



CURRAMBINE
PRIMARY SCHOOL

TOGETHER TOWARDS TOMORROW

Business Plan 2017 - 2019

Introduction

Currumbine 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. Currumbine Primary School offers a range of specialist programs including: Visual Art, Physical Education, French and Music, along with 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 our 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 Drumbeat and Buz, which seek to support our students to develop positive, nurturing peer relationships and exercise their leadership skills.

Our school is a community and we gather regularly for special events such as our ANZAC Ceremony and Carols by Twilight. Our school enjoys a supportive and involved parent body who value learning and this 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 staff are deeply committed to continually improving their practice and have a can do attitude to innovation and problem solving. Our staff pride themselves on going the extra yards for the young people in their care.

We commend the Business Plan 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



Mike Bush
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 and critical and creative thinking.



Successful Students / Quality Learning

English Targets

- Students in Years Three and Five will perform at or above the like school standard in Reading by 2019.
- Students in Years Three and Five will perform at or above the like school standard in Writing by 2019.
- Reduce the percentage of Year Seven students in the bottom 20% of the Australian Writing distribution.
- Students in Years Three and Five to perform at or above the like school standard in Spelling by 2019.
- Increase the percentage of Year Five students in the top 20% of the Australian Spelling distribution.
- Students in Years Three and Five to perform at or above the like school standard in Punctuation and Grammar by 2019.
- Reduce the percentage of Year Seven students in the bottom 20% of the Punctuation and Grammar Australian distribution.

Strategies

- Implement the English year level expectations consistently across the school.
- Implement a Literacy Block structure from Year One through Six which includes daily warmups and instruction in Spelling, Reading and Writing.
- Ensure warmups are used in Literacy Blocks and reflect both the content of Spelling, Reading and Writing Scope and Sequence and also differentiate content structure and provide opportunities for Recite-Recall-Apply.
- Enhance explicit teaching practices in English to include success indicators, explicit modelling and scripting, checking for understanding questions, behaviour specific feedback and effective plenary sessions.
- All staff to plan utilising the Whole School English planning format.
- Continue to use second and third wave (Minilit, Reading Mastery, Multilit (Reading Tutor), Extension) interventions to support differentiated practice.

Reading

- Provide reading instruction which includes a targeted and differentiated Guided Reading Program.
- Review and implement the Reading Comprehension Strategies Scope and Sequence document.
- Ensure reading programs from Kindergarten through to Year Six includes specific vocabulary and fluency instruction.
- Ensure phonemic and phonic instruction is systematic and synthetic in approach and reflects the Scope and Sequence document for Spelling. This will focus on Kindergarten to Year Two.
- Expand the Cars and Stars Program to operate in Years Four, Five and Six with possible further expansion over time.
- Expand the Literacy Pro Program to Years Four, Five and Six with possible further expansion over time.
- Ensure the Reading assessment processes as described in the Student Assessment Policy are fully implemented, refined and used for program evaluation and future planning.

Writing

- Provide writing instruction which is explicit and includes content consistent with the Writing Scope and Sequence document.
- Provide writing instruction that includes targeted mini lessons to shift the percentage of students in the top and

bottom of the achievement distribution.

- Implement the school editing guide consistently across the whole school.
- Enhance writing with the inclusion of explicit vocabulary instruction.
- Engage in writing experiences that prepare students for NAPLAN online.
- Ensure writing assessment processes as described in the Student Assessment Policy are fully implemented, refined and used for program evaluation and future planning.

Spelling

- Provide spelling instruction on a daily basis as part of the Literacy Block and ensure the instruction is explicit and consistent with content in the Spelling Scope and Sequence.
- Implement a consistent approach to partner testing from Years Three through Six.
- Ensure Spelling assessment processes as described in the Student Assessment Policy are implemented, refined and used for program evaluation and future planning.

Listening and Speaking

- Ensure Speaking and Listening instruction is consistent with the English year level expectations document and the Western Australian Curriculum.
- Ensure Speaking and Listening assessment processes as described in the Student Assessment Policy are implemented, refined and used for program evaluation and future planning.

Mathematics Targets

- Students in Years Three and Five to perform at or above the like school standards in Mathematics by 2019.
- Increase the percentage of Year Five students in the top 20% of the Australian Mathematics distribution.
- Reduce the percentage of Years Three and Five students in the bottom 20% of the Australian Mathematics distribution.

Strategies

- Implement the Mathematics Expectations documents across the school.
- Refine the Numeracy Block Structure across the school to include a warmup, mental mathematics, explicit instruction, guided practice and a plenary.
- Ensure warmups are used in all Numeracy Blocks and reflect both the content of the curriculum and also differentiate content provide opportunities for Recite, Recall, Apply.
- Enhance explicit teaching practices in Mathematics to include success indicators, explicit modelling and scripting, checking for understanding, behaviour specific feedback and effective plenary session.
- Staff to have a whole school planning proforma that includes differentiated planning to address the identified Business Plan Targets.
- Continue second wave (Maths DI, Extension) interventions to support differentiated practice.
- Deepen the implementation of the Mental Mathematics Scope and Sequence with a focus on both understanding and fluency including a key content block using all strategies in Term One with follow up included in warmup sessions.
- Develop and implement a whole school approach to problem solving and mathematical reasoning proficiencies including delivering key scripting and meta language.
- Develop and implement an assessment process for mathematics which is used for program evaluation and future planning.

Curriculum Targets

- Increase the percentage of Years Four and Six students in the top 23% of the PAT Science test.

Strategies

Science

- Deliver the Science program using the school based planning format and reflecting the expectations of the Western Australian Curriculum and time allocations recommended at the school level.
- Maintain records of student achievement in Science consistent with the Student Assessment Policy.
- Develop whole school Science warmups routine covering key content.

Humanities and Social Sciences

- Deliver the Humanities and Social Sciences (HASS) curriculum using the school based planning format and reflecting the Western Australian Curriculum and time allocations recommended at the school level.
- Maintain records of student achievement in the Humanities and Social Sciences Learning Area consistent with the Student Assessment Policy.
- Develop whole school HASS warmups that reflect key content to be treated.

The Arts

- Provide opportunities for the Arts staff to investigate the Western Australian Arts Curriculum to map the curriculum against existing planning and practice and adjust as required.
- Develop assessment practices that are consistent with the Western Australian Arts Curriculum.
- Fully implement the Arts curriculum, including reporting against the standards by Semester One 2018.

LANGUAGES - French

- Continue to implement the Accelerated Integrated Method (AIM) of French instruction from Pre-Primary through to Year Six.
- Provide opportunities for the Languages staff to investigate the Western Australian Languages Curriculum and to map the curriculum against existing planning and practice and adjust as required.
- Develop assessment practices that are consistent with the Western Australian Languages Curriculum.
- Fully implement the Languages Curriculum, including reporting against the standards by Semester One 2018.



Technologies

Strategies

- All staff will plan and implement units of work for the Technologies Learning Area which are consistent with the Western Australian Curriculum and use the school based planning tools. Units will include digital and design technologies units.
- Provide professional learning around the Technologies curriculum and opportunities for collaborative planning to build staff expertise.
- Develop and implement an assessment strategy for the Technologies Learning Area to support program evaluation, future planning and reporting by Semester One 2018.



Digital Learning

Strategies

- Maintain the school's digital hardware at:
 - one eBoard per class
 - six - ten iPads per K - 3 class
 - ten Macbooks between two classes in Year Four and Five
 - thirteen - fourteen Macbooks per class in Year Six classes
- Explore a one to one bring your own device arrangement for students in Years Four to Six commencing in 2019.
- Maintain Macbooks and iPad coaching arrangements to support teacher capacity building with digital technologies.

Health and Wellbeing

Health and Wellbeing Targets

- To reduce the incidence of social bullying as reported by the students in Years Four, Five & Six through the annual bullying survey.
- To increase the percentage of students achieving in the average, above average and superior category in the physical health MSE annual survey.
- To increase the percentage of children achieving regular attendance from 85% to 88%.

Strategies

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 Years Two to Four for anti bullying lessons and Years Five to Six students with a focus on cyber-bullying.
- Implement the Aussie Optimism program for students in Years Five and Six 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, Drumbeat and Angkor Programs.
- Implement small group interventions using the Buz 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 Assembly Awards.
- Ensure a strong focus on the sections of the Physical Health instruction being some 40% of content delivered.

Attendance

- Continue to monitor and respond to student attendance in a manner consistent with the school's attendance policy.
- Reward students who achieve 100% attendance for a block of five weeks, each semester and for the year.
- Communicate with all parents about children's attendance that falls below 85% indicating this is a matter of concern.

Physical Education

- Continue to embed the Western Australian Physical Education Curriculum into the school program including refining the scope and sequence document and assessment practices.
- Develop assessment practices that are consistent with the Western Australian Physical Education curriculum



Effective Teaching/Quality Learning

Targets

- Achieve an item average rating of 3.5 or better for the strategies from the Business Plan Survey
- Achieve an item average of 3.5 or better on the Explicit Teaching Survey

Strategies

Explicit Teaching

- Establish a clear understanding of the key characteristics of explicit instruction with the staff.
- Support the implementation of explicit instruction across the curriculum with whole school professional learning, individual teacher professional learning, school visits, coaching, modelling and peer observation.

Coaching

- Maintain a team of coaches including: English, Mathematics, Science, HASS, Technology, Digital Learning EALD, Autism and Disability/Imputed Disability.
- Provide professional learning for coaches on both instructional coaching and their area of focus for coaching.
- Ensure coaches are members of relevant committees.
- Link coaches to specific members of the school executive to manage clarity and vision, a focus on the improvement agenda and problem solving.
- Provide opportunities for coaches to meet and debrief regularly.

Differentiated Practice

- Strengthen the quality of differentiated practice within classrooms to target improvement for both the bottom and top 20% of the distribution with a particular focus on English and Mathematics.
- Offer a range of 'second wave' withdrawal programs including MiniLit, MultiLit (Reading Tutor), Reading Mastery, Mathematics DI, extension classes and EALD interventions.
- Provide targeted support for 'third wave' interventions when case managing students including:
 - In-school consultancy for Disability/Imputed Disability, Autism and EALD students.
 - Provision of teacher relief to support consultancy meetings and planning.
 - Whole school professional learning around specified learning difficulties including Autism, ADHD, CAPD, Dyslexia, Dyscalculia and Dysgraphia.
 - Provide all staff with a copy of the text "Understand my Learning Difficulties".
 - Develop case management plans which have mastery goals, specific improvement strategies and are subject to regular reviews by members of the school executive.

Professional Learning Communities

- Articulate clear protocols of the purpose and processes associated with professional learning communities

Performance Management

- Explore options for supporting performance management with video observation and student feedback surveys.
- Maintain the performance management process and peer and performance manager observation protocols presently in place.

Strategies

Staff Wellbeing

- Upgrade the staffroom furniture to provide seating for an increased number of staff.
- Conduct healthy eating morning teas in the staffroom including Muffin Mondays and Fruit Fridays.
- Investigate a staff uniform which is appropriately registered with the Australian Tax Office.
- Provide both professional learning and experiences on the site to support and promote healthy choices for the staff welfare.
- Incorporate team building opportunities in the School Development Day agendas.



Effective Governance/Quality Schooling

Strategies

School Board

- Build the profile of the School Board in the community through a range of actions including:
 - Profiles of Board members on the school website
 - Profiles of Board members in the school newsletter
 - The Board Chair providing a 'narrative' from each meeting for the website and newsletter
 - Hosting a Board meeting which is open to the public
 - Having Board members available to speak to parents at special events, such as Open Night.

Marketing

- Complete a brand and marketing review.
- Upgrade signage through out the school to reflect a consistent branding style.
- Continue to provide a new parent newsletter in Semester Two for families attending the school in the following year.
- Continue to use the staff and student diaries.
- Upgrade the content on the website to include audio visual material and relevant and timely content.

Self Assessment

- Implement the Aboriginal Cultural Standards Framework.
- Continue to use the National Quality Standards in Early Childhood Education and Care to guide school practice and policies and identify opportunities for improvement.
- Continue to use the ACER National Improvement Tool to audit the school and identify opportunities for improvement.

Grounds

- Continue to pursue ground and facilities improvements as described in the School's Master Plan.





CURRAMBINE
PRIMARY SCHOOL

TOGETHER TOWARDS TOMORROW

28 Ambassador Drive
Currambine
Western Australia 6028

Telephone: +61 8 9304 0011
Facsimile: +61 8 9304 0090
Email: currambineps@education.wa.edu.au