

Currambine Primary School

School Improvement Operational Plan 2018

Area	Strategies	Timeline	Personnel
Teaching	<ul style="list-style-type: none"> • Ensure all staff members deliver low variation programs that are consistent with the expectations in whole school approach documents, operational planning, learning area scope and sequence documents and the student assessment policy. • Ensure the Bullying prevention program conducted in Years Two through Four places a strong emphasis on defining bullying. • Continue to support a strong focus on students at risk including; <ul style="list-style-type: none"> - Maintain practice consistent with the SEAR Policy - Maintain Mini Lit, Multi Lit, Reading Mastery - Use of Level Three Education Assistants - Continue to extend students with tiering, SOLO grouping and mini-lessons - Professional learning around students with learning difficulties with a focus on tiering learning in class - Determine if aboriginality has been included on the Class Profiles • Continue to implement the Positive Partnerships Program Autism program with in the school including: <ul style="list-style-type: none"> - Term One Week Five meeting between teacher, parent and autism coach to review Planning Grid - Term One Week 7 Meeting between Teacher and Autism Coach and teacher to review strategies -Term Three Week 5 Review of strategies meeting involving the Autism coach and Teacher. 	<p>Term One 2018</p> <p>As per S&S Doc</p> <p>Term One 2018</p> <p>Term 1, 2 & 3</p>	<p>Principal / Staff</p> <p>Janine Moses</p> <p>Principal / Associate Principals</p> <p>Principal, Associate Principal, Autism COaches</p>

	<ul style="list-style-type: none"> - A stronger focus on key non-academic issues to be a focus including sensory management and the use of zones of regulation for all students, Social skills development with a focus on ensuring this area is well resourced and visual timetables for all students with autism. Visual developed for students will be owned by the student and transition with the student. - Offer staff professional learning on Zones of Regulation, Functional Behaviour Management and managing challenges with executive function -Develop lanyards for relief teachers identifying students with special needs which includes name, photo, triggers and strategies. - Create Autism Starter Pack for teacher who have a child with a diagnosis new to the school in their class. <ul style="list-style-type: none"> • Build a concept of explicit teaching with the staff identifying key indicators of this practice. Develop a professional learning and coaching agenda to build this approach into all classrooms. <ul style="list-style-type: none"> PLCs to enhance warmups by sharing with neighbouring year levels during staff meetings Sharing between PLC re meta language of warmups, scripting and self-talk. • Build the assessment culture in the school with a focus on using the year level assessment tools as described in the Student Assessment Policy and the use of collaborative assessment tasks to engage staff in beneficial conversations about the impact of their impact of teaching, forward planning and ensuring the best outcomes for students experiencing challenge and extended the more-able students. • Implement a new school based approach to problem solving in mathematics being the KSAR Model. • Mathematics Committee to explore and approach to monitoring mental mathematics skills using the One Minute assessments. 	<p>Term 1</p> <p>On going</p> <p>Term One 2018</p> <p>Term One 2018</p>	<p>Principal</p> <p>Associates & PLCs</p> <p>Associates, Maths Coaches and PLCs</p> <p>Maths Committee</p>
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	<ul style="list-style-type: none"> • The supporting of collaborative planning with allocations on School Development Days and staff meetings will be included in the 2018 planning process. • Respond to recommendations from the review of the National Quality Standards in Early Childhood and Care including; <ul style="list-style-type: none"> Standard 1 – Learning program – Re-establish the ESL Intervention program and funding allows Standard 2 Health and Safety – Install paper towel dispensers in ECE transportable classes Standard 3 Learning Environment – Upgrade ECE Playground equipment, establish a gardening project, purchase more sensory support material. Standard 5 – Relationships – Consider conducting a Reading / Milo night for parents or grand parents 	Term One	Executive
Learning Environment	<ul style="list-style-type: none"> • Plan upgrades to the Transportable building through reserve accounts with a focus on internal painting and carpeting. Explore mural options for the external walls of transportable. • Promote strongly the large scale grounds improvements that have been achieved including the resurfacing of the netball courts, air-conditioning and playground upgrades • Establish a plan for staff well-being which includes a strong focus on staff cohesion and connectedness. Actions to continue include team building on school development days, termly sundowners, theme recesses (Fruit Friday, Cheesecake Tuesday etc) • Address the connection with the School Executive and perceived issues by: 	Term One	Principal
		Term One	Principal
		Term One	Janine Moses
		On going	Executive Team

Leadership	<ul style="list-style-type: none"> Promote the intention of school Committee decision making by including further detail in agendas about the decisions to be made and the boundaries on those decisions. Encourage a member of from each year level professional learning community to have a member on each whole school committee. Continue to build a coaching culture in the school including providing specific coaching for the coaches around their role and their area of focus. Re-orient the caching processes in 2018 for a stronger focus on explicit teaching 	Term One	Principal
		Term One	Principal
		On going	Principal / Associates
Relationships	<ul style="list-style-type: none"> Promote to parents the proactive options for engaging with teachers regarding their children including email, Connect and face to face meetings. Promote this proactive approach through the newsletter and parent meetings at the commencement of the year. Develop a set of content expectations or Connect to be communicated to al staff. The initial development will be at the Executive level with review through the School Improvement Committee. Make phone contact with aboriginal families to seek feedback on the inclusiveness of the school 	Term One	All Staff
		On going	All Staff
		Term One	Principal