



Induction Package for Prospective Teaching Staff

Introduction

Currambine Primary School teachers are committed to excellence and seek to provide a stimulating, challenging, supportive and enjoyable environment for all members of the school community.

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.

Our school staff is committed to offering evidenced based teaching practices which are clearly defined and embraced across the whole school. All staff are expected to commit to these planning, teaching and assessment practices and actively engage in professional learning, modelling and mentoring activities that support the building of the school's intellectual capital. All applicants are strongly encouraged to visit the website prior to submitting an application for employment to familiarise themselves with the schools plans and policies.

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.

Whole School Approaches

Currumbine Primary School is committed to evidence based whole school plans, policies and approaches. Whole school plans define the scope of the curriculum, key pedagogies, strategies and tools to be used in classrooms throughout the school. Whole school approaches have been developed for

English	Student Care and Support
Mathematics	Students at Educational Risk
Science	Assessment Practices
Humanities	

Prospective applicants are urged to visit the school website to view these documents.

Governance

Currumbine 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.

Pastoral Care

Currumbine Primary School is committed to supporting and growing our student's emotional and social understandings and skills. To support this objective a wide range of programs are offered including:

- A range of curriculum programs to enhance the students intra and interpersonal skills including:
 - ❖ I Do It (K-Yr1)
 - ❖ Protective Behaviours (PP, Yr1, Yr3)
 - ❖ Friendly Schools plus Anti-bullying Program (Yr2,3,4,6,7)
 - ❖ Bounce Back Resiliency Program (Yr2,3,5)
 - ❖ The Aussie Optimism Program (Yr5,6,7)
 - ❖ Mindfulness
- A chaplaincy program two days a week.
- Access to a school psychologist.
- Case management of high needs students.

Performance Development

All members of the 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 receives both verbal and written feedback.

All teaching staff have at least two classroom observation visits a year conducted by their performance manager with follow up discussion and feedback. All staff are also expected to participate in one peer observation visit each year with a colleague.

Expectations of Staff

- All staff are expected to present in a professional manner to students, parents, colleagues and the wider community. Staff are expected to ensure their behaviour, demeanour and interactions are consistent with the Department of Education Staff Conduct Policy which is located at www.det.wa.edu.au/policies/det/cms/portal.
- 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.
- Staff are expected to attend staff meetings and team meetings if they are employed on the day the meeting occurs. Five such meetings occur each term. Staff are expected to ensure they are in attendance at the commencement of the meeting. Staff are not expected to either miss a meeting or leave a meeting early without seeking the consent of the Principal prior to the meeting commencing.

- Ten Year level collaborative planning meetings are conducted in school time each term. Staff are expected to attend these meetings to both grow their own professional knowledge and to support their colleagues.
- The primary decision making context within the school is through a range of committees. Staff are encouraged to participate in the school's committees which are the key consultative and decision making bodies in the school. Decisions made by committees are considered binding on all staff.
- Staff are encouraged to mentor and coach colleagues and to be mentored and coached by colleagues to support the development of the pedagogical capacities within the school. All staff participate in the Impact Coaching Cycle.
- Significant communication in the school occurs through email and Connect. Staff are expected to have the necessary skills to communicate effectively with these tools.

Buildings and Facilities

Currambine Primary School enjoys building and facilities of a high standard. This includes four teaching blocks containing some eighteen classrooms as well as a purpose built art room, Science lab, two music rooms and a library. The school has an undercover assembly area and two astro turf play areas as well as extensive playgrounds and a school oval. The school has fourteen demountable classrooms, eight of which are new.

The school has a significant wireless capacity and has extensive access to Eboards and I pads.

Should you have further queries please contact the school.