## Currambine Primary School

### Operational Plan 2016 – Curriculum

#### Business Plan Targets

Increase the percentage of students in the top 23% in PAT Science in Years 4, and 6.

Develop staff skills’ to implement Australian Curriculum in HASS, Health & PE and LOTE.

Develop staff understanding of the STEM Agenda.

<table>
<thead>
<tr>
<th>Strategies / Actions</th>
<th>Resources</th>
<th>TimeLine</th>
<th>Personnel</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
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</table>
| • Staff will collaboratively plan science units at the year level with the following matters taken into consideration:  
  - Units of work should be consistent with the Australian Curriculum and be developed on the school based proforma available from the school intranet  
  - Planning and delivery should be consistent with content schedule (developed by B. Fernandez) which will include a major and minor topic per semester. Year levels may choose to use or modify plans developed by B. Fernandez while in a specialist role, which includes unit links to the Australian Curriculum and Primary Connections  
  - Units of work should reflect the recommended weekly time allocations. K – Yr2 60 mins, Yr3 – Yr6 90mins  
  - Specific planning times will be provided at the end of each term to plan for the following term’s work  
  - Once staff have completed the year level plan, a resource list will be developed. An EA will be contacted to prepare a list of resources which can be shared around the year level classes to support preparation | Australian Curriculum  
Primary Connections  
School Planning  
Resources | Each term | All Staff | PAT Science Yr 4 & 6 |
| • Staff will ensure each unit of work is assessed for summative (Reporting) purpose. Rubrics from Primary Connections or the School Curriculum and Standards Authority should be used to support this process. (link) – [http://K10outline.scsa.wa.edu.au/assessment_principles_and_practice/judging_standards](http://K10outline.scsa.wa.edu.au/assessment_principles_and_practice/judging_standards) | EA Relief $2,200 | Term 1,2,3,4 | G Smith |
| • Professional learning will be centred developing staff confidence in year level specific topics e.g. Chemical Sciences or Biological Sciences. The new coaching model will aim to address this need.  
• Science week competition will allow for differentiation at a year level – staff may tie the competition item into existing units of work for moderation and choosing of a year level winner. | SDD | | Science Coaches |
- During a collaborative session early in the year staff will review the updated Science Curriculum against the current whole school planning proforma and modify as required.

**HASS (History, Geography, Civics & Citizenship and Economics & Business)**

- All staff will collaboratively plan units of HASS at the year level with the following matters taken into consideration:
  - Units of work should be consistent with the Australian Curriculum and be developed in the school based planning proforma available on the school intranet.
  - The planning should be consistent with the recommended time allocations as per the Time Allocation document available from the intranet.
  - Units should reflect both the knowledge and understandings and skills identified in the curriculum. Units in HASS should run for approximately 5-6 weeks per strand to enable content coverage across the semester. Units should provide students opportunity for short, sharp, focussed inquiry.
  - Specific planning times will be provided at the end of each term to plan for the following term’s work.
- Staff will assess each unit of work for a summative (Reporting) purpose using rubrics from the SCSA website (Link). Reporting will be against HASS as a whole subject, not against strands of learning. [Link](http://K10outline.scsa.wa.edu.au/assessment_principles_and_practice/judging_standards)
- Professional learning will be centred developing staff confidence in teaching Geography (P-6), Civics & Citizenship (Yr 3-6) and Economics & Business (Yr 5-6). The new coaching model will aim to address this need.
- During a collaborative session early in the year staff will review the updated HASS Curriculum against the current whole school planning proforma and modify this to reflect a HASS proforma rather than individual strands of learning.
- During a collaborative session early in the year staff will consider the best form of assessment for units of work in HASS e.g. rubrics.

**Health and Physical Education**

- Health curriculum requirements to sit under the umbrella of Mental Health & Wellbeing committee.
- During collaborative sessions PE staff will review the updated PE Curriculum against the current planning proforma, scope and sequence and assessment practices and modify this as required.
- PE staff will collaboratively plan units of work for each year level with the following matters taken into consideration:
  - Units of work should be consistent with the Australian Curriculum and be developed in the school based planning proforma available on the school intranet.
  - The planning should be consistent with the recommended time allocations as per the Time Allocation document available from the intranet.
  - Units should reflect both the knowledge and understandings and skills identified in the curriculum.
Specific planning times will be provided at the end of each term to plan for the following term’s work.
- Staff will assess each unit of work for a summative (Reporting) purpose using rubrics from the SCSA website.
- PE staff will attend Professional Learning on the new curriculum as it is offered.
- PE staff and Health committee to collaborate to review the curriculum area as a whole to ensure adequate content coverage.

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<thead>
<tr>
<th>Activity</th>
<th>Department</th>
<th>Frequency</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Specific planning times will be provided at the end of each term to plan for the following term’s work</td>
<td>SCSA Website Committee Meeting</td>
<td>As offered Semester 2</td>
<td>PE Staff PE/Health committee</td>
</tr>
</tbody>
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**LOTE (French)**
- LOTE staff will collaboratively plan units of work for each year level with the following matters taken into consideration:
  - Units of work should be consistent with the AIM program and be developed in the school based planning proforma available on the school intranet.
  - The planning should be consistent with the recommended time allocations as per the Time Allocation document available from the intranet.
  - Units should reflect both the knowledge and understandings and skills identified in the curriculum.
  - Specific planning times will be provided at the end of each term to plan for the following term’s work.
- Staff will assess each unit of work for a summative (Reporting) purpose using rubrics from the SCSA website.
- During collaborative sessions LOTE staff will review their assessment checklists.

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<td>Specific planning times will be provided at the end of each term to plan for the following term’s work</td>
<td>Western Australian Curriculum School Planning Resources</td>
<td>Term 1 – 4</td>
<td>LOTE Staff</td>
</tr>
<tr>
<td>Staff will assess each unit of work for a summative (Reporting) purpose using rubrics from the SCSA website</td>
<td>SCSA Website Collaborative Meetings</td>
<td>Term 1</td>
<td>LOTE Staff</td>
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**STEM (Science, Technology, Engineering, Mathematics)**
- Identified key players, e.g. STEM coaches and administrative staff, will explore the STEM agenda in 2016 to develop their capacity in this area. This may include:
  - Attending professional learning,
  - Liaising with network representatives,
  - Visiting key STEM schools,
- Attending professional learning network meetings in 2017.

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<td>Professional learning network meetings</td>
<td>Professional Learning Network Meetings STEM schools</td>
<td>All year</td>
<td>STEM coaches Admin staff Development of a clear STEM agenda for 2017</td>
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**Cooperative Learning**
- All staff to integrate cooperative learning strategies into their planning in line with the school’s cooperative learning scope and sequence document available from the intranet.

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<td>Cooperative learning scope and sequence cooperative learning resource book</td>
<td>Cooperative Learning</td>
<td>Ongoing</td>
<td>All Staff Staff feedback</td>
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