

Currambine Primary School

School Improvement Operational Plan 2021

Area	Strategies	Timeline	Personnel
Teaching	<ul style="list-style-type: none"> • Ensure all staff members deliver low variation programs that are consistent with the expectations in whole school approach documents, operational planning, learning area scope and sequence documents and the student assessment policy. • Continue to support a strong focus on students at risk including; <ul style="list-style-type: none"> - Maintain practice consistent with the SEAR Policy - Maintain Mini Lit, Multi Lit, Reading Mastery - Access to programs should be data driven - Withdrawal groups should have fluid membership - Year Level PLC should receive regular feedback on the performance of students in withdrawal groups. - Use of Level Three Education Assistants - Continue to extend students with tiering and mini-lessons - Professional learning around students with learning difficulties - Providing withdrawal extension classes subject to resourcing - Review SAER policy with reference to Term Four review and planning for the teacher the next year. • Continue to implement the Positive Partnerships Program Autism program with in the school including: <ul style="list-style-type: none"> - Term On Week Four Host a parent meeting for families with a student with an ASD diagnosis to be briefed on the Positive Partnerships Grid and meet Autism coaches, 	<p>Term One 2020</p> <p>Term 1</p> <p>Term 1, 2 & 3</p>	<p>Principal / Staff</p> <p>Principal</p> <p>Principal / Associate Principals / Autism Support Teachers</p>

	<p>testing Week 2-3 Term One and Week 7-8 Term Three, ensure the data is recorded in a consistent Excel format across the school.</p> <ul style="list-style-type: none"> - Develop clear expectations around the teaching of literacy (Spelling, Reading) in line with the Centre for the Explicit Teaching of literacy and implement across the school. - Expand the Chaplaincy program to three days in 2021. - Add high frequency relief teachers to the Buzz distribution list. - Following student check in at PLC key information should be forwarded to specialist staff via email. - Offer professional learning on the Impact Coaching cycle to all staff. - Expand the Children’s University Program to include Year Three in 2021 - Review the Reading Rewards program and children visiting the office at the School Improvement Committee <ul style="list-style-type: none"> • Ensure NQS response actions identified from the school self-assessment process are actioned including <ul style="list-style-type: none"> - Implement the Container Return program in 2021 • Ensure handwriting expectations are being implemented consistently across the school and that student transition to cursive writing in Year Three through Four. 	<p>Ongoing</p> <p>Term 1-4</p>	<p>Sustainability co-ordinaptor</p> <p>Principal and Associates</p>
Learning Environment	<ul style="list-style-type: none"> • Enhance a plan for staff well-being which includes a strong focus on staff cohesion and connectedness- Refer to Health and Wellbeing Operational Plan 	<p>Ongoing</p>	<p>Principal, Associates</p>
Leadership	<ul style="list-style-type: none"> • Encourage a member of from each year level professional learning community to have a member on each whole school committee. • Continue to build a coaching culture in the school including providing specific coaching for the coaches around their role and their area of focus. Re-orient the coaching processes in 2021 for a stronger focus on the Impact Coaching Cycle. 	<p>Term One</p> <p>Term One</p>	<p>Principal</p> <p>Principal / Associate Principals</p>

	<ul style="list-style-type: none"> • Ensure response to the Review of the Aboriginal Cultural Standards Framework are in place including; <ul style="list-style-type: none"> - Stocktake the library resource collection for aboriginal education resources and share with staff - Stocktake the aboriginal content in our learning programs and its connect to the Curriculum. - Implement an event to acknowledge either Sorry Day of NAIDOC Week. - Place a line item in the budget to fund aboriginal signage around the school. - Build an aboriginal yarning circle - Follow up with aboriginal families post enrolment to connect with family and check in on students - Celebrate Harmony Day – 21 March, 2020 - Provide a dedicated Staff member ad executive team member to manage the ACSF - Feedback to staff on the progress of these actions. • Continue to develop the concept of distributed leadership in the school through; <ul style="list-style-type: none"> - The continued use of the Future Leaders Framework to support leadership development in the school - Having selected staff with PC leadership roles participate in the Improving School Performance Professional Learning at the Institute. - Providing opportunities for Level Three Classroom Teachers, Senior Teacher, FLF participants and other staff to take on leadership roles with in the school. 	Ongoing	Principal / Associates / Aboriginal Education Leader
Relationships	<ul style="list-style-type: none"> • Promote to parents the proactive options for engaging with teachers regarding their children including email, Connect and face to face meetings. Promote this proactive approach through the newsletter and parent meetings at the commencement of the year. 	Term One	All Staff