Leadership</b> Leadership will continue to support growth in teacher leadership expertise through sharing the Leadership Strategy process.</p> <p>Leadership will communicate the need for teachers and education assistants in the school to know and evaluate the impact of their teaching through guidance and support.</p>	<p>The 5-week timeline cycle for individual student planning documents continued to be problematic with a result that many plans were more repetitive and supporting data not clearly noted. There remains a varied uptake of the SMART goal approach and parent involvement was not uniform.</p> <p>Ongoing professional conversations contributed to a stronger outcome, both in PM and in more informal approaches.</p> <p>Knowledge of some forms of planning were strengthened (e.g., Risk Planning and FBAs)</p> <p>Through PM processes all staff demonstrated strong engagement and confidence in a self-reflective process that focused on professional growth. Peer Observations were not completed, but Term 4 saw planning in place for these to occur during Term 1 of 2023. The evidence and impact of student voice in these reflections was evident with some staff but remains an area for development.</p>	<p>Cycle for individual plans to be viewed, with a trial around a process that focuses on one planning document a term. PL to be provided across the year through whole staff sessions and individual teachers support appropriate to need.</p> <p>Focus on gathering student voice in a manner that is efficient and effective and actively linking this with self-reflection around staff effectiveness</p>

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Identified school priority	Progress against priority	Planned actions
<p><b>English</b></p> <p>Students in ECE will have access to a literacy approach that includes planned and structured teaching of phonics.</p> <p>Students across the school will have daily exposure to Tier 2 words (High utility words that occur across contexts) through explicit daily practice and use these words in their writing.</p>	<p>Teachers continue to use PLD as the whole school synthetic phonics program. Staff members who transitioned to different year levels have completed online training to ensure consistency and proficiency across the board. Students are tracked each term using placement testing, which allows them to be placed in the appropriate stage for their development. A dictation license has been purchased, and dictation tasks are regularly completed, with progress tracked within individual classes. Additionally, resources for Phonological Awareness Foundations from Peel Language Development School are being utilised.</p> <p>Teachers have access to a fidelity check to ensure the quality and consistency of instruction; however, we are currently unsure how many teachers are utilising this tool to guide their planning.</p> <p>Data and writing samples used to analyse writing accuracy indicate that children from Years 3-6 tend to use familiar Tier 1 words rather than extending their vocabulary. As a result, writing accuracy averages between 85-95%.</p> <p>To further support the implementation of our literacy and math cycles, we have introduced the Lesson Line Ups structure, which is aligned with the Teach Well framework. This new structure provides a clear and organised approach for teachers, allowing them to plan and deliver their daily lessons with greater efficiency and effectiveness. By utilising the Lesson Line Ups, teachers can ensure that each lesson is well-structured and meets the learning objectives outlined in our curriculum. This method also facilitates a more consistent and cohesive teaching strategy across all classrooms, promoting a higher standard of education and improved student outcomes. Overall, the introduction of the Lesson Line Ups has significantly supported our teachers in delivering high-quality instruction and fostering a positive learning environment.</p>	<p>3-6 teachers attending Teach Well in 2024. These teachers will be used to peer coach and support other teachers in the Senior Years to included daily reviews and a more planned and structured teaching of phonics.</p> <p>Students across the school will have daily exposure to Tier 2 words (High utility words that occur across contexts) through explicit daily practice and use these words in their writing.</p> <p>To ensure we are using a structured literacy approach with evidence-based instructional methods, we have designated this priority as a maintenance item in our 2024 English Operational Plan. The school will explore the possibility of external moderation for 2024 and will upskill our staff in using the Persuasive Text performance descriptors and rulers.</p> <p>Staff will be continually encouraged to use the Brightpaths platform for their class-based writing assessments. Explicit teaching and daily exposure to Tier 2 vocabulary form K-6, has been operationalised to also support this maintenance goal.</p>

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	<p>Additionally, students across the school are tracked using Brightpaths. Baseline data was collected in Term 1, and a second sample will be collected in Term 4. The target was achieved in 4 out of 7-year levels. Internal moderation of writing was completed in Term 2, and teachers use performance descriptors and rulers on Brightpaths to assess the persuasive genre.</p>	
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Identified school priority	Progress against priority	Planned actions
<p><b>Mathematics</b> All students recognise their year level Mathematics vocabulary and can orally articulate <b>or</b> demonstrate associated meanings 80% of the time.</p> <p>Students solve maths problems with 90% of children achieving year level PAT norm mean score by the end of 2023.</p>	<p>During staff meetings, the focus was on enhancing mathematics vocabulary and establishing a comprehensive vocabulary scope and sequence. While the importance of teaching vocabulary was emphasised, it was noted that the frequency of vocabulary instruction had not been monitored as effectively as desired. Another issue was that the data was not collated by one assigned individual. However, warm-up games were introduced to engage students and reinforce mathematical vocabulary in a fun and interactive manner. Additionally, the average progress across Year 2 to Year 6 for the PAT M assessments stands at 1.6, indicating positive growth in mathematical proficiency. Furthermore, the integration of the Westwood Mental Maths testing schedule into the school's assessment cycle will provide valuable insights into students' mental math abilities and guide future instructional decisions.</p>	<p>CPS Vocabulary Scope and Sequence is used to teach year level vocabulary. Tracking process is required to identify what vocabulary is being used for each topic. Student created Word Walls in classrooms are visible and appropriate to the topic being currently taught. Review/Tracking process required to verify Word Wall connection to current topic. Teachers provide low-variance, hands on curriculum instruction. Teachers continue to use instructional strategies to build knowledge, skills and understanding required to solve mathematical problems. Data collation will be assigned to either the Deputy or Senior teacher in the Math Team. The Math team will then analyse the data to make an informed judgement as to the success of the Lesson Line-Ups.</p>

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Identify school priority	Progress against priority	Planned actions
<p><b>STEM</b> Students are given opportunities to practise critical and creative thinking through integrated STEM learning tasks &amp; projects</p>	<p>Key initiatives at Cooinda include the completion of KTK assessments, which are moving into a maintenance phase for 2023. Plans for staff consultation and professional development sessions will also continue throughout the year. A Cooinda STEM Connect file has been established to share activities, lessons, and ideas developed for Semester 1. KTK evidence collection incorporates student voice through "6 Thinking Hats" and conference photos. Staff surveys on STEM planning and implementation are currently underway, with summary notes being compiled for planning in 2023.</p>	<p>To commence developing Critical Skills with staff. Set up of Connect STEM share file. Survey of staff implementation and planning to complete again in 2024. Increase staff PD and skill development – share time as collaborative group. Explore community options for STEM. RAC excursion Year 5/6 KTK in maintenance – links to community</p>
Identified school priority	Progress against priority	Planned actions
<p><b>HPE and Emotional Learning</b></p> <p>Targeted students in Kindergarten to Year 2 will demonstrate improved learning behaviours through improved core strength.</p> <p>Posture Strength Fine motor &amp; Gross motor Concentration</p> <p>Students in Yr 4-6 will have a greater understanding of their own emotional intelligence through the Aristotle program</p>	<p>HPE and Social &amp; Emotional team members regularly engaged in conversations with staff about Protective Behaviours, discussing individual practices and resource availability, which has been a great positive.</p> <p>The HPE Committee successfully tracked and achieved our goals while maintaining previous objectives. All staff consistently implemented practices related to Protective Behaviours. In Term 3, the upper years utilised resources provided by the Department of Education in their classrooms. The Early Childhood Education (ECE) area gained access to Monkey Bars to enhance students' core abilities and strength. Aristotle was to be implemented in all Years 4 to 6 and SLP classes, with plans to extend this to Years 1 to 3 in 2024. However, the data was collected but the programme was started in the SLP classes, not to Years 3-6 mainstream. This was because the teachers were not trained and unsure of how to run the programme with fidelity.</p> <p>Baseline data was collected for PP-2 Core Strength capabilities, although collecting reliable data proved challenging due to the lack of a research-based program and only guidelines for staff. In Sports, we explored methods to effectively assess students' core strength, and in collaboration with the ECE staff, all students from K to 3 engaged in continuous core strength activities.</p> <p>As a school, we recognised the need to align our understanding of ABE data and design a rubric for the terms "consistent," "often," "sometimes,"</p>	<p>Introduction of Aristotle (Social Emotional Programme) as a whole school initiative. This programme was due to start. Whole school baseline data to be re-collected as initial start.</p> <p>Phys. Ed Teacher to continue to focus on core strength in 2024 for Years 3-6 and Fundamental Movement Skills for K-2 students.</p> <p>K-PP teachers will maintain their daily movement breaks focusing on Core Strength through obstacle and track courses.</p> <p>We will continue to monitor to push for a focus on posture when sitting in class for all K-6 students; this includes at desks and chairs as well as the floor.</p>



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	<p>and "seldom," ensuring everyone is clear on their meanings. This initiative aimed to standardise data collection across the school. Plans were made to discuss this further before the completion of Semester 1, 2024 reports.</p> <p>The Behaviour Matrix focus was regularly addressed through classroom discussions and mini assemblies; however, this effort diminished across the school.</p> <p>In terms of Protective Behaviours, our goal was to improve consistent practices across the school. Surveys indicated that staff were completing the modules produced by the Department of Education. Indigenous Protective Behaviours booklets were printed and well utilised by Year 4/5 cohorts. Staff surveys revealed more consistent practices around the school, with students being regularly exposed to similar concepts adapted to their age.</p> <p>The Aristotle Survey was not completed by all Year 3, 4, and 5 students. We will be looking at running the survey in Semester 1, 2024.</p> <p>For Core Strength improvement, all Kindergarten to Year 2 classes participated in regular movement breaks. Structured play was successfully launched in Semester 2, Term 3, but participation declined by Week 6 due to staff shortages and insufficient staff buy-in. Additionally, there was too much pressure on student leaders to run the activities.</p>	
Identified school priority	Progress against priority	Planned actions
<p><b>The Arts</b></p> <p>Enhance student and community awareness of the value and contribution of The Arts to society through:</p> <ul style="list-style-type: none"> <li>- Each student contributing to the school art exhibition</li> <li>- Each student experiencing and responding to an example of the Arts in society</li> </ul>	<p>Most targets were met with an in-school exhibition taking place to coincide with parent night. All students that had art as a specialist subject had their own boards displayed through the school.</p> <p>Most students attended excursions at the BREC to see performance in action.</p>	<p>"Cooinda Biennale" exhibition at Southwest Italian Club to promote community engagement. Opportunity for both whole school and extension group to display art.</p> <p>Continue to engage BREC (Performance), Fremantle Literature Centre (Visual Arts and Creative Writing) and other opportunities for experience of arts in society. (eg. Live theatre performances at BREC)</p>

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<p>Creation of an “Art Extension Group” for students to have more diverse experiences of art designed to extend and challenge their creative thinking processes.</p>	<p>Student groups were selected to participate in extension program delivered in-house where students completed tasks designed to challenge how they saw the arts process and ideas. Completing in-house allows for staff development in delivering an art program designed to extend students/offer them diverse opportunities.</p>	<p>Embed the Art Extension Group into DOTT allocation to allow more sustained delivery of sessions. Investigate possibility of a “Cooinda Art Trail” engaging local businesses to display the Art Extension group’s works through term 4 OR other exhibition opportunity for extension students.</p>
<p>Identified school priority</p>	<p>Progress against priority</p>	<p>Planned actions</p>
<p><b>HASS and Cultural Inclusion</b></p> <p>Students will increase their Noongar vocabulary and will demonstrate an understanding.</p> <p>Students benefit from strengthened relationships with our Aboriginal families and community members.</p>	<p><b>Survey Term 2 &amp; 4 (Student Voice)</b> The survey was conducted in 2023 for teachers to select students from their classes to participate. Junior students completed the survey on paper, while seniors did so online, which was not very successful. Ensuring student access or using paper surveys should be considered. In 2024, the survey will take place once in Term 4.</p> <p><b>Tracy Hansen AIEO Appointment</b> Tracy Hansen has been appointed two days per week this term. Her role has expanded to include class visits upon request.</p> <p><b>Re-gathering of Moorditj Koorlangka Indigenous Students Group</b> In 2023, the Moorditj Koorlangka group demonstrated significant leadership by leading assemblies, sharing stories, and promoting their culture in various classrooms and on special occasions. This year, Indigenous students will have opportunities to showcase their leadership during NAIDOC celebrations, class assemblies, and visits by Djidi Djidi School and the Wadumbah Dance Group.</p> <p><b>Development of Parent Partnership Plan</b> Progress on developing the plan has slowed due to Deputy Principal Mrs Bec Bailey going on leave.</p> <p><b>Open Communication with Aboriginal Families</b> Teachers are encouraged and expected to contact Aboriginal families several times per term. The Parent/Student Moorditj Koorlangka fun afternoons provide a valuable opportunity for Tracy to engage with families and gather their input.</p>	<p><b>Survey for 2024</b> The survey for 2024 is set to continue, maintaining the Minister of Culture while broadening its focus to include all cultures. To ensure its success, it is imperative to:</p> <ul style="list-style-type: none"> <li>• <b>Ensure Access:</b> Address the issues encountered with online access during the previous survey by providing alternative options such as paper surveys.</li> <li>• <b>Planning:</b> Establish a clear plan for conducting the survey, ensuring it takes place once in Term 4 as planned.</li> </ul> <p><b>Moorditj Koorlangka Group</b> The Moorditj Koorlangka group will continue to be developed in 2024, with a focus on enhancing their involvement in the school community. Goals include:</p> <ul style="list-style-type: none"> <li>• <b>Support and Resource:</b> Strengthening the group to become a support network for students and a resource for sharing cultural knowledge and stories in classes.</li> <li>• <b>Continued Engagement:</b> Continuing parent/student Moorditj Koorlangka get-togethers throughout the school year (Term 1, 2, 3, and 4), building on the success of 2023.</li> </ul>

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	<p><b>Engaging with Caregivers, Elders, and Djidi Djidi Primary School</b>          During NAIDOC 2023, our free sausage sizzle and assembly were enjoyed by many Indigenous and non-Indigenous families. Johnnie Cobby and his children shared their culture, and Djidi Djidi students mingled with ours. We have invited the Djidi Djidi choir again this year. Mrs Deb Parkes, now at Djidi Djidi, is this year's liaison, ensuring continued growth in our schools' relationship.</p> <p><b>Acknowledgement to Country Plaques</b>          The Acknowledgement to Country plaques have not yet been displayed.</p> <p><b>Use of Ketawa on Ikon</b>          Teachers continue to use Ketawa on Ikon.</p> <p><b>Bahasa Indonesian Meetings</b>          Monthly meetings for staff to learn and improve Bahasa Indonesian, facilitated by Mrs Saira Manning (Acting Deputy), did not occur as planned due to scheduling constraints.</p>	<ul style="list-style-type: none"> <li>• <b>Regular Meetings:</b> Maintaining regular meetings between students and AIEO Tracy Hansen to support their activities.</li> </ul> <p><b>School and Community Partnership</b>          To build a strong School and Community Partnership, it is essential to:</p> <ul style="list-style-type: none"> <li>• <b>Team Collaboration:</b> Work closely with the team, Aboriginal families, and Elders to develop this partnership.</li> <li>• <b>Staff Support:</b> Assess staff confidence levels and support needs, possibly sharing resources on Connect and holding regular meetings as proposed.</li> </ul> <p><b>Sharing Cultural Events</b>          Promote cultural events and class activities through:</p> <ul style="list-style-type: none"> <li>• <b>Newsletter and Social Media:</b> Regularly featuring cultural events and class activities in the school newsletter and on social media platforms.</li> </ul> <p><b>Aboriginal Cultural Framework Staff Survey</b>          Conduct an annual comparison survey to measure progress against previous years.</p> <p><b>Documentation of Funding Usage</b>          Provide photographic evidence demonstrating how additional funding has been utilised in classrooms to enhance cultural development.</p>
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**ABC** Act Belong Commit  
**AIEO** Aboriginal & Islander Education Officer  
**AITSL** Australian Institute for Teaching and School Leadership  
**BYOD** Bring your own device  
**DOTT** Duties other than teaching  
**DSF** Dyslexia SPELD Foundation  
**EA** Education Assistant  
**EAL/D** English as an Additional Language or Dialect  
**ECE** Early Childhood Education  
**FBA** Functional Behaviour Assessment  
**FTE** Full time equivalent  
**HPE** Health & Physical Education  
**ICSEA** Index of Community Socio-Educational Advantage  
**ICT** Information & Communication Technology  
**IEP** Individualised Education Program  
**IPS** Independent Public School  
**K & PP** Kindy and Pre Primary  
**KTK** Kids Teaching Kids  
**LBOTE** Language background other than English  
**LOTE** Language other than English  
**LSC** Learning Support Coordinator  
**LWOP** Leave Without Pay  
**MHC** Mental Health Coordinator  
**MSSD** More Support for Students with Disability  
**MTTS** Multi-tiered system of support

**NAPLAN** National Assessment Program Literacy and Numeracy  
**NCCD** Nationally Consistent Collection of Data  
**NQS** National Quality Standards  
**OBI** Oracle Business Intelligence  
**PE** Physical Education  
**PLD** Professional Learning  
**SAIS** Student Achievement Information System  
**SCASA** School Curriculum & Standards Authority  
**SDD** School Development Day  
**SEN** Special Education Needs  
**SENAT** Special Education Needs Assessment Tool  
**SEDA** Sports Education Development Australia  
**SLP** Specialist Learning Program for Students with Autism  
**SMART** Specific, Measurable, Achievable, Relevant and Timely  
**SSNP** Student Support Network Program  
**STEAM** Science, Technology, Engineering, Arts and Mathematics  
**TORCH TEST** Test of Reading Comprehension  
**TR** Teacher Reference  
**VLT** Visible Learning Team  
**WALT** We are learning to  
**WILF** What I'm looking for  
**YCDI** You Can Do It

**ACT BELONG COMMIT** is a comprehensive health promotion campaign that encourages individuals to take action to protect and promote their own mental wellbeing and encourages organisations that provide mentally healthy activities to promote participation in those activities.

**KIDS TEACHING KIDS** The Kids Teaching Kids Program promotes positive wellbeing and helps build resilience in young people. It raises awareness and drives action on local and global environmental issues, bringing communities together to solve common challenges and help the next generation of leaders who will take collective responsibility for our future.

### **NSW SUPER 6 AND VOICES WRITING**

**TRAITS** Reading and Writing strategies to support learning.

**TORCH TEST Tracking** tool to judge progress in Reading Comprehension.

## Glossary