

School Development Plan



2020 - 2023

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.
3. Students value and implement practices that promote 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 2020 - 2023 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, collaboration, 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 students and reflects community aspirations.

Targets 2019	Targets 2020	Targets 2021	Targets 2022/3	Whole School Strategies	Individual Class Strategies	Resources
Review IEP Formats Embedded - online systems utilised	Monitor	Review	Adjust Monitor	Reviews of IEP & Report formats as required. Measurable IEP PL Teacher PD where required Parent/Carer IEP meetings & Case Conferences inform IEP writing.	LA 3, 5, 6, 7, 8, 16 Data collected to inform planning. IEP & Case Conference meetings.	Planning time
Embed Ed Support Assessments: SENAT ABLEWA	Monitor	Review	Adjust Monitor	Utilise documentation, templates etc. as required. Curriculum teams focus on WA/Australian Curriculum and links to Centre planning.	LA 3, 5, 6, 7, 8, 16 Teachers participate in PL as appropriate ABLEWA Assessment Tool, SENAT, Trial Data, Waddington, checklists.	teacher relief Time PL BEAM Consulting.
Monitor Data Cycles reviewed & update. Develop Moderation processes.	Investigate moderation across additional learning areas. Trial moderation in English.	Ongoing	Monitor Review	Collect data/evidence from a range of sources across learning areas, focusing on IEP goals. Review data analysis tools Continue to use Student Progress Files– includes work samples and assessments	LA 3, 5, 6, 7, 8, 16 Trial data, Checklists, running records, work samples, portfolios Standardised tests.	Teacher relief day
Analysis and Review of practice and IEP data collection	Use collected data to inform future practice. Review Data collection templates	Monitor & modify as required	Ongoing Link Assessment & Pedagogy Frameworks	Baseline data/evidence collection in priority areas & IEP goals. Cross set group data, Social skills checklists, FMS, Science, Music Art Inclusive of: Trial data, Diagnostics, SENAT, Waddington, tasks, behaviour.	LA 3, 5, 6, 7, 8, 16: Oral Language continuum, checklists, FMS checklists, social skills checklists, Letters & Sounds Checklists	Admin time to test, collate, & analyse data
Continue ACC use across focus learning areas based on IEP goals. Establish target areas for further review	Continue AAC program. Continue to upskill across classrooms	Monitor	Review AAC program requirements Adjust program	ACC Device Project embedded Co-ordinator to run audit/needs assessment. PL across school on device use and planning strategies. Collaborate with staff around AAC needs and IEP goals.	LA 3, 5, 6, 7, 8, 16 Work collaboratively with co-ordinator to develop class strategies & plans Implement strategies. Collect ongoing data Work with coordinator to review strategies.	Time Coordinator FTE 0.4 Resources as necessary Tchr time - data
At Risk Checklist embedded	Review use of checklist	Monitor changes	Ongoing Develop Student Support Framework	Data collected, to identify students at risk & plan programs accordingly.	LA 3, 5, 6, 7, 8, 16 Food and hygiene programs, breakfast club, liaising with agencies, social skills, Protective Behaviours incentives/rewards	time

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 students and reflects community aspirations.

Targets 2019	Targets 2020	Targets 2021	Targets 2022/23	Whole School Strategies	Individual Class Strategies	Resources
Monitor practice of Peer observations across school. Introduce SWIVL technology.	Review protocols Peer Observation process. Link PO with Leadership Framework roles	Ongoing	Ongoing Link to Assessment Framework	Link PL to Performance Management as appropriate. Use AITSL tools and Standards PM document linked to Teacher and EA 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	LA 3, 5, 6, 7, 8, 16: Attend PL– as required. Collect work samples, data evidence for in Centre moderations. Links to Performance Management, Collect data/evidence as required. Use SWIVEL as appropriate. LA 8: 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 Link language to AF and SSF	The following are used as required: Autism Strategies – ASD Program include DI, ABA, TEAACH Social Stories, COMPIC Therapist Programs Protective Behaviours. Staff undertake online PB training	LA 3, 5, 6, 7, 8, 16 Social Skills/Stories, scripts, ABA, TEACCH, Protective Behaviours. LA 6: D.I, Fitzroy LA 16: Values education	PL Budget \$2000 Relief staff Time Safe4Kids PL
Continue to work inclusively to provide opportunities for integration relevant to student needs.	Ongoing Seek flexible ways to provide integration opportunities across both schools.	Review Processes and opportunities	Monitor Links to SSF	Negotiations for appropriate integration including partial integration between PS and LC where applicable Policy, Protocols and guidelines followed Reverse integration where appropriate. Participate in whole site activities – Outdoor Classroom Day, Special day activities	LA 3, 5, 6, 7, 8, 16 Individual and/or group integration dependent on student needs, behaviour and support availability.	Human resources Financial support Planning time
Continue to develop best practice within the ASD Program	Investigate network opportunities with like schools. Review format of program.	Monitor review changes	Adjust as required Embedded with in classrooms	ASD program continues to support IEP goals of students across school priority areas. ASD Program teacher works across the school to support staff. ABA TEACCH Spectra Work with class EAs and teachers to ensure generalisation of skills. Collect data to inform planning and show progress.	LA 3, 5, 6, 7, 8, 16 Use iPad and AAC devices to assist program delivery.	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 students.

Targets 2019	Targets 2020	Targets 2021	Targets 22/23	Whole School Strategies	Individual Class Strategies	Resources
PM – embedded Competency Frameworks Teacher Standards embedded. Observations by Principal to commence	Ongoing review individual accountability processes. Ensure timely feedback and monitor recommendations.	Monitor line management observations	Embedded changes Adjust based on DoE Proformas	PM meeting times established, and plans negotiated. All staff given access to professional development as negotiated. Staff to commit to meeting their agreements Staff use support documents. Use of SWIVL for line management discussions/observations. Staff to take ownership of plans, recommendations and demonstrate outcomes.	LA 3, 5, 6, 7, 8, 16: Implement PM plan PL for personal improvement and meeting school plans.	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.	Ongoing	Review PL undertaken Link to CLC H&WB Plan	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. Positively Thriving Program	LA 5: AAC PL, STEM PL LA 6, 7 Literacy pd. LA 8: Speech & Language PL, Protective Behaviours PL LA 3 – undertake PL FMS All: DoE online PL, Letters & Sound	Relief days as appropriate PL Budget \$5000 Online Learning
Curriculum leaders lead projects and develop plans. Participate in Future Leaders Framework Trial	Put plans into place and monitor. Continue participation in FLF program. Participate in ESSN FLF project trial	Review Curriculum Leaders processes. Review use of FLF	Monitor Acting Opportunities	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. Provide opportunities for school leaders	LA 3, 5, 6, 7, 8, 16 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 lesson ideas, strategies re Curriculum area with others. LA 8 & 16 Leadership PL	Relief as required Budget \$2000
Target planning sessions to priority areas and staff needs.	Review effectiveness of planning sessions.	Monitor	Ongoing	Review school planning needs Outline timeframes Separate curriculum areas and focus curriculum areas team meetings. All teachers to attend priority area meetings. Reciprocity with ESSN.	LA 3, 5, 6, 7, 8, 16: Use of strategies/ideas from PL within class routines as appropriate. Hold class meetings, planning discussions.	Time, Relief. funds

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 students and reflects community aspirations for their children.

Targets 2019	Targets 2020	Targets 2021	Targets 2022/23	Whole School Strategies	Individual Class 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 Student Support Framework and Positive Behaviour Framework developed	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.	LA 3, 5, 6, 7, 8, 16 Individual reward charts, class rewards, BMPs, antecedent charts, Merit Certificates, collate and review data. Graph percentage data, analyse & interpret review data/evidence.	BMIS group 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 having staff undertake trainer the trainer course	Review all school safety Plans.	Monitor Ongoing	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	LA 3, 5, 6, 7, 8, 16 Continued reporting to OSH representative. <ul style="list-style-type: none"> • 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	Sensory room and program in place. Monitor/review	Audit sensory needs & resources Cost centre Managers to review sensory resources. Teachers to in build additional sensory activities etc. where appropriate. Principal to apply for additional grants where appropriate.	Teachers: Liaise with therapists and Principal to ensure desks and chairs meet student requirements. Notify Principal 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	Additional OSH reps trained Link to all major Frameworks	Provide OSH Rep training Audit requirements for stored items. Provide additional time for OSH Rep duties.	All Staff: Notify Principal 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 Relief 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 students, their parents and families, and the local Aboriginal community.

Targets 2019	Targets 2020	Targets 2021	Targets 22/23	Whole School Strategies	Individual Class Strategies	Resources
Continue to improve communications with families and the community. Encourage parents carers to download Schoolzine App.	Foster more involvement with CLC parents and P&C.	Survey parents and staff	Review Community Plan	Update 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	LA 3, 5, 6, 7, 8, 16 IEP meetings, communication books, newsletters, Schoolzine App, phone calls, assemblies, incursions, special days. Seesaw app used to share student learning progress.	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	LA 3, 5, 6, 7, 8, 16 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, SENAT, Video, Photograph, Trial Data, Moderations.	Time PL as required
Maintain links between community and Centre. Monitor Community Plan	Review Community Plan. Investigate community partnerships.	Develop community links with 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 Enter Community grants programs etc. Establish Community Network links – such as Disability Group – City of Cockburn	LA 3, 5, 6, 7, 8, 16: 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. Attendance at P&C and/or School Council as appropriate.	Time Budget
Maintain positive working relationships with partner school	Ongoing Monitor site based plans	Ongoing Review Site based plans	Ongoing	Foster positive relations in all teaching and non-teaching spheres. <ul style="list-style-type: none"> • 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 	LA 3, 5, 6, 7, 8, 16 Participation on committees as appropriate. Involvement in joint staff & PL meetings as appropriate. Involvement in decision making processes affecting both schools.	Budget \$1000 Time
Continue to accept prac & work shadow requests	Encourage practicum places from agencies.	Monitor any new placement	Ongoing	Accept practicum students from local TAFE, SHS, and Universities. Accept work shadow requests from partner, local schools, network schools and interstate.	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	Planning time

Strategic Plan for School Improvement Action Plan

Learning Outcome	Cross Curricular Links	Focus areas	Whole School Strategies	Individual Class 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	LA 3, 5, 6, 7, 8, 16: 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 Program K-PP Program	Functional Skills Programs Embedded within class programs Social Skills	LA 3, 5, 6, 7, 8, 16 Functional skills programs • Gross Motor Programs • Fine Motor skills Social Skills programs • Circle Concept • Positive Friendships • Safe4Kids	IEPs Checklists Observations Testing	Teacher Resources \$1400 programs Existing budgets
(3) Students value and implement practices that promote personal growth and well being.	Science HASS Arts Priority areas English Math Health & Phys. Ed.	Social Skills Independence Interpersonal skills FMS & Fitness ASD Program Integration Girls Group (T4) Cooking & Health	Promote independence, Interpersonal skills programs Principal certificates & rewards Merit Awards Checklists, observation Integration checklists	LA 3, 5, 6, 7, 8, 16 Social skills programs and games, BMPs, Social Stories, Social scripts, hygiene programs. Protective behaviours programs	Photos Checklists Participation Observations	Personal Development resource “Me”. 2 relief days for parents meetings 123 Magic Rewards programs Whole site 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 Attend PL on Behaviour management strategies SAER Parent Information Sessions Modelling appropriate behaviour Merit Certificates Richard Lavoie Strategies	LA 3, 5, 6, 7, 8, 16: Data/evidence collection, participate in school programs and individual programs.	BMP RMP Integris Behaviour records Checklists Whole school data/evidence as appropriate SSF PBF	Time Aussie of the Month 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 students.

	2020 Funds Available	Plans for 2020	2021 Funds Projected	Plans for 2021	Plans for 2022 /23
Computer, Equipment Replacement Reserve	\$18164	Review iPad requirements Audit equipment needs for Sensory Room SWIVL purchases – 3 sets. ACC support software	\$ 10000		New classroom requirements
Administration Photocopier Reserve	\$15545	Monitor usage Upgrade Admin copiers	\$ 18000	Monitoring	Investigate upgrading
Library Books Reserve	\$ 5343	Audit electronic equipment Audit library requirements	\$3500		Monitor usage and needs.
Furniture/Fittings Reserve	\$13645	Update MCS Admin furniture. Upgrade cabinetry in disabled bathrooms Review Sensory room requirements	\$9000		Monitor furniture & Fitting requirements for classrooms and possible new classroom
Specialist Programs Resource/Reserve	\$10735	i.e. Early Intervention, ASD, and Functional Skills. ACC Device project Sensorium production. Speech Therapist Screening	\$ 6000	Monitor	Review requirements For individual and program needs

Grant Monies

	2022 Funds Available	Plans for 2020-2023
Federal Playground Equipment Grant	\$50 000	Purchase additional equipment, add on pieces for current all access play area
Priority Maintenance Program	\$26 000	Update cabinetry, Replace carpet with Vinyl LA5 & 3, Cover in bus area, Security screens on class windows
City of Cockburn Grant	\$1100	Incursion/Excursion HASS environmental education
Environmental Grant	\$4000	Environmental projects, recycling, earthworms and community links
Healthy Grant	\$1000	FMS equipment and Kitchen Garden equipment
Sports Grant	\$1800	Sports equipment purchases- balls, basketball hoops, Coaching time
Pals Grant	\$1100	NAIDOC Day event

Strategic Plan for Priority Areas 2020-2023

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 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
<p>Students will:</p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 	<p>Oral sharing</p> <ul style="list-style-type: none"> • Conversational interactions • Purpose e.g. excursions/incursions, assemblies • Question circles • Interviews, Group discussions <p>Visual Aides</p> <ul style="list-style-type: none"> • Timetables, routines, schedules • Story scripts, <p>Key Word Sign</p> <p>Oral Language Frameworks</p> <ul style="list-style-type: none"> • News telling – who, what, why, where, when • Narratives – story reconstructions • Descriptions – barrier games <p>Oral Language Formats</p> <ul style="list-style-type: none"> • Class, partners, small groups <p>Speaking & Listening Courtesies</p> <ul style="list-style-type: none"> • When I speak ...; When I listen • Board Maker • PECS • Key Word Sign/AUSLAN • Speech Therapy Programs • Music (songs) <p>Social Skills Groups</p> <p>AAC Program</p> <p>Needs Assessment</p> <p>Coordinator –resources</p> <p>Baseline data collection – T2 Assessment evaluation T4</p>	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Letters and Sounds • Communication devices • Smartboard • Ipads • D I (SRA) • Compic • Speech Therapist • Australian Curriculum. • Clicker 7 • Key Word Sign • Boardmaker • Proloquo2go • ABLEWA 	<p>English Budget \$2000</p> <p>PL Budget</p> <p>ACCD Coordinator FTE 0.4</p> <p>Speech Therapist time – FTE assessments \$2000</p>

Strategic Plan for Priority Areas 2020-2023

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 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 / by class	Assessment & Reporting	Resources	Budget
<p>Students will:</p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>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 SENAT Seesaw Letters and Sounds Profile (Student Tracker) On Entry Profile Module 1 English (Pre-primary)</p>	<ul style="list-style-type: none"> • 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 • Prowise boards • Audio books • Reading eggs • First Steps • Basal Readers 	<p>English Budget \$2000</p>

Strategic Plan for Priority Areas 2020-2023

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 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 / by class	Assessment & Reporting	Resources	Budget
<p>Students will: Students will:</p> <ul style="list-style-type: none"> • 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) <p>Know how to read and write some high-frequency words and other familiar words (ACELA1817)</p>	<ul style="list-style-type: none"> • 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 • 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Letters and Sounds • Writing grips and supports • Computers and software e.g. Clicker 7, iWordQ, Book Creator, MS Word • iPads and literacy applications • Prowise boards • Reading eggs spelling • Prewriting activities • First Steps • PL • Time • Smartboard • Ipads • Fine motor trays • Writing grips and supports OT Programs 	<p>English Budget \$2000</p>

Strategic Plan for Priority Areas 2020-2023

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 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/by class	Assessment & Reporting	Resources	Budget
<p>Students will:</p> <ul style="list-style-type: none"> • 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) 	<p>Personal and <u>social skills</u> to interact with others:</p> <ul style="list-style-type: none"> • expressing needs, wants and feelings • active listening • self-discipline <p>Appropriate language and actions to communicate feelings in different situations</p> <p>Emotional responses individuals may experience in different situations, such as feeling happy, sad, angry, excited, confused, tired or scared.</p> <p>Trusted people in the community who can help individuals feel safe</p> <p>The different parts of the body and where they are located</p> <p>Personal strengths of individuals</p> <p>Actions that promote health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> • eating healthy food • practising appropriate personal hygiene routines • identifying household substances that can be dangerous • following safety symbols and procedures <p>Safe active play in outdoor settings and the natural environment</p>	<ul style="list-style-type: none"> • Explicit teaching of social skills • Social stories • Protective behaviours groups – multi age grouping • Crunch & Sip • Cooking program • Gardening – veg/herb • Infinite Dance • Swimming Lessons 	<ul style="list-style-type: none"> • Social Skills Checklist • Protective Behaviours Checklist • Teacher Observations • Anecdotal Notes • ABLEWA assessments 	<p>Safe4Kids resources</p> <p>ABLEWA resources</p> <p>SSF</p> <p>PBF</p>	<p>Health Budget \$300</p>

Strategic Plan for Priority Areas 2020-2023

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 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> static balance (one foot) line walk Locomotor skills: <ul style="list-style-type: none"> run jump hop gallop Object control skills: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Understand the consequence of actions Perform basic decision making 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Observations Checklists Behaviour records Positive Awards Photo evidence Informal reports IEPs Summative Reports. Anecdotal records SENAT FMS skills checklist 	Games Programs Time PL Hygiene resources Therapist input Equipment Football West & Local sporting Clubs ESSN Carnivals	Health budget \$300 PE budget \$500 <i>\$1800 grant monies Sporting Schools</i>

Strategic Plan for Priority Areas 2020-2023

Priority Area: Mathematics

Strand: Number:

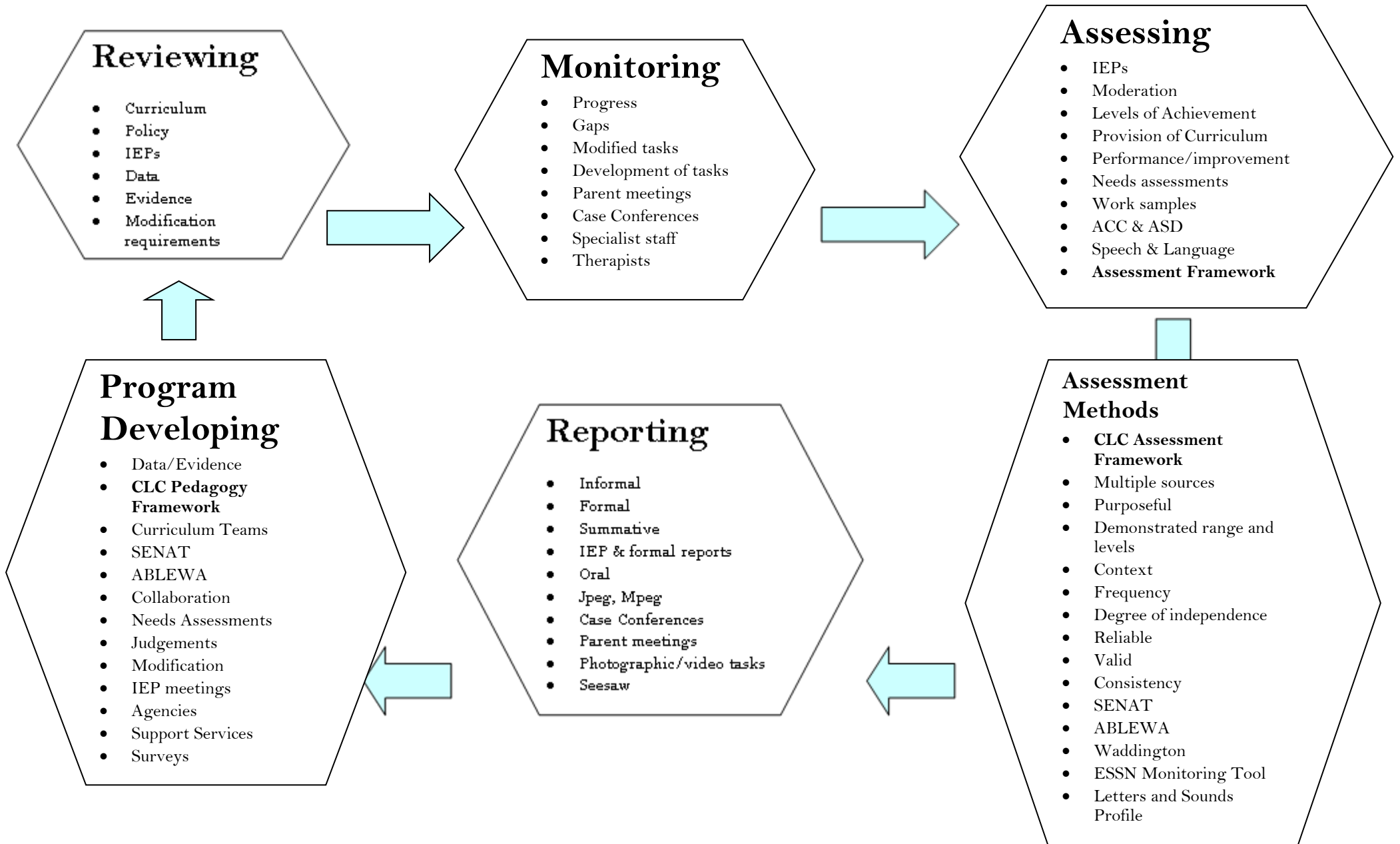
Outcome: Students read write and understand the meaning and relative magnitude of numbers, moving flexibly between equivalent forms.

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 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
<p>Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (<u>ACMNA001</u>)</p> <p>Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (<u>ACMNA002</u>) Subitise small collections of objects (<u>ACMNA003</u>)</p> <p>Represent practical situations to model addition and sharing (<u>ACMNA004</u>) Sort and classify familiar objects and explain the basis for these classifications.</p> <p>Copy, continue and create patterns with objects and drawings (<u>ACMNA005</u>) Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (<u>ACMMG006</u>)</p> <p>Compare and order duration of events using everyday language of time (<u>ACMMG007</u>)</p> <p>Connect days of the week to familiar events and actions (<u>ACMMG008</u>)</p> <p>Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (<u>ACMMG009</u>)</p> <p>Describe position and movement (<u>ACMMG010</u>)</p> <p>Answer yes/no questions to collect information and make simple inferences (<u>ACMSP011</u>)</p>	<ul style="list-style-type: none"> • 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'. 	<ul style="list-style-type: none"> • Clarke Road Money Program • Small group work • Direct experience with concrete materials. • Explicit Teaching • Maths Seeds, <i>other Maths programmes as relevant.</i> • Computer based learning programs. • Cross set Maths groups • TEAACH • Class shops • Cooking program – money & measurement 	<p>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 SENAT Trials</p>	<ul style="list-style-type: none"> • Concrete materials • MAB • Wall charts • Games • Computer Programs e.g. Mathseeds, Starfall, Help Kidz Learn • Calculators • Workbooks • Professional Learning • IWB • Ipads • TEACCH 	<p>Math budget \$2000</p>

Coolbellup Learning Centre:
Cycle of Curriculum Assessment and Reporting



Coolbellup Learning Centre Community Plan

Parent Community

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

Coolbellup Learning Centre

Shared Site Community

Information Sessions
Share internal communications
Provide PL as requested
Newsletter
P&C involvement
School Council
Shared Committees OSH etc.
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

Wider Community

Professional Learning
Work Shadowing
Practicum Students TAFE, Uni
SHS Students
Sensorium Theatre
Newspapers (local)
City Cockburn – partnerships
Interagency Supports
DCP, DFACS
Community grants/programs
Local Member – Peter Tinley
WADSA
WASO