



# Cottesloe Primary School Annual Report 2016

## Vision

**Problem Solvers. Confident. Creative. Successful.**

Cottesloe Primary School, together with the school community, strives to develop students' skills to solve problems to allow them to contribute to their community in a positive and meaningful way. The Cottesloe Primary Staff work closely with parents and the community to teach the investigative, academic, social, emotional and creative skills to enable our students to achieve these goals.

## Strategic Pillars as stated in our Business Plan.

### Successful Students.

Cottesloe Primary will promote and build an environment that allows students to develop the investigative, academic, social, emotional and creative skills to enable our students to achieve the skills to solve problems to allow them to contribute to their community in a positive and meaningful way. Literacy and Numeracy will continue to be a focus but Higher Order Thinking and Problem Solving Skills will be taught and promoted across the school.

Our students will have high expectations of themselves and have the determination and confidence to tackle challenges whether they be academic, social, or personal.

### High Quality Teaching.

High quality, research based teaching strategies are utilised to create inclusive, engaging and challenging programs that are child focused and build on students' prior knowledge. Staff members collaborate and explicitly teach what students need to know. Classrooms are positive and active environments and use appropriate ICT and hardware.

Cottesloe Primary School will use staffing flexibilities to select high quality staff who best meet our school goals and ethos. Cottesloe Primary School staff will receive professional, collegial and emotional assistance. The School will develop staff skills and leadership capabilities through access to high quality professional learning to enable staff to

maximise teaching and learning opportunities to offer the best opportunities for our students.



### Safe, Stimulating and Sustainable Environment.

Cottesloe Primary will continue to provide an environment that will allow students and the community to learn, interact and participate in an environment that is safe to take risks, technologically and appropriately current; promotes sustainable thinking and action; facilities that are up to date and suitable for purpose.

Students and staff will be adequately physically, financially and professionally resourced to ensure high quality teaching and learning programs are offered.

### Engaged Community and strong, sustainable partnerships .

Cottesloe Primary encourages parents and broader community support in the classrooms, programs and general participation. We recognise there is a wealth of expertise and energy within the community that can



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be harnessed to support staff and the school community in the attainment of our vision and goals. We aim to ensure governance and management: is of a high standard; is collaborative; and is focused on the identified needs of the school. We strive for increased parent and staff involvement and consultation in decision-making processes through an effective and transparent School Board.



## This report will include:

- Messages from the Principal and School Board Chair.
- NAPLAN Performance with Comment.
- Progress on Targets and Annual Milestones
- Student Attendance and destination data.
- Parents, Student and Staff Survey results.
- 2016 Budgets and Accounts.
- Professional Development Report.
- 2017 Future Actions

## Message from the Principal

During 2016 Cottesloe Primary continued to evolve and grow, using the flexibilities gained from achieving Independent Public School (IPS) status in 2015. Staffing flexibilities allowed the creation of class structures and provide additional staffing to cater to meet the educational and social needs of our students. We responded quickly and creatively to ensure all Cottesloe Primary Students were given the opportunity to have success. The School strives to support students to achieve to their best academically, creatively and socially within and outside the classroom. There are four key factors that set Cottesloe Primary apart from others in our area.

1. Cottesloe Primary is your Local School in your community.
2. We are a small school by design and intent, allowing us to grow the positive and supportive community spirit we share.
3. Staff know your children. Families know families. It is what makes us special in this area.
4. Cottesloe Primary promotes strong values, representing those of the community.

School Staff continue to work closely with an active School Board and P&C Association to ensure the direction and the resourcing of our school meets the expectations of our community. 2016 saw the start of a number of infrastructure projects to improve facilities that will enhance the learning and play environment for our students and community. The P&C were successful in gaining a \$20 000 grant from the Federal Government to complete our \$120000 Nature Play Areas and the Department of Education approved a long awaited Administration Upgrade. In November the school was informed that we were successful in our application for an Administration Upgrade. This \$1 100 000 project will bring our school infrastructure into the 21<sup>st</sup> century.





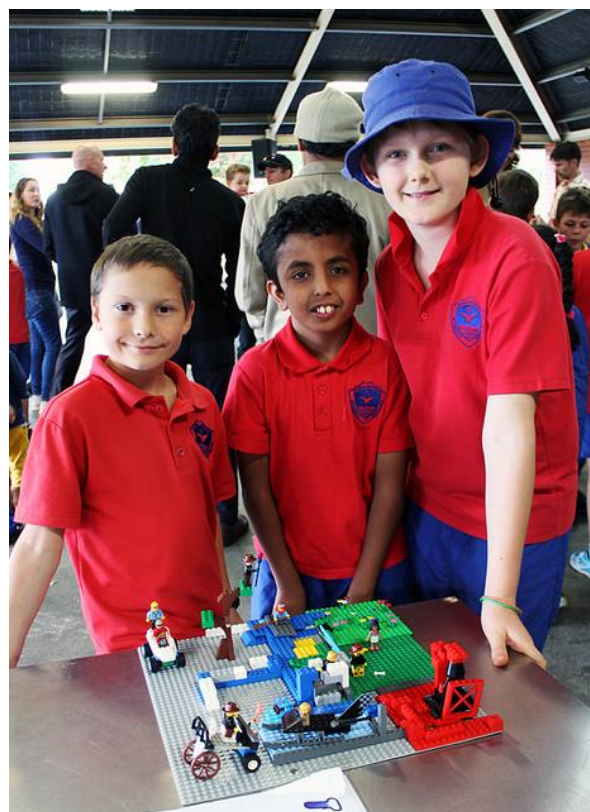
## Cottesloe Primary School Annual Report 2016

These facilities changes are physical evidence of positive change around an already amazing school and show some success with the School Board's goal of improving school facilities.

The school staff committed to implement the following strategies in 2016, responding to 2015 data.

- Continue to focus on whole school practices in Writing, Spelling, Mathematics.
- Continue to focus on explicit strategies that teach grammar and punctuation in context.
- Maintain MULTILIT resourcing.
- Investigate levelled readers.
- Maintain Enrichment programs including Habits of Mind.

These strategies are beginning to show improved student results. Staff are refining and improving programs as they become more familiar with them and are able to adapt them to meet student needs. Levelled reading and the broadening of the Habits of Mind program are assisting students at both end of the learning continuum. Multilit has assisted over 40 students across the school fill gaps in their phonetic knowledge.



It is with pleasure, I present the 2016 Annual School Report.



Graham Dart  
Principal

### From the School Board Chair

This year has seen many changes to our school Board. Not the least was farewelling our former Chair, Mark Rodda at the conclusion of 2016. Mark has been instrumental in our journey to Independent Public School status and his input to Cottesloe Primary School as a whole and at a board level was and still is, very valued. Mark has done a great job at setting us up for our successful journey as we move forward and further develop as an IPS school. In addition we saw the retirement of Tash Sheldrick another valued member of the board. Throughout 2016 we continued to focus at a board level at how we can best contribute to the school which lead to the creation of subcommittees focused on communications, community engagement, building & facilities and governance. These sub-committees were instrumental in working with the P&C to lead and support many of the changes you may now be experiencing including the communication through app technology –



## Cottesloe Primary School Annual Report 2016

TiqBiz, the approval of the new Administration Upgrade and the building of the undercover walkway which will commence after the government caretaker period concludes in 2017.

It is a real privilege for me to be appointed to the Chair position at the start of 2017 as we move towards the end of our first Business Plan and look to creating a second Business Plan under IPS. Cottesloe continues to be a school focused on developing our children to be independent problem solvers who are confident, creative and who have all the building blocks to go on to be successful both as engaged members of the community and successful in whatever pursuits they decide to take up in the future.

It is pleasing to see a continued focus on building our school community in increased levels of engagement and positive results across our staff, student and parents surveys. Our results in our board survey identified the need with many new members to continue to focus on ensuring all our new and existing board members have a strong understanding of our role within the school and how we can best contribute. We continue to work on this. With one of our core pillars at Cottesloe being the development of successful teachers to create successful students, I would also like to take the time here to commend all the teachers across the school and the administration staff on the continued focus on professional and personal development. Our Board meetings often included discussions on new ways of teaching and how our teachers continue to work together to share ideas and create a development plan and teaching response that follows and supports our students' progress through their years at Cottesloe. I do note however our mixed results when we reflect on the NAPLAN targets we have set ourselves and our NAPLAN scores. These continue to be a focus for the teaching staff and we work on how best to improve our results to see us meet the targets we have set in comparison to like schools.

Finally I note a continued renewal to our board in 2017 with the appointment of Marlon Cooray and Jeff Sweet, our new P&C president Ruth O'Boyle and renewal of some of our teaching representatives. I would like to acknowledge and thank everyone for their continued efforts in 2016 often well beyond the standard that has contributed to the success of Cottesloe Primary School overall. I welcome our new board members and teachers in 2017 and look forward to continuing to work towards our goals and the creation of a new Business Plan for 2018-2020.

Mrs Julie Colvin  
Board Chair.





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## NAPLAN Performance with Comment

The following set of graphs show the average scores of different cohorts of students at Years 3 and 5. The school uses this data to look for trends and to watch progress between similar cohorts ie 2014, Year 3 scores compared to 2016 Year 5 scores. We aim to see our school performance line above Like Schools and an increasing level of improvement between average scores in year 3 and Year 5.

Like School are seen as schools that are statistically similar but not necessarily in size or location. The numbers of students in a cohort can also significantly affect the school average test scores.

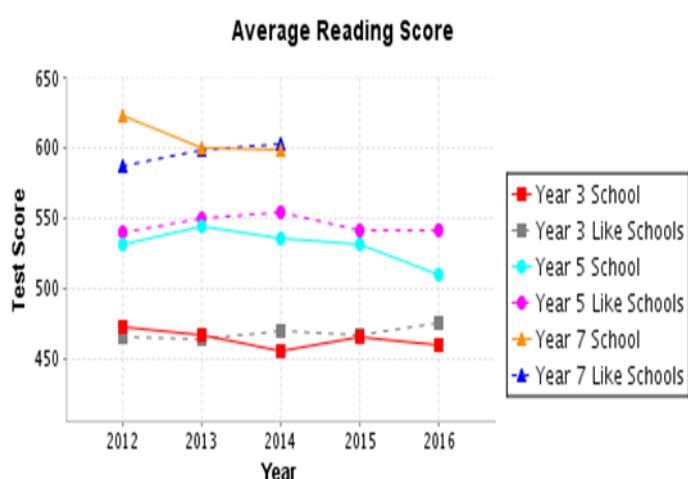
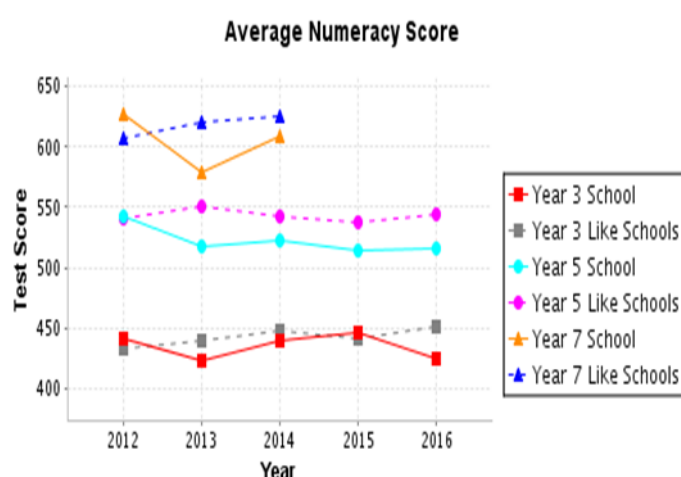
### Numeracy

**Results:** In 2015, Teachers identified the use of a Maths text was restricting their ability to develop programs to cater for individual student difference and felt the text also inhibited the boys and some of their learning styles. It appears, when looking at the graph of average scores, there has been an implementation dip in performance (Year 3).

**Analysis:** Data indicates that the average NAPLAN scores are only 25 and 26 NAPLAN points respectively, below Like School scores. This equates to no more than three questions on the NAPLAN assessment. Year 5 (top)

graph shows the general trend of achievement is up. Year 3 students have continued to catch the Like School average, overtaking it this year. The Year 3 trend line has levelled due the lower than expected performance this year.

**Actions:** Staff will continue to use the WA Curriculum and Standard Framework as the main planning tool and continue to participate in ongoing professional learning in the area of Numeracy in 2017, finer grade planning in POD planning and a sharper focus on assessment technique.



### Reading

**Results:** When looking at the trend lines, it appears the overall standard, over time, is improving. The Year 5 Data shows that we do not have enough students achieving scores to place them in the highest bands.

**Analysis:** The school's average scores in 2016; Year 3, was 16 NAPLAN points below Like Schools and the Year 5, 32 points below. These scores equate to no more than 3 questions when considering raw scores. A significant piece of data here is that 40% of students who sat NAPLAN as Cottesloe Primary students, were

considered to have made High or Very High Progress.

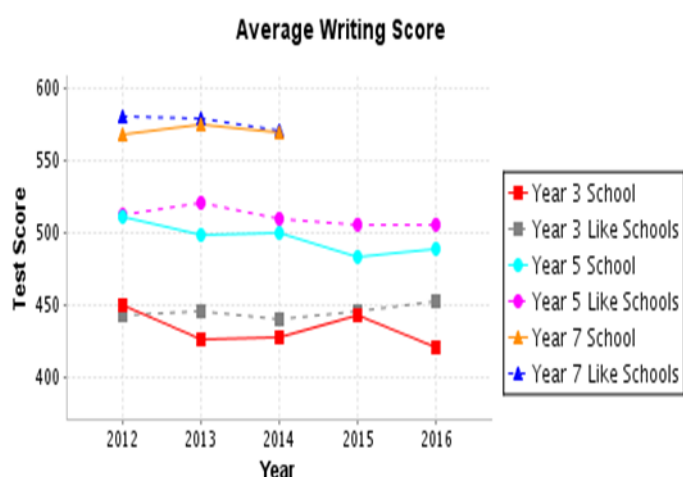




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**Actions.** The introduction of Levelled Readers should be reflected in improved results in Year 3 in 2017/18. In 2017 staff are explicitly teaching “inference” when considering comprehension in 2017, to better equip students with the higher levels of comprehension and thinking.

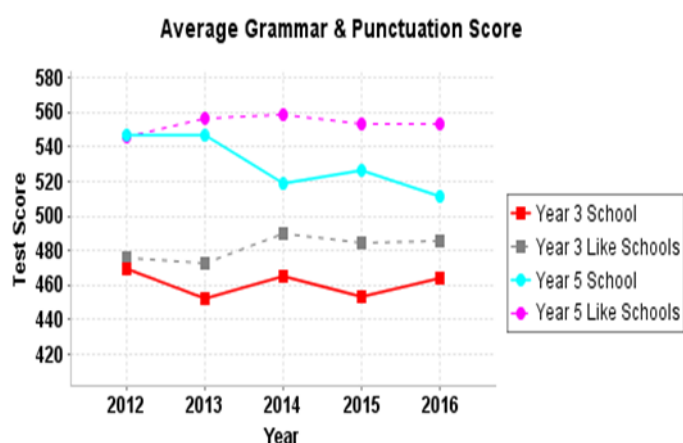
## Writing



**Results:** NAPLAN average scores for Year 3 were lower in 2016, changing a general trend of improvement. The average scores, although disappointing were expected. The Year 5 average scores compare well against Like Schools. Additional, whole school writing assessments carried out under NAPLAN conditions, marked by experienced NAPLAN markers showed improvement, particularly in the Year 5 cohort. NAPLAN showed the Year 5 cohort had 23% of students achieve in the top bands. The post NAPLAN testing showed 52% achieve in the top bands. The Year 3 group moved from 52% to 62%.

**Analysis:** Nearly 60% of the cohort’s achievement is described as Excellent or Good.

**Actions:** A focus on bringing more students into the highest Achievement bands is still a focus. A focus for staff is now to equip our student to demonstrate the skills that will see them achieving at the higher Achievement Bands.



## Grammar and Punctuation

**Results:** Cottesloe students, in both assessed years, have not performed at the same level as Like Schools. The Year 3 cohorts are making progress, against Like Schools but the Year 5 cohorts continue to perform well below students in similar schools.

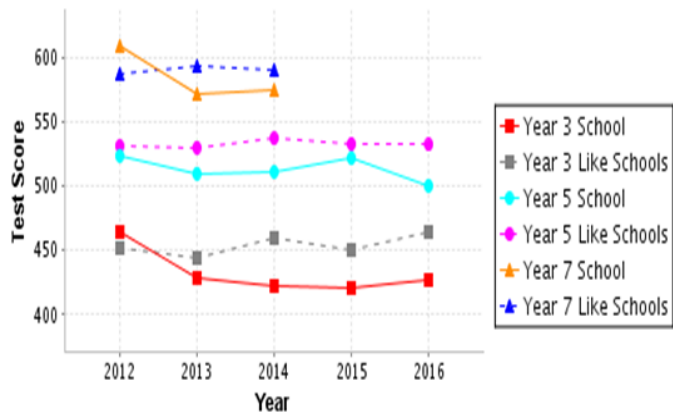
**Analysis:** When analysing the students’ Writing Assessment data, punctuation and grammar scores are comparable to their peers in other schools. This may indicate that Year 5 students are having difficulty of the format of the Grammar and Punctuation testing style presented to them, giving staff another factor to

consider when preparing programs for students.



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Average Spelling Score



## Spelling

**Results:** Student average scores are still below Like Schools. The Year 3 results are beginning to bounce over time, reflecting the explicit teaching of Phonics in the Early Years.

**Analysis:** When analysing the students' Writing Assessment data, average spelling scores match or exceed those of their peers.

**Actions:** Cottesloe Primary has continued to focus on Spelling using an explicit, phonics based

approach. The variation between the spelling "test" scores and the spelling scores from the writing assessment raise questions about our students' preparedness for this style of testing.





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## Progress on Targets and Milestones

*Through discussion with the Board, it was agreed that the 2015 Milestones should remain unchanged as, in most cases, were not attained. The 2016 Milestones are stated below.*

### ACADEMIC ACHIEVEMENT TARGET 1

*Increase to above 'Like Schools' the percentage of students who achieve in the top bands for all domains of NAPLAN in Years 3 and 5.*

**2016 Milestone: Cottesloe Primary students will match 'Like School' performance as measured by Schools Online – Proficiency Band Summary table.**

### ACADEMIC ACHIEVEMENT TARGET 2

*Decrease to below 'Like Schools' the percentage of students who achieve in the bottom two bands for all domains of NAPLAN in years 3 and 5.*

**2016 Milestone: Cottesloe: Primary students will match 'Like School' performance as measured by Schools Online – Proficiency Band Summary table.**

The table below shows the percentage of Year 3 and Year 5 students who have achieved NAPLAN scores in the top 20% and the top and lowest two band of achievement in 2015 and 2016. The table also shows the percentage of student from Like Schools in these groups which allows for a comparison of data.

	Achievement Target One						Achievement Target Two	
Year 3	% of CPS students top 20% Australia 2015 2016	% of CPS students in top 2 Bands 2015 2016	% of students from L/S in top 2 Bands 2015 2016	% of CPS students in lowest 2 bands	% of LS students in 2 lowest bands 2015 2016			
Numeracy	50 21	58 33	59 53	5 5	6 3			
Reading	30 21	65 30	67 58	3 7	3 6			
Writing	20 23	71 23	69 31	0 9	1 5			
Spelling	23 22	48 52	51 68	13 13	4 3			
Punct Gram	25 37	68 67	71 72	8 4	3 2			
Year 5								
Numeracy	22 31	35 56	50 63	0 8	6 4			
Reading	30 43	52 70	57 73	4 10	5 3			
Writing	17 19	18 52	32 72	17 7	5 1			
Spelling	30 16	52 21	51 49	4 5	4 4			
Punct Gram	22 23	39 39	59 61	8 12	6 6			

### Comment Achievement Targets 1 and 2

Year 3 results show that we achieved our milestone for Achievement Target 1 in three of the five areas, with a 10% margin given, due to the size of the cohort and the nature of the NAPLAN cut scores. The difference of one or two raw score points, can affect score placement in a higher or lower band Year 5 results show we achieved Target 1 in two of the domains. We were successful in all but three areas in Achievement Target 2





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All students that were below the National Minimum standard and any students who were identified at risk had Individual Education Plans prepared and implemented.

2016	Year 3	Year 5
Numeracy	-0.8	-1.2
Reading	-0.3	-1.9
Writing	-1.6	-0.9
Spelling	-1.3	-0.9
Grammar & Punctuation	-0.7	-1.9

## ACADEMIC ACHIEVEMENT TARGET 3

*Cottesloe Primary School Year 3 and Year 5 students will achieve 'above expected' in the 2017 NAPLAN testing period for Literacy and Numeracy.*

**2016 Milestone** Cottesloe Primary students will perform 'as expected' in

2016 in all NAPLAN domains as measured by Schools Online –

Comparative Performance tables and graphs

Comment Achievement Target 3

The Comparative Performance Summary Table displays our school's expected performance compared to other statistically similar schools. Of

the 10 measured, tested areas across the two year groups, the Milestone was achieved in five areas. The data displayed here confirms the teaching staff decision to continue to focus on Writing, including Spelling and Grammar as a learning focus. Further comment about addressing these concerns has been made earlier in the report.

## ACADEMIC ACHIEVEMENT TARGET 4

*Cottesloe Primary School students from Year 3 to Year 5 will achieve student gain at or better than that of students with the same starting score (as detailed in the ACARA My School – Student Gain graphs)*

**2016 Milestone**

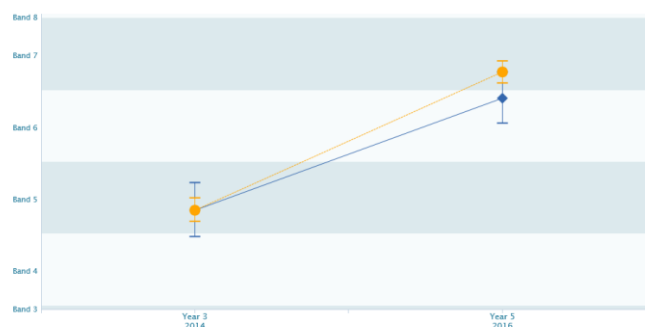
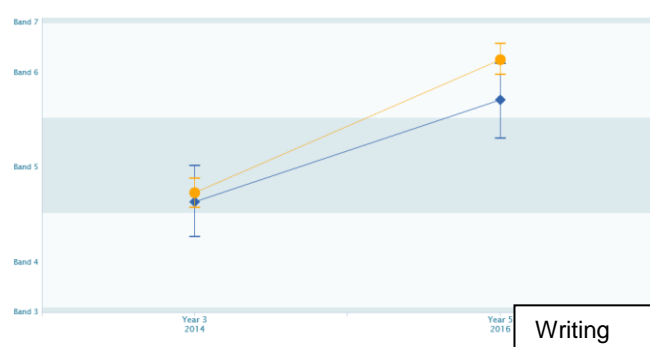
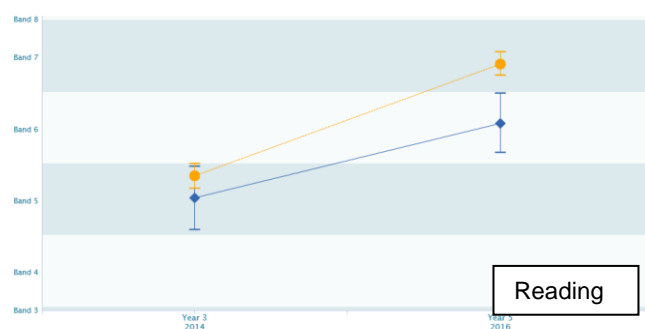
Student gain will be consistent with that achieved by Year 5, 2016 students with the same starting scores (as year 3s in 2014) as measured by My School – Student Gain Years 3 to 5 graphs.

Comment Achievement Target 4

The following three graphs show the average level of NAPLANs gained by Cottesloe Primary students (Blue Line) and students from Like Schools (Yellow Line). For 2015 and 2016 our school Milestone was to match the gain with students from like schools.

The 2015 data tells us that we were close to meeting the target for Numeracy and writing but failed the Writing area. Across the three areas of measure the gaps did widen. Strategies discussed earlier in the report will be implemented to respond to these challenges.

The data affirms our decision to continue to focus on





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Writing and Numeracy in 2017, with increased focus not only on content and skills but also strategy to respond well in the timed, pressure situation of the assessment.

### **ACADEMIC ACHIEVEMENT TARGET 5**

*Cottesloe Primary students will from Year 5 to Year 6 show improved performance in Australian Council for Educational Research (ACER) Progressive Assessment Tests*

#### **2016 Milestone**

Cottesloe Primary Year 5 students will participate in ACER-PAT testing to establish a benchmark for future testing in year 6.

Students in Year 3, 4, 5 and 6 completed the PAT Spelling assessment, with results normed against same aged, Australian standards.

Students in Years 2 and 4 completed PAT Grammar and punctuation, with results normed against same aged, Australian standards.

Students in Years 2 and 5 completed PAT Science, with results normed against same aged, Australian standards.

These results will provide a benchmark and additional feedback to staff about student performance in these areas. The testing is to be expanded in 2017.

### **ACADEMIC ACHIEVEMENT TARGET 6**

*Cottesloe Primary will utilise Australian Early Development Index (AEDI), the Early Years Learning Framework (EYLF), recent Year 3 cohort NAPLAN data and On Entry Assessment data to guide early intervention and student learning in the Early Phase of Learning (K – 2). Evidence of target achievement will be provided by Academic Target 3.*

#### **2016 Milestones**

In consultation with the Leadership Team, Cottesloe Primary Early Phase learning team will collaboratively analyse available data, review current phase strategies and revise/develop whole phase literacy and numeracy statements.

Early intervention (IEP and GEP) plans will be established/refined for students in pre-primary, year 1 and year 2 identified as requiring teaching and learning adjustments.

Actioned. This strategy is enabling us to identify students earlier than in the past to ensure interventions are targeted and timely.





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## Attendance and Destination Schools

### 2015 -2017 Non-Academic Targets and 2015 Milestones

#### Non Academic Achievement Target 1

Student attendance Rate to be above 'like schools' by 2017.

#### 2016 Milestone

Cottesloe Primary attendance rate will be the same as 'Like Schools' in 2015 as measured by Schools Online – Student Participation – Attendance - Overall tables.

Primary Attendance Rates		
Attendance Rate	School	WA Public Schools
2013	94.2%	92.6%
2014	93.9%	92.1%
2015	94.9%	92.7%
2016	95.9%	92.6%

Successful. Achieving this target

### 2016 Year 6 Destination Schools for 2017

School	Male	Female	Total
Shenton College	5	3	8
St Hilda's		6	6
Applecross	1		1
Churchlands	1		1
John Curtin	1		1
Leeming	1		1
CBC Fremantle	1		1
Christchurch	1		1
Iona		1	1
Kennedy Baptist		1	1
MLC		1	1
Scotch	1		1

Locals Schools, public and private continue to be destination schools for our students.





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## Survey Results

### Non-Academic Achievement Target 2

Maintain and improve student, parent and staff satisfaction survey results.

#### 2016 Milestone

Conduct and analyse, in consultation with the School Board, a community/staff or student survey.

### Survey Results 2016

#### Staff 12 Respondents

100% are satisfied with P&C

83% believe the Deputies and Principal are responsive.

100% believe students behave well. 2015 Student believe - Some students misbehave

100% believe the school focuses on improvement.

100% often to always offer enrichment activities in their classrooms - 2015 Student 80% believe they are taught to their level

100% believe the school is safe 2015 Students = 98% believe the school is safe

59% believe the school is well maintained.

100% believe the school looks for ways to improve

100% expect students to do their best. 2015 Students 100% believe teachers expect them to do their best.

#### Parents 19 Respondents

100% believe their child likes coming to school 93% in 2015 (93% in 2014)

100% of children feel safe 100% (96%)

89% believe teachers expect the best from their child 100% (88%)

88% believe teachers provide useful feedback 72% (42%)

79% believe we are equipping their children to solve problems. 85%

83% believe Deputies and Principal are responsive. 100%

83% are satisfied with performance of the P&C.

89% believe the P&C effectively communicates its funding goals.

44% believe teachers could communicate more 44%

89% satisfied with the overall performance of the school (34% very satisfied) 84% in 2015 (78% in 2014)

Parents and Staff continue to have a high and increasing level of satisfaction of the performance of Cottesloe Primary.

### Non-Academic Achievement Target 3

Continue to develop and embed the role and responsibilities of the School Board as articulated in the Delivery Performance Agreement (DPA).





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## 2016 Milestones

The Board will conduct and analyse a survey to determine the effectiveness of the Board.

The Board to align its agenda with the roles and responsibilities

To increase the impact of the Board and improve its capacity to meet its objectives the Board has increased the number of parent and community representatives to ensure there was a wide range of skills and representation from across the school community. The Board had also implemented Sub Committees using Board members expertise to build the effectiveness and reputation of Cottesloe Primary. The Sub Committees are:

- Communications
- Community Relations
- Buildings and Facilities
- Performance- Self Assessment.

61% of Survey Respondents were satisfied with the performance of the Board.

39% were neutral, maybe indicating a lack of awareness of the Board and its role within the school.

92% of staff are satisfied with the School Board



## Cottesloe Primary School Annual Report 2016

### 2016 Professional Learning

All staff completed a minimum of seven days professional learning, equating to a dollar value of approximately \$78000 . This cost includes the cost of staff attending the professional learning and is not inclusive of course costs nor costs borne by staff undertaking their personal professional learning.

In 2016 topics of Professional Learning included:

- Data literacy.
- Mindfulness.
- Numeracy Strategies and Interventions through the ILNP .
- Research Skills for students.
- Robotics.
- Coding.







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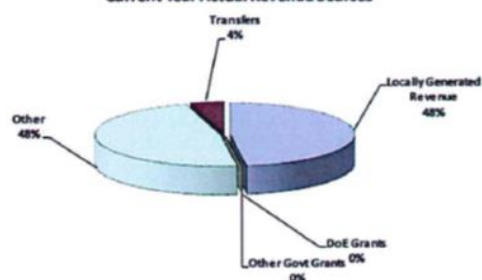
## Budget and Accounts

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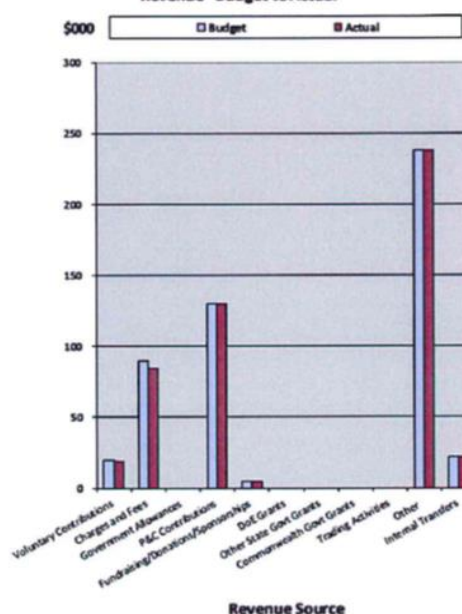
### Cottesloe Primary School Financial Summary as at 31 December 2016

	Revenue - Cash	Budget	Actual
1 Voluntary Contributions	\$ 19,619.00	\$ 19,271.50	
2 Charges and Fees	\$ 89,879.00	\$ 84,391.01	
3 Government Allowances	\$ -	\$ -	
4 P&C Contributions	\$ 129,987.00	\$ 129,987.28	
5 Fundraising/Donations/Sponsorships	\$ 4,941.00	\$ 4,940.84	
6 DoE Grants	\$ -	\$ -	
7 Other State Govt Grants	\$ -	\$ -	
8 Commonwealth Govt Grants	\$ -	\$ -	
9 Trading Activities	\$ -	\$ -	
10 Other	\$ 238,194.00	\$ 237,786.44	
11 Internal Transfers	\$ 21,980.25	\$ 21,980.25	
<b>Total</b>	<b>\$ 504,600.25</b>	<b>\$ 498,357.32</b>	
<b>Opening Balance</b>	<b>\$ 121,224.80</b>	<b>\$ 121,224.80</b>	
<b>Total Funds Available</b>	<b>\$ 625,825.05</b>	<b>\$ 619,582.12</b>	

Current Year Actual Revenue Sources

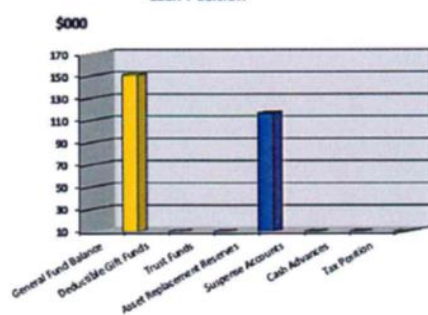


Revenue - Budget vs Actual

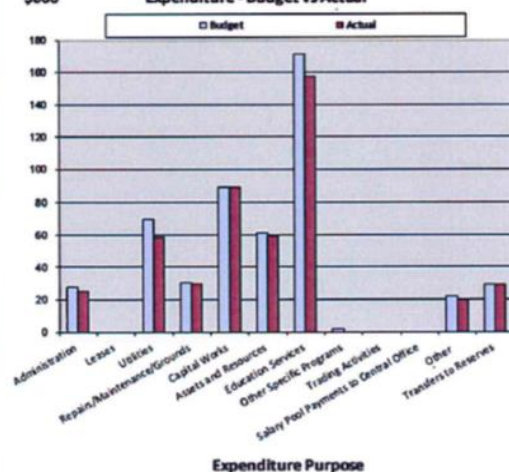


	Expenditure	Budget	Actual
1 Administration	\$ 27,895.72	\$ 25,286.87	
2 Leases	\$ -	\$ -	
3 Utilities	\$ 69,842.00	\$ 58,869.19	
4 Repairs/Maintenance/Grounds	\$ 30,646.00	\$ 29,638.33	
5 Capital Works	\$ 88,928.00	\$ 88,927.84	
6 Assets and Resources	\$ 60,923.00	\$ 59,550.66	
7 Education Services	\$ 171,194.00	\$ 157,652.87	
8 Other Specific Programs	\$ 1,515.00	\$ -	
9 Trading Activities	\$ -	\$ -	
10 Salary Pool Payments to Central Office	\$ -	\$ -	
11 Other	\$ 22,235.00	\$ 19,857.97	
12 Transfers to Reserves	\$ 29,000.00	\$ 29,000.00	
<b>Total</b>	<b>\$ 502,178.72</b>	<b>\$ 468,783.73</b>	

Cash Position



Expenditure - Budget vs Actual



Cash Position as at:

Bank Balance	\$ 187,435.43
Made up of:	
1 General Fund Balance	\$ 150,798.39
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 116,755.04
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	\$ 80,118.00
<b>Total Bank Balance</b>	<b>\$ 187,435.43</b>



# Cottesloe Primary School Annual Report 2016

## **Actions for 2017**

- Continue to focus on whole school practices in English and Mathematics
- Explicitly teach students how to infer.
- Continue to focus on explicit strategies that teach grammar and punctuation in context.
- Maintain MULTILT resourcing.
- Maintain Levelled Readers resourcing.
- Promote Enrichment programs including Habits of Mind and Critical and Creative Thinking.
- Lift students test taking stamina.
- Promote Cottesloe Primary 120<sup>th</sup> Celebrations with in the curriculum.