SUBIACO PRIMARY SCHOOL
AN INDEPENDENT PUBLIC SCHOOL

Strategic Plan
&
Operational Plans
2011-2014

Giving it … Our Best since 1897

At Subiaco Primary we strive for:
Educational Excellence: Teaching that is reflective, responsive and enables all students to reach their full potential.
Leadership: A culture of shared, affirmative school leadership that empowers others.
Collaboration: Collaboration that optimises harmonious, respectful relationships.

Contents

OUR BEST – A Vision Statement for Subiaco Primary School

A DYNAMIC LEARNING COMMUNITY

Subiaco Primary School is a dynamic learning community where members work collaboratively through our shared vision to assist children to realise their potential. Staff work together with parents and community towards attaining common goals for our students; developing responsible and resilient learners, promoting a culture that develops leadership across all levels of staff and students, implementing structures to support continuous improvement and celebrating our diversity.

A PROFESSIONAL AND POSITIVE ENVIRONMENT

Subiaco Primary School staff have developed a professional and positive environment in which the teaching and learning process can thrive. There is a real sense of optimism and well being in our school community generated by a shared vision, guided by affirmative leadership. We aim to develop a harmonious, respectful, courteous and friendly relationship between staff, students and parents. Visitors recognise the positive relationships and a spirit of community.

A CENTRE OF EDUCATIONAL EXCELLENCE

To progress our school as a centre of educational excellence, staff demonstrate their professionalism by openly collaborating, sharing individual expertise and best practice initiatives. Original thinking is highly valued and encouraged while new and innovative ideas are sought through appropriate professional learning. Knowledge will be communicated openly as all stakeholders work towards a shared vision with a clear understanding of priorities and needs.

GOOD CITIZENS – STRONG VALUES

At Subiaco Primary School we aspire to develop qualities that contribute to the growth of resilient students, staff and caregivers, who are encouraged to actively demonstrate good citizenship and responsibility in their daily lives. Explicit teaching of values - including respect, assertiveness, positivity, kindness, empathy and fairness are inherent in all learning areas.

REGULAR FEEDBACK, REFLECTIVE IMPROVEMENT PLANNING

Commitment to ongoing growth is reflected in the manner in which timely, valid and empathetic feedback is given and received. This contributes to the overall wellbeing and progress of stakeholders. Policies and programs are regularly updated and prioritised to cater for individual and group support. Needs are identified through analysis of academic performance data from State and National assessments, detailed record keeping and professional judgements by teaching staff.

A COMMITMENT TO EVERY STUDENT

A cycle of whole school reflection and goal setting ensures teaching and learning programs reflect the current best practice aimed at raising the standards of achievement. Committed staff undertake to cater for talented and gifted students, students at educational risk and students with English as a Second Language. Where appropriate a range of programs including school based extension and support are offered. Assessment, data collection and teaching to the point of need allow students the best possible chance to demonstrate measurable improvement.
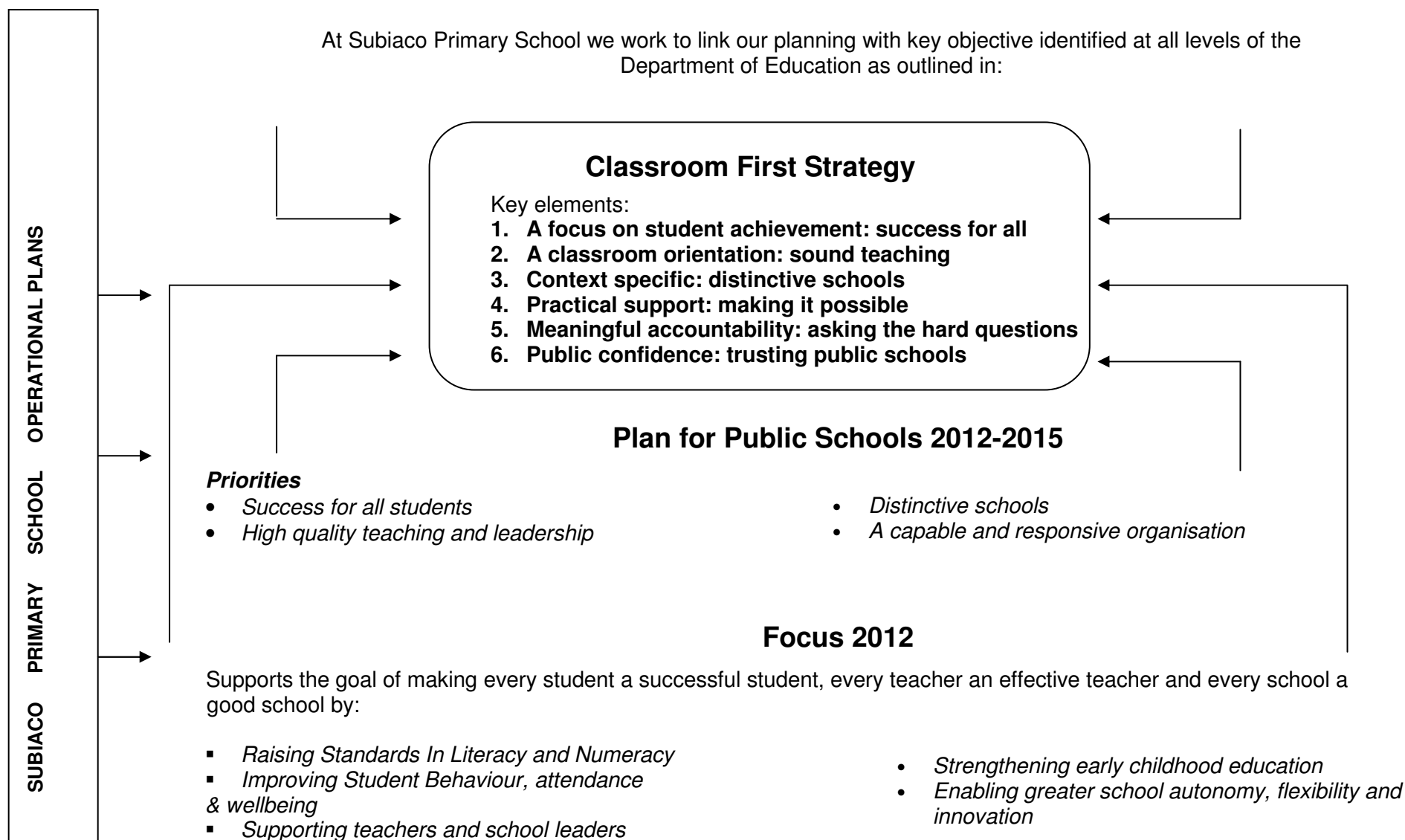
SHARED LEADERSHIP

Shared leadership is valued and implemented at all levels in our school with opportunities for staff and students to take on and share a variety of roles. Training and mentoring is implicit and student development is particularly nurtured and encouraged. The ethos of 'give it a go' is a community priority.

VALUING DIVERSITY

Our school values diversity and celebrates opportunities to acknowledge the differences of others. Programmed cultural activities promote the celebration of our Indigenous culture along with the rich culture of more recent Australians. Subiaco Primary School respects "it is okay to be different". Our inclusive environment encourages ongoing opportunity for us to be OUR BEST.

At Subiaco Primary School we work to link our planning with key objective identified at all levels of the Department of Education as outlined in:

Classroom First Strategy

Key elements:
1. **A focus on student achievement: success for all**
2. **A classroom orientation: sound teaching**
3. **Context specific: distinctive schools**
4. **Practical support: making it possible**
5. **Meaningful accountability: asking the hard questions**
6. **Public confidence: trusting public schools**

Plan for Public Schools 2012-2015

Priorities
- *Success for all students*
- *High quality teaching and leadership*

- *Distinctive schools*
- *A capable and responsive organisation*

Focus 2012

Supports the goal of making every student a successful student, every teacher an effective teacher and every school a good school by:

- *Raising Standards In Literacy and Numeracy*
- *Improving Student Behaviour, attendance & wellbeing*
- *Supporting teachers and school leaders*

- *Strengthening early childhood education*
- *Enabling greater school autonomy, flexibility and innovation*

SUBIACO PRIMARY SCHOOL OPERATIONAL PLANS

Priorities 2012

Spelling, Grammar & Writing
Critical & Creative Thinking
Maths
Integration of Technology

LINK TO
OVERARCHING LEARNING OUTCOMES

- use language to understand, develop and communicate ideas and information and interact with others
- select, integrate and alloy numerical and special concepts and techniques
- recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others
- select, use and adapt technologies
- describe and reason about patterns, structures and relationships in order to understand and interpret, justify and make predictions
- visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options
- understand and appreciate the physical, biological and technological world and have the knowledge, skills to make decisions in relation to it
- understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation life in Australia
- interact with people and cultures other than their own and are equipped to contribute to the global community
- participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of other
- value and implement practices that promote personal growth and well being
- are self motivated and confident in their approach to learning and are able to work individually and collaboratively
- recognise that everyone has the right to feel valued and be safe, and in this regard, understand their rights and obligations and behave responsibly

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PRINCIPLES of the
CURRICULUM FRAMEWORK

*An encompassing view of curriculum
*An explicit acknowledgement of core values
*Inclusivity
*Flexibility
*Integration, breadth and balance
*Developmental approach
*Collaboration and partnerships

CORE SHARED VALUES

Learning Relationships
* Pursuit of knowledge and achievement of potential
* Self acceptance and a commitment to respect of self
* Respect and concern for others and their rights
* Social and civic responsibility
* Environmental responsibility

INCLUSIVITY

Our Pastoral Care encompasses:
- Students At Educational Risk & Behaviour Management policies.
- School Chaplain
- Student Health Care initiatives.

Raising Standards In Literacy & Numeracy	Improving Student Behaviour, attendance& wellbeing	Strengthening Early Childhood Education	Enabling greater school autonomy, flexibility and innovation	Supporting teachers and School Leaders
• *Curriculum Framework* • *Australian Curriculum* • *Student Assessment* • *Reporting to Parents* • *Curriculum Provision* • *ICT* • *SAER* • *Attendance* • *School priorities* • *Data informed planning* • *Whole school literacy and numeracy approach*	• *Effective BMIS* • *Supportive learning* • *Supportive Environments* • *Pastoral Care* • *Inclusivity* • *Student wellbeing* • *Chaplaincy* • *SIS attendance*	• *Professional Development* • *Induction/Mentoring* • *ECE Scope and Sequence* • *Performance Management* • *Literacy/Numeracy priorities* • *Implement EYLF in conjunction with National Curriculum.* • *On entry assessment* • *Subiaco K/P Assessment Document.*	• *Self assess school performance then plan and resources strategies to being about improvement.* • IPS Business Plan • *Data Analysis directs Planning* • *Leadership Opportunities* • *Developing local solutions*	• *Collaboration* • IPS Business Plan • *Leadership Opportunities* • *Devolved leadership – Level 3 teachers, Senior Teachers, Executive Committee, School Board* • *PL Australian Curriculum & Priority areas*

FINANCE
The school operates a one line budget of $4 100 000. The School Board oversees our budget.

PEOPLE
60 staff made up of Principal, Assistant Principals, Teaching, Non Teaching and Chaplain

TIME
The school day commences at 8.50am and finishes at 3.10pm.

SCHOOL BOARD

PURPOSE
The Board is formed with the fundamental purpose of enabling parents and members of the community to engage in activities that are in the best interests of students and will enhance the education provided by the school.
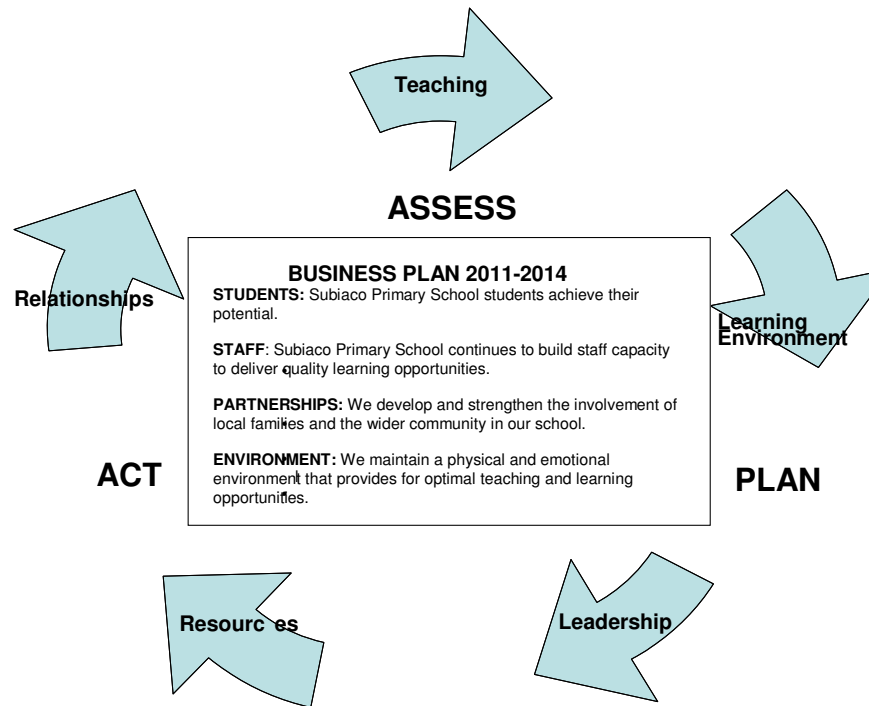
FUNCTIONS OF THE BOARD
The Board has the powers and duties to make recommendations in the following:
- establishing and reviewing from time to time, the school's objectives, priorities and general policy directions;
- the planning of financial arrangements necessary to fund those objectives, priorities and directions;
- evaluating the school's performance in achieving them; and
- formulating codes of conduct for students at the school.
- charges and contributions for the provision of certain materials, services and facilities under section 99(4) of the School Education Act;
- any agreements or arrangements for advertising or sponsorship in relation to the school under section 216(5) of the School Education Act.

To provide advice to the principal of the school on:
- a general policy concerning the use in school activities of prayers, songs and material based on religious, spiritual or moral values being used in a school activity as part of religious education; and
- the implementation of special religious education under section 69(2) of the School Education Act.
- with the approval of the Minister or Director General, as the Minister's delegate, to take part in the selection of, but not the appointment of, the school principal or any other member of the teaching staff

THE SCHOOL IMPROVEMENT AND ACCOUNTABILITY FRAMEWORK

Teaching

ASSESS

Relationships

Learning Environment

BUSINESS PLAN 2011-2014

STUDENTS: Subiaco Primary School students achieve their potential.

STAFF: Subiaco Primary School continues to build staff capacity to deliver quality learning opportunities.

PARTNERSHIPS: We develop and strengthen the involvement of local families and the wider community in our school.

ENVIRONMENT: We maintain a physical and emotional environment that provides for optimal teaching and learning opportunities.

ACT

PLAN

Resources

Leadership

School Improvement & Accountability

The Principal, in collaboration with school staff is required to:

- Undertake self assessment that results in judgements about the standard of student achievement and the effectiveness of school processes in maximising student achievement
- Undertake school planning processes that include the development of a School Plan, operational planning and classroom planning.
- Publish annually a School Report that describes the school's performance
- Participate in and actively respond to school review processes including Standards Reviews and, as required, reviews conducted by the Expert Review Group.

Connecting with Department of Education Priorites Classroom First 2012

Subiaco Primary School supports the goal of making every student a successful student, every teacher an effective teacher and every school a good school. This is and will be through:

Raising standards in Literacy & Numeracy

2010	2011	2012	2013
Follow " Whole School Curric. Planning Process" and Priority Plans Key Items are: Develop Whole School Literacy and Numeracy Plans Level 3 teacher in Literacy support Provide opportunities for Learning Teams to plan collaboratively learning, teaching & assessment Engage in moderation for assessment Maintain support for ICT integ Continue to develop LSC role in catering for SAER Provide support for extension & remediation programs IEP/GEP Align Performance Management & PL with Focus 2010 Monitor attendance – follow up as required	Review Whole School Curric. Planning Process & Operational Plan - in December Familiarise with Australian Curriculum Review Whole School Literacy Numeracy Plans Writing, Spelling & Grammar Operational Plans Investigate options for increasing support staff (one line budget) Whole school PL of ICT projects including electronic whiteboard and Apple Mac programs. Engage students in cooperative learning PL Critical & Creative thinking through literacy Develop whole school approach for students requiring extension	Implement Australian Curriculum in Maths, English and Science. Familiarise in History Interactive Whiteboards in all classes. Introduce iPads. Investigate other ICT projects	Refine and embed implementation of Australian Curriculum

Supporting Teachers and School Leaders

2010	2011	2012	2013
Effective Staff Deployment eg. Specialists, ESL EA Provide opportunities for teachers and Ed. Assistants to collaborate Investigate options for increasing support staff Provide opportunities for collaboration in learning, teaching & assessment. Provide moderation opportunities Support for Professional Learning eg. K-10 Syllabus implementation, ICT integration IT support through ICT coordinator	Continue learning team collaboration Workplace learning with Central TAFE EA students Provide moderation opportunities for collaborative tasks & semester reporting Familiarise English and Maths Australian Curriculum developments IT support through ICT appointed staff	Workforce plan implementation. Refine workforce plan. Monitor workplace Health Implement English and Maths Australian Curriculum	Refine Workforce plan Fully implement Australian Curriculum

Improving Student Behaviour, attendance and wellbeing

2010	2011	2012	2013
Review BMIS policy Focus on Values education via Syllabus implementation Promote the "Our Best " motto in values as well as academic Pastoral Care – strengthen the role of the Chaplain Expand student leadership roles Promote inclusive practice eg. Cooperative learning	Embed values education across the curriculum Introduce Sister School Relationship with Cambodia, develop Social Justice Group Introduce resilience program for targeted students Consider introducing Student Mediators Review SiS attendance – profile students Mentor Program Year 1s Year 7s School Volunteer Program	Review Sister School Relationship with Cambodia, refine Social Justice Group, introduce BUZ resilience program across school.	

Strengthening Early Childhood education

2010	2011	2012	2013
	Support Prof. Learning needs Provide opportunities to collaborate Explore leadership opportunities for staff Support/mentor Graduates. Trial National Curriculum in Maths and English. Network meetings	K/P Operational plan. Subiaco K/P assessment document (Semester 2 & 4) On Entry assessments in literacy and numeracy (Term1 & 4) Discuss and plan for the National Curriculum. Teach and reflect. Subiaco K/P assessment and On Entry to monitor student progress. Interactive Whiteboard programs for Literacy and Numeracy. Network meetings	Ongoing Refine On Entry with Subiaco Assessment Document. Ongoing Ongoing Ongoing Ongoing

Enabling greater school autonomy, flexibility and innovation

2010	2011	2012	2013
Self assess school performance then plan strategies to being about improvement (Follow "Whole School Curric. Planning Process, Operational Plan & Teaching & Learning Cycle) Provide professional learning in teachers' use of data to direct learning and teaching Utilise Focus 2010 in Performance Management process Review PM Process	IPS status granted, one line budget, staff selection pool process for vacancies, Graduate Connect Program, Business Plan development, School Board, terms of Reference Explore leadership opportunities for staff Provide opportunities to collaborate Introduce and expand Leadership roles eg Level 3, Senior Teacher Support Prof. Learning needs Support/mentor Graduates Refine PM process Analyse data to inform teaching programs PL Critical & Creative Thinking Team meetings	Review, refine and embed IPS processes	External review

Whole School Curriculum Planning Process

School planning at Subiaco Primary School is an integral part of the improvement process involving four stages.

1. **Gather and Analyse Data**
2. **Plan for Improvement**
3. **Teaching and Learning**
4. **Assessment and Reporting**

Elements/Stages of the Process

1. **Gather and Analyse Data**: **Students' achievement and learning needs**

   Needs are identified through the collection of student achievement information. Refer to:
   - *Teaching and Learning Cycle;*
   - *MIS Data Collection and Analysis;* and
   - *MIS Cycle.*

   Examination of student achievement information enables Subiaco Primary School staff to make judgements about whether our students are making sufficient progress with their learning in relation to relevant standards. Sources of information include:
   - teachers' records of student assessment
   - teacher moderation of student work
   - system supported assessments eg. NAPLAN, WAMSE
   - student/parent/teacher surveys

   Administration, Executive and Learning Teams Leaders analyse NAPLAN data using SAIS, First Cut, Data Club and Schools Online-WALNA, comparing with like schools over time, value adding by tracking matched cohorts and identifying target student groups.

   Examination of academic and non-academic data at Subiaco Primary informs the selection of priority areas and operational plans within the *Business Plan, Strategic Plan* and the *School Operational Plan.*

2. **Plan for Improvement**: **Breadth and balance in curriculum planning.**

   Refer to:
   - *School Strategic Plan 2011-2013;* and
   - *Operational Plans*

   When planning, Subiaco Primary School staff exercise professional judgements about the full range of learning, teaching and assessment programs that will meet the learning needs of our students. These judgements are made in the context of *Subiaco School Plan 2009* and *Operational Plan*, which takes into account DET policy requirements and community expectations.

3. **Teaching and Learning**: **Learning outcomes and content.**

Refer to *Learning Team Plans* for priority areas.

Every term, *Learning Team Plans* are written for priority areas. The plans include consideration of relevant learning outcomes as well as content from the K-10 Syllabus. This enables staff to make informed decisions about the adequacy of current curriculum provision and whether modifications are required. It may result in curriculum modifications to ensure that students have adequate opportunities to make progress.

From NAPLAN analysis, a plan for improvement is developed and implemented for targeted students who achieve low value adding. Target setting assists teachers to develop and implement developmentally appropriate learning, teaching and assessment programs for students.

The focus of whole-school curriculum planning is the continued learning success of all students in the school. While the majority of students will continue to achieve within an expected range, some students will require learning and teaching adjustments to support their learning through Group and Individual Education Plans.
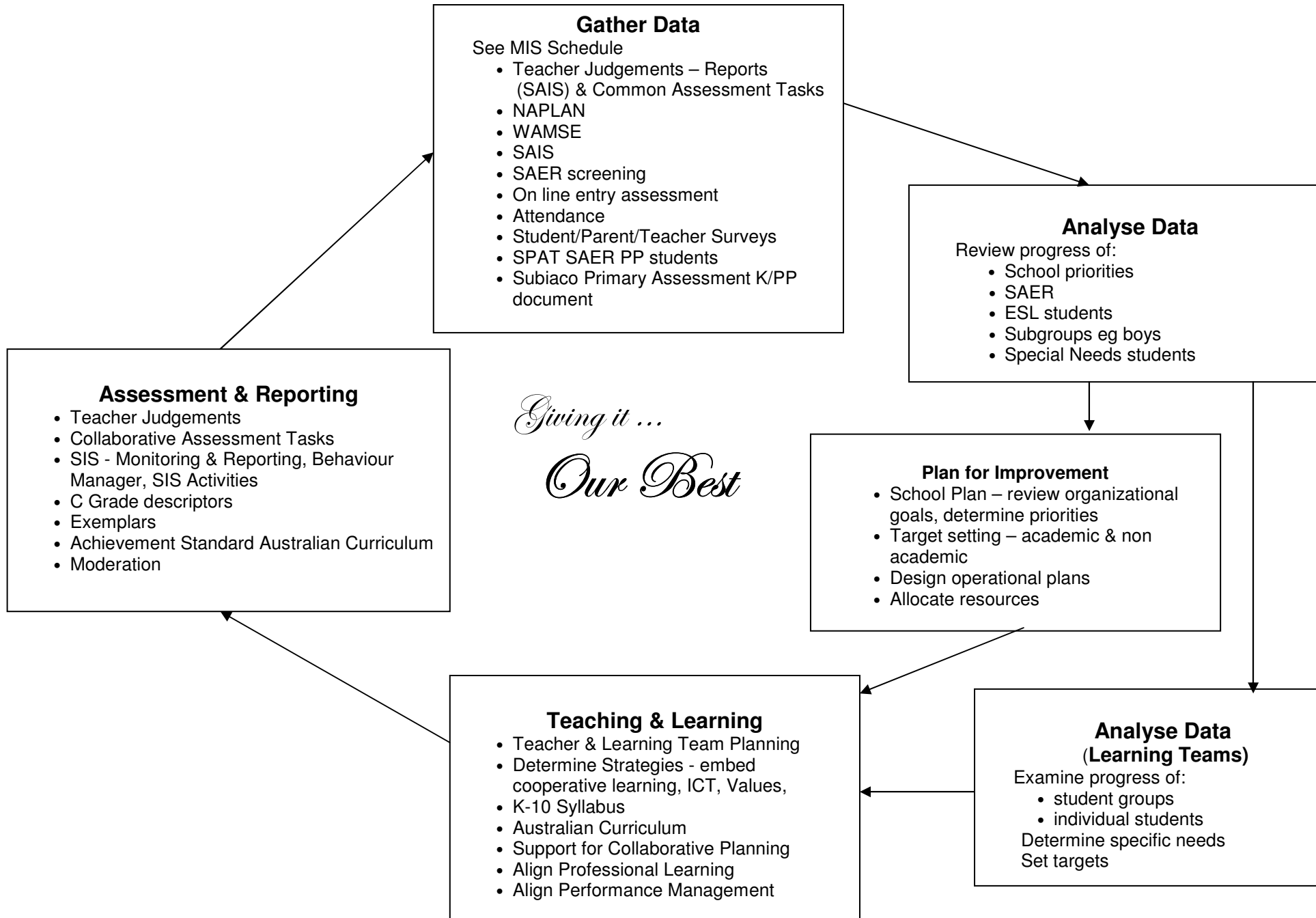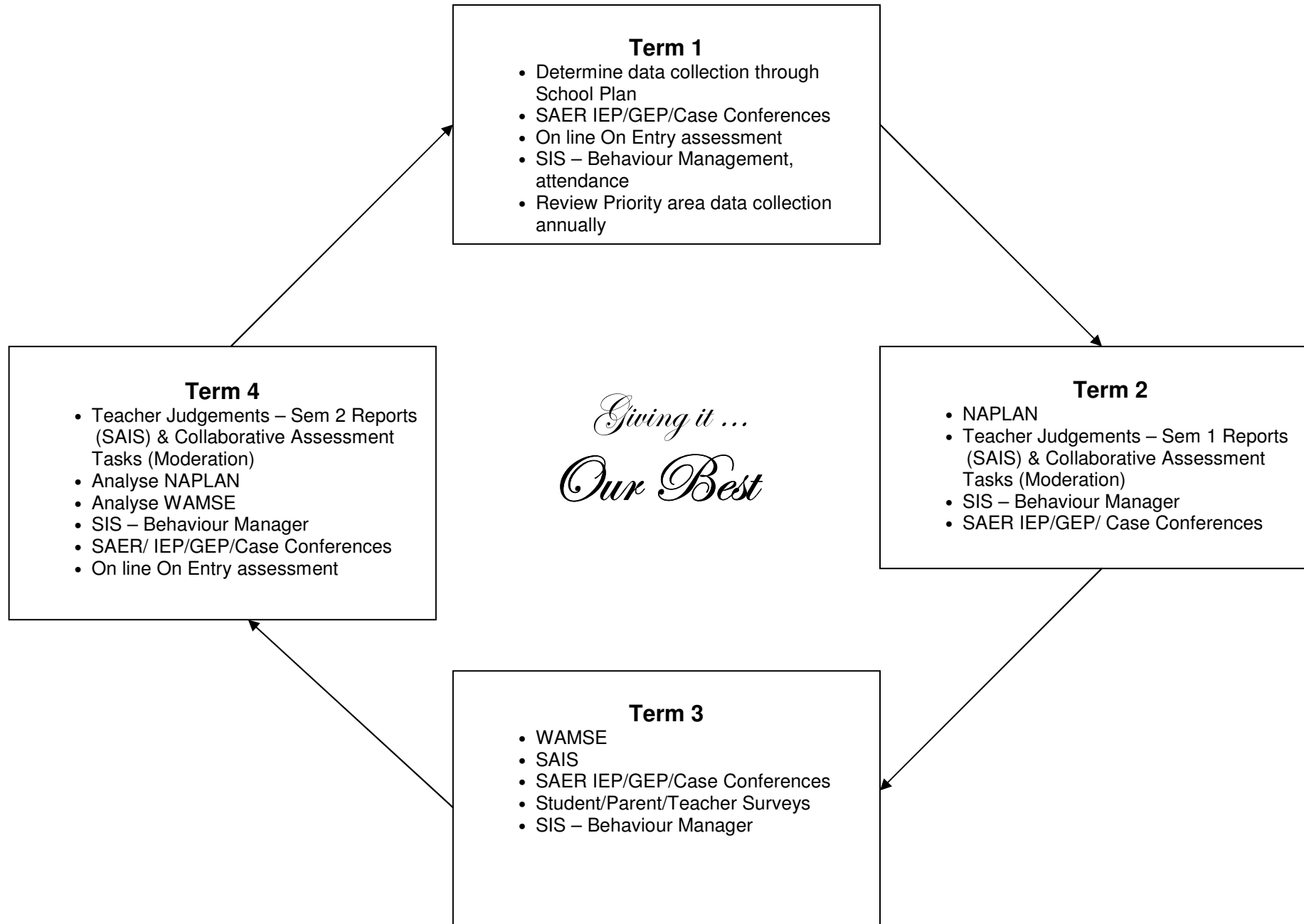
4. **Assessment and Reporting.**

Refer to:
- *Assessment and Reporting Policy;*
- *Reporting Policy Schedule;*
- *MIS Data Collection and Analysis;* and
- *MIS Cycle*.

Assessment is an integral part of learning and teaching and informs curriculum planning. Year level teachers collaboratively plan and moderate learning area assessment tasks in order to make consistent judgements.

Teaching and Learning Cycle

Gather Data

See MIS Schedule
- Teacher Judgements – Reports (SAIS) & Common Assessment Tasks
- NAPLAN
- WAMSE
- SAIS
- SAER screening
- On line entry assessment
- Attendance
- Student/Parent/Teacher Surveys
- SPAT SAER PP students
- Subiaco Primary Assessment K/PP document

Analyse Data

Review progress of:
- School priorities
- SAER
- ESL students
- Subgroups eg boys
- Special Needs students

Giving it …

Our Best

Plan for Improvement
- School Plan – review organizational goals, determine priorities
- Target setting – academic & non academic
- Design operational plans
- Allocate resources

Assessment & Reporting
- Teacher Judgements
- Collaborative Assessment Tasks
- SIS - Monitoring & Reporting, Behaviour Manager, SIS Activities
- C Grade descriptors
- Exemplars
- Achievement Standard Australian Curriculum
- Moderation

Teaching & Learning
- Teacher & Learning Team Planning
- Determine Strategies - embed cooperative learning, ICT, Values,
- K-10 Syllabus
- Australian Curriculum
- Support for Collaborative Planning
- Align Professional Learning
- Align Performance Management

Analyse Data
(**Learning Teams**)

Examine progress of:
- student groups
- individual students

Determine specific needs
Set targets

Data Collection & Analysis

Term 1
- Determine data collection through School Plan
- SAER IEP/GEP/Case Conferences
- On line On Entry assessment
- SIS – Behaviour Management, attendance
- Review Priority area data collection annually

Term 2
- NAPLAN
- Teacher Judgements – Sem 1 Reports (SAIS) & Collaborative Assessment Tasks (Moderation)
- SIS – Behaviour Manager
- SAER IEP/GEP/ Case Conferences

Term 3
- WAMSE
- SAIS
- SAER IEP/GEP/Case Conferences
- Student/Parent/Teacher Surveys
- SIS – Behaviour Manager

Term 4
- Teacher Judgements – Sem 2 Reports (SAIS) & Collaborative Assessment Tasks (Moderation)
- Analyse NAPLAN
- Analyse WAMSE
- SIS – Behaviour Manager
- SAER/ IEP/GEP/Case Conferences
- On line On Entry assessment

Giving it …

Our Best

Managing Information System – Data Collection & Analysis

Term 1
- School development day staff presentation on how data sets have informed school priorities. Inform staff how Strategic Plan and DoE priorities link to Operational Plans. Operational Plans are developed in Term 4 with input from key staff members. Key whole school targets are shared.
- Whole school literacy plan links with Operational Plans. These plans inform collaborative learning team plans and individual classroom planning.
- Year 4 & 6 teachers are given NAPLAN data from previous year to inform planning.
- All teachers involved in collaborative planning. Year 3, 5 & 7 teachers use K-10 Syllabus NAPLAN planner and resources from the portal to inform their teaching and learning programs. Teachers refer to previous test items, teach to point of need and use K-10 Syllabus Scope & Sequence where appropriate to inform content to teach. Teacher support time given to Year 3, 5 or 7 classes as determined by student need.
- SAIS data Semester 2 previous year is analysed to compare teacher judgement with like schools.
- My School website data analysed.
- First Cut data is analysed for value adding and comparing student achievement and progress in NAPLAN. Students deemed making limited progress are considered for IEP/GEP.

Term 2
- All data sets and implications for teaching presented and discussed in a workshop at Term 2 school development day.
- Learning team plans and classroom plans align to priorities and targets. Teachers reflect on individual goals set in Term 1 and adjust in light of Term 2 expectations and professional learning.
- SAIS data from Semester 1 & Semester 2 previous year is presented to staff to help inform moderation of grades for reporting.
- Students in Year 3, 5 & 7 sit NAPLAN.
- Teacher support reviewed each term and given to areas of need across the school.

Term 3
- Professional learning in priority areas, goal setting and planning form part of school development day
- SAIS data Semester 1 is analysed to compare teacher judgement with like schools.
- Receive NAPLAN results at end of Term 3 or beginning of Term 4. Once data is received, key staff use EARS to analyse student distribution for NAPLAN and disaggregation of total cohort, female, male and LBOTE. Relative Assessment and Longitudinal Summaries are considered.
- All teachers complete surveys based on school priorities.

Term 4
- Data is analysed and presented to staff at school development day. Staff led through a process to inform priority selection for following year. Targets are set.
- Priority area committees are formed with representatives from K-3 and 4-7 learning teams to develop operational plans for following year. Input considered from all stakeholders, research and DoE directions.
- NAPLAN results given to Year 3, 5 & 7 teachers. Teachers refer to test items, teach to point of need and use K-10 Syllabus Scope & Sequence where appropriate to inform content to teach.
- WAMSE results received Term 4. Results are analysed and given to teachers to refer to for planning and reporting.
- Support program to target Year 2, 4 & 6. Teachers given NAPLAN data to inform planning. They use K-10 Syllabus NAPLAN planner and resources from the portal to inform their teaching and learning programs. Teachers refer to previous test items, teach to point of need and use K-10 Syllabus Scope & Sequence.
- SAIS data from Semester 1 current year is presented to staff to help inform moderation of grades for reporting in Semester 2.

Whole School Beliefs in Literacy and Numeracy

At Subiaco Primary School we provide:
- A respectful, happy, safe learning environment;
- Learning experiences that connect with and challenge existing skills and values. Risk taking is encouraged and supported;
- Integration of Critical and Creative Thinking in teaching and learning programs;
- Timely and constructive feedback. This is practiced and modelled;
- For and accommodate differences between learners;
- Action and reflection and encourage goal-setting;
- A balance of cooperative, group, partner and individual learning opportunities;
- Relevant learning experiences connecting to real life; and
- Active participation in challenging and engaging experiences to help students become self-motivated, confident learners.

Values and Beliefs about Numeracy

"Numeracy is the ability to effectively apply mathematics in everyday, recreational, work and civic life, and is vital to the quality of participation in society." *(K-10 Syllabus)*

At Subiaco Primary School we believe teachers:
- Enable students to develop increasingly sophisticated and refined mathematical **understanding, fluency, logical reasoning**, analytical thought and **problem-solving skills**.
- Provide opportunities for student to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.
- Ensure all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently.
- Provide students with carefully paced, in-depth study of critical skills and concepts. Explicitly teach basic facts and mental combinations.
- Teach problem solving strategies and effective problem solving investigations.
- Assist students to understand and applying mathematical language.

Values and Beliefs about Literacy

"The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them." *(ACARA 2011)*

At Subiaco Primary School we believe teachers:
- Provide teaching and learning programs that balance and integrate the three strands **Language, Literature** and **Literacy.**
    - **Language:** knowing about the English language
    - **Literature:** understanding, appreciating, responding to, analysing and creating literature
    - **Literacy:**   expanding the repertoire of English usage
- Develop students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.
- Help students to engage imaginatively and critically with literature.
- Create confident communicators, imaginative thinkers and informed citizens.
- Provide print rich environment including multimodal digital technologies.
- Source good models of literacy.
- Implement a Gradual Release of Responsibility model (modelling, sharing, practise, apply).
- Develop and practice opportunities for automaticity of print.

Developed in December 2011. References: *2011 ACARA 3.0* www.australiancurriculum.edu.au

2012 SPELLING, GRAMMAR WRITING TIMELINE OF TASKS AND PROFESSIONAL LEARNING   **2012 New content = bold** 2011 continuation
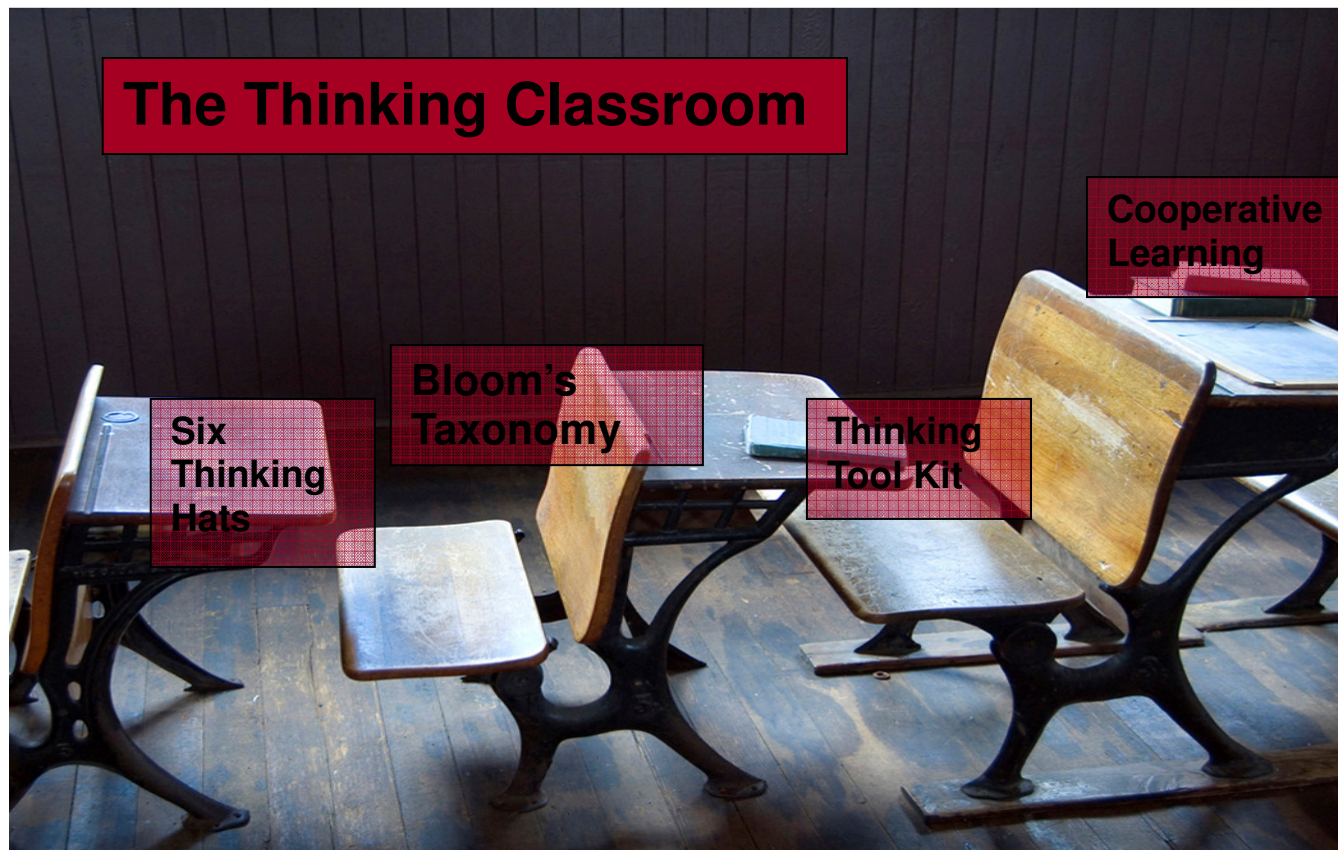
SPELLING	GRAMMAR	WRITING
Term 1 ~ Developmental approach that allows each year level to audit different knowledge to help students progress • Years 3, 5 & 7 NAPLAN preparation • Year 1 consolidate single sounds • Administer 'Words Their Way' Developmental Spelling Test and group class according to results *Primary Spelling Inventory PSI (Years 1-3)* *Elementary Spelling Inventory ESI (Years 4-7)* • High Frequency Words **Kindy – expose to first 14 WAPPA sight words** **PP expose to first 28 WAPPA sight words** **Year 1 - audit personal sight word knowledge using WAPPA Sight Word Lists. Provide students with individualised sight word booklets progression onto Oxford First 400 Sight Words.** **Year 2/3 – audit spelling of First 200 Oxford Sight Words** **Years 4-7 Students at Risk continue to consolidate spelling of First 400 Oxford Sight Words** • Consolidate high frequency word knowledge using a multi-modal approach *Year 1-2 First 200 Words* ***Years 3-7 Word Shark***	**Term 1** • Years 3, 5 & 7 NAPLAN preparation • **Links to ACARA *Sentence & Clause level grammar*** **PP – Recognise that sentences are key units for expressing ideas** **Year 1 – identify parts of a simple sentence** **Year 2 – compound sentences** **Year 3 – clause as a unit of meaning with a subject and verb in agreement** **- understand that paragraphs are a feature of written text** **Year 4 – sentences can be expanded through the use of noun and verb groups** **Year 5 – difference between a main and subordinate clause to make a complex sentence** **Year 6 – clauses can be combined to elaborate, extend or explain ideas** **Year 7 – embedded clauses contribute additional information to a sentence**	**Term 1** • Years 3, 5 & 7 Persuasive Writing NAPLAN prep
Term 2 • NAPLAN YEARS 3,5 & 7 • High Frequency Words **PP expose to first 28 WAPPA Sight Words.** **Write some high frequency words and use onset and rime to spell words** **Year 1 – use visual memory to write high frequency words and recognise and know how to use morphemes in word families (play, played, playing)** **Year 2 – understand and use diagraphs, long vowels, blends and silent letters to spell words.** **Use morphemes and syllabification to break up simple words.** **Recognise common prefixes and suffixes and how they change a words meaning** **Year 3 – knowledge of spelling rules, compound words, prefixes and suffixes, morphemes and less common letter combinations** **Year 4 – homophones, spelling rules see Year 3** **Year 5 – use banks of known words as well as word**	**Term 2** • NAPLAN YEARS 3, 5 & 7 • **Links to ACARA (consolidate see above/ as per Term 1)**	**Term 2** • NAPLAN YEARS 3, 5 & 7 • **Links to ACARA *Punctuation*** **PP – understand that punctuation is a feature.** **Understand that capital letters are used for names and capital letters and full stops signal the end and beginning of a sentence.** **Year 1 – recognise that different types of punctuation are used** **Year 2 – recognise that capital letters are used for proper nouns and commas are used to separate items on a list** **Year 3 - word contractions are used for informal language and apostrophes signal a missing a letter in contractions** **Year 4 – quotation marks are used in text to signal dialogue, titles and reported speech** **Year 5 – understand how possession is signalled through apostrophes** **Year 6 – understand commas are used to separate**

origins as well as prefixes, suffixes and morphemes to learn and spell new words. Recognise uncommon plurals ie: foci **Year 6** – all of year 5 and technical words and words adopted from other languages **Year 7** – all of year 6 and Greek and Latin roots and base roots **(Year 8)** – extension for advanced Year 7 students apply learned knowledge consistently to spell accurately and to learn new words including nominalisations		**clauses** **Year 7** – use of punctuation to support meaning in complex sentences • **Years 1-7 Focus on 'Retell' as a strategy and use as an assessment piece**
Term 3 • High Frequency Words ***Kindy continue to expose to first 14 WAPPA Sight Words - know the first five words*** ***PP know the first 14 WAPPA Sight Words***	**Term 3** • **Links to ACARA at the _Word Level Grammar_** **PP** – texts are made up of words and groups of words are used to make meaning **Year 1** – explore differences in words (ie: words can represent people, actions, details and qualities **Year 2**- looking at noun groups that can also be expanded using **Year 3** – Verbs (doing, thinking, saying & relating) **Year 4** – Adverbs & Prepositional phrases **Year 5** – Noun and adjective groups can be expanded to provide more details **Year 6** – Ideas can be sharpened through careful choice of verbs, tenses and adverbial phrases **Year 7** – Understand how modality is achieved through the choice of verbs, adverbs, adjectives and nouns	**Term 3** • **Links to ACARA _Editing_** **PP** – participate in shared editing of students' own text for meaning, spelling, capital letters & full stops **Year 1** – reread student's own text and discuss changes to improve meaning, spelling & punctuation **Year 2** – students reread and edit for spelling, sentence boundary punctuation and text structure **Year 3** – reread and edit text for meaning, appropriate structure, grammatical choices and punctuation **Year 4** – reread and edit for meaning by adding, deleting or moving words, or word groups, to improve content and structure (editors checklist) **Year 5** – reread student's own and others' work using an agreed criteria for texts structure and language features (rubric) **Year 6** – reread and edit students' own and others' work using agree criteria and explain editing choices **Year 7** – edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting ideas for impact checklist or rubric)
Term 4 High Frequency Words ***Kindy expose to first 14 WAPPA Sight Words - know the first five words*** ***PP know the first 14 WAPPA Sight Words*** **Links to ACARA** **PP** – onset and rime **Years 1-3** – extend and consolidate personal knowledge bank of First 400 Oxford Words	**Term 4** • Revise and consolidate the year's work • Collect samples for reporting	**Term 4** • Revise and consolidate the year's work • Collect samples for reporting

SUBIACO PRIMARY SCHOOL READING OPERATIONAL PLAN 2012

OUTCOMES	STRATEGIES	RESOURCES	MONITOR/EVALUATE
Students read a wide range of text with purpose, understanding and critical awareness. **LANGUAGE** **Knowing about the English Language** **LITERATURE** **Understanding, appreciating, responding to, analysing and creating literature** **LITERACY** **Expanding the repertoire of English Language** Staff to adopt 4 key strategies: 1.**Use a range of reading Procedures:** Reading to students Modelled, Shared, Independent & Guided reading Language experience Incorporate ICT 2. **Support students to read Informational Text.** Purpose Text Organisation Language Features 3.**Processes and Strategies** Meta cognition Information Processes 4. **Contextual Understanding** Informational Text	Whole School literacy Planning. **Home Reading Policy** **Teach content from Australian Curriculum** **Integrated ICT use** **Explicit teaching of Comprehension** **Bug Club** (Yrs P-3)-use for **Guided Reading** **Making Connections Reading Program** 2 books per year level 1 skill per term Can be used for Guided Reading **Reading Boxes** Once per week Boxes available: yellow, blue, red, green **Modelled Reading** Teacher Reading to Students regularly **Silent Reading**: 3-5 days per week	**D5005 $ 16 000 (English)** **D5008 $ 4 500 (ECE)** Eileen Burns English Coordinator (Level 3) 0.2 FTE- Lia Pike LSC, SAER coordinator Australian Curriculum First Steps reading resources Integrate and embed ICT Bug Club Making Connections Purchase a second yellow and Red box or equivalent	Teachers to become familiar with and using the Australian Curriculum NAPLAN results review and analysis, explicit teaching based on weaknesses identified SAIS data IEP and GEP planning and review Teacher judgement A-E Making Consistent Judgements as appropriate using CAT (Common Assessment Tasks)

The Thinking Classroom

Cooperative Learning

Bloom's Taxonomy

Six Thinking Hats

Thinking Tool Kit

Subiaco Primary School's aim is to develop critical and creative thinking skills in all students to enable them to achieve to their full potential. Increasingly they will manage their own learning with confidence and autonomy.

Our **Strategic Plan** for the Thinking Classroom at Subiaco PS is based on Melbourne Declaration on Educational Goals for Young Australians , this being:

- The teacher will create the climate where thinking is a valued activity.
- The teacher will apply strategies and techniques for structuring a variety of classroom interactions.
- The teacher will promote metacognition through modelling his or her own thinking process and helping students become aware of their own thinking.
- The teacher will provide for explicit instruction of thinking skills.

Ref: Thinking Skills Resource Book Lorene Reid

OUTCOMES	ONGOING STRATEGIES AND PROCESSES	RESOURCES	MONITOR AND EVALUATE
We aim to produce successful learners who learn to: • pose insightful and purposeful questions • apply logic and strategies to uncover meaning and make reasoned judgments • think beyond the immediate situation to consider the 'big picture' before focussing on the detail • suspending judgment about a situation to consider alternative pathways • reflect on thinking, actions and processes • generate and develop ideas and possibilities • analyse information logically and make reasoned judgments • evaluate ideas and create solutions and draw - conclusions • assess the feasibility, possible risks and benefits in implementation of their - -ideas transfer their knowledge to new situations	Maintain a Thinking Classroom Committee and determine direction for continued implementation of the program. See The Thinking Classroom Overview for a timeline for implementation. **COOPERATIVE LEARNING** Cooperative learning is an instructional strategy that simultaneously addresses academic and social skill learning by students. **What is its purpose?** Cooperative Learning is one way of providing students with a well defined framework from which to learn from each other. Students work towards fulfilling academic and social skill goals that are clearly stated. It is a team approach where the success of the group depends upon everyone pulling his or her weight. **How can I do it?** There is Five Basic Elements of Cooperative Learning 1. Positive Interdependence 2. Face-To-Face Interaction 3. Individual Accountability 4. Social Skills 5. Group Processing The basic elements of cooperative learning can be considered essential to all interactive methods. Student groups are small, usually consisting of two to six members. Group members share the various roles and are interdependent in achieving the group learning goal. While the academic task is of primary importance, students also learn the importance of maintaining group health and harmony, and respecting individual views. **SIX THINKING HATS – EDWARD DE BONO** Six Thinking Hats requires students (and teachers), to extend their way of thinking about a topic by wearing a range of different 'thinking' hats: ▪ **White** hat thinking focuses on the information available and needed.	Professional learning for teachers Tap into suppliers to access relevant resources: Michael Pohl, Garner, Bloom, Barrie Bennett, Kagan, Eric Frangenheim, Ralph Pirozzo Barrie Bennett Cooperative Learning 'Where Heart Meets Mind' Provide new classrooms/teachers with: Six Thinking Hats information pack. Six Thinking Hats posters and hats.	**See Operational Plan** **Assessment and Evaluation Considerations** Observing cooperative learning groups in action allows you to effectively assess students' work and understanding. Cooperative learning groups also offer a unique opportunity for feedback from peers and for self-reflection

OUTCOMES	ONGOING STRATEGIES AND PROCESSES	RESOURCES	MONITOR AND EVALUATE
	▪ **Black** hat thinking examines the difficulties and problems associated with a topic. ▪ **Yellow** hat thinking focuses on benefits and values. ▪ **Red** hat thinking looks at a topic from the point of view of emotions, feelings and hunches. ▪ **Green** hat thinking requires imaginative, creative and lateral thinking about a topic. ▪ **Blue** hat thinking focuses on reflection, metacognition (thinking about the thinking that is required), and the need to manage the thinking process. The colours help students to visualise six separate modes of thinking and to convey something of the meaning of that thinking, for example, red as pertaining to matters of the heart, white as neutral and objective. **What is its purpose?** Students learn to reflect on their thinking and to recognise that different thinking is required in different learning situations. **How can I adapt it?** Six Thinking Hats can be applied to many situations in which brainstorming, problem solving, creative and lateral thinking are required, for example in reviewing a range of texts, creating a character profile or evaluating an environmental issue. **How can it be used to evaluate students' language learning?** There is a range of possible assessment outcomes in using Six Hat Thinking including: ▪ Understands and interprets the task ▪ Uses strategies to assist or facilitate discussion ▪ Contributes to discussion ▪ Comprehends and applies the six ways of thinking **BLOOMS TAXONOMY**	Many Ways to be Smart posters Kagan Smart Cards Ralph Pirozzo Templates ITC framework poster of Bloom's Taxonomy of Cognitive Processes	

OUTCOMES	ONGOING STRATEGIES AND PROCESSES	RESOURCES	MONITOR AND EVALUATE
	Bloom identified six levels of learning, ranging from basic rote learning through evaluation. These levels are: - **Remembering**: Retrieving, recognising and recalling relevant knowledge from long-term memory. - **Understanding**: Constructing meaning from oral, written and graphic messages through interpreting, exemplifying, classifying, summarising, inferring, comparing and explaining. - **Applying**: Carrying out or using a procedure through executing, or implementing. - **Analysing**: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organising and attributing. - **Evaluating**: Making judgements based on criteria and standards through checking and critiquing. - **Creating**: Putting elements together to form a coherent or functional whole; reorganising elements into a new pattern or structure through generating, planning or producing. Bloom's taxonomy provides a guideline for creating assignments, discussion questions, and assessments that address the kinds of skills that students must develop to be critical thinkers and learners. **THINKING TOOLKIT** Devise a school-based Toolkit of Thinking Skills Provide diagrams and explanations for each Thinking Tool. *Access online examples via the internet*	Refer to resources by: Michael Pohl, Barrie Bennett, Kagan, Eric Frangenheim, Ralph Pirozzo	

COOPERATIVE LEARNING SOCIAL SKILLS MATRIX

SOCIAL SKILL	K/PP	YEAR 1/2/3	YEAR 4/5	YEAR 6/7
Active Listening	███	███	███	███
Taking Turns	███	███	███	███
Following Directions	███	███	███	███
Saying Please and Thank You	███	███	███	███
Being Self-Controlled	███	███	███	███
Using Quiet Voices	███	███	███	███
Praising	███	███	███	███
Acknowledging Worth of Others		███	███	███
No Put Downs (Expressing Support)		███	███	███
Including Everyone		███	███	███
Paraphrasing			███	███
Disagreeing Without Criticizing People			███	███
Resolving Conflict			███	███
Probing Asking In-Depth Questions				███
Negotiating				███
Reaching Agreement/Consensus				███

Key Priorities Staff	Increase staff confidence and capabilities in the use of:
	      Interactive Whiteboards (IWB)
	      ipads – use with small group and individual learners
	      Apple Technology/PC
	      Other technology
	Increased awareness and strategies around cyber bullying
	Develop E-Learning Skills
	Share Good Practice	

Targets	• Teachers become competent users of IWBs and integrate with school curriculum priorities. • Consolidate the use of lap top trolleys in class timetabling across learning areas. • Teachers continue to develop their skills using a range of software to enhance school priority areas. • Develop moodle facility across classes to incorporate class work. • Teachers integrated cyber safety strategies into their programs of work	
Strategic Actions	• . Professional Learning sessions in key focus areas: -ACARA ICT capabilities ACARA ICT capabilities integrated across the school priority areas – spelling, grammar, writing -Interactive White Board (IWB) professional learning – staged approach -Student Sub-Assembly "Quick Clicks" –Winthrop Australia will present a short single-topic presentation to each student block subassembly. These sessions will be based on the domains of Digital Citizenship (covering online safety and ethical online behaviour) and Digital Literacies. 21st Century Fluency Project. In-Class Shoulder-to-Shoulder- Working with identified teachers in their classrooms -In the Junior area – utilisng iPads to focus on the acquisition and consolidation of early literacy and numerate behaviours -In the Middle and upper classes - to develop projects to integrate the Mac Books into the teaching and learning programs, steered by the ACARA guidelines for technology implementation. Professional sharing • Cyber safety sessions. • Time for professional sharing. • Individual learning, research web based learning opportunities.	School Devt Days-scope and sequence (*Fig.*) Staff meetings, School Devt days Collaborative planning sessions Concept Av – Term 1 wk 4 staff meeting/ 2 hour session School Devt Day Sub Assemblies Winthrop sessions – Ongoing staff meetings Winthrop sessions – Staff meeting Professional Development Days Mentoring

Outcomes		• Achievement of ACARA ICT capabilities aligned to school priorities – spelling, grammar, writing
		Higher ratio of competent users in ICT
		Greater ICT resource utilisation specifically:
		       Bug Club,
		       iMaths
		       First 100 words
		• Improved cyber safety awareness and practices
		• Increased ICT professional sharing amongst all staff
		• Increased use of technology in class and e-learning teaching opportunities.
		• Programmes & assessment tasks incorporate ICT.
		• Improved use of the IWB using Literacy, Numeracy and Science resources

Key Priorities	**Learners**	**ACARA ICT capabilities:** *(Fig 1.1)* Applying social and ethical protocols and practices Intellectual property Personal security ICT and society Investigating with ICT Defining and planning information searches Locating and accessing data and information Selecting and evaluating data and information Creating with ICT Communicating with ICT Applying techniques or strategies to ensure security of information Managing and Operating ICT Using ICT ergonomically and efficiently Selecting hardware and software Understanding ICT systems Managing digital data

Targets	Improved opportunities to engage with ICT capabilities across learning areas.
	Improvements in ICT capabilities aligned to Subiaco Primary School priorities.
	Increased student leadership and engagement in ICT across the school.
	Greater Involvement in student ICT competitions and projects.
	Increased e-learning opportunities for all learners across the curriculum.
	Increased awareness and application of cyber safety awareness and processes.
Strategic Actions	• Teaching and Learning episodes focussed on challenge based processes to incorporate ICT capabilities across learning areas. • Student leadership demonstrated through ICT with peer tutoring and class sharing. • Engagement with IWB learning opportunities • Enhance use of ICT in greater use of photographic evidence of learning. • Student ICT • Individual learning-research web based learning opportunities.
Outcomes	• Increased student attainment of ACARA ICT capabilities aligned to school priorities – spelling, grammar, writing • Higher ratio of competent users in ICT • Greater student leadership and engagement in ICT through use of laptops in classrooms. • Increased student skill level of using technology across classes.

Key Priorities Parents/Community	Increase parent awareness in School focus areas of ICT including:
	   - ICT capabilities across the School focus areas
	      Apple Technology/PC
	      Other technology
	
	Increased awareness and strategies around cyber safety,
	ethical protocols bullying
	Develop E-Learning Skills
	Share Good Practice
		Parent sessions of Digital citizenship and cyber safety
		
		Student Sub-Assembly

Resourcing	10 pack bundle iPads Apple care protection plan	$6,400.00	Term 1
	2 iPads Apple protection plan	$1,300.00	Term 1
	Winthrop Australia – Managed Service Agreement – 12 month period	5 visits per term	Term 1-4 $6,682.00
	Winthrop Australia Professional Learning		Fortnightly Term 1- 4 $7,000
	Apple Notebooks		$14,000
	Interactive Whiteboard and software	Pre-Primary centres Kindy centres Junior assembly area Upper assembly area	$10,000
	Software to support teaching nod learning focus areas including: Mathletics, spellodrome, Bug Club, Ziptales, Easi-Teach, Making connections – IWB texts and associated activities, ICAS assessment online, iMaths		$5,000