

# Teacher Induction Booklet

Currambine Primary School  
Whole School Instructional Model





# INTRODUCTION

The Currambine Primary School Teacher Induction Booklet provides a summary of our school's instructional framework and pedagogical practices and expectations. It aims to provide an overview to support staff transitioning into the school and student teachers during their practicums.

The full suite of whole school approaches documentation, planning and assessment tools can be found on the school intranet which is accessed through the school intranet browser. Your colleagues and mentor can support you with access to the Intranet.

Geoff Smith

**Principal**

# 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

Currambine 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 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 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.



## EXPLICIT DIRECT INSTRUCTION MODEL

Lesson Phase	Characteristics / Key Principles
Warm-Up	<ul style="list-style-type: none"> <li>Review of known content</li> <li>30 - 40 - 30 content management</li> <li>Recall, Recite, Apply</li> <li>Group Responses are preferred for efficiency, support and scaffolding and to maximise student engagement</li> <li>Brisk presentation</li> <li>10 minutes</li> </ul>
I DO (Model Practice)	<ul style="list-style-type: none"> <li>Lesson Goal – expressed as WALT WILF</li> <li>Activate prior knowledge</li> <li>Concept definition</li> <li>Introduce key vocabulary</li> <li>Explain, model, demonstrate – step by step</li> <li>Think Alouds</li> <li>Brisk presentation</li> </ul>
WE DO (Shared / Guided Practice)	<ul style="list-style-type: none"> <li>Teacher Centred Guided Practice / Shared Practice</li> <li>Think Alouds</li> <li>Checking for Understanding</li> <li>Feedback</li> <li>Differentiate with varied examples as appropriate</li> </ul>
YOU DO (Independent Practice)	<ul style="list-style-type: none"> <li>Independent Practice</li> <li>Differentiated Instruction – mini lessons</li> <li>Re-teaching</li> <li>Individual and / or cooperative learning tasks</li> <li>Application of skills and knowledge</li> <li>Spaced and cumulative practice</li> </ul>
Plenary	<ul style="list-style-type: none"> <li>Checking for Understanding</li> <li>Feedback</li> <li>Students demonstrating and articulating learning</li> </ul>

### WARM-UPS

- Warm-ups are mandated in all English and Mathematics blocks and should be the first activity undertaken.
- Warm-ups are briskly paced sessions to consolidate core content and skills.
- Warm-ups support the transfer of learning from short term to long term memory.
- Warm-ups revise and review what has been presently taught. They do not introduce new learning.
- Warm-up content, changes over time at the year level. Professional Learning Communities determine the content to be included.
- Warm-ups include tiered content - 30% targetting most able students, 40% targetting middle students, 30% targetting least able students.
- Warm-ups should include opportunities to recite lesson content, recall content and apply content.
- Group responses are encouraged so all learners are supported and scaffolded and to maximise student engagement and participation.

## I DO

- Each lesson has a clear learning intention clearly stated as a WALT (We are Learning Today).
- Each lesson intention should be supported with a WILF (What I am Looking For).
- The WILF should clearly articulate what success looks like.
- The explicit modelling of new concepts and skills should include activating prior knowledge, concept definition, introducing key vocabulary and step by step modelling.
- Teachers should script the modelling part of the lesson, making the internal thinking and self talk visible to the students.

## WE DO

- This stage of the Instructional Model can include continued modelling by the teacher or shared practice with the teacher.
- Think Alouds or scripting should continue to be used.
- Constant checking for understanding and feedback to students is essential - TAPPLE is a useful model.
- Differentiated examples may be used to support students at different levels.

## YOU DO

- Children move onto specific learning tasks at this stage of the instructional framework. This may be individual, paired or group work depending on the learning task.
- Small group mini lessons to assist children experiencing difficulty or to extend more capable children is encouraged. Mini lessons should be five to ten minutes.
- Constant checking for understanding and feedback is essential - TAPPLE is a useful model.

## PLENARY

- Review key learning with the students - WALT.
- Encourage students to share and articulate their learning from the lesson.
- Checking for understanding and feedback is essential - TAPPLE is a useful model.

## TAPPLE

T	-	Teach.
A	-	Ask.
P	-	Pause.
P	-	Pick a non volunteer.
L	-	Listen with care.
E	-	Effective feedback - echo response if correct, elaborate when the student response is tentative or partly correct, explain or re-explain when the student answer is not correct.



## THE EXPLICIT CHARACTERISTICS OF EXPLICIT INSTRUCTION

1. **Focus instruction on critical content.** Teach skills, strategies, vocabulary terms/concepts, and rules that will empower students in the future and match the students' instructional needs.
2. **Sequence skills logically.** Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.
3. **Break down complex skills and strategies into smaller instructional units.** Teach in small steps. Segmenting complex skills into smaller instructional units of new material, addresses concerns about cognitive overloading, processing demands, and the capacity of students' working memory. Once mastered, units are **synthesized** (i.e. practiced as a whole).
4. **Design organised and focused lessons.** Make sure lessons are organised and focused in order to make optimal use of instructional time. Organised lessons are on topic, well sequenced, and contain no irrelevant digressions.
5. **Begin lessons with a clear statement of the lesson's goals and your expectations.** Tell learners clearly what is to be learned (WALT) and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.
6. **Review prior skills and knowledge before beginning instruction.** Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.
7. **Provide step-by-step demonstrations.** Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.
8. **Use clear and concise language.** Use consistent, unambiguous language and terminology. The complexity of your speech (e.g. vocabulary, sentence structure) should depend on students' receptive vocabulary to reduce possible confusion.
9. **Provide an adequate range of examples and non-examples.** In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not underuse it. Conversely, presenting a wide range of non examples reduces the possibility that students will use the skill inappropriately.
10. **Provide guided and supported practice.** In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.
11. **Require frequent responses.** Plan for a high level of student-teacher interaction via the use of questioning. Having the students respond frequently (i.e. oral responses, written responses, or action responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding, and keeps students active and attentive.
12. **Monitor student performance closely.** Carefully watch and listen to students' responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.



- 13. Provide immediate affirmative and corrective feedback.** Follow up on students' responses as quickly as you can, immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practising errors.
- 14. Deliver the lesson at a brisk pace.** Deliver instruction at an appropriate pace to optimise instructional time, the amount of content that can be presented, and on-task behaviour. Use a rate of presentation that is brisk but includes a reasonable amount of time for students' thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored, nor so quick that they can't keep up.
- 15. Help students organise knowledge.** Many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well organised and connected information makes it easier for students to retrieve information and facilitate its integration with new material.
- 16. Provide distributed and cumulative practise.** **Distributed** (vs. massed) **practice** refers to multiple opportunities to practise a skill over time. **Cumulative practice** is a method for providing distributed practise by including practise opportunities that address both previously and newly acquired skills. Provide students with multiple practise attempts in order to address issues of retention as well as automaticity.

# TEACHING ENGLISH AND MATHEMATICS

The teaching of English and Mathematics at Currambine Primary School is based on Five Pillars - Three Waves.

## THE FIVE PILLARS ARE;

1. Staff plan collaboratively within the context of their professional learning community using school based planning proformas (available from school intranet) with reference to the Western Australian Curriculum.
2. Plan and identify the content to explicitly teach, supported by school based scope and sequence documents that identify specific content and skills to be addressed. Scope and sequence documents include;
  - Spelling
  - Reading
  - Writing
  - Mental Maths
  - Number
3. Teacher Expectation documents exist for each year level in English and across the whole school in Mathematics. These documents describe the expected practices for teaching in English and Mathematics and are to be implemented in all classes.
4. Explicit Direct Instruction, as described earlier, is used in all classrooms to support literacy and numeracy.
5. Formative Assessment. Staff use school based assessment practices as described in the student assessment policy and the expectations documents noted in Pillar Four to monitor student achievement, inform future planning and review program effectiveness.

## THE THREE WAVES ARE;

### Tier One

Within Tier One, all students receive high quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioural baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on stage or district wide tests receive supplemental instruction during the school day in the regular classroom.

### Tier Two

Students not making adequate progress in the regular classroom in Tier One are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small group settings in addition to instruction in the general curriculum. In the early years (Kindergarten to Year Three), interventions are usually in the areas of reading and maths.

### Tier Three

At this level, students receive individualised, intensive interventions that target the students’ skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for and considered for eligibility for special education services.

## KINDERGARTEN LITERACY EXPECTATIONS

Kindergarten teachers will:

- Provide a print rich classroom environment including displaying the alphabet, sight vocabulary and labels – children are encouraged to ‘read the room’.
- Use the Whole School Spelling Scope and Sequence document with an emphasis on the explicit teaching of phonemic awareness and synthetic phonics, including exposure to rhyming, songs and poems.
- Offer two literacy sessions per group with explicit/intentional instruction. Literacy sessions will always contain a warm up, an introduction, the body of the lesson and a plenary.
- The body of the lesson will contain a range of the following group or individual activities across the week –
  - Shared reading once a week.
  - Daily modelled reading.
  - Daily modelled writing.
  - Guided writing - once a week in Semester Two.
  - Synthetic Phonics/warm ups two times a week.
- Warm ups may focus on reading or writing and include explicit teaching in Phonological Awareness including syllable, rhyme, word awareness and manipulation of phonemes, synthetic phonics, segmenting, blending, sight words and grammar.
- Use the ‘I Get It’ comprehension program for listening, speaking and shared reading as outlined in the Reading Scope and Sequence.
- Expose children to vocabulary in line with the Reading Scope and Sequence.
- Use the ‘I Tell It’ visual prompts to support students with oral retell.
- Expose the children to simple spoken texts – retell – recount.
- Complete planning using the school’s English planning pro-forma working collaboratively with year level colleagues.
- Model writing every day with a focus on basic concepts of print. Students to write every day from Semester Two. Introduced children to the concepts associated with Colourful Semantics in Semester Two through daily writing opportunities. Refer to the Writing Scope and Sequence to identify specific content to be taught.
- Utilise the Kindergarten Home Reading bags.
- Provide explicit instruction in pencil grip, posture and paper position. Instruction should be provided for starting points and simple formation using Victorian Modern Cursive to write their name. Students should experience a range of tactile experiences to support letter formation.
- Conduct class assessments identified in the Literacy Profile / Assessment Policy:
  - Speech Therapy Screener in Term One.
  - K.R.A.T Tool each term.
  - Oral Language Checklist / Rubric Term One, Two and Three.

## PRE-PRIMARY LITERACY EXPECTATIONS

Pre Primary teachers will:

- Provide a print rich classroom environment including displaying the alphabet, sight vocabulary and labels – children are encouraged to ‘read the room’.
- Utilise the Whole School Spelling Scope and Sequence document with a strong focus on the explicit teaching of phonemic awareness and synthetic phonics. A focus on repetition, intensity and evaluation is essential. The coverage of three to six sounds a week is expected.
- Offer four literacy sessions a week with explicit/intentional instruction. Literacy sessions will always contain a warm up, an introduction, the body of the lesson and a plenary. Literacy blocks should include daily phonics, spelling, reading and writing.
- The body of the lesson will contain a range of the following group or individual activities across the week –
  - Guided reading twice a week.
  - Shared reading once a week.
  - Daily modelled reading.
  - Daily modelled writing.
  - Guided writing - once a week in Semester One; twice a week in Semester Two – use QAR language.
  - Synthetic Phonics / warm ups four times a week.
  - Spelling assessments from Term Two.
  - Grammar once a week.
  - Handwriting twice a week.
- Warm ups may focus on reading or writing and include explicit teaching in phonological awareness, synthetic phonics, digraphs, segmenting, blending, tracking, sight words, spelling, dictation, grammar.
- Use the ‘I Get It’ comprehension package for guided and shared reading, listening and speaking. The use of ‘I Get It’ should be consistent with the Reading Scope and Sequence.
- Provide vocabulary and fluency learning experiences consistent with the Reading Scope and Sequence Document.
- Use the ‘I Tell It’ visual prompts to support students with oral and written retell and narrative.
- Expose the children to simple spoken texts – retell – recount.
- Complete planning using the school’s English planning pro-forma, working cooperatively with year level colleagues.
- Offer a home reading program. Books are changed twice a week. Sight Words Book One to be sent home from the beginning of the year.
- Listen to each child read one on one, once a week.
- Model writing with a focus on concepts of print, sentence structure, vocabulary, grammar and punctuation using Colourful Semantics.
- Use the editing guide and the Writing Scope and Sequence to support writing instruction.
- Provide students collectively, and individually as required, specific product goals, to focus on writing

instruction; this can include the use of rubrics, checklists or guided documents.

- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.
- Students are expected to complete six complete texts from Term Two. A complete text is defined as a writing task which can occur across the curriculum and include: genre writing, diary entries, and journals, reports in areas such as Science and History etc.
- Provide explicit instruction in pencil grip, posture and paper position during two handwriting lessons each week. Victorian Modern Cursive letter scripts should be explicitly taught, including starting points and the use of verbal scripts for letter formation. Students to commence using dotted third paper in Semester 2.
- Conduct class assessments identified in the Literacy Profile / Assessment Policy:
  - PM Benchmark Testing Semester Two
  - On Entry Testing Term One
  - Phonemic Awareness Screen Semester One and Two
  - Phonics Screen in Term Two and Four
  - Writing Checklist Semester One and Two
  - Spelling Inventory Tests Semester One and Two
  - Oral Language Checklist / Rubric assessment Term One, Two and Three

## YEAR ONE LITERACY EXPECTATIONS

Year One teachers will:

- Provide a print rich classroom environment including appropriate charts of digraphs/trigraphs and sight words.
- Ensure the students complete sight word books two to four whilst in Year One. Book One to be revised at teacher's discretion.
- Utilise the Whole School Spelling Scope and Sequence document with a focus on the explicit teaching of phonemic awareness and synthetic phonics. A focus on repetition, intensity and evaluation is essential. The coverage of three to six sounds a week is required.
- Offer four literacy sessions a week with explicit / intentional instruction. Literacy sessions will always contain a warm up, an introduction, the body of the lesson and a plenary.
- The body of the lesson will contain a range of the following group or individual activities across the week with Spelling, Reading and Writing occurring daily –
  - Guided reading twice a week.
  - Shared reading once a week.
  - Daily modelled reading.
  - Daily modelled writing.
  - Guided writing twice a week.
  - Synthetic Phonics/warm ups four times a week.
  - Spelling assessments weekly, including dictation from Term Two.
  - Grammar once a week.
  - Handwriting three times a week.
- Warm ups may focus on reading or writing and include explicit teaching in phonological awareness, synthetic phonics, digraphs, segmenting, blending, tracking, sight words, spelling, dictation and grammar.
- Use the 'I Get It' comprehension package for guided and shared reading, listening and speaking. The use of 'I Get It' should be consistent with Reading Scope and Sequence.
- Provide vocabulary and fluency learning experiences consistent with the Reading Scope and Sequence Document.
- Use the 'I Tell It' visual prompts to support students with written retell, recount and narrative.
- Complete planning using the school's English Planning pro-forma working cooperatively with year level colleagues.
- Offer a home reading program. Books are changed twice a week. Sight Words and Spelling Lists to be sent home from Term One, Week Three.
- Listen to each child read one on one, once a week.
- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining.
- Explicitly model and teach writing strategies and knowledge including genre structure and characteristics, sentence structure and combining, vocabulary choice, grammar and punctuation as described in the Writing Scope and Sequence.
- Use the school editing guide - CHIMPS.
- Provide students collectively, and individually as required, specific product goals, to focus writing instruction;

this can include the use of rubrics, checklists or guide documents.

- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.
- Students are expected to complete six (6) complete texts per term. A complete text is defined as a writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.
- Provide explicit instruction in pencil grip, posture and paper position during three 15-minute handwriting lessons per week. Lessons should include warm ups, explicit whole class modelling of letters with an emphasis on starting points and use of verbal scripts. Guided practice with individual modelling and feedback should be included in each lesson. Children should be provided instruction in Victorian Modern Cursive and use 24mm dotted thirds.
- Conduct assessments identified in the Literacy Profile / Assessment Policy:
  - PM Benchmark Testing Semester One and Two.
  - On Entry Assessment Term One
  - Phonics Reading Assessment, Term Two and Term Four
  - Oral Reading Checklist Semester One and Two
  - Writing Checklist Semester One and Two
  - Spelling Inventory Test Semester One and Two
  - Fortnightly Spelling Test / Dictation
  - Oral Language Assessment Checklist/ Rubric Term One, Two and Three



## YEAR TWO LITERACY EXPECTATIONS

Year Two teachers will:

- Provide a print rich environment including displaying appropriate digraphs, trigraphs, and sight words.
- Provide revision opportunities for students who do not have mastery of the Year One sight words.
- Expose children to vocabulary, including Tier One, Two and Three words as described in the Reading Scope and Sequence.
- Teach children the specific spoken texts identified in the genre guide including the front loading of Tier Two vocabulary.
- Implement the Whole School Spelling Scope and Sequence document.
- Offer four literacy blocks per week which include the Explicit Direct Instruction Model.
- Explicitly consolidate, and provide opportunities for practice of the Reading strategies identified in the Reading Scope and Sequence.
- Provide vocabulary and fluency learning experiences consistent with the Reading Scope and Sequence Document.
- Plan collaboratively using the school's English Planning document.
- Include in the literacy block daily Spelling, Reading and Writing and opportunities for:
  - Guided and shared reading.
  - Independent reading.
  - Oral and written comprehension tasks.
  - Punctuation and grammar tasks.
  - Speaking and listening tasks.
  - Phonics and spelling instruction.
  - Writing instruction and tasks.
- Use an explicit teaching warm up at the commencement of each Literacy Block.
- Provide opportunities for students to read orally to a peer or adult every day at school.
- Provide opportunities for students to read to the teacher at least once a week.
- Implement a home reading program.
- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining.
- Explicitly model and teach writing strategies and knowledge including: genre structure and characteristics, sentence structure and combining, paragraphing, vocabulary choice, grammar and punctuation.
- Explicitly model and teacher the use of the school editing guide - CHIMPS and use the Writing Scope and Sequence to support writing instruction.
- Provide students collectively, and individually as required, specific product goals, to focus writing instruction: this can include the use of rubrics, checklists or guide documents.
- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.
- Provide opportunities for writing on a daily basis.

- Provide opportunities for students to complete six (6) complete texts per term. A complete text is defined as an un-scaffolded writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.
- Provide explicit instruction in pencil grip, posture and paper position within Two 15-minute handwriting lessons per week. Lessons should include a warm up and explicit whole class modelling with an emphasis on starting points and the use of verbal scripts. Individual modelling and feedback should be provided. Year two students should use 18mm dotted lines
- Conduct assessments identified in the Literacy Profile/Assessment Policy
  - PM Benchmark Assessments Semester One & Two
  - Reading Strategies / Fluency Checklist Semester One & Two
  - Writing Checklist Semester One & Two
  - Spelling Inventory Test Semester One & Two
  - Fortnightly Spelling Test / Dictation
  - Oral Language Assessment Checklist/ Rubric Term One, Two & Three

## YEAR THREE LITERACY EXPECTATIONS

Year Three teachers will:

- Provide a print rich environment including displaying appropriate digraphs, trigraphs and sight words.
- Utilise the Whole School Spelling Scope and Sequence document to implement the classroom program including partner testing four times each week, using a spelling journal.
- Offer four literacy blocks per week consistent with the whole school literacy plan which include the use of the Explicit Direct Instruction Model.
- Include in the literacy block daily Spelling, Reading and Writing and opportunities for:
  - Guided and shared reading using the language of QAR.
  - Independent reading.
  - Oral and written comprehension tasks.
  - Punctuation and grammar tasks.
  - Speaking and listening tasks.
  - Phonics and spelling instruction.
  - Writing instruction and tasks.
- Plan collaboratively using the school's English Planning Document.
- Teach children the specific spoken texts identified in the genre guide including the front loading of Tier Two vocabulary and specific skills for effective speaking.
- Include in the literacy blocks opportunities for guided and shared reading.
- Explicitly consolidate, and provide opportunities for practice of, the reading Strategies identified in the Reading Scope and Sequence document through the use of STARS.
- Provide fluency learning experiences consistent with the Reading Scope and Sequence document.
- Expose children to vocabulary consistent with the Reading and Writing Scope and Sequence documents.
- Provide opportunities for students to read orally to a peer or adult at least four times each week.
- Provide opportunities for students to read to the teacher at least once a week.
- Implement a home reading program.
- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining.
- Explicitly model and teach writing strategies and knowledge including: genre structure and characteristics, sentence structure and combining, paragraphing, vocabulary choice, grammar and punctuation as described in the Writing Scope and Sequence document.
- Grammar skills to be consolidated with grammar booklets with application tasks.
- Model sentence writing daily.
- Explicitly model and teach the use of the school editing guide - CHIMPS.
- Provide students collectively, and individually as required, specific product goals, to focus writing instruction, this can include the use of rubrics, checklists or guide documents.
- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.

- Provide opportunities for writing on a daily basis
- Provide opportunities for students to complete six (6) complete texts per term. A complete text is defined as an un-scaffolded writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.
- Provide One 30 minute hand writing instruction per week with lessons including warm ups and whole class modelling of lessons with an emphasis on starting points and the use of verbal scripts. Guided modelling with individual feedback should also be provided. Students should receive specific instruction in speed loops and joins. Students should use 14mm dotted thirds.
- Conduct assessments identified in the Literacy Profile/Assessment Policy
  - Lexile assessment each term
  - STARS assessments
  - Writing Checklist Semester One & Two
  - Spelling Inventory Test Semester One & Two
  - Fortnightly Spelling Test / Dictation
  - Oral Language Assessment Checklist / Rubric Term One, Two & Three

## YEAR FOUR LITERACY EXPECTATIONS

Year Four teachers will:

- Offer a print rich environment displaying appropriate phonic and spelling patterns, vocabulary, text forms and the reading comprehension strategies as described in the Reading Scope and Sequence Document.
- Offer four literacy blocks per week consistent with daily Spelling, Reading and Writing and Explicit Direct Instruction.
- Plan collaboratively using the Whole School English Planning document.
- Teach children the specific spoken texts identified in the genre guide including the front loading of Tier Two vocabulary and specific skills for effective speaking.
- Include in the literacy block opportunities for guided reading and shared reading.
- Explicitly teach a strategy to monitor comprehension and address the breakdown of comprehension.
- Explicitly model and teach the strategies identified in the Reading Scope and Sequence document including the use of Cars and Stars.
- Explicitly teach children meta-linguistic concepts such as point of view, text features and literacy devices using the QAR process.
- Provide vocabulary and fluency learning experiences consistent with the Reading Scope and Sequence Document.
- Implement a home reading program utilising Literacy Pro.
- Explicitly teach library skills – dictionary, Dewey Number System.
- Utilise the Whole School Spelling Scope and Sequence document to implement the classroom program including daily partner testing using a spelling journal.
- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining.
- Explicitly model and teach writing strategies and knowledge including genre structure and characteristics, sentence structure and combining, paragraphing, vocabulary choice, grammar and punctuation as described in the Writing Scope and Sequence document.
- Grammar skills to be consolidated with grammar booklets with application tasks.
- Use the school editing guide - CHIMPS.
- Provide students collectively, and individually as required, specific product goals, to focus writing instruction, this can include the use of rubrics, checklists or guide documents.
- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.
- Provide opportunities for writing on a daily basis including modelled sentence writing.
- Students are expected to complete eight (8) complete texts per term. A complete text is defined as an un-scaffolded writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.
- Provide two x 15-minute handwriting instruction per week with lessons including warm ups and whole class modelling of lessons with an emphasis on starting points and the use of verbal scripts. Guided modelling with individual feedback should also be provided. Students should receive specific instruction in speed loops

and joins. Students should use 12mm dotted thirds.

- Conduct assessments identified in the Literacy Profile / Assessment policy:
  - Lexile Reading score Semester One & Two.
  - STARS Assessments
  - Writing Checklist Semester One & Two
  - Spelling Inventory Test Semester One & Two
  - Dictation twice per term
  - Oral Language Assessment Checklist / Rubric Term One, Two & Three

## YEAR FIVE LITERACY EXPECTATIONS

Year Five teachers will:

- Offer a print rich environment displaying appropriate phonic patterns, vocabulary, text forms and the strategies of reading comprehension from the Reading Scope and Sequence Document.
- Offer four literacy blocks per week with daily Spelling, Reading and Writing and utilise the Explicit Direct Instructional Model.
- Complete planning using the Whole School English Planning Tool working cooperatively with year level colleagues.
- Teach children the specific spoken texts identified in the genre guide including the front loading of Tier Two vocabulary and specific skills for effective speaking.
- Include in the literacy block opportunities for guided reading and shared reading.
- Explicitly teach a strategy to monitor comprehension and address the breakdown of comprehension.
- Explicitly model and teach the reading strategies identified in the Reading Scope and Sequence document including the use of Cars & Stars.
- Explicitly teach children meta-linguistic concepts such as point of view, linguistic features and structures, literacy devices and author craft.
- Provide vocabulary and fluency learning experiences consistent with the Reading Scope and Sequence Document.
- Offer a home reading program using Literacy Pro.
- Explicitly teach library skills – dictionary, Dewey Number System.
- Utilise the Whole School Spelling Scope and Sequence document to implement the classroom program including daily partner testing.
- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining.
- Explicitly model and teach writing strategies and knowledge including genre structure and characteristics, sentence structure and combining, paragraphing, vocabulary choice, grammar and punctuation as described in the Writing Scope and Sequence Document.
- Grammar skills to be consolidated with grammar booklets with application tasks.
- Use the school editing guide - CHIMPS.
- Provide students collectively, and individually as required, specific product goals, to focus writing instruction, this can include the use of rubrics, checklists or guide documents.
- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.
- Provide opportunities for writing on a daily basis including sentence modelling – sentence of the day.
- Students are expected to complete eight (8) complete texts per term. A complete text is defined as an un-scaffolded writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.
- Provide Two 15-minute handwriting instruction per week with lessons including warm ups and whole class modelling of lessons with an emphasis on starting points and the use of verbal scripts. Guided Modelling



with individual feedback should also be provided. Students should receive specific instruction in speed loops and joins. Students should use 9mm dotted thirds.

- Conduct assessments identified in the Literacy Profile/Assessment policy:
  - Lexile Reading Score Semester One & Two
  - STARS ASsessment
  - Writing Checklist Semester One& Two
  - Spelling Inventory Test Semester One & Two
  - Dictation twice per term
  - Oral Language Assessment Checklist / Rubric Term One, Two & Three

## YEAR SIX LITERACY EXPECTATIONS

Year Six teachers will:

- Offer a print rich environment displaying appropriate phonic patterns, vocabulary, text forms and the reading comprehension strategies from the Reading Scope and Sequence.
- Offer four literacy blocks per week with daily Spelling, Reading and Writing and the use of the Explicit Direct Instruction Model.
- Complete planning using the Whole School English Planning Tool working cooperatively with year level colleagues.
- Teach children the specific spoken texts identified in the genre guide including the front loading of Tier Two vocabulary and specific skills for effective speaking.
- Include in the literacy block opportunities for guided reading and shared reading.
- Explicitly teach a strategy to monitor comprehension and address the breakdown of comprehension.
- Explicitly model and teach the Reading strategies identified in the reading Scope and Sequence document including the use of Cars and Stars.
- Explicitly teach children meta-linguistic concepts such as point of view, linguistic features and structures, literacy devices and author craft.
- Provide vocabulary and fluency learning experiences consistent with the Reading Scope and Sequence document.
- Offer a home reading program using Literacy Pro.
- Utilise the Whole School Spelling Scope and Sequence document to implement the classroom program including daily partner testing.
- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining.
- Explicitly model and teach writing strategies and knowledge including genre structure and characteristics, sentence structure and combining, paragraphing, vocabulary choice, grammar and punctuation as described in the Writing Scope and Sequence document.
- Grammar skills to be consolidated with grammar booklets with application tasks.
- Use the school editing guide - CHIMPS.
- Provide students collectively, and individually as required, specific product goals, to focus writing instruction, this can include use of rubrics, checklists or guide documents.
- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.
- Provide opportunities for writing on a daily basis.
- Students are expected to complete eight (8) complete texts per term. A complete text is defined as an un-scaffolded writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.
- Explicitly teach library skills including – dictionary skills, Dewey Decimal System, Fiction Catalogue System, using contents and index, conducting OPAC searches.
- Explicitly teach referencing and the use of bibliographies.
- Provide handwriting instruction with an emphasis on speed loops and joins as required. Students should use

9mm ruled pages.

- Conduct assessments identified in the Literacy Profile/Assessment policy;
  - Lexile Reading Score Semester One & Two - STARS Assessments
  - Writing Checklist Semester One & Two
  - Spelling Inventory Test Semester One & Two
  - Dictation twice per term
  - Oral Language Assessment Checklist / Rubric Term One, Two & Three

## NUMERACY EXPECTATIONS FOR TEACHERS AT CURRAMBINE PRIMARY SCHOOL

- Each Teacher will have access to the Mathematics website through the school intranet that will provide resources to support the delivery of best practice in mathematic teaching.
- All Staff will plan using the Currumbine Primary School mathematics planning tool with links to the Western Australian Curriculum and the Mental Computation Scope and Sequence document. Planning will include;
  - Highlight the appropriate header boxes indicating what the program addresses including cross curricula competencies.
  - State mental computation strategies to be taught and the teaching strategies that will be used.
  - Document a series of lessons for the content block which include direction regarding Explicit Direct Teaching, Guided / Individual Practice and Plenary sessions. Staff members are encouraged to provide a time allocation for each section of the lesson.
  - State the proficiencies to be addressed in each lesson
  - Include specifically identified pre and post diagnostic tasks. A previous post diagnostic test can be used as a pre diagnostic task to inform planning.
  - State appropriate focus questions and key vocabulary to support the explicit teaching and plenary sections of the lesson.
  - State modifications to manage remediation and extension of selected students.
- Access to the First Steps in Mathematics resources are available to teachers through the school's Mathematics website.
- All Staff will deliver units of Mathematics through content blocks. When developing content blocks Staff will consider;
  - The breadth of curriculum to be covered over the year.
  - Opportunities for content to be revisited with some content to be revisited on numerous occasions. (The planning pro-forma provides a tool to support this process).
  - Identification of specific learning outcomes.
  - The use of pre and post diagnostic tasks.
  - The length of a content block (two to ten days).
  - Ensure that week ten in each term is available for review and re-teaching
- All Staff will use the Year Level A to E checklists attached to content blocks. This tool should be primarily used as a formative tool.
- Teachers will plan and moderate collaboratively with their year level colleagues on a termly basis.
- Teachers will utilise the Mental Mathematics Scope and Sequence to guide content and strategies to be treated. Teachers should also use a rational approach to teaching basic facts and combinations. Staff should refer to First Steps in Mathematics Book 2, pages 189 to 195 for clarification on a rational approach to teaching basic facts and combinations.
- Teaching Mental Strategies requires both explicit teaching; modelling/guided practices (Understanding Proficiency) and practice through a variety of relevant and appropriate activities (Fluency Proficiency) The

balance of instruction should be weighted at 60% explicit teaching of strategies; while fluency activities should make up 40% of the program. The multiplication maps may be used to support this work. (Refer to resources).

- Specific instructional content for Number is documented in the Number Scope and Sequence. Children are expected to utilise algorithms and have both a conceptual and process understanding of the content.
- Specific instructional content regarding Probability and statistics with an emphasis of graphing and data representation is included in the Maths Scope and Sequence to inform planning.
- Numeracy blocks should reflect the structure of the Currumbine Primary School Explicit Teaching Model with a strong focus on self-talk during instruction.
- All Numeracy blocks should include opportunities for the students to develop the mathematical proficiencies;
  - Understanding through warmups and explicit direct instruction,
  - Fluency through warmups and repeated practice,
  - Problem Solving through the use of the KSAR Model, and
  - Reasoning. Through the Plenary.
- Assessment in Mathematics is conducted using checklists developed at the PLC level, Diagnostic tasks and the One Minute Mental Maths Assessment three a year. One Minute Mental Maths Assessments conducted in February, May and November will be passed on to the teachers of the next grade.

## OTHER AREAS OF THE CURRICULUM

### SCIENCE

- Science plans are developed using the school based planning proforma available from the school intranet. Planning is to be consistent with the expectations of the Western Australian Curriculum including scientific understandings and inquiry skills.
- Planning and the delivery of Science is based on the Five E's model;

**Engage** - The engage stage is to pique the children's interest and get them personally involved in the lesson while assessing prior understandings.

**Explore** - The explore stage aims to get children involved in the topic - providing them with an opportunity to build their understanding.

**Explain** - The explain stage is to provide students with the opportunity to communicate what they have learned so far and figure out what it means.

**Extend** - The purpose of the extend stage is to allow students to use their new knowledge and continue to explore.

**Evaluate** - The evaluate stage is aimed at providing opportunities for students and teachers to determine how much learning has taken place.

- Further explanation of the Five E Model can be found on the Intranet in the Science Information Booklet.
- Pre-Primary to Year Two should teach 60 minutes of Science per week. Years Three to Six should teach 90

minutes of Science per week.

- Assessment in Science should be completed using the SCSA 'A to E' Rubrics and the Curriculum Target Checklists located on the intranet.
- Planning in Science reflects the SCKI Model with an initial focus on teaching skills, followed by explicit content information and a teacher controlled inquiry. This process is supported with a science skills scope and sequence document and an investigation planner.

## HUMANITIES AND SOCIAL SCIENCES (HASS)

- HaSS plans will be developed using the school based planning proforma available from the school intranet. Planning is to be consistent with the Western Australian Curriculum noting:

History	-	Pre-Primary to Year Six
Geography	-	Pre-Primary to Year Six
Civics	-	Year Three to Year Six
Business and Economics	-	Year Five to Year Six
- Assessment in HaSS should be completed using the SCSA 'A to E' Rubrics and the Assessment Checklists located on the intranet.

## HEALTH EDUCATION

- Health plans should be developed collaboratively using the school based planning tool and reflect the Health and Wellbeing Scope and Sequence.
- Specific programs to be conducted as part of our mental health and wellbeing strategy include;

I Do It	-	Kindergaren to Year One
Friendly Schools Plus	-	Year Two to Year Four
Mindfulness	-	Kindergarten to Year Six
Protective Behaviours	-	Pre-Primary, Year One, Year Three and Year Five
WA Positive Behaviour Support	-	Kindergarten to Year Six

## DESIGN AND TECHNOLOGIES

- The Technologies planning is conducted collaboratively using school based proformas and should reflect the Western Australian Curriculum and the Whole School Scope and Sequence outlined below.

Year	Semester One	Semester Two
1	Digital Technologies	Design and Technology
2	Digital Technologies	Design and Technology
3	Digital Technologies	Design and Technology
4	Design and Technology	Digital Technologies
5	Digital Technologies	Design and Technology
6	Design and Technology	Digital Technologies

- The iPad Skills Scope and Sequence supports planning and is located on the intranet.
- Assessment in Technologies is completed using the SCSA 'A - E' Rubrics and checklists located on the intranet.

## DIGITAL TECHNOLOGY INTEGRATION

- All staff are expected to integrate digital technology into their learning programs including;
  - The use of eBoards, particularly for warm ups.
  - Integrating the use of iPads across the curriculum to support and accelerate learning.
  - Using robotic resources such as Bluebots, Spheros, Ollies, Makey Makey etc.

## TEACHER SUPPORT

- The mastery of the Currumbine Way will take considerable time and support for staff new to the school, new to a year level or returning from extended leave. This is to be expected and understood by your Professional Learning Community colleagues and the School Executive.
- To assist staff with transition to the Currumbine Way, a range of options are in place including;
  - Performance Development, a copy of the policy is included with this document. This process invites you to reflect on the Currumbine Way and identify areas of focus.
  - Peer observations on areas you wish to have support and feedback.
  - Performance manager observations and feedback on areas you wish to have support.
  - Collaborative planning and assessment within the context of the Professional Learning Community.
  - Instructional rounds within the context of the Professional Learning Community.
  - Opportunities for individual coaching and mentoring around key teaching practices and strategies.
  - Opportunities for higher frequency observation and feedback from peers, coaches and School Executive.
  - Opportunities to observe colleagues engaged in the use of the Currumbine Way.
  - Opportunities to participate in targeted Professional Learning.
  - Opportunities to participate in an induction process for staff prior to the school year. The Teacher Induction Policy is located in the policy section of this handbook.

## PROFESSIONAL LEARNING COMMUNITIES

Each year level operates as a Professional Learning Community and meet once a week during shared DOTT to focus on implementing the learning programs for the students and the improvement agenda of the school.

Professional Learning Communities include an Associate Principal to support and guide the group and ensure a focus on key improvement strategies and actions.

The action of Professional Learning Communities are informed by;

- The School Business Plan.
- Operational Planning.
- Whole School Instructional Approaches.
- Student needs.



Professional Learning Communities focus on planning delivery of learning programs and monitoring student achievement and growth as well as the impact of their plans. Professional Learning Communities are collegiate and collaborative and support members to grow and enhance their teaching practices.

## PROFESSIONAL LEARNING COMMUNITIES FOCUS ON THREE BIG IDEAS;

### Big Idea One - Ensuring That Students Learn;

- What do we want each student to learn?
- What is the best way to deliver the content?
- How will we know each student has learnt it?
- How will we respond to the students experiencing difficulty?
- Responses to students should be timely, based on intervention rather than remediation.

### Big Idea Two - A Culture of Collaboration;

- Collaboration not co-operation.
- Focus on working together, with trust, to improve classroom instruction and student achievement.
- Working together on assessment practice and analysis of results, pedagogy and teaching strategies, planning and differentiation.
- Remove barriers to successful collaboration.

### Big Idea Three - A Focus on Results;

- Effectiveness is judged on the basis of student results.
- The effective use of formative assessment.
- Disciplined discussion and responses to results - focus on what is in the control of the teachers.

## RECOMMENDED TIME ALLOCATIONS FOR TEACHING

Yr	English	Maths	Science	HaSS	Arts - Music	Arts – Visual Art	Health	PE	French	Technologies	Total K 15 hrs PP – Yr 7 -25 Hrs
K	4	4	1	0.5	0.5	0.5	1	0.5		0.5	12.5#
PP	8*(4x 2 hrs)	6*(4x1.5hrs)	1	0.5	1*	1*	1	1	1	0.5	21.5#
1	8*(4x 2 hrs)	6*(4x1.5hrs)	1	0.5	1*	1*	1	2*	1	0.5	22.5
2	8*(4x 2 hrs)	6*(4x1.5hrs)	1	0.5	1*	1*	1	2*	1	0.5	22.5
3	8*(4x 2 hrs)	6*(4x1.5hrs)	1.5	2	1*	1*	1	2*^	1	1.5	25
4	8*(4x 2 hrs)	6*(4x1.5hrs)	1.5	2	1*	1*	1	2*^	1	1.5	25
5	7 (4x 1.75hrs)	6*(4x1.5hrs)	1.5	2	1*	1*	1	2*^	1	1.5	24
6	7 (4x 1.75hrs)	6*(4x1.5hrs)	1.5	2	1*	1*	1	2*^	1	1.5	24

- \* Exceeds ACCARA Recommendation
- + Below ACCARA Recommendation
- # Allows for extended structured and unstructured play
- ^ no Fitness requirement

# STUDENTS AT EDUCATIONAL RISK

## STUDENTS AT EDUCATIONAL RISK POLICY AND PROCEDURE

### DEFINITION

A Student at Educational Risk is any student who is not performing to their academic, emotional, social or behavioural potential.

### RATIONALE

In order to successfully educate students' at educational risk, a formalised identification, tracking and monitoring process must be established and implemented across the school.

### PURPOSE

To ensure that students at risk of not achieving their potential are identified and appropriate measures are implemented.

### GUIDELINES

1. Identification – Currumbine Primary School has clearly identified processes for the early identification of Students at Educational Risk.
  - a. Achievement below the benchmarks in the Whole School Literacy and/or Numeracy Assessments, NAPLAN, Kindy Screeners, On-entry Assessments or Reporting to Parents.
  - b. Teacher or parental concerns raised as per the SAER guidelines.
  - c. The need to communicate information regarding a disability or medical condition.
  - d. Other agencies.
2. Provision – Currumbine Primary School uses performance data and intended educational outcomes as the key elements of planning for Students at Educational Risk;
  - a. Case Management Plan.
  - b. Positive Partnership Matrix.
  - c. In class assistance.
  - d. Modified programs.
  - e. Specialist Withdrawal Programs.
  - f. Student Needs Summary.
3. Monitoring and Reporting – Currumbine Primary School collects and provides meaningful information to assist planning to improve learning outcomes and report on the progress of Students at Educational Risk;
  - a. Review of Case Management Plans or Positive Partnership Matrix.
  - b. Review of student performance in Whole School Literacy and/or Numeracy Assessments and NAPLAN Assessments.
  - c. Teacher observations.
  - d. Parent conferencing.
  - e. Other agency reports.
  - f. Written reports.
  - g. Absentee tracking.

4. Class Profiles - All classes will have a profile which provide information for the teacher the following year. Teachers will update the profiles with admin staff managing the transition process for the new class structure each year. The document will identify areas of concern including children on a CMP, PM Benchmark scores, NAPLAN bands and On Entry results.

5. Annual Handover Process - Staff will meet with colleagues to conduct a handover process in week nine at the final staff meeting of the year. The following information will be provided to staff during the process:

<b>Kindergarten</b>	Verbal Summary for each child/Letter - Sound Checklist/Sight Words Checklist/ Case Management Plans - with evidence of achievement/Progress Maps.
<b>Pre-Primary</b>	Verbal Summary for each child/Letter – Sound Checklist/Sight Words Checklist/ Writing sample/Final PM Benchmark Assessment and tracking form/Case Management Plans with evidence of achievement/Progress Maps.
<b>Year One</b>	Verbal Summary for each child/Letter - Sound Checklist/Sight Words Checklist/ Final PM Benchmark Assessment and tracking form/Case Management Plans - with evidence of achievement/Progress Maps.
<b>Year Two</b>	Verbal Summary for each child/Final PM Benchmark Assessment and tracking form/Case Management Plans with evidence of achievement/Progress Maps.
<b>Year Three</b>	Verbal Summary for each child/Final PM Benchmark Assessment and tracking form/Case Management Plans - with evidence of achievement/Progress Maps.
<b>Year Four to Six</b>	Verbal Summary for each child/Final PM Benchmark Assessment and tracking form/Case Management Plans - with evidence of achievement/Progress Maps.

Associate Principals may identify students who require a specialised transition and manage such arrangements with the appropriate staff. This could include social stories, visiting the new teacher and class or parent meetings.

Updated Class Profiles will be given to teachers at the beginning of the year by Associate Principals. Teachers will be responsible for updating these at the conclusion of the year.

Staff will be provided with the opportunity to conduct handover discussion during the staff meeting in week three of the new year to further clarify student needs.

Any students removed from Case Management Plans will be marked as Monitored on the Class Profile and relevant information filed in their Student File at the front office.

## CONCLUSION

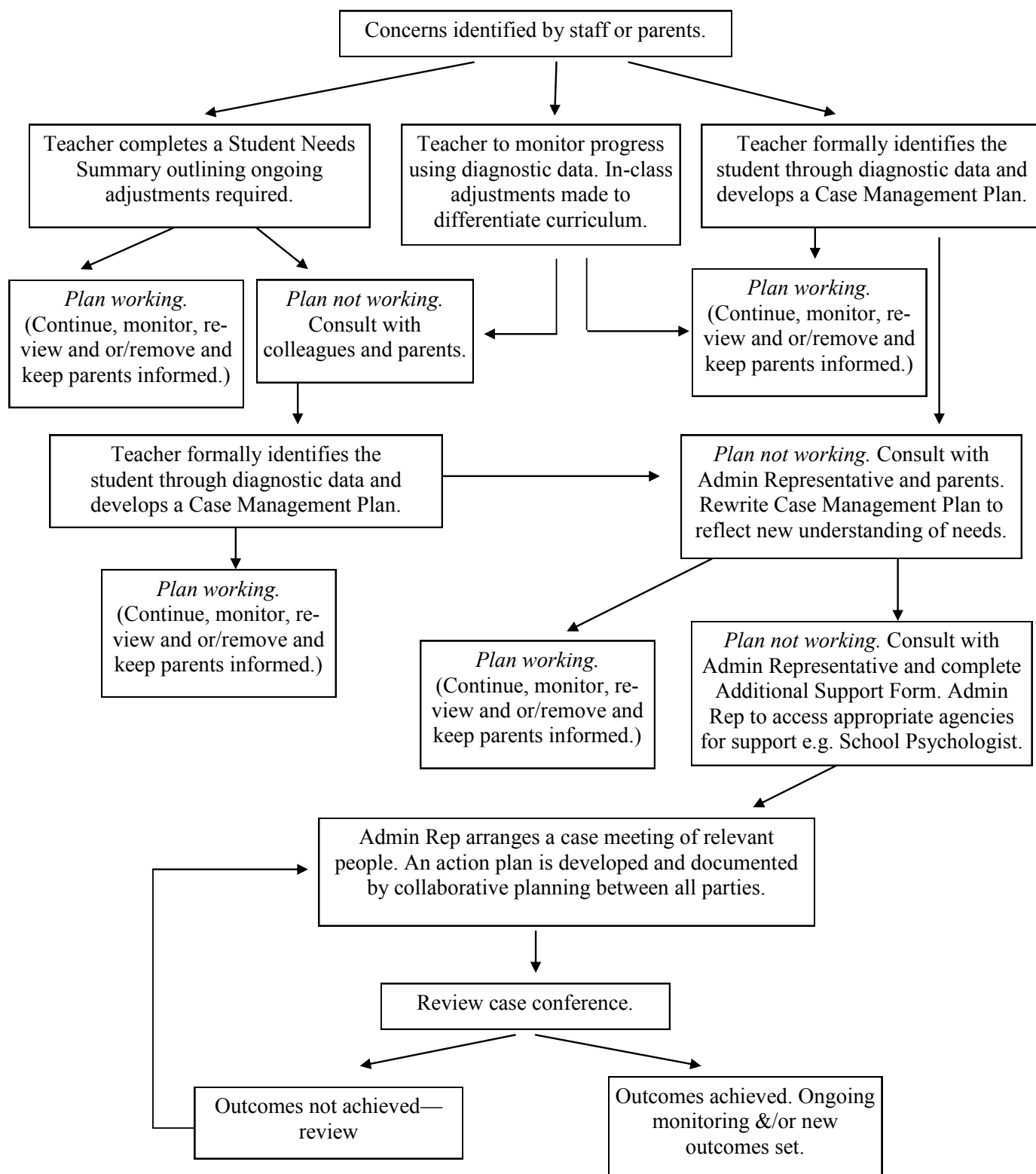
This policy is to operate within the guidelines of other school policies. Meeting the needs of Students at Educational Risk is a whole school responsibility that is reflected in school planning.

# CURRAMBINE PRIMARY SCHOOL STUDENTS AT EDUCATIONAL RISK TIMELINE

Term	Week	Action	Comments
1	1-6	CMP	Teachers to implement strategies outlined in CMP from previous years teachers.
	6-8	CMP	New CMPs developed for all identified SAER children, both existing and new students. Copies to Line Manager and saved on shared. Teachers to meet with parents to discuss and sign new CMP.
2	6-8	CMP Reviews	CMP reviewed for all identified SAER students. New students added as required. Copies to Line Manager, parents and saved on shared.
3	6-8	CMP Reviews	CMP reviewed for all identified SAER students. New students added as required. Copies to Line Manager, parents and saved on shared.
4	6-8	CMP Reviews	Detailed CMP created to hand over to next years teacher. Copies to Line Manager, parents and saved on shared.
	9 & 10	Transition Handover	In lieu of team meetings teachers to organise a hand over of the SAER information and CMP to the following years teacher.



# CURRAMBINE PRIMARY SCHOOL STUDENTS AT EDUCATIONAL RISK ACTION PLAN



# STUDENT ASSESSMENT POLICY

## RATIONALE

The primary purpose of assessment is to enhance student learning. Assessment practice has a powerful influence in both the quality of teaching and the quality of learning. Assessment should inform all stakeholders what knowledge, skills and attitudes students possess and those they do not.

## POLICY

All public school principals and teachers, as part of the planning for the school, regularly monitor, evaluate and report on each student's achievement.

## GUIDELINES

Assessment practices should be consistent with the Assessment Principles and Practices of the Western Australian Curriculum and Assessment Outline (SCSA.wa.edu.au) including;

- **Assessment should be an integral part of teaching and learning** – Assessment should arise naturally out of the intended learning of the curriculum. Assessment should be constructed to enable judgements about students progress, what knowledge and skills they have and have not mastered and contribute to ongoing teaching and learning.
- **Assessment should be educative** – Assessment activities should encourage in depth and long term learning. They should also provide feedback that assists students with their learning and informs teachers planning. Assessment, where appropriate, should have explicit criteria which the students are aware of to focus their attention and to provide feedback on their progress.
- **Assessment should be fair** – Fair assessment practices consider the diverse needs of students and their backgrounds. Fair assessments also provide valid information on what is supposed to be assessed.
- **Assessments should be designed to meet their specific purposes** – Information collected to establish where students are in their learning can be used for summative and formative purposes.
- **Assessment should lead to informative reporting** – Reporting happens at the end of the teaching cycle and should provide accurate information to each student and the parent based on the formative and summative assessments conducted.
- **Assessment should lead to school wide evaluation processes** – Our staff need to understand current and past student achievement data, be explicit about targets for improvement and be explicit about how progress towards those targets will be monitored. School leaders need to plan for how they will evaluate the effectiveness of school initiatives and programs. Teachers should use assessment data to evaluate their teaching practices.

Staff will administer and use data from NAPLAN, WAMSE and school based formative testing to inform planning and evaluate school programs and practices.

Assessment of Case Management Plans should be based on specific learning targets that reflect the individual student's needs.

[illegible]



# PERFORMANCE DEVELOPMENT

## PERFORMANCE DEVELOPMENT POLICY

### INTRODUCTION

All members of the school staff have a responsibility to be accountable for and actively seek to improve their performance in relation to organisational and workplace goals.

It is essential that staff members of the public education system are able to provide evidence that demonstrates their professionalism and commitment to improving the quality of student achievement. The performance management process seeks to meet this requirement and in so doing optimises the performance of each member of staff.

### DEPARTMENT OF EDUCATION POLICY

Under governing legislation and common law, an employee is required to carry out duties and responsibilities with due competence and care, in accordance with the requirements of their role.

All employees will participate in a performance management process consistent with the Performance Management Standard where:

- Staff regularly demonstrate accountability for their performance;
- Staff have access to growth and development opportunities that allow for employee professional interests and role responsibilities ; and
- The process links to the intended outcomes of the Department's strategic directions.

All line managers will conduct and document performance management with staff.

### THE PROCESS

The process of performance management comprises several elements including:

- **Self-Reflection** – It is valuable for any performance management meeting to be preceeded by self-reflection. Staff members are provided with tools to support their self-reflection (National Professional Standards for Teachers or Position Role). This process is designed to support you in role clarity, identifying strengths and areas for development.
- **Planning Meeting (Term One)** – The purpose of this meeting is to ensure both the staff member and performance manager:
  - develop clarity regarding Expectations / Roles / Responsibilities,
  - review previous performance management goals,
  - provide quality and timely feedback,
  - identify coaching and classroom observation opportunities,
  - identify opportunities for professional growth; and
  - demonstrate accountability.

The outcomes of this meeting should be the production of a performance management agreement which will include:

- Agreed goals
- Agreed strategies and actions
- Agreed success indicators.

All staff will receive written feedback from a planning meeting.

- **Implementation / Ongoing Feedback / Support** – Line managers will work with staff to provide ongoing support which may include:
  - Formal and informal meetings to provide feedback.
  - Classroom observation visits by peers and performance managers (Term One & Three). Classroom observation visits should be followed up with a feedback meeting and written feedback.'
  - Peer observation visits are conducted via negotiation through the performance management process or on an ad-hoc basis as required to support teacher growth.
  - Education Assistants will have a line manager observation in Term Three with a follow up feedback meeting and written feedback; and
  - Discussions about further professional learning.
- **Review Meeting (Term Three / Four)** - The purpose of the review meeting is for the:
  - Employee to demonstrate accountability (All staff members are asked to provide evidence of their work at this meeting in the form of student works samples, planning documents, records of student achievement, case management plans that reflect their goals and areas of focus as determined by the Executive Team.
  - Employee to demonstrate achievement with their goals
  - Manager to provide quality feedback.'

All staff will receive written feedback from the review meeting.

# TEACHER INDUCTION POLICY

## RATIONALE

An effective induction program ensures new staff members gain an understanding of our School's ethos, goals, policies and procedures. The induction of new staff is essential to support the School's strategic direction, collaborative structure and pedagogical practices.

## POLICY

Currambine Primary School provides all newly appointed teachers with a formal induction that introduces them to the Education Department and School site.

## GUIDELINES

- All staff will participate in an induction process with their team leader within the first three months of employment.
- Staff should be taken on a worksite orientation tour to;
  - Familiarise themselves with the grounds.
  - Introduce themselves to work colleagues.
  - Familiarise themselves with teachers of specialist rooms/facilities.
- A new staff member should be paired with a mentor colleague to support their transition into the school. The mentor will act as a supportive colleague and a 'go to' person for the new staff member.
- A meeting will be scheduled between the Associate Principal and the new staff member to discuss items listed on the Teacher Induction Checklist. Multiple meetings may be staggered over the term to address the items on the checklist. The new staff member and team leader should sign and date the document for storage on the inductee's personal file.
- New staff entering a new class should have pre-ordered stock and stationery available. This will be managed by the Professional Learning Community Associate Principal.
- It is recommended that all employees new to the Department of Education complete the following online training;
  - Accountable and Ethical Decision Making.
  - Child Protection and Abuse Prevention.
  - Workforce Induction.
  - Aboriginal Cultural Appreciation.
  - Records Management.



# **OPERATIONAL PLANS 2020**

Currambine Primary School Operational Plan – English and Maths Operational Plan – 2020				
<b>Business Plan Targets</b>				
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.				
By 2022, Year Three and Five students will perform at or above the NAPLAN Like school average in Mathematics.				
Strategies/Actions	Resources	Timeline	Personnel	Evaluation
<b><u>ENGLISH</u></b>				
<b><u>READING</u></b>				
All Year Levels implement the Five Pillars Three Waves approach to Literacy Instruction.				
Implement approaches describe in the Business Plan 2020-22 including;				
<ul style="list-style-type: none"> <li>Implement the formative assessment tools developed in 2019 including KRAT, phonemic awareness and phonic screening tool and Pro-literacy Lexiles into Year Three.</li> <li>Build connected Reading practice from Year Three through Six by: <ul style="list-style-type: none"> <li>Implementing the PAVES fluency approach into Year Three, Four, Five and Six,</li> <li>Implementing the STARS and Literacy Pro program into Year Three.</li> </ul> </li> <li>Build connected Reading practice from Kindergarten to Year Two by;</li> </ul>				
	Staff Induction Booklet	Ongoing	All Staff	MIS Reading Data Class Level Reading Data
	Assessment Resources	Ongoing	K-3 staff	
	PAVES Tool STARS	Ongoing	Yr 3-6 Staff	

<ul style="list-style-type: none"> <li>- Implementing consistent Phonics screening in Pre-Primary through to Year Two.</li> <li>- Explore and expand I Get It comprehension to Year Two Reinstantiate I Get It K- 1. Provide professional learning to support staff</li> <li>- Investigate reading growth tools using the On Entry Assessment from Pre-Primary to Year Two.</li> </ul> <p><u>Kindergarten to Year Two</u></p> <p>Kindergarten will add inferencing to the reading strategies being addressed each term and relate to themes being taught with the use of stimulus pictures.</p> <p>Pre-Primary will implement On Entry earlier in the Year to access data as early as possible. This will be followed by screening in Year One and Two using the On Entry reading tool to track student growth and provide formative data.</p> <p>Pre Primary to specifically focus on more-able students with text reading and responding to questions fully with focus on literal and inferential (QAR) through the process of guided reading.</p> <p>Pre Primary will fully implement the 'I Get It Program, fully implemented into Year One and possibly extended into Year Two.</p> <p>Year One will utilise big books with the students focus on three levels of questioning with links to QAR model</p> <p>Year Two to include author three Levels of questioning (QAR), guided reading to have a stronger focus on character analysis, plot and author craft. Identify more-able students to support comprehension with short passages so the lesson focuses on skill development.</p> <p>Raz-kids will be removed from guided reading and run as a homework</p>	I Get It On Entry Tool School Based screeners	Ongoing	PP-2 Staff	
	I Get It	Ongoing	K Staff	
	On Entry tool	Ongoing	PP Staff	
		Ongoing	PP Staff	
	I Get It	Ongoing	PP to Yr 2 Staff	
	QAR	Ongoing	Yr 1 Staff	
		Ongoing	Yr 2 Staff	

<p>program.</p> <p>Year Two will review past texts and apply knowledge with more difficult questions</p> <p><u>Year Three to Six</u></p> <p>Year Four to Six will include novel treatment with more challenging tests into the Guided Reading program, in particular target student outside the top 20% who can be reasonably be expected to achieve at this level. A strong focus on metalinguistic questions is an area of focus as is inferential questioning.</p> <p>Year Three and Four will centre the Guided Reading program on the QAR model with a strong focus on author craft (Meta-linguistic) questions and think and search (inferential) questions.</p> <p>Reading warmups for all Year Levels should include a focus on explicit concept definition and application of strategies with regular opportunities for application.</p> <p>Guided Reading for all should include opportunities to explore vocabulary in texts with a particular focus on determining meaning</p>			<p>Yr 3-6 Staff</p> <p>Yr 4/5 Staff</p> <p>Yr 3-6 Staff</p> <p>Yr 3-6 Staff</p>	
<p>WRITING</p> <p>All Year Levels implement the Five Pillars Three Waves approach to Literacy Instruction.</p> <p>Implement approaches describe in the Business Plan 2020-22 including;</p> <ul style="list-style-type: none"> <li>- Implement Joint Action Routines in Kindergarten with a focus on vocabulary development and oral narrative skills.</li> </ul>	<p>Staff Induction Booklet</p>	<p>Ongoing</p> <p>Term</p>	<p>All Staff</p>	<p>MIS Writing Data</p> <p>Class Level Writing Data</p>



<ul style="list-style-type: none"> <li>- Implement Colourful Semantics to support early sentence writing in Kindergarten and Pre-Primary. Consider transitioning program into Year One.</li> <li>- Implement a consistent whole school editing approach based on the CHIMPS model from Pre-Primary to Year Six.</li> <li>- Modify the Writing Scope and Sequence document to include further detail around Genre structure at Year Two, Four, Five and Six.</li> <li>- Create Genre slides to use in warmups which have consistent meta language and visuals. The process will commence with narrative and persuasive texts.</li> </ul>				
<p><u>Kindergarten to Year Two</u></p> <p>Kindergarten classes will offer daily writing every day from the commencement of Semester Two.</p> <p>Ensure Kindergarten children are writing sounds on whiteboards during warmups.</p> <p>Provide training for all staff on the Use of the I Tell It icons at Pre Primary, consider staff in Kindergarten and Year One who may join this training.</p> <p>Pre-Primary will conduct Year Level writing moderation tasks to build shared understandings of practice and standards and formative responses.</p> <p>Revisit writing programs at Year One with reference to the Year Two program with the aim of building stronger connections and progression for the students.</p> <p>Year Two will review writing program with specific reference to the NAPLAN writing guide,</p>	<p>CHIMPS Resources</p> <p>Genre Slides</p> <p>I Tell It Resources</p>	<p>One Term One</p> <p>Term One</p> <p>Semester Two Term Two</p> <p>TBA</p> <p>Ongoing</p> <p>Ongoing</p> <p>TBA</p>	<p>K staff</p> <p>K / PP Staff</p> <p>All Staff</p> <p>All Staff</p> <p>K Staff</p> <p>K Staff</p> <p>Selected ECE staff</p> <p>PP Staff</p> <p>Yr 1-2 staff</p>	

Enhance mini writing activities with consistent self-talk and meta-language across K to 2.	NAPLAN Marking Guide	Ongoing	Yr 2 Staff	
Year Two will timetable more opportunities for writing.		Ongoing	K-2 staff	
Year Two will have a stronger focus modelling structure and moderating the same text over the PLC with the aim of building shared understandings of practice and standards and formative responses.		Ongoing	Yr 2 staff	
<u>Year Three to Six</u>			Yr 2 Staff	
Year Three to Six PLCs will continue to target students for specific instruction of various writing concepts and tools and to support identified groups including children need to be extended or remediated.		Ongoing	Yr 3-6 staff	
Year Three to Six PLCs will continue to focus providing children with opportunities to produce text in a digital context with a set time duration. This will occur at least once a fortnight.		Ongoing	Yr 3-6 Staff	
Year Three to Six PLCs will implement a sentence of the day process to model, punctuation and grammar concepts and sentence enhancement concepts.		Ongoing	Yr 3-6 Staff	
Year Three to Six PLCs will introduce the moderation of writing pieces at Year Level PLCs build shared understandings of practice and standards and formative responses.		Ongoing	Yr 3-6 Staff	
Year Three to Six PLCs will ensure warmups reflect the editing guide and provide opportunities to apply this skill.		Ongoing	Yr 3-6 Staff	
Ensure the use of rubrics and product goals are used to provide students with specific clear expectations of writing success.		Ongoing	Yr 3-6 Staff	
Year 3-6 PLC to review the NAPLAN marking Guide to identify key teaching points to support explicit writing instruction.		Ongoing	Yr 3-6 staff	

				Yr 3-6 staff	
<p><b>SPELLING</b></p> <p>All Year Levels implement the Five Pillars Three Waves approach to Literacy Instruction.</p> <p><u>Kindergarten to Year Two</u></p> <p>Kindergarten staff will maintain a strong focus on the blending and segmenting with real words and nonsense words.</p> <p>Pre Primary Staff will implement simple dictation with a focus on words connected to the sounds treated during the week and Fry Words to provide opportunities to apply spelling knowledge.</p> <p>Adjusts the Pre-Primary home spelling resource to expose students to more words that reflect the target sounds.</p> <p>The Year One PLC will continue to the focus on the ng sound and start dictation in Term One to support the application of spelling strategies.</p> <p>The Year Two PLC will continue dictation to support the application of spelling knowledge from commencement of the school year.</p> <p>Introduce the Year Two spelling script across Pre-Primary and Year One.</p> <p><u>Year Three to Six</u></p> <p>The Year Three to Six PLCs will develop consistent self-talk across the grades for the application of spelling knowledge.</p> <p>Year Three to Six PLCs will adjust warm-ups to reflect the application of</p>	<p>Induction Booklet</p> <p>PP home Spelling Resources</p> <p>Spelling Script</p> <p>Spelling Script</p> <p>Warmups</p>	<p>Ongoing</p> <p>Term Two</p> <p>Term Two</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All Staff</p> <p>K Staff</p> <p>PP Staff</p> <p>PP Staff</p> <p>Yr 1 Staff</p> <p>Yr 2 Staff</p> <p>PP – Yr 2 Staff</p> <p>Yr 3-6 staff</p> <p>Yr 3-6</p>	<p>MIS Spelling Data</p> <p>Class Level Spelling Data</p>	

skills noted in assessment including selecting the correctly spelt word from four choices, and identifying spelling errors in context.	Warmups	Ongoing	Yr 3-6 staff	
Enhance the warmups from Year Three to Six to ensure explicit practice of spelling concepts in the scope and sequence including rules, homophones. Ensure spelling warmups are done briskly but often.				
Year Three to Six PLCs will limit the words taught each day to between three and five.		Ongoing	Yr 3-6 staff	
<p>PUCTUATION AND GRAMMAR</p> <p>All Year Levels implement the Five Pillars Three Waves approach to Literacy Instruction.</p> <p><u>Kindergarten to Year Two</u></p> <p>The Kindergarten PLC will focus on the use of boundary punctuation and word spacing in daily writing. Children will be exposed to the concept of commas, question marks and exclamation points through warmups.</p> <p>The Pre-Primary PLC will focus on explicit teaching punctuation as highlighted the writing scope and sequence with applied practice using mini-whiteboards.</p> <p>The Year One PLC will look at other team programs to identify areas to enhance their own program in this space, the enhanced program will include treating the use of question marks and exclamation marks, concept definition around abstract nouns and teaching children a greater range of connectives.</p> <p>The Year Two PLC will focus on a daily grammar warmup with apply questions that reflect the types used in assessments, having a clear</p>	Induction Booklet	Ongoing	All staff	MIS P&G Data
		Ongoing	K Staff	
	Writing Scope and Sequence	Ongoing	PP staff	
		Ongoing	Yr 1 staff	
		Ongoing	Yr 2 staff	

<p>explicit teaching focus in grammar each week with follow-up grammar booklet for follow up practice.</p> <p><u>Year Three to Six</u></p> <p>Continue to use punctuation and grammar warmups regularly with adjustments to reflect apply slides that reflect assessment tasks in NAPLAN and EMTS.</p> <p>Follow up warmups and explicit instruction with differentiated practice booklets to support deliberate practice and retrieval practice.</p> <p>Explore options across Year Three to Six to use Bump It Up Walls in grammar.</p>		<p>Ongoing</p> <p>Ongoing</p> <p>TBA</p>	<p>Yr 3-6 staff</p> <p>Yr 3-6 staff</p> <p>Yr 3-6 staff</p>	
<p><b>HANDWRITING</b></p> <p>Pre-Primary to have a stronger focus on base line and spacing in their program.</p> <p>Continue the focus on speed loops and joins in Year Three and Four and transitioning to cursive writing in Year Four through Six.</p>		<p>Ongoing</p> <p>Ongoing</p>	<p>PP staff</p> <p>Yr 3-6 staff</p>	
<p><b><u>MATHEMATICS</u></b></p>				

Strategies/Actions	Resources	Timeline	Personnel	Evaluation
<p>All Year Levels implement the Five Pillars Three Waves approach to Literacy Instruction.</p> <p>Implement approaches describe in the Business Plan 2020-22 including;</p> <ul style="list-style-type: none"> <li>Enhance the modelling of self-talk by teachers during the demonstration process of the Explicit Direct Instruction Model.</li> <li>Trial content block reporting to parents from Kindergarten to Year Six.</li> </ul> <p><u>Kindergarten to Year Two</u></p> <p>Pre-Primary to adjust a higher level of challenge programs to reflect the strong performance of children completing the Kindergarten program.</p> <p>Pre-Primary and Year One PLCs to review their mathematics programs against the school scope and sequence to ensure that the appropriate levels of challenge are being included in the program and that programs align to the scope and sequence.</p> <p>A chance program will be developed to be delivered within the Pre-Primary Program.</p> <p>Build stronger consistent self-talk across PLCs in the lower grades including;</p> <p>Ding, Ding, caching place value self-talk</p> <p>Address self-talk around money, time, fractions, Part – Part – Whole</p> <p>Develop laminated cards as a tool to record self-talks.</p> <p>Explore the KSAR problem solving model to develop consistent meta-language and structures across multiple year levels.</p> <p>Initiate discussion around the teaching of mental maths strategies and</p>	<p>Induction Booklet</p> <p>PLC Learning programs</p> <p>Maths Scope and Sequence</p> <p>Self-Talk scripts</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Term One</p> <p>Term One</p> <p>Term One</p> <p>Ongoing</p> <p>Term One</p>	<p>All staff</p> <p>All staff</p> <p>PP staff</p> <p>PP – Yr 1 staff</p> <p>PP staff</p> <p>K-Yr 2 staff</p> <p>PP – Yr 2 staff</p>	<p>MIS Maths Data</p> <p>One Minute Mental Maths Data</p> <p>Classroom Level Checklist data</p>

<p>consistent processes and practices from PP to Year Two to create a more connected and tiered approach.</p> <p>PP to Year Two PLCs when delivering maths through EDI include planned, higher order, challenging questions. Give consideration to seating plans that allow less able students to sit with more-able students to hear correct feedback and positive self-talk models.</p> <p>PPP to Yr 2 will develop consistent Pre and post assessment for mathematics Units.</p> <p><u>Year Three to Six</u></p> <p>The Year Three to Six PLCs will work on developing consistent meta-language and process in the use of the KSAR problem solving model across the top end of the school.</p> <p>Explore self-talk steps around teaching digital and analogue time from Years One to Three to enhance mastery of this concept.</p> <p>Build concept self-talk steps across a broad range of concepts by sharing the talk and building consistency across the senior years.</p> <p>Conduct a mental maths Ninja contest in Term Two across the school.</p> <p>Designate Week Ten in each term for the review of content treated across the term that requires further explicit instruction and review.</p> <p>Offer mini-lessons as a key approach to differentiation in the area of mathematics as an ongoing part of the lesson structure.</p> <p>Ensure maths warmups contain application slides that reflect the type of tasks seen in NAPLAN and EMTS mathematics for Number, Measurement, Geometry, Statistics and Probability.</p> <p>Ensure there are clear connections to real life applications in</p>	KSAR Model	Term One	PP – Yr 2 staff	
			PP to Yr 2 staff	
			PP to Yr 2 staff	
		Term One	Yr 3-6 staff	
		Term Two	Yr 3-6 staff	
		Ongoing	Yr 3-6 staff	
		Term Two	Yr 1-6 staff	
		Ongoing		
		Ongoing	Yr 3-6 staff	
Warmups		Ongoing	Yr 3-6 staff	
		Ongoing	Yr 3-6 staff	

<p>measurement units of work in the shared modelling phase of instruction.</p> <p>When teaching data interpretation and analysis ensure the KSAR Model is applied to support this process across all year levels. Ensure a stronger focus on data interpretation across Years Three to Six.</p> <p>Build a scope and sequence of data structures and graph types for students to be exposed to across the school. Consider the curriculum, assessment tasks and the school context when building the scope and sequence.</p> <p>The Year Six PLC should ensure a strong focus on numerical repetitions of probability and higher order statistical concepts such as a mean, mode, median and range are included in the program. Interrogate the Year Seven Curriculum to identify key concepts.</p>	Warmups	Ongoing	Yr 3-6 staff	
	KSAR	Ongoing	Yr 3-6 staff	
	Data / Graph Scope and Sequence	Term one	G Smith	
	WA Curriculum	Ongoing	Yr 6 staff	



## Currambine Primary School

### Curriculum Operational Plan 2020

#### **Business Plan Targets**

- 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%

<b>Strategies / Actions</b>	<b>Resources</b>	<b>TimeLine</b>	<b>Personnel</b>	<b>Evaluation</b>
<b>Science</b> <ul style="list-style-type: none"> <li>- Develop and implement the SCKI model:               <ul style="list-style-type: none"> <li>o skill development</li> <li>o content knowledge</li> <li>o Inquiry application (controlled inquiry).</li> </ul> </li> <li>- Develop an inquiry investigation planner/model</li> <li>- Build and implement a whole school Science Skills Scope and Sequence document PP – Yr 6.</li> <li>- Identify key facets of the 5e Level Three teaching model to focus on developing staff to enhance instructional impact.</li> <li>- Continue to use Warm Ups with a key focus on vocabulary, key concepts, inquiry skills and general knowledge.</li> <li>- Adjust warm-ups to focus on tiering up to extend students</li> <li>- Identify students in stanine 5 and 6 in to extend in Year3, 4, 5 &amp; 6 and incorporate strategies to support this.</li> <li>- Incorporate explicit teaching (WALT/WILF) of questioning and processing/analysing data skills</li> </ul>	WA Curriculum materials School Planning documents 5e Teacher Reflection Tool	Ongoing Scope and Sequence 2020 Ongoing	Curriculum committee Science working party All staff Chantelle Binedell School based coaches	PAT Science Yr 4 & 6 School based planning documents Classroom Observations Committee minutes
<b>HASS (History, Geography, Civics &amp; Citizenship and Economics &amp; Business)</b> <ul style="list-style-type: none"> <li>- Develop a Scope and Sequence document articulating key HaSS inquiry skills from Pre-primary to Year Six.</li> </ul>	WA Curriculum materials School Planning documents	2021	Curriculum committee HaSS working party	School based planning documents Classroom

<ul style="list-style-type: none"> <li>- Develop and implement SCKI school based inquiry model</li> <li>- Adjust Warm ups to reflect SCKI and include conceptual understanding and general knowledge</li> </ul>				<p>Observations</p> <p>Committee minutes</p> <p>Grade Analysis</p>
<p><b>LOTE (French)</b></p> <ul style="list-style-type: none"> <li>- Continue to use the Accelerate Integrated Method of French instruction.</li> <li>- Develop consistency of implementation across the school:             <ul style="list-style-type: none"> <li>- Pre-primary to Year Two – La Poule, Maboule / le Petit chat / quest mon</li> <li>- Year Three to Year Four – Les Trois</li> <li>- Year Five – Salut Mon Ami</li> <li>- Year Six – Le Garçon qui joue des Tours</li> </ul> </li> <li>- Continue AIM coaching for staff to enhance teacher pedagogy</li> <li>- Develop an AIM scope and sequence that aligns with SCSA curriculum requirements</li> <li>- Identify and implement strategies to extend students</li> <li>- Provide opportunities for developing skills in assessment contexts</li> </ul>	<p>Collaborative Meetings</p> <p>West Australian Curriculum</p> <p>School Planning documents</p>	Ongoing	<p>Arts staff</p> <p>AIM coaches</p>	<p>Australian Language Competency online assessment</p> <p>Grade Analysis</p>
<p><b>The Arts</b></p> <ul style="list-style-type: none"> <li>• Arts staff will collaboratively plan units of work with the following matters taken into consideration:             <ul style="list-style-type: none"> <li>- Units of work should be consistent with the West Australian curriculum and be developed in the school based planning proforma available on the school intranet</li> <li>- Programmes have been added into Connect along with WALT/WILF PowerPoints.</li> <li>- The planning should be consistent with the recommended time allocations as per the Time (Allocation document available from the intranet</li> <li>- Units should reflect both the knowledge and understandings and skills identified in the curriculum</li> </ul> </li> <li>• Visual Art Teachers will assess each unit of work for a summative (Reporting) purpose using rubrics created suited to programmes</li> <li>• Moderation of specific Art tasks performed at Network meetings and in school.</li> </ul>	<p>Collaborative Meetings</p> <p>West Australian Curriculum</p> <p>School Planning Documents</p>	Ongoing	<p>Arts staff</p> <p>Artist in Residence</p>	<p>Grade Analysis</p>

## Currambine Primary School

### Whole School Operational Plan – Technologies Curriculum and Digital Integration- 2020

<b>Business Targets (2020-2022)</b> <ul style="list-style-type: none"> <li>Implement a six stage Design Process across the school – Define, Collect, Brainstorm/Analyse, Solutions, Feedback and Improve.</li> <li>Develop a Digital Technologies Scope and Sequence from Pre-Primary to Year 6.</li> </ul>				
Strategies / Actions	Resources	TimeLine	Personnel	Evaluation
Ask for interest from staff to join the 2020 Technologies committee. Provide professional learning to key leaders on Minecraft, Mindstorm, Apple Classroom, Reflector utilising staff who have already attended or outsourcing where required. Commit to a sharing of new knowledge or findings at each committee meeting. Include presentations about Technologies to staff in PLCs or whole staff meetings.	Request for staff to nominate for roles	SDD T1 Day 1 2020 Each term Weeks 3 & 7 Ongoing	All staff	
Share the 6 stage Design Process with all staff. Develop a proforma for students to use as a guide to complete tasks.	Cards or poster for teacher use or display in each classroom. (Stationery/Poster expense \$100) PowerPoint or BLM for students to use to follow the design process	SDD T1 Day 1 By the end of term 1.	All staff Collaborate in PLCs to determine a user friendly student format according to Junior, Middle, Senior	

Introduce a digital technologies scope and sequence in line with current curriculum expectations for trial and review for 2020.	WA Curriculum Technologies SCISA Achievement and Judging Standards Scope and Sequence Trial document	Term 1 2020 Continual review throughout the year Finalise Term 4 2020 for continuous use	Associate Principal Technology team sharing with PLCs All Staff input	
Build skills within the Technology Team that staff can go to them to assist. Staff present and share knowledge and experiences of applications, programs. Attendance to the JLC hub to broaden knowledge and network connections. Become a member of West Australian Technical Support in Schools Association (WATSSA)	Professional learning from within staff, online and outside sources. Attendance to WATSSA technology update in November (3 staff x \$240 – 2 Associates, 1 Staff, 4 days TR \$ ) Other Professional learning as relevant (6 TR & \$500) \$60 membership to WATSSA	Ongoing		

Year level of teachers to trial Apple Classroom each with a teacher iPad to measure effectiveness and cross curricular approach.	6 iPads for teachers with covers	Ongoing review from Term 1	Year level group	
<ul style="list-style-type: none"> <li>• Upgrade of 14 teacher hard drive, 4 Admin including marketing with 2 monitors</li> <li>• Upgrade of 50 iPads</li> <li>• iPad keyboards x 35</li> <li>• Replacement reserve for eBoards /LCD TVs</li> </ul>	CDM \$21818.50 iPads iPad Covers iPad stands Sphero Mats Apple TV \$209 iPad Keyboards	Ongoing	Cost Centre manager Staff requests	

Currambine Primary School Operational Plan - Mental Health and Well Being – 2020					
<p style="text-align: center;"><b>Business Plan Targets</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of children achieving regular attendance from 80% to 83%.</li> <li>• Implement Mindfulness lessons across the school in 2020.</li> <li>• Begin the implementation of WA PBS at Currambine PS.</li> <li>• Create a subcommittee to focus on staff wellbeing.</li> <li>• Continue to reduce the frequency with which students report incidents of social bullying in Years 4, 5 &amp; 6 through the annual Bullying Survey.</li> </ul>					
Strategies/Actions	Resources	Timeline	Personnel	Evaluation	
<p><b>A Scope and Sequence</b> for all year levels K-6. Health curriculum to include 60% Mental Health 40% Physical Health</p> <p><u>Focus for 2020</u> Refine the Co-operative Learning Strategies to create an updated S&amp;S within the Health Scope and Sequence. 'I Do It' Professional Learning for PP and Year 1 teachers. 'Aussie Optimism' Professional Learning for Upper Primary teachers. Implement updated Health Scope and Sequence.</p> <p><u>Focus for 2021</u> Review – teacher directed goal setting and investigate professional learning for teachers.</p>	PL ongoing as required by various staff.	ongoing	Health teachers	Programs implemented in year groups as per Scope and Sequence	
<p><b>Student Leadership</b> program to continue to operate across Year 6 students including a Peer Mentoring Program.</p> <p><u>Focus 2020</u> Extending the Peer Mentoring Program to include students leading games in the playground. Refine the Student Leadership Process for CPS. Student Councillors will hold leadership positions for the entire year. Increase the number of student councillors elected.</p>	Selected students	ongoing	Year 6 staff & Associate Principal	Leaders appointed and groups operating	

<p><b>Continue current Lunch time activities:</b></p> <ul style="list-style-type: none"> <li>• Library opening</li> <li>• Playground games eg. Jenga, Connect Four</li> <li>• Gardening club – Mrs Rogers</li> <li>• Lego Masters</li> <li>• Year 2 and 3 Uno Club</li> </ul> <p>Continue the current lunch clubs and extend upon these in 2020. Focus for 2021 Use WAPBS to collect data and create lunch clubs targeted to reduce behaviour incidents on those days.</p>	Budget Teachers to run clubs	ongoing	Admin and Teachers WA PBS Committee	Students choosing various activities at lunch time
<p><b>Chaplaincy program</b> to continue for identified students Teachers to complete referral for students to access Chaplain. Chaplain and teachers to run small groups based on need.</p>	Chaplain	Two days/ week	Admin/ Chaplain	Meetings Student wellbeing enhanced
<p><b>School Psychologist</b> to support small groups. Associate Principal to work with School Psychologist and Chaplain to devise programs as needed.</p>	Anecdotal records	As required	School Psych/ Admin	Meetings Student wellbeing enhanced
<p><b>Student Care and Support Policy</b> Policy to be reviewed in 2020 with the implementation of WA PBS.  Continue to reward positive behaviour with Assembly Stars, Faction Tokens, gold, silver and bronze certificates, and Assembly Awards.  Teachers and administrators record behaviour incidents in Integris.</p>	Faction tokens Stamps and stickers Merit awards Integris	ongoing	Admin, teachers and office staff.	Positive behaviour of students
<p><b>Attendance</b> 100% attendance for the year, reward students with a medallion. Parents informed of attendance when it falls below 85% and unexplained late entry to school – Associate Principals to contact. In class - teachers bring awareness of attendance each day. Gold Star awarded to class with the highest attendance each week. Associate Principal to deliver to the class and congratulate them. Top 3 TA's read at PA announcements each Monday. Announcements made by Associate Principals at assemblies about</p>	Certificates 100% medallion Attendance Tool Kit	ongoing	Admin, teacher, Marketing Officer	Increased attendance

highest attendance, no late students in the class etc. 100% attendance for the week rewarded with whole class reward.					
<b>Staff wellbeing</b> <u>Focus for 2020</u> Create a subcommittee within the MH&WB committee to focus on staff wellbeing and create activities for staff to provide a connection K-6.  <u>Focus for 2021</u> Develop a Staff Wellbeing Plan	Budget Sub-committee to focus on staff wellbeing.	ongoing	CPS staff	Increased collegiality between staff	
<b>Day for Daniel</b> Protective behaviours awareness. Appoint a teacher to coordinate this event each year. Other members of committee to assist.	Coordinator Website	October	CPS staff	Students' increase awareness of protective behaviours.	
<b>Behaviour management</b> Implementation of WA Positive Behaviour Support (WA PBS) in 2020 lead by WAPBS committee.	WA PBS Committee Budget	ongoing	CPS staff	Changes to Student Care and Support Policy. Implementation of core values.	
<b>Mindfulness</b> Implement mindfulness lessons across the school in 2020. Develop a Scope and Sequence for Mindfulness lessons to sit within the Health Scope and Sequence.	Budget Julie Leedham Kylie Smith	ongoing	CPS staff	Calm, focussed behaviour in the classroom.	



# Currambine Primary School

## School Improvement Operational Plan 2020

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>• 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>- Access to programs should be data driven</li> <li>- Withdrawal groups should have fluid membership</li> <li>- Year Level PLC should receive regular feedback on the performance of students in withdrawal groups.</li> <li>- Use of Level Three Education Assistants</li> <li>- Continue to extend students with tiering and mini-lessons</li> <li>- Professional learning around students with learning difficulties</li> <li>- Providing withdrawal extension classes subject to resourcing</li> </ul> </li> </ul>	Term One 2020	Principal / Staff
		Term 1	Principal
	<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 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,</li> <li>- Term One Week Five meeting between teacher, parent and autism coach to review Planning Grid,</li> </ul> </li> </ul>	Term 1, 2 & 3	Principal / Associate Principals / Autism Support Teachers

	<ul style="list-style-type: none"> <li>- Term Two Week 4 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> <li>-Create a student profile document with key details of student need and structures in place to manage these needs,</li> <li>-Ensure appropriate transition planning is in place for students with a diagnosis of ASD.</li> </ul>		
	<ul style="list-style-type: none"> <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. Implement adjustments to assessment in Reading and Spelling</li> <li>• Develop an instructional for Kindergarten that reflects both explicit instruction, intention and structured play and unstructured play</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> </ul>	<p>Ongoing</p> <p>Term One &amp; Four</p> <p>Ongoing</p>	<p>Associates &amp; PLCs</p> <p>Principal, C Binedell, K Team</p> <p>Executive</p>

	<ul style="list-style-type: none"> <li>The Review of the School Improvement Tool identified the following actions for 2020; <ul style="list-style-type: none"> <li>Continue to build links in strategies, practise, meta-language and visuals across the school that support whole school approaches,</li> <li>Implement reviewed ICT scope and sequence,</li> <li>Implement spelling journal protocol for years three to six,</li> <li>Implement WA PBS and Mindfulness across the school.</li> </ul> </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; <ul style="list-style-type: none"> <li>Bespoke interventions including links to staff who can model practice, Specific coaching using the Impact Coaching Cycle, Reflection against the Currabmine Way Document, Building a professional culture that supports professional vulnerability, individual differentiated support strategies and collegiate support.</li> </ul> </li> <li>Ensure NQS response actions identified from the school self-assessment process are actioned including <ul style="list-style-type: none"> <li>All PLCs to include a weekly student update session on their agenda</li> <li>Implement mindfulness across the school</li> <li>Implement JARs to enhance social skills</li> <li>Providing training to ECE Staff on the I Do It program</li> <li>Development small group interventions in the ECE to target social skill development</li> </ul> </li> <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>	Ongoing	Principal. Associates
		Ongoing	Executive
		Term 1-4	Principal and Associates
		Ongoing	Associates

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>Enhance a plan for staff well-being which includes a strong focus on staff cohesion and connectedness- Refer to Health and Wellbeing Operational Plan</li> </ul>	Term One Ongoing	Principal Principal, Associates
Leadership	<ul style="list-style-type: none"> <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 2020 for a stronger focus on the Impact Coaching Cycle.</li> <li>Ensure response to the Review of the Aboriginal Cultural Standards Framework are in place including; <ul style="list-style-type: none"> <li>-Conduct NAIDOC Week activities including and incursion and a cube cultural activity,</li> <li>- Invite aboriginal families to be involved n NAIDOC Week at the school,</li> <li>-Identify a staff member to lead Aboriginal Education in the school under the governance of the HaSS Committee,</li> <li>- Conduct the Blanket Activity for staff as part of their professional growth,</li> <li>-Enhance the school environment with symbols of aboriginal culture including art and language,</li> <li>- Have Aboriginal Education Leader stock take resources within the school abd share resources beyond the school.</li> </ul> </li> </ul>	Term One Term One Ongoing	Principal Principal / Associate Principals Principal / Associates / Aboriginal Education Leader
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> </ul>	Term One	All Staff

	<ul style="list-style-type: none"> <li>Respond to KOWS Professional Learning feedback form staff including; <ul style="list-style-type: none"> <li>-Communication to staff / relief re issues related to VRO / Family Court Orders / using Relief Teacher Information Sheet,</li> <li>-Home Room teacher invited all meetings with parents,</li> <li>-Ensure consistent communication of info between administration and classroom staff.</li> <li>-First Aid training for all staff</li> </ul> </li> </ul>	Terms 1-4	Principal
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## Currambine Primary School - Management Information System 2020

Learning Area	Assessment Strategy	Timeline	Personnel	Review Context
Literacy	<b><u>Reading</u></b> On-Entry Assessment Pre Primary	Term 1	A Dragan	Year Level / Team Meeting / Executive Meeting / Board Meeting
	NAPLAN Reading Years 3,5,& 7	Term 2	Associate Principals	Year level / Team Meeting / Executive Meeting / Board Meeting
	Progressive Achievement Test – Reading Years 1 -6	Term 3	Principal	Year level / Team Meeting / Executive Meeting /Board Meeting
	P-2 Phonics screens – Effect Size	Term 3	Principal	Year Level / Team Meeting / Executive Meeting / Board Meeting
	<b><u>Writing</u></b> NAPLAN Writing Years 3 & 5	Term 2	Associate Principals	Year level / Team Meeting / Executive Meeting / Board Meeting
	ACER E Write Years 4 & 6	Term 3	Associate Principal	Year level / Team Meeting / Executive Meeting / Board Meeting
	<b><u>Spelling</u></b> NAPLAN Spelling Years 3 & 5	Term 2	Associate Principal	Year level / Team Meeting /Executive Meeting / Board Meeting
	Easy Mark Testing Service Spelling Assessment Years 1-6	Term 3	Principal	Year level / Team Meeting / Executive Meeting / Board Meeting
	Spelling Inventory Year 1-6 – Effect Size	Term 3	Principal	Year level / Team Meeting / Executive Meeting / Board Meeting
	<b><u>Punctuation and Grammar</u></b> NAPLAN Punctuation & Grammar Years 3 & 5	Term 2	Associate Principals	Year level / Team Meeting / Executive Meeting / Board Meeting
	East Mark Testing Service Language Conventions Assessment Years 1-6	Term 3	Principal	Year level / Team Meeting / Executive Meeting / Board Meeting

<b>Mathematics</b>	NAPLAN Numeracy Assessment Year 3 & 5	Term 2	Associate Principals	Year level /Team Meeting / Executive Meeting / Board Meeting
	EMTS Mathematics Assessment Yrs PP-6	Term 3	Principal	Year level /Team Meeting / Executive Meeting /Board Meeting
	One Minute Mental Assessments Yr 2-6 – Effect Size	Term 2 & 4	Principal	Year level /Team Meeting / Executive Meeting /Board Meeting
<b>Science</b>	PAT Science Yr 4 & 6	Term 3	Principal	Curriculum Committee / School Board
<b>Health</b>	MSE Health Assessment Yrs 4 & 6	Term 3	Principal	Mental Health and Wellbeing Committee / School Board
<b>Physical Education</b>	Fundamental Movement Screen PP	Term 1	PP Teachers	PE Staff / School Board
	Speed and Agility Assessment Years 4-6	Term 3	PE Teacher	PE Staff /School Board
<b>Social / Emotional well being</b>	National Opinion Survey Students	Term 2	Principal	School Improvement Committee / Executive Meeting / School Board
	Bullying Survey Yr 4, 5 & 6	Term 1	Principal	School Improvement Committee / Executive Meeting / School Board

LOTE - French	ALC French Online Assessment Year 6	Term 3	LOTE Teacher	LOTE Team / Executive Meeting / School Board
	Analysis of Semester One LOTE Reports	Term 4	Principal	LOTE Staff
Music	Analysis of Semester One Music Reports	Term 4	Principal	Music Staff
Visual Art	Analysis of Semester One Visual Arts Reports	Term 4	Principal	Visual Arts Staff



## Currambine Primary School

### School Self Assessment Plan 2020

Assessment Domain	Assessment Strategy	Timeline	Personnel	Review Context
<b>QUALITY TEACHING</b>	Performance Management Meetings for all staff	Term 2 & 4	Executive	Executive Meeting
	Classroom visits for all staff / Peer Observation	Term 1-3	Executive Teaching staff	Executive Meeting / Staff
	National Opinion Survey Teacher	Term 2, 2020	Principal	School Self Evaluation Workshop / Executive Meeting / School Board
	Key Strategies / Pedagogies from the Business Plan and whole School Literacy & Numeracy Plan Survey	Term 2	Principal	School Improvement Committee/ Executive Meeting / School Board
	Explicit Teaching Survey	Term 2	Principal	School Improvement Committee/ Executive Meeting / School Board
	Self-Evaluation Staff Workshop <ul style="list-style-type: none"> <li>• K-2 – NQS Feedback</li> <li>• National School Improvement Tool Feedback</li> <li>• Aboriginal Cultural Standards Framework</li> </ul>	Term 3	All Staff	Executive Meeting / School Improvement Committee
<b>LEARNING ENVIRONMENT</b>	Review of Attendance Data	Term 3 Aug	Principal	Executive Meeting / School Board
	Analysis of SIS Behaviour Data	Term 3 Aug	Principal	Executive Meeting
	National Opinion Survey – Parent - Student	Term 2 2020	Principal	Executive Meeting / School Board
	Self-Evaluation Staff Workshop	Term 3	All staff	Executive Meeting / School Improvement Committee

<b>LEADERSHIP</b>	Principal 360 Survey – AISTL	Term 1, 2020	Principal	Personal Reflection
	Associate Principal's 360 - AISTL	2019	Associates	Personal Reflection
	Leadership – Survey	Term Three	Principal & Associate	Executive Team
	Self- Evaluation Workshop	Term 3	All Staff	Executive Meeting / School Improvement Committee
	DoE Risk Management Checklist	Term One	Principal	Principal action
	DoE Psychological Risk Assessment	Term One	Principal	Principal action
<b>RELATIONSHIPS AND PARTNERSHIPS</b>	National Opinion Survey - Teacher	Term 2 2020	Principal	Executive Meeting / School Improvement Committee
	National Opinion Survey - Parent	Term 2 2020	Principal	Executive Meeting / School Improvement Committee
	National Opinion Survey - Student	Term 2, 2020	Principal	Executive Meeting / School Improvement Committee
	Staff Wellbeing Survey	Term 3	Principal	Executive Meeting / School Improvement Committee
	Parent Entry Surveys and Exit Interviews	Term 3	Principal	Executive Meeting / School Improvement Committee
	Self Evaluation Workshop	Term 3	All Staff	Executive Meeting / School Improvement Committee
<b>USE OF RESOURCES</b>	Department of Education Audit	Adhoc	MCS / Prin	Finance Committee / School Board
	Annual Self Assessment Audit	Annually	MCS/ Prin	Principal
	Risk Management Plan	Annually	Principal	Principal
	Monthly Financial Statements	Monthly	MCS / Prin	Finance Committee – each term

# THE FUNDAMENTALS OF COVER

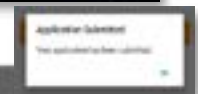
Using Schrole Cover as a **Cover** (Relief) User.

## The Basics

- How to accept a job
- Managing your profile
- How to upload documents
- Managing your availability
- Organisations

## How to Accept a Job

- ◆ Tap or click the notification or e-mail link.
- ◆ Tap the Job Name to view the details.
- ◆ Tap the Accept button on the top right of the screen.
- ◆ You will receive an immediate successful message or if the job is already filled an unsuccessful message.
- ◆ To jobs that you've accepted, tap the Accepted tab in the lower navigation.



## Managing your Profile

- ◆ To view your profile and other settings tap the More icon in the lower navigation.
- ◆ Tap any of the fields to update the details.
- ◆ If you wish to take a profile picture using your phone camera, tap your profile image.
- ◆ You can also change which notifications you wish to receive under Notification Settings



## Uploading Documents


- ◆ From the More icon, tap on Documents
- ◆ Tap the Documents menu item
- ◆ To add a new document tap the icon in the top right
- ◆ Add the document details and tap to "Select Document."
- ◆ Tap "Submit" and the document will be saved.



## Managing Your Availability

- ◆ You can make yourself unavailable for work via the Calendar options.
- ◆ By default you are available, and if you accept a job in Schrole Cover you will be marked as unavailable for the duration of that job.

## Viewing and Applying to Other Organisations'

- ◆ To apply to another organisation for Cover work, tap the Organisation tab in the navigation.
- ◆ To review an existing organisation tap its name.
- ◆ To search and add a new Organisation tap the  icon.



## Quick FAQ

**Q:** I've got a notification for a job, but when I go to accept it the job is not there.

**A:** In this case another Cover user has already taken the job over 8 hours ago.

**Q:** How do I check I got a job?

**A:** You will receive a confirmation that you have accept a job within the App, you can also check the Accepted Jobs tab.

**Q:** I've accepted a job and am no longer available, how can I delete a job?

**A:** Cover users cannot delete jobs, you will need to contact the organization's staff coordinator.

**Q:** I'm not receiving any jobs for an organisation?

**A:** The prioritisation of Cover users and the job types that are setup are all configured by each organisation. Contact the organization's if you are not receiving any jobs.

**Teacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Associate Principal</b> <b>Name:</b> _____		<b>Mentor Teacher</b> <b>Name:</b> _____	
<b>Week 1 – 2</b>	<b>Tick</b>	<b>Week 1 – 2</b>	<b>Tick</b>
<b>1.D Appoint mentor teacher</b> <b>2.D Communication</b> 2.1 Staff newsletter/email communication 2.2 Nobody Told Me 2.3 Term Planner 2.4 Professional Learning Communities/ Staff Meetings/Committees 2.5 PA Announcement Book 2.6 Medication Policy		<b>1.D School based policies practices</b> 1.1 Photocopying 1.2 Teacher Relief / Schrole Cover 1.3 Student Attendance 1.4 Support Programs 1.5 Support Staff 1.6 DOTT 1.7 Diary 1.8 Social Issues  <b>2.D School Tour</b>	
<b>Follow Up</b>		<b>Follow Up</b>	

<b>Associate Principal</b> <b>Name:</b> _____		<b>Mentor Teacher</b> <b>Name:</b> _____	
<b>Week 3 – 7</b>	<b>Tick</b>	<b>Week 3 – 7</b>	<b>Tick</b>
<b>3.D School Based Curriculum &amp; Pedagogies</b> 3.1 Business Plan 3.2 Whole School Literacy Plan 3.3 Whole School Numeracy Plan 3.4 Planning Expectations/DWP 3.5 Assessment Policy 3.6 Reporting Policy 3.7 Students at Educational Risk Policy		<b>3.D School Based Curriculum &amp; Pedagogies</b> 3.1 Operational Plans 3.2 Literacy Resources - Intranet 3.3 Numeracy Resources - Intranet 3.4 Intranet - Resources 3.5 Assessment Tools – Intranet 3.6 SAER Processes – Intranet 3.7 Digital Learning	

4.0 School Policy and Procedures 4.1 School Finance – Purchasing Requests 4.2 Excursion Policy 4.3 Crisis Management Policy 4.4 Performance Management Policy 4.5 Evacuation Policy		4.0 School Policy and Procedures 4.1 Assemblies/Chronicle Articles 4.2 Class Notes 4.3 Excursion Policy 4.4 Reporting Policy	
Follow Up		Follow Up	

Associate Principal Name: _____		Mentor Teacher Name: _____	
Week 8 - 10	Tick	Week 8 - 10	Tick
5.0 Department Protocols 5.1 OSH Policy 5.2 OSH Representative 5.3 Staff Code of Conduct 5.4 Employee Complaint Policy 5.5 Grievance Procedure 5.6 Graduate Allowances		5.0 Provision of Ongoing Support as required	
Follow Up		Follow Up	

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Associate Principal: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_





the 1990s, the incidence of *S. flexneri* has increased in the United Kingdom [10]. In the United States, *S. flexneri* has been reported as the most common serotype in children with acute bacterial dysentery [11].

There is a paucity of data on the epidemiology of *S. flexneri* in the United Kingdom. In the 1970s, *S. flexneri* was reported as the most common serotype in children with acute bacterial dysentery in the United Kingdom [12]. In the 1980s, *S. flexneri* was reported as the most common serotype in children with acute bacterial dysentery in the United Kingdom [13].

In the 1990s, *S. flexneri* was reported as the most common serotype in children with acute bacterial dysentery in the United Kingdom [14]. In the 2000s, *S. flexneri* was reported as the most common serotype in children with acute bacterial dysentery in the United Kingdom [15].

In the 2010s, *S. flexneri* was reported as the most common serotype in children with acute bacterial dysentery in the United Kingdom [16]. In the 2020s, *S. flexneri* was reported as the most common serotype in children with acute bacterial dysentery in the United Kingdom [17].

In the 2030s, *S. flexneri* was reported as the most common serotype in children with acute bacterial dysentery in the United Kingdom [18]. In the 2040s, *S. flexneri* was reported as the most common serotype in children with acute bacterial dysentery in the United Kingdom [19].

In the 2050s, *S. flexneri* was reported as the most common serotype in children with acute bacterial dysentery in the United Kingdom [20]. In the 2060s, *S. flexneri* was reported as the most common serotype in children with acute bacterial dysentery in the United Kingdom [21].

In the 2070s, *S. flexneri* was reported as the most common serotype in children with acute bacterial dysentery in the United Kingdom [22]. In the 2080s, *S. flexneri* was reported as the most common serotype in children with acute bacterial dysentery in the United Kingdom [23].

In the 2090s, *S. flexneri* was reported as the most common serotype in children with acute bacterial dysentery in the United Kingdom [24]. In the 2100s, *S. flexneri* was reported as the most common serotype in children with acute bacterial dysentery in the United Kingdom [25].