

# Falls Road Independent Public School



*Challenge the Present – Create the Future*

## Operational Plans 2019

### Key

- Completed 2019
- In progress
- Not happened yet

# Operational Plans - English

Business Plan Targets	Focus	Strategies	Who	Resources \$5,000	Timeline	Evaluation & Monitoring		
<b>TARGET 1</b> 95% of the Year 3 & 5 stable cohort to achieve the NAPLAN Benchmark  <b>TARGET 2</b> The average improvement of the Yr 4 and 6 stable cohort to exceed the predicted gain in Literacy and Numeracy  <b>TARGET 4</b> Identified small groups of students gain the expected improvement + 20% in Reading in NAPLAN	Whole School	<b>Curriculum</b> <ul style="list-style-type: none"> <li>Continue to use the Western Australian Curriculum, Early Years Learning Framework</li> </ul>	Teachers	Dyslexia Speld	Ongoing	Review Whole School English Plan at the beginning of each year.		
	Yr 1 – 6	<b>Meeting Individual Student Needs</b> <ul style="list-style-type: none"> <li>SAER Support Programs – Develop Individual Education Plans and Group Education Plans for required students:</li> <li>Use ‘early intervention’ based on testing data</li> <li>Use transition information &amp; NAPLAN</li> <li>Teachers liaise with EAs re program implementation and provide targeted activities and content.</li> <li>Develop Individual Education Plans (IEP’s) and Group Education Plans (GEP’s) for required students based on On – Entry, PAT, NAPLA and in class data</li> <li>Provide appropriate resources for intervention programs linked to IEP’s and GEP’s.</li> <li>Teachers to be upskilled to use Datahub data to inform planning for IEPs</li> <li>Cater for more extension groups in reading</li> <li>Continue to up-skill staff to support Teaching &amp; Learning program by accessing PD (i.e. Diana Rigg, Speech and Language strategies, Florida Reading Program)</li> <li>Purchase commercial laminated copies of 7 Steps Posters for classes</li> <li>Prepare for NAPLAN Online in 2019</li> </ul>	Education Assistants					
					Term 1	Teacher Judgement SCASA Judgement Standards  <ul style="list-style-type: none"> <li>NAPLAN Data</li> <li>PAT Data</li> <li>On-Entry Data</li> </ul> Literacy Pro		

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring		
<p><b>TARGET 1</b> 95% of the Year 3 &amp; 5 stable cohort to achieve the NAPLAN Benchmark</p> <p><b>TARGET 2</b> The average improvement of the Yr 4 and 6 stable cohort to exceed the predicted gain in Literacy and Numeracy</p> <p><b>TARGET 4</b> 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><b>Focus Strategies</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Explicitly teach three levels of questioning using the common language approach (i.e. First Steps)</li> <li>• <i>Promote Library</i> 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 and Library</li> <li>○ Facilitate more access to the Library. Students to access Library at lunch on Tuesday and Thursday</li> </ul> </li> <li>• Use PAT Results to focus on identified reading skills to guide planning and teaching in the areas of – <ul style="list-style-type: none"> <li>○ Retrieving Directly Stated Information (RI)</li> <li>○ Reflecting on Texts (RF)</li> <li>○ Interpreting Explicit Information (IE)</li> <li>○ Interpreting by Making Inferences (II)</li> </ul> </li> <li>• Employ explicit teaching incorporating a range of strategies including but not limited to First Steps</li> <li>• Use Literacy Planet and Literacy Pro as a resource to improve Reading.</li> </ul>	<p>Teacher</p> <p>Education Assistants</p> <p>Librarian</p>		Ongoing	<p>Teacher Judgement</p> <p>SCASA Judgement Standards</p> <ul style="list-style-type: none"> <li>• NAPLAN Data</li> <li>• PAT Data</li> <li>• On-Entry Data</li> </ul>		



Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring	
<p><b>TARGET 1</b> 95% of the Year 3 &amp; 5 stable cohort to achieve the NAPLAN Benchmark</p> <p><b>TARGET 2</b> The average improvement of the Yr 4 and 6 stable cohort to exceed the predicted gain in Literacy and Numeracy</p> <p><b>TARGET 4</b> 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><b>Focus Strategies</b></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Develop spelling strategies including Dictionary skills, Editing skills, spelling rules and generalisations</li> <li>Identify specific spelling needs and required interventions for SAER and groups</li> <li>Add strategies to whole school English Plan as required</li> <li>Targeted Spelling Program using Soundwaves online</li> <li>Utilise NAPLAN style questions for Spelling</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><b>Reading Comprehension</b> - Use PAT to assess at year level twice a year i.e. Term 1- Year 2 – 6 &amp; Term 4 for Years 1 – 6</li> <li><b>Writing</b> – Include a writing task into beginning and end of year assessment schedule and moderate using Brightpaths ruler for Years 1 – 6</li> <li>Explore the opportunities for Cross School moderation with other schools using Brightpaths</li> <li>Updated analysis of NAPLAN data in terms of Writing</li> <li><b>Spelling</b> – South Australian Spelling Test to assess at year level twice a year i.e. Term 1 for Years 3 to 6 &amp; Term 4 for Years 1 – 6 (Test A &amp; B)</li> <li><b>On Entry</b> - for PP Term 1 &amp; Term 4</li> </ul>	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 &amp; B</p>	



## Writing Strategies Overview by Term Kindy and Pre Primary Years

### Kindy

#### Term 1

- **Gross motor skills / body patterning daily**
- **ECE need to do full Move to Learn course-see SKAMP**
- **Oral language focus**
- **Diane Rigg 6 hand movements**
- **Semantics / categories Diana Rigg**
- **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**
- **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**
  
- **Use NSW font across the school**

### 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**

#### 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><b>TARGET 1</b> 95% of the Year 3 &amp; 5 stable cohort to achieve the NAPLAN Benchmark</p> <p><b>TARGET 2</b> The average improvement of the Yr 4 and 6 stable cohort to exceed the predicted gain in Literacy and Numeracy</p> <p><b>TARGET 4</b> Identified small groups of students gain the expected improvement + 20% in Reading in NAPLAN</p>	Yrs 3 - 6	<p><b>LITERACY</b></p> <p>Explore possibilities for: * Literacy Extension Program for higher achieving students ( they could produce a newspaper or magazine )</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>EA to use Reading Intervention Program to facilitate Reading Individual Education Plans (IEPs)</li> <li>Understanding the question – explicitly focus on teaching the 3 levels of questioning.</li> <li>Use the common language approach from First Steps</li> <li>Continue use of Scholastic Short Reads</li> <li>Investigate option of Pearson e-books – could they be loaded on to iPads or accessed through the iPads Purchase additional Dandellion Readers - hard copies as well as the digital version</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Seven Steps to Writing Success</li> <li>Typing Program with Keyboard overlays, posters and shortcuts</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Sound Waves</li> </ul> <p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>Use NAPLAN Planners to develop student Test Literacy.</li> <li>Use tracking data from PAT Reading Comprehension and NAPLAN to identify students for Individual Education Plans and to identify Priority Areas.</li> <li>Look at using Datahub data to identify IEPs</li> </ul>		<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"> <li>EA and Teacher to discuss student progress using notes from EA.</li> <li>NAPLAN Results</li> <li>PAT Online Test</li> <li>South Australian Spelling Test</li> </ul> <p><b>Test A</b> Week 2, Term One</p> <p><b>Test B</b> Week 2, Term Four</p>





# Operational Plan - Mathematics

Business Plan Targets	Focus	Strategies	Who	Resources \$5,000	Timeline	Evaluation & Monitoring		
<p><b>TARGET 1</b></p> <p>95% of the Year 3 &amp; 5 stable cohort to achieve the NAPLAN Benchmark</p> <p><b>TARGET 3</b></p> <p>70% of the stable cohort to achieve a score of 50% or better in their year level MTS Test</p>	<p><b>Whole School</b></p> <p><b>Yrs 1 – 6</b></p>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Continue to use the Western Australian Curriculum, Early Years Learning Framework</li> <li>• Continue to revise whole school Maths Plan</li> <li>• Use iStar framework to teach maths and continue developing repertoire of Review Strategies</li> </ul> <p><b>Priority Areas</b></p> <ul style="list-style-type: none"> <li>• Use Prodigy resources across the curriculum as a planning/teaching resource</li> <li>• Explicit teaching of <b>Mental Maths</b> (basic facts) across the school                             <ul style="list-style-type: none"> <li>○ Do mental maths regularly (Yr 3–6: 2-3 times p/wk)</li> <li>○ Rote learning of tables</li> <li>○ Share partitioning methods and strategies</li> <li>○ Incorporate class challenges such as Sheriff Game, Class Ladder competitions, Basic Facts – allocate faction points or certificates</li> </ul> </li> <li>• Maintain <b>Problem Solving</b> as a focus for proficiency (understanding, reasoning and fluency) -                             <ul style="list-style-type: none"> <li>○ Explicitly teach Problem Solving skills and explore Problem Solving processes and methodology (e.g. guess &amp; check, draw a diagram)</li> <li>○ Make a glossary of problem solving strategies.</li> <li>○ Use Problem Solving boxes (WSMP).</li> <li>○ Deconstruct maths problems as a group</li> <li>○ Use a range of resources including Smartboard, Class dice kits, display charts, Lets Problem Solve books, NZ Problem Solving maths, Volume and Capacity kits, individual whiteboards and markers for each class, resources on Teacher SHARE drive</li> <li>○ Encourage cooperative learning – exploration, risk taking, creativity and team work</li> </ul> </li> </ul>	<p>Teachers</p> <p>Education Assistants</p>	<p>New Wave Mental Maths</p> <p>WSMP</p> <p>Problem Solving Boxes</p> <p>Prodigy</p> <p>Maths Plus</p>		<p>NAPLAN Data</p> <p>MTS Data</p> <p>Teacher Judgement</p> <p>SCASA Judgement Standards</p>		

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring		
<p><b>TARGET 1</b></p> <p>95% of the Year 3 &amp; 5 stable cohort to achieve the NAPLAN Benchmark</p> <p><b>TARGET 3</b></p> <p>70% of the stable cohort to achieve a score of 50% or better in their year level MTS Test</p>	<p><b>Whole School</b></p> <p><b>Yrs 1 – 6</b></p>	<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>○ Use NAPLAN Planners to develop student Test Literacy. Years 3 – 6</li> <li>○ Use tracking data from NAPLAN (EARS) to identify students for Individual Education Plans and to identify Priority Areas.</li> <li>○ Use previous NAPLAN tests to develop students Test Literacy</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>○ Use MTS to assess at Year level twice a year (Term 1 &amp; Term 4 for Years 1 – 6 and Pre Primary Term 4 only)</li> <li>○ Staff use a range of data to guide teaching &amp; learning programs and to support SAER students</li> <li>○ Use <a href="#">Datahub data</a> to analyse finer grain data from MTS tests (plus previous years' data), classroom samples &amp; NAPLAN to assist in developing Individual Education Plans as required</li> <li>○ Transition folders to include information from school tests and On-entry testing. Detailed results are recorded in Teacher SHARE DRIVE.</li> </ul> <p><b>Meeting Student Learning Needs</b></p> <ul style="list-style-type: none"> <li>○ Use data from MTS &amp; NAPLAN to support class planning on identified strategies and skills</li> <li>○ Purchase resources identified for class sets of materials (look at use of concrete materials for K-3 maths to help with later abstract thinking)</li> <li>○ Display environmental print with grade specific terminology i.e. division/sharing/grouping</li> <li>○ Ensure the students know the foundations of Place Value and the four operations</li> <li>○ Focus on Inverse operations – division: multiplication/ addition: subtraction</li> <li>○ Explicitly teach Maths language to develop Mathematical literacy and support with displays of Environmental print</li> <li>○ Years 1 – 6: Use Maths Plus print resource in context with Teacher Guides and Interactive CD's for Maths Investigations</li> </ul>	<p>Teachers</p> <p>Education Assistants</p>	<p>New Wave Mental Maths</p> <p>WSMP</p> <p>Problem Solving Boxes</p> <p>Mathletics</p> <p>Maths Plus</p>		<p>Teacher Judgement</p> <p>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	<ul style="list-style-type: none"> <li>Focus on students learning basic facts to a level of instant recall</li> <li>Yr 1 – Yr 2 – Use skip counting and learn 2's, 5's &amp; 10's as appropriate</li> <li>K, PP, Yr 1 and 2 – continue to use concrete materials to develop student's understanding of patterns and counting</li> <li>Explicitly teach Problem Solving skills and explore Problem Solving processes and methodology (e.g. guess &amp; check, draw a diagram)</li> <li>K / PP - Scaffold individual play to promote maths skills in early years</li> <li>K / PP Use play areas to promote mathematical concepts and language</li> </ul>	Teachers Education Assistants			<ul style="list-style-type: none"> <li>On Entry Numeracy Testing Data</li> </ul>		
	Years 3-6	<ul style="list-style-type: none"> <li>Continue to Teach Times Tables</li> <li>Yr 3 – learn 3's &amp; 4's as appropriate</li> <li>Yr 4 – 6 learn 6's, 7's, 8's &amp; 9's, 11's and 12's as appropriate</li> <li>Upper primary to extend Mental Maths strategies, including applying mental maths strategies to real-life problems</li> </ul>	Teachers	Mental Maths Text Kagan Maths Maths Plus Text		<ul style="list-style-type: none"> <li>MTS Testing Data Term1 &amp; Term 4</li> <li>NAPLAN Data</li> <li>MTS Data</li> </ul>		
	Special Events & Programs	<p><b>Australian Maths Competition</b></p> <p><b>Maths TAGS</b></p>						

# Operational Plan - Science

Business Plan Targets	Focus	Strategies	Who	Resources \$1,000	Timeline	Evaluation & Monitoring		
	<b>Whole School</b>  <b>PP – Yr 6</b>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Continue to use the Western Australian Curriculum 2017, and Early Years Learning Framework for applicable year levels</li> <li>• Use of Primary Connections as a base resource for implementing Science curriculum across all year levels</li> <li>• Emphasis on Inquiry based learning</li> <li>• Utilisation of incursions/excursions to stimulate and consolidate scientific learning</li> </ul> <p><b>Meeting Student Needs</b></p> <ul style="list-style-type: none"> <li>• Continue to update Science resources with relevant and engaging resources for learning</li> <li>• Facilitate the replacement of consumables by filling in the resources register so Cost Centre Manager (E Burns) can reorder required materials</li> <li>• Record in borrowed resources in Book Register in Library (Room #, item/s borrowed)</li> <li>• Continue to purchase updated Primary Connections units to cater to mixed year level classes</li> <li>• Use school garden and staff expertise e.g. Million Trees</li> </ul>	Teachers  Education Assistants         J Winter	SCASA K-10 Outline  Judgement Standards   Primary Connections	Ongoing  All Year	Observation & Peer Sharing  Teacher Judgement  SCASA Judgement Standards		

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring		
	Special Events & Programs	<p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Committee established to - <ul style="list-style-type: none"> <li>○ support the whole school sustainability and recycling program</li> <li>○ look at the process of recycling various materials</li> <li>○ continue with initiatives such as Trash Free Tuesday, Waste Free Wednesday, Nude Food Days</li> <li>○ maintain worm farm and distribution of worm water</li> <li>○ explore potential to have more regular collections and to include paper and plastics</li> <li>○ continue to work towards maintaining Waterwise accreditation by exploring current processes and practices for recycling plastics and waste free lunches</li> <li>○ continued maintenance of veggie garden</li> </ul> </li> </ul> <p><b>Science Tabloid Day</b></p> <ul style="list-style-type: none"> <li>• Students in the Year 6 class to plan, prepare and present mini Science activities to students across the school in acknowledgement of Science Week.</li> </ul> <p><b>Friends of Upper Lesmurdie Falls</b></p> <ul style="list-style-type: none"> <li>• Adoption of Block for school use to improve sustainability of local flora and fauna</li> </ul>	Teachers	Wastewise Waterwise		Level of participation in the program		
						Continuation of the program		
						Feedback fro staff, students, parents and community		
						Degree of participation		

# Operational Plan - HASS

Business Plan Targets	Focus	Strategies	Who	Resources \$1,500	Timeline	Evaluation & Monitoring		
	Whole School PP – Yr 6	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>Continue to use the Western Australian Curriculum</li> <li>Consolidate Geography changes introduced in 2017. Investigate and purchase appropriate resources.</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Encourage Active Citizenship through participation in community activities as they arise – e.g. Aussie of the Month</li> <li>Develop a Sustainability focus across the school and apply for related grants in context with Curriculum focuses</li> <li>Incorporate a Fire Safety plan into the classroom programming where appropriate.</li> </ul>	Teachers	WA Curriculum  One World Centre Bayswater Ph93719133	Ongoing	Teacher Judgement  SCASA Judgement Standards		
	PP – Yr 2	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Use of visual resources to teach specific outcomes</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Access local resources required</li> <li>Use of visual resources to teach specific outcomes</li> </ul>				Teacher Judgement  Teacher Judgement		

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring		
	Years 3-6	<p><b>History</b></p> <p><b>Geography</b></p> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>Friends of Upper Lesmurdie Falls. Adoption of Block for school use to improve sustainability of local flora and fauna</li> </ul> <p><b>Economics &amp; Business Yr 5 – 6</b></p> <p>Implement SCASAs Western Australian Curriculum</p>				<p>Success of project</p> <p>Feedback from Lesmurdie Falls Group</p>		
	Special Events & Programs	<p><b>ANZAC Day</b></p> <ul style="list-style-type: none"> <li>Year 5 students conduct an ANZAC service and invite community members to attend.</li> <li>Students participate in ANZAC activities appropriate to honouring the ANZAC traditions</li> </ul> <p><b>WA Week</b></p> <ul style="list-style-type: none"> <li>In class activities related to the curriculum</li> </ul> <p><b>NAIDOC Week</b></p> <ul style="list-style-type: none"> <li>Have a greater focus ie look into Indigenous Child Day?</li> <li>In class / block activities</li> </ul> <p><b>Harmony Day</b></p> <ul style="list-style-type: none"> <li>In class activities related to the Special Day</li> </ul> <p><b>Remembrance Day</b></p> <ul style="list-style-type: none"> <li>Observe minute silence as a sign of remembrance (11am)</li> <li>Year 6 students present information on Remembrance Day to whole school with PA announcements</li> <li>Students participate in in-class activities based on Remembrance Day</li> </ul>				<p>Feedback from staff and community</p>		



# Operational Plan – Technologies Design

Business Plan Targets	Focus	Strategies	Who	Resources \$1500	Timeline	Evaluation & Monitoring		
	Whole School	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>Continue to use the Western Australian Curriculum, Early Years Learning Framework</li> <li>Consolidate Technology changes introduced in 2017 / 18. Investigate and purchase appropriate resources.</li> <li>Students to complete one design and construction task per semester</li> <li>Cost Centre manager (Clare) to oversee, update and stock take Technologies resources</li> </ul> <p><b>Meeting Student Needs</b></p> <ul style="list-style-type: none"> <li>Establish a T&amp;E room timetable</li> <li>Develop areas of the school to meet educational needs of the class e.g. veggie gardens</li> </ul>	<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>		
	Years PP-2	<p><b>Design Technologies</b></p> <ul style="list-style-type: none"> <li>Access materials as required to complete construction tasks</li> </ul>						
	Years 3-6	<p><b>Design Technologies</b></p> <ul style="list-style-type: none"> <li>Students in Year 6 design, construct and race Go-Karts in Lesmurdie Le Mans.</li> <li>Students taught how to use tools for constructing Go-Karts</li> </ul>	Year 6 Teacher	\$100	Term 3	Quality of Design & Construction Participation & Enjoyment		
	Special Events & Programs	<p><b>TAGS Technologies?</b></p> <ul style="list-style-type: none"> <li>Year 6's plan and execute fundraising for School Gift, Cake Stalls and Free Dress days</li> </ul>	Teacher			Purchase and presentation of gift to school		



Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring		
	Years K-2	<b>Digital Technologies</b> <ul style="list-style-type: none"> <li>Teachers to have an iPad with maximum storage and external hard drive per room????</li> </ul>						
	Years 3-6	<b>Digital Technologies</b>						
	Special Events & Programs	<b>TAGS Technologies?</b>						

# Operational Plan – Physical Education

Business Plan Targets	Focus	Strategies	Who	Resources \$1,500	Timeline	Evaluation & Monitoring			
<b>TARGET 6</b>  To maintain the combined % of students at the developing and Proficient levels in the Fundamental Movement Skills	<b>Whole School</b>	<b>Curriculum</b> <ul style="list-style-type: none"> <li>Continue to use the Western Australian Curriculum and Early Years Learning Framework</li> </ul>	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			
		<b>Physical Education</b> <ul style="list-style-type: none"> <li>Focus on the 6 Fundamental Movement Skills (FMS) in Kindergarten to Year 5:                             <ul style="list-style-type: none"> <li>Throw, Catch, Run, Hop, Balance and Striking.</li> <li>Apply FMS in game situations for years 1 – 6</li> <li>Kindy do all basic FMS</li> </ul> </li> <li>PP – Year 6 children to access 120 minutes of physical Education per week.</li> <li>Monitor Progress of student skill improvement. Collate, compare data, identify student progress and provide information to staff on areas where students need to focus on</li> </ul>							
	<b>Special Events &amp; Programs</b>	<b>PHYSICAL EDUCATION</b> <ul style="list-style-type: none"> <li>Cross Country - Faction &amp; Interschool</li> <li>Swimming Carnival - Faction Yr 3-6 &amp; Interschool</li> <li>Athletics Carnival - Faction &amp; Interschool</li> <li>Cricket Carnival - Yr 6</li> <li>Eagles/Fever Cup</li> <li>Netball/Soccer Carnival – Yr 3/4</li> </ul>	Specialist Phys Ed Teacher  Deputy Principal		Term 2 Term 1 Term 3 & 4 Term 1 Term 2 & 3 Term 3	Results from events			

# Operational Plan – Health

Business Plan Targets	Focus	Strategies	Who	Resources \$2,500	Timeline	Evaluation & Monitoring		
	<b>Whole School</b>	<ul style="list-style-type: none"> <li>• Continue to use WA Curriculum and EYLF resource</li> <li>• Bounce Back Program to be used as a resource for Child Protection as required</li> <li>• Continue to implement Leadership Program which we started in 2018</li> <li>• Explicitly focus on “What is Bullying” and what to do if you are being bullied.</li> <li>• 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.</li> <li>• Reinforce our process of dealing with it (Reflection sheets etc.</li> <li>• Advertise Social Media and Cyber Bullying Parent information sessions.</li> <li>• Develop Cyber Bullying aspect of Behaviour Policy and inform / educate parents.</li> <li>• <a href="#">Continue to use Protective Behaviour’s Curriculum</a></li> </ul>	Class Teachers		Ongoing	Teacher Judgement		
	<b>Yrs PP-2</b>	<ul style="list-style-type: none"> <li>• K / PP to implement Move to Learn course <a href="#">to develop</a> patterning and body strength - see SKAMP</li> <li>• Meet EYLF standards for Health and Hygiene</li> <li>• <a href="#">– need a trough for washing hands?</a></li> </ul>						
	<b>Special Events &amp; Programs</b>	<ul style="list-style-type: none"> <li>• Child Protection and Abuse Prevention</li> <li>• PATHS - Kindy</li> <li>• Protective Behaviours</li> <li>• Constable Care</li> <li>• Paul Litherland – Cyber Safety</li> <li>• Life Education</li> </ul>	Teachers		Ongoing			

# Operational Plan – The Arts

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring		
				\$2,800 (Visual)				
	<b>Whole School</b>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>Continue to use the Western Australian Curriculum, Early Years Learning Framework</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Sing National Anthem at Assembly.</li> <li>Use incursions from music groups to stimulate interest in Music (i.e. African Drumming )</li> <li>Each class teacher to organise one assembly item a year</li> <li>Continue in-school social dancing lessons.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>Students have access to Art Teacher one period per week.</li> <li>Purchase resources for Art Program.</li> </ul>	<p>Music Specialist Teacher</p> <p>Art Specialist Teacher</p>		Ongoing	Teacher Judgement		
	<b>Years 1-2</b>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Continue the focus on Music.</li> <li>Purchase resources for Music as required.</li> </ul> <p><b>Visual Art</b></p> <ul style="list-style-type: none"> <li>Continue the focus on Art skills development</li> <li>Purchase resources for Art as required.</li> </ul>	<p>Music Specialist Teacher</p> <p>Art Specialist Teacher</p>		Ongoing			

# Operational Plan – The Arts

Business Plan Targets	Focus	Strategies	Who	Resources \$1800 (Music)	Timeline	Evaluation & Monitoring		
	Years 3-6	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Continue the School Choir for students in Years 5 &amp; 6. Set a regular time for practice that is late in the day for minimal disruption to classroom schedules. <i>Consider application process for Choir?</i></li> <li>Continue with Instrumental Music Program. Communicate SIMS Timetable</li> <li>Students tested in Year4 for inclusion in Program from Year 5 on.</li> <li>Flute, Clarinet and Guitar students perform an Assembly Item in Semester 2.</li> <li>Inger to liaise with SIMS teachers to when this will be and advise Simon. Be aware of time constraints.</li> </ul>	Music Specialist Teacher		Ongoing	<p>Community and event organisers feedback</p> <p>Level of participation of students</p> <p>SIMS Reports</p>		
	Special Events & Programs	<p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>ANZAC Services</li> <li>Massed Choir</li> </ul> <p><b>ARTS</b></p> <ul style="list-style-type: none"> <li>Parent Night</li> <li>Competitions</li> </ul>				<p>Community feedback</p> <p>Community feedback</p>		

# Operational Plan – LOTE

Business Plan Targets	Focus	Strategies	Who	Resources \$1000	Timeline	Evaluation & Monitoring		
	<b>Whole School</b>	Collaborative Literacy Intervention as required using the “Literacy Intervention- Inquiry and Reflection” process.						
	<b>Years PP-2</b>	Year 1 and Year 2 cross curricular Italian / Health partial immersion program.						
	<b>Years 3-6</b>	Curriculum <ul style="list-style-type: none"> <li>• Continue to use the Western Australian Curriculum, Early Years Learning Framework</li> <li>• All students meet the required timetabled allocation to Italian lessons</li> <li>• Literacy Intervention through differentiation using the Literacy Intervention- Inquiry and Reflection process</li> </ul>	LOTE Specialist		Ongoing	Teacher Judgement		
	<b>Special Events &amp; Programs</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Cross curricular cultural incursions to facilitate an explicit awareness of cultural diversity</li> </ul>	LOTE Specialist	Stationary Paint & Paper Supplies (\$600)	Ongoing			



# Operational Plan

## Maintaining Student Behaviour & Developing Student Leadership

Business Plan Targets	Focus	Strategies	Who	Resources \$3,000	Timeline	Evaluation & Monitoring		
<p><b>TARGET 9</b></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><b>Whole School</b></p>	<p><b>Maintaining Student Behaviour</b></p> <ul style="list-style-type: none"> <li>• Teachers to specifically teach <b>Protective Behaviours</b> in every classroom.</li> <li>• Review on SDD at the beginning of each year</li> <li>• Develop teacher resources for each unit.</li> <li>• <b>Unit 3 in progress – getting the books??</b></li> <li>• Review BMIS policy and provide a copy for every class.</li> <li>• Induction for new teachers/relief teachers providing them with extra stamp cards/reward cards etc.</li> <li>• Maintain focus on increasing the intrinsic reward and reducing the level of extrinsic reward as student’s progress through to Year Six.</li> </ul> <p><b>Reward Incentives</b></p> <ul style="list-style-type: none"> <li>• <b>Faction Points</b> incentive scheme -               <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> </li> </ul>	<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><b>TARGET 9</b></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><b>Whole School</b></p>	<ul style="list-style-type: none"> <li>• <b>Early Recess Reward</b> -_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</li> <li>• <b>Brilliantly Behaved Kids</b> 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.</li> <li>• Use <b>Buddy system</b> with another class for peer support and BMIS. Buddy system needs to be organised at the beginning of the year</li> </ul>	<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><b>TARGET 9</b></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"> <li>• <b>Reward Cards</b> - Individual incentive-               <ul style="list-style-type: none"> <li>○ 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.</li> <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> </li> <li>• Recognise that more stamps are given in Junior Primary than Middle and Upper.</li> <li>• 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"> <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> </li> <li>• Review and change the rewards in the Appreciation Book as necessary.</li> <li>• All students will be able to earn Bronze, Silver &amp; Gold medals.</li> <li>• Business Plan Target is for each student to earn at least 2 Behaviour Charts a year</li> <li>• Annual review of stamp allocations to ensure consistency across teachers and EAs.</li> </ul>	Teachers	Protective Behaviours	Ongoing	Teacher Judgement	

Business Plan Targets	Focus	Strategies	Who	Resources	Timeline	Evaluation & Monitoring
<b>TARGET 9</b>  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	<b>Time Out</b> -_During lunch time students can be timed out for breaking rules. <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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).</li> <li>○ If the student refuses the detention is doubled.</li> <li>○ 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.</li> </ul> If the form is not returned, the student goes to the Library at lunchtime.	Teachers		Ongoing	Teacher Judgement
	Whole School	<b>Community</b> <ul style="list-style-type: none"> <li>● Hills Christmas appeal – students donate for Christmas Hampers at end of the year. Tally of donations recorded and graphed on staff room window</li> <li>● School Volunteer program to support students at risk.</li> </ul>	Teachers		Term 4  Ongoing	Community feedback
	Year 6	<b>Developing Leadership Skills</b> <ul style="list-style-type: none"> <li>● Elect ten Leaders from Year 6.</li> <li>● Provide Leadership education / training for students in Year 5 to facilitate their nomination for year 6 Leaders</li> <li>● Leaders to incorporate Bounce Back language in their reports at Assemblies.</li> <li>● Regular review of roles for Leaders.</li> <li>● 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.</li> <li>● Election of 6 Faction Leaders for the year.</li> </ul>	Deputy Principal  Teacher		Term 1 & Term 3       Term 1	