

Woodroffe Primary School Operational Plan 2014



This document outlines our explicit improvement agenda to achieve the first stage of
Woodroffe Primary School's Strategic Improvement Plan 2014 – 2017.

Developed and passed by school council and staff Term 4 2013

2014 Woodroffe Annual Operation Plan: An Explicit Improvement Agenda

Priority 1

FOCUS 8: 2014 - 2017

Effective Teaching Practice

Pedagogical practices are the key to improving student learning	Strong leadership roles in establishing researched based teaching practices	All teachers understand and use effective teaching methods
Teachers provide regular and timely feedback to students	Effective Teaching Practices	Leadership team establishes and communicates highly effective teaching strategies
High expectations and ambitious targets	Ongoing feedback and modelling to teachers	Focus on priority areas

Goal	Actions 2014	Funding / Funding Source(s)	KRA Outcomes
Strengthen our explicit English pedagogies to further develop cohesive instruction	1. English SIP group lead and implement the agreed recommendations of the 2013 English APIF group	Equity	NAPLAN score analysis 2010-2017 Year 3/5 BIC ABCD SAIS results in English Staff perception surveys & leadership group Feedback
All staff are committed and take responsibilities to reach targets.			

What does this look like at Woodroffe in 2014?

All Woodroffe teachers are committed to provide every opportunity within their classroom for each of their students to reach their full potential. Woodroffe teachers know their teaching that is, their program, preparation, explicit teaching and the strategies that they use in the classroom will have a direct impact upon on how much each student will progress in their class. Teachers are also aware that their expectations for each of their students will set the learning bar for them. Woodroffe teachers will therefore set regular goals that are shared and give their students frequent informative feedback to enable students to achieve the ambitious goal. Teacher's classrooms will reflect the learning outcomes, inform students of how to achieve well and will be stimulating and welcoming.

Goal	Actions 2014	Funding / Funding Source(s)	KRA Outcomes
Strengthen our explicit Maths pedagogies to further develop cohesive instruction	1. Maths SIP group lead and implement the agreed recommendations of the 2013 Maths APIF group	Equity	NAPLAN score analysis 2010-2017 Year 3/5 BIC ABCD SAIS results in English Staff perception surveys & leadership group Feedback
All staff are committed and take responsibilities to reach targets.			

2014 Woodroffe Annual Operation Plan: An Explicit Improvement Agenda

Priority 2

FOCUS 3: 2014 – 2017

A Culture that Promotes Learning

A focus on positive relationships	A strong collegial culture	A safe learning environment
An attractive learning environment	A Culture That Promotes Learning	Promote intellectual rigour
Behaviour management policy	Student / staff wellbeing	Mutually respectful partnerships

What does this look like at Woodroffe in 2014?

Before students learn they all need to feel safe, welcomed, valued and included into the classroom and the school community. Teachers will actively develop their understanding of *Tribes* and use the strategies on a daily basis.

Staff will embrace *Kids Matter* and show a willingness to understand and action the program.

Staff and parents know that we equally share responsibility for students' learning and that we are both role models to the students.

At all times we will act respectfully and constructively, knowing positive and regular communication is essential but the responsibility of all parties.

Goal	Actions 2014	Funding / Funding Source(s)	KRA Outcomes
A focus on positive relationships	1. Maintain Tribes 2. Introduce Kids Matter	Equity	Student, Parent, Staff perception surveys & parent teacher, leadership group Feedback
	3. Ensure agreed staff meeting protocols are in place and actioned. 4. Staff and parents promote and demonstrate respect within and between each other.		

2014 Woodroffe Annual Operation Plan: An Explicit Improvement Agenda

Priority 3

FOCUS 7: 2014 – 2017

Differential Classroom Learning

Classroom teachers are supported to identify and address needs of individual students	Progress of individual students is monitored	Teachers are able to identify the starting points for teaching
Tailored, early and sustained interventions	Differentiated Classroom Learning	Students are engaged, challenged and extended
Using resources beyond the school	Teachers assisting students to monitor their own learning	Teachers are monitoring students and adjusting their teaching

What does this look like at Woodroffe in 2014?

In line with Woodroffe's high expectations and goal setting we recognise that offering one activity does not meet all students' needs. Therefore we will differentiate in our classrooms using at least 3 groups to meet students' learning needs to achieve their next target.

Teachers at Woodroffe understand differentiation does not mean students in small groups rotating around 5 activities or some students doing more or less work. Differential is starting where the student is currently at and finishing at their target. Differentiation also requires students work cooperatively and this is supported by tribes (see Priority 2).

Goal	Actions	Funding / Funding Source(s)	KRA Outcomes
Teachers will work to ensure that all of their students, including high achieving students, are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, level of readiness, interests and motivations.	Teachers will plan using the <i>Understanding by Design</i> program paying attention to setting students' targets and developing student learning plans. The differentiation is recorded in the day book.		Student, Parent, Staff perception surveys & parent teacher, leadership group Feedback

2014 Woodroffe Annual Operation Plan: An Explicit Improvement Agenda

FOCUS 9: 2014 – 2017

Develop strategies and processes re discrimination	Engage with families	Student learning experiences are linked to the community
Actively seek feedback from families	School – Community Partnerships/ People Business, Infrastructure & Financial Management	Cooperate & work with different agencies
People Business <ul style="list-style-type: none"> . Right people . Developing people . Valuing people . People Data 	Infrastructure <ul style="list-style-type: none"> . Physical space . Classroom furniture . WH&S processes . Power & water use 	Financial Management <ul style="list-style-type: none"> . Alignment of \$. Policies & systems . Monitored

Goal	Actions 2014	Funding / Funding Source(s)	KRA Outcomes
Engage with families	<ol style="list-style-type: none"> 1. The school council places the council agenda in the newsletter with an open invitation to the meeting 2. Council to use <i>Kids Matter</i> to further develop strategies and understandings. 3. Organise a community event 4. Place a suggestion box at the front of the school. 5. Actively encourage parents to use email to contact teachers. 	Equity	Student, Parent, Staff perception surveys & parent teacher, leadership group Feedback

What does this look like at Woodroffe in 2014?

Woodroffe School Council will lead and develop strategies to promote positive interaction between home and school. The council recognises that a function of the school is informing the school community as much as possible via the weekly newsletter, school website, LCD sign, office TV and notes as required. Council also recognises that it is the families' responsibility to keep themselves informed of the school activities. Council will continue to improve communication, seek input from families and encourage families to know their school and school council and participate in council if they wish to.

2013 Initiatives to Consolidate and Further Develop in 2014

Arafura Directorate School Improvement Focus Domain	Initiative	Budget Allocation Funding Source	Expense Summary
1. Targeted Use of School resources - Flexible Curriculum Delivery	Identify small groups to meet identified student needs i.e. ESL, Special Needs, acceleration, learning delay etc. by employing school resources effectively.		
2. Expert Teaching team - Mentoring and coaching And 2. Effective Teaching practices	Continue leadership group classroom walkthroughs and coaching		
2. Analysis and Discussion of Data	Leadership and TLT meeting regularly plan for in-depth discussion of achievement and develop strategies for continuous improvement.		
3. Systemic Curriculum Delivery	Continue delivery C2C materials using Understanding by Design program and TLT Collaborative Planning. In 2014 the emphasis is upon sharing what are the learning outcomes and what are the assessment requirements.		
3 A Culture That Promotes learning - A focus on positive relationships	Share GradeXpert data with families to discuss student progress		
3. Community Partnerships/ People Business, Infrastructure & Financial - Right people - Developing people	Performance Management using the aitsl Australian Professional Standards for Teachers remain in place with the expectations of teachers building and developing their portfolio Introduce Student Environmental Group, investigate and implement sustainability programs.		
9. Engage with Families	The school and Council consolidate and continually improve the function of the newsletter, information board, school assembly and develop new strategies as required		

Ongoing Programs 2014

Key Result Area	Arafura Directorate School Improvement Domain	Program	Expense Summary	Budget Allocation Funding Source	KRA Outcomes
Teaching and Learning	8. Effective Teaching Practices	Students at Risk <ul style="list-style-type: none"> - ESL - QuickSmart - Small groups - Sp.Ed. Teacher Support 			NAPLAN score analysis 2011-17 Year 3/5
		GradeXpert & data collection points			
		UbD program	enVision maths		
		Jolly Phonics	First Steps		
		Jolly Grammar	W. Spelling program		
		Magic Caterpillar			
		TLT Classroom Resources			
Wellbeing	4. Targeted Use of School Resources	Playground /Landscaping <ul style="list-style-type: none"> - 			E&A record comparison of 2011-17
	9. School and Community Partnerships	School Council COPAL Assemblies Whole school days <ul style="list-style-type: none"> - Wow Week - P/T interviews - Sport's day - Breakfast - Anzac day 			
Leadership	3. A Culture That Promotes Learning	Professional Development <ul style="list-style-type: none"> - Performance management - Curriculum Development - Leadership 			BIC Staff Activity Report –staff retention and absences 2011-17
			Total AOP Budget		

SIP Teaching and Learning Groups 2014

Arafura Directorate School Improvement Domain	Program	Expense Summary	Budget Allocation Funding Source	KRA Outcomes
Priority 1 8. Effective Teaching Practices	<ol style="list-style-type: none"> 1. Identify a reading Eggs coordinator and use this resource as well as Zip tales to the full potential. 2. Introduce Lexile in 3/ 4 TLT and develop a plan for the introduction into the library. 3. Magic Caterpillar, Jolly Phonics, Jolly Grammar resources for EC. 4. Ensure the resource books Spelling Rules (ABCD) are used. 5. A whole school spelling program investigated to trial in 2015. 6. The PM benchmark guide used throughout the school. 7. The Woodroffe Writing Expectations guide trialled in 2014. 			
Priority 1 8. Effective Teaching Practices	<ol style="list-style-type: none"> 1. enVision Zone resource boxes are established and placed in each classroom. 2. Each class teacher has a Student Activity Book at, above, below year level. 3. Promote First Steps as a resource. 4. PaT Maths is introduced as the consistent data tool for each semester for Years 1 – 6. 5. Webinars and an annual PD are organised to promote and further develop maths teaching strategies. 			
Priority 2 3. A Culture that Promotes Learning	<ol style="list-style-type: none"> 1. Form and support the Kids Matter School Action Team to begin the process of becoming a Kids Matter School 2. Liaise with the Kids Matter Co-ordinator 3. Continue to develop and promote Tribes including liaising with Tribes coordinators. 			
Priority 3 7. Differential Learning	<ol style="list-style-type: none"> 1. Develop and promote staff's and the communities understanding of differential learning. 2. Scaffold and provide professional development learning opportunities to staff 3. Celebrate the successes of our teachers. 			
9. School Community partnerships	Work with 2 members of staff council to provide leadership for the implementation of the strategies agreed upon to promote communication and interaction between home and school.			
Woodroffe's values Citizenship	<ol style="list-style-type: none"> 1. Introduce Student Environmental Group. 2. Investigate, introduce and promote a community based recycling program 			