

Falls Road Independent Public School



Operational Plans 2023

(Updates shown in Blue Font)

Key

- Completed
- In progress
- Not happened yet

Operational Plans - English

Business Plan Targets	Focus	Strategies	Who	Resources \$5,000	Timeline	Evaluation & Monitoring	
TARGET 1 95% of the Year 3 & 5 stable cohort to achieve the NAPLAN Benchmark TARGET 2 The average improvement of the Yr 4 and 6 stable cohort to exceed the predicted gain in Literacy and Numeracy TARGET 5 Identified small groups of students gain the expected improvement + 20% in Reading in NAPLAN	Whole School	Curriculum <ul style="list-style-type: none"> Continue to use the Western Australian Curriculum, Early Years Learning Framework Kindy Curriculum Gradually integrate an Explicit Teaching approach using Warm Ups and the Gradual Release Model Teachers to use Ed Companion data to inform planning 	Teachers Education Assistants	Dyslexia Speld	Ongoing	Review Whole School English Plan at the beginning of each year. Teacher Judgement SCASA Judgement Standards • NAPLAN Data • PAT Data • On-Entry Data Literacy Pro	
	PP – 6	Meeting Individual Student Needs <ul style="list-style-type: none"> SAER Support Programs – Develop Individual Education Plans and Group Education Plans for required students: Use ‘early intervention’ based on testing data Use transition information & NAPLAN Teachers liaise with EAs re program implementation and provide targeted activities and content. Use Test data to develop Individual Education Plans (IEP’s) and Group Education Plans (GEP’s) for required students based on On – Entry, PAT, NAPLAN and in class data Provide appropriate resources for intervention programs linked to IEP’s and GEP’s. Cater for more extension groups in reading (Levelled groups in Class) Continue to support staff in delivering their Teaching & Learning program by accessing PD (i.e. Explicit Teaching of Literacy and Warm Ups) Prepare for NAPLAN Online in 2023 Explore development of Learning Area Collaboration. Teams across Bibbulmun Network (starting with English) 			Term 1		

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TARGET 1 95% of the Year 3 & 5 stable cohort to achieve the NAPLAN Benchmark TARGET 2 The average improvement of the Yr 4 and 6 stable cohort to exceed the predicted gain in Literacy and Numeracy TARGET 5 Identified small groups of students gain the expected improvement + 20% in Reading in NAPLAN	Whole School	Focus Strategies	Teacher		Ongoing	Teacher Judgement SCASA Judgement Standards	
	Yr 1 – 6	Reading <ul style="list-style-type: none"> Explicitly teach Blank Level questioning Continue to expand Explicit Teaching approach Promote Library as source of information and reading for enjoyment: <ul style="list-style-type: none"> Continue to buy books for the Library Look at buying sets of books for class use Book promotions, special days, book week Promote use of “Oliver” in Library Facilitate more access to the Library. Students to access Library at lunch on Tuesday and Thursday Use PAT and LitPro Results to focus on identified reading skills to guide planning and teaching in the areas of – <ul style="list-style-type: none"> Retrieving Directly Stated Information (RI) Reflecting on Texts (RF) Interpreting Explicit Information (IE) Interpreting by Making Inferences (II) Employ explicit teaching incorporating a range of strategies including but not limited to First Steps Use Literacy Planet and Literacy Pro as a resource to support improvement in Spelling and Reading. 	Education Assistants			<ul style="list-style-type: none"> NAPLAN Data PAT Data On-Entry Data 	
	K/PP						
	Yr 3 – 6		Librarian				
	Yr 1 – 6						
	K/ PP	<ul style="list-style-type: none"> Use Reading Eggs 					

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring	
<p>TARGET 1 95% of the Year 3 & 5 stable cohort to achieve the NAPLAN Benchmark</p> <p>TARGET 2 The average improvement of the Yr 4 and 6 stable cohort to exceed the predicted gain in Literacy and Numeracy</p> <p>TARGET 3 Develop an upward trend in NAPLAN Writing results from Year 3 to Year 5</p> <p>TARGET 5 Identified small groups of students gain the expected improvement + 20% in Reading in NAPLAN</p>	<p>Whole School</p> <p>Yr 1 – 6</p> <p>PP</p>	<p>Focus Strategies</p> <p>Writing</p> <ul style="list-style-type: none"> Students write regularly across all learning areas Use whole school English Plan for handwriting progression and writing focus marking guide Utilise Seven Steps and Talk for Writing to motivate and focus students on writing to cover sentence structure, vocabulary, cohesion, fluency and paragraphing Use strategies from Vocab PD for Word Bank, content specific vocab etc Explicitly teach editing (proof – reading) appropriate to year level, use posters in each class for consistency Encourage Dictionary/Thesaurus use to assist with Spelling and Have a Go Pads (Not Junior Primary) Tie learning into Book Week and Writing competitions? Meet in Phases of Learning once a term for collaborative meetings for planning and moderation (ECE, Junior, Middle/Upper) Talk and plan prior to writing – refer to Talk 4 Writing on SHARED drive. Develop and use environmental print for classroom displays Students to practice writing a variety of text forms that focus on structure, vocabulary and Cohesion as per curriculum outcomes Explicitly teach appropriate use of punctuation, spelling and paragraphing appropriate to year level Hold Excellence Assemblies to promote student work Structured ruling up Set Cold Task – consistent approach across classes 	Teacher	<p>Seven Steps</p> <p>Lighthouse</p> <p>Talk for Writing</p> <p>Posters for Year 1</p>	Ongoing	<ul style="list-style-type: none"> Brightpaths NAPLAN Data 	
	Yr 2 - 6						

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring	
<p>TARGET 1 95% of the Year 3 & 5 stable cohort to achieve the NAPLAN Benchmark</p> <p>TARGET 6 All students to know 80% of the Sight Words for their Year level</p> <p>TARGET 2 The average improvement of the Yr 4 and 6 stable cohort to exceed the predicted gain in Literacy and Numeracy</p> <p>TARGET 5 Identified small groups of students gain the expected improvement + 20% in Reading in NAPLAN</p>	<p>Whole School</p> <p>Yr 1 – 6</p>	<p>Focus Strategies</p> <p>Spelling</p> <ul style="list-style-type: none"> Develop spelling strategies including Dictionary skills, editing skills, spelling rules and generalisations Identify specific spelling needs and required interventions for SAER and groups Add strategies to whole school English Plan as required Targeted Spelling Program using Diana Rigg and Soundwaves online Utilise NAPLAN style questions for Spelling Warm Ups – incorporate styles of questions into the Warm Up to focus on weaknesses identified through Ed Companion & Bright Path and Diana Rigg in Writing, Spelling and Grammar & Punctuation <p>Assessment</p> <ul style="list-style-type: none"> Reading Comprehension - Use PAT to assess at year level twice a year i.e. Term 1- Yr 2 – 6 & Term 4 for Yrs 1 – 6 and LitPro, twice a year, Term 1 & 4 for Years 3 - 6 Writing – follow agreed writing and moderation assessment schedule using Brightpaths for Yrs 1 – 6 Explore the opportunities for Cross School moderation with other schools using Brightpaths –continue to develop consistency of in-school moderation first Updated analysis of NAPLAN data in terms of Writing Spelling – South Australian Spelling Test to assess at year level twice a year i.e. Term 1 for Years 3 to 6 & Term 4 for Years 1 – 6 (Test A & B) On Entry - for PP Term 1 & Term 4 	Teacher	<p>Soundwaves and online</p> <p>Literacy Planet</p>	Ongoing	<p>Soundwaves placement test to identify class priorities</p> <p>NAPLAN Data</p> <p>SA Spelling Test A & B</p>	

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring
TARGET 6	K – 2	<p>LITERACY</p> <p>Reading</p> <ul style="list-style-type: none"> Teach Reading Conventions as per the English Scope and Sequence, Whole School Reading Plan and WA Curriculum Term 1 - 4 Continue with Diana Rigg Program strategies and access online resources Administer standardised testing for monitoring student progress (i.e. PAT Test, On Entry Testing) K/PP Use of Blank level questions – (Mastery of Blank 1 – 4 should be achieved by 5/6 year old) K/PP-Home Reading - Provide a consistent sequence of steps for parents to support their child to read at home and info on Repeated Reading in the Newsletter K / PP- send home Alphabet Readers Term 3 & 4) K/PP - Send home Diana Rigg Book Packs Term 1, 2, 3 & 4 K/PP – model reading, storytelling & use of the Reading corner Purchase additional Decodable Readers 	Teacher	Diana Rigg Online Resources	Ongoing	<ul style="list-style-type: none"> PAT Test – PP T4 On Entry Testing T1 and T4 for required students
	1 - 2	<p>Writing</p> <ul style="list-style-type: none"> Talk for Writing Develop Narrative skills as per Dianna Rigg Oral K-PP Focus on teaching good use of adjectives, verbs and adverbs in Year 2, exposing in Year 1 - Topic specific <p>Spelling</p> <ul style="list-style-type: none"> Use Dianna Rigg’s sequence of words and Literacy Checkpoints Each year level to use new sight word lists in explicit teaching warm ups. End of year testing for 80% proficiency <p>Speaking & Listening</p> <ul style="list-style-type: none"> Screen Ks, develop <i>interventions</i> and resources, liaise with staff re integration of strategies in class and increase liaison with parents. 				
TARGET 6						
All students to know 80% of the Sight Words for their Year level						

Writing Strategies Overview by Term Kindy and Pre Primary Years

- Kindy**
Term 1
- Gross motor skills / body patterning weekly
 - ECE need to do full Move to Learn course-see SKAMP
 - Oral language focus
 - Diane Rigg 6 **pre-writing** movements
 - Phonemic Awareness and onset rime
 - Focus on: speaking in sentences (4 words or more)
 - Pencil grip and scissor grip
 - Rhyming, finger rhyme and singing, rhyme generation and identification
 - Syllabification
- Term 2**
- Continue Pencil grip and scissor grip
 - Rhyming, finger rhyme and singing
Rhyme generation and identification, Syllabification
 - Object descriptors (3 or 4)
 - Phonemic awareness – onset rime awareness
- Term 3 / 4**
- Name writing
 - Letter formation – foundation script – Ps and Bs
 - Alphabet – letter formation and recognition (Diana Rigg seq)
 - Continue Name writing
 - News telling to develop language
 - * Object description
 - * Event based news
 - * Activity based news
 - Continue sentence structure orally (conjunctions)
 - Continue to expand sentences
 - Idea sequencing and oral retell
 - Writing table / word wall
 - Model writing Daily
 - Fine Motor activities daily
 - Phonemic awareness – onset rime
 - Expose Blending/Segmenting
 - Use NSW font across the school
 - Semantics / (categories Term 3 & 4) Diana Rigg

- Pre Primary**
Term 1
- Gross motor skills / body patterning daily
 - Name writing
 - Letter formation (Diana Rigg)
 - Oral: onset rime
 - Oral – initial sounds of words
 - On entry writing sample
 - Vocab – topic word wall
 - Oral language – descriptions
 - Model writing
 - Fine motor activities daily
 - Blending/Segmenting
- Term 2**
- Introduce sight words
 - Recounts oral/written
 - Letter formation
 - CVC
 - Vocab – topic word wall
 - Oral language – descriptions
 - Model writing
 - Fine motor activities daily
- Term 3 / 4**
- CVC spelling words
 - Continue sight words
 - Dictation sentences
 - Spelling words
 - Oral language descriptions
 - Vocab – topic word wall
 - Write **daily** & Writing sample (end of year)
 - Fine motor activities **daily**
 - Formal handwriting Term 1 - 4

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring	
<p>TARGET 5 Identified small groups of students gain the expected improvement + 20% in Reading in NAPLAN</p> <p>TARGET 2 The average improvement of the Yr 4 and 6 stable cohort to exceed the predicted gain in Literacy and Numeracy</p> <p>TARGET All students to know 80% of the Sight Words for their Year level</p> <p>TARGET 1 95% of the Year 3 & 5 stable cohort to achieve the NAPLAN Benchmark</p>	Yrs 3 - 6	<p>LITERACY</p> <p>Reading</p> <ul style="list-style-type: none"> EA to use Reading Intervention Program to facilitate small groups based on NAPLAN data Understanding the question – explicitly focus on teaching the 3 levels of questioning. Use the common language approach from First Steps Continue use of Scholastic Short Reads Purchase additional Reading Program materials to supplement existing resources - hard copies as well as the digital version <p>Writing</p> <ul style="list-style-type: none"> Seven Steps to Writing Success and / or integrate use of Talk 4 Writing Typing Program with Keyboard overlays, and use iPads, posters and shortcuts – Inger to coordinate <p>Spelling</p> <ul style="list-style-type: none"> Sound Waves <p>Sight Words</p> <ul style="list-style-type: none"> Sight Words - Each year level to use new sight word lists in explicit teaching warm ups End of year testing for 80% proficiency <p>NAPLAN</p> <ul style="list-style-type: none"> Use online NAPLAN practice tests to develop student Test Literacy. Use tracking data from PAT Reading Comprehension and NAPLAN to identify students for Individual Education Plans and to identify Priority Areas. Look at using Ed Companion data to identify IEPs 		<p>First Steps</p> <p>Literacy Planet</p> <p>7 Steps to Writing Success</p> <p>Sounds Waves</p>		<ul style="list-style-type: none"> EA and Teacher to discuss student progress using notes from EA. NAPLAN Results PAT Online Test <p>South Australian Spelling Test</p> <p>Test A By week 5, Term One</p> <p>Test B By Week 5, Term Four</p> <p>End of year Sight Word Proficiency testing.</p>	

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring																															
	Special Events & Programs	<p>Book Week</p> <ul style="list-style-type: none"> ● Have a yearly theme / focus – keep it simple ● Align learning activities with National Book Week theme ● Book sale organised through the library ● Book week parade with a focus on book characters ● Classes select from and participate in a range of activities <ul style="list-style-type: none"> ○ Students reading to other students ○ Display in the library ○ Interactive displays ○ Displays created in wet area to coincide with Parents night <p>Book Swap</p> <ul style="list-style-type: none"> ● Book swap operates every Wednesday from 3.00pm – 3.15pm the back of the Library <p>Poetry Eisteddfod</p> <ul style="list-style-type: none"> ● Hold Poetry Eisteddfod in Term 4 for students in Yrs 1 – 6. ● Present each year level with age appropriate poems or encourage students to write their own poem ● Present award certificates to winners and finalists <p>Spelling Bee</p> <ul style="list-style-type: none"> ● Hold a Spelling Bee in Term 4 for students in Years 1 – 6 to promote spelling skills. ● Present award certificates to winners and finalists <p>Aboriginal & Torres Strait Islanders Perspectives Across the Curriculum</p> <ul style="list-style-type: none"> ● ATSI history and Culture perspectives to be incorporated across all Learning Areas as a cross-curricula priority 	Teachers Librarian	'Our Stories, Our land' resource			<table border="1" style="width: 100%; height: 100%;"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>																														

Operational Plan - Mathematics

Business Plan Targets	Focus	Strategies	Who	Resources \$5,000	Timeline	Evaluation & Monitoring	
<p>TARGET 1</p> <p>95% of the Year 3 & 5 stable cohort to achieve the NAPLAN Benchmark</p>	<p>Whole School</p>	<p>Curriculum</p> <ul style="list-style-type: none"> • Continue to use the Western Australian Curriculum, Early Years Learning Framework / Kindy curriculum • Gradually integrate an Explicit Teaching approach using Warm Ups and the Gradual Release Model • Continue developing repertoire of Review Strategies • Continue to revise whole school Maths Plan • Develop Maths Scope and Sequence 	<p>Teachers</p> <p>Education Assistants</p> <p>Teachers</p>			<p>NAPLAN Data</p> <p>MTS Data</p> <p>Teacher Judgement using SCASA Judgement Standards</p>	
		<p>TARGET 4</p> <p>70% of the stable cohort to achieve a score of 50% or better in their year level MTS Test</p>	<p>Yrs 1 – 6</p>	<p>Priority Areas</p> <ul style="list-style-type: none"> • Use Matific Online program resources across the curriculum as a planning/teaching resource • Explicit teaching of Mental Maths (basic facts) across the school <ul style="list-style-type: none"> ○ Do mental maths regularly (Yr 3–6: 2-3 times p/wk) ○ Rote learning of tables ○ Share partitioning methods and strategies ○ Paul Swan Strategies and Routines • Maintain Problem Solving as a focus for proficiency (understanding, reasoning and fluency) - <ul style="list-style-type: none"> ○ Explicitly teach Problem Solving skills and explore Problem Solving processes and methodology (e.g. guess & check, draw a diagram) ○ Make a glossary of problem solving strategies. ○ Deconstruct maths problems as a group ○ Use a range of resources including Smartboard, Class dice kits, display charts, Lets Problem Solve books, Volume and Capacity kits, mini whiteboards and (markers – bought by Parents) for each class. ○ Encourage cooperative learning – exploration, risk taking, creativity and team work. 			<p>New Wave Mental Maths</p> <p>WSMP</p> <p>Oxford Maths & Matific</p> <p>Oxford- Back to Front Maths (RMs 11, 12, 1 & 2</p>

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring	
		<ul style="list-style-type: none"> ○ Use C.U.B.E.S strategy as common language for problem solving ● Explicitly teach Mathematical Vocabulary using common language developed through Paul Swann resources and as per whole school maths plan. ● Explore Brightpath Maths resources and assessment tools to determine suitability as a potential whole school resource. 					
<p>TARGET 1</p> <p>95% of the Year 3 & 5 stable cohort to achieve the NAPLAN Benchmark</p> <p>TARGET 4</p> <p>70% of the stable cohort to achieve a score of 50% or better in their year level MTS Test</p>	<p>Whole School</p> <p>Yr 3 – 6</p> <p>Yr 1 – 6</p>	<p>NAPLAN</p> <ul style="list-style-type: none"> ○ Use online NAPLAN practice tests to develop student Test Literacy. Years 3 – 6 ○ Use tracking data from NAPLAN (EARS) to identify students for Individual Education Plans and to identify Priority Areas. ○ Use previous NAPLAN tests to develop students Test Literacy <p>Assessment</p> <ul style="list-style-type: none"> ○ Use MTS to assess at Year level twice a year (Term 1 & Term 4 for Years 1 – 6 and Pre Primary Term 4 only) ○ Use Brightpath Maths Assessment to provide comparative information with MTS and NAPLAN in 2023 ○ Staff use a range of data to guide teaching & learning programs and to support SAER students ○ Use Ed Companion data to analyse finer grain data from MTS tests (plus previous years' data), classroom samples & NAPLAN to assist in developing Individual Education Plans as required ⊖ Utilise Ed Companion for Transition 	<p>Teachers</p> <p>Education Assistants</p>			<p>Teacher Judgement SCASA Judgement Standards</p> <p>NAPLAN Data</p> <p>MTS Data</p>	

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring	
	Years K-2	<p>Meeting Student Learning Needs</p> <ul style="list-style-type: none"> • Use data from MTS & NAPLAN to support class planning on identified strategies and skills • Purchase resources identified for class sets of materials. continue as needed (look at use of concrete materials for K-3 maths to help with later abstract thinking) • Display environmental print with grade specific terminology i.e. division/sharing/grouping • Ensure the students know the foundations of Place Value and the four operations • Focus on Inverse operations – division: multiplication/ addition: subtraction • <u>Explicitly teach Maths language to develop Mathematical literacy and support with displays of Environmental print and Paul Swan My Word Books</u> • Years 1 – 6: Use Oxford Maths print resource in context with Teacher Guides • Focus on students learning basic facts to a level of instant recall and use explicit teaching to develop automaticity • Yr 1 – Yr 2 – Use skip counting and learn 2's, 5's & 10's as appropriate • K, PP, Yr 1 and 2 – continue to use concrete materials to develop student's understanding of patterns and counting • Explicitly teach Problem Solving skills and explore Problem Solving processes and methodology (e.g. guess & check, draw a diagram) • K / PP - Scaffold individual play to promote maths skills in early years • K / PP Use play areas to promote mathematical concepts and language 	Teachers Education Assistants	New Wave Mental Maths WSMP Problem Solving Boxes Mathletics Maths Plus Matific & Oxford Maths		<ul style="list-style-type: none"> • On Entry Numeracy Testing Data 	

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring	
	Years 3-6	<ul style="list-style-type: none"> Yr 3 Learn 0s, 1s, 2s, 3s, 5s & 10s – and use explicit teaching to develop automaticity Yr 4 – 6 learn 4s, 6s, 7s, 8s & 9s and use explicit teaching to develop automaticity. This breakup of the tables aligns to the Achievement Standards. When they know up to 10 x 10, students can learn 11's and 12's Upper primary to extend Mental Maths strategies, including applying mental maths strategies to real-life problems 	Teachers	Mental Maths Text Kagan Maths Maths Plus Text		<ul style="list-style-type: none"> MTS Testing Data Term1 & Term 4 NAPLAN Data MTS Data 	
	Special Events & Programs	<p>Australian Maths Competition</p> <p>Maths TAGS (Years 4-6)</p> <p>ATSI Perspectives Across the Curriculum</p> <ul style="list-style-type: none"> ATSI history and Culture perspectives to be incorporated across all Learning Areas as a cross-curricula priority 					

Operational Plan - Science

Business Plan Targets	Focus	Strategies	Who	Resources \$3,000	Timeline	Evaluation & Monitoring																					
	Whole School PP – Yr 6	<p>Curriculum</p> <ul style="list-style-type: none"> Continue to use the Western Australian Curriculum and Early Years Learning Framework for applicable year levels Use Inquisitive as a base resource for implementing Science curriculum across all year levels Erin to trial Generation Genius for 2023 which is a great resource for experiments Emphasis on Inquiry based learning Utilisation of incursions/excursions to stimulate and consolidate scientific learning Utilise Inquisitive Learning Resource <p>Meeting Student Needs</p> <ul style="list-style-type: none"> Continue to update Science resources with relevant and engaging resources for learning Facilitate the replacement of consumables by filling in the resources register so Cost Centre Manager (E Burns) can reorder required materials Record in STEM Room using Velcro Dots and Tags with Room Numbers to show Items Borrowed. Add in Room 13. Use school garden and staff expertise 	Teachers Education Assistants	SCASA K-10 Outline Judgement Standards Primary Connections	Ongoing All Year	Observation & Peer Sharing Teacher Judgement SCASA Judgement Standards	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 25px; height: 20px;"></td><td style="width: 25px; height: 20px;"></td></tr> <tr><td style="width: 25px; height: 20px;"></td><td style="width: 25px; height: 20px;"></td></tr> <tr><td style="width: 25px; height: 20px;"></td><td style="width: 25px; height: 20px;"></td></tr> <tr><td style="width: 25px; height: 20px;"></td><td style="width: 25px; height: 20px;"></td></tr> <tr><td style="width: 25px; height: 20px;"></td><td style="width: 25px; height: 20px;"></td></tr> <tr><td style="width: 25px; height: 20px;"></td><td style="width: 25px; height: 20px;"></td></tr> <tr><td style="width: 25px; height: 20px;"></td><td style="width: 25px; height: 20px;"></td></tr> <tr><td style="width: 25px; height: 20px;"></td><td style="width: 25px; height: 20px;"></td></tr> <tr><td style="width: 25px; height: 20px;"></td><td style="width: 25px; height: 20px;"></td></tr> <tr><td style="width: 25px; height: 20px;"></td><td style="width: 25px; height: 20px;"></td></tr> </table>																				

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring	
Special Events & Programs		<p>Sustainability</p> <ul style="list-style-type: none"> Staff volunteers established to - <ul style="list-style-type: none"> support the whole school sustainability and recycling program Use recycling Trolley for ring pulls stationery etc. Continue to recycle batteries continue with initiatives such as Waste Free Wednesday maintain worm farm, Worm Towers and distribution of worm water (Danielle) explore potential to have more regular collections and to include paper and plastics continue to work towards maintaining Waterwise accreditation by exploring current processes and practices for recycling plastics and waste free lunches continued use of vegie garden – Teacher Choice <p>Science Week Activities</p> <ul style="list-style-type: none"> Facilitate Science activities to students across the school in acknowledgement of Science Week. Science incursion to coincide with Science Week <p>Fred Eversden Reserve</p> <ul style="list-style-type: none"> Adoption of Block for school use to improve sustainability of local flora and fauna <p>ATSI Perspectives Across the Curriculum ATSI history and Culture perspectives to be incorporated across all Learning Areas as a cross-curricula priority</p>	Travis Danielle Mel Travis	Wastewise Waterwise		Level of participation in the program	
						Continuation of the program	
						Feedback from staff, students, parents and community	
						Degree of participation	

Operational Plan - HASS

Business Plan Targets	Focus	Strategies	Who	Resources \$2,000	Timeline	Evaluation & Monitoring		
	Whole School PP – Yr 6	Curriculum <ul style="list-style-type: none"> • Continue to use the Western Australian Curriculum Community <ul style="list-style-type: none"> • Encourage Active Citizenship through participation in community activities as they arise – e.g. Aussie of the Month • Develop a Sustainability focus across the school and apply for related grants in context with Curriculum focuses • Incorporate a Fire Safety plan into the classroom programming where appropriate. • Sustainable Classroom – Room 5 and Room 2 • Utilise Inquisitive Learning Resource • Continue Bush Tucker Garden near Room 12 	Teachers	WA Curriculum One World Centre Bayswater Ph93719133 Inquisitive	Ongoing	Teacher Judgement SCASA Judgement Standards		
	PP – Yr 2	Geography <ul style="list-style-type: none"> • Use of visual resources to teach specific outcomes • Utilise Inquisitive Learning Resource History <ul style="list-style-type: none"> • Access local resources as required • Use of visual resources to teach specific outcomes 		Inquisitive		Teacher Judgement Teacher Judgement		

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring	
	Years 3-6	<p>History</p> <p>Geography</p> <p>Civics & Citizenship</p> <ul style="list-style-type: none"> • Fred Eversden Reserve. Adoption of Block for school use to improve sustainability of local flora and fauna <p>Economics & Business Yr 5 – 6</p>	Travis			<p>Success of project</p> <p>Feedback from Lesmurdie Falls Group</p>	
	Special Events & Programs	<p>ANZAC Day</p> <ul style="list-style-type: none"> • Year 5 students conduct an ANZAC service and invite community members to attend. • Students participate in ANZAC activities appropriate to honouring the ANZAC traditions <p>WA Week</p> <ul style="list-style-type: none"> • In class activities related to the curriculum <p>NAIDOC Week</p> <ul style="list-style-type: none"> • Across the school in-class / block activities related to NAIDOC Week <p>Harmony Day</p> <ul style="list-style-type: none"> • Across the school in-class activities related to the Special Day <p>Remembrance Day</p> <ul style="list-style-type: none"> • Observe minute silence as a sign of remembrance (11am) • Across the school students participate in in-class activities based on Remembrance Day <p>ATSI Perspectives Across the Curriculum</p> <ul style="list-style-type: none"> • ATSI history and Culture perspectives to be incorporated across all Learning Areas as a cross-curricula priority 				<p>Feedback from staff and community</p>	

Operational Plan – Technologies Design

Business Plan Targets	Focus	Strategies	Who	Resources \$2000	Timeline	Evaluation & Monitoring		
	Whole School	<p>Curriculum</p> <ul style="list-style-type: none"> Continue to use the Western Australian Curriculum and Early Years Learning Framework Students to complete one design and construction task per semester Cost Centre manager (Clare) to oversee, update and stock take Technologies resources <p>Meeting Student Needs</p> <ul style="list-style-type: none"> Use STEM Room Booking timetable Develop areas of the school to meet educational needs of the class e.g. vegie gardens - K/PP staff keen to apply for grants to support this 	<p>Class and Specialist Teachers</p> <p>Cost Centre Manager</p> <p>All staff</p>		Ongoing	<p>Teacher Judgement</p> <p>SCASA Judgement Standards</p>		
	Year PP-5	<p>Design Technologies</p> <ul style="list-style-type: none"> Access materials as required to complete construction tasks 						
	Year 6	<p>Design Technologies</p> <ul style="list-style-type: none"> Students in Year 6 design, construct and race Go-Karts in Lesmurdie Le Mans. Students taught how to use tools for constructing Go-Karts 	Year 6 Teacher	\$100	Term 3	<p>Quality of Design & Construction</p> <p>Participation & Enjoyment</p>		
	Special Events & Programs	<p>Student Activities</p> <ul style="list-style-type: none"> Year 6's plan and execute fundraising for School Gift and Free Dress days 	Teacher			<p>Purchase and presentation of gift to school</p>		

Operational Plan – Technologies Digital (ICT)

Business Plan Targets	Focus	Strategies	Who	Resources \$3,000	Timeline	Evaluation & Monitoring		
Whole School		<p>Curriculum</p> <ul style="list-style-type: none"> Use Western Australian Curriculum for Digital Technology <p>Focus Strategies</p> <ul style="list-style-type: none"> ICT to be embedded across the whole school Continue to explore robotics and coding Investigate and purchase appropriate resources. Continue to use a range of technologies e.g. desktops, iPads, multi-media projectors, Smartboards, robots (Edison, Bee Bot, Sphero, Dash & Dots, EV3s etc) Continue supporting staff to use technologies and purchase additional Apps for iPads as needed Students use internet, Matific and other Apps Explicitly teach ICT skills using Word, Excel, Email, Paint, Google, Power Point & Publisher Maintain school infrastructure and computer lab Teachers choose technology to share in class information with parents e.g. Connect and SeeSaw Year 5 & 6 students to become familiar with Connect in preparation for High School Integrate use of iPads in class Maintain a connection with Bibbulmun STEM Network for sharing knowledge and resources as well as providing access to local events for students to apply robotics skills in a live environment. Explore learning opportunities using 3D printer ATSI history and Culture perspectives to be incorporated across all Learning Areas as a cross-curricula priority 	Teachers	Teachers Bee Bots I-Pads Computer Lab Spheros Edisons EV3 Mindstorms Dash & Dot OSMO	Ongoing	Teacher Judgement SCASA Judgement Standards		

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring		
	Years K-2	<p>Digital Technologies</p> <ul style="list-style-type: none"> Teachers to have an iPad with maximum storage and external hard drive per room 						
	Years 3-6	<p>Digital Technologies</p> <ul style="list-style-type: none"> Utilise Bendigo Bank resources to promote this area Bibbulmun STEM Showcase 						
	Special Events & Programs	<p>TAGS Technologies</p>						

Operational Plan – Operational Plan – Physical Education

Business Plan Targets	Focus	Strategies	Who	Resources \$1,000	Timeline	Evaluation & Monitoring		
	Whole School	<p>Curriculum</p> <ul style="list-style-type: none"> Continue to use the Western Australian Curriculum and Early Years Learning Framework <p>Physical Education</p> <ul style="list-style-type: none"> Focus on the 6 Fundamental Movement Skills (FMS) in Kindergarten to Year 5: <ul style="list-style-type: none"> Throw, Catch, Run, Hop, Balance and Striking. Apply FMS in game situations for years 1 – 6 Kindy do all basic FMS PP – Year 6 children to access 120 minutes of physical Education per week. Monitor Progress of student skill improvement and provide information to staff on areas students need to focus on Sport focus – equipment available on days the PE Teacher is working 	Specialist Phys Ed Teacher Admin	EA to support Teacher Relief day to compile data. (OLB)	Term 4 Weeks 2 & 3	Teacher Judgement Checklist completed on individual skills by Physical Education		
	Special Events & Programs	<p>PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> Cross Country - Faction & Interschool Swimming Carnival - Faction Yr 3-6 & Interschool Athletics Carnival - Faction & Interschool Faction Athletics Practice every Friday afternoon in Term 3 Cricket Carnival - Yr 6 Eagles/Fever Cup Netball/Soccer Carnival – Yr 3/4 Hockey Carnival – Term 3 Sporting Schools – Lacrosse, Basketball Free incursions e.g. – Rugby WA 	Specialist Phys Ed Teacher Deputy Principal		Term 2 Term 1 Term 3 & 4 Term 1 Term 2 & 3 Term 3 Term 2&4	Results from events		

Operational Plan – Health

Business Plan Targets	Focus	Strategies	Who	Resources \$1,000	Timeline	Evaluation & Monitoring		
	Whole School	<ul style="list-style-type: none"> • Continue to use WA Curriculum and EYLF resource • Teach Protective Behaviours and use Bounce Back Program Implementation Plan to support this and Paths in Kindy • Continue to use Leadership Program which we started in 2018 • 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. • Advertise Social Media and Cyber Bullying Parent sessions. • Develop Cyber Bullying aspect of Behaviour Policy and inform / educate parents. • Use Protective Behaviours Curriculum - Implementation Plan. <p style="margin-left: 20px;">S:\AdminShared\All Staff\Teachers Shared\Protective Behaviours Curriculum\Implementation Plan</p>	Class Teachers		Ongoing	Teacher Judgement		
	Yrs K-2	<ul style="list-style-type: none"> • K / PP to use Move to Learn to develop patterning and body strength • Meet EYLF standards for Health and Hygiene 						
	Special Events & Programs	<ul style="list-style-type: none"> • Child Protection and Abuse Prevention • PATHS - Kindy • Bounce Back <p>ATSI Perspectives Across the Curriculum</p> <ul style="list-style-type: none"> • ATSI history and Culture perspectives to be incorporated across all Learning Areas as a cross-curricula priority. 	Teachers		Ongoing			

Operational Plan – The Arts

Operational Plan – The Arts																									
Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring																			
				\$3,000 (Visual)																					
	Whole School	<p>Curriculum</p> <ul style="list-style-type: none"> Continue to use the Western Australian Curriculum, Early Years Learning Framework <p>Music</p> <ul style="list-style-type: none"> Sing National Anthem at Assembly. Use incursions from music groups to stimulate interest in Music (i.e. African Drumming) Each class teacher to organise one assembly item a year Continue in-school social dancing lessons. <p>Art</p> <ul style="list-style-type: none"> Students have access to Art Teacher one period per week. Purchase resources for Art Program. Rotate a display of student Art in the Administration Area. 	<p>Music Specialist Teacher</p> <p>Art Specialist Teacher</p>		Ongoing	Teacher Judgement	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>																		
	PP-2	<p>Music</p> <ul style="list-style-type: none"> Continue the focus on Music. Purchase resources for Music as required. <p>Visual Art</p> <ul style="list-style-type: none"> Continue the focus on Art skills development Purchase resources for Art as required. 	<p>Music Specialist Teacher</p> <p>Art Specialist Teacher</p>		Ongoing		<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>																		

Operational Plan – The Arts

Business Plan Targets	Focus	Strategies	Who	Resources \$3,000 (Music)	Timeline	Evaluation & Monitoring		
	Years 3-6	<p>Music</p> <ul style="list-style-type: none"> • Continue the School Choir for students in Years 4 to 6. Set a regular time for practice that is late in the day for minimal disruption to classroom schedules. • Continue with Instrumental Music Program. Communicate IMSS Timetable. • Students tested in Year4 for inclusion in Program in Year 5. • Students tested in Year 3 for Violin. • IMSS students perform an Assembly Item in Semester 2. • Inger to liaise with IMSS teachers and advise Simon of date. 	Music Specialist Teacher		Ongoing	<p>Community and event organisers feedback</p> <p>Level of participation of students</p> <p>IMMS Reports</p>		
	Special Events & Programs	<p>MUSIC</p> <ul style="list-style-type: none"> • Assembly Performances from KSHS & LSHS students • ANZAC Services • Combined Bibbulmun Schools IMSS concert (Falls Road PS, Walliston PS and Pickering Brook PS) • Combined other Schools Choir tour • One Big Voice • Carols by Candlelight – Jnr& Snr Choir and Band • Band to play at Parent Night <p>ARTS</p> <ul style="list-style-type: none"> • ANZAC Display • Parent Night • Competitions • Lunchtime Art Club • Graduation Display 				<p>Community feedback</p> <p>Community feedback</p>		

Operational Plan – LOTE

Business Plan Targets	Focus	Strategies	Who	Resources \$1000	Timeline	Evaluation & Monitoring		
	Whole School	Collaborative Literacy Intervention as required using the “Literacy Intervention- Inquiry and Reflection” process.						
	Years 1-2	<ul style="list-style-type: none"> • Year 1 and Year 2 Italian immersion program. • Facilitate lessons using an explicit teaching of literacy approach 						
	Years 3-6	Curriculum <ul style="list-style-type: none"> • Continue to use the Western Australian Curriculum, Early Years Learning Framework • All students meet the required timetabled allocation to Italian lessons • Literacy Intervention through differentiation using the Literacy Intervention-Inquiry and Reflection process • Facilitate lessons using an explicit teaching of literacy approach 	LOTE Specialist		Ongoing	Teacher Judgement Curriculum		
	Special Events & Programs	<ul style="list-style-type: none"> • Participate with Lesmurdie SHS in applying for and funding an Italian Language Assistant to work alongside the LOTE teacher in class lessons with the students • Curricular cultural incursions to facilitate an explicit awareness of cultural diversity • Participate with Bibbulmun Network Schools to develop and facilitate K-10 Italian language syllabus 	LOTE Specialist	Stationery Paint & Paper Supplies (\$600)	Ongoing			

Operational Plan

Maintaining Student Behaviour & Developing Student Leadership

Business Plan Targets	Focus	Strategies	Who	Resources \$2,500	Timeline	Evaluation & Monitoring	
<p>TARGET 9</p> <p>95% of students in PP to Year 6 who are enrolled for three terms or more to receive at least 2 Good Behaviour Certificates a year</p>	Whole School	<p>Maintaining Student Behaviour</p> <ul style="list-style-type: none"> Teachers specifically teach Protective Behaviours each year. Explicitly teach Social Skills Warm Up Review on SDD at the beginning of each year Develop teacher resources / Kits for each unit. <i>This link takes you to the Implementation Plan which details this.</i> S:\AdminShared\All Staff\Teachers Shared\Protective Behaviours Curriculum\Implementation Plan Unit 3 in progress – purchase the books as required Review BMIS policy and provide a copy for every class. Induction for new teachers/relief teachers providing them with extra stamp cards/reward cards etc. Maintain focus on increasing the intrinsic reward and reducing the level of extrinsic reward as student’s progress through to Year Six. Use Good Standing’ policy for Year 4 /5 & 6 <p>Reward Incentives</p> <ul style="list-style-type: none"> Faction Points incentive scheme - <ul style="list-style-type: none"> Duty teachers give Faction Points for positive playground behaviour Specialist teacher give Faction points for positive classroom behaviour Cards collected by Deputy prior to assembly Weekly tally read out at assembly Faction with highest score each term receives a free sausage sizzle 	Teachers	Protective Behaviours	Ongoing	Teacher Judgement	

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring	
<p>TARGET 9</p> <p>95% of students in PP to Year 6 who are enrolled for three terms or more to receive at least 2 Good Behaviour Certificates a year</p>	<p>Whole School</p>	<ul style="list-style-type: none"> • Early Recess Reward - 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 • Brilliantly Behaved Kids Party: Each class teacher nominates two students per term for outstanding behaviour. (Students with exceptional behaviour who are consistently good role models in the class). Manager Corporate Services to keep a record of BBK students during each year. • Use Buddy system with another class for peer support and BMIS. Buddy system needs to be organised at the beginning of the year 	<p>Teachers</p>	<p>Protective Behaviours</p>	<p>Ongoing</p>	<p>Teacher Judgement</p>	

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring	
<p>TARGET 9</p> <p>95% of students in PP to Year 6 who are enrolled for three terms or more to receive at least 2 Good Behaviour Certificates a year</p>		<ul style="list-style-type: none"> ● Reward Cards - Individual incentive- <ul style="list-style-type: none"> ○ The suggested level of use for consistency across the school is up to 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. ○ Students have a reward card of 30 squares ○ Positive behaviour = one stamp ○ One completed chart = Bronze certificate at assembly ○ 2nd completed chart = Silver certificate at assembly ○ 3rd completed chart = Gold certificate at assembly ○ 4th completed chart = Appreciation Book ○ Each chart after the appreciation book earns a reward out of the Appreciation Book ○ Completing the appreciation book earns a bronze medallion ○ Once a bronze medallion has been achieved, the student starts again but with the silver medallion as the goal and then the gold medallion ● Recognise that more stamps are given in Junior Primary than Middle and Upper. ● Recognised the Number of pages in the Appreciation Book were too many and reduced the number of pages to: <ul style="list-style-type: none"> ○ Juniors – Years PP to 2 – need to do 10 sheets ○ Seniors – Years 3 to 6 – need to do 6 sheets ● Review and change the rewards in the Appreciation Book as necessary. ● All students will be able to earn Bronze, Silver & Gold medals. ● Business Plan Target is for each student to earn at least 2 Behaviour Charts a year ● Annual review of stamp allocations to ensure consistency across teachers and EAs. 	Teachers	Protective Behaviours	Ongoing	Teacher Judgement	

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring
TARGET 9 95% of students in PP to Year 6 who are enrolled for three terms or more to receive at least 2 Good Behaviour Certificates a year	Whole School	<p>Time Out - During lunch time students can be timed out for breaking rules.</p> <ul style="list-style-type: none"> ○ 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 i.e. 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. <p>If the form is not returned, student goes to the Library at lunchtime.</p>	Teachers		Ongoing	Teacher Judgement
	Whole School	<p>Community</p> <ul style="list-style-type: none"> ● Hills Christmas appeal – students donate for Christmas Hampers at end of the year. Tally of donations recorded and graphed on staff room window 	Teachers		Term 4	Community feedback
	Year 6	<p>Developing Leadership Skills</p> <ul style="list-style-type: none"> ● Elect ten Leaders from Year 6. ● Provide Leadership education / training for students in Year 5 to facilitate their nomination for year 6 Leaders ● Leaders to incorporate Bounce Back language in their reports at Assemblies. ● Regular review of roles for Leaders. ● 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. ● Election of 6 Faction Leaders for the year. ● <i>Choose 12 students from Leaders and Faction Captains to attend Bibbulmun Leadership Day in 2022 (Bickley Camp)</i> 	Deputy Principal Teacher		Term 1 & Term 3 Term 1	