



Churchlands
Primary School

DIRECTION AND FOCUS 2024/2025

Welcome

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

Benjamin Franklin



What has happened in 2024 and into 2025!

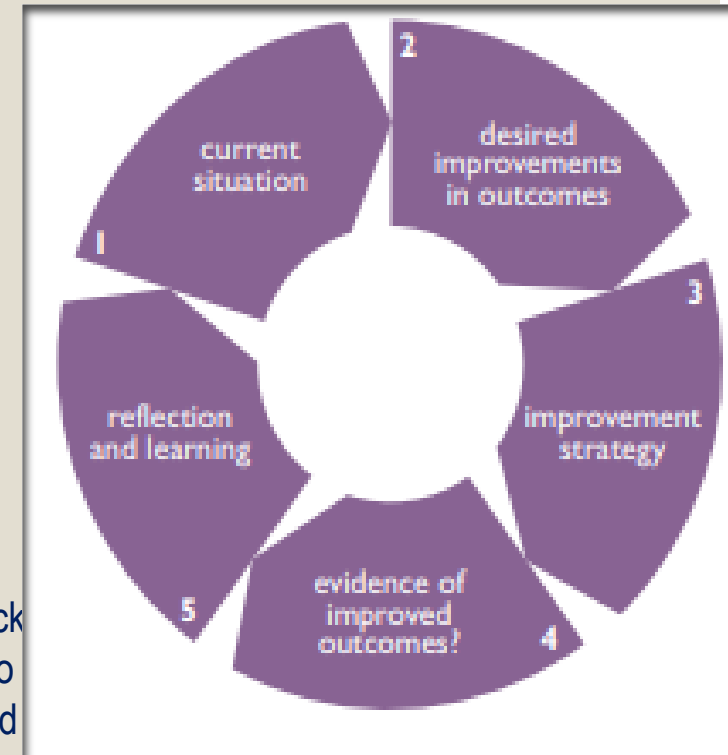
Continuous self reflection and review against our Business Plan.....

- 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**
- ▶ Plan, Teach, Assess Model
- ▶ Teaching and Learning – aligned to our Business Plan
- ▶ Development of school wide approach to support the Health and well being of students, staff and parents
- ▶ Our **Public School Review** was a significant objective Semester 1. Public school reviews provide feedback for principals, school staff and the school community to help improve school performance. They also add to existing quality assurance measures. There was significant collaboration and input from the staff and Board in the development and preparation of the Standards and submitting the school's self-assessment.
- ▶ We were honoured to receive an 'exemplary' outcome with a 5 year return for our next assessment. The Review panel were impressed with our exceptional support we provide *all* students, staff and community and the genuine sense of community.
- ▶ We were one of 4 Finalists in the **Departments Education in Excellence Awards 2024 for Teaching and Learning**. This is a wonderful celebration of the exemplary work the staff and school do to support all students achieve their potential at CPS.



- 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 we have seen growing results through targeted teaching and learning practices. The strong staff team approach impacts greatly on the positive school focus and directions.
- After review and research of effective ways to monitor students' health and well-being including mental health, the **Resilience Project** was initiated. This program also supports staff and parents and aligns with our **Positive Behaviour in Support (PBS)** framework strategic plan. The students are engaged in class and whole school presentations, events and their through Wellbeing Journals, supporting the focus of the program on the benefits of GEM - **Gratitude, Empathy and Mindfulness**, and easy ways to practise these in everyday life. The program also incorporates **Emotional Literacy, Connection** and Physical Health education and activities as they are foundational contributors to positive mental health.
- There was a school wide focus on the development and implementation of our **Reconciliation Action Plan (RAP)** as part of the Department's **Aboriginal Cultural Standards Framework(ACSF)**. The RAP team engaged staff for feedback have been engaging several Aboriginal organisations and with Churchlands Senior High to guide us in the development of our RAP and directions for 2024/2025.
- We continued to collaborate 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.*)
- **Teaching for Impact/Quality Teaching (Depart)**
- **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
- 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, Lucy McNamara)
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, 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

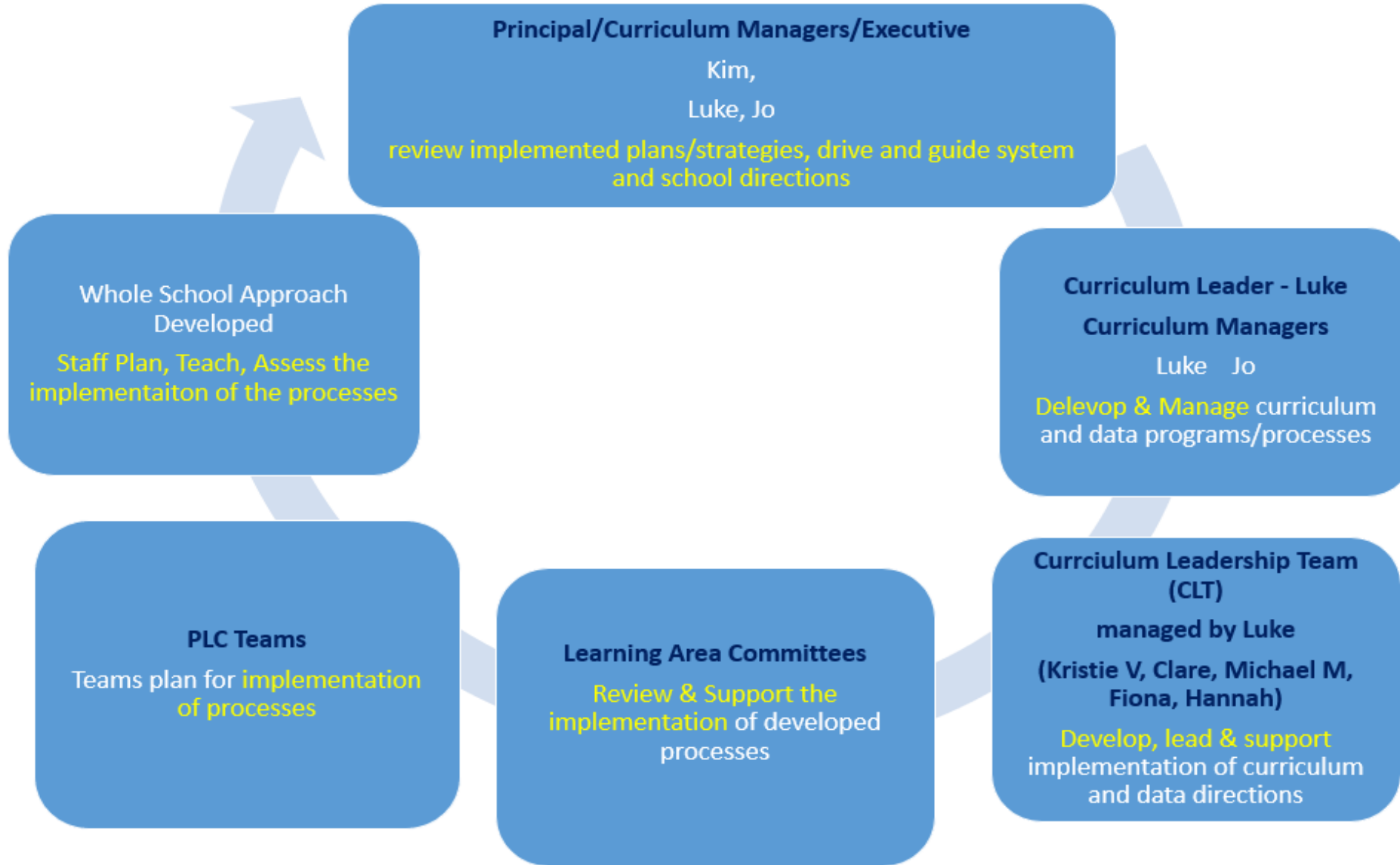
Enablers of
Successful
Students



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

2025

- Continue to implement and embed the **Business Plan 2023 – 2025** focus and direction. Begin developing the 2026 – 2028 Business Plan with staff and Board.
- Continue to review, embed and support staff with the CPS and Departments priority initiatives – **Teaching for Impact and Quality Teaching** documents.
- Continue to develop, embed and grow all focus areas both academic and social emotional **Resilience Project** and **PBS**.
- Development of **Network Schools Cross Moderation** processes in English.
- Development of the next 2-year **Future Leaders Program** for **Aspirants Leaders**.
- Continue to collaborate with PEAC to support every child to challenge their thinking and support academic growth.
- Continue to collaborate with External Coach and PEAC teacher coaching and mentoring program.
- Major focus on embedding our **RAP/cultural awareness** and building external Aboriginal partnerships and engaging whole school community in all areas of focus.