

MUNDIJONG PRIMARY SCHOOL OPERATIONAL PLAN 2019



English 2018-2020

OUTCOME FOCUS	TARGETS	STRATEGIES	EVALUATION	RESOURCES
<p>Teachers use the Western Australian Curriculum to plan, implement and assess learning programs.</p> <p>Teachers' pedagogy reflects best practice to ensure all students have the opportunity to develop effective strategies and skills in reading, writing, spelling, grammar and punctuation.</p> <p>Teachers use effective assessment strategies to determine student achievement.</p> <p>Teachers access professional development to build skills and knowledge.</p> <p>Use NAPLAN Data to determine future teaching and learning needs of students.</p> <p>Focus 2019:</p> <ul style="list-style-type: none"> Writing 	<p>All Literacy Areas</p> <p>* Achieve at or above like schools in NAPLAN writing results in year 3.</p> <p>* Achieve at or above like schools in NAPLAN writing results in year 5.</p> <p>* Increase the % of students in the top 20% in writing.</p> <p>* Decrease the % of students in the bottom 20% in writing.</p> <p>* Achieve at or above like schools in NAPLAN grammar and punctuation results in year 3.</p> <p>* Achieve at or above like schools in NAPLAN grammar and punctuation results in year 5.</p> <p>* Increase the % of students in the top 20% in grammar *and punctuation.</p> <p>* Decrease the % of students in the bottom 20% in grammar and punctuation</p>	<ul style="list-style-type: none"> Use of WA Curriculum to plan Teachers follow whole school Literacy Plan and Phase of Learning- K to year 6 Teachers to use Explicit Instruction and Visible Learning techniques and strategies. Use ICT to support English learning. Eg Apps K- year 6 <p>Reading</p> <ul style="list-style-type: none"> Guided, Shared, Modelled and Independent First Steps strategies Use of 'Reading Eggs' Program to support strategies taught by classroom teacher. Use of 'Stars and Cars' Strategies- Comprehension Sight words – Dianna Rigg. Home Reading Programs in class. Competitions/Rewards/Incentives to read each day. <p>Spelling</p> <ul style="list-style-type: none"> Soundwaves explicit instruction Phonemic Awareness Segmenting and Blending Word Study- School Literacy plan- Dianna Rigg <p>Writing</p> <ul style="list-style-type: none"> Modelled, guided and shared Explicit teaching of genres Timed writing tasks. Talk for writing- two stories per term. Reading Eggs Interactive Text Lessons Whole school editing procedure Explicit Handwriting lessons; Victorian Modern Cursive Moderating writing samples- Use Bright Path Writing genre charts- explicitly teach then display. Seven Step to Writing Success K- year 6. <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> Reading Eggs Interactive Grammar Lessons Editing/Bookmark Prompts Review whole school Literacy Plan- outlining specific grammar to be taught at each year level throughout the school year. Sound Waves –explicit teaching First Steps strategies Clutterbuck - Grammar 	<ul style="list-style-type: none"> Teacher Performance Management and Planning meetings Dandelions Keylinks Assessment Reading Eggs Assessment data Teacher Records On entry data Weekly Soundwaves unit tests. Placement Tests Teacher records Brightpath SCSA Judging Standards Self-Assessment checklists NAPLAN marking guides Reading Eggs Lexile Sound Waves NAPLAN Assessment in year 3 and 5. Off year assessment in NAPLAN year 2, 4 and 6. 	<ul style="list-style-type: none"> WA Curriculum Explicit Instruction Literacy Plan Keylinks Reading Eggs Stars and Cars Talk for Writing Library Home readers Running Records First Steps Soundwaves online Dianna Rigg Diana Hope Cue Articulation First Steps First Steps Talk for Writing Reading Eggs Genre charts Diana Hope Reading eggs Soundwaves First Steps

Mathematics 2018-2020

OUTCOME FOCUS	TARGETS	STRATEGIES	EVALUATION	RESOURCES
<p>Teachers use the WA Curriculum to plan, implement and assess mathematics learning programs.</p> <p>Teachers' pedagogy reflects best practice to ensure all students have the opportunity to learn and experience success.</p> <p>Teachers use effective assessment strategies to determine student achievement.</p> <p>Teachers access PD to build skills and knowledge in mathematics teaching and learning.</p> <p>Focus 2018:</p> <ul style="list-style-type: none"> • Number and Place Value • Measurement • Problem Solving 	<p>*Achieve at or above like schools in NAPLAN number and place value results in year 5.</p> <p>*Achieve at or above like schools in NAPLAN measurement in year 3.</p> <p>*Achieve at or above like schools in NAPLAN measurement results in year 5.</p> <p>*Increase the % of students in the top 20% in number and place value.</p> <p>*Decrease the % of students in the bottom 20% number and place value.</p> <p>*Increase the % of students in the top 20% in measurement.</p> <p>*Decrease the % of students in the bottom 20% in measurement.</p>	<ul style="list-style-type: none"> • Use of WA Curriculum to plan • Teachers follow whole school Numeracy Plan and Phase of Learning • Teachers to use Explicit Instruction and Visible Learning techniques. Display Charts and develop word walls. • Teachers use Mathletics program daily to explicitly teach mathematics. (Basis of our Mathematics programme) • Continuation of 'Numeracy Block'- 100 minutes daily. Keep to times guides for instruction. • Continue 10 minute warm ups as well as mental drills before each maths lesson. John Fleming • Explicit strategies taught specifically to target problem solving skills. • Teachers to use manipulatives, concrete materials and games during lessons to support individual learning styles. Paul Swan mathematics strategies and games. • Daily 'word problems' included each day in maths lessons. • Use of Maths language charts- displayed in classroom to broaden student knowledge of mathematical language. • Students to set goals and are made aware of own strengths/weaknesses. • Build up hands on equipment in the senior end of the school. • Use ICT for learning and exploring maths concepts 	<ul style="list-style-type: none"> • Teacher Performance Management and Planning meetings • Teacher classroom observations • Student assessments: <p>Term 1- Mathletics test B for new students, PP On entry assessment Term 2- NAPLAN 2 -6 Year 1 PAT assessment Mathletics test A Term 3- CAT Number and place value, measurement. Term 4- Mathletics test B</p> <ul style="list-style-type: none"> • Anecdotal notes – student performance. • Cluster Meetings. • CNAP Data 	<ul style="list-style-type: none"> • WA Curriculum • Explicit Instruction • Numeracy Plan • Mathletics • Maths Box • First Steps • Online resources • Maths trolleys; manipulative and concrete materials • Computers/ ipads • CNAP Data • Paul Swan Resources and PD

Science 2018-2020

OUTCOME FOCUS	TARGETS	STRATEGIES	EVALUATION	RESOURCES
<p>Teachers use the Western Australian Curriculum to plan, implement and assess learning programs.</p> <p>Teachers' pedagogy reflects best practice to ensure all students have the opportunity to learn and experience success</p> <p>Teachers use effective assessment strategies to determine student achievement.</p> <p>Teachers access professional development to build skills and knowledge in HASS.</p>	<p>All Science programs will be developed using the WA Curriculum</p> <p>Science Inquiry Skills explicitly taught in all year levels.</p> <p>70% of students will achieve a 'C' grade or higher in their semester reports for Science</p> <p>60% of students from years 4 to 6 will achieve above the minimum standard in PAT testing</p> <p>All teachers to participate in at least one session of professional learning or professional reading in Science each year.</p>	<ul style="list-style-type: none"> • Use of WA Curriculum Syllabus to plan • Teachers to use Explicit Instruction and Visible Learning techniques and strategies. • Use ICT to support Science learning. Eg Apps • Develop School Scope and Sequence Plan for Science • Students engage in at least one hour per week of Science lessons • Students to participate in 'hands on' investigations incorporating a full science written reports. • Teachers to create classroom word walls with Science vocabulary. • Integrate Science into other learning areas. Eg Literacy • Investigate Science competitions available. • Investigate Science incursions and excursions eg. SciTech, Water Corp etc. • PAT testing in year 4 to year 6 during term 4 (approx. week 6) • Teachers use a variety of assessment strategies e.g. verbal, written, pictorial, rubrics, self-assessments etc. • Investigate other available assessments e.g. online • Teachers to develop rubrics to assess investigations. • Investigate PD available • Share PD at staff meetings • Networking online • Connect groups 	<ul style="list-style-type: none"> • Teacher Performance Management and Planning meetings • Teacher's planning documents. • Teacher's planning documents and meetings • Classroom observations • Waste Wise Monitoring • Teacher Records • SCSA Standards • Reports • Self-Assessment checklists • Rubrics • CAT moderation Meetings • Share PD at staff meetings • Resources stored in library and/or on shared drive. 	<ul style="list-style-type: none"> • WA Curriculum • Explicit Instruction • Science Plan • Primary Investigations • Primary Connections • Seeds of Science • Science Storeroom • Library resources • Online resources • Guided readers • Waste Wise Schools • Progressive Achievement Tests • Online tests • WA Curriculum • Earth Science WA • Primary Australian Literacy Maths and Science (PALM) • Woodside Australia Science Project (WASP) • Scootle • Connect • Online resources

Humanities and Social Sciences 2018-2020

OUTCOME FOCUS	TARGETS	STRATEGIES	EVALUATION	RESOURCES
<p>Teachers use the Western Australian Curriculum to plan, implement and assess learning programs.</p> <p>Teachers' pedagogy reflects best practice to ensure all students have the opportunity to learn and experience success</p> <p>Teachers use effective assessment strategies to determine student achievement.</p> <p>Teachers access professional development to build skills and knowledge in HASS.</p>	<p>All HASS Areas</p> <p>80% of students will achieve a 'C' grade or higher in their semester reports for History</p> <p>80% of students will achieve a 'C' grade or higher in their semester reports for Geography</p> <p>All teachers to participate in at least one session of professional learning or professional reading in HASS each year.</p>	<p>All HASS areas</p> <ul style="list-style-type: none"> • Use of WA Curriculum to plan • Teachers to use Explicit Instruction and Visible Learning techniques and strategies. • Use ICT to support HASS learning. Eg Apps <p>History</p> <ul style="list-style-type: none"> • Students engage in at least one hour per week of History lessons • Teachers to organise at least one excursion/incursion based on history learning. E.g. Prison visit, Museum visit etc. • Integrate history into other learning areas. E.g. Arts • Investigate HASS competitions available. <p>Geography</p> <ul style="list-style-type: none"> • Students engage in at least one hour per week of Geography lessons • Teachers to organise at least one excursion/incursion based on geography learning. Link to History excursion • Integrate Geography into other learning areas. e.g. Arts • Teachers to use fieldwork e.g. School grounds, neighbouring areas etc. <p>History and Geography</p> <ul style="list-style-type: none"> • CAT on a research and inquiry task. • Investigate available assessments • CAT recount/ report on excursion. <ul style="list-style-type: none"> • Research available PD • Share information with staff at meetings. • Access online PL • Networking online • Connect groups 	<ul style="list-style-type: none"> • Teacher Performance Management and Planning meetings • Teacher's planning documents. <ul style="list-style-type: none"> • Teacher Records • SCSA Standards • Reports • Self-Assessment checklists • CAT Rubric <ul style="list-style-type: none"> • Teacher records • SCSA Judging Standards • Self-Assessment checklists • CAT Rubric • Reports <ul style="list-style-type: none"> • Meetings to discuss PL • Resources stored in library and/or on shared drive 	<ul style="list-style-type: none"> • WA Curriculum • Explicit Instruction • Literacy Plan <ul style="list-style-type: none"> • Scootle • Connect • Online resources • Guided readers • WA Curriculum HASS Syllabus <ul style="list-style-type: none"> • Scootle • Connect • Online resources • Guided readers • WA Curriculum HASS Syllabus <ul style="list-style-type: none"> • Online PL • Professional Institute Learning • Connect • Scootle

Health and Physical Education 2018-2020

OUTCOME FOCUS	TARGETS	STRATEGIES	EVALUATION	RESOURCES
<p>Teachers use the Western Australian Curriculum to plan, implement and assess learning programs.</p> <p>Teachers' pedagogy reflects best practice to ensure all students have the opportunity to learn specific movement skills, health concepts and experience well-being.</p> <p>Teachers use effective assessment strategies to determine student achievement.</p> <p>Teachers access professional development to build skills and knowledge.</p> <p>Focus 2018:</p> <ul style="list-style-type: none"> • Personal, Social and Community Health. • Movement and Physical Activity 	<p>All HPE Areas</p> <p>Health 90% of students to achieve a 'C' grade or higher in semester 1 and 2 reports</p> <p>Physical Education 90% of students to achieve a 'C' grade or higher in semester 1 and 2 reports</p>	<ul style="list-style-type: none"> • Use of WA Curriculum to plan • Teachers to use Explicit Instruction and Visible Learning techniques. • Teachers follow Whole School Health plan based on HPE Scope and Sequence. <u>Term 1</u>-Communicating and Interacting for Health and Wellbeing <u>Term 2 and 3</u>- Being healthy Safe and Active <u>Term 4</u>- Contributing to healthy and active communities. • Protective Behaviours taught across all year levels. • PBS integrated into lessons • Breakfast Club run twice weekly to encourage healthy eating. • Crunch and Sip- Whole school participation, mid-morning snack of fruit or veg only. • Use of Community for incursions; Police, Fire Brigade, St John Ambulance. • School Health Nurse to complete screening and give talks to students on health related topics. • All students participate in a minimum of two hours of physical activity per week. • Physical education lessons • Fundamental Movement Skill Lessons (FMS) • Whole School Sport once per week • Morning Fitness sessions • Edu-dance • Swimming lessons • School and Interschool competitions 	<ul style="list-style-type: none"> • Teacher Performance Management and Planning meetings • Classroom observations • Teacher Records • Reports • SCSA Judging Standards • Self-Assessment checklists • Teacher Records • FMS Checklists • Reports • SCSA Judging Standards • Self-Assessment checklists 	<ul style="list-style-type: none"> • WA Curriculum • Explicit Instruction • HPE Plan • Teacher resource books and online resources. • Foodbank to supply goods for Breakfast Club • Ed Dept. FMS Book 1 and 2 (online/S drive) • Edu-dance • School Sport Equipment • Class sets of sport equipment

Technologies 2018-2020

OUTCOME FOCUS	TARGETS	STRATEGIES	EVALUATION	RESOURCES
<p>Teachers use the Western Australian Curriculum to plan, implement and assess learning programs.</p> <p>Teachers' pedagogy reflects best practice to ensure all students have the opportunity to learn design and technology skills.</p> <p>Teachers use effective assessment strategies to determine student achievement.</p> <p>Teachers access professional development to build skills and knowledge.</p>	<p>All Technology Areas</p> <p>80% of students to achieve a 'C' grade or higher in semester 1 and 2 reports in Design and Tech.</p> <p>80% of students to achieve a 'C' grade or higher in semester 1 and 2 reports in Digital Tech.</p> <p>By 2020 all staff to have attended at least one PD on DT.</p>	<ul style="list-style-type: none"> • Use of WA Curriculum to plan • Teachers to use Explicit Instruction and Visible Learning techniques. <p>Design and Technology</p> <ul style="list-style-type: none"> • Teachers to explicitly teach the design process • Use a range of resources • Integrate across learning areas e.g. Arts <p>Digital Technologies</p> <ul style="list-style-type: none"> • Develop a common language and display on charts • Teachers to teach touch typing • Explicitly teach coding • Integrate coding across other learning areas e.g. Maths • Relocate computers into classrooms <ul style="list-style-type: none"> • CAT one per semester – linked to reporting schedule • Create rubrics to assess levels of skills • Investigate online assessments available • Moderation of assessments in meetings • Teachers to use SCSA judging standards to assess <ul style="list-style-type: none"> • Investigate PD available • Share information with staff at meetings • Access online PL • Networking online • Connect groups 	<ul style="list-style-type: none"> • Teacher Performance Management and Planning meetings • Classroom observations <ul style="list-style-type: none"> • Teacher Records • Reports • SCSA Judging Standards • Self-Assessment checklists <ul style="list-style-type: none"> • Teacher Records • Checklists • Reports • SCSA Judging Standards • Self-Assessment checklists • Rubrics <ul style="list-style-type: none"> • Meetings to discuss PL • Resources stored in library and/ or on shared drive. 	<ul style="list-style-type: none"> • WA Curriculum • Explicit Instruction <ul style="list-style-type: none"> • Teacher resource books • Online resources. • Connect • Library • Robotics • Coding Apps • iPads • Computers <ul style="list-style-type: none"> • SCSA • Online Assessments • CAT • Rubrics <ul style="list-style-type: none"> • Online PL • Prof. Institute Learning • Connect

ARTS 2018-2020

OUTCOME FOCUS	TARGETS	STRATEGIES	EVALUATION	RESOURCES
<p>Teachers use the Western Australian Curriculum to plan, implement and assess learning programs.</p> <p>Teachers' pedagogy reflects best practice to ensure all students have the opportunity to learn design and technology skills.</p> <p>Teachers use effective assessment strategies to determine student achievement.</p> <p>Teachers access professional development to build skills and knowledge.</p>	<p>All Technology Areas</p> <p>85% of students for Kindergarten to Year 6 will achieve a C or higher in music.</p> <p>85% of students for Kindergarten to Year 6 will achieve a C or higher in visual arts.</p> <p>80% of students for Kindergarten to Year 6 will achieve a C or higher in dance.</p> <p>80% of students for Kindergarten to Year 6 will achieve a C or higher in drama.</p> <p>70% of students for Kindergarten to Year 6 will achieve a C or higher in media arts.</p>	<ul style="list-style-type: none"> • Use of WA Curriculum to plan • Teachers to use Explicit Instruction and Visible Learning techniques. • Use a wide variety of hands on learning activities that are integrated across all learning areas • Introduce African drumming into the all classrooms • Increase the participation of boys in the school Choir. • Increase the use of musical instruments in all classroom lessons. • Create instruments using recycled materials. • Integrate all art and craft lessons through all learning areas. • Term 1 focus on Dance using Edu-dance to support Teacher programs. • Teachers to teach other components of dance in their programs integrated with drama and media. • Focus on drama/ dance - from K to Year 6 Semester 1. • Focus on Media and Visual Arts in Semester 2. • Use a wide variety of technologies in the Arts 	<ul style="list-style-type: none"> • Teacher PM and Planning meetings • Teacher assessment <p>Develop rubrics to assess dance, drama, media and visual arts.</p>	<ul style="list-style-type: none"> • WA Curriculum • Explicit instruction • Drums • Musical instruments <p>Art supplies</p> <p>i-pads, dott/dash</p>

LANGUAGES 2018-2020

OUTCOME FOCUS	TARGETS	STRATEGIES	EVALUATION	RESOURCES
<p>Teachers use the Western Australian Curriculum to plan, implement and assess learning programs.</p> <p>Teachers' pedagogy reflects best practice to ensure all students have the opportunity to learn design and technology skills.</p> <p>Teachers use effective assessment strategies to determine student achievement.</p> <p>Teachers access professional development to build skills and knowledge.</p>	<p>Students in year 3, 4, 5 and 6 to learn Chinese from 2018 onwards.</p> <p>60% Students achieve a 'C' or higher in Chinese as a second language</p>	<ul style="list-style-type: none"> • Use of WA Curriculum to plan. • Teachers to use Explicit Instruction and Visible Learning techniques. • Students from year 3 to 6 engage in lessons from China with native speaking teachers. • Classroom teachers will support the on line Chinese language lessons in their classrooms. • Students to complete one project per term based on the topic being covered. • Determine appropriate time for languages to take place. – Explore the same time for all classes. • Apply for 'Sister School' – pen-pal system for year 3 to 6. <p>To support students' learning, teachers should develop teaching and learning programs in Languages to ensure that:</p> <ul style="list-style-type: none"> •the prior knowledge of students is identified to establish a starting point for learning •the sub strands within the Communicating and Understanding strands are incorporated and integrated to ensure rich learning experiences •opportunities are provided for students to communicate in the target language and to reflect on their communication and language learning experiences •the target language is used as a means of instruction to build the students' skills in comprehending spoken language. <p>To engage students in Languages, teachers typically create learning experiences which:</p> <ul style="list-style-type: none"> •draw on students' personal interests, real-life experiences, or use stimulus materials to create meaningful linkages to the places where the target language is spoken •use a wide range of authentic texts that are in the target language such as websites, tickets, films, advertisements and children's picture books •involve students in the performance, analysis and creation of a range of creative and imaginative texts such as poems, plays, songs and stories •involve students in learning outside the classroom through exposure to authentic experiences and the facilitation of connection points with the local and wider community •provide opportunities for students to communicate with first language speakers of the language they are learning through written, digital or spoken communication •use new and emerging technologies to engage students in their language learning and to facilitate communication between first language speakers of the target language •include current and/or recent events, issues or 'hot topics' that are relevant to young people in the country/countries where the target language is spoken. 	<p>Teacher PM and Planning meetings</p> <p>My Chinese on Line – teachers to assist with evaluation.</p> <p>Oral assessment to be done by the online Chinese teacher.</p>	<p>WA Curriculum</p> <p>Explicit instruction</p> <p>My Chinese online Books, films.</p> <p>Wide variety of Technology</p>