

# Currambine Primary School

## School Improvement Operational Plan 2019

Area	Strategies	Timeline	Personnel
Teaching	<ul style="list-style-type: none"> <li>• 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.</li>   <li>• 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"> <li>PLCs to enhance warmups by sharing with neighbouring year levels during staff meetings</li> <li>Sharing between PLC re meta language of warmups, scripting and self-talk.</li> </ul> </li>   <li>• Continue to support a strong focus on students at risk including;                             <ul style="list-style-type: none"> <li>- Maintain practice consistent with the SEAR Policy</li> <li>- Maintain Mini Lit, Multi Lit, Reading Mastery</li> <li>- Use of Level Three Education Assistants</li> <li>- Continue to extend students with tiering, SOLO grouping and mini-lessons</li> <li>- Professional learning around students with learning difficulties with a focus on tiering learning in class</li> <li>- Aboriginality to be included on the Class Profiles</li> </ul> </li> </ul>	Term One 2018	Principal / Staff
		Term 1	Principal
		Term One 2018	Principal / Associate Principals

	<ul style="list-style-type: none"> <li>Continue to implement the Positive Partnerships Program Autism program with in the school including: <ul style="list-style-type: none"> <li>- Term One Week Five meeting between teacher, parent and autism coach to review Planning Grid</li> <li>- Term One Week 7 Meeting between Teacher and Autism Coach and teacher to review strategies</li> <li>-Term Three Week 5 Review of strategies meeting involving the Autism coach and Teacher.</li> <li>- 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. Visuals developed for students will be owned by the student and transition with the student.</li> <li>- Create Autism Starter Pack for teacher who have a child with a diagnosis new to the school in their class.</li> </ul> </li> <li>Continue to 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</li> <li>Review the Reading and Fluency Assessments to ensure the assessment deliver formative data for planning and supporting student learning.</li> <li>Review spelling inventory data, consider collection of raw data for calculation of effect sizes</li> <li>Enhance the use of the Kindergarten assessment tool with the support of the monitoring of comprehension in kindergarten including; <ul style="list-style-type: none"> <li>Professional Learning for staff new to Kindergarten on the KAT Tool</li> <li>Mentoring and shoulder to shoulder support for K teachers in Week 5 with</li> </ul> </li> </ul>	<p>Term 1, 2 &amp; 3</p> <p>On going</p> <p>Term One</p> <p>Term One</p> <p>Term One &amp; Four</p>	<p>Principal, Associate Principal, Autism Coaches</p> <p>Associates &amp; PLCs</p> <p>English / Maths Committee</p> <p>Associates</p> <p>Principal, A Dragun, K Team</p>
--	--	---	--

	<p>J Vanyai.          Build clarity re timing in KAT, Speech Screening and PA /Phonics Assessment          Review data formatively in Term One Week Eight PLC Meeting          Recess KAT in Term Four Weeks Three to Five          Review KAT data Week Seven Term Four in PLC          Consider calculating effect sizes with raw data</p> <ul style="list-style-type: none"> <li>• Develop an instructional for Kindergarten that reflects both explicit instruction, intention and structured play and unstructured play.</li> <li>• Continue supporting of collaborative planning with allocations on School Development Days and staff meetings will be included in the 2019 planning process.</li> <li>• Ensure bigger data goals and targets are reflected in the practice of PLCs and classrooms through a review of these at the Executive Level in Term Two and Three.</li> <li>• Shape the performance management process to enhance bespoke support structures for staff, particularly staff new to the school, returning from extended leave, changing year levels and growing specific areas of practice which includes;             <p style="margin-left: 40px;">Bespoke interventions including links to staff who can model practice.              Specific coaching from teacher experts.              Reflection against the Currambine Way Document.              Building a professional culture that supports professional vulnerability, individual differentiated support strategies and collegiate support.</p> </li> <li>• Provide professional learning to staff on providing effective feedback to staff in the context of peer observation.</li> </ul>	<p>Term One</p> <p>Term One 2018</p> <p>Term Two / Three</p> <p>Term One</p> <p>Term One</p>	<p>Asher Dragun / Geoff Smith K PLC</p> <p>Executive</p> <p>Executive</p> <p>Executive</p> <p>Executive</p>
--	---	--	---

	<ul style="list-style-type: none"> <li>• Conduct a review of the Punctuation and Grammar and Mathematics Scope and Sequence document in Term 4 2018 in preparation for 2019.</li> <li>• Explore a range of strategy options for future implementation through the Curriculum Committee including; <ul style="list-style-type: none"> <li>Genius Hour, PBL, STEM</li> <li>Cooperative Learning Strategies</li> <li>Kagan Strategies</li> <li>SOLO</li> <li>General Capabilities, critical thinking, creativity</li> </ul> </li> <li>• Ensure NQS response actions are addressed being the development of an instructional philosophy for Kindergarten around play based and intentional teaching. Ensure the philosophy is communicated to parents.</li> <li>• Support the Pre Primary teachers to enhance instruction around the transition from oral narrative to written narrative with a focus on Colourful Semantics, sentence enhancement and combining including <ul style="list-style-type: none"> <li>PL in Week Five from Juliet Vanyai, followed by modelling in Week Six</li> <li>Share experiences and review in Week Eight Term Two with Juliet Vanyai and plan action for Semester Two</li> </ul> </li> <li>• Ensure response to the Review of the Aboriginal Cultural Standards Framework are in place including; <ul style="list-style-type: none"> <li>Staff to complete online Cultural Awareness Training</li> <li>Explore what the standard means when it speaks of specific teaching adjustments to suit aboriginal children</li> <li>Survey or workshop aboriginal parents around key feedback issues including aboriginal celebrations in the school, profile of aboriginal culture in the school, support for their children etc. Possibly task a L3 teacher with this role.</li> </ul> </li> </ul>	<p>Term Four 2018</p> <p>Term One</p> <p>Term One</p> <p>Term One and Two</p> <p>Term Two</p>	<p>Literacy Numeracy Committee</p> <p>Asher Dragun Curriculum Committee</p> <p>Asher Dragun, K PLC</p> <p>Principal, Asher Dragun PP PLC</p> <p>Asher Dragun</p>
--	---	---	--

	<ul style="list-style-type: none"> <li>Ensure handwriting expectations are being implemented consistently across the school and that student transition to cursive writing in Year Three through Four.</li> </ul>	Term One	Executive
Learning Environment	<ul style="list-style-type: none"> <li>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.</li> <li>Promote strongly the large scale grounds improvements that have been achieved including the resurfacing of the netball cuts, air-conditioning and playground upgrades</li> <li>Enhance a plan for staff well-being which includes a strong focus on staff cohesion and connectedness.</li> <li>Review the school's well-being, student relationships and behaviour management approach with in the context of the Health and Well-being Committee with intention to implement a strategy in the 2020-22 Business Plan. The Committee will also consider the development of a student survey for Year Three and Four that will provide similar information to the National Opinion Survey Data.</li> </ul>	Term One	Principal
		Term One	Principal
		Term One	Janine Moses Health and Wellbeing Committee
		On going	Janine Moses Health and Wellbeing Committee
Leadership	<ul style="list-style-type: none"> <li>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 and the importance of operating as a whole school.</li> <li>Encourage a member of from each year level professional learning community to have a member on each whole school committee.</li> <li>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 coaching processes in 2019 for a stronger focus on explicit teaching</li> <li>Address the connection with the School Executive and perceived issues by: Adhering to the Executive Meeting Protocols Adhering to the Distributed Leadership Model</li> </ul>	Term One	Principal
		Term One	Principal
		On going	Principal / Associates
		On Going	Executive

	<p style="text-align: center;">Ensuring a shared vision for the school amongst the Executive Team</p> <ul style="list-style-type: none"> <li>Review School Vision, Values and Philosophy through feedback from Year level PLCs and review and adjustment at the school Board Level.</li> </ul>	Term One	G Smith
Relationships	<ul style="list-style-type: none"> <li>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.</li> <li>Place copies of the school's scope and sequence documents on the website to provide parent with information</li> <li>Provide a pamphlet to all parents at Parent Meetings and through the enrolment process outlining expectations around what skills each child should be able to do independently.</li> </ul>	<p>Term One</p> <p>Term One</p> <p>Term One</p>	<p>All Staff</p> <p>Principal</p> <p>All Staff</p>