

Currambine Primary School

School Improvement Operational Plan 2020

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. • 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 - Access to programs should be data driven - Withdrawal groups should have fluid membership - Year Level PLC should receive regular feedback on the performance of students in withdrawal groups. - Use of Level Three Education Assistants - Continue to extend students with tiering and mini-lessons - Professional learning around students with learning difficulties - Providing withdrawal extension classes subject to resourcing • Continue to implement the Positive Partnerships Program Autism program with in the school including: <ul style="list-style-type: none"> - Term On Week Four Host a parent meeting for families with a student with an ASD diagnosis to be briefed on the Positive Partnerships Grid and meet Autism coaches, - Term One Week Five meeting between teacher, parent and autism coach to review Planning Grid, 	<p>Term One 2020</p> <p>Term 1</p> <p>Term 1, 2 & 3</p>	<p>Principal / Staff</p> <p>Principal</p> <p>Principal / Associate Principals / Autism Support Teachers</p>

	<ul style="list-style-type: none"> - Term Two Week 4 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, - 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, - Create Autism Starter Pack for teacher who have a child with a diagnosis new to the school in their class, -Create a student profile document with key details of student need and structures in place to manage these needs, -Ensure appropriate transition planning is in place for students with a diagnosis of ASD. <ul style="list-style-type: none"> • 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. Implement adjustments to assessment in Reading and Spelling • Develop an instructional for Kindergarten that reflects both explicit instruction, intention and structured play and unstructured play • 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. 	<p>Ongoing</p> <p>Term One & Four</p> <p>Ongoing</p>	<p>Associates & PLCs</p> <p>Principal, C Binedell, K Team</p> <p>Executive</p>
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	<ul style="list-style-type: none"> • The Review of the School Improvement Tool identified the following actions for 2020; <ul style="list-style-type: none"> - Continue to build links in strategies, practise, meta-language and visuals across the school that support whole school approaches, - Implement reviewed ICT scope and sequence, - Implement spelling journal protocol for years three to six, - Implement WA PBS and Mindfulness across the school. • 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 using the Impact Coaching Cycle, Reflection against the Currambine Way Document, Building a professional culture that supports professional vulnerability, individual differentiated support strategies and collegiate support.</p> • Ensure NQS response actions identified from the school self-assessment process are actioned including <ul style="list-style-type: none"> - All PLCs to include a weekly student update session on their agenda - Implement mindfulness across the school - Implement JARs to enhance social skills - Providing training to ECE Staff on the I Do It program - Development small group interventions in the ECE to target social skill development • Ensure handwriting expectations are being implemented consistently across the school and that student transition to cursive writing in Year Three through Four. 	<p>Ongoing</p> <p>Ongoing</p> <p>Term 1-4</p> <p>Ongoing</p>	<p>Principal. Associates</p> <p>Executive</p> <p>Principal and Associates</p> <p>Associates</p>
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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. Enhance a plan for staff well-being which includes a strong focus on staff cohesion and connectedness- Refer to Health and Wellbeing Operational Plan 	Term One Ongoing	Principal Principal, Associates
Leadership	<ul style="list-style-type: none"> 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 coaching processes in 2020 for a stronger focus on the Impact Coaching Cycle. Ensure response to the Review of the Aboriginal Cultural Standards Framework are in place including; <ul style="list-style-type: none"> -Conduct NAIDOC Week activities including and incursion and a cube cultural activity, - Invite aboriginal families to be involved n NAIDOC Week at the school, -Identify a staff member to lead Aboriginal Education in the school under the governance of the HaSS Committee, - Conduct the Blanket Activity for staff as part of their professional growth, -Enhance the school environment with symbols of aboriginal culture including art and language, - Have Aboriginal Education Leader stock take resources within the school abd share resources beyond the school. 	Term One Term One Ongoing	Principal Principal / Associate Principals Principal / Associates / Aboriginal Education Leader
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. 	Term One	All Staff

	<ul style="list-style-type: none"> • Respond to KOWS Professional Learning feedback form staff including; <ul style="list-style-type: none"> -Communication to staff / relief re issues related to VRO / Family Court Orders / using Relief Teacher Information Sheet, -Home Room teacher invited all meetings with parents, -Ensure consistent communication of info between administration and classroom staff. -First Aid training for all staff 	Terms 1-4	Principal
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