

# Business Plan 2021—2023

**BE RESPECTFUL • BE RESILIENT • BE YOUR BEST**



## Our Vision

Cowaramup Primary School staff and our community all work together to provide a valuable education for our students.

We want our students to:

- ◇ learn and maximise their educational opportunities across all academic areas
- ◇ be happy, well-balanced students, who are mentally and socially robust
- ◇ feel connected to, and empowered to contribute to the community and the environment

## Context

Cowaramup families have had a strong connection and association with Cowaramup Primary School since 1923, almost 100 years ago.

The community has continued to grow over the years along with our school enrolments.

Through the years, Cowaramup Primary School has been characterised by high quality staff, who have set high standards in academic and non-academic areas.

Our school prides itself on developing a positive school culture through managing behaviour in an educative and supportive way. At Cowaramup, the staff and community all play a role in teaching, modelling and reinforcing positive behaviour expectations.

Behaviour expectations fall under our three school rules: **Be Respectful, Be Resilient and Be Your Best.**

Our school values extensive nature play areas that allow students to be creative, imaginative and take risks in a supportive way. We share many of the community's facilities including the Cowaramup oval and tennis courts, and have on site our own basketball and netball court.

As our community and school continues to grow, we strive to keep our community and parent connection strong.

# Business Plan 2021—2023

This Business Plan sets out to clearly outline our school directions in the coming years with a focus on what matters most. It is a commitment to *Every Student, Every Classroom, Every Day*, through effective teaching by high quality teachers.

A wide range of data is collected with a comprehensive data collection schedule each year. An analysis of this data allows us to clearly see student progress.

Through the staff and community working together, we aim for our students to reach their potential and have fulfilling lives.

## Curriculum

We provide a diverse range of opportunities for our students across all learning areas, to allow students to reach their academic potential and maximise their educational opportunities.

We focus on:

- whole school approaches to the teaching of Art, Music, Physical Education, Health, Spelling, Science, Mathematics, Writing and Indonesian
- using the Promoting Literacy Development program in the early years focusing on synthetic phonics
- developing real-world opportunities for students to use Science, Technology, Engineering and Mathematics

## Culture

The Cowaramup school community is one of collaboration and inclusivity. It is a supportive place where everyone is respected, resilient and does their best.

At Cowaramup Primary School we teach, model and reinforce positive behaviour to create well balanced students, who are mentally and socially robust.

The Positive Behaviour Support program teaches students our behaviour expectations that are centred on our three school rules:

- Be Respectful
- Be Resilient
- Be Your Best

## Community

Cowaramup has a strong sense of community and a can-do approach to getting things done. We will continue to foster this connection with the community to value add to our programs.

The Cowaramup community value:

- academic achievement
- an appreciation and care of the local environment
- health and well-being
- an understanding of the history, skills, culture and knowledge of Wadandi Aboriginal Australians

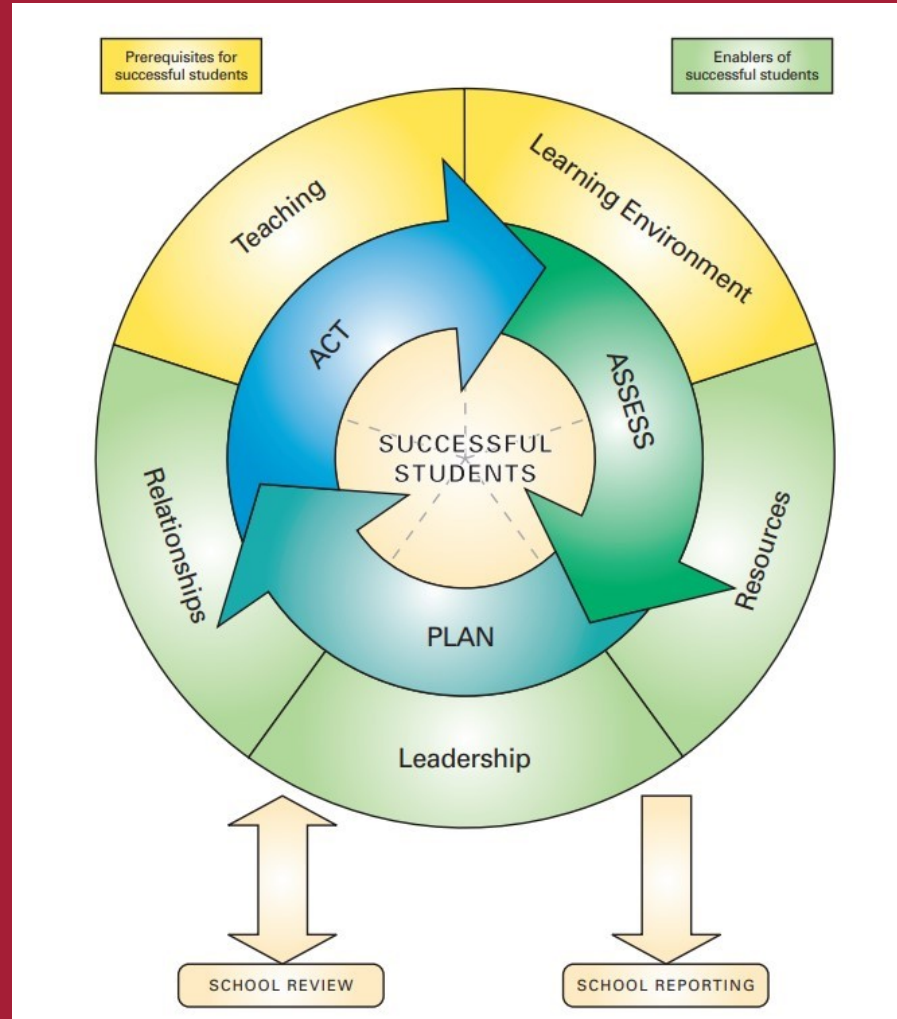




# Successful Students—Effective Schools



**Cowaramup**  
PRIMARY SCHOOL





## Curriculum—Academic Excellence

We provide a diverse range of opportunities for our students across all learning areas, to allow students to reach their academic potential.

A focus on:

- Writing – using the Talk for Writing strategy
- Promoting Literacy Development
- Science
- Science, Technology, Engineering and Mathematics

### Targets

- **Develop in year 3 and 5 students, an upward trend in annual National Assessment Program Literacy and Numeracy, Writing results, with students being at or above like schools over 3 years.**
- **End of year targets in Promoting Literacy Development.**

[Promoting Literacy Development's Phonic Scope and Sequence Overview](#)

Pre-Primary	Target
2021	80% of students achieving 50% of stage 1 spelling
2022	80% of students achieving 50% of stage 1 spelling
2023	80% of students achieving 50% of stage 1 spelling

Year 1	Target
2021	80% of students achieving 80% of stage 1 spelling
2022	80% of students achieving 80% of stage 1 spelling
2023	80% of students achieving 80% of stage 1 spelling

Year 2	Target
2021	70% of students achieving 80% of stage 2 spelling
2022	80% of students achieving 80% of stage 2 spelling
2023	80% of students achieving 80% of stage 2 spelling

Year 3	Target
2021	70% of students achieving 80% of stage 3 spelling
2022	80% of students achieving 80% of stage 3 spelling
2023	80% of students achieving 80% of stage 3 spelling



## Targets

- Use the Australian Council of Educational Research science tests annually in years 3-6 to be at or above the national mean.
- Achieve like school mean results in annual National Assessment Program Literacy and Numeracy tests in year 3 and year 5.
- Use the Australian Council of Educational Research tests in literacy and numeracy to be at or above national mean.





## Focus

- **Writing - Using Talk for Writing**
- **Promoting Literacy Development**
- **Science**
- **Science, Technology, Engineering and Mathematics**

Leadership	Teaching Quality	Learning Environment	Relationships and Partnerships
<ul style="list-style-type: none"> <li>• Provision of professional learning on Talk for Writing for all staff over two professional learning days. The target audience is all teachers and education assistants.</li> <li>• Use a Professional Learning Team leader for supporting and progressing students using the Promoting Literacy Development program synthetic phonics in years K - 3 and for Talk for Writing across K-6.</li> <li>• Audit Science, Technology, Engineering, Maths resources.</li> <li>• Explore teacher development schools and other resources to develop staff capability in Science, Technology, Engineering and Maths.</li> <li>• Develop a whole school understanding of what Science, Technology, Engineering and Maths is and the best way to teach it.</li> </ul>	<ul style="list-style-type: none"> <li>• Training for teachers in the use of Ed Companion to look at student data for both group and individual planning.</li> <li>• Use of Ed Companion in years 4-6 to analyse student writing using the National Assessment Program Literacy and Numeracy, writing framework.</li> <li>• Promoting Literacy Development program training videos to be used by staff to upskill. Led and supported by a professional learning team leader.</li> <li>• Promoting Literacy Development program to be used by all staff K-3.</li> <li>• Teachers and Learning Support Coordinator to track students at educational risk from Kindergarten.</li> <li>• Use Heggerty phonological and phonemic awareness across early years, K-2.</li> <li>• The Talk for Writing program is used across all year levels K-6.</li> <li>• Staff will follow the school Instructional Model when teaching.</li> <li>• Staff to develop individual targets for Australian Council Educational Research, Progressive Assessment Tests to show improvements from the start of the year to the end of the year.</li> <li>• Establish a peer observation and feedback process.</li> <li>• Development of a common philosophy within Kindergarten and Pre-primary.</li> <li>• Promotion of numeracy at home in Kindergarten and Pre-primary.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking students over time to support differentiation.</li> <li>• Investigate and implement how we support students in Promoting Literacy Development in years 1-2.</li> <li>• Students are given a voice in reflections with teachers about their writing in years 4-6 using Ed Companion.</li> <li>• Review learning spaces and resources for Science, Technology, Engineering and Maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration between staff in the implementation of new initiatives.</li> <li>• Developing links between local Teacher Development Schools in Science, Technology, Engineering and Maths and Talk for Writing.</li> <li>• Strengthen communications with parents across the school.</li> <li>• Investigate new system tools in order to streamline school operations and communications with parents.</li> </ul>





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PRIMARY SCHOOL

## Culture

The Cowaramup school community is one of collaboration and inclusivity. It is a supportive place where everyone is respected, resilient and does their best. At Cowaramup Primary School, we teach, model and reinforce positive behaviour to create well balanced students, who are mentally and socially robust.

## Targets

- **Maintain a 5:1 ratio of positives to negatives awarded to students through the Positive Behaviour Support program each year.**

## Focus

- **Positive Behaviour Support**
- **Health and Well Being: e-Safety, Challenges and Choices, Protective Behaviours**



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## Focus

- **Positive Behaviour Support**
- **Health and Well Being - e-Safety, Challenges and Choices, Protective Behaviours**

Leadership	Teaching Quality	Learning Environment	Relationships and Partnerships
<ul style="list-style-type: none"> <li>• Positive Behaviour Support team meets regularly each term to analyse behaviour data, to plan and monitor behaviour initiatives.</li> <li>• Functional behaviour team to meet when requested to determine why a behaviour is occurring and strategies to change this behaviour.</li> <li>• A specialist health teacher to implement Challenges and Choices and e-Safety programs.</li> <li>• Develop a Protective Behaviours lesson schedule at each year level.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning Teams to meet regularly and discuss the focus areas of the school. These teams are led by teachers and are part of a distributed leadership model.</li> <li>• Teams will monitor their effectiveness, model team norms and follow the change model.</li> <li>• Staff engage student voice to give feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an orderly environment.</li> <li>• Positive Behaviour Support lessons are used to teach students behaviour. Videos are used at our school assembly to reinforce the whole school behaviour focus.</li> <li>• Routines, procedures and behaviour codes are updated and placed around the school.</li> <li>• Assembly raffles, class store and year group celebrations for students who have earned points for demonstrating positive behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• A behaviour engagement coach is used to ensure the fidelity of the Positive Behaviour Support program.</li> <li>• WA Child Health Services are used to support students with special needs.</li> </ul>



# Community Partnerships

We use community expertise to provide a diverse range of opportunities for our students.

## Targets

- National School Opinion Survey - A positive ranking of 4 or above. (scale of 1-5)

## Focus

- **Community Engagement**



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## Focus

### • Community Engagement

Leadership	Teaching Quality	Learning Environment	Relationships and Partnerships
<ul style="list-style-type: none"> <li>• Communication with Margaret River Senior High School about how students have progressed in National Assessment Program Literacy and Numeracy tests from year 5 to year 7.</li> <li>• Investigate the career pathways chosen by students as they exit Margaret River Senior High School.</li> <li>• Support Cowaramup Lions in whole school community initiatives.</li> <li>• Acknowledge those students who have high attendance.</li> <li>• Promotion of the Kindergarten orientation meeting to families.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to utilise parent /community volunteers to support student learning.</li> <li>• Provide professional learning for staff in Aboriginal knowledge, skills, culture and history in the south west.</li> <li>• Staff to mentor University, Technical and Further Education and Vocational Education Training students.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise outdoor learning environments with Nature Conservation and Say Gday to the Bay day.</li> <li>• Promote environmentally responsible behaviour. Recycling initiatives and different ways to maintain our natural environment.</li> <li>• Use the Aboriginal Cultural Standards Framework to focus on cultural awareness.</li> <li>• Acknowledge Sorry Day and Reconciliation Week.</li> <li>• Celebrate National Aborigines and Islanders Day Observance Committee Week, acknowledging Aboriginal knowledge, skills, culture and history.</li> <li>• Use buddy groups from K-6 for a range of whole school activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Seesaw communications with parents with regular updates, with photos and work from students and staff.</li> <li>• Develop community support to develop and build an art exhibition of student work for parents.</li> <li>• Continue to involve Aboriginal people in sharing their history, culture and skills with students and staff.</li> <li>• The School Chaplain to run Friday Breakfast Club to support and foster social interactions and opportunities for students to share how they are feeling.</li> <li>• Seek out community expertise for Cowaramup Primary School's 100 year celebration in 2023.</li> </ul>

## **Australian Council of Educational Research - Progressive Achievement Tests (ACER PAT)**

This testing is developed by the Australian Council of Educational Research. These are Progressive Achievement Tests, undertaken at the commencement and the end of the year, so that we can monitor the annual progress of all students.

## **Buddy Groups**

These are mixed year level groups of students made up across years K-6. These groups are made up of between 2—6 students from each year level. The groups are often used when running themed or special days, the groups rotate through several different activities.

## **Challenges and Choices**

A contemporary age appropriate program covering the areas of resilience, road safety and drug education lessons.

## **Ed Companion**

This online program assists us to analyse student results in a range of curriculum areas. It assists in identifying curriculum gaps and creating individual and group plans for identified students. Data is collected from National Assessment Program Literacy and Numeracy tests, On Entry and Australian Council of Educational Research - Progressive Achievement Tests.

## **Heggerty Phonological Awareness**

Focuses on eight phonemic awareness skills, letter and sound recognition and language awareness.

## **Instructional Model**

This is a consistent way of presenting lessons across the school. It includes: Review, Goal, Hook, I do, We do, You do and a reflective session.

## **National Aborigines and Islanders Day Observance Committee (NAIDOC)**

We celebrate the National Aborigines and Islanders Day Observance Committee day to celebrate and acknowledge Aboriginal knowledge, skills, culture and history.

## **National Assessment Program Literacy and Numeracy (NAPLAN)**

Each year students in Year 3 and Year 5 complete an annual assessment in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. In 2019, the tests were administered online, no longer written. In 2020 the tests were cancelled due to the pandemic.

## **Phonemic Awareness**

This is the ability to understand that spoken words are made up of individual sounds called phonemes.

## **Positive Behaviour Support (PBS)**

A behaviour management system revolving around our 3 school rules of Be Respectful, Be Resilient and Be Your Best. We teach expected behaviours, practise them and are reminded or prompted to demonstrate those behaviours. Focusing on and rewarding appropriate behaviours, takes the attention away from unproductive behaviours. Unproductive behaviours are addressed in an educative way aiming for privacy in redirecting these behaviours.

## **Promoting Literacy Development (PLD)**

An evidence based program that maximises academic achievement by targeting literacy, oral language, and movement.

- Phonological awareness or 'sounding out ability'
- Alphabet knowledge - and particularly the 'sounds'
- Phonic knowledge
- Sight word knowledge
- Word knowledge - vocabulary.
- Sentence structure - grammar .
- Language understanding - semantic and comprehension ability.
- Structured thinking - the ability to elaborate, organise and sequence thoughts. Students need to be able to process information heard and explain the information in order to be successful within the curriculum.
- Perceptual - input or receiving the message
- Motor - output or the response. In schools, students are constantly required to complete curriculum activities which involve physical movements. The more smooth and fluid these body movements are, the more efficiently a student will keep up with the pace of a classroom and complete work of a satisfying standard.



## **Protective Behaviours**

Resources are used to help students:

- know how to reduce the likelihood of abuse happening to them.
- seek help if abuse occurs.
- build resilience and strengthen their wellbeing.
- learn and grow in safe environments.

## **Talk for Writing**

Talk for Writing is a program that firstly develops a students oral language with a range of spoken activities. A key feature is that children internalise the language structures needed to write. Through "talking the text", students move from imitation to innovation to independent application Teachers engage students with a story or topic and then expand and develop a student's oral language skills. Through explicit teaching and modelling, sentence structure, paragraphing and text construction improve. Students find the process engaging and fun.

## **Seesaw**

An online software program used by teachers to share what is occurring in the classroom with parents. This can be using text, pictures, videos or students' work.

## **Synthetic Phonics**

A method of teaching children to read and spell the English language. It involves the explicit and systematic teaching of the relationship between speech sounds and the spelling patterns that represent them.





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