Introduction

Currambine Primary School has been working ‘Together Towards Tomorrow’ since 1997.

Our school focuses strongly on supporting each child in our care to develop to their academic potential, to grow the skills and values that assist them to manage themselves and their relationships with others productively and to be leaders and citizens in the 21st century.

We offer a comprehensive curriculum which is challenging, diverse and inclusive. We ensure that we adjust our learning programs to reflect the needs of the young people in our care. Currambine Primary school offers a range of specialist programs including Science, Visual Art, Physical Education, French and Music including selected instrumental programs. Opportunities to perform are also a feature of the curriculum as are opportunities to undertake leadership roles. Our school seeks to provide a digitally rich learning environment.

We are committed to supporting our children’s pastoral and wellbeing needs. We offer a range of both in class and across school programs to support out students including the Leader in Me Program, Aussie Optimism and the Friendly School Plus Program. Our school offers a chaplaincy service and experiences such as Ambassadors and the Buddy program, seek to support our students to develop positive, nurturing peer relationships and exercise their leadership skills.

Our school is actively managing the transition of our Year Seven Cohorts into the secondary schooling system which will commence in 2015. Our Business Plan sets targets for our Year Seven students beyond 2015 as we will ensure we maintain a strong focus on achieving the best results for our students in Years Five and Six.

Our school is a community and we gather regularly for special events such as our ANZAC Ceremony, the Currambine Joondalup Art and Craft Show and the Carols by Twilight evening. Our school enjoys a supportive and involved parent body who value learning which is reflected in our active Parents and Citizens’ Association and School Board.

Our school is fortunate to have dedicated, caring, passionate and collaborative staff members committed to making a difference to the young people in our care. Our school is recognised as both a Teacher Development School – Mathematics and an ILNNP iPad Demonstration School; we regularly share our practices through professional learning with public schools.

We commend the school to you and encourage all members of our community to engage actively in our school and their child(ren’s) learning.

Yours sincerely,

Geoff Smith
Principal

Daniel Devellerez
Board Chair
Our Vision
Currambine Primary School strives to grow each child’s academic knowledge and skills, leadership capacity, sense of wellbeing and intrapersonal skills in an inclusive, engaging, diverse and positive learning environment.

Our Motto
Together towards Tomorrow

Our Values
At Currambine Primary school we value;

• A pursuit of knowledge and a commitment to individual excellence
• Self acceptance and respect of self
• Respect and concern for others and their rights
• Social and civic responsibility
• Environmental responsibility

Our Philosophy
At Currambine Primary School we believe in;

• Valuing, supporting and promoting excellence in all that we do
• Actively supporting our students’ to manage their mental health and well being and their relationships with others including the development of a sense of empathy and concern for the welfare of others.
• Providing an engaging, supportive, inclusive and enjoyable environment for all members of the school community
• Promoting learning as a life long pursuit and encouraging all members of the community to be reflective, collaborative, pro-active and respectful
• Developing the leadership capacity of all members of the school community
• Promoting problem solving, appropriate risk taking, critical and creative thinking
Successful Students / Effective Teachers

### Successful Students / Effective Teachers Targets

**Reading:**
Year 3, 5 & 7 students will perform at or above the Australian Average for Reading by 2016
Increase the percentage of Year 3, 5 & 7 students in the top 20% of the NAPLAN Reading

**Writing:**
Year 3, 5 & 7 students will perform at or above like schools for Writing by 2016
Increase the percentage of Year 3 students in the top 20% of the NAPLAN Writing

**Spelling:**
Year 3, 5 & 7 students will perform at or above like schools for Spelling by 2016

**Language Conventions:**
Year 3, 5 & 7 students will perform at or above like schools for Language Conventions by 2016

**Mathematics:**
Year 3 students to perform at or above the Western Australian Average for Numeracy by 2016
Year 5 & 7 students to perform at or above the Australian Average by 2016

**Science:**
Increase the percentage of students in the top 23% (Stanine 7, 8 & 9) on the PAT Science test for Years 2, 4 & 6.

**Humanities:**
Increase the percentage of students in the top 20% of the distribution for Year Five and Seven students in the WAMSE Society and Environment Assessment.

### Strategies

**Focus Area - Literacy**
Continue the implementation of the Australian English Curriculum including using the whole school English planning pro-forma and reporting student achievement against the national achievement standards.

All staff to provide instruction in English utilising Literacy Blocks which will operate a minimum of four times a week.

Continue to employ a speech therapist to screen students in Kindergarten and provide student performance information for teachers to address in the classroom context. Enhance the relationship with the ECU Speech Therapy program to provide in school therapy for at risk students.

Ensure case management plans are in place for all students at risk of falling below the national minimum standard for Reading, Spelling or Writing.

Continue the 0 to 4 years programs PALS, Story Time and Rhyme Time.

**Reading**
Ensure a strong focus on the explicit teaching of phonemic awareness and synthetic phonics across Kindergarten to Year Two.

Implement the ‘I Get It’ oral comprehension program across the Kindergarten to Year Two classes.
Implement the ‘I Do It’ oral language program across the Kindergarten to Year One classes.

Provide specific modelling and instruction of the First Steps 18 strategies of comprehension to all students in Years Three to Seven.

Develop and implement a comprehension monitoring strategy for the students in Years Three to Seven.

Utilise Data walls and PM Benchmark testing to monitor student achievement in Reading.

Continue to utilise the Guided Reading Strategy in Pre-Primary to Year Seven.

Ensure a strong focus on meta-linguistic reading concepts such as text structures, literary devices and author craft in Years Three through Seven.

Implement strategies to increase the percentage of children in the top 20% of the student distribution in the NAPLAN Reading Assessment.

**Spelling**

Implement the whole school spelling scope and sequence with a focus on explicit teaching of phonemic awareness, synthetic phonics, morphology and individualised partner testing routines.

**Writing**

Develop a shared understanding of best practice pedagogies for effective writing instruction and implement a cohesive whole school approach.

Develop a shared understanding of best practice pedagogies for effective instruction in punctuation and grammar and implement a cohesive whole school approach.

**Listening and Speaking**

Develop a shared understanding of best practice pedagogies in effective instruction of Listening and Speaking and implement a cohesive whole school approach.

**Focus Area - Numeracy**

Continue the implementation of the Australian Mathematics curriculum including using the whole school Mathematics planning pro-forma and reporting student achievement against the national achievement standards.

Ensure case management plans are in place for all students at risk of falling below the national minimum standard for Mathematics.

All staff to provide instruction in Mathematics utilising Numeracy Blocks which will operate a minimum of four times a week. Mathematical concepts will be treated through the use of content blocks.

All staff will implement the Mental Computation Scope and Sequence document and provide both explicit instruction in mental computation strategies and opportunities to develop fluency in this area.

Implement the system developed Mathematics Monitoring tool across all year levels and use the tool to drive classroom planning.

**Focus Area - Curriculum**

**Science**

Continue the implementation of the Australian Science Curriculum including using the whole school Science planning pro-forma and reporting student achievement against the national standard.

Utilise the 5E model for the delivery of Science in the classroom.

Identify processes and actions to support the effective assessment of Science.

**Humanities**

Continue the implementation the Australian History and Geography curriculum using the whole school planning pro-
forma and report student achievement against the national achievement standards.
Identify processes and actions to support the effective assessment of History and Geography.

**Co-operative Learning**
Continue to develop staff capacity in the use of cooperative learning strategies to enhance curriculum delivery.

**National Curriculum Phase 2 & 3**
Commence familiarisation with and implementation of all Phase 2 & 3 Learning Areas in a manner consistent with direction from the School Curriculum and Standards Authority:
- Health & Physical Education
- Civics and Citizenship
- Business and Economics (Yr 5-7)
- Technologies
- Arts
- LOTE

**Focus Area - Digital Learning**
Enhance and expand the use of iPads to support student learning in kindergarten to year three.
Continue to provide professional learning and in class coaching to support teaching staff to use iPads to support student learning

Through the Improving Literacy and Numeracy National Partnerships (ILNNP) iPad Demonstration School program provide support to identified schools, schools with in our network and to the wider school system in the use of iPads.

Expand and enhance the use of interactive whiteboards to support student learning through out the school with an initial focus on the senior school.

Explore options associated with the one to one / bring your own device to school model for students in Years Four to Six.
Health and Wellbeing

Health and Wellbeing Targets

To reduce the incidence of social bullying as reported by the students in Years 4, 5 & 7 through the annual bullying survey
To increase the percentage of children achieving regular attendance from 87% to 91%

Strategies

Focus Area - Student Health and Wellbeing
Continue to provide explicit teaching of the Leader in Me to all students across the school.
Implement the I Do It program in Kindergarten to Year One with a focus on developing the students social skills
Implement the Friendly Schools Friendly Classrooms – Anti Bullying / Cyber Bullying program targeting Year Two to Year Four for anti bullying lessons and Year five to Seven students with as focus on cyber-bullying.
Implement the Aussie Optimism program for students in Years Five through Seven with a focus on managing self and relationships with others.
Implement a Protective Behaviours curriculum in Pre Primary, Years One and Three
Implement the resiliency program Bounce Back for students in Year Two, Four and Five.
Maintain the chaplaincy, Buddy Program, Ambassadors and Angkor Program.
Maintain a commitment to the Student Care and Support Policy and the strong focus on rewarding positive behaviour including Assembly Stars, Faction Tokens and Grand Awards.

Focus Area - Attendance
Implement the Attendance Policy with a focus on case managing students in the Moderate and Severe Attendance Category.
Learning Environment

Learning Environment Targets

To increase the average rating score on the Survey of Teaching Strategies from the Business Plan for 3.38 to 3.5 or above

Strategies

Focus Area - Professional Learning Community
Continue to strengthen the efficacy of the performance management processes in the school including;

• Strongly link the teacher performance management process to the School Business Plan, Operational Plan and Whole School approaches.
• A strong link between teacher self reflection and the National Standards of Teaching.
• Explore with staff and develop a process to support both peer and super-ordinate classroom visits to enhance performance feedback processes in the school.
• Refine the observation visit process to include specific observational grids that support observations regarding guided reading, mathematics and other key pedagogies.

Build a distributed leadership structure across the school which provides opportunities for in-class modelling, mentoring and coaching in literacy, numeracy, science and the use of technology.

Enhance the leadership capacity of the school through a professional learning focus on the National Standards for School Leadership, coaching, building clarity and vision and the provision of feedback.

Ensure professional learning offered to the staff is closely aligned with the directions described in the Business Plan and Operational Plan.

Maintain and grow the school culture to support both the use of formative assessment tools and normative data to drive classroom, operational and strategic planning.

Continue our commitment as a Mathematics Teacher Development School by supporting innovative and exemplary practice with in the school.

Maintain the commitment to ensure all staff participate in Classroom Management Strategies Level One training.

Focus Area - Partnerships
Develop strategies to promote both the work of the Board and the membership of the Board to the wider community.

Enhance partnerships with the West Coast Institute and Edith Cowan University to enhance professional growth opportunities for the staff within the school.

Enhance our partnerships with local business and the Joondalup Business Association.

Focus Area - Marketing
Implement the Marketing Operational Plan with a focus on increasing enrolment and projecting a specific brand message to the school and wider community including the redevelopment of the school website and developing informative pamphlets about the school’s practices and policies for prospective parents.

Focus Area - Grounds / Buildings
Implement the facilities and grounds improvements identified in the Grounds and Facilities Master Plan including air conditioning the Undercover Assembly Area, resurface the netball courts and enhance the amount of shade in the school.

Establish a tax deductible Building Fund to support the funding of projects identified in the Master Plan.