Eddystone Primary School

Operational Plans 2014

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Focus 2014

Success for all Students		**Strategy**
.	Increase intensity of teaching and assessing mastery of phonics throughout the early years.	• To fully adopt the school's new Whole School Literacy Plan. • To fully implement a whole school spelling program.
	Increase expectations to identify and intervene where students are at risk of not achieving above the national minimum standards in NAPLAN.	• To implement case management approach similar to Literacy and Numeracy Partnership strategy. • To analyse NAPLAN/SAIS/FIRST CUT data during Phase of Learning Meeting • To examine and consider Summary Semester Reports at the beginning of the year to identify the strengths and weaknesses of students. • Refine SAER procedures and process to provide support at the point of need in literacy and numeracy by working collaborative with the Phase of Learning Team and the Support teachers. • Create short term goals, targets and IEP's utilising the case management approach similar to the ILNNP. • Continue to collect samples which will be placed in evidence files.
	Commence implementation of the WA Curriculum and Assessment Outline, including requirements for reporting to parents.	• Complete Eddystone's new Reporting to Parents policy. • Examine the work samples and grade exemplars in CSCA. • Participate in in-school moderation and with other network schools. • Examine the Principles of teaching, learning and assessment and make the links to the 'istar' approach.

	Teach and assess English, history, mathematics and science using the Australian Curriculum content and achievement standards in preparation for full implementation in 2015.	• Implement the Australian Curriculum Implementation Plan as outlined in the school plan. • Commence planning and assessment with support from the 'Phase of Learning Team' in each cluster.
	Review specific teaching and assessment practices in health education, with renewed emphasis on students' personal and social capabilities and mental health promotion.	• Examine the content, achievement standard, scope and sequence and resource highlighted on the ACARA, Department Portal and Schools Curriculum and Assessment Authority. • Undertaken professional development in this area and develop an action plan for implementing.
	Use new national standards for disability to document and report levels of learning and teaching adjustments made for students.	• Examine new national standards for disability requirements and determine how this will be implemented across the school.
Improved student attendance, engagement and behaviour.		
	Ensure case management plans for students at educational risk are addressed in the transition between primary and secondary school.	• Identify students who are at educational risk due to the attendance issues and ensure that this information is provided to the secondary school include case management plans.
	Ensure positive "attendance careers" are established and maintained by students from day one in Kindergarten.	• Continue to promote regular attendance in the newsletter. • Provide professional reading and research to parents about the importance of attendance.

	Pursue and document attendance of every student not demonstrating regular attendance, bringing to the attention of relevant agencies students at risk, particularly Aboriginal students.	• Continue to promote a whole school approach to attendance issues whereby all stakeholders are informed of their obligations and responsibilities. • Implement a case management approach to attendance issues. • Continue to monitor SMS attendance and follow up on habitual lateness or absences. • Create an awareness of attendance targets/data and ensure that all staff are working on improving these targets across the school.
	• Actively use Attendance Advisory Panels and Responsible Parenting Agreements where there is persistent student absence following extensive intervention.	• Access the support of the attendance officer to implement a variety of strategies to support students with chronic attendance issues.
	Increase emphasis on promoting safe and effective use of social media, acting swiftly and strongly where bullying or cyber bullying emerges.	• As part of the Positive Support Behaviour Framework, the school is revising whole School BMIS and values. • Continue to revise cyber bullying concepts. • Attend cyber bullying workshops and professional development for staff, parents and students.
	Work with school psychologists	• To provide opportunities for the

	and interagency partners on student mental health issues including suicide and self-harm prevention.	school psychologist, as determined by the school service agreement, to provide workshops on resilience, social skills and anxiety. This awareness, in the primary context, provides a preventative measure in dealing with the more complex issues of suicide and self harm in later adolescence years.
High quality teaching and leadership		
.	Use a whole-school approach to peer classroom observation to provide robust, professional feedback for teachers.	• Utilise peer classroom observations to support literacy block, numeracy and behaviour management strategies. • Introduce 'istar' to create an overall framework for disciplined dialogue. • Continue to explore and develop an in depth understanding of the Professional Standards in Teachers. • Utilise whole staff meetings, collaborative meetings, phase of learning team meetings to commence peer classroom observations.
	Refine workforce plans in preparation for the move of Year 7 to secondary settings.	• Workforce plans are in place to determine the transition of Yr 7's to secondary setting.
	Plan with individual staff to manage the reduction of leave liability.	• Plans with affected staff are in place.
	Ensure all staff are aware of possible staffing changes	• Disseminate the information to all teachers so that there is an

	and opportunities, including Switch, arising from the move of Year 7.	awareness of the process and expectations.
	Participate in school leader and registrar training in preparation for the new student-centred funding model in 2015.	• School will participate in mandated training to ensure that obligations, responsibilities, adherence to Department and legislative requirements are clearly understood by the Registrar and Principal.
	Introduce a new process for principals' professional review in Independent Public Schools.	• Ensure that the new process and expectations are clearly understood so that the IPS debate at Eddystone PS is well informed.
	Use national principal and teacher standards as a basis for performance management.	• Continue to use the professional standards as a reflection tool as parent of the performance development process. • Routinely discuss the various indicators at whole staff meetings whereby each area is considered. • Include Standards 3&4 as the focus for this year's performance development process. • Provide a graffiti board whereby the indicators can be discussed.
	Implement the education program and practice elements of the National Quality Standard in the early years in preparation for 2015.	• Continue to provide professional development and training to the early childhood teachers to ensure that the Quality Standards in the Early Years is successfully implemented.
A capable and responsive organisation.		

	Become familiar with the requirements of the new student-centred funding model for implementation in 2015.	• Participate in the professional development, in conjunction with the Registrar, to implement the student centred funding model in 2015.
	Manage within newly set budget and staffing levels.	• Ensure that adequate funds are left in the salary pool to cover the long service leave liability. • Provide information to the community about the changes that will occur as a result of the funding changes.
	Develop plans at both primary and secondary levels for the transition of Year 7 students, ensuring access to both secondary specialist teaching and facilities in secondary schools.	• Provide information to parents about the changes regarding transition to high school. • Liaise with the Belridge Senior High School Yr 7 Transition Coordinator to provide advice on this process to Eddystone Primary School students. • Work with the high school about having an open day where information about the high school can be shared.
	Participate in the new Independent Public Schools development program as agreed with the school community.	• Eddystone Primary School will participate in the development program and then consider the possibility of implementation if there is tangible evidence that it will lead to improved student outcomes.
	Continue to use flexibility and authority to set conditions to improve teacher quality and	• Systematically examine the new sets of delegated authority and determine how this will impact on school operations.

	student learning.	• Utilise changes to staffing to place permanent teachers in the school. • Commence planning of new one-line budget to explore additional flexibilities to enhance teacher quality and student learning.
	Start administering the National School Opinion Surveys for parents, students and staff.	• Commence planning for National Schools Opinion Survey for parents, students and staff.
	Be well prepared for the bushfire season.	• Ensure that fire safety is considered in the Eddystone PS context and consideration provided for the natural bush setting in front of the school.

Management Information System: Data Collection 2013-2015					
Overarching Learning Outcomes	**Learning Areas**	**Assessment Tools Coloured Text - externally marked or Standardised tools**	**Students Involved**	**Staff Responsible**	**Timeline (When)**
- 1. Students Use Language to understand, develop and communicate ideas and information and interact with others. 3. Students Recognise when and what information is needed, located and obtain it from arrange of sources and evaluate, use and share it with others.	English	NAPLAN Literacy- Reading, Writing, Contextual Understanding	Yrs. 3, 5, 7	Deputy Principal+ class teacher	May
		Student Reports	Years 1 to 7	Deputy Principal+ class teacher	Term 2 and 4
		Teacher on balance judgement In-school moderation task.	K to 7 System Focus on 3/5/7	Deputy Principal+ class teachers	Term 2 2013 Term 4 2014 Term 2 2015
		Running Records	Yr 1-7	Class Teachers	Yr 1-2- Every term. Yr 3-5- Every Semester. Yr 6/7 As required in IEP.
		ESL/EAD Progress Maps	EAL/D Classes	Class teachers	Each Term
		Reading and Writing Rubric	Yr 1-7	Class Teachers	Each Semester.
		Writing Sample	Yr 1-7	Class Teachers	Every Term
		On-Entry Testing	PP-Yr 2	Deputy Principal+ class teacher	Term 1 and Term 4
		Rainbow Assessment	***Kindergarten***	***Teacher***	***Term 4***
		PA Test	***P/1/2***	***Teacher***	***Term 2, 4***
2. Students select, integrate and apply numerical and	Mathematics Strong links to	NAPLAN Numeracy	Yrs. 3, 5 7	Deputy Principal+ class teacher	May

spatial concepts and techniques. 5. Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.	Technology and Enterprise	Student Reports	Years 1 to 7	Deputy Principal+ class teacher	Term 2 and 4
		Teacher on balance judgement In-school moderation task ***using AC achievements standards.***	K to 7 System Focus on 3/5/7	Deputy Principal+ class teachers	Term 3 2013 Term 2 2014 Term 4 2015
		Diagnostic Task, Rich tasks, Common Assessment Task, work samples	***K to 7***	***Numeracy Specialist support class teachers***	***Each semester***
		On-Entry Testing	PP-Yr 2	Class teachers	February
		Numeracy Rubric	Yr 1-7	Class teachers	Each semester.
		Common Assessment Testing e.g. Basic Facts Testing	***Yr 1-7***	***Class teachers***	***Term 1 and Term 4***
7. Students understand and appreciate physical, biological and technological world and have knowledge and skills to make decisions in relation to it.	Science	Student Reports	Years 1 to 7	class teacher	Term 2 and 4
		In school moderation	Years 1 to 7	Deputy Principal+ Class teacher	Term 4 2013
4. Students select, use and adapt technologies.	Technologies (including Design and Technology and Digital Technologies)	In school moderation Note: Common “purpose”, NOT common task across the whole school	Years 1 to 7	Co-ordinator+ class teachers	Term 3 2012
		Student Reports	Years 1 to 7	Deputy Principal+ class teacher	Term 2 and 4

11. Students value and implement practices that promote personal growth and well being.	Health and Physical Education	Fundamental Movement Skills Checklists	PP to Year2	Specialist + class teachers	Term 1,2,3 Ongoing
N11.Cont…	Health and Physical Education	Student reports	Years 1 to 7	Deputy Principal+ class teacher+ specialist	Term 1 and 4
Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation for life in Australia.	Humanities and Social Sciences Includes; History Civics and Citizenship, Economics and Business Geography History	In school moderation of achievement standards/grades using Australian Curriculum History	Classes – tasks in phases	Teachers	Term 3, 2014
		Student Reports	Yr 1 to 7	Deputy Principal + class teachers	Term 2 and 4
10. Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.	The Arts – Music Drama Visual Arts Dance Media Arts	In school moderation- Art	Year 1 to 7 in phases	Support teacher + class teachers	Term2 2013 Term2 2014 Term2 2015
		Student Reports	Year 1 to 7	Deputy Principal+ specialist + class teachers	Term 1 and 4
		School checklists – Attitude to Arts	PP to 7	Deputy Principal+ specialist+ class teachers	Term 2
9. Students interact with people and cultures other than their own and are equipped to contribute to the global community.	Languages	Student Reports	Years 3 to 7	Specialist + class teacher	Term 2 and 4

6. Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.	Strong links to all learning areas particularly, science, mathematics and Technology and Enterprise	Student Reports	Years 1 to 7	Deputy Principal+ class teacher	Term 2 and 4
12. Students are self motivated and confident in their approach to learning and are able to work individually and collaboratively	Strong links to all learning areas -school focus on Technology and Enterprise	Consider options for student survey vs Teacher Observation	K to 7	Deputy Principal+ class teacher	
		Values Survey – questionnaire	Years 4 and 6	Deputy Principal and Class teachers	November 2013, 2015
13. Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.	Values	Community Survey	K to 7	Deputy Principal and Class teachers	Ongoing
		Student Reports	Years 1 to 7	Deputy Principal+ class teacher	Term 2 and 4
		Behaviour Records SIS playground and classroom	Years 1 to 7	Deputy Principal, Deputy, SAER and class teachers	End of each term
		Peer mediation Records	Years 1 to 3	Deputy Principal , co-ordinator and Mediators	End of each semester

IN SCHOOL MODERATION

	2013					2014		
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 1**	**Term 2**	**Term 3**	**Term 4**
The Arts								
English								
Mathematics								
Science								
Society and Environment								
LOTE								
Health/PE								
T&E								

	2015			
	Term 1	Term 2	Term 3	Term 4
The Arts				
English				
Mathematics				
Science				
Society and Environment				
LOTE				
P/HE				
T&E				

EDDYSTONE PRIMARY SCHOOL – 2014 Mathematics Operational Plan

Targets-

1. The Numeracy achievement of year 3 and 5 students in 2015 will be equal to or higher than the like schools mean.
2. Increase the percentage of Year 3 2013 students in proficiency bands 6 and above to 40% of students in Year 5 2015
3. Decrease the percentage of Year 3 2013 students in the bottom 2 proficiency bands from 25% in 2013 to 18% in Year 5 2015
4. Increase the number of students in Year 3 2013 in the top 2 proficiency bands from 2 students to four students in Year 5 2015

What is the intervention strategy?	***Why do we need the intervention strategy?***	***When will the intervention strategy commence and conclude?***	***How will the intervention strategy be implemented, monitored and evaluated?***	***Who will be responsible for the intervention strategy?***
Moral Purpose ~ Create a beliefs statement about Mathematics teaching and learning. ~ Develop a policy based on the 'beliefs statement'.	To establish a set of shared beliefs and moral purpose with regard to the teaching and learning of Mathematics at Eddystone.	Create beliefs statement – term 1 Develop policy – term 2	All teachers to actively apply belief statement in their teaching. Performance Management and walk throughs to monitor teacher application of belief statement and policy in the classroom.	Administration Numeracy Intervention Team (Curriculum Committee) Mainstream and IEC Classroom Teachers
Curriculum and Planning ~ Continue to plan using the Australian Curriculum. ~ Utilise the *"Maths Tracker"* for tracking planning and recording of AC content ~ Provide opportunities for collaborative planning between teachers of similar year levels.	To continue the implementation of the Australian Curriculum and facilitate collaborative planning opportunities between mainstream and IEC teachers.	All year	Performance Management meetings. Teachers provide evidence of the planning use of the AC Mathematics in their classroom. Classroom monitoring tool *(Maths Tracker)* to support teachers in their application of AC	Administration Classroom Teachers
Teaching and Learning ~ Develop an audit of the "Pedagogy" section of the Numeracy Practices Guide and identify key elements for staff professional learning. ~ Establish numeracy blocks as a common and consistent instructional approach across the school. IEC to implement when appropriate ~ Embed explicit teaching, differentiation and student feedback as key elements of numeracy blocks.	To establish and embed common, consistent approaches and good evidence-based pedagogy into teaching and learning programs.	All year Professional learning with teachers about structure/elements of numeracy block in Term 1. Revise/consolidate/monitor in walk throughs and collaborative meetings.	Teacher/Peer clinical observations will support teachers in the application and observations of Numeracy pedagogy. Walk throughs to provide teacher feedback on numeracy blocks and pedagogy in the classroom though Performance Management process.	Classroom Teachers Administration
Assessment and Data ~ Develop a whole-school assessment schedule. ~ Introduce reporting against the Achievement Standards from the Australian Curriculum.	To create a common and purposeful approach across the school to assessment and reporting based on the Achievements Standards of the Australian Curriculum.	Develop assessment schedule – term 1 (Separate schedule for mainstream and IEC classes) Reporting – terms 2/4	Numeracy support teacher to support teachers implement whole school assessment schedule. Administration to provide collaborative time for teachers to collate and analyse data in phase of learning teams.	Administration Numeracy Intervention Team (Curriculum Committee) Classroom Teachers

Learning Environment ~ Revisit the audit of the "Static Classroom" section of the Numeracy Practices Guide (from 2013).	To ensure that all classrooms / learning environments reflect the best practice principles outlined in the Numeracy Practices Guide.	Term 1	Peer clinical observations and walk throughs Administration walk throughs to provide feedback on the static classroom through Performance Management process	Numeracy Intervention Team (Curriculum Committee)
Professional Learning ~ Provide needs-based professional learning for staff resulting from areas identified during collaborative planning.	To provide relevant, appropriate and targeted professional learning for staff.	All year	Through Performance Management process	Administration
Parents and Community ~ Develop maths bags for use across the school. ~ Create opportunities for students to become involved in the wider community.	To foster home-school partnerships and develop links with the wider community.	Develop maths bags – term 1 Use maths bags – terms 2-4 Create opportunities - all year	Classroom teachers develop maths bags in identified classrooms. Survey parents on the use maths bags at end of year.	Numeracy Intervention Team (Curriculum Committee) Classroom Teachers
Shared Leadership ~ Develop an intervention team to collaborate with Administration.	To create shared responsibility and accountability for the intervention strategies for Mathematics improvement	Develop intervention team – term 1	Intervention members selected from curriculum committee, report to the curriculum committee throughout the year.	Administration

EDDYSTONE PRIMARY SCHOOL Literacy Operational Plan 2014

Targets

1. The Reading achievement of Year 3 and 5 students NAPLAN 2015 will be equivalent to or higher than like schools mean.
2. The Spelling achievement of Year 3 and 5 students NAPLAN 2015 will be equivalent to or higher than like schools mean.
3. The Punctuation and Grammar achievement of students in Year 3 and 5 NAPLAN will be equivalent to or higher than like schools mean.
4. Decrease the percentage of students in Year 3, 2013 in the bottom 2 proficiency bands from 40% in 2013 to 20% in Year 5 2015.
5. Increase the number of students in the top 2 proficiency bands from 2 students in Year 3 2013 to 4 students in Year 5 2015.
6. For students with equivalent levels of prior education as mainstream peers, the targets for listening, speaking, reading/viewing and writing after 4 terms is Level 4 of the ESL/ESD Progress Maps.
7. Students from limited schooling backgrounds require 2-4 years to reach Level 4 in the four language modes, therefore the targets for these students is Level 3 after two years.

What	*How will it be done*	*When*	*What resources will we need?*	*Who/ monitoring*
Implement a consistent whole school approach in the explicit teaching of Spelling.	**SPELLING (K – YR7)** Integrate the teaching of spelling within writing and reading. i.e.: The Writing Program • In modelled and shared writing – focus on introducing and developing new vocabulary, modelling correct spelling, use of spelling strategies • While writing – teach the "draft, proof read, edit, correct" spelling process. • While teaching genres (text forms) introduce appropriate paragraph / sentence words and vocabulary. • Teaching appropriate grammatical use and spelling of essential words (i.e., verbs, pronouns etc) • Develop word walls of different (and new) written vocabulary each week. The Reading program • Teach phonics systematically across the year levels and focus on correct spelling of sounds, blends, digraphs. • Teach new vocabulary in comprehension activities. • Teach effective decoding word attack and word study strategies as part of learning new vocabulary.	Discuss early in the year, in Term 1.	"Have a Go Pads"	Performance Mgt. Phase of Learning Collaborative groups – mainstream and Intensive English classes.

	• Teach the use of dictionaries to learn and understand new words. • Incorporate personal word lists / word banks for each child.			
Implement a consistent whole school approach in the explicit teaching Spelling.	**APPROACHES TO SPELLING** Systematic and explicit instruction in spelling and dictation at each year level using the Orthographic word lists and Scope and Sequence plan. The focus on teaching and learning spelling skills (i.e., phonics, word parts, root words) and spelling strategies (i.e., "Have a go"; using spelling rules). IEC teachers to refer to the IEC New Arrival Curriculum. 15 -20 minute daily engagement in learning spelling words. Establish a common 10 day approach to spelling lessons throughout the phases of learning. K-P/P Teachers to decide early Term 1 a whole school approach in phonics in K – P/P. This will be documented – including resources that will be needed, strategies and an assessment schedule. Yr 1-7 The use of spelling journals to ensure children have regular and systematic engagement with core words from the Eddystone Orthographic Word List, personal words, topic / theme words and dictation each week. Chn to use the "Look, Cover, Visualise, Write, Check" process. Monitor and assess and review children's developmental progress in spelling combining: • Standardised Testing (NAPLAN, Orthographic Word List, S.A Spelling Test – updated edition, PAT-R spelling – state norm test for Yr 4-7). • Diagnostic Assessment (Spelling miscues analysed and recorded).	To be implemented at the beginning of the year. Term 1 – Term 4 Early Term 1 Term 1 – Term 4. Standardized Spelling Tests to be done Early Term 1 and at the end of Term 3 in mainstream classes. Intensive English classes to use orthographic word lists throughout the year.	Yr 1-7 NAPLAN Planner DEPT WA Spelling Resource IEC New Arrival Curriculum. Orthographic Word Lists New Arrival Curriculum. First Steps Modules in Writing. Spelling Journals – JP and MP. "Words their Way" "PAT – R Test " IEC teachers to use ESL Progress Maps	Teachers to fill in individual orthographic sheets Sem 1 and 2. K – P/P (mainstream) to report to Amin early Term 1. All Teachers (mainstream – including IEC phase 2 students). End of year tests to be passed on to the next Teacher – put into Evidence Files.
Implement a consistent whole school approach in the explicit teaching of grammar	**GRAMMAR (K-YR7)** Professional learning workshops in Grammar – developing a consistent agreed understanding of grammar terms with the whole staff. Implement explicit instruction in grammar weekly using the Eddystone Scope and Sequence plan in Grammar and Punctuation, and IEC Teachers to use the New Arrival Curriculum.	Term 1 Term 1 to Term 4.	Yr 1-7 NAPLAN Planner DEPT WA Grammar Resource	Whole Staff All staff (Intensive English

	Writing Demonstrations: indicating punctuation and grammatical features of the text that is being constructed by the Teacher Joint Construction: entails the teacher and students working together to create a text – students are assisted in better understanding how to use punctuation and grammar knowledge Conferences: Teaching students how to revise their own work at the punctuation and grammatical level. Teachers to select and implement lessons from the Dept of Edn "Teaching Grammar" resource and share approaches / implementation in collaborative groups and with the whole staff. Explicit Mini Lessons: The use of a previously produced text allows for the exploration, critique and annotation of the punctuation and grammatical tools used by the writers. Related activities include: • Cloze: deleting words or word groups and asking students to use their knowledge of the way texts are structured and the grammar of texts to work out the missing words. • Dictogloss: Teacher reads a short text. Students note down the key words and phrases, such as: the lexical chains, e.g.; the noun groups; content words; verb groups. Students re-create the text adding aspects of grammar that make the text cohesive. Students can work independently or in groups (for middle and upper primary classes).	Term 1 to Term 4. Term 1 to term 4.	IEC New Arrival Curriculum. First Steps modules In Writing. Dept WA Grammar resource.	classes – where and when appropriate). All staff (IEC – where appropriate). Intensive English Teachers to analyse the Dept WA Grammar resource to see if and how they could adapt the resource across all Intensive English classes. Monitor according to Achievement Standard - IEC – monitor according to ESL Progress Maps – week 8 each term.
Develop a consistent understanding of "Exlpicit Teaching" which will be implemented across all year levels.	**EXPLICIT TEACHING** Both Grammar and Spelling will be taught explicitly. Explicit teaching: 1. Explain the purpose and outcomes 2. Tuning in: Review and focus what the chn know and need to know next. 3. Explicitly teach the concept.	Term 1 – ongoing.	Collect research on "explicit teaching" – disseminate to staff.	All staff

	4. Practise the concept (including exemptions) 5. Apply and practise the concept 6. Assess how well chn met the outcome – especially when extending the concept across the curriculum.			
To improve Oral Comprehension through the implementation of strategies from the "I Get It" resource.	**I Get IT (K – YR2) – Comprehension** Teachers to refer to the Scope and Sequence of the "I Get It " - whole school plan, for its full implementation: 1. Become familiar with the scope and sequence plan – connecting to the whole school Comprehension English Plan. 2. Access relevant resources from the "I Get It" resource file and shared drive - relevant to their year group. IEC Teachers to analyse the "I Get It" resource to see how they could adapt the program to complement the work they do. Intensive English teachers to develop suggested guidelines for implementation.	Term 1: PL for staff that have not accessed workshops in the "I Get It" resource.	A3 coloured "I Get It" implementation plan. "I Get It" posters. "I Get It" Puppets. "I Get It" Story Books.	All K – Yr 2 staff (Yr 3 – 7 staff if appropriate).
To improve in oral narratives / persuasive texts through the implementation of strategies from the "I Tell It" resource.	**I Tell it (K-YR2) – Oral Narrative / Oral Persuasive text** Teachers to become familiar and teach the "I Tell It" Oral Narrative resource. 1. All Teachers to become familiar with the "Narrative Related Skills Development" scope and sequence chart K-Yr 7. 2. Teachers to be given a copy of the "I Tell It – Narrative" Text. To be given at the time of the PL session. 3. Teachers to introduce the icons and macro – structures and the focus details of the Oral Narrative for each year level from the: "I Tell It" - Narrative resource. IEC Teachers to analyse the "I Tell It" resource to see how they could adapt the program to complement the work they do. Intensive English teachers to develop suggested guidelines for implementation.	Term 1: PL (for all K-Yr2 Teachers) to become competent in implementing the "I Tell It" Oral Narrative resource.	Purchase suggested literature resources of the "I Tell It" program. Each class to be given coloured laminated "I Tell It" icons.	All K – Yr 2 staff (Yr 3 – Yr 7 staff if appropriate).

EDDYSTONE PRIMARY SCHOOL – 2014 SAER Operational Plan

Targets

1. The percentage of students in Year 3 and 5 NAPLAN Literacy and Numeracy 2015 below the national minimum standard will be lower than 'like schools' percentage.

What is the intervention strategy?	*Why do we need the intervention strategy?*	*When will the intervention strategy commence and conclude?*	*How will the intervention strategy be implemented, monitored and evaluated?*	*Who will be responsible for the intervention strategy?*
Moral Purpose • Create a beliefs statement about Students at Educational Risk teaching and learning. • Refine and revise our school policy based on the 'beliefs statement'.	• To establish a set of shared beliefs and moral purpose with regard to the teaching and learning of SAER at Eddystone which includes the low and high performing students.	• Create beliefs statement – term 1 • Develop policy – term 2	• Posters throughout the school and in every classroom. • Policy documents completed and shared in induction file and for every teacher.	Student Services Manager 'Boost Specialist Teachers" School Improvement Committee Classroom Teachers
Curriculum and Planning • Continue to plan using the Australian Curriculum. • Cross reference with school developed 'scope and sequence', FIRST STEPS and other DoE resources to clearly identify 'what needs to be taught'. • Provide opportunities for collaborative planning between teachers of similar year levels. • Differentiate the curriculum so learning is directed as specific needs. • Utilise 'boost teacher' to provide 'short term support to address 'key objectives'.	• To continue the implementation of the Australian Curriculum and facilitate collaborative planning opportunities between teachers. • To provide clarity in the essential elements of the curriculum. • To ensure that core concepts and skills are be taught, consolidated and revised. • To create opportunities for the 'boost teacher' to work with students who did develop an understanding of the concepts/skills when initially taught.	• All year	• Modules of work commence with pre-testing. • Frequency of error and analysis of pre-test determines whether students are to be included in the 'boost' program. • Short term goals developed and strategies devised with the 'Boost teacher' • Post testing indicates whether student can return to whole school program.	• Administration • 'Boost Teacher' • Classroom Teachers
Teaching and Learning • Adopt 'istar' as a method of making instructions explicit. • Establish numeracy and literacy blocks as a common and consistent instructional approach across the school. • Embed explicit teaching, differentiation, goal setting and student feedback as key elements of teaching and learning in all learning areas. • Embed instructional intelligence strategies as per the scope and sequence	• To establish and embed common, consistent approaches and good evidence-based pedagogy into teaching and learning programs.	All year	• Peer mentoring and support in trialling 'istar' in the classroom. • Evidence of 'istar' as part of the performance development process. • Evidence of goal setting, reflection and improved outcomes through the analysis of work samples. • Evidence of assessment strategies of intervention of 'Boost teacher'. • Evidence of work samples, classroom displays of 'instructional intelligence' in the classroom.	'Boost Specialist Teacher Classroom Teachers Line Managers

Assessment and Data • Develop a whole-school assessment schedule. • Introduce reporting against the Achievement Standards from the Australian Curriculum. • Utilising school developed 'scope and sequence' develop bench mark testing which is collected at key milestones. Gather longitudinal data over time. • Undertake standardised testing as part of the case management approach. • Utilise key system standardised testing to determine students at educational risk. Eg NAPLAN, On-Entry etc.	• To create a common and purposeful approach across the school to assessment and reporting based on the Achievements Standards of the Australian Curriculum. • To ascertain critical learning that has or has not taken place at the time of bench mark testing. • Analysis of key indicators of NAPLAN and On-Entry data will determine the learning pathways required for student success. Provide guidance to class and 'boost teacher' for tailored learning program.	Develop assessment schedule – term 1 Reporting – terms 2/4 On-going process as part of the 'plan, teach, assess' cycle.	• Term schedule undertaken. • Monitor reports and gather data on students reaching the or failing to reach the 'achievement standard'.	Student Services Manager Curriculum Committee Classroom Teachers
Learning Environment • Introduce the 'Positive Behaviour Support' Framework. • Revise Eddystone Values and introduce the focus over a three week cycle. • Create an environment of inclusivity and a sense of belonging. • Implement restorative justice approaches in dealing with conflict • Implement a 'no blame' approach to bullying issues. • Further develop SAER process and negotiated briefs in accessing support for st •	• To ensure that all classrooms / learning environments are supportive of the social, emotional, psychological and cognitive needs of student by catering for their needs. • Access support from Student Services Manager to ensure that the student is accessing the appropriate support for the external agency. Eg DCP,	Term 1	Referral to School Psychologist to address learning, social, cognitive or behavioural issue. Access Professional Development from School Psychologist- Term 1 . Access Support and PD from Behaviour Centre for focus children. "Team Teach" physical restraint techniques for admin staff and key teachers.	Leadership Team Student Services Manager Positive Behaviour Support Committee
Professional Learning • Provide needs-based professional learning for staff resulting from areas identified during collaborative planning. • Provide whole school professional development based from "Positive Behaviour Support" PD. • Provide PD to staff who have students which diagnosed disabilities.	To provide relevant, appropriate and targeted professional learning for staff with the school resources.	All year	• Student Services Manager to coordinate the PD based on the needs of the student. Eg anaphylaxis, diabetes,	Administration Numeracy Specialist Teacher
Parents and Community • Ensure that parents are involved in the development of the case management plans or Individual Educational Plans.	To foster home-school partnerships and develop links with the wider community.	1. Create opportunities before each P&C meeting for guest speakers to address parents. 2. Create an awareness of the reporting process, achievement	• School Psychologist to facilitated PPP program for early childhood parents.	Leadership Team facilitates gust speakers. Curriculum Committee Boost Teacher Classroom Teachers

• Revise the use of SMART targets and goals for IEP so that they are meaningful, relevant and achievable and that they lead to incremental growth in student learning. • Create an understanding of how targets are developed in case managements. • Provide opportunities for guest speakers from various agencies to speak to parents and teachers about the support that can be offered. • Continue to implement the PPP program		standards and other educational information that is provided to parents.		
Shared Leadership • Create 'disciplined dialogue' on the progress of case management students and IEP's. • Create on-going dialogue on strategies, activities, frameworks, support during phase of learning area meetings, cluster meetings and staff meetings. • Create a separate SAER meeting with staff to discuss the needs of students with case management plans and/or IEPS. • Develop an intervention team (from within the Curriculum Committee) to collaborate with Administration and the 'Boost Support Teacher'. .	To create shared responsibility and accountability for the intervention strategies for SAER improvement at Eddystone.	Develop intervention team – term 1 Implement SAER and case management meetings each term. Weekly 'phase of learning' meetings. Three cluster meetings a term.	• Minutes of meetings are completed at the end of each 'phase of learning' area. •	Leadership Team Class Teacher

EDDYSTONE PRIMARY SCHOOL Science Scope and Sequence for Primary Connections units (Schedule B) 2014

- The following Primary Connections units have been allocated to the following classes to be completed in semester 1 and semester 2.
- Please follow the 2014 scope and sequence and don't complete other units which have not been allocated to your class.
- IEC classes can choose a unit appropriate for their class from schedule A.

Reporting for 2014 (mainstream):

- **The Schedule B units will be reported on in the corresponding semesters for the mainstream classes.**
- **Investigating in science needs to be reported on in both semesters.**
- **Use the 'C' grade descriptors as a basis for your reporting. Also use the Australian Curriculum Achievement Standard as a guide for the 'C' grade. The science 'C' grade descriptors can be found in - S:\Teaching Staff\Science\Primary Connections\science expected standards c grade descriptors**
- **http://primaryconnections.org.au/curriculum-resources/ Click on your unit in this link and you will find lists of resources and links to the Australian Curriculum in Science, English and Maths.**

Animated Clips:

The following links from 'BBC Bitesize' have excellent animations which are great to use with your science topic.

KS1 Bitesize Science (for junior primary, but can be used with middle and upper primary): http://www.bbc.co.uk/bitesize/ks1/science/
This site has 11 topics, such as 'Garden Gurus' 'Enviro Spotter' 'Play your sounds right'

KS2 Bitesize Science (for middle and upper primary):
http://www.bbc.co.uk/schools/ks2bitesize/science/
There a 3 strands: 'Living Things' 'Materials' and 'Physical Processes' – each of these strands will open up to a variety of topics, i.e. Livings Things has topics such as: micro-organisms, plants, food chains.

Big Books:

There are some new science big books in the reading room and they include lesson plans and blackline masters. A copy of the blackline masters is in a plastic sleeve attached to the big book, please return the big book along with the blackline master to the reading room. A scanned copy of the blackline masters can be found in - S:\Teaching Staff\Science\science big books

Schedule B - (Modified for 2014)			
Class		***Earth and Space Sciences (Australian Curriculum)*** **Earth and Beyond *(WA syllabus)***	***Physical Sciences (Australian Curriculum)*** **Energy and Change *(WA Syllabus)***
Curriculum focus: awareness of self and the local world			
L2 – pre-primary **Jenny Tysoe**		**Weather in My World** **SEMESTER 1**	**On the Move** **SEMESTER 2**
R8 – year 1 **Dagmar Cooper**		**Up, Down and all Around** **SEMESTER 1**	**Look! Listen! (Sounds Sensational is the old unit name)** **SEMESTER 2**
R7 – year 2 **Jasmin Smith**		**Water Works** **SEMESTER 1**	**Push-Pull** **SEMESTER 2**
N16 – year 3/4 **Kerry Williams**		**Beneath Our Feet (Year 4 unit)** **SEMESTER 1**	**Heating Up (Year 3 unit)** **SEMESTER 2**
Curriculum focus: recognising questions that can be investigated scientifically and investigating them			
N15 – year 4/5 **Bethwyn Smith**		**Earth's Place in Space (year 5 unit)** **SEMESTER 1**	**Smooth Moves (year 4 unit)** **SEMESTER 2**
N14 – year 5/6 **Amy**		**Earthquake Explorers (Year 6 unit)** **SEMESTER 2**	**Light Shows (Light Fantastic-old unit's name) (year 5 unit)** **SEMESTER 1**
G18 – year 7 **Caroline Alder**		**Earthquake Explorers (Year 6 unit)** **SEMESTER 1** **Year 7 unit – Either do both the year 6 units in 2014 or develop a program based on the year 7 Australian Curriculum**	**Essential Energy (Year 6 unit)** **SEMESTER 2** **Year 7 unit – Either do both the year 6 units in 2014 or develop a program based on the year 7 Australian Curriculum**

Primary Connections Schedule A & Schedule B							
	Schedule A ***IEC units for 2014***				**Schedule B** ***Mainstream units for 2014***		
Year	***Biological Sciences*** **Life & Living (WA syllabus)**		***Chemical Sciences*** ***Natural & Processed Materials (WA Syllabus)***		***Earth & Space Sciences*** **Earth and Beyond (WA Syllabus)**	***Physical Sciences*** **Energy and Change (WA Syllabus)**	
PP	Staying Alive		What's it made of?		Weather in my world	On the move	
1	Schoolyard safari		Spot the difference		Up, down and all around	Look! Listen! – (Sounds Sensational – old unit's name)	
2	Watch it grow		All mixed up		Water works	Push-pull	
3	Feathers, fur or leaves?		Melting moments		Night and day (Spinning in Space)	Heating up (to be released in 2013)	
4	Plants in Action	Friends and foes	Material world	Package it better	Beneath our feet	Smooth moves	
5	Desert Survivors		What's the matter		Earth's place in space	Light shows (Light Fantastic – old unit's name)	
6	Marvellous micro-organisms		Change detectives		Earthquake explorers	It's electrifying	Essential Energy
	IEC are completing schedule A in 2014				***Mainstream are completing schedule B in 2014***		

EDDYSTONE PRIMARY SCHOOL Instructional Intelligence Scope and Sequence 2014

Cooperative Learning Structures		**Year Level**	***Graphic Organisers***	
Structure 1	**Structure 2**		**Structure 1**	**Structure 2**
Think Pair Share	Rally Robin	K / PP	T Chart	Circle Chart
Mix ‘n’ Match	Inside Outside Circle	1	Y Chart	E Chart
Graffiti	Corners	2	Venn Diagram	Star Chart
Placemat	Find Someone Who	3	Mind Map	Matrix
Quiz Quiz Trade	Give One Get One	4	KWL	Event Chain
Carousel Feedback	Fan ‘n’ Pick	5	PMI	Event Cycle
Jigsaw	Showdown	6	Fishbone	Continuum / Time Line
Academic Controversy	Teams Games Tournament	7	Concept Map	Tree Chart

EDDYSTONE PRIMARY SCHOOL Australian Curriculum Implementation Plan 2012 - 2014

<table>
<tr><th>WHEN</th><th>WHAT</th><th>HOW</th><th>WHO</th></tr>
<tr>
<td>2012
Semester
1 & 2</td>
<td>Teachers to familiarise themselves with the ACARA website

Teachers to familiarise themselves with the content descriptors of English and Mathematics in the Australian Curriculum

Teachers to familiarise themselves with the achievement standards of English and Mathematics in the Australian Curriculum</td>
<td>Teachers to attend the professional development session about the Australian Curriculum (English) presented by Warren Grellier in Term 1.

Teachers to attend professional development sessions about the Australian Curriculum (English and Mathematics) presented at the Joondalup Learning Community Conference in Term 1.

Teachers to participate in collaborative workshops to examine the content descriptors and achievement standards of the Australian Curriculum (English and Mathematics) presented by Bethwyn Smith and Michelle Weeks in Terms 2-4.

Teachers to refer to the updated literacy and numeracy planners to identify links to the content descriptors of the Australian Curriculum (English and Mathematics) when planning classroom literacy and numeracy programs.

<table>
<tr><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td></tr>
<tr><td></td><td>MATHS:
Fam: CDs Meas &Geo</td><td>MATHS:
Fam: CDs Meas &Geo</td><td>MATHS:
Fam: CDs Meas &Geo</td></tr>
<tr><td>ENG:
Action Ling
Poetry Plan</td><td>ENG:
Narrative Plan</td><td>ENG:
Diff Lit and Literature</td><td>ENG:
AC and Viewing.</td></tr>
</table>
</td>
<td>Principal
Deputy Principals
Whole Staff
Teachers

Teachers
Literacy and Numeracy Specialists</td>
</tr>
<tr>
<td>2013
Semester
1</td>
<td>Implementation of English and Mathematics.

Continue to develop teachers understanding of what the “achievement standard” is for English and Mathematics in each year of schooling and how this compares with WA’s “expected standard”</td>
<td>Teachers to start using the AC learning areas of English, and Mathematics (Semester 1 Measurement and Geo, Semester 2 Number and Algebra) to develop their teaching and learning plans.

With English and Maths continue to develop teacher competency in using the Australian Curriculum Website including the work sample portfolios.</td>
<td>Teachers

Deputy Principal
Teachers</td>
</tr>
</table>

		Teachers to participate in collaborative workshops to examine the content descriptors and achievement standards of the Maths Australian Curriculum: Semester 1: Number and Algebra, Semester 2: Statistics and Probability. Professional Development Days – Phase area planning in English and Maths with curriculum leadership and opportunities for staff to use on balance judgements using ASs. Intensive English Teachers to examine New Arrival Curriculum and analyse links to the AC. Professional Development Day-	Curric Leaders Teachers Curric Leaders Teachers
	Teachers to become familiar with the content of History in the Australian curriculum	Develop deep content knowledge through the teaching of historical knowledge, historical understanding and historical skills Teachers understand how to implement an inquiry process into the teaching of historical content, understandings and historical skills. Become familiar with phase of learning historical content and historical skills of the History Curriculum Use the Australian Curriculum web site to navigate History curriculum and search for resources through the DET portal Develop a collection of resources on shared drive for topics and year levels Teachers become familiar with the History ASs and identify the differences in the achievement standards through the phases of schooling School Development Days – phase area planning in English, Maths and History with curriculum leadership and opportunities for staff to use on balance judgements using ASs. Intensive English Teachers to use New Arrrival Curriculum showing links to AC.	Deputy Principal. Curric Leaders Deputy Principal Staff
	Implementing / Familiarising English, Maths and History.	Continue to develop competency in using the Australian Curriculum Website with the focus being on Science. Teachers to participate in collaborative workshops to become familiar with the content descriptors in Science.	
2013	**Familiarise staff with the content of the Science NC and make**	Teachers to utilise the Science Primary Connections Alignment Plan with the	Curriculum Leaders

Semester 2	**the links to Primary Connections.**	Australian Curriculum as their guide for planning. Information sessions at P&C, School Council and by providing Parent Workshops.	Teachers Curriculum Leaders Deputy Principals Teachers
	Provide Parents with information informing them of the content of the Australian curriculum.		Deputy Principals Curriculum Leaders Teachers Deputy Principal
2014 Semester 1	**Consolidate English and Maths AC, include reporting of Australian Curriculum into EPS Reporting Schedule.**	Teachers use AC to develop teaching and learning plans of English and Maths. Intensive English Teachers to use the New Arrival Curriculum Resource to make connections with the English AC.	Curriculum Leaders Teachers
	Continue to develop Science AC linking to Primary Connections and then understanding of achievement standards for reporting.	Teachers to use AC to develop teaching and learning plans – linking to Primary Connections. Share during collaborative meetings. Moderation sessions using Science ASs.	Teachers
	Implementation of History AC.	Develop scope and sequence of the content of the History AC. Continue to use online resources to support the teaching of History. Moderation sessions using History ASs	Curriculum Committee, Curriculum Leaders, including staff.
	Develop deep understanding of the achievement standards of History	Professional PORTAL Development Days	Deputy
	Familiarise with content of the Arts AC		

2014 Semester 2	**Implement "Vocabulary" of Australian Curriculum into Geography, Civics and Citizenship**	Teachers to use the AC area of Geography, Civics and Citizenship to develop their teaching and learning plans, for example:- Excursions: Develop teacher competency in using the DET PORTAL/AE exemplars/K-10 Syllabus to assist in assessing and reporting student work samples using A-E through provisions of PD opportunities in school and across school moderation sessions	Staff Staff
2015 Semester 1	Languages and Health &Phys Ed Teachers to use PORTAL. Familiarise self with Teaching and Learning with Australian Curriculum/ Develop Teaching competency in using PORTAL A to E exemplars in accessing and reporting. Professional development.		

WA *CURRICULUM FRAMEWORK* 5 CLUSTERS OF CORE SHARED VALUES

2013-2015

1. A PURSUIT OF KNOWLEDGE AND A COMMITMENT TO ACHIEVEMENT OF POTENTIAL	2. SELF ACCEPTANCE AND RESPECT OF SELF	3. RESPECT AND CONCERN FOR OTHERS AND THEIR RIGHTS	4. SOCIAL AND CIVIC RESPONSIBILITY	5. ENVIRONMENTAL RESPONSIBILITY
The lifelong disposition toward the quest for knowledge, as each person strives to understand the social and natural worlds and how best to make a contribution to these worlds. Each person is encouraged to achieve his or her potential in all respects and, through critical and creative thinking, to develop a broad understanding of his or her own values and world views.	*The acceptance and respect of self, resulting in attitudes and actions that develop each person's unique potential — physical, emotional, aesthetic, spiritual, intellectual, moral and social. Encouragement is given to developing initiative, responsibility, ethical discernment, openness to learning and a sense of personal meaning and identity.*	*Sensitivity to and concern for the well-being of other people; and respect for life and property. Encouragement is given to each person to be caring and compassionate, to be respectful of the rights of others, and to find constructive ways of managing conflict. This includes the right to learn in a friendly and non-coercive environment.*	*The commitment to exploring and promoting the common good and meeting individual needs without infringing the basic rights of others. This includes the encouragement of each person to participate in democratic processes, to value diversity of cultural expression, to respect legitimate authority, to promote social justice and to support the use of research for the improvement of the quality of life.*	*The commitment to developing an appreciative awareness of the interdependence of all elements of the environment, including humans and human systems, and encouraging a respect and concern for Australia's natural and cultural heritage and for forms of resource use that are regenerative and sustainable.*
1.1 The pursuit of personal excellence: *Each person should be encouraged to achieve his or her personal best in all undertakings and to respect the achievements of others*. **1.3 Empowerment:** Each person should be encouraged to develop critical thinking, the creative imagination, interpersonal and vocational skills, and basic competencies in the various forms of disciplined inquiry.	**2.1 Individual uniqueness:** Each person should acknowledge his or her own uniqueness and be encouraged to develop self-respect and dignity. **2.3 Ethical behaviour and responsibility**: Each person has freedom of will, is responsible for his or her own conduct and should be encouraged to develop discernment on ethical issues and to recognise the need for truthfulness and integrity. **2.5 Initiative and enterprise:** Each person should have the confidence to show initiative and be enterprising in his or her approach to life's challenges.	**3.1 Compassion and care:** Each person has a right to receive care and compassion and have a life of dignity, free from harassment and discrimination. **3.2 Equality:** Each person has equal worth and basic rights, regardless of differences in race, gender, age, ability, religious belief, political affiliation, national origin, citizenship, regional location, or economic or household status. **3.3 Respect:** Each person should respect those of different opinion, temperament or background. **3.5 Individual differences:** Each person differs in his or her readiness and ability to learn and has the right to be given access to available knowledge at a level appropriate to his or her developmental needs and interests. **3.6 Cooperation/Conflict resolution:** Each person should strive to work cooperatively and to resolve conflict peacefully while respecting differences and valuing the other person. **3.7 Family/home environment:** Each person should recognise the importance of a secure and caring family/home environment.	**4.2 Community:** Interpersonal cooperation and social responsibility are encouraged. **4.3 Diversity:** The richness of many cultural expressions is recognised, and diversity in the context of shared community life is welcome. **4.5 Authority:** People should respect legitimate and just authority structures and the rule of the law, while recognising and observing human rights. **4.7 Social justice:** The right of each person to a fair share of society's economic and cultural resources is recognised.	**5.1 Cultural heritage:** The cultural heritage of Australia, including Aboriginal sacred and archaeological cultural heritage, should be respected and maintained. **5.2 Conservation of the environment:** The management of the environment should take into account the need to preserve its diversity and balance for the future. **5.4 Diversity of species:** Each person should recognise a need to preserve native habitats and arrest the extinction of presently-surviving native species.

EDDYSTONE PRIMARY SCHOOL Friendly Schools and Families Scope and Sequence

Year Level	Semester 1	Semester 2
PP	Level 1 Unit 1, Unit 2 & Unit 3	
1	Level 2 Unit 1	Level 2 Unit 2
2	Level 2 Unit 1	Level 2 Unit 3
3	Level 3 Unit 1	Level 3 Unit 2
4	Level 3 Unit 1	Level 3 Unit 3
5	Level 4 Unit 1	Level 4 Unit 2
6	Level 4 Unit 1	Level 4 Unit 3
7	Level 5 Unit 1	Level 5 Unit 2 & 3

Initiatives Undertaken in Other Learning Areas

Science	Primary Connections K-10 Syllabus Examining Australian Curriculum in this area.
T& E	K-10 Syllabus. Eddystone Curriculum Integrate modules.
HEALTH AND PE	Fundamental Movement Skills for ECE students Physical Education program for IEC and mainstream classes. Run for Life program. K-10 Syllabus Athletics and Winter Carnivals. Interm Swimming
ARTS	Arts Focus in the school Art Show Case and Learning Journey Visual Arts Specialist role Music specialist program Choir eg ANZAC service, West Coast Sing Festival, WAGSMS, Primary Mass Choir Wakakirri Dance Festival Performing arts focus eg assemblies, graduation items,

LOTE	Continuing to nurture links to a sister school in Indonesia. Cultural events in the school. Integration with other learning areas. Integration with ICT.
S&E	K-10 Syllabus Environmental links eg Clean Up Australia Day, Clean Away incursions. Environmental focus to Yr 7 Camp.

Recommendations from Annual Report

Continual improvements on student achievement standards in literacy and numeracy will remain our focus for 2014

This will be achieved by;

• ensuring our School Plan 2012-2015 aligns to Department of Education priorities and directions as outlined in Progressing Classrooms First, Strategic Plan for WA Public Schools 2012-2015 and Focus 2014

Implementing School Priorities in;

- Literacy
  - Participate in Improving Literacy and Numeracy Partnership Program
  - Implement the Australian Curriculum in English
  - Complete First Steps Writing in 2014

- Induct new staff with First Steps Modules and Lexile Programs
- Implement 'Whole School Literacy Plan'.

- Numeracy
  - Continue a mathematics focus in Improving Literacy and Numeracy Partnership Program.
  - Provide support in mathematics.
  - Induct new staff with FIRST STEPS mathematics.
  - Consolidate First Steps Number
  - Consolidate Problem Solving Model.
  - Based on the professional learning from Paul Swan, commence to revise whole school Numeracy plan.

- Instructional Intelligence
  - Revise cooperative learning strategies professional development.
  - Implement cooperative learning strategies throughout the whole school including specialist programs.
  - Implement scope and sequence chart in strategies.

- Consolidate the Intensive English Program and, where appropriate, create a whole school approach to curriculum links.

- Students at Educational Risk
  - Create and design a strategic plan over the next three years.
  - Create an operational plan for 2014
  - Develop a flexible and fluid approach with providing support for at risk students in literacy and numeracy.
  - Develop in-school bench mark testing which will identify 'at risk' students before NAPLAN testing in Yr 3,5 and 7.

- ISTAR
  - Participate in professional development in 2014.
  - Develop a whole school approach to the 'istar' framework.
  - Commence utilising the framework to support mentor classroom observations and co-coaching.
  - Make links to the Australian Professional Standards for Teachers and performance development processes.

• fostering and nurturing community links and partnerships as a means of supporting curriculum initiatives;

• implementing use of ICT throughout the curriculum and support the professional development of teachers in the use of Ipads and interactive whiteboards.

• creating an educational culture that provides parents with the skills and knowledge to support their children with their learning.