



Operational Plan

2013



2013 Literacy Plan

Leadership Team –Annie Rathbone, Andrea Saggars, Lyn Lewer, Jos Pullen

Strategic Objective	Major Strategies	Resources	Evaluation Measures
<ol style="list-style-type: none"> 1. To develop a whole school approach to spelling, grammar, reading and writing which articulates best practice. 2. For teacher planning and classroom teaching to reflect these agreed best practices. 3. For student outcomes to be maintained or improved in literacy. 	<ul style="list-style-type: none"> • Create a leadership team for each focus area to define, share and help implement best practice, coordinate customised professional learning opportunities for staff and inform and support parents. * Term 1 focus area: Writing - Spelling and Grammar * Term 3 focus area: Writing - Writer's Notebook and text types * Term 4 focus area: Reading - Comprehension and Guided Reading • Teachers will use the English Curriculum and the DoE document <i>Supporting Literacy and Numeracy success</i> to inform teaching practice. • Whole school agreements about curriculum and pedagogy will be documented for both present and future staff. • Teachers will analyse data to inform teaching practice and will moderate with others for major assessments. • 'At risk' students will be identified and supported. • Senior staff to support staff PDP goals that identify areas of literacy. 	<ul style="list-style-type: none"> • Class time release for teachers in leadership groups to: <ul style="list-style-type: none"> * audit staff expertise * analyse data of current status (accessed and updated in P Drive) * investigate and define best practice * deliver professional learning • Senior staff to document, publish and distribute any agreements about curriculum and pedagogy. • Class teachers will be provided time to plan, assess and moderate with colleagues, including support teachers and teacher assistants, through the timetable and additional class release as needed. • Support at risk students (goals identified in IEPs) through Flying Start Program, class intervention, tutoring, parent information sessions, and targeted use of TAs • Ongoing monitoring of PDPs by senior staff to identify PL opportunities and to provide identified support. • Appropriate teaching resources are identified to be purchased by the leadership team. 	<ul style="list-style-type: none"> • All teachers will be able to articulate, implement and demonstrate best practice in all areas of English. • Teacher planning and moderation will reflect the curriculum and pedagogy agreed to in whole school policies. • Teacher PDP goals relating to literacy have been achieved with support from senior staff. • Student outcomes will be maintained or improved in all areas of literacy (assessed using data from PAT reading, SWST, NAPLAN and PIPS).



2013: Numeracy Plan

Leadership Team –Andrea Sagggers, Wendy Palfreyman, Lynda McKee

Strategic Objectives	Major Strategies	Resources	Evaluation Measures
<p>1. To develop a whole school approach to Mathematics to reflect best practice and improve student numeracy outcomes.</p> <p>2. For student outcomes to be maintained or improved in Numeracy.</p>	<p><u>TERM 1</u></p> <ul style="list-style-type: none"> Create a mathematics leadership team to implement best practice, coordinate customised professional learning opportunities for all staff members and inform and support parents. <i>(Andrea to establish Leadership Team by late Feb.)</i> Increase staff knowledge and expertise in regards to Di Siemon's Big Ideas in Mathematics, continuing to develop a whole school approach. <i>(Four PL sessions will be dedicated to this at the beginning of Term 1 - Andrea)</i> <p><u>TERM 3</u></p> <ul style="list-style-type: none"> Increase staff knowledge and expertise in the use, analysis and development of Mathematical Proficiencies (Reasoning, Fluency, Understanding, Problem Solving) and Mental Computation. <i>(At least four PL sessions will be dedicated to this in Term 3 – Andrea)</i> <p><u>Ongoing</u></p> <ul style="list-style-type: none"> Teachers will be familiar with the Mathematics Curriculum to inform their teaching practice. <i>(Term 1 & 3 PL & through collaborative planning).</i> A scope and sequence will continue to be implemented across the school. Senior Staff will support those teachers with PDP goals associated with Mathematics, providing them ongoing PL (modelling, discussions, readings). Analyse data to inform teaching practice and school direction. This will also allow us to identify the needs of students and implement appropriate programs. <i>(Leadership team will begin this process and guide all staff to best utilise our Mathematics data).</i> 	<ul style="list-style-type: none"> Audit of teacher confidence and expertise. Class release time for leadership meetings. Half of Term 1 professional learning meetings will be dedicated to Di's work. Maths kits for each classroom will be added to according to need. Time will be allocated to classroom observations and professional dialogue Half of Term 3 professional learning meetings will be dedicated to the Proficiencies & Mental Computation. Teachers will be given dedicated collaborative planning. Data such as PAT Maths & NAPLAN will be easily accessible on the Staff P Drive and teachers will have access to Di Siemon's Diagnostic Assessment Tools. At risk students will be supported through the Flying Start Program, class intervention programs and parent information sessions. Steven will conduct a Maths Extension program. 	<ul style="list-style-type: none"> Teachers can articulate, implement and demonstrate best practice in all areas of numeracy. Teacher PDP goals associated with Mathematics will be achieved. PAT Maths: Each cohort will maintain or increase their mean percentile. PIPS: Results will be steady or improve in PIPS testing NAPLAN: Grade 3 & 5 NAPLAN testing results will improve or maintain.



2013 Australian Curriculum Plan

Leadership Team – Steven Hay, Annie Rathbone, Andrea Sagggers

Strategic Objectives	Major Strategies	Resources	Evaluation Measures
<ul style="list-style-type: none"> For all teachers to be using the Australian Curriculum confidently when planning and assessing the four identified learning areas for 2013 of English, Mathematics, History and Science. For students to demonstrate understanding of, and achievement of, relevant concepts and skills in the Australian Curriculum. 	<ul style="list-style-type: none"> Establish leadership teams to: lead and plan curriculum implementation; determine and share best practice and resources; assess teacher knowledge and deliver professional learning as needed; further broaden staff knowledge of the four implemented curriculums. <ul style="list-style-type: none"> Term 1 focus: English and Mathematics Term 2 focus: History and Science Term 3 focus: English and Mathematics Term 4 focus: English and planning for 2014 Staff to further embed the English, Mathematics, Science and History Curriculums into whole school, collaborative and class planning Teachers to use the Australian Curriculum as the basis for collaborative planning sessions and for ongoing, formative assessment. Teachers to use the Australian Curriculum to make summative assessments at mid-year and end of year reporting cycles. Teachers will continue to moderate each of the four learning areas with colleagues. Teachers to be given support from senior staff with assessment decisions and the use of SARIS Senior staff to monitor PDPs and to support any additional needs identified involving the Australian Curriculum. 	<ul style="list-style-type: none"> Professional learning as outlined in English and Mathematics Operational Plans for 2013 History and Science leadership team given class release as necessary to assess needs and plan for staff professional learning in Term 2. Teachers given timetabled class release for collaborative planning. Moderation days to be organised both within school and with neighbouring schools by senior staff. External professional learning opportunities are identified to meet the needs of leadership team members and teaching staff as identified in their PDP. Appropriate teaching resources are identified to be purchased by the leadership team based on the budget for that area. 	<ul style="list-style-type: none"> Teachers are able to confidently share their planning which is based on the Australian Curriculum. Teachers are able to confidently assess against the Australian Curriculum for English, Mathematics, Science and History. Student formative and summative assessments demonstrate and reflect understanding of, and achievement of, relevant concepts and skills in the Australian Curriculum.



2013: Quality Teaching Plan

Leadership Team – Steven Hay, Annie Rathbone, Andrea Sagers

Strategic Objectives	Major Strategies	Resources	Evaluation Measures
<p>1. To improve student outcomes in all learning areas through best practice teaching, particularly in English and Mathematics.</p> <p>2. Teachers are able to set and achieve their PDP goals with support from Senior Staff.</p>	<p><u>Term 1</u></p> <ul style="list-style-type: none"> Teachers will nominate to be involved in Leadership Teams for the different Curriculum Areas to guide other staff through best practice for these areas. Teachers will engage in and create Professional Development Plans with Senior Staff which will be acted upon throughout the year. Professional learning will be offered to support teachers develop clear concept knowledge about Grammar & Di Siemon's Big Ideas in Number based on teacher need. Data will be shared in first term to provide teachers with some knowledge about what their students know (following the Inquiry Cycle Model). <p><u>Term 2</u></p> <ul style="list-style-type: none"> Teachers will engage in professional learning in regards to History & Science. <p><u>Term 3</u></p> <ul style="list-style-type: none"> Teachers will engage in professional learning in regards to Mental Computation, the Proficiencies and teaching text types based on teacher need. <p><u>Term 4</u></p> <ul style="list-style-type: none"> Teachers will engage in professional learning in regards to Reading Comprehension and Guided Reading based on teacher need. <p><u>Ongoing</u></p> <ul style="list-style-type: none"> Leadership teams will develop Statements and Guidelines (including resources) of best practice and lead staff through professional development based on staff need. All teachers will engage regularly in collaborative planning and professional learning sessions (in school and outside) where they will share and implement best practice. All teachers will utilise data to inform their teaching. All staff PDP's will be acted upon and updated annually Moderation days throughout the year will help support teachers with assessment and professional learning in all curriculum areas. 	<ul style="list-style-type: none"> Purchase resources such as books and equipment that will help support teacher professional learning. Data will be easily accessible on the Staff P Drive Time will be provided to Leadership Team Members to organise PL Timetables will be developed to allow teachers time to collaboratively plan Contact will be made with outside PL providers (AATM, ALEA, John Sargent). Senior Staff will spend time supporting teachers achieve their PDP goals. 	<ul style="list-style-type: none"> Teachers are able to articulate what best practice is (particularly English & Mathematics) Student outcomes in all learning areas will be maintained or improved. Teachers will achieve their PDP goals with ongoing support from Senior Staff.



2013 Supportive School Environment Plan

Leadership Team – Steven Hay, Annie Rathbone, Andrea Saggers, Marg Smith

Strategic Objectives	Major Strategies	Resources	Evaluation Measures
1. To increase the level of positive student behaviour.	<ul style="list-style-type: none"> Schoolwide expectations will be reviewed and implemented consistently across the school by all staff. 	<ul style="list-style-type: none"> Schoolwide expectations document. 	<ul style="list-style-type: none"> There will be zero suspensions in 2013.
2. To prepare Grade 5 students for school leadership in 2014	<ul style="list-style-type: none"> A leadership program will be implemented during the CHS transition program in Term 4. 	<ul style="list-style-type: none"> Grade 5 and 6 teachers and Principal. 	<ul style="list-style-type: none"> 2014 Grade 6 students will demonstrate high leadership capabilities.
3. To increase the level of student attendance and to reduce the number of late arrivals by students.	<ul style="list-style-type: none"> At risk students / families to be monitored and supported by Principal, social worker and school chaplain during the year. 	<ul style="list-style-type: none"> School chaplain, social worker and Principal. 	<ul style="list-style-type: none"> The student attendance level will be 95% or greater. The number of late arrivals at school will be reduced by 50%.
4. To implement a schoolwide extension program for students.	<ul style="list-style-type: none"> Wendy Fletcher will be appointed 0.2 FTE to provide support in this area. Teachers will provide a differentiated curriculum with their students. Continue with CELO, Maths extension, debating and lego robotics. 	<ul style="list-style-type: none"> 0.2 from staffing quota Additional lego robotics kits 	<ul style="list-style-type: none"> New programs such as a Science Club are set up. Shared programs with neighbouring schools have been implemented.
5. To provide greater support and communication to all staff with a staff information folder.	<ul style="list-style-type: none"> Complete staff information folder by Term 3. 	<ul style="list-style-type: none"> School documents. 	<ul style="list-style-type: none"> The school information folder will be completed by the end of Term 3.
6. To develop a Student Dress Code policy.	<ul style="list-style-type: none"> Consult widely with staff, parents and the School Association 	<ul style="list-style-type: none"> Review other school uniform policies. 	<ul style="list-style-type: none"> The Student Dress Code policy is implemented with all students meeting the expectations.



2013 Early Years Plan

Leadership Team – Louise Curtain, Sam Arnold, Janet Seymour, Anna Sander, Louise Goich, Deb Moore, Heather Karpiniec, Steven Hay

Strategic Objectives	Major Strategies	Resources	Evaluation Measures
1. To build and maintain strong relationships in the LIL program.	<ul style="list-style-type: none"> Provide school information and support to all families through school communication channels. Principal to meet with all Pre Kinder families during enrolment discussions. Principal visits all CHAPS referrals in the Bellerive home area. 	<ul style="list-style-type: none"> Newsletters, email, web site, Facebook and brochures. 	<ul style="list-style-type: none"> A high attendance rate of families will be maintained and built on over the year. B4 – at least 50 families for the year Pre Kinder – at least 50% of the 2014 Kindergarten enrolment.
2. To empower parents as educators of their children.	<ul style="list-style-type: none"> Provide learning ideas for parents and to foster the concept that parents are the primary educators of their children. 	<ul style="list-style-type: none"> Newsletter articles on student learning. Early years staff. 	<ul style="list-style-type: none"> Student PIPs and KDC results improve over time. 2013 PIPS percentile targets: Literacy – 75+ Numeracy – 70+
3. To support vulnerable families who face difficulties accessing the LIL program and other services in the community.	<ul style="list-style-type: none"> Provide support to families not attending LIL programs. Set up buddy families with vulnerable families. 	<ul style="list-style-type: none"> School chaplain, social worker and educational psychologist. 	<ul style="list-style-type: none"> Vulnerable families feel supported and are attending the LIL programs on a regular basis.
4. To facilitate a quality teaching and learning program for all children.	<ul style="list-style-type: none"> Develop student portfolios Embed the LIL program into the whole school approach for curriculum learning areas. 	<ul style="list-style-type: none"> Early Years Framework and the whole school curriculum documents. Themed home packs. 	<ul style="list-style-type: none"> Students results improve over time for PIPS and KDC. Parents take home the themed packs to engage their children in learning.



2013 Campus Management Plan

Leadership Team – Steven Hay, Marg Smith, Andrea Saggars, Annie Rathbone

Strategic Objectives	Major Strategies	Resources	Evaluation Measures
<ol style="list-style-type: none"> 1. To complete 2013 building projects as part of the school buildings master plan. 2. To continue with the school landscaping master plan. 3. To implement the School Association Library, ICT and Building Futures Fund. 4. To monitor and plan effectively for a four term year. 	<ul style="list-style-type: none"> • Complete the Middle Block redevelopment by mid August • Complete the development of an ICT lab by the end of Term 1. • Develop a new Pre Kinder room by the end of Term 1 • Landscape the garden beds in the ramped section of the Middle Block • Envelopes to parents requesting donations for the Futures Fund will be distributed to families at the beginning of Term 1. • Develop strategic plans as appropriate 	<ul style="list-style-type: none"> • Funds from the sale of school land, SRP and Department loan. • SRP funds • Envelopes distributed to families. • Funds from families • 2012 calendar of events. 	<ul style="list-style-type: none"> • All projects will be completed by the set time frames. • The garden beds will be completed at the completion of the Middle Block redevelopment • Funds will allocated to Library, ICT and Building priorities. • The transition to the four term year is smooth and effective.



2013 Technology Plan

Leadership Team – Lynda McKee, Janaya Plummer, Marg Smith, Annie Rathbone, Robert Cockerell, Steven Hay

Strategic Objectives	Major Strategies	Resources	Evaluation Measures
1. To develop an IT lab with 28 computers and an interactive whiteboard.	<ul style="list-style-type: none"> The project will be undertaken in Term 1 2013. ICT staff will set up the lab ready for use in Term 2. 	<ul style="list-style-type: none"> SRP funds. Existing computers. School Association funds. 	<ul style="list-style-type: none"> The lab will be in operation by the start of Term 2
2. To train a new Techies team.	<ul style="list-style-type: none"> Provide sessions to skill up students in Term 2. Allocate techies to classes in Term 2 	<ul style="list-style-type: none"> Lunch time sessions with Lynda/ Janaya. 	<ul style="list-style-type: none"> The Techies group will be supporting teachers and other students around the school.
3. To communicate to parents about ICT use, ideas and safety.	<ul style="list-style-type: none"> Publish a regular newsletter article. 	<ul style="list-style-type: none"> School newsletter. 	<ul style="list-style-type: none"> A regular newsletter article is published in the newsletter.
4. To implement an ICT program for senior classes.	<ul style="list-style-type: none"> Senior classes' library lessons to be replaced by ICT lessons. Annie Rathbone to provide class release time for Lynda McKee throughout the year. 	<ul style="list-style-type: none"> 0.2 allocation from AST for class release of Lynda. 	<ul style="list-style-type: none"> The level of IT expertise of students will increase significantly.
5. To provide professional learning and support for staff as outlined through individual PDP's.	<ul style="list-style-type: none"> Lynda McKee to provide ICT professional learning for staff - based on school and staff priorities. Staff visit 5/6M for professional learning ideas. 	<ul style="list-style-type: none"> Audit of staff PDP's. 	<ul style="list-style-type: none"> The level of I.T. expertise of staff, particularly with Smartboards will increase significantly.



Professional Learning/ Staff Meetings

TERM 1, 2013

Wednesday 3:05 – 4:35

WEEKS	Description	APPLICABLE TO...
1 6/02	Beginning of Year	All Staff
2 13/02	Mathematics – What Big Ideas? Overview of Di's Big Ideas 3 Groups – TC, PV & Mult.	Kinder to 6 Teachers and TA's
3 20/02	Mathematics – 3 Groups – PV, Mult. & Partit. Look at tools	
4 27/02	Whole School Staff Meeting	
5 6/03	Mathematics – Review tools & analyse. Where to from here?	
6 13/03	Mathematics – Pam – Looking at Supporting Lit & Num Success document Planning in Collab. Planning Groups	
7 20/03	English Pam – Looking at Supporting Lit & Num Success document	
8 27/03	English	
9 3/04	English	
10 10/04	English	
11 17/04	English/ End of Term	



Professional Learning/ Staff Meetings

TERM 2, 2013

Wednesday 3:05 – 4:35

WEEKS	Description	APPLICABLE TO...
1 8/05	-Health & Wellbeing- Move Well Eat Well Presentation -Sharing ideas: Andrea/Sarah/Dania/Tim -Discussing what is planned for Science & History in Term 2	K-6
2 15/05	Historical Skills & Scientific Method (30 min) Choice between Science or History – look at the curriculum and plan assessment tasks to then moderate in Week 4 & explore resources to support your history and science units	P-6
3 22/05	Whole School Staff Meeting – ICT (in new lab)	All Staff
4 29/05	-Look over work samples for Science & History (10-15 min) -Moderating Science or History tasks	P-6
5 5/06	-John Sargent to make presentation - Looking at achievement standards and writing comments for reports	K-6 P-6
6 12/06	No Staff meeting (reports)	
7 19/06	No Staff Meeting (reports)	
8 26/06	24 th June – Reports due to Steven Next Steps – Aboriginal Perspective in the Curriculum	P-6
9 3/07	2 nd July – Reports go home -Revisit scope and sequence- Science -Discussion- composites (History)	P-6 P-6

Kinder teachers will need to come for the first 5-10 minutes of each staff meeting and attend those stated (K-6 & ALL)



Overview for Staff Meetings/Whole School PD 2013

Rationale

To utilise the skills and knowledge of our teaching staff.

To develop a consistent whole school approach to the teaching of major learning areas.

To put group recommendations in a book for staff (particularly new staff) to use as a guide.

How

Teachers to opt into one or more groups to help lead staff in this area. Try to have at least one senior staff, one ECE and one primary teacher in each group.

Group to meet on some afternoons and to get time release as needed to research and prepare.

Role of each group:

Investigate- staff expertise/confidence/concerns
 national curriculum expectations
 current school data (if available)
 current/past/best practice (other schools?)
 resources available (in school/purchase/prof. learning)
 current research, experts in the area

Deliver- recommend a whole school approach (including essential resources)
 2 or 3 staff meeting sessions on this topic

term	focus	focus
1	Maths- big ideas (Di Siemon's) *trusting the count *place value *multiplicative thinking *partitioning (fractions) <i>leadership team: Andrea, Wendy, Lynda</i>	English- writing *spelling *grammar and punctuation <i>leadership team: Annie, Jos, Lyn, Leanne, Ariane, Emily</i>



2	History <i>leadership team: Annie, Angela, Lynda</i>	Science <i>leadership team: Andrea, Wendy, Lyn</i>
3	Maths *mental computation *problem solving <i>leadership team: Andrea, Wendy, Tash, Lorraine, Amanda</i>	English- writing *text types *writers notebook <i>leadership team: Annie, Sarah, Dania, Emma, Angela, Ariane</i>
4	English- reading *guided reading *comprehension <i>leadership team: Annie, Leanne, Angela, Jos, Dania</i>	Planning for 2014 <i>leadership team: Steven, Andrea, Annie</i>