



Halidon Primary School

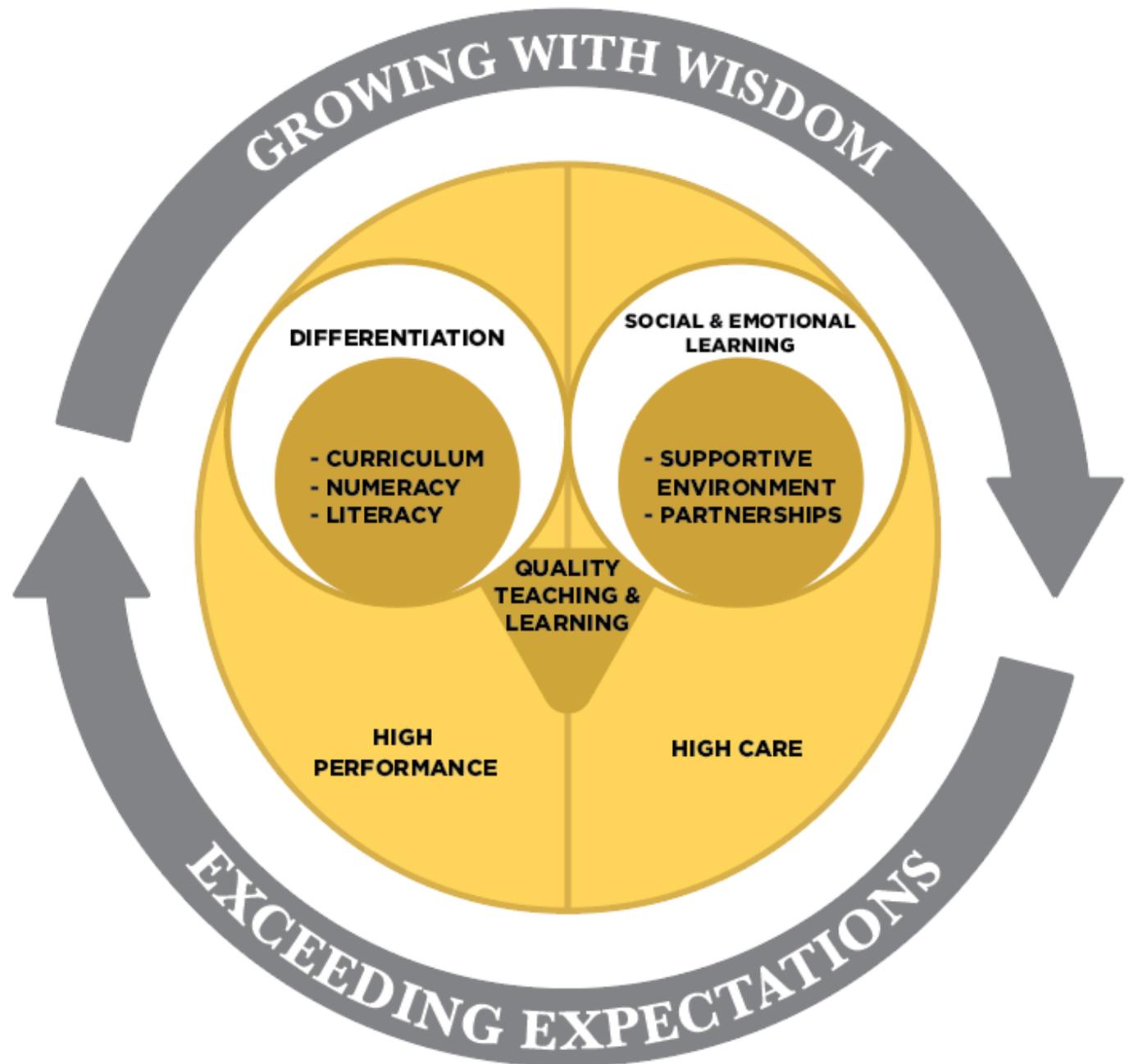
An Independent Public School



Operational Plan Years 1-2

As depicted in our pictorial representation, *'Exceeding Expectations'* and our school motto *'Growing with Wisdom'* encompasses everything we do at Halidon Primary School. At the forefront of the DoE strategic plan of High Performance High Care are our beliefs that quality teaching and learning is achieved through professional knowledge, engagement and practice with a focus on quality instruction of the Western Australian Curriculum and research based assessment procedures. We value collaboration through working in a Professional Learning Community where having very high expectations of ourselves and of our students is integral to our work. As such we have an emphasis on ensuring that a whole school approach is employed in all areas of the curriculum with a key focus on Literacy and Numeracy.

The school aims to nurture social and emotional well-being through the provision of a supportive environment that builds strong partnerships with students, caregivers and the wider community. We are committed to ensuring our students are equipped to exceed expectations in all areas of school life enabling them to become confident lifelong learners able to create positive relationships with others within their community.



PRIORITY AREA 1: EXCEEDING EXPECTATIONS

Innovative, stimulating and research based programs to produce students with a capacity to achieve beyond their expectations.

TARGET

- **Increase the percentage of students who make 'high to very high progress' from pre-primary to year 3 and year 3 to year 5 (to be greater than 65%)**

STRATEGIES	MONITORING	YEAR GROUP STRATEGIES	ACCOUNTABILITY	RESOURCES	BUDGET	WHO	TIMELINE
Implement strategies and to meet the differentiated needs of academically capable students.	Provide Professional Learning to staff in strategies for differentiation in all year groups. Student progress to be monitored and tracked using On Entry data, NAPLAN data and school based assessments.	Guided Reading Oxford Assess Levels Oxford Word List Explicit Phonic Instruction Explicit Comprehension Strategies Moderation (network and school based) Collaboration with staff Attend PL – differentiation strategies Know students' abilities through assessment and observations SEN planning Ability grouping	Oxford Assess On Entry Testing Year 1 & SEAR Yr 2 Assessments and observations Differentiation to push high level students - open ended challenges/ higher order thinking. More moderation to determine levels.	Oxford Owls Connect Readers Words Their Way Oxford Assess On Entry Test T4W Books		All	Ongoing
Implement quality whole school diagnostic tools to inform planning and differentiation.	Teachers use data to inform planning and for differentiated instruction. Data to be collected to track student progress and for progressive planning Implementation of a whole school assessment schedule. Implement.....Oxford assess, Fountas and Pinnell, Words Their Way, Rainbow Assessment Tool—	Small group work Ability Level grouping Extension groups Oxford Assess On-Entry Use of whole school diagnostic tools /Oxford, F&P Committee meetings Collaboration with staff Whole school approach Attend PL	Nicola Admin Follow assessment schedule Words Their Way diagnostic Nicola	IMaths Mathletics Bounce Ed On Entry Oxford Assess T4W Texts			Ongoing

	Revised (RAT-R), Kindergarten Assessment Tool (KAT), Common Assessment Tasks (CAT), and Online Interview (OLI), Brightpath. TOMS, PEAC, TAGS	<ul style="list-style-type: none">- RAT- SAER- Bright Paths					
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SOCIAL AND EMOTIONAL WELL BEING

The Friendly Schools Plus program forms the basis for Halidon Primary Schools Social and Emotional Wellbeing program (SEWB). This program is supported by the Chaplaincy program that provides support for those students who are at social and/or emotional risk. The Chaplain works closely with these students on an individual basis, small group and classroom level providing necessary support and guidance to enable them to function effectively at school.

GOALS

- **Embed the social and emotional skills needed by all students to EXCEED their academic expectations, experience well-being and create positive relationships with others.**

STRATEGIES	MONITORING	YEAR GROUP STRATEGIES	ACCOUNTABILITY	RESOURCES	BUDGET	WHO	TIMELINE
<p>Explicitly teach the Friendly Schools Plus program across all year levels</p> <p>Embed the Four General Capabilities of Friendly Schools Plus across all areas of the curriculum.</p>	<p>Provide teachers with ongoing support in implementation process and PL</p> <p>Investigate the monitoring and collection of data through the Sunshine Committee.</p>	<p>Implementation of Friendly Schools Plus</p> <p>Attend PL</p> <p>Collaboration with staff</p> <p>Chaplaincy program</p> <p>Councillor modelling at assembly</p> <p>Cross curricular links – reading books FS+</p> <p>Whole school days ie. Harmony Day</p> <p>Buddy classes</p> <p>Classroom collections of feelings and emotions</p> <p>Merit awards</p> <p>Sunshine committee</p>	<p>Teachers</p> <p>Incidental teaching of strategies as needed</p> <p>End of year awards to celebrate high achievers and those who have progressed well</p> <p>Student Council</p>	<p>Friendly Schools Plus</p> <p>School Chaplain</p> <p>Sunshine Committee</p>			Ongoing
<p>Chaplaincy program to support individuals and provide social skills programs for identified small groups of students.</p>	<p>Formally review the chaplaincy program to ensure student needs are met.</p>	<p>Refer students to the chaplaincy program where needed</p> <p>Visits to chaplain to become more frequent</p> <p>Staff discussions with Chaplain regarding students and strategies</p> <p>Implementation of chaplain to assist with classroom</p>	<p>Teachers</p> <p>Implement strategies used in Chaplain visits.</p>			Teachers Chaplain	Ongoing

		programs as needed Zones of regulation					
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PRIORITY AREA 2: QUALITY TEACHING AND LEARNING

Excellence in teaching and learning is achieved through professional knowledge, engagement and practice with a focus on quality instruction of the curriculum.

Targets in Priority area 2 are divided into 3 elements: Numeracy, English and full implementation of the Western Australian Curriculum.

CURRICULUM

TARGET:

- **All areas of the Western Australian Curriculum will be implemented according to the timelines specified by SCSA.**

STRATEGIES	MONITORING	YEAR GROUP STRATEGIES	ACCOUNTABILITY	RESOURCES	BUDGET	WHO	TIMELINE
Teachers plan, assess and report to parents using the Western Australian Curriculum.	Provide Professional Learning to familiarise staff with Western Australian Curriculum and Assessment Outline Use Western Australian Curriculum and Assessment Outline to plan teaching and learning programs.	Use of SCASA Documents for Planning. Collaboration with staff Attend PL Whole school approach Follow SCASA/ACARA Follow procedures on reporting schedule	Performance Management Teachers	ATSL Standards PL as needed Talk4Writing PL	As needed 4 x Full Day		Ongoing
Development and implementation of whole school Science and HASS Plans.	Each year to plan in collaborative teams using Australian Curriculum planning documents developed by the school. Purchase resources to enrich and complement whole-school plans.	Whole school approach Follow SCASA/ACARA Collaboration with specialist teacher Collaborate with staff Operational Plans Attend committee	Wes STEM	STEM Resources			Ongoing
Continue to embed STEM and ICT skills and processes into other curriculum areas.	Planning for ICT and STEM processes and skills in daily planning. Distribution of computers in lab to classroom use. Increase the ratio of devices in all classes.	Use of iPad and IWB in daily classroom activities	Teachers	Reading Eggs 2017 only Mathletics 2017 only Bounce Ed Sunshine/Oxford			Ongoing

<i>STRATEGIES</i>	<i>MONITORING</i>	<i>YEAR GROUP STRATEGIES</i>	<i>ACCOUNTABILITY</i>	<i>RESOURCES</i>	<i>BUDGET</i>	<i>WHO</i>	<i>TIMELINE</i>
Provide Professional Learning to embed the with Western Australian Curriculum and Assessment Outline	Use Western Australian Curriculum and Assessment Outline to plan teaching and learning programs.	Attend PL Use of SCASA/ACARA Collaboration with staff Share ideas and resources Moderation (network) Performance Management	Teachers				Ongoing
Ensure familiarisation and implementation of the Aboriginal Cultural Framework	Time table professional learning Plan for NAIDOC Week Revisit Framework in 2018	Integrate Aboriginal understandings into programs Attend PL Include Aboriginal Perspectives Familiarise self with Aboriginal Cultural Framework and SCASA documents	Teachers and admin				Ongoing
Ensure the full implementation of Languages and Digital Technologies Curriculum according to SCASA timeline.	Language moderation across cluster of schools to ensure pedagogical consistency readiness for Year 7 at Woodvale Secondary College. Professional Learning in the implementation of the Digital Technologies Curriculum.	Language moderation (cluster) Integration of ICT resources in learning programs Collaboration with staff	Teachers				Ongoing

NUMERACY

TARGETS:

- **Increase the school mean score to be 20 points of greater than like schools in years 3 and 5.**
- **Increase the consistency between grade distribution and NAPLAN to be within 40% accuracy.**

STRATEGIES	MONITORING	YEAR GROUP STRATEGIES	ACCOUNTABILITY	RESOURCES	BUDGET	WHO	TIMELINE
Continue to Implement a PAT-Maths whole school diagnostic Mathematics tool.	Teachers use data to inform planning and for differentiated instruction.	Use data to inform planning Moderation Collaboration with staff	Teachers Numeracy committee Testing 1-6 in Term 3	Firefly P.L.			Ongoing
Develop whole school planning documents for Numeracy in line with Western Australian Curriculum.	Phase of learning teams to plan collaboratively using school based planning documents aligned with the Western Australian Curriculum.	Collaboration with staff Moderation Long term planning Mental maths and basic facts Teach problem solving strategies.	Numeracy committee Teachers	First Steps imaths SCASA ACARA Mathletics 2017 only iPads Problem solving activities in daily maths. Open ended learning activities to push/ extend middle/upper students.			Ongoing
Continue the whole school implementation of Mathematics program (iMaths) as a resource.	Provide instruction using pedagogy outlined in the whole school program and supplement program with First Steps strategies to ensure all of the Western Australian Curriculum content is addressed. Performance Management and class observations to be linked to whole school maths program.	Use of imaths program as a resource Use of First Steps resources Collaboration with staff iMaths PD 2018 to increase understanding of program implementation. Investigate Oxford Maths whole school	Teachers	First Steps imaths SCASA ACARA Mathletics - 2017 only iPads			Ongoing

<i>STRATEGIES</i>	<i>MONITORING</i>	<i>YEAR GROUP STRATEGIES</i>	<i>ACCOUNTABILITY</i>	<i>RESOURCES</i>	<i>BUDGET</i>	<i>WHO</i>	<i>TIMELINE</i>
Use whole school diagnostic tools and moderation to inform teacher judgements.	Use SCASA Judging Standards tool to plan and moderate student work. Instigate moderation groups within WLC.	Collaboration with staff Whole school approach Moderation	Diagnostic, formative and summative assessments Teachers	On entry SCASA ACARA			Ongoing
Problem solving Whole school tool kit of problem solving and add problem solving to mental set	Curriculum Teams Phase of learning teams	Toolkit with strategies See plan. Do check/model. Multistep problems		Paul Swan website			

ENGLISH

TARGETS

Reading

- **Increase the school mean score to be 20 points or greater than like schools in year 3.**
- **Increase the consistency between grade distribution and NAPLAN to be within 40% accuracy in year 5.**

Writing

- **Increase the school mean score to be 20 points of greater than like schools in year 3.**
- **Increase the consistency between grade distribution and NAPLAN to be within 40% accuracy in year 5.**

STRATEGIES	MONITORING	YEAR GROUP STRATEGIES	ACCOUNTABILITY	RESOURCES	BUDGET	WHO	TIMELINE
Use and implement the Literacy Block providing specific steps including the use of explicit instruction.	Provide teachers with Professional Learning in the implementation of the Literacy Block. Encourage Peer observations for models of good practice. Performance Management of specific elements of the Literacy Block.	Collaboration Attend PL (Talk For Writing) Peer observations Classroom observation - Admin Investigate the structure of a Literacy Block	Teachers Admin Comprehension Scope & Sequence. Reading comprehension suggested text lists.	Halidon lesson design		Karen, Lois and Nicola to familiarise themselves with Talk for Writing and share PL	Ongoing
Use whole school diagnostic tools and moderation to inform teacher judgements.	Use SCSA Judging Standards tool to plan CATS and Moderate student work. Instigate moderation groups within WLC.	-Moderation (with staff and schools network) -Collaboration to plan -Single word spelling assessment -Soundwaves placement test -Oxford Assess -Implement WTW into programs --Words Their Way	Teachers				Ongoing

<i>STRATEGIES</i>	<i>MONITORING</i>	<i>YEAR GROUP STRATEGIES</i>	<i>ACCOUNTABILITY</i>	<i>RESOURCES</i>	<i>BUDGET</i>	<i>WHO</i>	<i>TIMELINE</i>
Implement whole school Writing practice/program including planning documents and resources (T4W)	Use SCSA Judging Standards tool to plan Moderate student work. Instigate moderation groups within WLC.	Attend PL Moderation (with staff and schools network) Familiarise self with Talk for Writing and begin to implement into classroom Implementation of Oxford Assess in conjunction with Connect Readers	Teachers – Bright Paths. Admin Talk 4 Writing Program Writing Scope and Sequence Use of Oxford word lists				Ongoing
Literacy team to implement and monitor whole school Literacy Plan in collaboration with phase of learning teams.	Teachers use resources to plan programs of work and deliver explicit instruction in the writing component of Literacy Block to develop fluency. (Literacy team to investigate implementation of Talk 4 Writing).	Collaboration with staff Attend PL	Teachers	Halidon lesson design			Ongoing
Utilise the Critical Learning Path (WCLDC) to increase rigour and support planning and delivery of Phonological Awareness and structural synthetic phonics in the K-Year 1.	Audit of Literacy Plans by end of Semester 1- 2017. Literacy plan in place 2017 and embedded by end 2018.	Year 1-2 teachers Words Their Way diagnostic Soundwaves (Resource) Critical Learning Path (strategies)	Year 1 – 2 teachers				Ongoing

<i>STRATEGIES</i>	<i>MONITORING</i>	<i>YEAR GROUP STRATEGIES</i>	<i>ACCOUNTABILITY</i>	<i>RESOURCES</i>	<i>BUDGET</i>	<i>WHO</i>	<i>TIMELINE</i>
Students at risk to access a targeted intervention program providing – individual and small group instruction.	Ongoing Professional Learning delivered by West Coast Language Development Centre. (Training for a junior and senior teacher leader). Ongoing review and implementation of Phonological Awareness Program and structured synthetic phonics programs. Mentoring and shoulder to shoulder teaching to ensure effective delivery of Phonological Awareness instruction.	Attend PL Review programs Collaboration with staff Peer observations Provide small group and individual instruction to SAER	Brooke Layla Admin	Brooke Layla			Ongoing
	EAs be given PL opportunity to increase their ability to work with students/implement programs Improvement measured against teacher judgement and NAPLAN progress.						
Whole School CCIM	Comprehension – whole school explicit - NAPLAN	Revisit Scope and Sequence Planner					

PRIORITY AREA 3: PARTNERSHIPS

COMMUNITY PARTNERSHIPS

GOALS

- *Maintain positive relationships and sense of community that encourage valuable contributions and enhance student learning.*
- *Halidon Primary School will fully participate in the Woodvale Learning Community.*

STRATEGIES	MONITORING	YEAR GROUP STRATEGIES	ACCOUNTABILITY	RESOURCES	BUDGET	WHO	TIMELINE
Develop and embed the operational guidelines reflective of the five schools within the Woodvale Learning Community	Form a team representative of all WLC to implement the operational plan. Investigate professional partnership in WLC to include common Professional Learning for staff and sharing of resources. Develop and support a plan across campus moderation.	<ul style="list-style-type: none"> - Moderation with other schools - Develop common collaboration week 5 of each term and moderation in week 9. 	Teachers Admin				Ongoing
Encourage family and the wider community involvement in the school.	Conduct community events in collaboration with the P and C to encourage participation in school activities. Website and newsletter upgrade and provision of school APP. (Re-Branding process?)	Communication with parents and outside community Launch Day Community fundraisers Integrate involvement of outside community and parents where possible Open night Parent information night Parent communication	Teachers Admin P & C				Ongoing

Connect/Seesaw

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PRIORITY AREA 4: SUPPORTIVE ENVIRONMENT

SUPPORTIVE ENVIRONMENT

GOALS

- *To establish an environment whereby students feel valued and supported.*
- *To promote learning opportunities that are required to meet individual learning needs.*
- *Maintain a high level of attendance.*

<i>STRATEGIES</i>	<i>MONITORING</i>	<i>YEAR GROUP STRATEGIES</i>	<i>ACCOUNTABILITY</i>	<i>RESOURCES</i>	<i>BUDGET</i>	<i>WHO</i>	<i>TIMELINE</i>
Utilise outside agencies and resources to assist in identifying and developing plans to meet the needs of students.	Communication with parents and outside community	SEN Planning Support students Student tutors Therapy Focus and other outside agencies School nurse Case conferences and school psychologist	Record on integris Emails and verbal communication				Ongoing
Use increased flexibility to better match school programs to student needs. Schedule Student Services Leadership team meetings for individual case management.		Extend and support students where necessary Use teacher judgement to determine where programs need to be differentiated Case conferences where necessary	Teachers	SEL Committee			Ongoing

<i>STRATEGIES</i>	<i>MONITORING</i>	<i>YEAR GROUP STRATEGIES</i>	<i>ACCOUNTABILITY</i>	<i>RESOURCES</i>	<i>BUDGET</i>	<i>WHO</i>	<i>TIMELINE</i>
Review whole school behaviour management plan.	Sunshine committee to review the current plan and develop strategies to be consistent across the school.	Phases of learning feedback Collaboration with FSP Moderation of behavioural breaches Student leaders – lunch duties. Help little kids/support teacher	Teachers				Ongoing
Audit review and maintain the National Quality Standard Western Australian Education Early Years K-2.	Committee to follow the outlined action plan to address and monitor the areas of identified need ensuring the other standards are maintained. P.D.	- Follow NQS Framework - Dedicate collaboration session to audit NQS regularly, K – 2 team	Teachers				Ongoing
Establish a committee to focus on pastoral care.	Establish Sunshine committee to ensure pastoral needs of staff and students are monitored and addressed.	Chaplin FSP survey for staff and students Attend well-being PD's Some staff members to attend Sunshine committee meetings Implement Sunshine committee initiatives	Teachers Chaplin				Ongoing
Monitor and review student to maintain a high level of student attendance.	Conduct monthly audits of attendance.	Parent communication Log attendance on integris Contact admin regarding concerns re. student attendance	Teachers				Ongoing

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