



**Cowaramup**  
PRIMARY SCHOOL

# 2024 - 2026 Business Plan



# Vision Statement

To foster a love of learning, and develop positive, caring and resilient students, who can contribute to their community.

## Shared Staff Beliefs

- All children are expected to make progress on an annual basis.
- Student learning is optimised when consistent, whole-school teaching practices are used.
- Students are most successful when we develop the whole child.
- Positive relationships are a key driver of successful learning.
- High expectations, both academically and socially, are a feature of all classrooms.
- Partnerships in teaching & learning are a valued component of our learning environment.

## Principal's Message

I am delighted to share the plan that outlines our focus and attention for the period 2024 – 2026.

At the heart of our work always, is the improvement of student outcomes within the context of developing the whole child. By being resilient, respectful and doing our best, our students can achieve high standards, and meet the high expectations that we set for all students.



# Leadership



## *Our Focus:*

Further developing staff expertise through instructional leadership.

## *Key Components:*

- Cultural Standards
- Instructional Model
- Whole School Approaches
- Distributed Leadership

Area of Focus	What we will do	Measuring Success
Cultural Standards	<ul style="list-style-type: none"> <li>• Staff will reflect annually against the continuum to determine school focuses.</li> <li>• Seek local Indigenous, parents and community views on school plans/priorities.</li> <li>• Establish a Reconciliation Action Plan (RAP).</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve cultural competence as a minimum.</li> <li>• Custodians and local elder feedback.</li> <li>• Completed and registered RAP with Reconciliation Australia.</li> </ul>
Instructional Model	<ul style="list-style-type: none"> <li>• Increase the number of accredited instructional coaches.</li> <li>• Continue to strengthen the link between classroom observation and feedback.</li> <li>• Provide instructional coaching to all teaching staff.</li> <li>• Continue to refresh our understandings of instructional components.</li> <li>• Seek opportunities to network with explicit instruction schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Coaches are trained.</li> <li>• Teacher feedback.</li> <li>• Partnerships are established that support ongoing growth.</li> </ul>
Whole School Approaches	<ul style="list-style-type: none"> <li>• Develop a statement of expectation for the early years.</li> <li>• Develop a comprehensive set of shared staff beliefs.</li> <li>• Enrich our data analysis through regular professional learning.</li> <li>• Build the expertise of non-teaching staff to support existing school plans/programs.</li> <li>• Plan collaboratively using student data as the centrepiece.</li> <li>• Refine data analysis to identify and support students at risk.</li> <li>• Professional learning teams review planning twice a year to ensure clear direction and consistency of delivery via our instructional model are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent early years practice evident.</li> <li>• Data analysis shapes school programs.</li> <li>• Feedback from non-teaching staff.</li> <li>• Staff feedback.</li> </ul>
Distributed Leadership	<ul style="list-style-type: none"> <li>• Identify future leaders via Future Leaders Framework.</li> <li>• Build the expertise of future leaders to lead strategic school priorities.</li> <li>• Rotate leadership roles to extend opportunities to other staff.</li> <li>• Continue to progress operational planning, scope and sequences and resourcing through Literacy and Numeracy leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders are identified.</li> <li>• Staff feedback.</li> <li>• Leader feedback.</li> </ul>

# Learning Environment

## *Our Focus:*

To provide learning environments that are safe, stimulating and inclusive.

## *Key Components:*

- Positive Behaviour
- Student Voice
- Purposeful and Positive Play
- Cultural Awareness
- Health and Wellbeing

Area of Focus	What we will do	Measuring Success
Positive Behaviour	<ul style="list-style-type: none"><li>• Maintain the whole school approach to behaviour rewards, role modelling &amp; raffles.</li><li>• Communicate with parents, early and often, about any student behavioural concerns.</li><li>• Staff will review, revise, and implement Positive Behaviour Support (PBS) annually.</li></ul>	<ul style="list-style-type: none"><li>• A decreasing rate of referrals is evident.</li><li>• Student, staff, parent &amp; community feedback</li><li>• Annual PBS review meets all standards.</li></ul>
Attendance	<ul style="list-style-type: none"><li>• Continue to promote the case for improved attendance to the community.</li><li>• Review the attendance plan annually and revise targets for improvement.</li><li>• Develop a clear process for managing poor attendance that supports families.</li></ul>	<ul style="list-style-type: none"><li>• Whole school attendance to be 90% or higher.</li><li>• Student, staff, parent feedback.</li></ul>
Wellbeing	<ul style="list-style-type: none"><li>• Maintain the chaplaincy service.</li><li>• Review and implement class greetings with every student daily.</li><li>• Teach resilience strategies to all students.</li><li>• Gather data annually from the Wellbeing &amp; Engagement Census (WEC) to monitor wellbeing of students.</li><li>• Continue to place a high level of importance on collegial well-being.</li><li>• Support students, socially and emotionally via student services team (Psychologist, Chaplain, Mentors).</li></ul>	<ul style="list-style-type: none"><li>• Positive trends in WEC data.</li><li>• Chaplain feedback.</li><li>• Mentor feedback.</li><li>• Staff feedback.</li><li>• Student Services Feedback.</li></ul>
Student Voice	<ul style="list-style-type: none"><li>• Check in with Year 3-6 students annually regarding their perceptions of our school, and school life.</li><li>• Plan and program in the Early Years for inclusion of student voice.</li></ul>	<ul style="list-style-type: none"><li>• Teacher feedback.</li><li>• Student feedback.</li></ul>
Valuing our Families	<ul style="list-style-type: none"><li>• Celebrate and acknowledge each family's structure and values.</li></ul>	<ul style="list-style-type: none"><li>• Community feedback.</li></ul>
Physical Environment	<ul style="list-style-type: none"><li>• Increase the range of opportunities for outside play as part of the learning process.</li><li>• Advocate for improved buildings and infrastructure via the School Board.</li></ul>	<ul style="list-style-type: none"><li>• National Quality Standards review.</li><li>• Community feedback.</li><li>• Ongoing Board contact with local MP</li></ul>

# Relationships & Partnerships



## *Our Focus:*

Maintain authentic and productive relationships between all stakeholders in the local community.

## *Key Components:*

- Reporting to parents/carers of student progress.
- High functioning teams who engage in professional learning.
- Connecting with community via external partnerships.
- High student and family satisfaction.
- Students and families value their relationships and the school.

Area of Focus	What we will do	Measuring Success
Parent Engagement & Communication	<ul style="list-style-type: none"> <li>• Provide regular opportunities for parent workshops that support the schools' priorities.</li> <li>• Communicate and share student activities regularly via Seesaw and Compass.</li> <li>• Provide opportunities for parent input into their child's education.</li> <li>• Survey the school annually on all aspects of the school's performance.</li> <li>• Continue a structured transition program for all new Kindy enrolments.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent feedback remains positive.</li> <li>• Entry &amp; Exit survey feedback.</li> </ul>
Reporting to Parents	<ul style="list-style-type: none"> <li>• Maintain face to face parent interviews in Term 1 and Term 4.</li> <li>• Maintain planning and review meetings with parents of students at educational risk.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent feedback.</li> </ul>
Aboriginal Cultural Standards	<ul style="list-style-type: none"> <li>• Review annually the cultural standards framework to identify progress and determine areas for improvement.</li> <li>• Continue to develop and raise cultural awareness of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve cultural competence as a minimum standard.</li> <li>• Community feedback remains positive.</li> </ul>
Connecting with Community	<ul style="list-style-type: none"> <li>• Maintain partnerships with local arts organisations.</li> <li>• Seek opportunities with external providers that reinforce school programs.</li> <li>• Establish and maintain partnerships, working with the Cowaramup Famers Market.</li> <li>• Promote the schools' achievements via social media and local news.</li> <li>• Build greater awareness and understanding of family backgrounds, culture, and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Community feedback.</li> <li>• Publication in local media.</li> <li>• Teacher feedback.</li> </ul>

# Student Achievement & Progress

## *Our Focus:*

All students demonstrate growth per calendar year.

## *Key Components:*

- Annual growth is tracked in Literacy and Numeracy.
- Rigorous analysis of data occurs in collaborative teams.
- Consistent moderation between colleagues to ensure accuracy of grade allocations.
- Students at risk are identified, monitored and supported.
- Regular reporting of student progress to families.

Area of Focus	What we will do	Measuring Success
Achievement and Growth	<ul style="list-style-type: none"><li>• Maintain agreed whole school approaches to literacy and numeracy.</li><li>• Maintain year level standards for literacy and numeracy.</li><li>• Prioritise improving school performance in Literacy.</li><li>• Increase the representation of students that are “exceeding” in all NAPLAN areas.</li></ul>	<ul style="list-style-type: none"><li>• Student growth profiles.</li><li>• Exceeding representation shows growth in all national assessment areas.</li></ul>
Students at Risk of not achieving their potential.	<ul style="list-style-type: none"><li>• Review and update “at risk” policy to reflect current practice.</li><li>• Develop increased intervention options to support students not achieving year level standard.</li><li>• Increase opportunities for the high achievers in literacy and numeracy.</li><li>• Conduct handover and continuity of support via face-to-face teacher meetings at the start of the year.</li></ul>	<ul style="list-style-type: none"><li>• Policy reviewed and updated</li><li>• Teacher handover data.</li><li>• Student growth data.</li></ul>
Consistency of our Reporting	<ul style="list-style-type: none"><li>• Moderate work samples in Literacy &amp; Numeracy each semester using common assessment tasks to support consistent reporting across year levels.</li></ul>	<ul style="list-style-type: none"><li>• Teacher judgements.</li><li>• Teacher feedback.</li></ul>
Data Analysis	<ul style="list-style-type: none"><li>• Student data shows growth.</li><li>• Review data collection schedule and tools per phase of learning team.</li><li>• Analyse data in teams to assess progress towards expected standards.</li></ul>	<ul style="list-style-type: none"><li>• Student growth.</li><li>• Teacher feedback.</li></ul>
Report to Parents	<ul style="list-style-type: none"><li>• Maintain parent interviews twice a year.</li><li>• Report to parents on student growth, as a key component of their learning, alongside achievement.</li><li>• Seek feedback from parents on the quality of reporting via survey.</li></ul>	<ul style="list-style-type: none"><li>• Parent feedback.</li></ul>



# Teaching Quality

## *Our Focus:*

Explicit teaching is underpinned by curriculum adjustments, as needed, with targeted and sustained intervention and support.

## *Key Components:*

- Cowaramup Teaching Model
- Focus On Purposeful Play In Early Years
- Staff Collaboration
- Students at Educational Risk
- Data Analysis

Area of Focus	What we will do	Measuring Success
Explicit Teaching	<ul style="list-style-type: none"><li>• Continue to review and adjust our implementation of the instructional model.</li><li>• Professional learning teams will observe their peers and provide feedback on agreed focus.</li></ul>	<ul style="list-style-type: none"><li>• Staff feedback.</li></ul>
Play	<ul style="list-style-type: none"><li>• K-2 teachers will continue to refine the blend between explicit delivery and play-based experiences.</li><li>• Teachers will explicitly plan for play opportunities as part of the learning process.</li></ul>	<ul style="list-style-type: none"><li>• Staff and parent feedback.</li><li>• Classroom walkthroughs.</li></ul>
Collaboration	<ul style="list-style-type: none"><li>• Teachers will collaborate within professional learning teams by phase of learning (K-2, 3-6).</li></ul>	<ul style="list-style-type: none"><li>• Staff feedback.</li></ul>
Students At Educational Risk	<ul style="list-style-type: none"><li>• Teachers will actively cater for students at risk of not achieving their potential.</li><li>• Parents will be included in the process of providing for particular learning needs.</li></ul>	<ul style="list-style-type: none"><li>• Classroom walkthroughs.</li><li>• Case conferences.</li></ul>
Data Analysis	<ul style="list-style-type: none"><li>• Teachers will collaborate and access whole school data tools to analyse gaps in student learning.</li><li>• Monitor growth of each student over time in Literacy and Numeracy.</li><li>• Set aspirational targets in Literacy and Numeracy for Year levels and as a school.</li></ul>	<ul style="list-style-type: none"><li>• Case conferences.</li><li>• Student growth profiles.</li><li>• Targets are achieved.</li></ul>







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