Churchlands
Primary School

WELCOME TO THE BOARD COMMUNITY MEETING 2025

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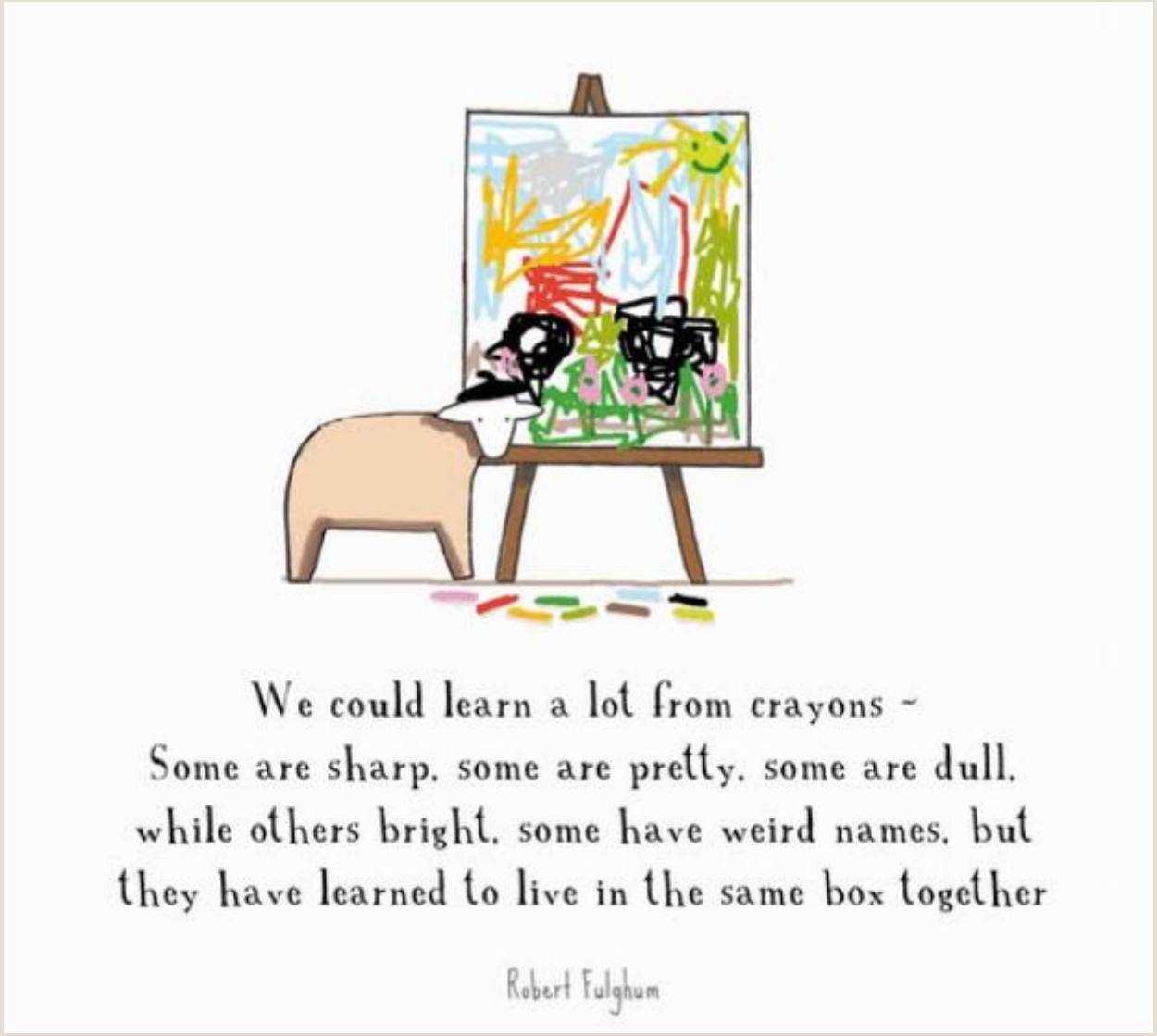
DIRECTION AND FOCUS 2025/2026

Welcome

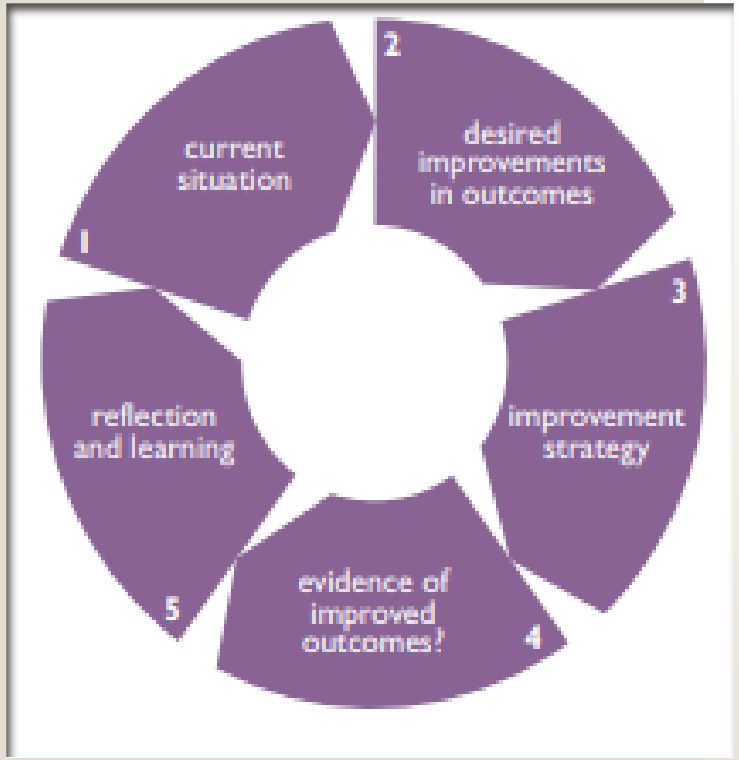

We could learn a lot from crayons ~
Some are sharp, some are pretty, some are dull,
while others bright, some have weird names, but
they have learned to live in the same box together
Robert Fulghum

What has happened in 2025!

Continuous self reflection and review against our Business Plan 2023 - 2025

- of all curriculum strategic plans – review and focus on - maintenance, value adding and development and implementation of school directions.

- Rigorous data analysis of all learning areas to ensure there is growth and development and processes developed to support positive student outcomes.



School wide focus on;

- Departments ***Teaching For Impact, Quality Teaching Strategy***
- CPS Plan, Teach, Assess Model
- Teaching and Learning – aligned to our Business Plan and School Review highlights and recommendations.
- Review and development of school wide approaches Literacy and Numeracy.
- Review of Australian Early Development Census (AEDC) and Resilience Project data to develop areas identified supporting a targeted approach to Mental Health and Wellbeing for students.
- Continuous building a collective school culture.

- The Curriculum Leadership Team (CLT) – Supported the ***CPS School Improvement Plan*** focusing on targeted curriculum areas, aligned to data analysis. As a team the plan is reviewed and monitored and relevant improvement strategies identified, developed and implemented with support of all staff. Outcomes are continually measured for growth. Through this process it has been identified a full review of English and Maths areas supporting a more robust whole school focus and direction. This supports building the capacity for more effective targeted teaching and learning practices. The strong focus on a collective responsibly and accountability impacts greatly on the positive school focus and directions.

- Ongoing review of the Health and Wellbeing of students and staff supported the integration of the **Resilience Project** with **Positive Behaviour in Support (PBS)** framework. The students are engaged in class and whole school focus on the benefits of GEM - **Gratitude**, **Empathy** and **Mindfulness** (Resilience Project) and a focus on building positivity through language and actions (PBS) as part of their everyday life. The program also incorporates **Emotional Literacy**, **Connection, Physical Health** education and activities as they are foundational contributors to positive mental health. Student data collected identified a number of areas for future focus to support stronger growth of student's mental health and wellbeing.

- The CPS **Reconciliation Action Plan (RAP)** as part of the Departments **Aboriginal Cultural Standards Framework(ACSF) has** been implemented. The RAP team have actively engaged staff and students in developing an integrated approach to cultural awareness. Local and wider Aboriginal groups have been engaged to support building knowledge that is embedded in all aspects of teaching and learning. The development of our Aboriginal garden has been a huge success.
- We were also privileged to have Yarni McGuire, an indigenous artist, who developed an art piece on the art room wall telling the CPS story visually. This was aligned to the visual art program, HASS and English.

Fully Implemented

- **Visible Learning** environment (*John Hattie - helping educators understand, measure, and evaluate the impact they can have on student growth and achievement.*
- ***Teaching for Impact/Quality Teaching (Dept)***
- **Talk for writing**
- **PLD** Spelling program

Assessments

- Brightpath English
- Brightpath Maths
- PAT assessment – English/Maths
- Kindy KAT assessment tool
- On entry
- NAPLAN
- Moderation – through PLCs

Early intervention/support programs

- EAL/D program
- Mini Lit
- K/P/1 – intervention monitoring

Students at Educational Risk/Disability Resourcing

- Student services team (Jo Morgan, Emma Jenkin)
  Detailed support plans/structures are in place to cater for each student dependent on their individual needs.
- Access to School of Special Educational Needs: Disability/Behaviour (SSENB/D)to support neurodiverse students at point of need.
- Access to the School Psychologist – supports students to access the curriculum.
- School Well Being Officer (Heather Rhebok) – supports health and mental wellbeing of all students at a whole school/class and individual basis.

Curriculum Leadership Framework 2025

Churchlands Primary School

Below illustrates the cycle/flow of delivery of the SPS Curriculum Directions.

DEPARTMENT OF EDUCATION

- Strategic Directions/Focus documents – Teaching For Impact
- SCSA - WA Curriculum & Assessment Outlines.

PRINCIPAL
EXECUTIVE

CURRICULUM LEAD/MANAGER
Lead – Luke. Manager – Jo

- Lead and manage all curriculum directions within the school. Analyse system, school and classroom data to identify strengths, and areas to work on, to drive student autonomy, progress and achievement.
- Strategic directions are open and transparent, driven by a continuous cycle of input and feedback that flows across all levels ensuring all stakeholders are actively engaged in decision making.

CURRICULUM LEADERSHIP TEAM (CLT)
(Fiona, Kristie, Emma C, Emma J, Lucy O)

- Meet regularly with Curriculum Lead/Manager (time allocation)
- Lead/implement identified whole school focus, directions, targets, data review, mentor etc. under the guidance/direction of Curriculum Lead.
- Collaborate with Learning area (committee) leaders to support directions and gain feedback.
- Collaborate with PLC team leaders to support the PLCs agendas and gain feedback.
- Provide relevant and targeted professional learning.

LEARNING AREA (LA)/COMMITTEE LEADERS

- Collaborate with curriculum leaders to support implementation of directions
- Keep the focus on LA whole school visibility
- Be the spokesperson for 'what it looks like in the classroom' through PLC meetings
- Integration with other LAs

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CPS Teaching and Learning Framework

Aim, Activate, Achieve, Assess

AIM	***Visible Learning*** *Learning Intentions*	• Establish Learning Goals / Aim of the lesson. • Write them on the board or display on screen. • Share lesson success criteria. By the end of the lesson you will be able to / will know / have done/ WALT WILF • Share an example of success. A work sample, a piece of work.
ACTIVATE	**Learning**	• The Hook – stimulate interest • Prior knowledge/previous learning • Connect to real world/Relevant/problem solve
ACHIEVE	**I do** **We do** **You do**	○ Understanding through EXPLICIT TEACHING ○ Fluency through TEACH, PRACTICE, APPLY • Questioning techniques, brainstorm, identify keywords. • Thinking – developing creative and critical thinkers • Teacher input – teach the concept • Scaffold and model • Question • Use wait time • Check for understanding • Higher level questions • Adjustments made if needed • Range of tasks • Cooperative learning, collaborative tasks • Experiment / hands on • Differentiated for ability • Use of ICT – to create, communicate, collaborate • Teacher support / monitor • Presentation to class • Self / peer assessment
ASSESS	*review*	• Reinforce key points • Questioning of learning • Online quiz/ feedback • Refer back to aims/objectives • Evaluate student progress • Provide effective feedback to students • Self/peer assessment to inform gaps • Student/teacher feedback • Use feedback/data to inform teacher forward planning

2026

- Implementation of the new **Business Plan 2026 – 2028** focus and direction.
- Continue to review, embed and support staff with the CPS and Departments priority initiative – **Teaching for Impact and Quality Teaching processes** with a focus on the **Instruct.**
- Increase capacity of Instructional Leaders/Teams through high quality professional learning/coaching and mentoring supporting new directions. This will support staff with the development and implementation of new school wide processes.
- Major direction and focus on core learning areas of English and Maths. Review of directions ensuring programs/processes provide 'deep' learning in these areas supporting a holistic school wide approach.
- Continue with all aspects of the ***Resilience Project*** and ***PBS*** *embedding the* ***GEM (Gratitude, Empathy, Mindfulness)*** *and a focus on building positivity through language and actions.*
- *Development of a plan to target identified areas from the Resilience Students Survey ensuring the Mental health and wellbeing of students.*
- *Development of CPS AEDC directions – 'Our Collective Response: Community Approach' 5 point plan.*