School Report 2024
Cooinda Primary School

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School Overview

At Cooinda Primary School there is an embedded atmosphere that this school is welcoming, safe and open to all. Cooinda continues 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. At Cooinda we actively and continually work to remove or adjust barriers to ensure successful teaching and learning for all students. Cooinda Primary School also hosts the Specialised Learning Program for students with Autism Spectrum Disorder.

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 out of the school day. We encourage learning connections to the local community and actively contribute to environmental stewardship.

Cooinda actively seeks to engage and work with the broader community to maximise learning for our students. We recognise parents as the primary "teachers" for their children and encourage and value connection and sharing with them. The contribution of the parent community, along with broader community is a key contributor to successful learning for students. Cooinda recognises and values this contribution and continues to actively seek ways to build lifelong learning opportunities for all students.

Cooinda is situated in East Bunbury and enjoys proximity to the estuary and mangroves. These locations have continued to be integral to the school community and to be a driving focus for many of our environmental stewardship programs.

We acknowledge the connections our First Nations people have with the land and waterways and seek to grow our knowledge under their guidance. As a whole school 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. The broader cultural diversity of our school continues to be a distinctive feature of our community, enhancing the development of a sense of being part of the global community.

With the increasing challenges faced in our society, many families are also managing a range of personal challenges. The work of our School Chaplain and Psychologist are pivotal in supporting both students and families during these difficult times.

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.

Cooinda community has enjoyed an ongoing positive relationship with OSHClub which has experienced increased student enrolments during the past year.

Anne Fletcher November 2024

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P&C 2024 Wrap Up

I'd like to take a moment to thank the incredible teachers, administration, education assistants, and all staff at Cooinda. Your dedication and hard work make this school a fantastic place for our children to learn and thrive, and we truly appreciate everything you do.

This year, thanks to the community's tireless efforts, we have raised $20 000 to reach our goal of contributing to two new playgrounds! The school has worked closely with the students to design these playgrounds, making sure they are fun, engaging, and safe for all ages. The new junior and senior playgrounds will be installed in time for the new school year in 2025, giving our kids something special to look forward to.

In 2025, the uniform shop will no longer be managed by the P&C. While this may be a change for us, we are pleased to announce that uniforms will now be available for purchase more conveniently through Perma Pleet. This will provide a streamlined process for parents, and we're confident it will make things easier for everyone. Thank you to Bec for her huge contribution to the uniform shop this year. I'd also like to thank Vanessa, who supported Bec in managing the uniform shop, and everyone else who pitched in throughout the year, including **Jess**. We appreciate everything you've done.

I also want to thank everyone who organised and helped at all our events this year. Whether you were behind the icy pole stand, at the door of the disco, made some cookies to contribute to the Sports day cake stall or organising and helping in other ways, your help has been fantastic and has been so important in bringing our community together and raising funds for our school.

Also, a big shout out to Ms. Shalders and the Year 6 team, who made a great contribution in organising some of the student events, such as icy pole days and crazy hair days. It was wonderful to see these young people taking initiative, leading, and planning events like this. Your future is bright, and we are so proud of you!

I want to thank our outgoing Office Bearers: Vanessa, our Treasurer; Anissa, our Vice President; and Maya, our Secretary. I am incredibly grateful to have worked alongside you this year.

Cooinda Primary P&C need new Office Bearers and Committee Members for 2025. It's so important to continually add new people to the mix of the P&C Committee. Fresh ideas, new inspiration, and renewed motivation are what keep our P&C thriving. While we'll still be around to support the new team, we are genuinely excited to see what a new committee can achieve.

Alex Fishburn – President

School Board Meeting Recap 2024

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:
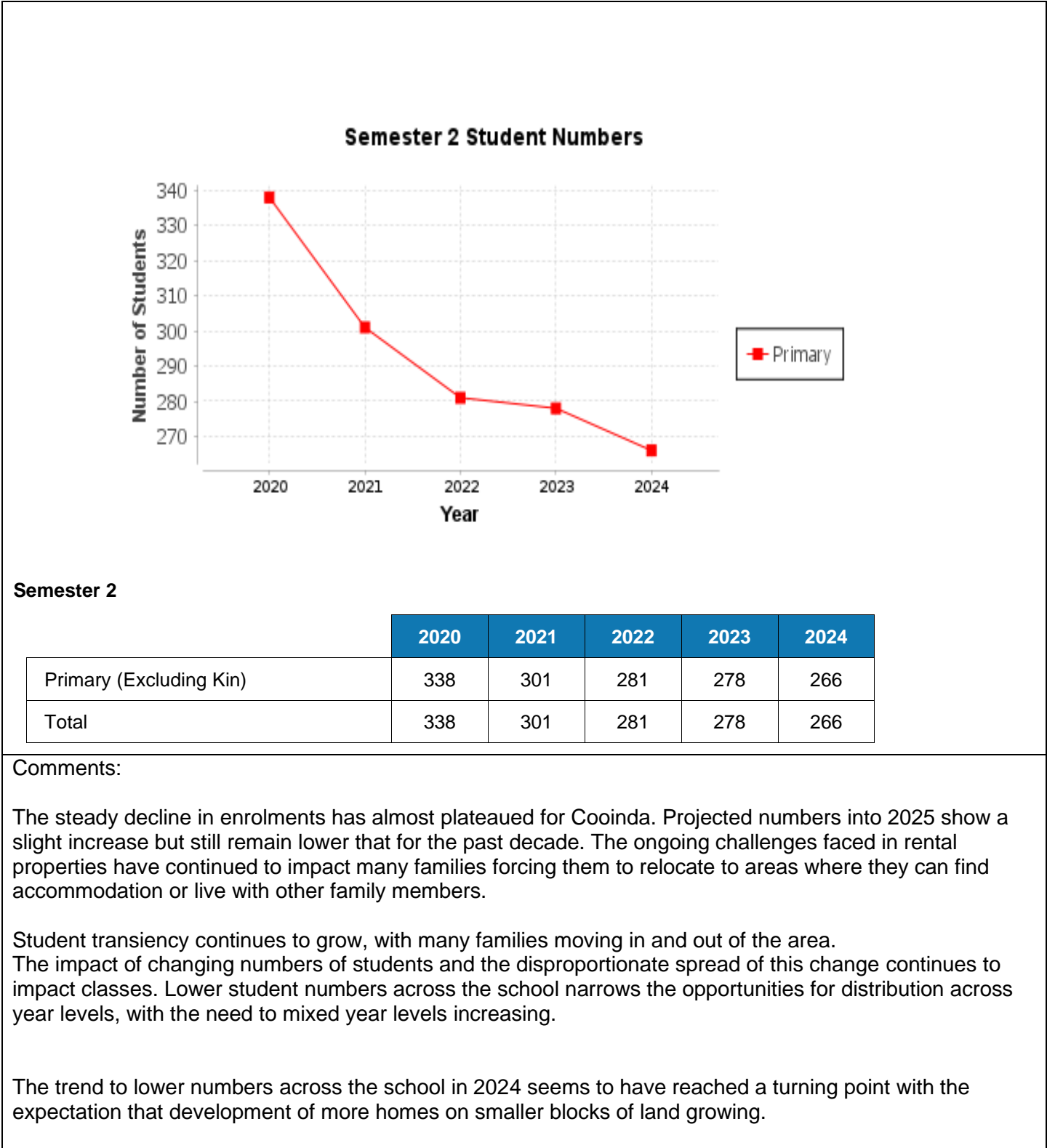
Assessment and Data: • *NAPLAN Results:* The board examined the latest NAPLAN outcomes, identifying both strengths and areas for improvement. This evaluation will guide future curriculum decisions and the development of targeted student support initiatives.

Policies and Procedures: • *Fee & Voluntary Charges:* The board reviewed and approved the fee schedule and voluntary charges for the upcoming year, ensuring financial clarity and the continued funding of essential programs. • *Uniform Policy:* The board revisited and updated the school's uniform policy, maintaining a consistent learning environment while prioritizing student safety and inclusivity. • *Cyber Safety & Mobile Technology:* Discussions focused on establishing policies regarding cyber safety, mobile phone use, and the potential integration of smartwatches in the school environment. These guidelines aim to encourage responsible technology use in a safe, effective educational setting. • *Board Governance:* The board participated in a Best Practice Standard (BPS) survey, achieving a remarkable 100% score in governance. This reflects our commitment to transparency, clear communication, and sound decision-making.

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The board meeting minutes and presentations are accessible on the school's website for public review. We encourage all members of the community to actively engage in the educational process. Keep an eye out for upcoming opportunities to provide feedback on proposed policies and programs.

Looking ahead, the board remains committed to fostering academic excellence and creating a supportive learning environment for every student.

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.

Student Numbers and Characteristics

Student Numbers   (as at 2024 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(16)	27	36	44	29	46	40	44	282
Part Time	31								

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

	Kin	PPR	Pri	Sec	Total
Male	14	13	131		158
Female	17	14	108		139
Total	31	27	239		297

	Kin	PPR	Pri	Sec	Total
Aboriginal	6	2	20		28
Non-Aboriginal	25	25	219		269
Total	31	27	239		297

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Semester 2 Student Numbers

Semester 2

	2020	2021	2022	2023	2024
Primary (Excluding Kin)	338	301	281	278	266
Total	338	301	281	278	266

Comments:

The steady decline in enrolments has almost plateaued for Cooinda. Projected numbers into 2025 show a slight increase but still remain lower that for the past decade. The ongoing challenges faced in rental properties have continued to impact many families forcing them to relocate to areas where they can find accommodation or live with other family members.

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 continues to impact classes. Lower student numbers across the school narrows the opportunities for distribution across year levels, with the need to mixed year levels increasing.

The trend to lower numbers across the school in 2024 seems to have reached a turning point with the expectation that development of more homes on smaller blocks of land growing.

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Destination of our Year 6 students in 2024.
There were a large range of secondary school destinations for our year 6 students in 2024. While just over 50% made their way to Bunbury SHS there was a wide spread of schools chosen by the remainder of families.

Destination Schools	Male	Female	Other	Total
1029 Bunbury Catholic College				
4040 Newton Moore Senior High School				
4161 Eaton Community College				
Child Side		1		1
1524 Bunbury Baptist College				
1329 Cornerstone Christian College				
4183 Dalyellup College	2			2
1371 Grace Christian School				
6086 Newton Moore Ed Sup Ctre				
Fremantle College	1			1
Australind Senior High School	1			1

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Workforce Composition

Staff Information

	No	FTE	AB'L
Administration Staff			
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
Teaching Staff			
Level 3 Teachers	1	0.2	0
Other Teaching Staff	20	15.8	0
Total Teaching Staff	21	16.0	0
Allied Professionals			
Clerical / Administrative	6	3.3	0
Gardening / Maintenance	1	0.4	0
Instructional	1	0.2	1
Other Allied Professionals	22	15.6	0
Total Allied Professionals	30	19.5	1
Total	55	39.5	1

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Workforce

People remain the greatest resource in our school. The increasing complexity of student needs across the school, as reflected across our community, requires ongoing adjustments to workforce composition and support. Teacher shortages have been a significant challenge in 2024, both on a relief basis in addition to filling longer term contracts. The increasing complexity of teaching roles has resulted in greater need for staff relief as workload and burnout continue to impact the wellbeing of all staff.

Cooinda continues to have a broad range of experience and knowledge within its workforce and remains committed to building and enhancing this strength.

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.

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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.

Developing Teachers
In 2024 teachers used the Teaching for Impact documents as a primary tool of self-reflection. There is a collective understanding of whole school approaches and the need to use evidence-based strategies to achieve optimal outcomes for students. 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 is in place to support this. Our focus is developing and supporting all staff across all roles within the school.

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.
Continue using Teaching for Impact as a tool for self -reflection

Developing leaders
Leadership roles evidence widespread capacity for staff to gain leadership opportunities, both within and beyond the school. In 2024 the school supported 4 aspirants to gain leadership roles in the region.
2024 also saw several support staff take roles in different schools, being recognised for their level of skill and knowledge. A lead Education Assistant role was developed and filled providing a strength of support across the school.
A consistent approach to the role of Senior Teachers remains in development. Individual interest and expertise have provided a range of opportunities for students. Regionally, Cooinda is seen as a leading school, working with neuro diverse students.

Planning focus:
Rebuild stronger Senior Teacher roles.
Continue to build middle leadership opportunities.
Continue to work with DOE Leadership Strategy.

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Student Attendance

Attendance Overall Primary

Non-Aboriginal			Aboriginal			Total		
School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
85.4%	86.9%	88.3%	79.6%	72.3%	69.5%	85%	85.6%	86.6%
88.7%	88.9%	90.3%	86.3%	77.6%	74.3%	88.5%	87.8%	88.9%
90%	90%	91%	90%	90%	74.3%	90%	90%	89.4%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	37.7%	40.7%	16.8%	4.7%
2023	51.0%	35.4%	12.2%	1.4%
2024	61.4%	24.6%	12.5%	1.4%
Like Schools 2024	61.7%	23.7%	10.9%	3.7%
WA Public Schools	65.0%	23.0%	9.0%	4.0%

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2022	86%	84%	84%	87%	85%	85%	83%
2023	90%	89%	89%	88%	88%	90%	86%
2024	90%	91%	90%	90%	90%	90%	87%
WA Public Schools 2024	89%	89%	90%	90%	90%	89%	89%

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Overall attendance
Regular attendance data indicates our school has managed to sustain our previous goal of 90% but we have not made any move to increase this to the new expected levels required of 95%. We have achieved a strong outcome for our Aboriginal students' attendance data, with Aboriginal and Non-Aboriginal regular attendance being the same. Having an AIEO each week has certainly contributed to this outcome as we have managed to build stronger and more regular connection with families and students.

As per requirements by the DoE, we have continued to closely monitor all students using whole school attendance strategies. We continue to assess our attendance using the SWERO Reconnect Attendance Framework Reflection Tool.
The school continues to build an improved understanding of engagement programs and external services to support children not attending. Support from the school chaplain and linking with families to external support remains an area we will utilise when required. Eg, housing, etc.

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 member of the Leadership Team. 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 Compass 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 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 planning 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.
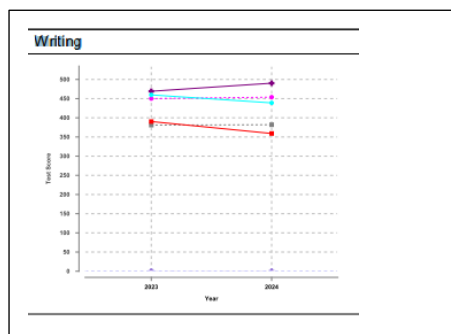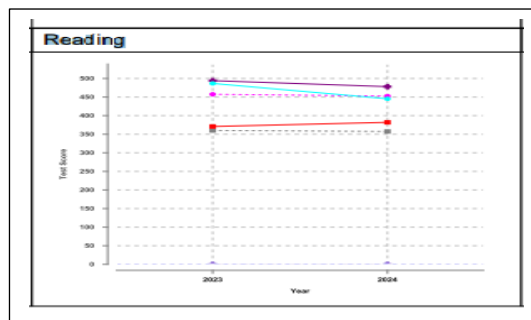

Every day COUNTS!
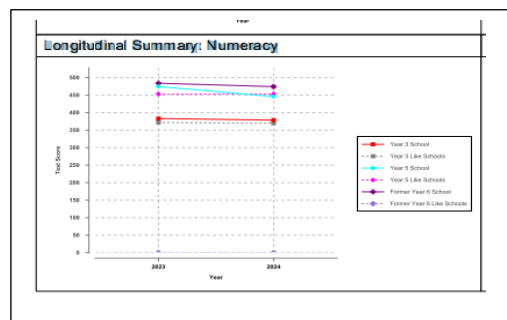School success starts with attendance

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Student Achievement and Progress

NAPLAN (source: Schools Online, SAIS)

Longitudinal Summary: Numeracy

Reading

Writing

Spelling

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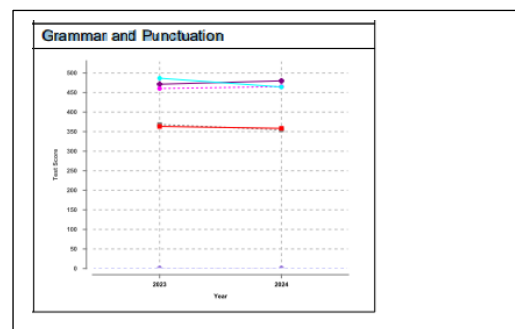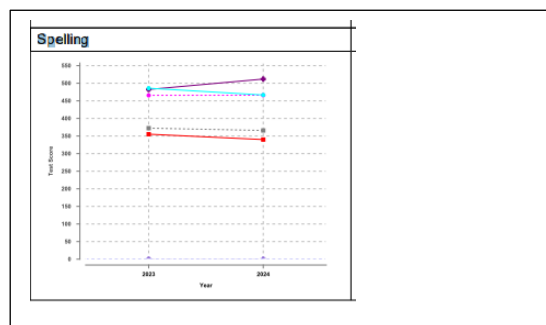
Plans and targets in Strategic Planning demonstrate a commitment to **improving student progress and achievement.**

In 2024, Year 3 students showed slight improvement, continuing to perform strongly in line with similar schools, indicating a positive upward trend. Year 5 students experienced a minor decline but still performed near the state average, reflecting consistency despite the slight drop. Overall, both year levels demonstrate stable numeracy results, with the school maintaining performance trends comparable to state averages and "Like Schools".

In Reading while all groups experience a slight decline, the difference between the highest-performing and lowest-performing groups remains significant. The gap between these groups persists across both years, implying that while interventions may be needed, different strategies could be necessary for each group.

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In Writing the overall trend is a slight decline in writing scores for all groups. There is a persistent performance gap between the higher-achieving and lower-achieving groups. Focused attention has been directed toward students at risk, with new strategies implemented to support them. School-wide and systemic assessments have been utilised to monitor progress, and a Tracking Tool has been created to further consolidate longitudinal data. In light of a downward trend in student performance, substantial adjustments are being made through differentiated work.

Planning focus:
We will maintain the Cooinda Tracking Tool, PBIS Referrals and PLD tracking sheet 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.

Students at risk have been identified using the Cooinda Tracking Tool, PBIS referrals, and PLD tracking sheet. 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 intervention 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.

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Parent/Student/Teacher Satisfaction with the school

Survey focussing on Cooinda's Positive Behaviour (PBiS) in Schools program '

2024 Parent and Carer Survey Results – Cooinda Primary School

This report summarises responses from 52 parents and carers to the 2024 Parent and Carer Survey, focusing on Cooinda Primary School's Positive Behaviour in Schools (PBiS) program, bullying, and school actions. Key findings are as follows:

1. Familiarity with PBiS Expectations

- **96%** of parents are familiar with the school's PBiS expectations (Respect, Achieving Personal Best, and Caring).
- **96%** of parents support these expectations, indicating strong alignment between school and family values.

2. Key Values Parents Want for Their Children

- Top 5 values desired for children's development include **Respect**, **Resilience**, **Confidence**, **Courage**, and **Caring**, reflecting a focus on personal growth and social responsibility.

3. Bullying Incidents

- **46%** of parents report their children have never been bullied at school, while **75%** report no bullying from external sources.
- Bullying at school is relatively low, with most incidents described as occasional.

4. Cyberbullying

- Cyberbullying is rare, with **88%** of parents reporting no incidents of online bullying at school, and **94%** reporting no incidents outside of school.

5. Reporting and School Actions on Bullying

- **60%** of parents did not report bullying to the school, suggesting a potential communication gap.
- **57%** of parents were satisfied with the school's response to challenges faced by their children, though there is room for improvement in addressing concerns.

Conclusion:

The survey shows strong parental support for the school's values and a low incidence of bullying. However, improvements are needed in encouraging the reporting of bullying and enhancing satisfaction with the school's response to student challenges.

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School Income by Funding Source

School Income by Funding Source (source: Schools Resourcing System)

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

Describe your analysis and impact of evidence

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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 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
Leadership Leadership will guide and support teaching staff to ensure all students make year on year growth through implementing an MTSS approach across English, Maths and SEL learning.	Industrial actions impacted the capacity to hold meetings in Semester 1, limiting formal conversations with teachers. MTSS retained a focus on Level 1 adjustments being in place before Tier 2 interventions actioned. Tier 2 PLD in place in Semester 2. Termly individual planning documents in place. A LSC was employed to assist teachers in planning educational adjustments, tracking progress and assessing success in attaining goals set. Also provided support to set up SEN planning for a small number of students where adjustment level was significant.	Ongoing PL and support through the LSC to be provided across the year through whole staff sessions and individual teachers support appropriate to need. Leadership Framework to be re offered to teachers and EAs.
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.	PM processes all staff demonstrated strong engagement and confidence in a self -reflective process that focused on professional growth. Peer Observations were not completed due to Industrial actions. The evidence and impact of student voice in self-reflections remains problematic- it is limited and lacks rigour and remains an area for development.	Focus on gathering student voice has been embedded in the Strategic Plan for the next three years.

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Identified school priority	Progress against priority	Planned actions
English **Instructional Framework** Students will have access to consistent and explicit instructional strategies in all literacy lessons underpinned by effective Tier 1 differentiation. **Writing** 75% of students will improve writing achievement by 40 points with specific focus on vocabulary.	• 90% of teachers articulate how they have refined or implemented adjustments in their teaching – Survey data, walk throughs, observations. *No quantitative data collected but on balance judgements suggested a 75% of teachers have achieved the goal. Whole school implementation take up of PLD has been successful.* • *Brighpath 2024: Below the target improvement of 40 points on the Marking Ruler* *Overall growth of 23% across the school, mostly in Year 2s and 6s.* • *PAT Reading Growth: Below the targeted level of 10%* *Years 1-3 : overall improvement of 3%* *Years 4-6 : Overall improvement of 5%* • Student engagement and participation has improved – Student voice survey, walk-throughs, ABE Data. *ABE Data indicated achievement if an increase in participation of 6 % across the school.* • Above like schools in 'Exceeding' Proficiency standard in NAPLAN Yr 3 and 5. *Achieved in reading only in both year levels.*	Ensure phoneme proficiency and decoding is explicitly taught, assessed, monitored and embedded with rigour through the implementation of the whole school synthetic phonics program (PLD

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Identified school priority	Progress against priority	Planned actions
Mathematics **Instructional Framework** Students will have access to consistent and explicit instructional strategies in all numeracy lessons underpinned by effective Tier 1 differentiation Students solve maths problems with 90% of children achieving year level PAT norm mean score by the end of 2024.	• 90% of teachers articulate how they have refined or implemented adjustments in their teaching – Survey data, walk throughs, observations. *No quantitative data collected but on balance judgements suggested a 75% of teachers have achieved the goal.* • 90% of teachers report 25% improved progress in Maths – PAT data, Westwood testing, NAPLAN. • *PAT Math Growth : below the targeted level of 10%* • *Years 1-3 : overall an improvement of 7%* *Years 4-6 an overall improvement of 3%* *NAPLAN : School performed above like schools with 9 students achieving ADE pathway, 7 with ABE and 9 with ABC out of 25.* Student engagement and participation has improved – Student voice survey, walk-throughs, ABE *Data indicated achievement if an increase in participation of 6 % across the school.* • Above like schools in 'Exceeding' Proficiency standard in NAPLAN Yr 3 and 5 Numeracy	Fluency (P-6) by building students' foundational skills, efficient calculation strategies and confidence in applying mathematical concepts accurately across various contexts. Enhance problem-solving skills (P-6) through real-world mathematical challenges that utilise mathematical modelling and computational thinking, fostering critical thinking, collaboration, and diverse strategies for solutions.

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Identify school priority	Progress against priority	Planned actions
STEM Students are given opportunities to practise critical and creative thinking through integrated STEM learning tasks & projects	Professional Learning Progress was made in commencing the STEM Learning Project, but it was not completed. The "Kids in Space" project would have been better suited to Year 4 /5s. Teachers all completed the *Why STEM in primary schools*? Makers Empire Online PL. Integrated Projects Evidence of STEM Integrated Learning programs being demonstrated in teacher planning documents, including yearly overviews was more evident with some teacher planning than others. Anecdotal evidence suggests all teachers tried to include an integrated approach across the year. This was well done through Science. Tracking progress Assessment of critical and creative thinking captured through student voice self-assessment of inquiry project. Completed with the years 5/6 students. As part of the Science Network, moderation sessions have been completed and consistent judgements achieved at year level on Inquiry projects. Community connections KTK initiative achieved. NMSHS Science Fair attended. Rotary Science and Engineering Day attended.	Introduce the concept of "clubs" across PP-6. Set a time each fortnight (Friday 2.10 – 3.00pm) Include one parent/community person – survey community to find potentially interested people. Links clubs with buddy class concept

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	Lego Club competed regionally. (Achieved a second place)	
Identified school priority	Progress against priority	Planned actions
HPE and Emotional Learning To annually increase the percentage by 5% of students consistently demonstrating interpersonal and intrapersonal skills as indicated through Attitudes, Behaviour, Effort (ABE) on Student Summative Reports Students in Yr 1-6 will have a greater understanding of their own emotional intelligence through the Aristotle program	• Create whole school rubric for ABE data. • Reflect on ABE data collated across all years Semester 1 and 2. *Data indicated achievement if an increase in participation of 6 % across the school.* • Behaviour Matrix implementation *Achieved* • Implement programs recommended by Aristotle team *Achieved* • iYarn morning check in for all children in the SLP – Moving to mainstream. *Not maintained*	In 2025 we will focus on Foster a positive and safe school environment that creates a sense of belonging for the whole school community. Develop whole school social and emotional learning that improves and promotes student wellbeing and self-positivity.

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Identified school priority	Progress against priority	Planned actions
The Arts Enhance student and community awareness of the value and contribution of The Arts to society through: - Each student contributing to the school art exhibition - Each student experiencing and responding to an example of the Arts in society Creation of an "Art Extension Group" for students to have more diverse experiences of art designed to extend and challenge their creative thinking processes.	• Surveys to indicated awareness and value of the Arts linked to exhibitions. *Not achieved* • Log of opportunities. To experience an example of Arts in the community. *Collected anecdotally.* • Log of student contribution to artwork exhibition. *All students contributed at least one piece of art to the exhibition with the Art Extension group having significantly greater number of pieces exhibited.* • Student feedback around the Art Exhibition *Collated and information indicated the significant value students associated with the strategy.* • Log of community feedback from the Art Exhibition *Collated and information indicated the significant value parents and community members associated with the strategy.*	Promote and celebrate creativity by providing opportunity for students to share talents and skills.

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Identified school priority	Progress against priority	Planned actions
Cultural Responsiveness All students and staff will be able to recognise and pronounce some Noongar vocabulary . K-2 10 words 3-6 20 words Staff 25 words	● Teacher checklists Semester 1 and 2 *This has not been successful. Individual teachers may teach vocabulary in their classrooms, however as a school, we have not driven this. We need a staff member to take this opportunity to introduce Noongar vocabulary and to regularly consolidate the learning at whole school assemblies or over the PA.* *We had hoped for a Noongar teacher to teach some culture and language to the Moorditj Koorlangka in term 2 and 3, but this fell through.*	*1 Increase Aboriginal student voice and cultural pride across our school community and throughout the school environment.* *1.2 Promote and celebrate creativity by providing opportunity for students to share talents and skills.*
All Aboriginal students achievement shows year on year progress as a benefit from strengthened relationships with our Aboriginal families and community members.	● Photographic evidence of signage. *The Acknowledgement of Country signage has been displayed throughout the year around the school in a number of places. They look moordijt! They are a great reference for our Acknowledgement that we say at assemblies and some classes say it at the start of the school day. Having 3 versions caters for all year levels*. ● Whole school singing Noognar songs at assemblies *Whole school learning "Ngalak keny Moort" (We are one) for NAIDOC Week was great. Did signing with it also. Sang with Djidi Djiddi School too. This is a wonderful opportunity for the whole school to be united in celebrating the indigenous culture. We need to look for relevant songs to be learnt in the coming years*	

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Cultural Responsiveness Continued	• Individual Aboriginal Student achievement is as expected or better. *Individual student achievement remains varied, but a significant number of children are achieving as expected or better across the NAPLAN testing process.* • Aboriginal Cultural Framework staff survey – annual comparison with previous years demonstrates progress towards embedded. *At the beginning of the year, we did whole school staff PL A survey hasn't been done yet, maybe beginning of term 1, 2025. Staff are becoming more aware of the Framework as we revisit it, however we require ongoing PL with it for it to be embedded in our teaching practices and school environment* Parent School Partnership developed. *Tracy Hansen, our AIEO, has been building relationships with families of our students. This takes time to build trust. There was a good turn out by families at the end of term get together in term 2 and 3. Formal Partner ship still in progress.*	

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Glossary

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 FunctionalBehaviour 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 Intellience
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.