2021 to 2023 Strategic Plan
Every Student. Every Classroom. Everyday.

Cottesloe Primary is committed to offering all students pathways to future success. Our K to 2 programs equip students with skills, capabilities and mindsets to enable them to successfully engage in schooling. Our middle primary years focus to further develop students' academic and interpersonal skills, builds confidence and the resilience needed to successfully tackle the challenges of secondary and tertiary education. We provide a solid foundation for these pathways.
Our goal is to offer students pathways to future success through a quality, innovative and inclusive education. An education that delivers excellence in learning, develops critical and creative thinking and fosters strength of character and compassion.

Values

Excellence.   high expectations for all students and staff

Integrity.   always stay strong to our school values

Respect.   demonstrate dignity, compassion and consideration for ourselves and others

Perseverance. demonstrate the effort to do something even if it is difficult

Kindness.   Demonstrate the qualities of friendliness, generosity and consideration

Strategic Goals… (Our Success will:)

Movement and Improvement

- Raise student academic standards.

Future Learners

- Raise profile, knowledge and integrated use of ICT and STEM skills across the curriculum.

Embrace Aboriginal Culture and Perspective

- Improve understanding of the histories, cultures, languages and perspectives of Aboriginal people.

Mind and Body

- Enhance student and staff wellbeing.

Aspiration and Inspiration

- Develop teacher efficacy and develop teachers as leaders.

Our Guiding Principles

- We all strive for personal excellence and improvement

- Parents, students and staff of the school share respectful, inclusive partnerships

- Student learning is personalised

- Students are offered connected pathways to learning success

- We respect and value diversity

- Physical, mental and emotional health of students and staff is a priority

- Teachers demonstrate excellence through reflection, collaboration and improvement

Our Success Will   ***Movement and Improvement***

Raise standards across the curriculum.

NAPLAN and PAT Assessment data will show student average progress matching or exceeding Like Schools

Move from High to Outstanding in National School Improvement Tool areas 2 "Analysis and discussion of data", area 6 "Systematic curriculum delivery" and area 8 "Effective Pedagogical Practices"

Strategic Actions	Success Indicators	
	Tracking Progress	Achievement of Outcomes 2023
Strategy 1 Embed whole-school plans for sequenced delivery of the Western Australian Curriculum across the curriculum.	• Regular reflective practice in collaborative meetings. • Monitor achievement in area 6 of NSIT.	Achieve *outstanding* in area 6 of NSIT. Student reporting data will show growth in their grade allocations.
Strategy 2 Use agreed whole-school, evidence-based approaches and practices.	• Performance Management. • Collaborative meetings. • Monitor achievement in area 8 of NSIT.	Achieve *outstanding* in area 8 of NSIT.
Strategy 3 Use student academic progress and achievement data to develop case management planning aligned to the individual needs of students.	• Monitoring progress and achievement as outlined in the assessment schedule, including grade allocations. • Monitor achievement in area 2 of NSIT.	Achieve *outstanding* in area 2 of NSIT Case management approach is embedded and shows positive student gains.
Strategy 4 Implement whole-school approaches to teaching Mathematics with a focus on the four proficiencies.	• School Development Days – sharing practices/approaches. • Engage in regular collaborative meetings to support the implementation of problem solving approaches and common assessment/moderation.	NAPLAN and PAT Assessment data will show student average progress matching or exceeding Like Schools in Mathematics.
Strategy 5 Develop and implement key principles and strategies for the teaching of Reading.	• Regular reflective practice in collaborative meetings.	NAPLAN and PAT Assessment data will show student average progress matching or exceeding Like Schools in Reading.

Our Success Will *Develop students and staff to be curious and adaptive*		*Future Learners*	

Strategic Actions	Success Indicators	
	Tracking Progress	Achievement of Outcomes 2023
Strategy 1 *Leadership in Technologies* School leadership establishes and facilitates the technological vision for the school and leads and supports all aspects of implementation and change.	• 2 x term Technologies Committee meeting to monitor progress and planning. • Monitor and document professional learning undertaken. • Baseline data using AITSL Standards (2.6, 3.4, 4.5).	AITSL Standards • 2.6 Professional Knowledge: *Lead* • 3.4 Select and use resources: *Lead* • 4.5 Use ICT safely, responsibly and ethically: *Lead*
Strategy 2 *Professional Learning* Support teachers to develop and embrace digital capabilities, and effectively integrates these technologies into teaching and learning, providing authentic opportunities for students to grow in an increasingly complex world.	• Baseline data AITSL standards recorded (2.6, 3.4, 4.5) through PM. • Monitor and record teachers access to PL (individually/collectively). • Identification of teacher strengths, goal setting for improvement through PM.	• Identify number of teachers *Proficient* or *Highly Accomplished* AITSL Standard 2.6 Professional Knowledge - evidenced o through PM/classroom observations o 360° feedback.
Strategy 3 *Teaching and Learning* Implement contemporary and emerging technologies to expand curriculum learning opportunities for students to • become innovative and adaptive thinkers with a curiosity for learning • develop their digital technology skill sets and use STEM processes to develop as critical and creative thinkers.	• Observation of classroom practices (PM and/or peer). • Teachers use the SAMR model, opening the students' minds to embrace change and be inventive. • Baseline data – students' ICT skills using the ICT Scope and Sequence skills checklist. • Common assessment task: students placed on SAMR model scale.	• Most teachers are *Proficient* or *Highly Accomplished* in 2.6 of the AITSL standards. • Have achieved ICT descriptors/targets based on whole school data collection. • Common assessment tasks/rubrics will demonstrate students' movement through the SAMR model and reach *'Redefinition'*.
Strategy 4 *Infrastructure and Technical Support* Provide an infrastructure which is effective, reliable, flexible and accessible anywhere, anytime for all.	• Audit of devices. • Audit access to online communities. • Replacement schedule. • Planned integrator support. • Teacher survey – 'Functionality, accessibility and effectiveness of technologies at Cottesloe'.	• Ratio of devices: students is 1:2. • Audit of devices (number, age, location and type). • % increase in results using same survey.

Strategy 5 *Ethical, responsible use of digital technologies* Build a culture of ethical safe and responsible use of technologies.	• Students and parents have informed knowledge of the ethical use of ICT through a high % of parents attending Cyber-safety meetings and have signed agreements. • Monitor each term online usage across the school through SIG (School Internet Gateway)	• Students and parents have informed knowledge of the ethical use of ICT • Low % of breeches of code of conduct • *Proficient* or *Highly Accomplished* AITSL Standard 3.4 evidenced through PM/ classroom observation
Strategy 6 *Learning Communities* Use technologies to extend learning beyond the school to support and connect students, staff, school community and the wider community.	• Access to CONNECT for communication with the school community, teaching and learning, and professional communities. • Monitor parent/caregiver access online reporting and assessments.	• All parents/caregivers access CONNECT. • 95% communication to the school community is online and accessible. • Online exposure of school activities.

Our Success Will Improve understanding of the histories, cultures, languages and perspectives of Aboriginal people. Reflection against the Standards described in the Aboriginal Cultural Standards Framework will show progress towards Capable or Proficient.		Embrace Aboriginal Culture and Perspective
Strategic Actions	Success Indicators	
	Tracking Progress	Achievement of Outcomes 2023
Strategy 1 Provide opportunities to deepen Staff's knowledge and understandings of Aboriginal histories, cultures, languages and perspective	Progress against the standards of Aboriginal Cultural Standards Framework annually.	Achieved "Capable or Proficient as described in the Aboriginal Cultural Standards Framework: Teaching
Strategy 2 Provide opportunities to deepen students' knowledge and understandings of Aboriginal histories, cultures, languages and perspectives through delivering considered, focused content within Western Australian Curriculum learning areas and aligned to the cross-curriculum priority.	Progress against the standards of Aboriginal Cultural Standards Framework annually.	Achieved "Capable or Proficient as described in the Aboriginal Cultural Standards Framework: Leadership
Strategy 3 Establish and nurture relationship with local Aboriginal groups.	• Identify group/s • Track the number of interactions • Anecdotal record of quality of connection	Achieved "Capable or Proficient as described in the Aboriginal Cultural Standards Framework: Relationships
Strategy 4 Build the school's resources to support to implementation	Register of resources Connect to the reading Spine	Achieved "Capable or Proficient as described in the Aboriginal Cultural Standards Framework: Resources Learning Environment

Our Success Will	Mind and Body

Our Success Will

Enhance student and staff wellbeing.
Student and Staff National Opinion Survey scores are 4+ for each of the relevant items.
Attendance the same or higher than like schools.
Achieve *outstanding* in area 3 "A culture that promotes learning" of NSIT.

Strategic Actions	Success Indicators	
	Tracking Progress	Achievement of Outcomes 2023
Strategy 1 Focus on mental health and emotional wellbeing of the school community with the emphasis on resilience.	• Attendance data • Staff observations/judgements • Tracking ABE data each semester • Referrals to Student Services (more not a negative) • Student and Staff National Opinion School Survey (Satisfaction 4/5) • Student social emotional surveys (Be You) are positive and the school will utilise the data to identify needs	The same or higher attendance than like schools Student and Staff National Opinion School Survey data will reflect positive student/parent/teacher satisfaction (4/5 consistently)
Strategy 2 Implement whole-school approaches to support emotional wellbeing.	• Student and Staff National Opinion School Survey (Satisfaction 4/5) • Social Emotional (Be You) School Survey • Delivery of Yellow Coat JP Social and Emotional Program	Student and Staff National Opinion School Survey data will reflect positive student/parent/teacher satisfaction (4/5 consistently)
Strategy 3 Develop the Cottesloe Whole School Behaviour Support (based on the WA Positive Behaviour Support) to enhance the school's culture.	• Committee formed, timeline in place, PL completed • Monitor achievement in area 3 of NSIT	PBS fully developed and implemented Achieve *outstanding* in area 3 of NSIT

Our Success Will		Aspiration and Inspiration
Develop teacher efficacy and develop Teachers as Leaders Move from High to Outstanding in National School Improvement Tool areas 2 "Analysis and discussion of data" and area 5 "An expert teaching team".		

Strategic Actions	Success Indicators	
	Tracking Progress	Achievement of Outcomes 2023
Strategy 1 Further develop and implement a leadership strategy that gives opportunities for teacher leaders and aspirant leaders.	• Staff are aware of leadership opportunities and given support. • Monitor NSIT progress.	Achieve *outstanding* in Area 5 of NSIT.
Strategy 2 Build teachers' skills in using data to increase the efficacy and impact of teaching.	• Staff are engaging in assess/plan/teach cycle and identify the impact of their strategies. • Monitor NSIT progress.	Achieve *outstanding* in Area 2 of NSIT.
Strategy 3 Build a collaborative culture where teachers and allied professionals work in teams to increase the efficacy and impact of teaching.	• Committees Structure • Collab Group	Committees will be made up of staff representatives from across the school.
Strategy 4 Consolidate explicit teaching model.	• PL given by TCP members about relationship between learning intentions, success criteria and effective feedback. • Review role of Teaching Practices Committee in the future.	80% of staff have been coached in explicit teaching using the Growth Coaching model. All staff use explicit teaching model to as part of assess/plan/teach cycle.
Strategy 5 Implement a school based Teacher Leadership development program to build confidence and skill of Teacher Leaders	• Number of staff participating in the program.	A training program will be developed and implemented and identified staff engaged in it.
Strategy 6 Implement the Future Leaders Framework with the Shenton Network to identify and support Emerging Leaders.	• Timeline as per Shenton Network.	Identified staff will have completed the FLF training.

Specialist Areas

Strategic Actions	Success Indicators	
	Tracking Progress	Achievement of Outcomes 2023
Language Other than English Japanese Provide a variety of opportunities to engage, understand and communicate in Japanese. Students at Cottesloe are participants in a language learning journey where there is a focus on cultural differentiations and useful, real-life phrases and ideas. Aim to make Japanese more visible and audible through the school. We can do this through displays and linking our sporting carnivals to Japanese vocabulary and games.	• 50% of students at a B Grade or above. • All students at "Often" or above for Effort. • Include STEM and ICT skills	Target will be achieved or exceeded. Target will be achieved or exceeded.
Visual Arts Students to develop perceptual ideas by providing many opportunities to work both independently and collaboratively within all three fields; art, craft and design. Students will engage in a journey of discovery, experimentation and problem solving that will develop the skills knowledge and behaviours as described in the Western Australian Curriculum.	• 50% of students at a B Grade or above. • All students at "Often" or above for Effort. • Include STEM and ICT skills	Target will be achieved or exceeded. Target will be achieved or exceeded.
Physical Education Students at Cottesloe PS are exposed to various movement skills (locomotor, balance and object control) in Physical Education. We aim to develop a range of skills provide a focus on participation for enjoyment and support students to become intrinsically motivated to lead a healthy lifestyle through all stages of life. A wide variety of activities and sports are introduced to students to cater for differing interests and we encourage external participation of sports. Fitness Club is a voluntary program which operates two mornings per week before school. Attending students participate in a wide variety of activities aimed to encourage and build overall fitness. Parental participation is encouraged.	• At least 60% of each year level to attain a B grade or greater, • Demonstrate growth in students via assessments.	Target will be achieved or exceeded.

Music and Performing Arts Music - Through a comprehensive and dynamic Music program based on the Western Australian Curriculum, students will set and achieve their musical goals and share their skills and knowledge with the community.	• 50% of students at a B Grade or above. • 100% participation in the full IMMS program with no withdrawal. • All students at "Often" or above for Effort. • Include STEM and ICT skills in student compositions and responding opportunities.	Target will be achieved or exceeded. Target will be achieved or exceeded.