



Induction Package for Prospective Non-Teaching Staff

Introduction

Members of Currambine Primary School's non-teaching staff are committed to excellence and seek to contribute to a learning environment which is safe, supportive and inclusive.

The school which is located in the northern suburbs of Perth was opened in 1997. The school has an enrolment well in excess of 800 students. Some 51% of students travel to the school from outside the boundaries indicating it is a school of choice. In 2010 Currambine Primary School gained the status of Independent Public School.

Members of the non-teaching staff are committed to supporting the school's vision and values. Members of the non-teaching staff are expected to display high level of professionalism and have a strong work ethic

Our Vision

Currambine 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

At Currambine Primary school we value;

- 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
- Environmental responsibility

Our Philosophy

At Currambine 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 Behavioural 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 ad capacity

Responsibility: We value individual and collective responsibility and hold our self and each other accountable 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	Our Individual Behavioural Norms
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 Currambine PS. • 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.

Governance

Currambine Primary School is an independent public school. The school operates within the legislative, regulatory and industrial instruments that govern the management of all public schools, though the school enjoys certain flexibilities related to our Independent Public School status including the merit selection of staff.

The School Board has a role in articulating the strategic direction of the school and, in particular, the development and monitoring of the School Business Plan. A copy of the Business Plan is available from the school website.

The membership of the Board consists of six parents, four staff members, two community representatives and the school Principal.

Leadership

The school is led by the Executive Team made up of the Principal and three Associate Principals. Given the size of the school each Associate leads a sub school along with other leadership responsibilities as outlined below.

Geoff Smith, Principal – *Curriculum, Pedagogy, Assessment, School Management*
Chantelle Binedall, Associate Principal – *Kindy to Year One, Curriculum*.
Michelle Head, Associate Principal – *Year Two to Year Five, Digital Learning, TDS*.
Paula Hamer-Watkins, Associate Principal – *Year Six, Mental Health & Wellbeing*.

A distributed leadership team also supports change and improvement activities within the school with eight level Three Classroom Teachers presently on the staff.

All members of the school staff are encouraged to embrace opportunities to lead.

Performance Development

All members of the non-teaching staff are expected to participate in performance management. This involves both an initial meeting to cover and clarify performance expectations and develop a performance management goal and associated strategies as well as a review meeting. Further meetings may be negotiated with staff. All staff receive both written and verbal feedback.

Education Assistants have at least one classroom observation visit conducted by their performance manager with follow up discussion and feedback.

Expectations of Staff

Staff are expected to dress in a professional manner. Denim, T-shirts and tops with 'shoe string straps' are not encouraged. Staff are expected to wear appropriate footwear.

Significant communication in the school occurs through email and staff are expected to have the necessary skills to communicate effectively with this tool.