

Currambine Primary School
Curriculum Operational Plan 2021

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%

Strategies / Actions	Resources	TimeLine	Personnel	Evaluation
<p>Science</p> <ul style="list-style-type: none"> - Continue to implement, evaluate and refine the SCKI model: <ul style="list-style-type: none"> ○ skill development ○ content knowledge ○ Inquiry application (controlled inquiry). - Develop an inquiry investigation planner/model - Continue to implement, evaluate and refine whole school Science Skills Scope and Sequence document PP – Yr 6. - Identify key facets of the 5e Level Three teaching model to developing teaching points to enhance instructional impact. - Continue to implement, evaluate and refine Warm Ups with a key focus on vocabulary, key concepts, inquiry skills and general knowledge. - Continue to adjust warm-ups to focus on tiering up to extend students - Identify students in stanine 5 and 6 in to extend in Year 3, 4, 5 & 6 and incorporate strategies to support this. - Embed explicit teaching (WALT/WILF) of questioning and processing/analysing data skills 	<p>WA Curriculum materials</p> <p>School Planning documents</p> <p>5e Teacher Reflection Tool</p> <p>Staff meeting time</p> <p>Change PAT testing to Year 5 and extend to year 3</p>	<p>Ongoing</p> <p>Scope and Sequence 2020</p> <p>Ongoing</p>	<p>Curriculum committee</p> <p>Science working party</p> <p>Chantelle Binedell</p> <p>School based coaches</p> <p>PLCs</p>	<p>PAT Science Yr 4 & 6</p> <p>School based planning documents</p> <p>Peer and classroom observations</p> <p>Committee minutes</p>
<p>HASS (History, Geography, Civics & Citizenship and Economics & Business)</p> <ul style="list-style-type: none"> - Develop a Scope and Sequence document articulating key HaSS inquiry skills from Pre-primary to Year Six. - Develop and implement SCKI school based inquiry model 	<p>WA Curriculum materials</p> <p>School Planning documents</p>	<p>2021</p>	<p>Curriculum committee</p> <p>HaSS working party</p>	<p>School based planning documents</p> <p>Classroom Observations</p>

<ul style="list-style-type: none"> - Adjust Warm ups to reflect SCKI and include conceptual understanding and general knowledge 			All staff	Committee minutes Grade Analysis
<p>LOTE (French)</p> <ul style="list-style-type: none"> - Continue to use the Accelerate Integrated Method of French instruction. - Develop consistency of implementation across the school: <ul style="list-style-type: none"> ➤ Pre-primary to Year Two – La Poule, Maboule / le Petit chat / quest mon ➤ Year Three to Year Four – Les Trois ➤ Year Five – Salut Mon Ami ➤ Year Six – Le Garçon qui joue des Tours - Continue coaching for staff to enhance teacher pedagogy - Develop an AIM scope and sequence that aligns with SCSA curriculum requirements - Identify and implement strategies to extend students - Provide opportunities for developing skills in assessment contexts 	Collaborative Meetings West Australian Curriculum School Planning documents	Ongoing	Arts staff AIM coaches	Australian Language Competency online assessment Grade Analysis
<p>The Arts</p> <ul style="list-style-type: none"> • Arts staff will collaboratively plan units of work with the following matters taken into consideration: <ul style="list-style-type: none"> - 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 - The planning should be consistent with the recommended time allocations as per the Time Allocation document available from the intranet - Units should reflect both the knowledge and understandings and skills identified in the curriculum • Arts staff will assess each unit of work for a summative (Reporting) purpose using rubrics from the SCSA website • Moderate within network meetings as they arise during 2021 	Collaborative Meetings West Australian Curriculum School Planning Documents	Ongoing	Arts staff	Grade Analysis

<p>Physical Education</p> <ul style="list-style-type: none"> Physical Education is based on SCSA and the WA Curriculum. Our school based scope and sequence and planning documents for Years PP to 6 identify the planning, teaching and assessment cycle. Physical Education staff work collaboratively in reflective practice for an ongoing review of the learning area planning, delivery and assessment. Time allocation meets mandatory requirements of 120 minutes per student. Formal assessments include an on entry FMS checklist for kindergarten students, FMS on entry screen for Pre Primary, Speed Agility and Quickness (SAQ) testing for Years 3 to 6 students. This data along with learning area reviews is used to identify areas of strength and priority areas that will be targeted. All year levels are assessed according to the SCSA rubric. Provide mentoring and support through explicit modelling of lessons to all staff to provide knowledge, understanding and engagement of sport block delivery. Physical Education conducts whole school events using collaboration reflection and review process. As a school we collaborate with other schools within the Beachside Sporting Association in relation to our schools involvement in interschool events. 	<p>SCSA</p> <p>Collaborative Meetings</p> <p>West Australian Curriculum</p> <p>School Planning Documents</p> <p>FMS assessment rubrics</p> <p>FMS certificates</p> <p>SAQ certificates</p>	<p>Ongoing</p>	<p>Physical Education Specialists</p> <p>All staff</p>	<p>FMS On entry kindy checklist</p> <p>Pre Primary FMS on entry screen</p> <p>Years 3 to 6 SAQ testing</p> <p>Yrs 1 – 6 SCSA assessment rubrics</p>
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