Currumbin Primary School
Strategic Plan

2015 – 2018
Currumbin Primary School Strategic Plan 2015 – 2018

This Strategic Plan 2015-18 has been developed following the completion of the Quadrennial School Review (QSR) conducted in 2014.

The QSR included an analysis of achievements in the previous QSR period.

At the end of the QSR process we have identified future strategic priorities. This QSR Report is available through the school’s administration office.

The endeavours of the Currumbin Primary School community will continue to be centred around improving the standard of education for the children.

Robin Ryan
Principal

Alan Jones
Assistant Regional Director

Kaylee Campradt
P&C Association President
Table of Contents

Part B: Research and School Vision
Part C: Performance Benchmarks
Part D: Strategic Priorities 2015 - 2018

Strategic Plans

As an Education Queensland School, Currumbin Primary School is committed to continuous improvement driven by high quality, sophisticated strategic planning. The Strategic Plan 2015 is the overarching document for the annual plans which focus activity and resources.

The Strategic Plan consist of:

- Strategic plan - 4 Year Plan of long term goals
- Annual Improvement Plans and Budget - Annual Plan including performance targets
- Curriculum Framework - Articulation of Currumbin's curriculum, assessment practices
- Pedagogical Framework – Articulation of the school’s approach to teaching
- Professional Learning details – Currumbin’s approach to developing staff capability
The Currumbin Primary School Community

**Purpose**
Our purpose is to nurture the talents of every student to enable them to succeed in relationships, health, creativity, citizenship and recreation.

**School Context**
Currumbin Primary School is a school of choice because of its proud traditions and achievements.

Our school motto “Oceans of Opportunity” is evidenced in the daily teachings of the school staff while children do their best to enact the motto in the school’s drive to be a leading school.

We have an expert teaching team which combine with a clear vision of their purpose. Our staff and administration combine to provide a well-managed environment aimed at developing each student’s potential.

To increase every student’s engagement our school offers excellence programs in academic, sports and arts.

With year 7 leaving in 2015 our school will cater for approximately 1050 boys and girls from Preparatory to year 6.

Our senior students participate in a variety of leadership avenues and sport electives in preparation for High School.

Audit Commendations included:
- Since the previous Teaching and Learning Audit in 2010, the school has demonstrated significant improvement in the domains: An Expert Teaching Team, An Explicit Improvement Agenda and Effective Teaching Practice.
- The school has implemented a number of agreed practices, grounded in John Hattie’s theories of Visible Learning and Dylan Williams’ theory of Formative Assessment. These practices are now evident in a number of classrooms.
- The Principal has strengthened and broadened the scope of the school’s leadership team to include, highly regarded teaching staff employed as Heads of Curriculum, who are effectively and professionally supporting the teaching and learning agenda in the school through digital library management, mentoring, personal support and direct assistance.
- The school has established a number of effective partnerships and relationships with government agencies and community groups, which are aimed at engaging at risk students with school. A best practice partnership with Reach Wise, assists families to ensure that their children have the best possible access to educational, health and social-emotional programs possible.
- Staff members, parents and students clearly articulate that the school’s learning culture has improved in recent years, resulting in an increased level of school pride and enrolment growth.
- The pre-assessment, planning for curriculum intent, implementation, assessment and review cycle in the school has resulted in a strong process to encourage systematic curriculum delivery.
- In N.M.S. the school was similar or above the nation in over 90% of the strands measured during this period. However the school did not achieve our goal of 100% above N.M.S.
- Currumbin Primary School average achievements were above M.S.S. in half of the areas measured.
- In NAPLAN U2B there was an increased number of students in most domains.
- There was no improvement in year 6-7 school attendance.
- By completion of the 2011-2014 plan 96% of staff had completed developing performance plans.
- The ICT census was no longer a measurement used. The school has a 1:1 device ratio achieved.
- A more definitive measure of cohorts attaining C or higher in academic grading for English, Maths and Science replaces the annual U2B measurement – less than half of the cohorts showed a higher percentage.
- The school opinion survey data for students improved to a level above state in almost all areas. The parent’s results continued to be outstanding and the staff results showed notable improvement.

Research

One of Michael Fullan’s and Anthony Muhammad’s four main drivers of educational reform involves the engagement of educators and students in the improvement of instruction and learning. Professional learning at Currumbin involves embedding a culture that contributes to a learning environment focussed on constant improvement where everyone feels confident, motivated and valued. Using Dylan Wiliam’s Professional Learning Team guidelines and Richard DuFours theory of practice, our school has made positive steps to implement suggested changes to our programs. Marzano’s research formed the basis of the behaviour review.

Establishing innovative instructional leadership at all levels to ensure John Hattie’s most prominent strategies for the best effect in producing learning is critical to the strategic plan. By analysing data as suggested by Lyn Sharret and Michael Fullan, embedding Dylan William’s 5 formative assessment strategies school wide and agreeing on signature strategies to develop alignment across the school, classes can be organised and improvement can be monitored, checked for and transparent.

“For grouping to be maximally effective materials and teaching must be varied and made appropriately challenging to accommodate the needs of students at their differing levels of ability” John Hattie, Visible Learning. (Hattie effect size .72 accelerated of gifted students).
School Vision

Currumbin Primary School is proud of its traditions and the opportunities to achieve in all spheres. Our talented staff develop confidence, resilience, resourcefulness, tolerance, understanding and respect for diversity in our children.

**Currumbin Primary School** is committed to providing an enjoyable education for all students and to implementing government requirements, endorsed by our partnership with parents and the community. Our agenda for improvement details the strategies that are being implemented to ensure that every day, in every classroom, every student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment. Our commitment is to high quality teaching in the core learning priorities of:

- Reading
- Writing (including spelling, grammar and punctuation)
- Numeracy
- Science
- Enrichment Programs
- Sports and arts excellence programs
- Closing The Gap in attendance and attainment for Aboriginal and Torres Strait Islander students.

Students with specific and differing levels of needs and ability will be grouped and will be resourced effectively. Teaching will be varied and made appropriately challenging assisted by personal e-learning devices.

Our focus on improvement will be through consistent implementation of these core learning priorities and strategies within agreed practices and curriculum framework, which includes differentiated support and intervention aligned to achievement and improvement. Our collective commitment will be to an unrelenting focus on improved student achievement through alignment of everyone’s efforts.

Our professional learning community will focus all staff toward improvements that embrace our agreed core learning priorities and strategies.

Through a personal and collective commitment, underpinned by shared, strong leadership and high expectations from all staff, we will continue to deliver improved learning and achievement for all students. Our informed and consistent practice will enable children to embrace the learning journey with confidence.

**Performance Benchmarks for 2015 – 2018**

- Annual school incremental gain in attendance
- Continue closing the gap for Indigenous students
- A minimum of 10% above the National cohort in Upper 2 Bands in all 5 domains of NAPLAN
- A minimum of 10% above the National cohort in mean scores in all 5 domains of NAPLAN
- 100% of students (other than evidence based learning plan students) achieve above National Minimum Standards benchmarks in all 5 domains of NAPLAN
- 100% of students achieve a positive gain in their Year 3 to 5 NAPLAN performance in all 5 domains
- 80% of students in English achieving individual learning goals with incremental gains in A-E in years 3 – 6
- 90% of students (without evidenced based learning plans) achieving a C or higher in English, Maths and Science
- 100% explained student attendance rate
# 2015 – 2018 Strategic Priorities

## School curriculum – consistent curriculum planning and implementation

### MAJOR STRATEGIC DIRECTIONS

1. Use performance benchmarks to maintain the school’s explicit improvement agenda which directs professional learning to improve teaching practices emphasising:
   - Higher order thinking skills
   - Improved Science and Maths teaching (within a specialist teacher area for Academic Enrichment in years 2-6)
   - Professional Learning Teams
   - Resources / planned differentiation
   - Monitoring Indigenous achievement / attendance.
   - Embed the key initiatives of *Currumbin Primary School Agreed Practices* as evident in every classroom within whole school grouping based on learning needs.

2. Implement the reading framework and performance benchmarks to further improve student outcomes including targeted Crack The Code programs and English Literacy blocks.

3. Continue implementing the cycle of curriculum renewal that ensures that our programs are of high quality and:
   - rely on ACARA as the curriculum point of truth (with C2C and teacher professional knowledge enablers)
   - Have clear points of assessment
   - Decisions are informed by data

4. Develop and implement the learning and wellbeing framework which:
   - Incorporates the school’s social emotional curriculum
   - Ensures student goal setting and support provided to staff, students and families
   - Implements the revised Responsible Behaviour Plan.

## School and community partnerships - Create learning communities that meet diverse student, parent and community needs.

### MAJOR STRATEGIC DIRECTIONS

5. Ensure we are a school of choice which promotes and practices differentiation and programs of excellence for our Indigenous and Non-Indigenous community.

6. Embed raised standards of student conduct and dress and enact responsible learning behaviours.

7. Develop improved practices of student goal setting, specific feedback to move learning forward with school and community partners in the learning process through a common language and teacher consistency.

8. Explore the possibility of becoming an Independent Public School.
Teaching Practice - Ensure the school workforce has the capability and flexibility to deliver the objectives of the Queensland Government Agenda for Improvement.

<table>
<thead>
<tr>
<th>MAJOR STRATEGIC DIRECTIONS</th>
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<tbody>
<tr>
<td>9. Develop the practice of providing all teachers with quality feedback in line with the agreed professional standards and support their individual performance development by:</td>
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<tr>
<td>• Resourcing and focusing the roles and responsibilities of the instructional leadership to ensure optimum teaching practice.</td>
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<tr>
<td>• Developing the skills of teachers in furthering student engagement with the curriculum through the implementation of Higher Order Thinking skills and formative assessment.</td>
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<td>• Forming Professional Learning Teams based on research.</td>
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<tr>
<td>10. Maintain the Professional Learning Plan to respond to the strategic priorities for 2015-18 including:</td>
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<tr>
<td>• Collaborative planning in Professional Learning Teams</td>
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<tr>
<td>• Staff basing their knowledge on research about how students learn</td>
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<tr>
<td>• Evident professional learning communities.</td>
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<tr>
<td>11. Regeneration of the school's executive team to meet the needs of the future.</td>
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</table>
2015 – 2018 Strategic Priorities

**School curriculum – consistent curriculum planning and implementation**

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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</thead>
<tbody>
<tr>
<td>Implement whole-school differentiation evidencing -</td>
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<tr>
<td>• Targeted literacy (Crack the Code) program for students requiring additional Support.</td>
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<tr>
<td>• Implementation of focussed literacy blocks in English for Prep–Yr 3.</td>
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<tr>
<td>• Maintain program of upper two bands Enrichment activities.</td>
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<td>✔</td>
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<tr>
<td>• Resource differentiation strategies specifically.</td>
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<tr>
<td>• Implement the ACARA Curriculum Framework with clear points of assessment and greater analysis of data that informs pedagogical decisions.</td>
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<tr>
<td>• Continue to build capacity of teachers to lead Professional Learning Teams and enact specialised roles including coaching and data analysis.</td>
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<tr>
<td>• Refine meetings (terms) for analysis.</td>
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<tr>
<td>• Higher order thinking skills (Thinkers Keys - Tony Ryan).</td>
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<tr>
<td>• Develop teacher leadership in year level implementation of the curriculum framework.</td>
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<tr>
<td>• Maintain tracking and monitoring of indigenous students in relation to achievement and attendance.</td>
<td>✔</td>
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<tr>
<td>• Develop practices referenced by Education Queenslands Learning and Wellbeing Policy and address issues identified.</td>
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<tr>
<td>• Implement the action of revised Responsible Behaviour Program with targeted programs.</td>
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<tr>
<td>• Develop specialised science and maths teaching for U2B in years 2-6.</td>
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<tr>
<td>• Embed grouping of students deliberately based on learning needs:</td>
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<tr>
<td>- Prep / Year one.</td>
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<tr>
<td>- Academic Enrichment.</td>
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<tr>
<td>- Below / near N.M.S and/or with Special Education Programs.</td>
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<tr>
<td>- At near and working above and towards M.S.S.</td>
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<tr>
<td>• Implement Individual Learning Plans for specific students.</td>
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School and community partnerships - Create learning communities that meet diverse student, parent and community needs.

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<tr>
<td>Work with community and staff to enhance student engagement in achieving higher standards and addressing the priorities identified.</td>
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<tr>
<td>Implement the practices of goal setting for students and student feedback. Add student targets and align the goal, target and feedback loops across the school with a consistent process and language.</td>
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Teaching Practice - Ensure the school workforce has the capability and flexibility to deliver the objectives of the Queensland Government Agenda for Improvement.

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<td>Develop Professional Learning Teams based on student needs, common goals or common teaching approaches.</td>
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<tr>
<td>Implement a plan that systematically engages all staff in the Pedagogical framework with the aim of improving their individual practice.</td>
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<tr>
<td>Continue to review our professional learning plan to align with strategic priorities as identified including: - collaborative planning in Professional Learning Teams. - staff base their knowledge on research about how students learn. - professional learning communities are evident</td>
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