### Currambine Primary School
### School Improvement Operational Plan 2014

<table>
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<tr>
<th>Area</th>
<th>Strategies</th>
<th>Timeline</th>
<th>Personnel</th>
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<tr>
<td>Teaching</td>
<td>• The Mathematics Committee will review the Maths Monitoring Tool to enhance links to the Australian Curriculum and ensure the tool meets formative assessment</td>
<td>Term One</td>
<td>G. Smith Maths Committee</td>
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<td>• The ICT Committee will develop a long term digital vision for the school which outlines the pedagogical hardware and teacher support agenda associated with these digital technologies.</td>
<td>Term One</td>
<td>G. Smith/C. Lambe ICT Committee</td>
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<td>• The Values Committee will develop clear set of expectations related to the teaching of the 7 Habits across the school.</td>
<td>Term One</td>
<td>J. Pash Values Committee</td>
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<td>• The Literacy Committee will explore actions to develop a long term agenda for the teaching of Writing, Punctuation and Grammar and Listening and Speaking. The Literacy Committee will also review the on going use of the Literacy Profile.</td>
<td>Term Three</td>
<td>Executive Team</td>
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<td>• The transfer of SAER Data between staff will be enhanced and improved. Action to include:</td>
<td>Term One</td>
<td>Executive Team</td>
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|             |   - Class lists completed by week 6  
   - Handover to be conducted in weeks 7 to 10  
   - Executive to provide a timetable document that must be signed off and returned to line manager                                                                 |         |                         |
|             | • Initiate a range of strategies to support creating more teaching time to support the management of curriculum overload including:                                                                         |         |                         |
|             |   - Silent reading will not be done at school  
   - Buddy Class 2 activities per term unless a specific set of curriculum outcomes are to be achieved. Plans with specific curriculum outcomes should be                                                 |         |                         |
presented to your line manager
- The School Improvement Committee will develop recommended time allocations for each learning area. Content/Skills/Curriculum to be covered should reflect these time allocations.
- Review the number of events/incursions and initiative happening in this school and determine a suitable arrangement to trust the impact of such events on instructional time.
- Broaden the time classes spend in the library to 40 minutes to allow instruction in library/library skills.

- Relief teacher files to be held in the school office. Relief teachers to collect and return to the office. The file will include:
  - Student information form (medication, medical, behavioural, social, disability)
  - School timetable
  - Class timetable
  - Duty roster
  - Class list
  - Suitable work package

- Adjust the case management policy regarding meeting with parents. The peer model will involve conducting an initial meeting with parents and then corresponding using a generic letter to communicate regarding updated plans and a pamphlet on case management process to be initiated in the enrolment package.

- Identify the skill set of members of staff to support the development of leadership, provision of professional learning, modelling, teaching and mentoring.

- Class profiles are to be completed once per semester. The assessment policy should be updated to reflect this policy. This expectation should be communicated to staff appropriately. Specialist staff should be encouraged to access the profiles to develop an understanding of high needs students.

- Ensure enrolment process identifies children with EAL/D needs and specific learning disorders are identified and flagged for the teachers. Adjust the enrolment pro-forma to
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<th><strong>Leadership</strong></th>
<th><strong>Relationships</strong></th>
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| - Implement the Friendly Schools – Friendly Families Program for the students in Year Two through to Four with a focus on addressing issues of bullying.  
- Ensure that school executive provide specific feedback to staff members following the management of behavioural referrals. | - Provide information to the staff on selection processes for acting positions at the administrative level with particular reference to the ‘tap on the shoulder’ for vacancies up to six months.  
- Review the structure of leadership feedback surveys including:  
  - Separate survey feedback on the Principal and Associate Principals  
  - Survey to provide feedback on the leadership of key committees  
    - Literacy  
    - Numeracy  
    - Mental Health Wellbeing  
    - Curriculum  
    - ICT  
    - Finance Committee | - Each member of the executive to manage a member of another sub school to develop greater insight of the work on other sections of the school.  
- Invite staff to engage in lesson observations across the sub schools to develop an awareness of the work of others.  
- Enhance transparency of decision making across the school to ensure rationale for various actions are well understood.  
- Enhance to provision of professional learning by providing opportunities for differentiation  
  - sub school focused PL  
  - opportunities for learn building |
| Ongoing | Ongoing | Ongoing |
| J. Pash  
S. Lamb | G. Smith | Executive  
Executive  
Executive  
Executive |