



CURRAMBINE
PRIMARY SCHOOL
TOGETHER TOWARDS TOMORROW

Business Plan 2019 - 2022





INTRODUCTION

Currambine 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 active 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. Currambine 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: Mindfulness, Aussie Optimism and the Friendly School Plus Program. Our school offers a chaplaincy service and experiences 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 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.



Geoff Smith
Principal



Andries Nel
Board Chair



Our Vision

Currumbine Primary School strives to grow each child's academic knowledge and skills and sense of wellbeing and intrapersonal skills in an inclusive, engaging and positive learning environment.

Our Motto

Together Towards Tomorrow

Our Values

Currumbine Primary School's organisational values are;

- 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; and
- Environmental responsibility.

Our Philosophy

At Currumbine 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 wellbeing and their relationships with others including the development of a sense of empathy, resilience, independence 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 lifelong pursuit and encouraging all members of the community to be reflective, collaborative, pro-active and respectful;
- Promoting problem solving, appropriate risk taking and critical and creative thinking;
- A culturally sensitive and inclusive school which welcomes all students and their families into our community; and
- An approach to the delivery on curriculum, pedagogical practices and assessment processes that are whole school in orientation and connected in application.



OUR EDUCATOR VALUES AND BEHAVIORAL NORMS

As high care, high performance educators, the staff of Currambine Primary School value our colleagues acting with integrity, best described as acting consistently with the moral principles and behaviours described in our Educator Values and Behavioural Norms document. We are honest in our self-reflections against our shared values and behaviours and always seek to act in a manner that is consistent with them at all times. By behaving in a manner consistent with our values and norms relationships between colleagues will be characterised by high levels of trust and support.

- Collaboration:** We share our professional knowledge and skills with others and work collaboratively to improve teacher effectiveness and student achievement. Collaboration is defined as staff working together to achieve shared outcomes and goals, working together to plan learning programs, assess students' formatively and support colleagues to grow their practice. Collaboration is a much deeper practice than sharing or cooperation.
- Empathy:** We support all members of our community colleagues, students and parents, and treat them with compassion and understanding.
- Flexibility:** We embrace the challenge of change and adapt to support our students, our colleagues and our school.
- Fairness:** We act impartially and without bias in our decision making, and share opportunities and gratitude with all members of staff.
- Humour:** We value humour in the work place and relationships characterized by warmth and joy.
- Respect:** We build respectful relationships with all and treat our colleagues with civility and dignity at all times. We value the professional expertise and experiences of each of our colleagues and engage with openness and honesty. We accept where our colleagues are as individuals at different places in their professional journey and we support all to grow their practice and capacity.
- Responsibility:** We value individual and collective responsibility and hold our self and each other account able for our successes and challenges.
- Passion:** We are positive, energetic and enthusiastic in our approach to our roles and are committed to our professional growth and that of our colleagues.
- Reflection:** We are committed to both self-reflection and reflecting in groups to celebrate our successes and strengths and identify challenges and opportunities for growth into the future.

Our Group Behavioural Norms

- Participants should be prepared and punctual.
- Communication should be open, honest, respectful and tactful in tone and content.
- Participants should be open to change and learning from a diverse range of views.
- Participants should participate in a professional manner, actively listening and engaging in the agenda.
- Teams of staff share the workload associated with their group's agenda willingly, to support colleagues and act collaboratively.
- Participants adopt a sense of responsibility for the group working towards consensus and shared goals and action.
- Meetings of groups of staff should have clear agendas and be minuted. Minutes should be shared.

Our Individual Behavioural Norms

- I act with passion for my role as an educator. I act with positive intent and enthusiasm.
- I listen openly and contribute to all professional interactions.
- My interactions with my colleagues are respectful, dignified, honest and fair.
- I actively seek to support my colleagues to grow and achieve success in their role.
- I contribute and actively engage in delivering the whole school instructional approach and improvement agenda.
- I am committed to and actively participate in processes and activities that will enhance my effectiveness as an educator.
- I willingly accept responsibilities for meeting the expectations of a teacher at Currumbine Primary School.
- I welcome others providing me with feedback and holding me to account in a positive and constructive manner.
- I actively seek to build high trust relationships with all my colleagues and to be a trustworthy colleague in return.
- I respect all colleagues' confidentiality, professional vulnerability and share feedback with positive intent.
- I am adaptable and flexible when solving problems and overcoming challenges.



Quality Learning / Successful Students

English

Targets and Milestones

- By 2022, Year Three and Five students will perform at or above the NAPLAN Like school average in Reading.
- By 2022, Year Three and Five students will perform at or above the NAPLAN Like school average in Writing by a margin of ten points or more.
- By 2022, Year Three and Five students will perform at or above the NAPLAN Like school average in Spelling by a margin of ten points or more.
- By 2022, Year Three and Five students will perform at or above the NAPLAN Like school average in Punctuation and Grammar.

Strategies

- Implement the Five Pillars Three Waves approach to the teaching of English including practices consistent with the year level expectation documents across the school.
- Refine and enhance the use of Explicit Direct Instruction Model in all modes of English.
- Utilise second and third wave interventions to support students at risk including Mini-Lit, Multi-Lit, direct instruction spelling and direct instruction reading.
- Ensure effective tiering in English programs through the use of guided reading, spelling journals and mini lessons.
- Ensure classroom level formative assessments as described in the Student Assessment Policy are fully implemented and used for forward planning and program evaluation.

Reading

- Implement the formative assessment tools developed in 2019 including KRAT, phonemic awareness and phonic screening tool and Pro-literacy Lexiles into Year Three.
- Build connected Reading practice from Year Three through Six by:
 - Implementing the PAVES fluency approach into Year Three, Four, Five and Six.
 - Implementing the STARS and Literacy Pro program into Year Three.
- Build connected Reading practice from Kindergarten to Year Two by:
 - Implementing consistent Phonics screening in PrePrimary through to Year Two.
 - Explore expanding I Get It comprehension to Year Two.
 - Investigate reading growth tools using the On Entry Assessment from Pre-Primary to Year Two.

Writing

Enhance writing instruction across the school via the following actions:

- Implement Joint Action Routines in Kindergarten with a focus on vocabulary development and oral narrative skills.
- Implement Colourful Semantics to support early sentence writing in Pre-Primary. Consider transitioning program into Year One.
- Implement a consistent whole school editing approach based on the CHIMPS model from Pre-Primary to Year Six.
- Modify the Writing Scope and Sequence document to include further detail around Genre structure at Year Two, Four, Five and Six.
- Create Genre slides to use in warm ups which have consistent meta language and visuals. The process will commence with narrative and persuasive texts.

Handwriting

- Continue the focus on speed loops and joins in Year Three and Four and transitioning to cursive writing in Year Four through Six.

Mathematics

Targets and Milestones

By 2022, Year Three and Five students will perform at or above the NAPLAN Like school average in Mathematics.

Strategies

- Implement Five Pillars Three Waves approach to the teaching of mathematics including practices consistent with the year level expectations document articulated in our whole school approach to mathematics.
- Refine and enhance the use of Explicit Direct Instruction Model in all aspects of mathematics.
- Utilise second and third wave interventions to support students at risk.
- Ensure effective tiering in the mathematics program through the use of mini-lessons.
- Ensure classroom formative assessment as described in the Student Assessment Policy are fully implemented and used for forward planning and program evaluation.
- Enhance the modelling of self talk by teachers during the demonstration process of the Explicit Direct Instruction Model.
- Trial content block reporting to parents from Kindergarten to Year Six.

Curriculum

Targets and Milestones

- Increase the number of Year Four and Six students in Stanine Seven, Eight and Nine of the PAT Science list by 7% from 25% to 32%.
- Increase the percentage of Year Six students in the distinction and high distinction categories of the Australian Language, Competency Online Assessment by 10%.

Science

Implement adjustments to the school approach to Science instruction in 2020 including;

- A model that focusses on skill development, followed by content knowledge, followed by application through a controlled inquiry model (SCKI).
- Build and implement a whole school Science Skills Scope and Sequence Document.
- Identify key facets of the 5 Level Three Teaching Model to focus on developing with the staff to enhance instructional impact.
- Continue to use warm ups with a key focus on vocabulary, key concepts, inquiry skills and general knowledge.

Humanities and Social Sciences

Implement adjustments to the school approach to HaSS instruction model in 2021 including;

- Develop a Scope and Sequence document articulating key HaSS inquiry skills from Pre-Primary to Year Six.
- A model the focus is on skill development, followed by content knowledge followed by controlled inquiry (SCKI).

Languages other than English (LOTE) – French

- Continue to use the Accelerate Integrated Method of French instruction.
- Develop consistency of implementation across the school:
 - Pre-primary to Year Two – La Poule, Maboule / le Petit chat / quest mon
 - Year Three to Year Four – Les Trois



Health and Wellbeing

Targets and Milestones

- Increase the percentage of students achieving regular attendance from 80% to 83%.
- Implement mindfulness lessons across the whole school by 2020.
- Commence the implementation of the WA Positive Behaviour Support program.

Strategies

- Implement the revised Mental Health and Wellbeing Scope and Sequence across the school including the introduction of mindfulness across all year levels.
- Implement the revised Scope and Sequence of Collaborative learning strategies into the Health and Wellbeing plans.
- Implement the Western Australian Positive Behaviour Support program across the whole school.
- Continue to implement the student attendance policy.
- Class teachers to develop awareness of attendance and acknowledge daily.
- Acknowledge classes with the best attendance regularly through the year.

Technologies and Digital Integration

Strategies

- Implement a six stage design process across the school, Pre-Primary to Year six – Define, collect, brainstorm/analyse solutions, feedback, and improve.
- Develop a Digital Technologies Scope and Sequence from Pre-Primary to Year Six.



Effective Teaching / Quality Learning

Targets and Milestones

- Achieve an item average of 3.4 or better on the Explicit Teaching Survey.
- Achieve an item average of 3.5 or better on the Strategies from the Business Plan Survey.
- Achieve an item average of 3.3 or better on the Staff Wellbeing Survey.
- Achieve an item average of 3.5 or better on the Leadership Survey

Strategies

Explicit Direct Instruction Model

Engage in Coaching, Professional Learning, classroom observations and walk throughs with a focus on;

- Post warm ups cognitive breaks.
- Strengthening the academic language in the WALT.
- Stronger modelling of concept development with definition and examples and non-examples.
- Front loading of key vocabulary.
- Using the TAPPLE technique.
- Use of Engagement Protocols.
- Requiring full sentence answers and modelling this behaviour.
- Strengthen the explicitness of Plenary sessions.
- Increasing the frequency and challenge of checking for understanding questions with scaffolded support.

Distributed Leadership

- Implement the Impact Cycle Model of coaching for all members of the teaching staff with identified coaches.
- Provide opportunities leadership in support of the school's improvement agenda for teaching staff.
- Implement the Department of Education Future Leaders Framework.
- Ensure selected staff are identified and made available to model, observe and coach colleagues in the area of Explicit instruction, English, Mathematics and Digital Integration.



Autism Support Structures

- Continue the Parent Information Night and Positive Partnerships meetings in Term One each year.
- Continue informal debriefing sessions for staff with students with a diagnosis of ASD each term.
- Ensure appropriate communication and management strategies are in place for students with ASD when attending special events.
- Continue support for case management planning for staff support students with ASD.
- Continue the use of visual time tables, classroom signs and zones of regulation to support all students with ASD.
- Continue to ensure a strong focus on managing, self-regulation, social skills and organisational skills in case management plans.

In 2020 actions will be taken to support ASD students and their teachers will include;

- Offer Professional Learning to enhance teacher and EA expertise in the area of communication and social skills.
- Development of an ASD student profile for each student.
- Develop an On Entry Package to support teachers with a student with ASD.
- Enhancing Transition processes with a focus on COMPPAS.

In 2021 actions will be undertaken to support ASD students and their teachers will include;

- Continue professional learning around social skills development.
- Development of classroom observation processes to support students and staff.
- Creation of resource selection in library with materials to support students with a diagnosis of ASD.

Staff Welfare

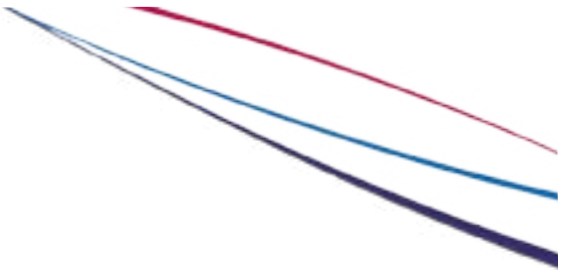
- Establish a staff wellbeing sub-committee under the direction of the Health and Wellbeing Committee. The Committee will respond to feedback from the staff wellbeing survey and workforce management survey with a focus on staff connectivity across the school.

Performance Management

- Modify the Performance Management process to include goal setting in Term One for all staff.
- Implement Performance Management process for the school cleaning staff.
- Utilise the Performance Management process to support peer observation processes.

Other

- Develop a set of professional learning opportunities for relief teachers and education assistants to induct them into the school's instructional model.
- Explore options to build a Positive Partnerships Model for parents of students with a diagnosis of dyslexia.
- Conduct an induction process for all student teachers entering the school to complete a practicum.



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