



South Kalgoorlie Primary School

2020 Operational Plan

The focus of the 2020 Operational Plan is the embedding of programs and strategies, implemented in 2018 and 2019, targeted at student progress through wellbeing, engagement and best practice. Ultimately our goal is for the outcomes of the school to improve; however, they cannot do so unless students attend, engage and are in a state of mind to learn. The programs at South Kalgoorlie Primary School are best practice so every classroom is catering for the needs of all students; Indigenous, EALD, different learning styles or students with special needs.

The plan includes best First, Second and Third wave intervention.

The basis for First Wave teaching is the iSTAR process:

- Inform /Inspire
- Show / Share
- Try / Transfer
- Apply / Act
- Review/ Revise

iSTAR is a best practice teaching model that allows for explicit instruction, the gradual release and higher order thinking skills for students. The Review and Revise process also allows for quality feedback to students and follow up to ensure Mastery Learning or Second Wave intervention is put into place.

A minimum 20 hours a week should be spent doing Reading, Writing and Mathematics or integrating these into purposeful learning; understanding that Speaking and Listening are fundamental to all aspects of student learning.

The expectation is that the basis of every classroom is the fostering of strong relationships with high expectations and excellent classroom practice.

K. Grant
Principal

LITERACY

Leadership team Kath Cambetis, Nicole Pestell, Astrid Bergman, Bianca Wight, Lisa Young, Delia Botha, Amanda Petit, Leechelle Hammatt, Kaitlin Mustica, Kath Grant

<p>What we will see across the school.</p>	<ul style="list-style-type: none"> - Changes to the Assessment Schedule and Curriculum Policies to reflect operational changes - The engagement of every student through best practice assessment, planning and teaching of literacy across the school - Embed the use of planning and processes across the school - Continue the introduction of the Letters and Sounds Program from Kindergarten to 6 - ELINK continuous self-reflection on teaching practices - Explicit teaching of Seven Steps to Writing across the school - Tracking progress via Brightpath Moderation writing tasks - Peer coaching 		
<p>What we are going to do.</p>	<p>Letters and Sounds Lead by Lisa Young</p>	<ul style="list-style-type: none"> ▪ <i>Whole School Implementation of program</i> ▪ <i>Knowledge and use of all resources</i> ▪ <i>Chart making night to support effective use of resources and support classroom teaching</i> ▪ <i>Ongoing training of new staff and upskilling of others to ensure ongoing whole school implementation</i> 	<p><i>Contingencies \$1000</i></p>
	<p>Seven Steps to Writing Lead by Kath Cambetis</p>	<ul style="list-style-type: none"> ▪ <i>Continued implementation of whole school Seven Steps Strategy</i> ▪ <i>Two staff sent to Seven Steps Train the Trainer professional learning</i> ▪ <i>New staff trained into Seven Steps strategy</i> ▪ <i>Seven Steps support posters erected across the school and in classrooms</i> ▪ 	<p><i>See Below</i></p>
	<p>Brightpath</p>	<ul style="list-style-type: none"> ▪ <i>Brightpath PD into School Development Day in January focusing on Narratives</i> ▪ <i>Brightpath coordinators in to support with the moderation of school writing.</i> ▪ <i>Practice levelling a Narrative in Term 1 with year level moderation in phase meetings so that data can be uploaded by Week 7 in preparation for using that data for SSEN planning.</i> ▪ <i>Optional Brightpath moderation tasks for teacher practice</i> ▪ <i>Persuasive writing sample to be uploaded in Term 2.</i> 	<p><i>See Below</i></p>
	<p>Update Assessment Schedule</p>	<ul style="list-style-type: none"> ▪ <i>Review and redevelop Assessment Schedule to ensure that it is effectively driving classroom teaching and effectively demonstrating student and school achievement</i> ▪ <i>Curriculum Team and LSAT Team work together to accurately link Brightpath and Probe levels with report grades. Then in Review meetings moderate and level students into appropriate grades for reports.</i> 	<p><i>Nil Cost</i></p>
<p>Professional Development</p>	<p><i>All Staff</i> <i>2 Staff Reps</i></p>	<ul style="list-style-type: none"> ▪ <i>Seven Steps to Writing</i> ▪ <i>Brightpath</i> ▪ <i>Lead Marker Training into Persuasive Moderation</i> 	<p><i>\$7 000</i></p>

LEARNING SUPPORT

Leadership team Nicole Pestell, Lisa Young, Lauren Ball, Jenny Bruce, Jess Breslin, Kath Grant, Kath Cambetis

<p>What we will see across the school.</p>	<ul style="list-style-type: none"> - IEP's developed using SEN planning and ABLE WA - Brightpath moderation used as a basis for classroom planning and intervention. - Planning Matrix used to support the development of IEP's for students with identified needs - Formal meetings in Term 1 with LSAT Team to review class IEP's and identify students who need Mini-Lit and Multi-Lit. - 		
<p>What we are going to do.</p>	<p>Teaching and Learning Adjustments Lead by Katherine Grant</p>	<ul style="list-style-type: none"> ▪ Up-skill all staff into the use of the SEN planning process for the development of IEP's ▪ Incorporate Brightpath PD into School Development Day in January followed by practiced levelling of Narrative in Term 1. Build a year level moderation into phase meetings so that data can be uploaded by Week 7 in preparation for using that data for SEN planning. ▪ Embed the use of SEN planning and assessment across the school. 	<p>Nil cost</p>
	<p>Planning Matrix Lead by Nicole Pestell</p>	<ul style="list-style-type: none"> ▪ Introduce the Planning Matrix to support the development of IEP's for students with identified needs ▪ Embed the use of ABLEWA 	<p>Nil Cost</p>
	<p>Mini-Lit and Multi-Lit</p>	<ul style="list-style-type: none"> ▪ Formal meetings with all staff, in year levels; scheduled in Term 1 to discuss IEP's and identify students who need Mini-Lit and Multi-Lit. ▪ Timeline for intervention planned and implemented to cater for student needs. 	<p>Nil Cost</p>
<p>Professional Development</p>	<p>All Staff</p>	<ul style="list-style-type: none"> ▪ Train new EA's into Mini-Lit / Milti-Lit 	<p>Airfares and PD cost</p>

HEALTH AND WELLBEING

Leadership team Lisa Young, Liana Carmody, Jenny Bruce, Corrinne Koellner, Amanda Sambo, Lauren Coleman, Toni Gallant, Juanita Brinkworth, Renae Scott, Chris Hartlebury, Kath Grant

What we will see across the school.

- **Implementation of the Social-Emotional Scope and Sequence.**
- **Consistent teaching of behaviour expectations and whole school implementation of 123 Magic and Emotional Coaching.**
- **Improved self-regulation in all students.**
- **Mindfulness and emotional regulation strategies visible in all classrooms.**
- **Harmony Bee visible around the school reinforcing the Harmony Matrix.**
- **Trauma Support Teacher and Student Support Officer targeting the needs of students with trauma.**

What we are going to do.	<p>Positive Behaviour Support Lead by Toni Gallant</p>	<ul style="list-style-type: none"> ▪ Embed "The Harmony Way" into school culture. ▪ Incorporate "Harmony" into the playground and school events so he is well known across the community ▪ Full implementation of Good Standing Policy across the school. ▪ Ongoing of positive behaviour expectations in every classroom. ▪ Introduction of simultaneous fortnightly whole school lesson focus in all classrooms. 	<p>Certificates and positive incentives for classrooms \$ 500</p>
	<p>Teaching and Learning Lead by Lisa Young</p>	<ul style="list-style-type: none"> ▪ Implement Health and Wellbeing Scope and Sequence across the school ensuring an effective integration between Mind Up and You Can Do It! ▪ A whole school approach encompassing structured lesson plans, brain breaks and classroom management strategies to encourage children to achieve their personal, social and emotional potential. ▪ Incorporation of whole school trauma intervention through the simple implementation of whole class good practice strategies. 	<p>Nil Cost</p>
	<p>Trauma Support Lead by Lisa Young</p>	<ul style="list-style-type: none"> ▪ Incorporation of emotionally safe spaces both in classrooms and the playground. ▪ Use a referral process to ensure that high need students receive emotional coaching or social support. ▪ Employment and active engagement of a Student Support Officer to support with the development and provision of support processes for students, family members and staff. 	<p>Student Support Officer One Line Budget \$86 000</p>
	<p>Mind Up Program</p>	<ul style="list-style-type: none"> ▪ Develop and implement a South Kal Mental Health and Wellbeing strategy based on Mind Up, You Can Do It! and key aspects of trauma intervention to address the needs of students. 	<p>Nil Cost</p>
	<p>Playgrounds and Gardens- Lead by Lisa Young</p>	<ul style="list-style-type: none"> ▪ Complete the nature playground. ▪ Build Stage 2 of the kitchen garden. ▪ Create the outdoor classroom outside the Senior Cluster. 	<p>Grounds allocation \$15 000</p>
Professional Development	All Staff	<ul style="list-style-type: none"> ▪ 123 Magic and Emotional Coaching ▪ Protective Behaviours 	<p>\$10 000</p>

STEM

Leadership team Kath Cambetis, Nicole Pestell, Astrid Bergman, Bianca Wight, Lisa Young, Delia Botha, Amanda Petit, Leechelle Hammatt, Kaitlin Mustica, Kath Grant

What we will see across the school.	<ul style="list-style-type: none"> - STEM Learning Projects in every classroom - Utilisation of the Science Room and Technology Room by all classes - Hands-on maths across school with activity Rotations of small groups in each classroom on Fridays - Consistent use of the same of maths vocabulary across the-our school - Refine the Top 10 Math Program to ensure consistent implementation and organization of resources - Maths Scope and Sequence to be used across the school 		
What we are going to do.	New Maths Scope and Sequence <i>Lead by Kath Cambetis</i>	<ul style="list-style-type: none"> ▪ <i>Teachers plan using the Maths Scope and Sequence.</i> ▪ <i>Classrooms display Mathematics vocabulary from the Mathematics Scope and Sequence.</i> ▪ <i>Whole school Maths assessment.</i> 	<i>Classroom Budgets \$100 per class</i>
	Top Ten Resources <i>Lead by Kath Cambetis</i>	<ul style="list-style-type: none"> ▪ <i>Continue to embed Top Ten Resources as the main Mathematics teaching resource across the school.</i> ▪ <i>Upskill all new staff into Top Ten Resources.</i> 	<i>Two days relief Airfares and training costs</i>
	Increased number and use of iPads in Years 1 to 6 <i>Lead by Nicole Pestell</i>	<ul style="list-style-type: none"> ▪ <i>There will be a 2 to 1 ratio of iPads across the school this year.</i> ▪ <i>iPads will be allocated to year groups rather than individual rooms.</i> ▪ <i>Smart boards will be replaced with TVs and Apple TVs.- Apple TV's are already in classrooms.</i> ▪ <i>The only computers in classrooms will be those attached to the smart boards.</i> ▪ <i>Improved use of information technology in STEM and Problem Based Learning.</i> ▪ <i>Utilise Apple School Manager.</i> 	<i>\$20 000</i>
	Technology and Science Rooms <i>Lead by Nicole Pestell</i>	<ul style="list-style-type: none"> ▪ <i>All classroom scheduled to use Science and Technology Rooms.</i> ▪ <i>Scheduled Robotics timetable.</i> ▪ <i>Digital Technology timetable.</i> 	<i>Nil Cost</i>
	ICT Curriculum General Capabilities and Digital Technology Curriculum <i>Lead by Nicole Pestell</i>	<ul style="list-style-type: none"> ▪ <i>Continue with Teachers Can Code and as needed professional learning for all teachers.</i> ▪ <i>Shared planning format for ICT Curriculum General Capabilities and Digital Technology Curriculum.</i> 	<i>Nil Cost</i>
	STEM Learning Projects <i>Lead by Nicole Pestell</i>	<ul style="list-style-type: none"> ▪ <i>Teach students STEM process using higher order thinking processes and utilising technologies curriculum.</i> 	<i>\$3000 Consumables</i>
Professional Development	<i>All Staff</i> <ul style="list-style-type: none"> ▪ <i>Top Ten Maths for new staff</i> ▪ <i>STEM Projects</i> 	<i>\$ 5 000</i> <i>\$ 3000</i>	

ENRICHMENT PROGRAM

Leadership team Toni Gallant, Cathy Bradbury, Jess Breslin, Chris Hartlebury, Renee Scott, Kath Grant, Amanda Sambo, Jenny Bruce

What we will see across the school.

- Pre-primary to Year 6 will have the opportunity to experience two strands of The Arts taught as a specialist subject.
- Jump jam across the school promoting dance and movement.
- Visual Arts Exhibition linked with Heart of Gold
- Collaboratively plan for the inclusion of Arts outcomes in classrooms
- Realisation of The Arts as an important core subject supporting 21st Century thinking and learning
- Increase confidence, persistence and creative thinking in our students
- Year 5 and 6 students taking leadership roles in Arts Term Events- Directing, Lighting and Sound, Prop and Set Management, Costuming etc.
- South Kalgoorlie Primary School's ongoing participation in annual and bi-annual events for example- Jump Jam Competitions, Heart of Gold Festival South Kal's Got Talent, Goldfields Eisteddfod and the Saint Barbara's Day Parade to develop positive community perceptions

What we are going to do.	Positive Engagement Program Lead by Katherine Grant	<ul style="list-style-type: none"> ▪ Circus ▪ Drumbeat ▪ Jump Jam ▪ Kitchen Garden 	
	Visual Arts, Drama and Music Focus Lead by Toni Gallant	<ul style="list-style-type: none"> ▪ Implement Health and Wellbeing Scope and Sequence across the school ensuring an effective integration between Mind up and You Can Do It! ▪ A whole school approach encompassing structured lesson plans, brain breaks and classroom management strategies to encourage children to achieve their personal, social and emotional potential. ▪ Incorporation of whole school trauma intervention through the simple implementation of whole class good practice strategies. 	Inclusive Days \$1000
	Inclusive Days Lead by Team	<ul style="list-style-type: none"> ▪ Social emotional days to encourage resilience, a positive mind set and self-regulation. ▪ Children send invitations for their parents and information sent via our school social media and website. ▪ Changes to the School Behaviour, LSAT and Pastoral Care Policies to reflect operational change. 	
	Cultural Standards Framework	<ul style="list-style-type: none"> ▪ Create opportunities for students and parents to provide feedback to inform decision-making. ▪ Explicitly invite a broader range of community members to join the P&C and School Board. ▪ Continue to build staff links with local community groups – Language Centre, Connected Beginnings. ▪ Continue building NAIDOC as a core event in School calendar. 	
Professional Development	All Staff	<ul style="list-style-type: none"> ▪ Drumbeat for specialist staff / School Councillor 	▪ \$2000