



Churchlands
Primary School

DIRECTION AND FOCUS 2023/2024

WELCOME

Tell me and I forget
Teach me and I remember
Involve me and I learn

Benjamin Franklin



What has happened in 2023!

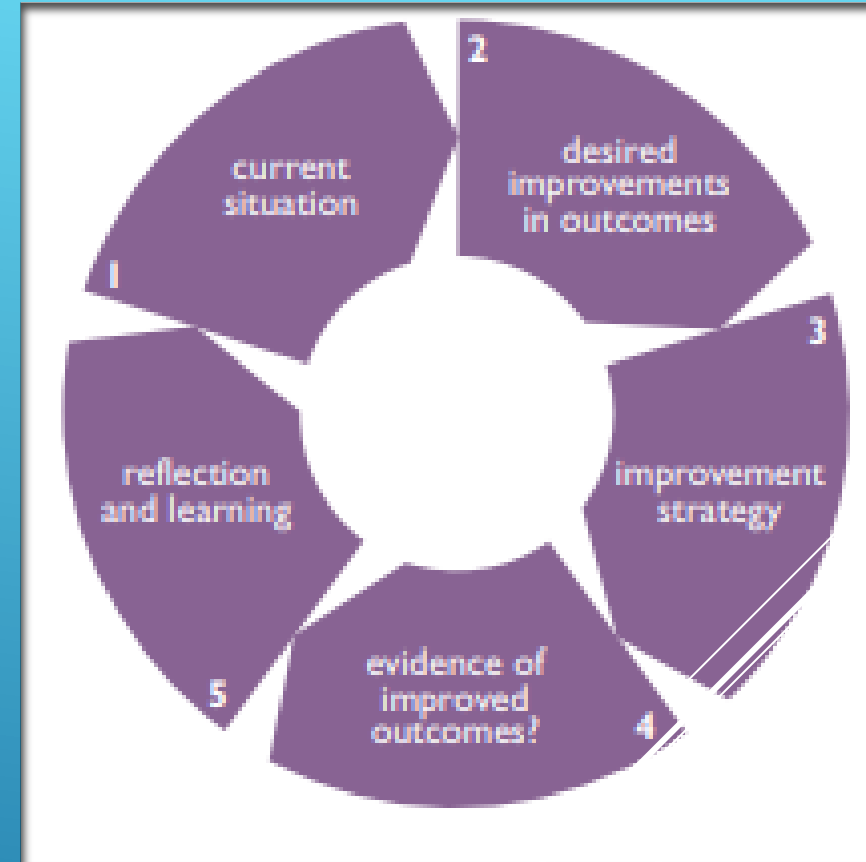
Continued.....

- review of all curriculum processes and focus, value adding and supporting whole school approaches.
- Rigorous data analysis of all learning areas to ensure there is growth and development.

School wide focus on;

- ▶ Plan, Teach, Assess Model
- ▶ Teaching and Learning Framework
- ▶ Curriculum Leadership Framework
- ▶ Focus on Departments *Teaching For Impact, Quality Teaching Strategy*

- ▶ A new Business Plan was developed. All staff and the Board were part of the development of relevant focus areas and set targets. Development of innovative school wide processes and programs, aligned to System Focus and directions, were developed to ensure ongoing growth of student achievement.
- ▶ The Curriculum Leadership Team (CLT) – Supported the CPS school improvement plan focusing on targeted curriculum areas. 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 we have seen growing results through targeted teaching and learning through changed school practices.



- Further embedded our Positive Behaviour in Support (PBS) framework strategic plan. Students are provided opportunities to develop positive social emotional learning skills that align with their learning.
- Over the last 2 years, we have been reviewing, researching and gaining knowledge from the Department on implementation of the Departments **Aboriginal Cultural Standards Framework(ACSF)** and how this would best suit our school context.
- This year we have Developed a **Reconciliation Action Plan (RAP)team** as part of the **(ACSF)** to strengthen culturally responsive practices and approaches.
- Have had professional learning from Aboriginal Support team (Department) to support our planning and develop culturally responsive focus and directions for CPS whole school community.
- Collaborating with **PEAC** in a coaching/mentoring program to support teaching staff with differentiating the curriculum challenging the teaching and learning of staff and students.

Fully Implemented

- **Visible Learning** environment (*John Hattie - helping educators understand, measure, and evaluate the impact they can have on student growth and achievement.*)
- **Talk for writing** (Junior years)
- **Seven Steps for writing** (Middle/Upper)
- PLD Spelling program

Assessments

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

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, Lucy McNamara)

Detailed support plans/structures are in place to cater for each student dependent on their individual needs.

- Access to the School Psychologist, Emme Viney) – supports students to access the curriculum.
- School Chaplain/counsellor – supports health and mental wellbeing of all students – whole school/class and individual bases

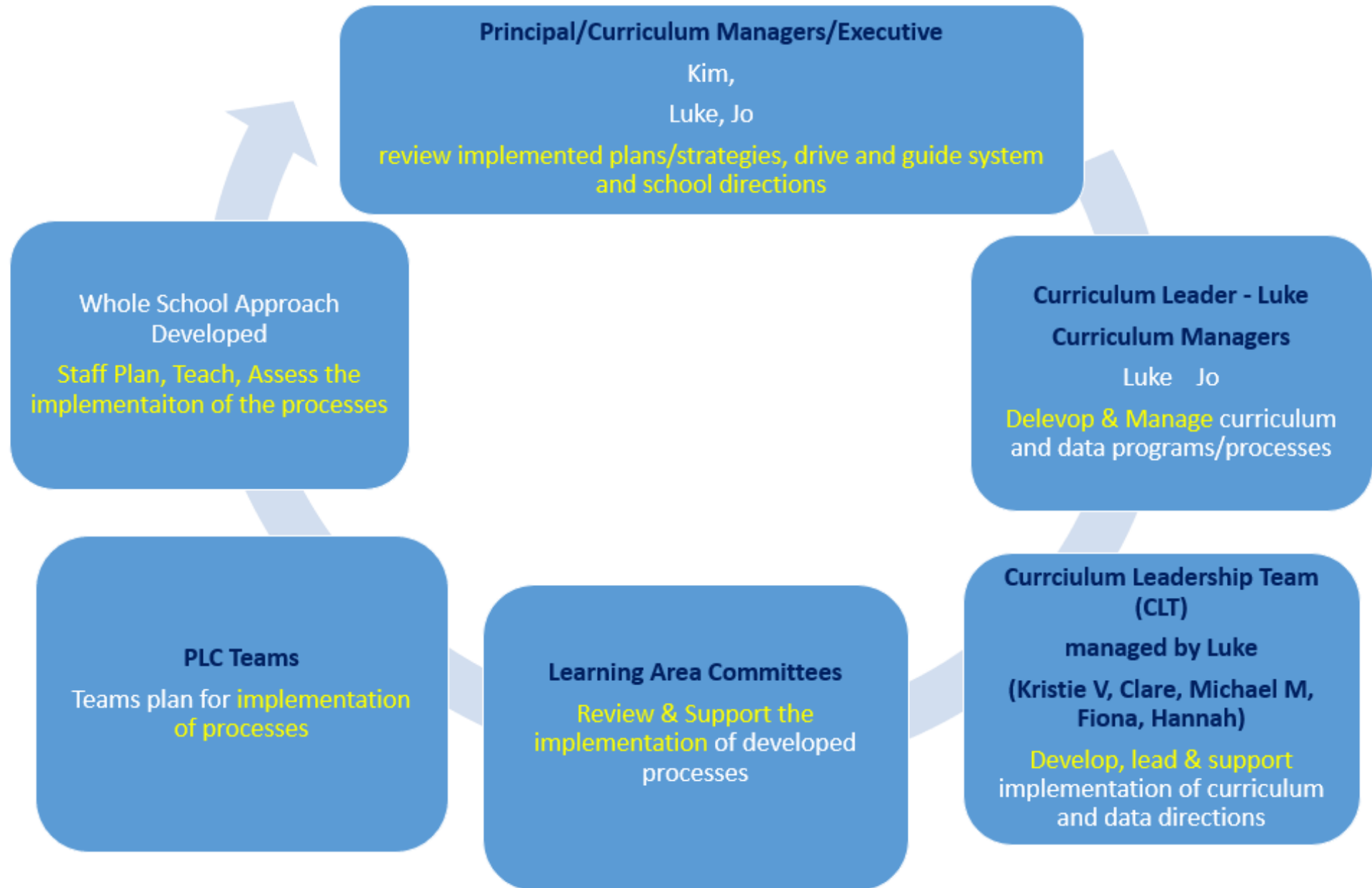
Prerequisites
for Successful
Students

Enablers of
Successful
Students



School
Review

School
Reporting



CPS Teaching and Learning Framework

Aim, Activate, Achieve, Assess

AIM	<i>Visible Learning Learning Intentions</i>	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The Hook – stimulate interest • Prior knowledge/previous learning • Connect to real world/Relevant/problem solve
ACHIEVE	<p>I do</p> <p>We do</p> <p>You do</p>	<ul style="list-style-type: none"> ○ <u>Understanding</u> through EXPLICIT TEACHING ○ <u>Fluency</u> 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	<i>review</i>	<ul style="list-style-type: none"> • 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

2024

- Implementation and embedding of the new Business Plan 2023 – 2025
- Preparation for our Public School Review (PSR) Term 2 2024
- Continue to collaborate with PEAC to support every child to challenge their thinking and support academic growth.
- Continue to collaborate with PEAC with the teacher coaching and mentoring program.
- Continue to develop, embed and grow all focus areas both academic and social emotional (PBS).
- Continue to review and embed the Departments priority initiatives – Teaching for Impact and Quality Teaching documents.
- Major focus on developing our RAP and engaging whole school community in all areas of focus.