

# Falls Road Primary

## Independent Public School

### Operational Plans

2017

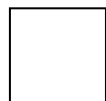
Key



Completed



In Progress



Has not happened as yet



2017



2013 - 2016

Incorporate Michael Pohl's Thinking Skills across the curriculum.

## Operational Plan: - English (D5005)

Strategies	Personnel	Resources / Budget \$63,200.00	Timeline	Evaluation & Monitoring	Key
Continue to use the Australian English Curriculum, EYLF and the Kindy Curriculum.	Teachers	Australian Curriculum	Ongoing	Observation & PM	
<a href="#">Review Whole School English Plan at the beginning of each year. Consider any changes related to Writing PD.</a>	Teachers	WSEP	Ongoing	Review of WSEP	
4th Yr Speech Pathologists to screen Ks, develop interventions and resources, liaise with staff re integration of strategies in class and increase liaison with parents.	ECU Speech Pathology	\$8,000.00 (D6221)	Terms 1, 2 & 3	Progress of students Feedback Staff & Parents	
Continue with Diana Rigg strategies and resources from K-2.	Diana Rigg K- 2 Staff	PD \$1500 Resources \$500	2016	Progress of implementation	
Use Seven Steps Strategies to motivate and facilitate student writing from K-6	Teachers	See writing Priority	Ongoing	Teacher s & NAPLAN	
Use systemic, baseline and comparative data to inform planning for teaching programs: Yr 1 – Yr 6 South Australia Spelling Test and Yr 3 – Yr 6 PAT Comprehension. Use On Entry Testing for Pre Primary only. Use Diana Rigg Literacy Checkpoints and <a href="#">progression checklist to monitor student progress K – 2 on an individual and class level as children learn at different rates.</a>	Teachers	NAPLAN Tracking Data \$1100 (D2508) SA Spelling n/c Torch \$200.00 Diana Rigg Literacy Checkpoints n/c	Term 2  Term 1 & 4	NAPLAN SA Spelling Test; Torch PP - On-entry Diana Rigg Checkpoints	
Book Week Activities – <a href="#">Convene Organising Committee to coordinate activities</a> Book sale will be organised by Library. Book Week Parade – focus on Book Character Classes select from range of activities ie <ul style="list-style-type: none"> <li>• Students reading to other students</li> <li>• Display in Library</li> <li>• More interactive displays ie Drama</li> <li>• School Magazine – <a href="#">Submissions to Deputy by mid Term 3</a></li> <li>• Displays can be created in wet areas for Parent Night</li> <li>• Drop Everything and Read (DEAR) - Dependent on topic</li> </ul>	Librarian & Teachers	Book Week Books Teacher Guides  Student writing and collated student book	Term 3	Parade  Students Reading  Displays  Magazine	
Continue to up-skill staff to support Teaching and Learning Program by accessing PD ie Diana Rigg, Speech and Language strategies and Florida Reading Program. Teachers to continue up-skilling EAs to facilitate the Individual Education Plans. Focus of the IEPs and the Group Education Plans is Reading.	Teachers Education Assistants L3 Teacher	School Funds \$45,500 - (OLB)	2016	Progress of students as measured by evaluation component of IEP.	
Purchase Resources from submissions to Finance Committee: ie <a href="#">Literacy Cards? Read About Write About? etc</a>	Finance Committee	\$1700 (D5005)	2016	Actioning of submissions	
Use NAPLAN Planners to develop student Test Literacy. Years 3 – 6	Teachers	NAPLAN Planners			
<a href="#">Depending on logistics, consider streamed / levelled Literacy Block in Yr 3 - 6</a>	Staff Admin				

## Priority - Literacy – Reading (D5005)

Strategies	Personnel	Resources / Budget \$63,200.00 (Already included in English Plan)	Timeline	Evaluation / Monitoring	Key
Develop baseline data: <ul style="list-style-type: none"> <li>• Analyse PAT Results and use PAT Diagnostic Reports and Profiles to focus on identified Reading Skills to guide planning and re-teaching in the four areas of: RI, RF, IE, II</li> <li>• <i>Retrieving Directly Stated Information (RI) - eg</i> Provide a main detail of a story given multiple explicit references draw together pieces of explicitly stated information across sentences</li> <li>• <i>Reflecting on Texts (RF) - eg</i></li> <li>• <i>Interpreting explicit information (IE) - eg</i> Draw together pieces of explicitly stated information to infer a relationship Provide detail in the presence of competing answers</li> <li>• <i>Interpreting by making inferences (II) - eg</i> Locate explicitly stated information when the information is not prominent</li> <li>• Employ explicit teaching incorporating a range of strategies including but not limited to First Steps</li> </ul>	Class Teacher	TORCH Tests  Torch Recording sheet with questions in ascending order of difficulty are available on the Teacher's Shared Drive on the link below. Teachers can plot student answers to individual questions.  <u>S:\Teachers</u> <u>Shared\Torch\Torch Pattern</u> <u>Response Forms for Third</u> <u>Edition 2016</u>	Term 1 and Term 4	Torch Reading Assessment completed by Week 5 Term One and Week 5 Term Four  Identify skills to focus on  Compare longitudinal progress  Use comparison of % of students at percentile rankings and NAPLAN	
Develop Individual Education Plans for required students. Teachers liaise with EAs re program implementation and provide activities and content.	Class Teacher  Education Assistants		Each Term	As per evaluation on IEP	
EA to use Florida Reading and Heather Harvey Program to facilitate Reading Individual Education Plans (IEPs) across Year 3 – 6. <a href="#">EA and Teacher to discuss student progress using notes from EA.</a>  EA to facilitate Individual Education Plans for the Juniors. Common focus across Year 1 – 2 on Reading - including in class support  Provide required resources for IEPs and Group Education Plans.  Need to cater more for extension groups in reading. Diana Rigg reading sight words K -2	Education Assistant  Education Assistant	School Funds \$45,500 - (OLB) (Already included in English Plan)	All Year	Assess comprehension to monitor progress	

## Priority - Literacy – Reading – contd (D5005)

Strategies	Personnel	Resources / Budget \$63,200.00 (Already included in English Plan)	Timeline	Evaluation / Monitoring	Key
SAER Support Programs - Individual Education Plans and Group Education Plans: <ul style="list-style-type: none"> <li>• Use 'early intervention' ie on entry testing</li> <li>• Use transition information &amp; NAPLAN</li> <li>• Dyslexia Speld</li> </ul>	Admin / Class Teachers	Collated data  Transition Data	Term 1 and for new enrolments	Collate results on data base and give to teachers – for SAER Students  Report results to parents	
Use tracking data from NAPLAN to identify students for Individual Education Plans and to identify Priority Areas.	Admin / Class Teachers	NAPLAN and Test Data	Term 1	Reading is the Priority areas	
<b>Promote Library</b> as source of information and reading for enjoyment: <ul style="list-style-type: none"> <li>• Continue to buy books for the Library</li> <li>• Book promotions, special days, book week</li> <li>• Focus on specific book / author / series ie Rigby Blue Prints</li> <li>• Promote use of “Oliver” in class</li> <li>• Students to access Library at lunch on Tuesday and <a href="#">Thursday</a></li> </ul>	All staff	Library	Ongoing	Reflection completed by staff and students each semester.	
Understanding the question – explicitly focus on teaching the 3 levels of questioning. Use the common language approach ie use First Steps.  Kindergarten to Yr 2 - Use Blank level questions. Mastery of Blank 1 – 4 should be achieved by 5/6 year old	Class Teacher	First Steps Resources Reading Eggs Library Speech Pathologists	Ongoing	Progress of students	
Use 4 <sup>th</sup> Year Speech Pathologists to screen, identify, develop interventions and resources, liaise with staff re integration of strategies in teaching program and increase liaison with parents re supporting strategies at home.	ECU Speech Pathology Unit	\$8,000.00 (D6221)	Terms 1, 2 & 3	Progress of students  Feedback from Staff and Parents	
Provide parent support documentation - a consistent sequence of steps for parents to support their child to read at home and info on Repeated Reading in the Newsletter.	Class Teacher  Resources on Shared Drive	First Steps Resource Book	Ongoing	Copy of documentation	
Use Reading Eggs and <a href="#">Literacy Pro</a> as a resource to improve Reading. <a href="#">Investigate use of Study Ladder</a> .	Staff / Parents	Share cost with P&C (D5006/07)	All Year	Feedback on progress	

## Priority Focus Area – Writing K- P (D5005)

Strategies	Personnel	Resources / Budget \$200.00 <small>(Already included in English Plan)</small>	Timeline	Evaluation / Monitoring	Key
<p>Students to write regularly across all learning areas.</p> <p>Utilise Seven Steps to motivate and focus students on writing. This will also cover sentence structure, vocabulary, cohesion, fluency and paragraphing.</p> <p>Develop narrative skills as per Diana Rigg resources.</p> <p>Develop ‘word banks’ and write content specific vocabulary words on Board.</p> <p>Focus on teaching good use of adjectives, verbs and adverbs in Year 2 exposing in Year 1. Topic specific.</p> <p>Explicitly teach editing (proof-reading).</p> <p>Encourage Dictionary / Thesaurus use to assist with Spelling and use Have a Go Pads.</p> <p>Tie into book week / writing competitions.</p> <p>Include a writing task in the end of year assessment schedule – moderated against the rulers in Brightpath.</p> <p>Meet in ‘phases of learning’ (ECE, Junior, Middle/Upper) once a term for collaborative meetings for planning and moderation.</p> <p>Use Brightpath to assess writing and progression of writing once per Semester. Analyse Exemplars for pointers.</p> <p>Talk and plan prior to writing – refer to Lighthouse information on Shared drive.</p>	Kindy Writing Strategies Overview by Term		Pre Primary		
	<p>Term 1</p> <p>Gross motor skills / body patterning daily</p> <p><a href="#">ECE need to do full Move to Learn course-see SKAMP</a></p> <p>Oral language focus</p> <p>Diane Rigg 6 hand movements</p> <p>Semantics / categories Diana Rigg</p> <p>Phonemic Awareness and onset rhyme</p> <p>Focus on: speaking in sentences (4 words or more)</p> <p>Pencil grip</p> <p>Term 2</p> <p>Name writing</p> <p>Letter formation</p> <p>Cont... sentence structure (conjunctions)</p> <p>Object descriptors ( 3 or 4)</p> <p>Onset awareness (orally)</p> <p>Term 3 / 4</p> <p>Alphabet – letter formation (Diana Rigg seq)</p> <p>Cont... Name writing</p> <p>News telling to develop language</p> <p>Cont...to expand sentences</p> <p>Idea sequencing and oral retell</p> <p>Writing table / word wall</p> <p>* Model writing <b>Daily</b></p> <p>* Fine Motor activities <b>Daily</b></p>	<p>Term 1</p> <p>Gross motor skills / body patterning daily</p> <p>Name writing</p> <p>Letter formation (Diana Rigg)</p> <p>Oral: onset rhyme</p> <p>Oral – initial sounds of words</p> <p>On entry writing sample</p> <p>Vocab – topic word wall</p> <p>Oral language – descriptions</p> <p>Term 2</p> <p>Introduce sight words</p> <p>Recounts oral/written</p> <p>Letter formation</p> <p>CVC</p> <p>Vocab – topic word wall</p> <p>Oral language – descriptions</p> <p>Term 3 / 4</p> <p>CVC spelling words</p> <p>Cont... sight words</p> <p>Alphabet keys</p> <p>Dictation sentences</p> <p>Spelling words</p> <p>Oral language descriptions</p> <p>Vocab – topic word wall</p> <p>* Model writing <b>Daily</b></p> <p>* Fine motor activities <b>Daily</b></p> <p>Writing sample (end of year)</p>			
Use Whole School English Plan, (WSEP) for overview of Handwriting progression & writing <a href="#">focus</a> marking guide <a href="#">for PP to Year 6</a> .	Teachers	WSEP Marking Guide	Ongoing	Observation during class visits and in discussions with staff	
<p>Class displays writing once a year in Public Space ie Library.</p> <p>Incorporate into Junior Block display area.</p> <p>Book Week wet area</p> <p>Collate once a Semester into a magazine.</p> <p>Generate an E-Book of the student’s writing.</p>	Teachers / Deputy	Pin Up Boards Student Writing Compiled Magazine	Yearly  Each Semester	Review display	

## Priority Focus Area – Writing Year 1 – Year 6 (D5005)

Strategies	Personnel	Resources / Budget \$4,000.00	Timeline	Evaluation / Monitoring	Key
Utilise Seven Steps to motivate and focus students on writing. This will also cover sentence structure, vocabulary, cohesion, fluency and paragraphing.	Teachers	PD \$4,000.00 (D2705) (Already included in English Plan)	SDD 2016	Implementation of PD	
Meet in phases of learning (K/P, 1/2, 3-6) once a term to moderate, share and collaborate on writing. Use SCASA website for judging standards. <a href="#">Organise ongoing PD for staff in using Brightpath Rulers, moderating writing and understanding descriptors.</a>	Teachers	\$1000.00	Once a term	Discussion during collaborative sessions, include Brightpath and SCASA information).  Organise Sandy Helsinger to deliver PD	
Develop “Environmental Print” in Learning areas in all years.	Teachers		Ongoing	Degree of print in classrooms	
Students to do focussed writing regularly ie 3 times a week. <ul style="list-style-type: none"> <li>- Students to write one published piece per term</li> <li>- reading work out loud / editing (individual and partner)</li> <li>- target improving groups of students (at / just below benchmark) in writing (explicit small group teaching)</li> <li>- explicitly teach construction of complex sentences and look at literal and metaphorical meanings</li> <li>- focus on sentence structure, cohesion &amp; vocabulary as per NAPLAN Writing Scope and Sequence Yr 3 &amp; 5</li> </ul>	Teachers		Ongoing	Observation during class visits and in discussions with staff.  Moderate sample by end of Term 1 using Brighpath. Review mid 2016	
Across a variety of text forms focus on – <ul style="list-style-type: none"> <li>• Sentence Structure, Vocabulary and Cohesion</li> </ul> Punctuation, Spelling & Paragraphing will be covered in these.	Teachers		Ongoing	Observation during class visits and in discussions with staff	
Continue focus on talking and planning prior to writing – eg refer to Lighthouse information on Shared drive & Diana Rigg.	Teachers	Resources on Shared Drive	Ongoing	Observation during class visits and in discussions with staff	
Use Whole School English Plan, (WSEP) across all year levels.	Teachers	Whole School Literacy Plan Marking Guide	Ongoing	Observation during class visits and in discussions with staff	
Class displays writing once a year in Public Space ie Library. <a href="#">Collate once a Semester into a magazine.</a> Generate an E-Book of the student’s writing.	Teachers / Deputy	Pin Up Boards Student Writing Compiled Magazine	Yearly  Semester	Review display	
Provide parents with ideas for promoting writing in the home as required i.e. individually by teachers and in the Newsletter.	Admin / Staff	Use Newsletter	Ongoing	Feedback from parents	
Hold Excellence Assemblies to promote student work.	Admin / Staff	Student Work & Assembly	Semester 2	Assembly	

## Priority Focus Area - Spelling (D5005)

Strategies	Personnel	Resources / Budget \$1000.00 <small>(Already included in English Plan)</small>	Timeline	Evaluation / Monitoring	Key
Develop Literacy Strategies: <ul style="list-style-type: none"> <li>• Dictionary Skills eg Quiz Quiz Trade</li> <li>• Practise Editing strategies</li> <li>• Practise Spelling Rules and develop generalisations</li> </ul>	Teachers	Kagan Strategies Dictionaries Editing Chart Spelling Rules	Ongoing	Staff feedback on progress	
Use SA Spelling Test data from Term 1 and Transition information.  Identify specific spelling issues of SAER, ie dyslexia. Group students according to needs & year levels.  Develop Individual Education Plans & Group Education Plans.  Add strategies to Whole School English Plan, (WSEP) as required	Teachers and Admin	IEPs  GEPs  WSEP	Ongoing	Reduction in number of SAER in Spelling	
Use Diana Rigg's sequence of words P to 2.  Use Diana Rigg's Literacy Checkpoints.  Use words from Sound Waves from Years 2 to 6.  Use South Australia Spelling Test data to monitor longitudinal progress of students 1 - 6	Teachers  Teachers and Admin	Diana Rigg  Sound Waves  SA Spelling test	Ongoing  Term 1 & Term 4	Literacy Checkpoints  <b>Test A</b> Week 2, Term One  <b>Test B</b> Week 2, Term Four	
Hold Spelling Bee in Term 4 for Year 1 – Year 6. Award Certificates to winners and finalists.	Teachers Deputy	Word lists sourced by Deputy	11 <sup>th</sup> November	Survey students	
Use past NAPLAN Tests to develop student Test Literacy. Years 3 - 6	Teachers	NAPLAN Planners	Term 1	Analysis of NAPLAN data and comparison to previous years	

## Operational Plan: - Mathematics (D5105)

Strategies	Personnel	Resources / Budget: \$1100.00	Timeline	Evaluation & Monitoring	Key
Continue to use Australian Curriculum. Ensure students know the foundations of Place Value and the four operations.	Teachers	Australian Curriculum	Ongoing	Observation & PM Staff feedback & EMMTs	
Continue to finalise Whole School Maths Plan.	All Staff		Term 1	Maths Plan completed	
Purchase resources identified for class sets of materials – completed. Look at use of concrete materials for maths K-3 to help with later abstract thinking	Committee		Term 1	Completion of Stocktake	
Use MTS to assess at Year level twice a year – Year 1 – 6 and Pre Primary at the end of the year. Use NAPLAN Tracking and EARS for additional data to identify priorities.	Teachers	NAPLAN Tracking \$1100 (D2508)	Week 2, Term 1 and Term 4	Priorities identified and included in class plans	
Maintain problem solving as a priority area. Make a glossary of age appropriate Problem Solving Strategies. Continue using Problem Solving Boxes (WSMP) - link on the Teacher's Shared Drive.	Teachers	See Problem Solving Priority Plan below.	Ongoing	See Priority Plan	
Utilise Mathletics resources across the curriculum as a planning/teaching resource.	Teachers	Texts & Online resources	All year	NAPLAN & Test data	
Explicit teaching of Mental Maths (Basic Facts) across the school. Display environmental print with grade specific terminology, ie division/sharing/grouping etc. Focus on Inverse Operations, division / multiplication & addition / subtraction.	Teachers	Smartboard resources	All year	Assess and record student progress	
Teach times tables showing patterns. Use games such as Sheriff to motivate. Students to learn their basic facts to a level of instant recall. Rote learn tables and basic facts to a level of automatic recall. <ul style="list-style-type: none"> <li>• Yr1 - Yr 2 Use Skip Counting and learn 2s, 5s &amp; 10s as appropriate</li> <li>• Year 3: Tables 3 and 4??</li> <li>• Year 4: 10 remaining tables from 6, 7, 8 and 9</li> <li>• Year 1, 2 &amp; 3, continue to use concrete materials to develop students understanding of patterns and counting</li> <li>• Upper Primary to extend to Mental Maths strategies, including applying mental maths strategies to real-life problems</li> </ul>	Teachers	Concrete Materials	All year	Record the Tables students know  Target is 85% of students at year level to know their required tables  Provide copy to Admin	
Staff use a range of data to guide T&L programs and to support SAER students. Analyse finer grain data from Easy Mark Maths Tests (can also use information from previous year's test) & NAPLAN to develop Individual Education Plans as required.	Teachers	EMMTs & NAPLAN	Term 1, 2 & 4	SAER profiles revised each semester	
Transition Folders to include information from school tests and On-Entry testing. Detailed results are recorded on Teacher Shared Drive.	Teachers	Transition Folders	End of Term 4	Audit	



## Priority Focus Area - Maths – Problem Solving / Proficiency Area in MTS Tests (D5105)

Strategies	Personnel	Resources / Budget \$1000.00	Timeline	Evaluation / Monitoring	Key
Use analysis from MTS PP -Yr 6 & NAPLAN Yr - 6 to support class planning on identified strategies and skills.	Teachers	MTS Tests	Ongoing	By end of Wk 5, Term One By end of Wk 5, Term Four	
Use iStar framework to teach maths and continue developing repertoire of Review Strategies.	Teachers	iStar Resources	Ongoing	View during class visits and confirm in PM discussions	
Explicitly teach Year 1-6 problem solving skills and explore Problem Solving process and methodology: Eg. Guess & Check, Draw a diagram etc. See priority for more information.	Teachers	Refer to WSMP  Use iStar Framework for Problem Solving	Ongoing	View during class visits and confirm in PM discussions	
Make a glossary of age appropriate Problem Solving Strategies.	Admin / Teachers	Problem Solving Books,	By end of Term 2	Glossary developed	
Basic Facts – Use teacher records to allocate faction points, certificates etc.	Teachers	Kits / Boxes	Ongoing	Improvement in Basic Facts	
Use Skip Counting / Sheriff / Class ladder competition / class challenge.	Teachers	Concrete materials	Ongoing	View during class visits and confirm in PM discussions	
Continue to use online resources eg NZ Problem Solving Maths.	Teachers	NZ Problem Solving Maths website	Ongoing	Degree of teacher use	
Use different levels of Problems to differentiate learning.	Teachers	Problem Solving Books, Kits and concrete materials	Ongoing	Observation during class visits and in discussions with staff	
Deconstruct Maths Problem as a group.	Teachers / Students	iStar Framework	Ongoing		
Scaffold individual play to promote maths skills in ECE	Teachers / Students	Maths equipment	Ongoing		
Explicitly teach Maths Language to develop Mathematical Literacy. Display Environmental Print.	Teachers	WSMP - Glossary of Mathematical Language	Ongoing	Observation during class visits and in discussions with staff	
Utilise Maths Plus Teacher Guides and Interactive CDs for Maths Investigations.	Teachers	Maths Books (D5105)	Ongoing	Observation during class visits and in discussions with staff	

## Priority Focus Area - Maths – Problem Solving / Proficiency Area in MTS contd (D5105)

Strategies	Personnel	Resources / Budget \$1000.00	Timeline	Evaluation / Monitoring	Key
Focus on Mental Maths - Do Mental Maths regularly, ie 2-3 times a week and rote learning of tables.  Focus on basic facts initially ( +, -, x, and division).	Teachers	Oxford Maths Plus	Ongoing	Observation during class visits and in discussions with staff	
Share Mental Maths and partitioning methods and strategies from students.	Teachers	Collaboration Time	Ongoing	Tables test - written twice a term – Years 3 - 6	
Feedback as per iStar structure. How did you do it? Use whiteboards, journals etc.	Teachers	iStar materials	Ongoing	Degree of sharing and feedback	
Understand that problem solving is one aspect of Proficiency which also includes understanding, reasoning and fluency.	Teachers	WSMP – Problem Solving Scope and Sequence	Ongoing	Observation during class visits and in discussions with staff	
Use Problem Solving Skills Scope and Sequence in WSMP.	Teachers	WSMP	Ongoing	Observation during class visits and in discussions with staff	
Use NAPLAN Practice Tests to develop student Test Literacy.	Teachers	NAPLAN Planners	Term 4	Analysis of NAPLAN data and comparison to previous years	
Use a range of resources: <ul style="list-style-type: none"> <li>• Maths Resources through the Smartboards</li> <li>• Class Kits of dice, cards etc</li> <li>• Charts listing Problem Solving skills</li> <li>• Let’s Solve Problems Books</li> <li>• NZ Problem Solving Maths</li> <li>• Volume and Capacity Resources</li> <li>• Purchase two sets individual whiteboards, markers and dusters for Senior Block</li> <li>• Resources on Teacher’s Shared Drive</li> </ul>	Teachers	Purchase resources Smartboard resources Charts Problem Solving Books  Teacher’s Shared Drive - Resources	Ongoing	Observation during class visits and in discussions with staff	

## Operational Plan: - Health and Physical Education (D5605)

Strategies	Personnel	Resources / Budget: \$2000.00	Timeline	Evaluation & Monitoring	Key
Utilise new HP / Ed Curriculum	Teachers	WA Curriculum	Ongoing	Degree of implementation	
Focus on the 6 Fundamental Movement Skills in Kindergarten to Year 5: Throw, Catch, Run, Hop, Balance and Striking. Apply FMS in game situations for years 1 – 6 on the Friday in stations. ECE need to do full Move to Learn course to <a href="#">develop patterning and body strength</a> - see SKAMP	Teachers	Phys Ed teacher Deputy Principal	All year	Phys Ed Records	
All children to access 120 minutes of physical Education per week.	Teachers	New Equipment \$1000.00 (D5605)	Ongoing	Audit of Timetables	
<a href="#">Term 1 &amp; Term 4 Start Week 3 – Fridays – non assembly weeks 8.45 – 9.00am – own class circuit activity. Rotate class through activities.</a>	Teachers		Ongoing	Audit of Timetables	
Participation in Faction and Interschool Carnivals, Cross Country, Swimming and Athletics.		Bus etc \$500 (D5606) 1 day TR - \$550 - (OLB)	Ongoing	Improvement in Interschool Carnivals	
Explain safety rules in classroom and in games for the safety of the individual. Consistently model basic rules & etiquette.	Teachers		Ongoing	Behaviour records	
Demonstrate simple safety actions and provide safety information in relation to Fire Plans, Road Rules, Water Safety, Electrical Safety & Sun Smart Education.	Teachers		Ongoing	Level of student awareness	
Continue to use Bounce Back Program.	Teachers	Bounce Back resources on Shared Drive	Ongoing	Behaviour records	
Explicitly focus on “What is Bullying” and what to do if you are being bullied. Develop an explanation of what Bullying is and communicate this to parents in the Newsletter on a regular basis. Also clarify that one off incidents are not bullying. Reinforce our process of dealing with it – Reflection sheets etc. Advertise Social Media and Cyber Bullying Parent information sessions. Develop Cyber Bullying aspect of Behaviour Policy and inform / educate parents.	Teachers		Ongoing	Behaviour records	
Monitor Progress of student skill improvement. <ul style="list-style-type: none"> <li>Collate, compare data, identify student progress and provide information to staff on areas where students need to focus on</li> </ul>	Phys Ed Teacher & Admin	EA to support Teacher Relief day to compile data. (OLB)	Term 4 Weeks 2 & 3	Checklist completed on individual skills by Physical Education	
<a href="#">Organise PD and a timeline for implementation and communication to community for Protective Behaviours Curriculum</a>	Staff	PD Deliverers	As appropriate	Teacher attend sessions and teach content	

## Operational Plan: - Science (D5305)

Strategies	Personnel	Resources / Budget \$1550.00	Timeline	Evaluation & Monitoring	Key
Continue to use 2017 Western Australian Curriculum. Continue to explore Robotics and Coding.	Teachers	Australian Curriculum	Ongoing	Observation & PM	
Use the Science Curriculum for all year levels.	Teachers	Access portal	All year	MSE & Teacher Judgements	
Use Primary Connections as a resource to facilitate the implementation of the Curriculum.	Teachers	Primary Connections	All year	View during class visits and confirm in PM	
Use incursions/excursions to stimulate interest.	Teachers	Various	Term 2	Feedback on quality of show	
Emphasis is to be on <a href="#">Inquiry Learning</a> .	Teachers	Integrate KAGAN / Primary Connections strategies as required	Ongoing	Teacher Judgements	
Update Science resources.  Facilitate the replacement of consumables by filling in the note which is in each box so Cost Centre Manager (E Burns) can reorder required materials.  Record in Book in Science Room and also what you borrow <a href="#">on a Chart</a>	Cost Centre Manager	\$1000 (D5305)  Teacher Relief 1 day \$550 (OLB)	Ongoing	Audit and feedback from staff	
Committee has been established to support the Sustainability and re-cycling program.  <ul style="list-style-type: none"> <li>• Look at process of recycling for various materials</li> <li>• <a href="#">Continue with Waste Free Wed, Trash free Thursday, Nude Food Days etc</a></li> <li>• Explore potential to have more regular collections and to include paper and plastics.</li> <li>• Check with Wastewise and recycling of plastics and waste free lunches</li> </ul>	Staff		Term 1	Effectiveness of recycling	
Review Primary Connections in relation to resources, content repetition, group skills and quality questions.  <a href="#">Purchase more Primary Connections Boxes for mixed year level classes</a>	Cost Centre Manager		Term 1	Results of review	

## Operational Plan: - Arts (D5705/D5710)

Strategies	Personnel	Resources / Budget \$2000.00	Timeline	Evaluation & Monitoring	Key
Continue the focus on Music. Purchase resources for Music.	Music Specialist	\$1000 (D5705)	All year	Public performance & surveys	
Continue the School Choir. Set a regular time for practice.	Music Specialist		Ongoing	Public performance	
Sing National Anthem at Assembly.	Music Specialist		All Year		
Use incursions from music groups to stimulate interest in Music.  <a href="#">Consider Paint Storm and African Drumming for 2017</a>	Music Specialist	Student funded	Term 3	Evaluation Sheets	
Continue with Instrumental Music Program. <a href="#">Communicate SIMS Timetable</a> Students tested in Year54 for inclusion in Program from Year 5 on.  Flute, Clarinet and Guitar students perform an Assembly Item in Semester 2. Inger to liaise with Mark, Emily and Steve as to when this will be and advise Simon.	Music Specialist	SIMS – Student funded	Term 1	Public performance	
Each class teacher to organise one assembly item a year.	Teachers		All year	Feedback from staff, students and parents	
Continue in-school social dancing lessons.	Teachers	Footsteps Dance - student funded	Term 2	Social Evening feedback & Graduation Night feedback	
Students have access to Art Teacher one period per week.  Purchase resources for Art Program.	Art Specialist	\$1000 (D5710)	All year	Audit Timetable	
Follow Visual Art syllabus overview and guides for each year level.	Art Specialist	Access portal	All year	Teacher Judgements	
Continue with Choir – schedule for end of day to minimise disruption					

## Operational Plan: - HASS (D5205)

Strategies	Personnel	Resources / Budget \$3000.00	Timeline	Evaluation & Monitoring	Key
Investigate when the resources will be available for 2017 and provide to staff when available.  Need to focus on Geography for changes in 2017. <a href="#">Investigate when the resources are available and purchase.</a>	Teachers	Access portal  \$2000.00	All year	MSE & Teacher Judgements	
HASS - Whole School Activities of special occasions including: <ul style="list-style-type: none"> <li>• WA Week</li> <li>• ANZAC Day</li> <li>• NAIDOC Day</li> <li>• Harmony Day etc</li> </ul>	Teachers	\$500.00 (D5205)  Library / Internet	WA Week	Review activities	
Encourage Active Citizenship through participation in community activities as opportunities arise – Aussie of the Month etc.	Admin and Teachers	Aussie of the Month Badges and Certificates	Ongoing	Presentation at Assemblies	
Hold ANZAC service and appropriate activities for the week.  Teach students about Remembrance Day and observe minutes silence.  <a href="#">Yr 5 students to coordinate acknowledgement of Remembrance Day.</a>	Year 6 Teacher	Resources in Library	Ongoing	ANZAC Assembly feedback	
Review HASS resources for the National Curriculum.  Focus purchases for Library 2016	Librarian/Cost Centre Manager	Resources - \$500.00 (D5205)	Annually	Availability of resources	
Develop Sustainability focus across the school: <ul style="list-style-type: none"> <li>• core value of the Australian Curriculum</li> <li>• Apply for grant</li> </ul> (See notes in Science re Sustainability)	Teachers		Ongoing	Amount of compost generated	
Recycling process to be maintained. Continue with Waste Free Lunches. (See notes in Science re Sustainability)	Teachers	Greenaway – refresher course	Ongoing	Teacher Judgements	
Incorporate Fire Safety Plan into HASS programs where possible	Teachers		Ongoing with emphasis during Bushfire season	Teacher Judgements	

## Operational Plan: - Technology & Enterprise (D5405)

Strategies	Personnel	Resources / Budget \$1450.00	Timeline	Evaluation & Monitoring	Key
Follow Technology and Enterprise <a href="#">Curriculum</a> overview and guides for year levels.  <a href="#">Review changes for 2017</a>  Class Teacher to specifically teach Year 6 students how to use tools for Go-Karts.	Teachers	Access portal	All year	Teacher Judgements	
Set up a T&E Timetable.	Admin		Start of Year	Effectiveness of Timetable	
T&E integrated as cross curricula program.	All staff	As per budget	MSE	Classroom programs	
Students to complete one T & E activity per <a href="#">Term</a> .	All Staff	\$250 (D5405)		Moderation of activity	
Develop areas of the school to meet the educational needs of the class. E.g. veggie gardens, quiet recreation area.	Teachers	As Needed	Ongoing	Beautification of Environment	
Allocate person to oversee, update and stock take T&E resources. ( <a href="#">Nigel</a> )	Cost Centre Manager	TR -\$550.00 (OLB)	Each semester	Update and stock take T & E resources	
Go-Karts – Year 6s to continue with design and construction in Semester 1 and race them mid Term 3 at Falls Road PS.	Phys Ed Specialist & Year 6 Staff	\$100 (D5405) TR -\$550.00 (OLB)	Term 3	Quality of construction. Level of enjoyment	
Year 6s to plan and execute fundraising for School Gift, Cake stalls, Free Dress etc.	Teachers	As Needed	Ongoing	Additional Resources	

## Operational Plan: - LOTE (D5505)

Strategies	Personnel	Resources / Budget \$600.00	Timeline	Evaluation & Monitoring	Key
All students meet the required timetabled allocation to Italian lessons.	LOTE Specialist	Stationery	Once a week	Teacher Judgements	
Italian is promoted through poster displays in the LOTE Room highlighting words in Italian-Environmental Print.	LOTE Specialist	\$600.00 Paints / Paper / Craft supplies (D5505)	Ongoing	Display	
Links are made with community events that link to Italy and Italian- Carnivale etc.	LOTE Specialist	Curriculum	Ongoing	Links made	

## Operational Plan: - Information, Communication & Technology (D5415)

Strategies	Personnel	Resources / Budget \$6400.00	Timeline	Evaluation & Monitoring	Key
ICT to be embedded across the curriculum. Exposure to <a href="#">New Technologies curriculum</a>	All staff		Ongoing	Surveys & Teacher Judgements	
Continue to use a range of technologies e.g. camera/video camera/Multi-Media projector/smart board.	All staff	Teaching Staff	Ongoing	Degree of use in class and around the school	
<a href="#">Continue supporting staff to use iPads in classes and purchase additional Apps</a>	Admin	\$1000.00 (D5415)	Ongoing	Progress	
Students use internet, web quests, Kid Pix, Mathletics etc.	All staff	Library & classroom computers	Ongoing	Teacher Judgements	
Maintain development of school infrastructure and computer lab.	Admin & TFX	TFX \$5,000.00	Ongoing	Review	
Maintain currency of updated School web page.	Admin & Alyka	\$800.00 (D1017)			
PD for EA/teaching staff in areas of interest in relation to ICT.	EA/Staff		Ongoing	Provision of PD	
Use Scope and Sequence on using “Word” on the Teacher’s Shared Drive.???	Staff	Scope and Sequence	Ongoing	Teacher use	
Develop a chart with screenshots for students on correct way to save work. Set out properly, enlarge and laminate.	Staff	Card and Laminate	Sem 1	Development of Chart	
Document Camera to be used in conjunction with Smartboard. Purchase additional if required? Purchased	Staff	Document Camera	Ongoing	Use of camera	
<a href="#">Develop process and timeline to include Typing in preparation for online NAPLAN in 2018</a>	Staff	Scope and Sequence	Ongoing	Teacher use	
Use ICT Skills Book (Year Level) as a teaching tool. <ul style="list-style-type: none"><li>• Explicitly teach specific skills, ie word, excel, e-mail and paint</li></ul> <a href="#">Integrate use of iPads to complement skill development</a>	Staff	ICT Skills Book (Teacher Resources in the Library)	Ongoing	Use of skills	



## Active Maintenance -Improving Student Behaviour (D2615)

Strategies	Personnel	Resources / Budget \$1600.00	Timeline	Evaluation & Monitoring	Key	
Teachers to specifically teach Bounce Back to embed in every classroom. Review on SDD at the beginning of each year. <ul style="list-style-type: none"> <li>• Develop teacher resources for each unit.</li> <li>• Unit 3 in progress – getting the books</li> </ul>	All staff	Resiliency strategies in Drug Ed & Road Awareness Book - Online and in Library	Ongoing	Performance Management  Use of resiliency strategies by students		
Review BMIS policy and provide a copy for every class.	Admin	Policy files	Term 1	Survey in file		
Induction for new teachers/relief teachers providing them with extra stamp cards/reward cards etc.	Admin	Master copies next to photocopier	Term 1	Induction conducted		
Whole school incentive scheme-faction points. <ul style="list-style-type: none"> <li>• Duty teachers give Faction Points for positive playground behaviour</li> <li>• Specialist teacher give Faction points for positive classroom behaviour</li> <li>• Cards collected by Deputy prior to assembly</li> <li>• Fortnightly tally read out at assembly and displayed on staff window</li> <li>• Faction with highest score each term receives a free sausage sizzle</li> </ul>	All staff	Mastercopy file next to photocopier  \$700 (D2615)	All year	Record kept in Deputy's office.  Totals displayed on posters in staff room window  Cup to designate which faction is winning week by week		
<u>Early Recess Reward</u> Staff to monitor student behaviour. Students who have not had a Time Out, Detention or a Buddy Class visit are eligible to go to recess at 10.15am. Admin supervise until normal recess time when Duty Teachers take over.	Admin and Teachers	Principal and Deputy to supervise	Every even fortnight at Friday recess	Feedback		
<u>Brilliantly Behaved Kids Party:</u> Each class teacher nominates two students per term for outstanding behaviour. (Students with exceptional behaviour who are consistently good role models in the class). Keep a record of BBK students during each year.	Class Teachers	Party balloons, streamers, food, drinks and Certificates \$600 (D2615)	By the end of each term	Parent/teacher feedback		
Use Buddy system with another class for peer support and BMIS. Buddy system needs to be organised at the beginning of the year.	Teachers co-ordinate	Blue Note	All year	Integris		
<a href="#">Manager Corporate Services</a> to monitor who attends BBKs year to year.	Registrar		Ongoing	Record of attendance		

## Active Maintenance - Improving Student Behaviour – contd (D2615)

Strategies	Personnel	Resources / Budget \$1600.00	Timeline	Evaluation & Monitoring	Key
<p>Whole School approach to individual incentive-Reward Cards.  <a href="#">The suggested level of use for consistency across the school is 3 stamps a day for PP to Year 2 and 2 stamps a day for years 3 to 6. Class teachers and EAs to liaise re allocation of stamps.</a></p> <ul style="list-style-type: none"> <li>• Students have a reward card of 30 squares</li> <li>• Positive behaviour = one stamp</li> <li>• One completed chart = Bronze certificate at assembly</li> <li>• 2nd completed chart = Silver certificate at assembly</li> <li>• 3rd completed chart = Gold certificate at assembly</li> <li>• 4th completed chart = Appreciation Book</li> <li>• Each chart after the appreciation book earns a reward out of the Appreciation Book</li> <li>• Completing the appreciation book earns a bronze medallion</li> <li>• Once a bronze medallion has been achieved, the student starts again but with the silver medallion as the goal and then the gold medallion</li> </ul>	All staff	<p>Master copies on shelf next to photocopier Stamp Charts</p> <p>Bronze/Silver/Gold Certificates</p> <p>Appreciation books are in the front office</p>	All year	Checklists and charts in Administration	
<p>Maintain focus on increasing the intrinsic reward and reducing the level of extrinsic reward as students progress through to Year Six.</p> <p>Recognise that more stamps are given in Junior Primary than Middle and Upper.</p> <p>Recognised the Number of pages in the Appreciation Book were too many and reduced the number of pages to:</p> <ul style="list-style-type: none"> <li>• Juniors – Years PP to 2 – need to do 10 sheets</li> <li>• Seniors – Years 3 to 6 – need to do 6 sheets</li> </ul> <p>Review and change the rewards in the Appreciation Book as necessary.</p> <p>All students will be able to earn Bronze, Silver &amp; Gold medals.</p> <p>Business Plan Target is for each student to earn at least 2 Behaviour Charts a year</p> <p><a href="#">Annual review of stamp allocations to ensure consistency across teachers and EAs.</a></p>	Duty teachers,  Deputy Principal,  Principal	<p>Stamp Charts</p>          <p>Gold, Silver and Bronze Medals \$100 (D2615)</p>	Lunch	Review regularly	
<p><a href="#">Specialists to use Faction Tokens to recognise students.</a></p>	Specialists		Ongoing	Collation of Faction Points	

## Active Maintenance - Improving Student Behaviour – contd (D2615)

Strategies	Personnel	Resources / Budget \$1600.00	Timeline	Evaluation & Monitoring	Key	
<p><b>Time Out</b> During lunch time students can be timed out for breaking rules. The teacher on duty fills out a note which records what the student has done and sends him/her to the Library for time out. If the rule is a major misdemeanour ie fighting/hurting another student etc, the child can be sent for detention which is for all of lunch (30 mins). If the student refuses the detention is doubled. Students complete reflection sheet which is edited and sent home to be signed by the parents. Form is to be returned to school the next day. If the form is not returned, the student goes to the Library at lunchtime.</p>	Duty Teacher  Deputy  Principal	Timeout book  Yellow Timeout Note and Reflection Sheet for parents to sign signifying that they have sighted the student's behaviour sheets	Lunch	Review regularly		
School Volunteer program to support students at risk.	Mentors	\$400 (D1011)	Yearly	Feedback		
Hills Christmas appeal – students donate for Christmas Hampers at end of the year. Tally of donations recorded and graphed on staff room window.	All Classes	Box for each class	Term 4	Feedback		

Continue to review the process with Senior students. We recognise that we want to develop the student's intrinsic motivation and this is why we have reduced the number of sheets in the Appreciation Book for Years 3 to 6. [We will incorporate suggestions from the Student Survey into the Appreciation Book which should be more motivating for the students.](#)

## Active Maintenance -Developing Student Leadership (D2615)

Strategies	Personnel	Resources / Budget \$200	Timeline	Evaluation & Monitoring	Key	
<p>Elect eight Leaders from Year 6. <a href="#">Provide Leadership Training for elected Leaders</a> Leaders to incorporate Bounce Back language in their reports at Assemblies.</p>	Deputy Principal and eight students	Voting forms and Speeches	Semester 1 and 2	Leaders elected		
<p>Regular review of roles for Leaders. <a href="#">Plan appropriate time to do jobs. Provide 3 weeks grace and then the consequences for not doing jobs will be three chances and you will lose role.</a></p>	Teachers		Ongoing	Review conducted		
Election of 6 Faction Leaders for the year.	6 students	Badges \$200 (D2615)	Term 1	Factions vote for their captains. (One boy / one girl)		