School Development Plan

Coolbellup Learning Centre

Learning For Life

2023 - 2026

Strategic Plan for School Improvement

Context:

Education is changing rapidly with the Australian Curriculum and other systemic changes impacting on schools. There is also an international trend towards focussing on developing the students' skills, independence and health & wellbeing. Coolbellup Learning Centre seeks to reflect these changes both in classroom practice and in its planning and documentation.

Using a combination of individual and small group-based model of education, staff at the Coolbellup Learning Centre, focus on the following learning outcomes to create success for all students:

Outcomes we seek:
1. Students use language to understand, develop and communicate ideas and information and interact with others.
2. Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.

Students value and implement practices that promote

3. personal growth and wellbeing.
4. Students recognise that everyone has a right to feel valued and be safe and, in this regard, understand their rights, and obligations and behave responsibly.

Priorities

Staff discussed priorities for 2023 - 2026 and agreed on the following areas:
- **English**: Speaking & Listening (communication), Reading
- **Health & Physical Education**:

Interpersonal skills; Skills for self-management; Skills for physical activity
- **Mathematics**: Number, Measurement.

It is our belief that none of these skills occurs in isolation and opportunities to teach and reinforce them happen throughout the school day. The four broad outcomes encompass what we want to achieve in these priority areas and are embedded into all eight learning areas.

Values:

Coolbellup Learning Centre values lifelong learning, collaborative, participation, equity, excellence and care. This is fostered through a strong partnership between students, staff, parents/carers and our wider community.
We work to ensure students gain the skills and knowledge needed to experience success.

Area: Improving Student Performance. The school improves student performance by taking appropriate action based on the analysis of quality evidence/data gathered about standards of achievement.

Driver 1: Provide every student with a pathway to a successful future.   ACSF: Culturally responsive schools build an environment that is welcoming for Aboriginal & Torres Strait Islander students and reflects community aspirations.

Targets 2023	Targets 2024	Targets 2025	Targets 2026	Whole School Strategies	Whole School Strategies	Resources
Review IEP Formats Embedded - online systems utilised	**Monitor Review**	Review Adjust	Adjust Ongoing	Measurable IEP PL Teacher PD where required – focus on online systems. Parent/Carer IEP meetings & Case	Data collected to inform planning. IEP & Case Conference meetings. Conferences inform IEP writing.	Planning time
Embed Ed Support Assessments in ABLEWA	**Embed ABLEWA in All 9 domains. ongoing**	ongoing	Review	Utilise documentation, templates etc. as required. Carry out assessments according to school assessment policy. Curriculum teams focus on WA/Australian Curriculum and links to Centre planning.	Teachers participate in PL as appropriate. ABLEWA Assessment Tool, Trial Data, Waddington, checklists, Letters & Sounds	teacher relief Time PL. $1000
Monitor Data Cycles reviewed & update. Develop Moderation processes.	**Investigate moderation across learning areas. Appoint a Data Coord.**	Ongoing	Review	Collect data/evidence from a range of sources across learning areas, focusing on IEP goals. Checklists, samples testing etc. Data Co-ordinator to review data analysis tools & templates.	Continue to use Student Progress Files– Collaborative moderation process between hubbed classes.	Teacher relief day PL in Moderation $1000 Relief Time $3000
Analysis and Review of practice and IEP data collection	**Use collected data to inform future practice. Establish 2nd assessors process**	Monitor & modify as required	Ongoing	Baseline data/evidence collection in priority areas & IEP goals. Cross set group data, social skills checklists, FMS, Science, Music Art Inclusive of:	RTP Data processes ESSN Data Projects Trial data, Diagnostics, Waddington, tasks, behaviour, Letters & Sounds.	Admin time to test, collate, & analyse data
Continue ACC use across focus learning areas based on IEP goals. Implementation of AAC program	**Continue to embed AAC program. Continue to upskill across classrooms**	Monitor	Review AAC program requirements	Utilise ACC Touch Chat Vocabs embedded within whole school. Co-ordinator to run audit/needs assessment. Collaborate and support staff around AAC needs and IEP goals & plans.	Collect ongoing data. Work with coordinator to review strategies. Update new staff on AAC PL. Ensure AAC devices are taken to all classes and playgrounds.	Coord FTE 0.4 Resources Teacher time - data $1000
At Risk Checklist embedded	**Review use of checklist**	Monitor changes	Implement new changes & review	Data collected, to identify students at risk & plan programs accordingly. Use of Agencies/school reports, behaviour data, social skills, PB & Rewards programs. Use school based At Risk Checklist Links with support agencies escalation profiles, ABC assessments	Food and hygiene programs, breakfast club, liaising with agencies. Case Conferences EA to facilitate social skills during all student break times.	Time Resources as necessary
Appoint Sensory Coordinator Review Needs/profiles & protocols around program & Sensory Room	Appoint Sensory EA Audit Sensory items. Produce individual/class sensory boxes	Monitor	Review	Co-ordinator to run audit/needs assessment. Collaborate and support staff around student sensory needs and IEP goals. Sensory room roster Develop checklist for data collection	Individual sensory checklist Access to individual and classroom sensory tubs & bags Collect ongoing data. Embed sensory needs in class programs	FTE Teacher – data Resources $1500 budget PL ongoing

Area: Teaching and Learning The school delivers learning experiences that are outcomes focused and responsive to the needs of students.

Driver 1: Provide every student with a pathway to a successful future   Driver 2: Strengthen support for teaching and learning excellence in every classroom.

Driver 3: Build the Capacity of our principals, teachers and allied professional. ACSF: Culturally responsive schools build an environment that is welcoming for Aboriginal & Torres Strait Islander students and reflects community aspirations.

Targets 2023	Targets 2024	Targets 2025	Targets 2026	Whole School Strategies	Whole School Strategies	Resources
Monitor practice of Peer observations across school. Investigate SWIVL technology.	**Review protocols Peer Observation process.** **Link PO with Leadership Framework roles Intro Swivl to support PO**	Ongoing monitor Use Swivl to support PO	review	PL linked to Performance Management (PM) as appropriate. Use DoE tools and Standards. PM document linked to Teachers. Competencies & Australian Standards Staff to share PL knowledge at staff meetings, SDDs etc. Review PO protocols Introduce SWIVL to classrooms. Build personal banks of footage for reflection	Provide PL– as required. Collect work samples, data evidence for in Centre moderations. Links to Performance Management, Collect data/evidence as required. Use SWIVL as appropriate. Regular class meetings	PL Budget $2000 Relief staff Time Purchase 3 x SWIVL set ups and online membership for teachers.
Protective Behaviours Review current approaches and ensure new staff understand the school PB program	**Provide new staff with PL.** **Provide update session for parents/carers**	Ongoing	Review as required	Safe4Kids Program used by all classes. The following are used as required: Autism Strategies – ASD Program include. DI, ABA, TEAACH Spectre, Scripts Social Stories, COMPIC, Touch Chat AAC	Values education Therapist Programs Consent education Staff undertake online PB training	PL Budget $2000 Relief staff Time Safe4Kids PL & Program
Continue to work inclusively to provide opportunities for integration relevant to student needs.	**Review processes and opportunities**	Ongoing - Monitor	Review & modify	Policy, Protocols, and guidelines followed. Participate in whole site activities – Outdoor Classroom Day, Special day activities. Participate in excursion and incursions with community. Reverse Integration as appropriate.	Individual integration where appropriate. Group integration dependent on student needs, levels, behaviour, and support availability.	Human resources Financial support Planning time
Continue to develop best practice within the specialist programs such as ASD, AAC, Sensory	**Investigate Network opportunities with like schools. Adjust program.**	Monitor & review changes	Ongoing	Specialist programs continue to support IEP goals of students across learning areas. Program teachers & supporting EAs to work across the school to support staff. ABA, TEACCH, Spectra PL accessible Work with class EAs and teachers to ensure generalisation of skills.	Use IPad and AAC devices to assist program delivery. Individualised resources for identified students. Collect data to inform planning and show progress.	FTE Budget $1000 Time Program resources iPad Room space

Area: Leadership and Managing Staff. School leadership is committed, responsive and collaborative. School staff is motivated, involved and competent.

Driver 2: Strengthen support for teaching and learning excellence in every classroom   *Driver 3: Build the Capacity of our principals, teachers and allied professionals*

ACSF: Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal & Torres Strait Islander students.

Targets 2023	Targets 2024	Targets 2025	Targets 2026	Whole School Strategies	Whole School Strategies	Resources
PM – embedded. Competency Frameworks Teacher Standards embedded. Observations by Principal/deputy.	**Ongoing review individual accountability processes. Implementation of SWIVL for use in observations**	Ensure timely feedback and monitor recommendations	Monitor line management observations	PM meeting times established, and plans negotiated twice a year All staff given access to professional development as negotiated & identified by PM. Staff to commit to meeting their agreements Staff use support documents.	Implement PM & plan PL for personal improvement and meeting school plans. Use of Competency Frameworks Teacher Standards Staff take ownership of plans, recommendations and demonstrate outcomes.	Budget staffing allocation PL Money – resource support Time for PM meetings Relief FTE
Staff access professional learning opportunities to develop skills and expertise.	**Continue to participate & develop joint PD opportunities with Network schools.**	Review PD undertaken	Assess and identify whole school/individual need for PD	Professional Learning to link with PM & school priorities and or cost centre responsibility areas. (AAC Devices etc.) Participation in Network PL Staff directed PL as part of SDD PL program.	DoE online PL, Letters & Sounds PL Individual PD identified from PM SDD & staff meetings	Relief days as appropriate PL Budget $5000 Time
Curriculum leaders lead projects and develop plans.	**Develop programs and assessments for identified curriculum areas.**	Review Curriculum Leaders processes & programs.	Monitor & adjust if necessary	Curriculum Leaders involved in relevant PL/network groups. Leaders to share pedagogy and strategies ideas at each staff/ planning meeting and SDD's where applicable. Curriculum leader's responsible for learning area planning documents & resources required for teaching	Cost Centre management, attend relevant PL and share with colleagues, lead discussions to inform of curriculum changes. ESSN art comps., cross curricula activities – incursions/excursions Share programs, strategies re Curriculum area with others**.** Leadership PL as needed	Relief as required Budget $2000 Planning documents on S: Drive
Continued to develop leadership opportunities across the school.	**Continue participation in Centre & ESSN FLF program. Review Senior Teacher Project requirements.**	Monitor leadership opportunities and projects being undertaken	Ongoing	Identified school leaders to develop and implement school improvement model. Talent identification (*e.g., sensory program coordinator)* Teacher and EA PM Advanced EA process	Data collection Individual PM goals Assign Projects to identified leaders at each level of identification. Attend FLF PL opportunities.	Network FLF PL opportunities/ Relief time Graduate Teacher Program Program PL $1000
Target planning sessions to priority areas and staff needs.	**Review effectiveness of planning sessions.**	Monitor adjust planning sessions.	Monitor	Review school planning needs Outline Timeframes Separate curriculum areas and focus curriculum areas team meetings. Reciprocity with ESSN. Use HPT templates for meetings/reviews.	Use of strategies/ideas from PL within class routines as appropriate. Hold class Team meetings, planning discussions. Priorities set within EA meetings	Time, Relief. funds as required

Area: **Learning Environment**: The school offers a safe, caring, and inclusive learning environment.

Driver 2: Strengthen support for teaching and learning excellence in every classroom   *Driver 6: Use evidence to drive decision making at all levels of the system.*

ACSF: Culturally responsive schools build an environment that is welcoming for Aboriginal & Torres Strait Islander students and reflects community aspirations for their children.

Targets 2023	Targets 2024	Targets 2025	Targets 2026	Whole School Strategies	Whole School Strategies	Resources
Review whole school planning. Continue to monitor the management of behaviours.	**Class management plans are reviewed for the management of individual and group behaviours. Data collection is regular and used to inform planning.**	BMPs and RMPs monitored.	BMPs Reviewed	Monitor effectiveness of CLC BMIS policies. Keep BMIS data/evidence for individuals and groups Monitor & review school SOPs. Continue Weekly Kid Meetings Positive partnerships Ensure SIS data is recorded regularly positive and negative behaviours. Antecedent behaviour charts used. Teachers keep well documented data and analysis reports to inform IEPs and BMPs School Council input as appropriate	Individual reward charts, class rewards, BMPs, antecedent charts, Merit Certificates, collate and review data. Graph percentage data, analyse & interpret review data/evidence.	Meeting time Purchase resources as necessary. Parent meeting time as required. Positive partnerships Data PL
Ensure new staff undertakes Team Teach training in an appropriate timeframe.	**Continue PL for Team Teach as required. Investigate train the trainer course**	Review all school safety Plans.	Monitor	Consistent and immediate reporting of incidents or accidents. Reporting of unsafe work habits or environments. Liaison with CCS on campus OS&H issues. Continue Team Teach training for all new staff and monitor registrations. Update SOP	Continued reporting to OSH representative. • Accident/Incident reporting • Hazards reporting • Safe use of equipment • Signage of areas	OS&H Cttee. PL Relief time Budget $2000
Assess needs new students. Investigate multi-sensory environment.	**Investigate improving multisensory areas including playgrounds**	Monitor additional needs of students and staff	Review needs across all areas	Audit sensory needs & resources Sensory Coordinator to review sensory needs, resources. Teachers to in build additional sensory activities etc. where appropriate. Principal to apply for additional grants where appropriate. Sensory Coordinator to liaise with therapists as required.	**Teachers:** Embed sensory breaks and needs in all class programs. Timetable use of sensory room for group and individuals Liaise with therapists and Principal re Sensory Needs. **All Staff:** ensure desks and chairs etc meet student requirements. Notify Safety Officer of unsafe equipment or fittings.	Reserves – budget $2000 Purchasing plan
Review OSH provisions in the Centre. Train additional OSH Reps.	**Monitor current strategies. Update storage areas.**	Review policy and procedures	Ongoing	Provide OSH Rep training. Audit requirements for stored items. Provide additional time for OSH Rep duties. Give Advanced EA OSH responsibilities. Keep all classroom doors locked during all breaks and absences from class.	**All Staff**: Notify OSH Officer of unsafe equipment or fittings. Log all faults with admin asap. Ensure pathways are clear, cupboards safely stocked and benches in communal areas free from clutter.	Budget $1000 Time 1 day per week OSH Officer PL funds as req.

Area: **Interacting with the School Community** Empowering school communities. Capable and responsive organisation

Driver 5: Partner with families, communities and agencies to support the educational engagement of every student.

ACSF: Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal & Torres Strait Islander students, their parents and families, and the local Aboriginal community.

Targets 2023	Targets 2024	Targets 2025	Targets 2026	Whole School Strategies	Whole School Strategies	Resources
Continue to improve communications with families and the community. Encourage parents' carers to download Schoolzine App.	**Build engagement between parents and the School Council**	Survey parents and staff	Review Community Plan	Maintain email lists of parents/carers. Informal Morning Tea including parent information sessions and/or programs e.g. Triple P, Protective Behaviours. Share programs and information with parent community via newsletters/website/ App. Continue use of Communication books Increase feedback opportunities via online returns in newsletter	IEP meetings, communication books, newsletters, Schoolzine App, phone calls, assemblies, incursions, special days. Seesaw app used weekly to share student learning progress. Link Open Classrooms to Assembly and/or special days	Time PL providers as necessary $1000
Investigate alternative means of evidencing progress.	**Develop Moderation processes between classes.**	Monitor, review as required.	Ongoing	2 formal reports (online) Ongoing review of report formats in line with measured targets. Student Progress Files – samples, Assessments Maintain Student Learning Profiles Develop ways to use Jpeg/Mpeg files Participation in group moderations Investigate ESSN Moderation networks	Staff keep abreast of changes and participate in school planning & Curriculum teams. Curriculum Managers investigate ways of evidencing progress. Teachers use a range of data sources such as, ABLEWA, Video, Photograph, Trial Data, Moderations. Data Coordinator in place.	Time PL as required. $600
Maintain links between community and Centre. Monitor Community Plan	**Review Community Plan. Investigate new community partnerships.**	Develop community links for partner projects	Review	Utilise Newsletter, website, local papers Morning Teas Foster membership on P&C, School Council Articles in DoE online publications Participation in local community events Apply for community grants programs etc. Establish Community Network links – such as Disability Group – City of Cockburn Pre-K program Trial to continue in partnership with local community providers	Items included in Centre and ESSN Newsletter- work samples sent home, digital photo evidence sent home via Seesaw Integration is considered/planned via consultations at IEP meetings as appropriate. Attendance at P&C and/or School Council as appropriate.	Time Budget $1000
Maintain positive working relationships with partner school	**Ongoing Review site based plans**	Monitor Site based plans		Foster positive relations in all teaching and non-teaching spheres. • Committees • Whole school events • Integration • Social activities etc. • Attend information sessions • Attend joint PL sessions where appropriate • Joint committees where appropriate • Liaise with integration teachers on a regular basis	Joint BMIS – playground Rewards program One site assemblies and rewards, Merits etc Involvement in decision making processes affecting both schools. Reform Admin meetings Share weekly Principal updates.	Budget $1000 Time
Continue to accept prac & work shadow requests	**Increase practicum places from agencies.**	Monitor any new placement	Ongoing	Accept EA practicum students from local TAFEs, Work experience from local SHS, Accept work shadow requests from partner, local schools, network schools and interstate. Participate in the WAESPAA/ Curtin Uni Intern Program. Continue to accept teacher prac from Notre Dame & ECU Work with ESSN to foster further collaborative projects	Participants allocated to one class at a time or to shadow one staff member. Sharing of Prac. Students as appropriate to needs of the student and staff. Advanced EAs to mentor Prac EAs	Planning time

Strategic Plan for School Improvement
Action Plan

Learning Outcome	Cross Curricular Links	Focus areas	Whole School Strategies	Whole School Strategies	Student Information	Resources
(1) Students use language to understand, develop and communicate ideas and information and interact with others	All Learning Areas Priority areas • English • Math • Health & P. Ed.	Appropriate language, formal & informal in a variety of settings e.g.: • Classrooms • Playground • Integration • Sport • Community	Purchase and make appropriate resources Oral language strategies Protective behaviours e.g. Circle concept Literacy Program AAC Project FTE Sensory Project FTE ASD Project FTE Advanced EA positions	Mixed ability groups. Direct Instruction, Visuals/board maker, Letters & Sounds Augmentative technology • iPads • Devices • Touch screens • Interactive White Boards • STEAM tech	IEPs Checklists Anecdotal records Observations Photo evidence Video evidence Standardised tests Teacher tests Skill/Needs Audits	Oral Language Programs Reading Continuum Spelling Reading Eggs DI – language Letters & Sounds PL ACC Co-ord. Budget $1000 + Relief
(2) Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.	All Learning Areas Priority areas	Communications Functional Skills groups ASD Program ACC Device Sensory Program K-PP Program Pre-K Program S2	Functional Skills Programs Embedded within class programs. Social Skills IEP Skills Protective Behaviours AUSLA/KWS	Functional skills programs • Gross Motor Programs • Fine Motor skills Social Skills programs • Circle Concept • Positive Friendships • Safe4Kids • Community Access	IEPs Checklists Observations Testing	Teacher Resources Specialist programs budgets
(3) Students value and implement practices that promote personal growth and wellbeing.	Science HASS Arts Priority areas English Math Health & Phys. Ed.	Social Skills Independence Interpersonal skills FMS & Fitness Specialist Program Integration Cooking & Health	Promote independence, Interpersonal skills programs Principal certificates & rewards programs Merit Awards Checklists, observation Integration checklists	Social skills programs and games, BMPs, Social Stories, Social scripts, hygiene programs. Protective behaviours programs Aussie of the Month Consent Education 123 Magic	Photos Checklists Participation Observations	Personal Development resource "Me". 2 relief days for parents' meetings Rewards budgets
(4) Students recognise that everyone has the right to feel valued and safe, and, in this regard, understand their rights and obligations and behave responsibly.	All learning areas.	Behaviour Management MSB Protective behaviours Circle Concept Self-Management Skills Toileting Aussie of the Month	Revise campus BMIS policy and procedures. Protective behaviours CLC Behaviour Framework Attend PL on Behaviour management strategies. SAER Richard Lavoie Strategies	Data/evidence collection, participate in school programs and individual programs. Parent Information Sessions Modelling appropriate behaviour Merit Certificates	BMP RMP Integris Behaviour records Checklist Whole school data/evidence as appropriate Behaviour Data	Time Stop Think Do Protective Behaviours resources and training B.M.I.S. Budgets

Action Plan for Utilization of Reserve Accounts:

Driver 6: Use evidence to drive decision making at all levels of the system ACSF: Culturally responsive schools target resourcing to optimise the education outcomes for Aboriginal & Torres Strait Islander students.

	2024 Funds Available	Plans for 2024	2024 costs Projected	Plans for 2025		Plans for 2026
Computer, Equipment Replacement Reserve	$18163	Purchase IWB requirements Replace equipment needs for Sensory Room .	$ 18000	Update desktop computers due to introduction of Windows 11		New classroom requirements Staffing, resources, equipment
Audio Visual	$9691	SWIVL purchases – 3 sets	$2500			
Office Equipment Reserve	$5698	Monitor additional requirements due to increase staff.		Monitor additional requirements due to increase staff.		
Administration Photocopier Reserve	$15544	Monitor usage		Monitoring		Investigate upgrading
Library Books Reserve	$ 5343	Audit electronic equipment Audit library requirements	$3500	Ongoing		Monitor usage and needs.
Furniture/Fittings Reserve	$13645	Update Deputy Admin furniture. Replace broken items Monitor items for *new classroom.*	$5000	Ongoing		Monitor furniture & Fitting requirements for classrooms and *new classrooms.*
Specialist Programs Resource/D Accounts totals	$4000	Pre-K, Early Intervention, ASD, AAC, Sensory and Functional Skills. Sensorium production.	$ 4000	Monitor		Review requirements For individual and program needs

Grant Monies

	2024 Funds Available	Plans for 2023-2026
Federal Playground Equipment Grant	$50 000	Purchase additional equipment, add on pieces for current all access play area -
City of Cockburn Grant	$1100	Incursion/Excursion HASS environmental education
Environmental Grant	$2000	Environmental projects, sustainability
Healthy Grant	*$1000*	Kitchen Garden equipment
Sports Grant	$1800	Sports equipment purchases- balls, basketball hoops, Coaching time
Pals Grant	$3000 tbc	NAIDOC Day event
Schools Plus Grant	*15 000*	*AAC PL all staff plus software Touch Chat*

Strategic Plan for Priority Areas 2023-2026

Priority Area: **English** – (Communications) Strand: Speaking & Listening

Outcome: Students speak and listen with a purpose, understanding and critical awareness in a wide range of contexts.

DoE Strategic Plan 2020-24: Drivers: 1, 2, 6. ACSF: Culturally responsive schools have high expectations for Aboriginal & Torres Strait Islander students and teach in ways that enable them to better reach their full education potential.

Outcomes	Focus Skills	Strategies Whole school	Assessment & Reporting	Resources	Budget
Students will: - Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) - Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) - Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) - Explore how language is used differently at home and school depending on the relationships between people (ACELA1428) - Explore the different contribution of words and images to meaning in stories and informative texts(ACELA1786)	- Listen to, remember and following simple instructions - Express preferences, make requests and comments - Sequence ideas in spoken texts and retell texts using images - Participate in play-based experiences which involve the imaginative use of spoken language - Participate in class, group and pair discussions about shared experiences - Use different voice levels appropriate to a situation - Ask questions and provide answers that are more than one or two words - Listen without interrupting and look at the speaker if culturally appropriate - Listen and respond to oral and multimodal texts - Use speech, gesture, writing and media to make requests and communicate feelings - Express requests and opinions in ways that suit different contexts	**Oral sharing** - Conversational interactions - Purpose e.g. excursions/incursions, assemblies - Question circles - Interviews, Group discussions **Visual Aides** - Timetables, routines, schedules - Story scripts, **Key Word Sign** **Oral Language Frameworks** - News telling – who, what, why, where, when - Narratives – story reconstructions - Descriptions – barrier games **Oral Language Formats** - Class, partners, small groups **Speaking & Listening Courtesies** - When I speak …; When I listen …… - Board Maker - PECS - Key Word Sign/AUSLAN - Speech Therapy Programs - Music (songs) **Social Skills Groups** **AAC Program** Needs Assessment Coordinator **–resources** Baseline data collection – T2 Assessment evaluation T4	- Rating scales - First Steps plans - Checklists - IEP assessment - Achievement Targets 3, 5, 7. - Informal reports - Work Samples - Summative Reports. - Literacy Program - Communication Checklists - Letters and Sounds Profile (Student Tracker) - On Entry Profile Module 1 English (Pre-primary)	- Letters and Sounds - Communication devices - Smartboard - Ipads - D I (SRA) - Compic - Speech Therapist - Australian Curriculum. - Clicker 7 - Key Word Sign - Boardmaker - Proloquo2go - Touch Chat - ABLEWA	English Budget **$500** PL Budget AAC Coordinator FTE 0.2 Sal.Pool Speech Therapist time – FTE assessments $2000 Additional funding

Strategic Plan for Priority Areas 2023-2026
Priority Area: English

Strand: Reading

Outcome: Students read a wide range of texts with purpose, understanding and critical awareness. ACSF: Culturally responsive schools have high expectations for Aboriginal & Torres Strait Islander students and teach in ways that enable them to better reach their full education potential.

DoE Strategic Plan 2020-24: Drivers: 1, 2, 6

Outcomes	Focus Skills	Strategies Whole school	Assessment & Reporting	Resources	Budget
Students will: • Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577) • Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439) • Identify some familiar texts and the contexts in which they are used (ACELY1645) • Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) • Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) • Retell familiar literary texts through performance, use of illustrations and images (ACELT1580) Know how to read and write some high-frequency words and other familiar words (ACELA1817)	• Return to preferred texts and comment on reasons for selection • Navigate a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed, matching one spoken word to one written word • Recognise the meaning of symbols in everyday contexts • Read aloud with attempts at fluency and intonation. • Attempt to work out unknown words by combining contextual, semantic, grammatical and phonic knowledge. • Predict at text, sentence and word level based on syntax and word meaning. • Locate a key word in a text to answer a literal question • Make links between events in a text and students' own experiences. • Sequence events in stories • Use digital technologies to retell events. • Read some high-frequency words	• Experiential based learning • Research based pedagogy. • Environmental print • Cross curricula • Library • Guided reading • Shared reading • Modelled reading. • Independent reading • Book Club • Home reading programs • Multi-sensory teaching and learning • Ipad Apps • Basal reading programs • Letters and Sounds • Simultaneous Storytime • Sensory Storytime	Standardised Tests- diagnostic, formative, summative Criterion referenced tests Teacher made tests Environmental words Alphabet checklists Phonic checklists Informal reports Work Samples IEP Waddington tests Summative Reports. ABLEWA Seesaw Letters and Sounds Profile (Student Tracker) On Entry Profile Module 1 English (Pre-primary)	• Letters and Sounds • Fiction & Nonfiction texts • Developmentally and age appropriate books • Computers and software e.g. Clicker 7, iWordQ, Book Creator, MS Word • iPads and literacy applications • IWboards • Audio books • Reading eggs • First Steps • Basal Readers	English Budget **$1000**

Strategic Plan for Priority Areas 2023-2026

Priority Area: English

Strand: Writing

Outcome: Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context. ACSF: Culturally responsive schools have high expectations for Aboriginal & Torres Strait Islander students and teach in ways that enable them to better reach their full education potential.

DoE Strategic Plan 2020-24: Drivers: 1, 2, 6

Outcomes	Focus Skills	Strategies Whole school	Assessment & Reporting	Resources	Budget
Students will: Students will: • Produce some lower case and upper case letters using learned letter formations (ACELY1653) • Construct texts using software including word processing programs (ACELY1654) • Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents(ACELA1440) • Recognise that texts are made up of words and groups of words that make meaning (ACELA1434) • Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) Know how to read and write some high-frequency words and other familiar words (ACELA1817)	• Produce simple handwriting movements and write from left to right • Construct letters and combine these into words • Use simple functions of keyboard and mouse • Use image-making and beginning writing to represent characters and events in texts • Communicate personal responses to ideas and events experienced through texts • Create short spoken, written and multimodal observations, recounts and descriptions • Use beginning concepts about print, sound–letter and word knowledge and punctuation to create short texts • Write some high-frequency words •	• Experiential based learning • Research based pedagogy • Cross curricula • Guided writing • Shared writing • Modelled writing • Independent writing • Multi-sensory teaching and learning • Spelling programs • Computer games/programs • Speech & Language development • PL-Phonological awareness • Computer games/programs • Internet sites • Smartboard Activities • Sensory Activities • Keyboard skills • Typing skills	• Standardised tests • Criterion based tests • Environmental words • Diagnostic, formative and summative assessments • Work Samples • IEPs • Waddington Spelling Assessments • Letters and Sounds Profile (Student Tracker) • Summative Reports. • ABLEWA • Seesaw • On Entry Profile Module 1 English (Pre-primary)	• Letters and Sounds • Writing grips and supports • Computers and software e.g. Clicker 7, iWordQ, Book Creator, MS Word • iPads and literacy applications • IWB boards • Reading eggs spelling • Prewriting activities • First Steps • PL • Time • Smartboard • Ipads • Fine motor trays • Writing grips and supports OT Programs	English Budget **$500**

Strategic Plan for Priority Areas 2023-2026

Priority Area: Health & Physical Education

Strand: Interpersonal Skills

Outcome: Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

Links to ACSF: Culturally responsive schools have high expectations for Aboriginal & Torres Strait Islander students and teach in ways that enable them to better reach their full education potential.

Link to Australian Curriculum: Personal & Social Capability Continuum   DoE Strategic Plan 2020-24: Drivers: 1, 2, 6

Outcomes	Focus Skills	Strategies Whole School	Assessment & Reporting	Resources	Budget

Students will:
• Identify personal strengths (ACPPS001)
• Name parts of the body and describe how their body is growing and changing (ACPPS002)
• Identify people and demonstrate protective behaviours and other actions that help keep themselves healthy (ACPPS003)
• Practise personal and social skills to interact positively with others (ACPPS004)
• Identify and describe emotional responses people may experience in different situations (ACPPS005)
• Identify actions that promote health, safety and wellbeing (ACPPS006)
• Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007)
	Personal and <u>social skills</u> to interact with others:
	 • expressing needs, wants and feelings
	 • active listening
	 • self-discipline
	
	 Appropriate language and actions to communicate feelings in different situations
	
	 Emotional responses individuals may experience in different situations, such as feeling happy, sad, angry, excited, confused, tired or scared.
	
	 Trusted people in the community who can help individuals feel safe
	
	 The different parts of the body and where they are located
	
	 Personal strengths of individuals
	
	 Actions that promote health, safety and wellbeing, such as:
	 • eating healthy food
	 • practising appropriate personal hygiene routines
	 • identifying household substances that can be dangerous
	 • following safety symbols and procedures
	
	 Safe active play in outdoor settings and the natural environment
		• Explicit teaching of social skills
		• Social stories
		• Protective behaviours groups – multi age grouping
		• Crunch & Sip
		• Cooking program
		• Gardening – veg/herb
		• Crunch'n'Move
		• Swimming Lessons
		• Self regulation
		• Community Access
		• Integrated activities
		   o playground
		   o Factions Sports
		   o Special events
		   o Student Council
		   o Assemblies
		   o Graduation
			• Social Skills Checklist
			• Protective Behaviours Checklist
			• Teacher Observations
			• Anecdotal Notes
			• ABLEWA assessments
				Safe4Kids resources
				
				 ABLEWA resources
					Health Budget **$500**
					
					 Sporting Schools Grants

Strategic Plan for Priority Areas 2023-2026

Priority Area: Health & Physical Education

Strand: Self-Management skills – Skills for Physical Activity

Outcome: Students demonstrate self-management skills which enable them to make informed decisions for healthy active lifestyles.

                            The student uses basic self-management skills to meet personal health and physical activity needs.

                            Students demonstrate the fundamental movement skills of body management and locomotion in structured and creative play.

DoE Strategic Plan 2020-24: Drivers:1, 2, 6 ACSF: Culturally responsive schools have high expectations for Aboriginal & Torres Strait Islander students and teach in ways that enable them to better reach their full education potential.

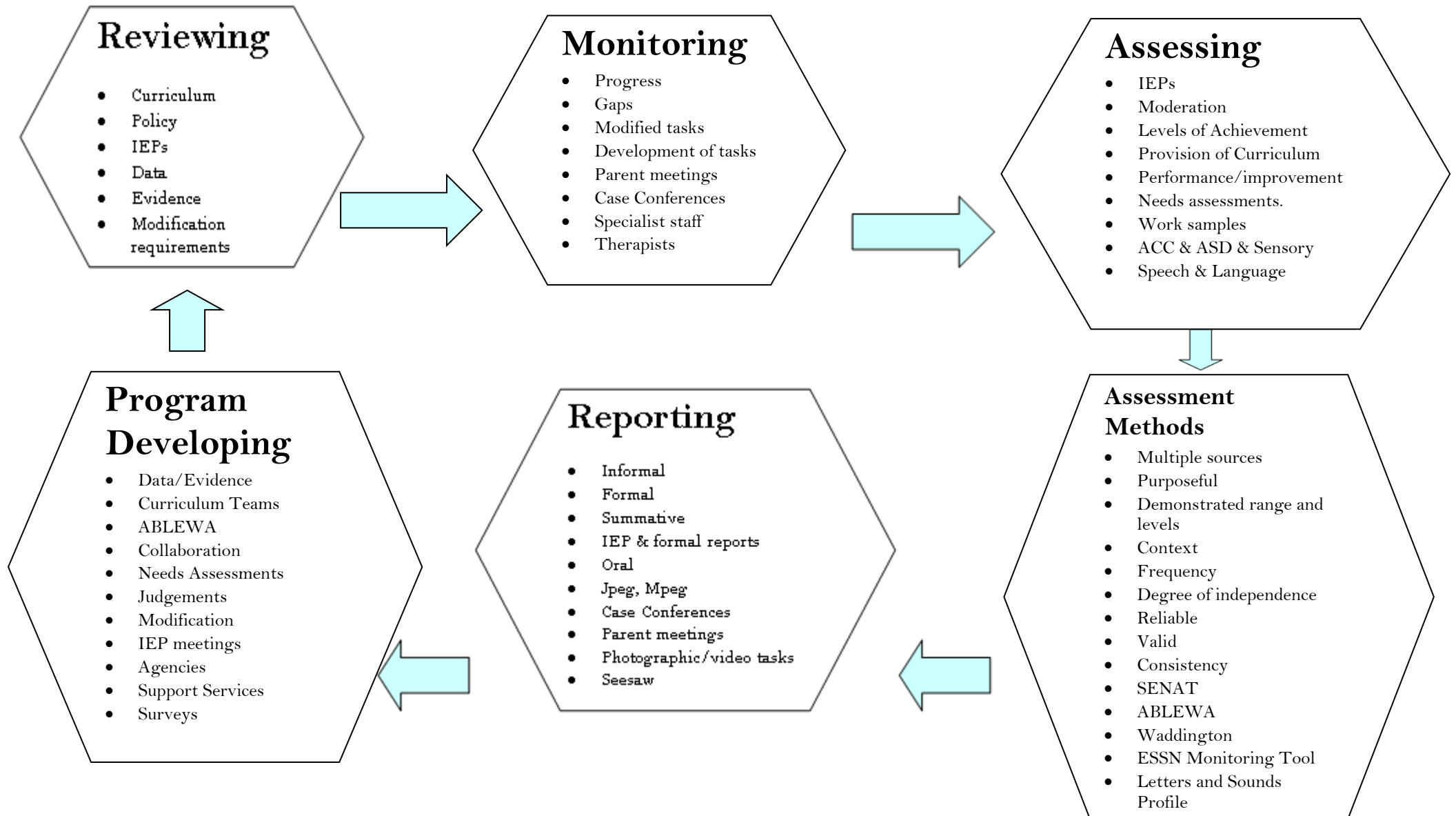| Outcomes	Focus Skills	Strategies Whole school/by class	Assessment & Reporting	Resources	Budget

Students will:
 	
• Practise fundamental movement skills and movement sequences using different body parts (ACPMP008)
• Participate in games with and without equipment (ACPMP009)
• Explore how regular physical activity keeps individuals healthy and well (ACPMP010)
• Explore ways to maintain a balanced position when walking, running, hopping and jumping (ACPMP011)
• Cooperate with others when participating in physical activities
Follow rules when participating in physical activities (ACPMP014)
	Body management skills:
	• static balance (one foot)
	• line walk
	Locomotor skills:
	• run
	• jump
	• hop
	• gallop
	Object control skills:
	• kick off the ground
	• catch
	Play simple games with or without equipment
	Cooperate with others including partners, small groups and whole class
	Follow rules when participating in physical activities.
	Choose appropriate behaviour in familiar situations
	    • Understand the consequence of actions
	    • Perform basic decision making.
		• Team Games
		• Group games
		• Cross curricula activities
		• Integrated activities – sports carnival, Colour Run
		• Hygiene programs
		• Cooking – manners, etiquette etc.
		• Gardening – veg/herb
		• FMS – structured program
		• Gross motor program
		• Social stories/scripts Protective Behaviours Stop, Think, Do.
		• Coaching Clinics
		• ESSN Sports Days
		• WADSA Sports Days
		• Crunch & Sip
		• Grant applications – sporting schools etc.
			• Observations
			• Checklists
			• Behaviour records
			• Positive Awards
			• Photo evidence
			• Informal reports
			• IEPs
			• Summative Reports.
			• Anecdotal records
			• FMS skills checklist
				Games
				Programs
				Time
				PL
				Hygiene resources
				Therapist input
				Equipment
				Football West &
				Local sporting
				Clubs
					Health budget **$300**
					PE budget **$500**
					
					$1800 grant monies
					Sporting Schools

Strand: Number:

Outcome: Students read write and understand the meaning and relative magnitude of numbers, moving flexibly between equivalent forms.
              Students understand the meaning, use and connections between addition, multiplication, subtraction and division.

DoE Strategic Plan 2020-24: Drivers: 1, 2, 6. ACSF: Culturally responsive schools have high expectations for Aboriginal & Torres Strait Islander students and teach in ways that enable them to better reach their full education potential.

Outcomes	Focus Skills	Strategies Whole school/by class	Assessment & Reporting	Resources	Budget
Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001) Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002) Subitise small collections of objects (ACMNA003) Represent practical situations to model addition and sharing (ACMNA004) Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005) Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006) Compare and order duration of events using everyday language of time (ACMMG007) Connect days of the week to familiar events and actions (ACMMG008) Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009) Describe position and movement (ACMMG010) • Answer yes/no questions to collect information and make simple inferences (ACMSP011)	• Recognise, recite and match numbers of personal significance in daily life. • Count numbers in order. • Use ordinal numbers to indicate position. • Recognise money is used to buy things • Sequence numbers from 1-100 & read & write 2-digit numbers • Count in 5c,10c, 20c, 50c, $1, $2 and record total amount.. • Recognise value of Australian coins & decide whether they have enough money to buy. • Draw pictures, act out or use materials to illustrate number stories. • Offer play money in exchange for goods in classroom shop. • Understanding each object must be counted only once, arrangement of objects does not affect how many there are, and the last number counted answers the 'how many' question • Use a range of practical strategies for adding small groups of numbers • Sort and describe squares, circles, triangles, rectangles, spheres and cubes • Introduce addition & subtraction operations & symbols. • Begin to understand multiplication & division by grouping & sharing. • Match concrete objects to a template. • Share out for each person & one for self. • Use mental strategies to add, subtract small numbers. • Count on from first number, or count down from largest. • Skip Count • Recall basic addition & subtraction facts (5+2), doubling (6+6). • Relate addition to subtraction. • Estimate to check answers are correct. • Respond to contexts involving 'heavier/lighter' and 'holds more/less'. • Identify the days of the week in sequence. • Follow simple directional words, to locate or move an object 'on', 'in' or 'under'.	• Clarke Road Money Program • Small group work • Direct experience with concrete materials. • Explicit Teaching • Maths Seeds, *other Maths programmes as relevant.* • Computer based learning programs. • Cross set Maths groups • TEAACH • Class shops • Cooking program – money & measurement	Observations Checklists Behaviour records Positive Awards Photo evidence Informal reports I.E.P.s Formal/informal testing – e.g. Waddington & SOS tests. Summative Reports. ABLEWA Trials	• Concrete materials • MAB • Wall charts • Games • Computer Programs e.g. Mathseeds, Starfall, Help Kidz Learn • Calculators • Workbooks • Professional Learning • IWB • Ipads • TEACCH	Math budget **$2000**

Coolbellup Learning Centre:
Cycle of Curriculum Assessment and Reporting

Reviewing

- Curriculum
- Policy
- IEPs
- Data
- Evidence
- Modification requirements

Monitoring

- Progress
- Gaps
- Modified tasks
- Development of tasks
- Parent meetings
- Case Conferences
- Specialist staff
- Therapists

Assessing

- IEPs
- Moderation
- Levels of Achievement
- Provision of Curriculum
- Performance/improvement
- Needs assessments.
- Work samples
- ACC & ASD & Sensory
- Speech & Language

Program Developing

- Data/Evidence
- Curriculum Teams
- ABLEWA
- Collaboration
- Needs Assessments
- Judgements
- Modification
- IEP meetings
- Agencies
- Support Services
- Surveys

Reporting

- Informal
- Formal
- Summative
- IEP & formal reports
- Oral
- Jpeg, Mpeg
- Case Conferences
- Parent meetings
- Photographic/video tasks
- Seesaw

Assessment Methods

- Multiple sources
- Purposeful
- Demonstrated range and levels
- Context
- Frequency
- Degree of independence
- Reliable
- Valid
- Consistency
- SENAT
- ABLEWA
- Waddington
- ESSN Monitoring Tool
- Letters and Sounds Profile

Coolbellup Learning Centre Community Plan

Parent/Carer Community

Morning Teas
Information Sessions
Reporting
Communication Books
School Council
Website
Newsletters
Learning Journeys
Assemblies
Case Conferences
Therapists
Seesaw
Service Providers
Schoolzine APP

Shared Site Community

Information Sessions
Share internal communications.
Provide PL as requested.
Joint School Development Days

Newsletter
P&C involvement
Admin meetings
Shared Committees
Site policies/guidelines
Integration
Morning Teas
Resources
Incursions
Duty Rosters
Sports & Carnivals
Infrastructure, Site issues

Education Support South Network

Professional Learning
Conferences
Newsletters
Network Groups
Email Chat lines
Facebook
Research Projects
Strategic Groups
Work Shadowing
Student activities, sports, market days etc.
Reciprocity
FLF

Wider Community

Professional Learning
Work Shadowing
Student activities, sports, market days etc.
Work Placements, TAFEs, Universities
Sensorium Theatre
Safe4Kids
Local /state media
Therapy Providers
Connecting4Kids
Interagency Supports
SSEND, SSENB,SSENDV
Yangebup Family Centre
CDS, DFACS
Local Parliamentarians – Peter Tinley
WADSA
WACSO
WASO