

# MADDINGTON PRIMARY SCHOOL



## Strategic Plan 2020-2024

Including 2024 Operational Planning



*Respect - Responsibility - Care*

## Mission Statement

Our aim is to provide a culturally rich, creative and innovative learning environment that is intellectually, emotionally and physically supportive for all.

### Social Emotional Wellbeing

- Belief in self
- Positive attitude
- Welcoming environment
- Community belonging
- Core values/virtues

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### Effective Pedagogy

- Instructional Leadership
- Intentional and explicit teaching
- Whole School Consistency
- Classroom management

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### Successful Students

- Academic Achievement
- Responsible Citizens
- Social & Emotional well Being
- Critical & Creative Learners
- Digitally Fluent Citizens

At Maddington Primary School we believe that the best conditions for learning are....

### Effective Teachers & High Quality Teaching

- Have high expectations
- Teach purposefully and explicitly
- Acknowledge individual differences, learning styles and needs
- Collect data and common assessment tasks to inform planning at a whole school level
- Have a thorough knowledge of their content and skills
- Monitor progress and provide timely feedback
- Teacher performance based on AITSL standards
- Build positive relationships
- Embed the Western Australian Curriculum's General Capabilities in learning programs

### Promote Social and Emotional Well Being

- Students are taught the necessary social and emotional skills and processes through;
  - A focus on values/virtues
  - Fair and consistent discipline
  - Building positive relationships
  - Promoting active listening
  - Inclusivity and tolerance
  - Modelling acceptable social behaviours
  - Encouraging resiliency

### Supportive Learning Environment

- Students and staff share a learning environment which is
  - Inclusive
  - Stimulating
  - Challenging yet supportive
  - Safe
  - Accessible
  - Conducive to building positive relationships
  - Transparent about expectations

### Positive Partnerships

- Positive partnerships are valued within the community
- Collaborative practices and connectedness between home, school and other relevant agencies are vital for successful students
- Distributed leadership

### Instructional Leaders

- The leadership team are instructional leaders who coach and promote teacher development ensuring decisions are consistent with our mission statement and School Vision
- Classroom teachers are instructional leaders who teach intentionally and explicitly, coach and mentor each other

## School Planning Overview

CURRICULUM	SCHOOL IMPROVEMENT & ACCOUNTABILITY
<p>The following documents provide the strategic direction, framework, plan and policy that guides our Teaching, Learning &amp; Assessment;</p> <ul style="list-style-type: none"> <li>• School Curriculum and Standards Authority (SCSA)</li> <li>• The WA Curriculum and Assessment Outline</li> <li>• Building on Strength</li> <li>• Strategic Directions for Public Schools 2020 - 2024</li> <li>• Focus Documents 2024</li> <li>• Curriculum, Assessment &amp; Reporting Policy</li> <li>• Australian Curriculum (ACARA)</li> <li>• Early Years Learning Framework</li> <li>• Aboriginal Cultural Standards Framework</li> <li>• National Quality Standard WA (NQS)</li> </ul>	<p>The following documents and processes ensure school accountability and evidence based improvement processes:</p> <ul style="list-style-type: none"> <li>• Maddington Primary School Strategic Plan Annual Report</li> <li>• Performance Management Processes</li> <li>• MPS Data Collection – CMT / Elastik</li> <li>• Reporting Schedule</li> <li>• Learning Area Reviews and Operational Planning</li> <li>• NAPLAN Data/PAT Testing/On Entry Testing</li> <li>• Literacy and Numeracy Plan</li> <li>• SAER Plan</li> <li>• Maddington PS Pedagogy Plan</li> <li>• Early Childhood Plan</li> <li>• Attendance Plan</li> <li>• Behaviour Plan, Countering Bullying Plan &amp; Good Standing</li> <li>• Mental Health and Wellbeing Plan</li> </ul>

### Strategic Directions for Public Schools 2020 - 2024

#### Vision

**Every student, every classroom, every day**

#### Our aspiration is for every student to:

Unlock and fulfil their learning potential	Be equipped with contemporary and emerging work capabilities	Develop the personal and social attributes that form the basis for future wellbeing	Achieve year on year growth in their learning throughout their schooling	Be well prepared to take the step beyond school into further education, training or work
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#### Our improvement drivers:

<b>1. Provide every student with a pathway to a successful future</b>	<b>2. Strengthen support for teaching and learning excellence in every classroom</b>	<b>3. Build the capability of our principals, our teachers and our allied professionals</b>	<b>4. Support increased school autonomy within a connected and unified public school system</b>	<b>5. Partner with families, communities and agencies to support the educational engagement of every student</b>	<b>6. Use evidence to drive decision-making at all levels of the system</b>
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#### Our success will:

Enable Aboriginal students to succeed as Aboriginal people	Ensure students are on track in the early years for continued success at school	Enhance student health and wellbeing	Progress student literacy and numeracy	Improve student attendance	Increase student participation in STEM	Increase retention and achievement of students to year 12	Ensure students gain skills, qualifications and knowledge needed to experience success
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# MADDINGTON PRIMARY SCHOOL STRATEGIC PLAN OVERVIEW 2020 - 2024

## Focus 2024 – Directions for schools

	OBJECTIVE	2024
1. <i>Provide every student with a pathway to a successful future</i>	<ul style="list-style-type: none"> <li>- ensure all students are achieving year on year progress through evidence-based approaches</li> <li>- create culturally safe and engaging learning environments for Aboriginal students that build on their strengths and provide opportunities for meaningful and successful pathways through and beyond school</li> <li>- embed the use of the Early Years Learning Framework and National Quality Standard and share how we identify and understand our impact</li> <li>- draw on lived experience and expertise to better understand the needs of neurodiverse students</li> <li>- explore the use of new secondary metrics to strengthen pathway planning for students</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Seek support to refine our Response to intervention</b></li> <li>- <b>Analyse NAPLAN and On-Entry data. Use Best Performance/Elastik and CMTs for targeted improvement.</b></li> <li>- <b>Early Years – provide high quality teaching and learning experiences.</b></li> <li>- <b>Mental Health &amp; Wellbeing – promote resilience, optimism, confidence and self efficacy.</b></li> <li>- <b>Deliver STEM skills across the curriculum, implementing the K-10 Curriculum resources.</b></li> <li>- <b>Continue to identify students at educational risk and create, implement and track students on Individual Education Plans in literacy and numeracy.</b></li> <li>- <b>Continue to support students transitioning to high school by providing opportunities to attend transition days at local high schools</b></li> </ul>
2. <i>Strengthen support for teaching and learning excellence in every classroom</i>	<ul style="list-style-type: none"> <li>- ensure staff are familiar with the Quality Teaching Strategy and engage with its components</li> <li>- create a school culture that encourages and supports the professional growth of teachers</li> <li>- identify and address any impediments to maximising time to teach</li> <li>- deliver an early years literacy approach that includes planned and structured teaching of phonics, informed by the Western Australian Kindergarten Curriculum Guidelines and Pre-primary to Year 2 English curriculum</li> <li>- understand our role as education professionals in student care and wellbeing</li> <li>- embed and continuously improve our sustainability practices, and care for country</li> <li>- examine ways of reducing red tape and administrative burden on teachers and school leaders.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Evaluate and revise learning programs.</b></li> <li>- <b>Provide opportunities for teacher collaboration.</b></li> <li>- <b>Teachers utilise EALD pedagogy, practice and reporting structures including EALD progress map tracking using Elastik.</b></li> <li>- <b>PL for staff on the Aboriginal Cultural Standards Framework and ensure this framework is being implemented.</b></li> <li>- <b>Expand the existing health and wellbeing policy to incorporate proactive mental health education, identification and intervention.</b></li> <li>- <b>Support staff to build capacity in explicit instruction and whole-school programs and strategies.</b></li> </ul>
3. <i>Build the capability of our principals, our teachers and our allied professionals</i>	<ul style="list-style-type: none"> <li>- understand what effective case management in schools is and enable all staff with student services responsibilities to meet this expectation</li> <li>- ensure all staff recognise the importance of Aboriginal peoples' cultural strengths and identities, community leadership and ways of working</li> <li>- build an understanding of the (complex and) diverse teaching and learning needs of students, including students with disabilities</li> <li>- optimise the expertise of managers of corporate services to support school management.</li> <li>- explore more opportunities to teach Aboriginal histories, cultures and languages</li> <li>- lead the workplace with a strong safety culture</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Support all staff in leadership opportunities.</b></li> <li>- <b>Build upon the current development of staff to continue refining curriculum content and delivery, use of data and quality teaching.</b></li> <li>- <b>Continue coaching.</b></li> <li>- <b>Develop a workforce plan to sustain school progress by identifying longitudinal staff profile needs.</b></li> <li>- <b>Continue with the Be You Action and Well-being Team to promote mental health and well-being awareness.</b></li> </ul>
4. <i>Support increased school autonomy within a unified public school system</i>	<ul style="list-style-type: none"> <li>- prioritise the focus of school networks on student attendance, quality teaching and staff development</li> <li>- provide principals with feedback and opportunities for professional growth using the Principal Professional Review</li> <li>- establish a Principal Advisory Group that provides advice and feedback in the development and update of policies and initiatives.</li> <li>- contribute to a healthier Western Australia by teaching students about the risks and consequences of vaping</li> <li>- make safety of staff and students a priority and ensure the school is a child safe organisation</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Targeted initiatives - ICT/Infrastructure.</b></li> <li>- <b>Aboriginal and Islander Education Officer visits classrooms and supports Aboriginal students and families.</b></li> <li>- <b>Continue with PL for staff with Best Performance / Elastik.</b></li> <li>- <b>Continue to focus on data as a school-wide approach and assist teachers in targeted teaching</b></li> </ul>

<p>5. <b>Partner with families, communities and agencies to support the engagement of every student</b></p>	<ul style="list-style-type: none"> <li>- continue to take a stand against violence</li> <li>- work to restore school attendance to pre-COVID-19 levels</li> <li>- engage with, and respond to, the voice of Aboriginal families and communities</li> <li>- establish an Aboriginal Advisory Committee that contributes to system strategy and direction</li> <li>- actively work to minimise vaping among students and continue to provide alcohol and other drug education programs</li> <li>- expand the use of Specialist Learning Programs to support students with autism</li> <li>- develop approaches that strengthen our partnerships with parents and families.</li> <li>- implement the connect and respect initiative and stand together against violence</li> </ul>	<ul style="list-style-type: none"> <li>- SAER coordinator to work with families.</li> <li>- Chaplain to support student and staff health and well-being.</li> <li>- Continue with incentives for attendance and arrival times.</li> <li>- Continue to encourage staff to join the local MADCAN network and collaborate with other teachers in our local community.</li> <li>- Continue to immerse students in NAIDOC activities and encourage families to participate.</li> </ul>
<p>6. <b>Use evidence to drive decision-making at all levels of the system</b></p>	<ul style="list-style-type: none"> <li>- use available data and evidence to identify targeted support for students</li> <li>- promote and use student voice in decision making.</li> <li>- reset system and school achievement targets to reflect the new NAPLAN proficiency standards and levels</li> <li>- give young people a voice and role in approaches to address violence in the community</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse grade alignment data to support consistent judgement strategies.</li> <li>- Provide staff with opportunities to moderate assessments at a school level and within our local network.</li> <li>- Maintain the centralised system for data storage to provide teacher access to longitudinal individual and whole-school data.</li> </ul>

## 2024 WHOLE SCHOOL PRIORITIES

Health and Well-Being Program  
Reading, Vocabulary  
Explicit Teaching

## MADDINGTON PRIMARY KEY IMPROVEMENT STRATEGIES FOR 2021/2022/2023/2024

Key Improvement Strategies	2021	2022	2023	2024
<b>Students/Teaching and Learning</b>				
Review school values, behaviour policy and incentives	◆	◆	◆	◆
Continue with synthetic phonics program	◆	◆	◆	◆
Talk4writing – collaborative planning and whole school implementation with a focus on grammar/punctuation	◆	◆	◆	◆
Maintain Literacy and Numeracy Blocks across the whole school	◆	◆	◆	◆
Magic Word sight word program until mastery of 800 words	◆	◆		
PLD High Frequency Flash and Heart Words				◆
Implement warmups in Literacy and Numeracy	◆	◆	◆	◆
Participate in Interschool Competitions to develop school pride and identity			◆	◆
Track and encourage attendance	◆	◆	◆	◆
Continue with incentives for on time arrivals	◆	◆		
Implement and maintain a whole-school problem solving framework	◆	◆	◆	◆
Maintain whole-school tables' challenge	◆	◆	◆	◆

<b>Staff</b>				
Establish effective induction processes – Staff Handbook, whole school programs	◆	◆	◆	◆
Provide opportunities for all staff to share and collaborate	◆	◆	◆	◆
Provide leadership opportunities and support – Network/School curriculum leaders	◆	◆	◆	◆
Develop and implement ECE Plan and committee	◆	◆	◆	◆
Targeted PL to support whole school initiatives	◆	◆	◆	◆
<b>Environment</b>				
Teachers use a variety of instructional strategies – Explicit teaching, cooperative learning, creative play	◆	◆	◆	◆
Provide outdoor play areas for K-6 that cater for creative and imaginative as well as physical play	◆	◆	◆	◆
Develop interschool team uniform and identity			◆	◆
Develop a grounds and buildings plan	◆	◆	◆	◆
<b>Partnerships</b>				
Communicate relevant information to the school community through various mediums	◆	◆	◆	◆
Staff to hold information sessions and parent teacher individual meetings beginning of the school year	◆	COVID	◆	◆
Investigate and develop partnerships with local community members, elders and businesses	◆	◆	◆	◆
<b>Health and Well-being</b>				
Maintain the Be You Health and Well-being program for staff and students	◆	◆	◆	◆

# MADDINGTON PRIMARY SCHOOL OPERATIONAL PLAN 2024 – ENGLISH

Committee Leader: Emma Bell

Committee members: Roberta Hansen, Thi Duong, Vanessa Sibley, Allan Peska, Cat Campbell, Julie Phillips, Alana Kennedy



## Key Focus

1. High standards of Student Achievement
2. Implement Whole School Literacy Plan

Target/Objective	Key Strategies	Resources	Monitoring
<p><b>NAPLAN Year 3 G&amp;P</b></p> <ul style="list-style-type: none"> <li>➤ Decrease the percentage of students in Needs Additional Support/Developing</li> <li>➤ Increase the percentage of students in Exceeding.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>➤ Decrease the percentage of students in Developing.</li> <li>➤ Increase the percentage of students in Strong.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>➤ Increase the percentage of students in Exceeding.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>➤ Decrease the percentage of students in Needs Additional Support/Developing</li> </ul> <p><b>Year 5 G&amp;P</b></p> <ul style="list-style-type: none"> <li>➤ Increase the percentage of students in Strong/Exceeding.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>➤ Decrease the percentage of students in Developing</li> <li>➤ Increase the percentage of students in Exceeding</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>➤ Decrease the percentage of students in Developing</li> <li>➤ Increase the percentage of students in Exceeding</li> </ul>	<p>Strategies:</p> <ol style="list-style-type: none"> <li><b>1. Science of Reading</b> Teachers are committed to aligning their instructional practices with the principles of the Science of Reading and deepening their understanding of how students learn best as outlined in Teaching for Impact.</li> <li><b>2. Data analysis</b> Teachers will analyse data from On-Entry, NAPLAN, Off Years and PAT tests and access lesson plans from Elastik. This information will be incorporated into the classroom English plans.</li> <li><b>3. School Assessment Schedule</b> Implement whole school assessments and data collection according to the Whole School Literacy plan.                             <ul style="list-style-type: none"> <li>- Go through the Assessment Schedule on the first SDD.</li> <li>- English Committee to send out reminders for English assessments.</li> </ul> </li> <li><b>4. Whole School Resources</b> All teachers to use Key Links, Connectors, Shockwave readers, decodables, Scholastic Short Reads and Talk for Writing Reading Spine.</li> <li><b>5. Vocabulary Focus</b> Explicitly teach Tier 2 words in all areas of the curriculum.</li> </ol> <p><b>SPELLING &amp; PHONOLOGICAL AWARENESS</b></p> <ol style="list-style-type: none"> <li>1. K-2 staff to use PLD Phonics Tracking in CMT.</li> <li>2. All staff in Year 2 and above to be using Heggerty Bridge the Gap in intervention programs.</li> </ol>	<p>Scholastic Learning Zone Licenses- Literacy Pro - \$16 x 120 = <b>\$1920 D5005</b></p> <p>Sound Waves Subscription <b>\$2000 D5005</b></p> <p><b>Relief Days</b> <u>On Entry Assessment</u> PP &amp; Year 1 – Relief 8 @ \$640.88 = <b>\$5127.04 salaries</b></p> <p><u>PM Benchmark Relief</u> Relief \$640.88 x 10 = <b>\$6408.80 salaries</b></p> <p><u>Professional Learning – T4W for 2 new staff</u> 2x 2 relief days @ \$640.88 = <b>\$2563.52 D2705</b> Cost of course = <b>\$960</b></p> <p><u>Relief for Literacy Curriculum Leader to attend 1 MADCAN Network meeting per term.</u> <b>4 x \$640.88 = \$2563.52</b></p>	<p>Kindergarten Assessment Tool (KAT)</p> <p>NAPLAN Data On Entry Testing</p> <p>PAT Testing - Reading</p> <p>Phonics Tracking – PLD</p> <p>Spelling PLD Test</p> <p>Dibels/Probe</p> <p>Soundwaves Test</p> <p>Writing - Cold/Hot Tasks</p> <p>Elastik – Real Time Writing Assessments</p>

<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>➤ Decrease the percentage of students in Developing</li> <li>➤ Increase the percentage of students in Strong/Exceeding</li> </ul> <p><b>PATR</b> All children at Stanine 3 or above.</p>	<p><b>TYPING, HANDWRITING &amp; PRESENTATION</b></p> <ol style="list-style-type: none"> <li>1. Explicit Handwriting lessons teaching correct formations and fluency 2x Explicit 20 min lessons per week.</li> <li>2. Purchase dotted thirds magnetic boards for each classroom to use in handwriting lessons.</li> <li>3. Whole school focus on correct pencil grip (K-6) and ruling up (1-6)</li> <li>4. Explicit typing lessons – 20 min - once per week years 2-6 – typing.com – Explicit teaching required.</li> </ol> <p><b>WRITING &amp; GRAMMAR</b></p> <ol style="list-style-type: none"> <li>1. All staff to follow Maddington PS's Talk for Writing schedule. All teachers to add their planning to the Shared Drive to create a bank of writing units.</li> <li>2. Organise one on one conferences with each teacher to assist with their Talk for Writing planning – end of Term 1</li> <li>3. Moderation of independent writing tasks in early Term 2 and Term 4 at an Early Close Meeting. Send out email to remind staff in Term 1 &amp; 3.</li> <li>4. Utilise AI writing moderation for both persuasives and narratives for Year 3-6. Teachers to use the reports from Elastik to plan their writing units.</li> </ol> <p><b>READING</b></p> <ol style="list-style-type: none"> <li>1. Organise professional development focusing on the research underpinning the development of reading accuracy, fluency and comprehension (Language Development Centre).</li> <li>2. Two staff members to complete Science of Reading PL</li> <li>3. Further develop decodable reading library to ensure we have at least 4 copies of each book (need to purchase 3 x Moon Dog set one, 3 x Moon Dog set two, 3 x Moon Dog vowel sounds) and Talisman</li> <li>4. Magic word list reviewed and removed from assessment schedule. All staff to be teaching PLD High-Frequency Flash Words.</li> <li>5. Promote reading by updating and purchasing additional Lexile books for the library.</li> <li>6. Review the use of novel studies in Year 4-6 and purchase additional class sets.</li> </ol> <p><b>INTERVENTION</b></p> <ol style="list-style-type: none"> <li>1. All SAER students to complete set assessments to guide the planning of the intervention program (Phonics Books assessment, PLD Placement Test and Heggerty Assessment).</li> <li>2. Develop a MPS intervention block that includes Heggerty, PLD and Phonic Book decodable readers - all classrooms should follow this.</li> </ol>	<p>3 x Bridge the Gap Heggerty Books <b>\$400</b></p> <p>8 x Magnetic Handwriting Dotted Thirds Sheets <b>\$350</b> <u>Elizabeth Richards Magnetic Aussie Dotted Thirds</u> <u>(speedyschoolsupplies.com.au)</u></p> <p>2 x Relief days for T4W conferences = <b>\$1281.76</b></p> <p>2024 New Release Collection (180 books - 45 delivered each term) <b>\$2250</b></p> <p>2 x Relief days for Science of Reading PL = <b>\$1281.76</b> Science of Reading PL - <b>\$550</b> <a href="https://dsf.net.au/our-services/professional-learning/event-details/introducing-the-science-of-reading-online-sessions-103ed9c1">https://dsf.net.au/our-services/professional-learning/event-details/introducing-the-science-of-reading-online-sessions-103ed9c1</a></p> <p>Class Sets of Novels \$20 each x 30 students = <b>\$600</b></p> <p>Decodable books <b>\$600</b></p>	
		<p><b>Salaries \$19 226.40</b> <b>Budget \$9630</b> <b>Total Budget \$28 856.40</b></p>	

# MADDINGTON PRIMARY SCHOOL OPERATIONAL PLAN 2024– MATHS

Committee Leader: Rachael Jones

Committee members: Emma Bell, Roberta Hansen, Fiona Squiers, Elizabeth Schofield, Shumaila Aamir, Jane Pavlinovich, Jemma Keys

## Key Focus:

High Standards of Academic Achievement in Numeracy



Target/Objective	Key Strategies	Resources	Monitoring
<p><b>On-Entry Targets</b> 80% of Pre-Primary students to achieve average progress between Module 1 testing and Module 2 testing</p> <p>NAPLAN Targets Year 3</p> <ul style="list-style-type: none"> <li>➤ To continue to decrease the percentage of students in <b>needs additional support/developing</b> Did not meet target: 2019 = 4% 2021 = 4% 2022 = 8% 2023 = 8%</li> <li>➤ Increase the number of students in <b>strong and exceeding</b></li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>➤ To continue to decrease the number of students in <b>needs additional support/developing</b> Did not meet target: 2019 = 0% 2021 = 0% 2022 = 0% 2023 = 11%</li> <li>➤ Increase the number of students in <b>strong and exceeding.</b></li> </ul>	<p>Whole School Focus Areas</p> <ul style="list-style-type: none"> <li>• Measurement and Geometry – Units of measurement will be a focus area in teaching and learning programs. Suggestion: Have a Measurement and Geometry Week whereby all classes engage in measurement and geometry activities – work can be displayed in classroom/around the school</li> <li>• Number – Place Value will be a focus of teaching and learning programs. Problem solving is a common area of weakness among years 3-6.</li> </ul> <p>Strategies</p> <ol style="list-style-type: none"> <li>1. All teachers utilise the Ed Companion class data analysis, lesson plans and assessments to support and extend students in their class.</li> <li>2. All classroom teachers to differentiate class activities based on student ability.</li> <li>3. Follow whole school Numeracy Plan (refer to document). Numeracy Committee will support new staff as required.</li> <li>4. Review the Numeracy Plan regularly to reflect any changes in the delivery of our numeracy program.</li> <li>5. Embed whole school problem solving structure (TUPAC). (New/returning teachers need some briefing about this problem-solving structure)</li> <li>6. All teachers to implement the explicit teaching of mental maths strategies. The Numeracy Committee will implement the SCSA scope and sequence for the strategies to be taught across Year PP-6. (posters displayed in each classroom).</li> <li>7. Incorporate Paul Swan games into the Numeracy Block to consolidate learning.</li> <li>8. Explicitly teach multiplicative reasoning across Years 1-6.             <ul style="list-style-type: none"> <li>o Explicitly teach times tables from years 3-6 to automaticity.</li> </ul> </li> <li>9. Wednesday will become "Bag Tag Day". The classroom teachers will assess the students using the times tables PowerPoints in the shared drive. Admin will award students with their bag tag. Teachers must record student achievement in the CMT as "A". Maths committee to send out weekly reminder – email/calendar invite.</li> </ol>	<p>On-line NAPLAN planner</p> <p>Relief for Numeracy Curriculum Leader to attend 1 MADCAN Network meeting per term. 4 x \$640.88 = <b>\$2560</b></p> <p>PL projected cost <b>\$500</b> PL relief 4 x \$640.88 = <b>\$2560</b></p> <p>Replacement resources <b>\$500</b></p> <p>MAWA membership <b>\$230</b></p> <p>Paul Swan Maths Vocab Books <b>\$150</b></p> <p>1x Afterschool meeting a year.</p>	<p>Online NAPLAN and OFF YEARS data (2 to 5)</p> <p>Whole School data collection and monitoring tool</p> <ul style="list-style-type: none"> <li>➤ Mad Minute Test</li> <li>➤ PAT Testing Data</li> <li>➤ New Wave Mental</li> <li>➤ Targeting Maths inbuilt assessment</li> </ul> <p>On entry Data (PP)</p> <p>PM meetings</p> <p>ESGI–Monitoring (K-PP)</p> <p>Report Grades/SCSA Judging Standards</p> <p>Class Visits</p>

	<p>10. Teachers will utilise ICT and digital technologies to enhance the delivery of the numeracy program.</p> <p>11. All classroom teachers to provide a Maths Warm-up, implementation of TAPPLE, WILF and WALT (Learning Intention and Success Criteria) and plenary activities in every numeracy block.</p> <p>12. All classroom teachers must implement the New Wave Mental Maths program daily into their numeracy block across Years 1-6.</p> <p>13. The Numeracy Committee will commit to 4 x meetings over the year to review important aspects of the whole school maths program to ensure consistency across the school.</p> <p>14. Review what is being recorded into the CMT.</p> <p>15. Utilise the Maths Vocabulary Book by Paul Swan with the understanding that vocab is key to math success.</p> <p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. Whole school approach to assessment utilising the following: <ul style="list-style-type: none"> <li>• Recording data in the CMT for Elastik to analyse</li> <li>• Westwood assessment for Year PP-6</li> <li>• New Wave Mental Maths review assessments Years 1-6</li> <li>• On-Entry assessment for Years PP-1</li> <li>• NAPLAN and off years for data collection</li> <li>• Recording Targeting Maths end of unit and end of term assessments in the CMT</li> <li>• PAT Testing</li> <li>• KAT assessments (Kindy only)</li> </ul> </li> </ol> <p>Communication All staff will be sent minutes from meetings and invited to provide feedback.</p>	Mental Maths books	
<b>Total Budget</b> <b>Salaries</b> \$ 5127 <b>PL D2705</b> \$ 500 <b>D5105</b> \$ 830			

# MADDINGTON PRIMARY SCHOOL OPERATIONAL PLAN 2024 – HUMANITIES AND SOCIAL SCIENCES

Committee Leader: Jane Pavlinovich

Committee members: Roberta Hansen, Steph Sanderson, Trish Hall, Kesha Kaur



## Key Focus:

1. Teachers to foster and enhance understanding of Aboriginal Culture
2. Develop the capacity to use inquiry methods and skills, including questioning, researching using reliable sources, analysing, evaluating and communicating
3. Develop a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world

Target/Objective	Key Strategies	Resources	Monitoring
<p>Use WA curriculum to direct planning and learning programs</p> <p>All students to participate in 40-80 minutes per week</p> <p>All students to participate in NAIDOC Week activities</p> <p>Students develop the ability to question; think critically; make decisions based on evidence; devise proposals for actions; and communicate effectively.</p>	<p><b>Use SCSA scope and sequence along with aligned resources and activities to teach</b></p> <ol style="list-style-type: none"> <li>1. History (PP - Year 6)</li> <li>2. Geography (PP - Year 6)</li> <li>3. Civics and Citizenship (Year 3 - 6)</li> <li>4. Economics and Business (Year 5 - 6)</li> </ol> <p><b>Explicitly teach inquiry skills</b></p> <ol style="list-style-type: none"> <li>1. Questioning and researching</li> <li>2. Analysing</li> <li>3. Evaluating</li> <li>4. Communicating and reflecting</li> </ol> <p><b>Participate in whole school ceremonies</b></p> <ol style="list-style-type: none"> <li>1. ANZAC Day</li> <li>2. Harmony Day</li> <li>3. NAIDOC Week</li> </ol> <p><b>Aboriginal Studies</b></p> <ol style="list-style-type: none"> <li>1. Re- Apply for PALS 2 year Grant for 2024-2025.</li> <li>2. Implement the Aboriginal Cultural Standards Framework – Provide each staff member with a copy and discuss at a PL Day/ Staff meeting.</li> <li>3. Purchase resources to supplement Aboriginal Studies</li> </ol>	<p>Posters and picture books to support the teaching of History. <b>\$300</b></p> <p>(D6266) Separate Budget Purchase Aboriginal Resources <b>\$500</b></p>	<p>SCSA judging standards</p> <p>AC descriptors and portfolios</p> <p>Report Grades</p> <p>Class Visits</p>
<p><b>Total Budget (D6266)</b></p>		<p><b>Budget \$ 1100.00</b></p>	

# MADDINGTON PRIMARY SCHOOL OPERATIONAL PLAN 2024 – HEALTH

Committee Leader: Julie Phillips

Committee members: Taryn Lutrell-Sniffen, Jo Jamieson, Tracey Vickers, Steph Sanderson



## Key Focus:

1. Students to develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships.

Target/Objective	Key Strategies	Resources	Monitoring
<p>Use WA curriculum to direct planning and learning programs</p> <p>Promote mental health, (and the prevention of depression and anxiety) in children, to assist them in meeting the challenges and stresses of life.</p> <p>All students are to be taught our school values - care, respect and responsibility.</p> <p>All teachers to incorporate Term Focus in programs and lessons.</p>	<ol style="list-style-type: none"> <li>1. Explicitly teach the whole school values of care, respect and responsibility and reinforce these through the behaviour chart.</li> <li>2. Certificates awarded to students at assemblies, displaying the core values which is linked to the behaviour system. (Ensure all certificates are emailed on time)</li> <li>3. Whole school promotion of the values including displays, classroom posters &amp; reinforcement at the communication assembly. Provide each class with a set of values posters. Jane to send value signs to classes to brainstorm ideas related to the values. Termly Communication Assemblies, reinforcing the values.</li> <li>4. Crunch and Sip policy reviewed by Health committee and followed in all classes.</li> <li>5. Promote Healthy Lifestyles - Fruit &amp; Veg Month, Crunch and Sip &amp; The Big Vegie Crunch, daily fitness, Physical Education lessons.</li> <li>6. Ongoing Mental Health-drawing table, jigsaws together, lunch time soccer with Paul, Wildcats visit, reading club.</li> <li>7. Mental Health- Funding to provide Jemma with the opportunity to attend 'Gate Keeper' and Mental Health First Aid. Jane to book her in on the first day of Term One 2024.</li> <li>8. School wide focus               <ul style="list-style-type: none"> <li>o Term 1 - Resilience/Mental Health (Breathing, self-regulation, Zones of Regulation-including red and green choices)</li> <li>o Promotion of Aussie of the Month. Steph will be in the playground many recesses and lunchtimes to assist with guiding students.</li> <li>o Term 2 - Protective Behaviours - Utilise Protective Behaviours kit that was purchased in 2021</li> <li>o Term 3 - Healthy Lifestyles- Athletics' Carnival, Daily Fitness (all year) (Swimming lessons Term 3)</li> <li>o Term 4 - Drug Education using SDERA Challenges and Choices resources &amp; Growth and Development based on the K-10 Syllabus</li> <li>o (Year 4-6) utilise School Health Nurse. ECE (Road &amp; Water safety)</li> </ul> </li> </ol>	<p><b>\$250 to purchase new stickers, value certificates, medals and any resources required.</b></p> <p>Purchase Signs/promotion/stickers and resources to promote whole school values, RUOK? and Mental Health Week.  <b>\$2500 (to be rolled over to develop signs)</b>            Steph (Chaplain) Timetable</p> <p>Crayons, pencils etc, jigsaw board, jigsaws</p> <p><b>\$3600 Teacher Relief</b></p> <p>Life Education Van-Incursion</p> <p>Utilise free resources;            Safe4Kids            Sun Smart,            Asthma Foundation,            Road and Bike Safety            St John Ambulance - First Aid,            Dental Health – Colgate,            Cyber Bullying using  <a href="http://www.esafety.gov.au/education-resources">www.esafety.gov.au/education-resources</a>            Fire Safety (Year Three)</p>	<p>SIS Records            Certificates given</p> <p>Observations and anecdotal records            Brainstorms of values displayed in the classrooms.</p> <p>Jane</p> <p>Student            Chaplain/Teacher            Timetable</p> <p>Report grades</p> <p>Children all wear hats</p>

	<ol style="list-style-type: none"> <li>9. Utilise outside agencies to assist in delivering health education and topics. Staff PL in health topics including online training and areas of need.</li> <li>10. Promote and emphasise 'Sun Awareness' across the whole school and incorporating sun safety education as part of the curriculum. We are now a 'Sunsmart School'.</li> <li>11. R U OK Day</li> <li>12. Implement MHIS – strategic plan utilising 'Be You'</li> <li>13. Implement whole school program 'Challenges and Choices' &amp; provide professional learning and resources to support new teachers in implementing this program.</li> <li>14. Staff to complete the 13 online 'Be You' Modules and also participate in other 'Be You' online sessions and events throughout the year. These will be assigned by the 'Be You' team leader.</li> </ol>	<p>Amanda Young Foundation – Meningococcal, Nestle Healthy Active Kids, Healthy Kids Association, National Nutrition Week, Crunch and Sip using <a href="http://www.crunchandsip.com.au">www.crunchandsip.com.au</a></p> <p>10 minutes at the beginning of each staff meeting to be used for ongoing PL.</p>	<p>Increased understanding of 'Be You'</p>
<b>Total Budget (D5610)</b>		<b>Budget \$6350</b>	

# MADDINGTON PRIMARY SCHOOL OPERATIONAL PLAN 2024 – PHYS ED

Committee Leader: Julie Phillips

Committee members: Taryn Lutrell-Sniffen, Jo Jamieson, Tracey Vickers, Steph Sanderson



## Key Focus:

1. Students to acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings

Target/Objective	Key Strategies	Resources	Monitoring
<p>Increase student fitness.</p> <p>Improve students' gross motor skills.</p> <p>Improve students' long distance running skills.</p> <p>Improve students' sportsmanship skills.</p> <p>Improve students' specific game and sports skills.</p>	<ol style="list-style-type: none"> <li>1. 4 x 15min active daily class fitness sessions. Provide a list of games and rules that are high energy to teachers.</li> <li>2. 2 x 40min sport session per week with Phys Ed Teacher.</li> <li>3. Develop a whole school fitness program or day (include Athletics Training during Term 3).</li> <li>4. Explicit teaching of skills, movements and rules for games/sports/athletics carnival</li> <li>5. Swimming instruction by external provider – 1 Week provided by DoEWA.</li> <li>6. Participate in interschool sport options e.g.: Athletics Carnivals, Lightning Carnivals.</li> <li>7. Netball program Term 1.</li> <li>8. Participate in Go Dance Term 2 Weeks 2-9</li> <li>9. Complete annual stocktake and replace broken/old equipment, Term 4</li> <li>10. Whole-school Athletics Carnival Term 3.</li> <li>11. Colour Run TBA.</li> <li>12. Phys Ed teacher to apply each term to Sporting School Australia Grants to fund coaching and equipment for sports lessons.</li> </ol>	<p>Stocktake of sport shed EA 1 day @ \$295.50</p> <p>Replacing old equipment \$700</p> <p>Staff to attend and man interschool competitions. 2 teachers Interschool 1 day @\$620= \$1240</p> <p>Athletics Carnival costs \$700</p> <p>Relief Days for Association Meetings/Athletics Planning/Coordinating 2 days @ \$620= \$1240</p> <p>2 Days EA time to collate Athletic Day Program @\$295.50= \$591</p>	<p>Observations and anecdotal notes</p> <p>Fitness Testing.</p> <p>Beep test T2 &amp; T4</p> <p>Survey teachers about swimming lesson and monitoring of students' progress.</p> <p>Sports Carnival feedback meeting.</p>
		<p><b>Total Budget (D5605)</b></p>	<p><b>Salary \$3366.50</b> <b>Budget \$1400</b></p>

# MADDINGTON PRIMARY SCHOOL OPERATIONAL PLAN 2024 – The Arts

Committee Leader: Fiona Squiers

Committee members: Glenda Albrey, Julie Phillips



## Key Focus:

- To improve the skills related to performance and appreciation of music/art for all students through exposure to a variety of styles and engaging activities

Targets/Objectives	Key Strategies	Resourcing	Monitoring
<p>Use WA Curriculum to direct planning and learning programs.</p> <p>Expose students to all areas of 'The Arts'.</p> <p>Promote 'The Arts' within the community.</p>	<ol style="list-style-type: none"> <li><b>Class teacher</b> to cover all strands of the Arts and explicitly teach SCSA curriculum in 2 x 40min sessions per week, Year 1 –6</li> <li><b>Class teacher</b> to introduce and explicitly teach Music SCSA curriculum in 1 x 40min sessions per week, Year PP – 6 (Using whole school online program Music Express).</li> <li><b>Specialist teacher</b> to teach Media Arts 2 x 40 min sessions per week.</li> <li>Whole school music incursion (Students to pay).</li> </ol> <p><b>VISUAL ARTS/MEDIA ARTS</b></p> <ol style="list-style-type: none"> <li>Expose students to a variety of Art Techniques to develop their skills and appreciation of The Arts following SCSA.</li> <li>Student artwork is promoted throughout the year through classroom displays.</li> </ol> <p><b>MUSIC</b></p> <ol style="list-style-type: none"> <li>Practise and rehearse whole school songs and National Anthem</li> <li>Students perform a small item to an audience e.g. assemblies, other classes</li> </ol>	<p>PL opportunities for staff x 1 @ <b>\$640.88</b></p> <p><b>Visual Arts</b> <b>\$1200</b> resources and materials</p> <p><b>Art/Craft</b> <b>\$1500</b> resources</p> <p><b>Media Arts</b> <b>\$400</b> resources</p> <p><b>Music</b> <b>\$350</b> resources and instruments for Music DOTT provision</p> <p>PL 2 days @ \$640.88 for Music/Drama <b>\$1281.76</b></p>	<p>Displays/Performances/Assemblies</p> <p>Class Walk Throughs (Art and Music)</p> <p>Report Grades</p> <p>SCSA Judging Standards</p> <p>Achievement</p>
<p><b>Total Budget</b> <b>Music/Drama (D5715)</b> <b>Art/Craft (D5720)</b> <b>Media Arts</b> <b>Visual Arts</b></p>		<p><b>Salary \$1922.64</b> <b>Budget \$1950</b> <b>Budget \$1500</b></p>	

# MADDINGTON PRIMARY SCHOOL OPERATIONAL PLAN 2024 – SCIENCE

Committee Leader: Fiona Squiers

Committee members: Cat Campbell, Tracey Vickers



## Key Focus

1. Developing inquiry process.
2. Develop an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live.
3. Integrate across learning areas

Target/Objective	Key Strategies	Resources	Monitoring
<p>Use WA Curriculum to direct planning and learning programs</p> <p>Develop Maddington PS student's inquiry skills by using an inquiry based science model of teaching.</p>	<p><b>Science Content</b></p> <ol style="list-style-type: none"> <li>1. Utilise SciTech DIY Science Kit Hire – Kits contain Teaching plans and equipment to cover teaching foundation to year 6.</li> <li>2. Increase science vocabulary in warm -ups and word walls by using Science Understanding Vocab PowerPoints saved on the S drive</li> <li>3. Implement sequential scope and sequence for all strands of science.</li> <li>4. Science Week – Celebrate during the specialist science lesson. Science specialist to implement during science classes that week. Email all teachers with the date and theme of Science week prior and any other information regarding science week in a timely manner so teachers can discuss and remind the students.</li> <li>5. Content Delivery – Teach all 4 strands one per term (check the reporting schedule to ensure the correct strand is being taught when you are reporting on it.)               <ul style="list-style-type: none"> <li>• Chemical Sciences</li> <li>• Physical Sciences</li> <li>• Earth and Beyond</li> <li>• Biological Sciences</li> </ul> </li> </ol> <p><b>Inquiry Process</b> Explicitly teach science inquiry skills</p> <ol style="list-style-type: none"> <li>1. Questioning and predicting</li> <li>2. Planning and conducting</li> <li>3. Processing and analysing data and information</li> <li>4. Evaluating</li> <li>5. Communicating</li> </ol> <p><b>Investigate</b> PAT Testing for Years 3 to 6 to assess students in 2024</p> <p><b>Considerations</b> Consider further equipment purchases such as Hot plates in order to conduct experiments in the science room as well as a soldering iron for repairs to equipment.</p>	<p>Purchase consumable items for class experiments <b>\$200.</b> <i>Utilising the DIY Science Kits from SciTech allows the science budget to reduce the consumables budget as these kits come with all the consumables require to teach the unit</i> 4 Kits at a cost of \$175 per kit <b>Total cost \$700</b></p> <p>Stock take of Science equipment/consumables Take Photos <b>1 day @ \$347.80 EA</b></p> <p><b>New Equipment</b> 1 x Electric Hot Plate @ \$ 55 18cm Saucepan. @ \$ 5 Set of Stainless-Steel Mixing Bowls. @ \$9 1 x Soldering Iron Kit @ \$ 22 Scrapbooks Year 1 to 3 90 Students @ \$2.65 each Year 4 to 6 85 Students @ 1.75 each Document wallets 175 Students @ \$1 each</p>	<p>SCSA judging standards</p> <p>AC descriptors and student portfolios or books</p> <p>Report Grades</p>
<p><b>Total Budget (D5305)</b></p>		<p><b>Salaries \$ 347.20</b> <b>Budget \$ 1901.05</b></p>	

# MADDINGTON PRIMARY SCHOOL OPERATIONAL PLAN 2024 - TECHNOLOGIES

Committee Leader: Allan Peska

Committee members: Emma Bell, Chris Walsh, Tanya Oliver, Julie Forward



## TARGET:

1. Integrate ICT and Digital Technologies across all learning areas
2. Develop knowledge and confidence to critically analyse and creatively respond to design challenges

Objectives	Key Strategies	Resources	Monitoring
<p>Use WA curriculum to direct planning and learning in all areas of Technologies</p> <p>Increased use of technology in class and e-learning teaching opportunities</p> <p>Teachers continue to develop and improve their skills using a range of software to enhance school priority areas.</p> <p>Teachers integrated cyber safety strategies into their programs of work</p> <p>Use the Technologies Scope and Sequence</p>	<p><b>Digital Technologies and ICT</b></p> <ol style="list-style-type: none"> <li>1. Continue the cycle of upgrading/leasing devices including IWB, Desktop PC's, iPads, Mac books &amp; HP Laptops.</li> <li>2. Use Jamf (MDM solution) to manage and update iPads and Mac books.</li> <li>3. Continue to update/replace and improve infrastructure and connectivity.</li> <li>4. ICT Curriculum Leader to provide coaching &amp; support in classrooms as required and requested.</li> <li>5. Staff to discuss and share skills and resources.</li> <li>6. Device protocols 'iPromise' in place and followed by all students across the whole school including Mobile phone policy.</li> <li>7. Use the school Technologies scope and sequence to explicitly teach Digital &amp; Design Technologies</li> <li>8. Include opportunities for students to develop their skills through projects which integrate the iPads, Mac Books &amp; HPs into the teaching and learning programs, steered by the SCSA guidelines for technology implementation.</li> <li>9. Provide staff with PL opportunities to continue developing their skills using a range of software to enhance school priority areas and increase staff confidence and capabilities.</li> <li>10. iPad and Apps – K to 2 (6 only in years K to 1)</li> <li>11. Mac Books/HP Laptops/iPads – 3 to 6</li> <li>12. Use keyboards on iPads to develop digital literacy / keyboard awareness.</li> </ol> <p><b>Design &amp; Technologies</b></p> <ol style="list-style-type: none"> <li>1. Staff to focus on one of the context areas               <ul style="list-style-type: none"> <li>➤ Engineering principles and systems</li> <li>➤ Food and fibre production</li> <li>➤ Food specialisations</li> <li>➤ Materials and technologies specialisations</li> </ul> </li> <li>2. <b>Explicitly teach inquiry skills</b> <ul style="list-style-type: none"> <li>➤ Investigating and defining</li> <li>➤ Designing</li> <li>➤ Producing and implementing</li> <li>➤ Evaluating</li> <li>➤ Collaborating and managing</li> </ul> </li> </ol>	<p><b>Separate Budgets that are set</b></p> <p>(D1110) Leasing of iPad (110) - \$24,650 (D1105) Leasing of Macs – \$13,587 (D1106) Leasing of Desktops -\$4 400 (D1115) Leasing IWB \$9,607 (D5420) Leasing of Probooks \$4,723</p> <p><b>0.1 FTE</b> for ICT coordinator 20 days @ \$640.88 <b>\$12 817.60</b></p> <p><b>Operational Budgets</b> (D2505) ICT Hardware <b>\$9 199</b> Price estimates to replace faulty/outdated infrastructure hardware based on Dashboard ICT Infrastructure Budget.</p> <p>(D1615) ICT Repairs and Maintenance <b>\$ 11 185</b> Purchase EducatelT hours Jamf Licenses iPad repairs Purchase new Apps Purchase iPad/computer equipment e.g. Headphones iPad Keyboards – 1 to 1 iPad to Keyboard ratio</p>	<p>JAMF Management Software</p> <p>SSS Management Software</p> <p>Regular Surveys &amp; Audit of equipment needed</p> <p>Professional Dialogue</p> <p>Performance management meetings</p> <p>Surveys</p> <p>Students' engagement with DT</p> <p>Self-assessment regarding use of ITC &amp; Resources</p>

**Total Budget**

**Salary - 0.1 FTE \$12 817**

**(D2505)**

**Budget \$9 199**

**(D1615)**

**Budget \$11 185**

**(D1110)**

**\$24 650**

**(D1105)**

**\$13 587**

**(D1106)**

**\$4 400**

**(D1115)**

**\$9 607**

**(D5420)**

**\$4 723**

## MADDINGTON PRIMARY SCHOOL OPERATIONAL PLAN 2024 – NQS (K - 2)

Committee Leader: Vanessa Sibley(NQS)/Alana Kennedy(K/PP)

Committee members: Faith Murray, Trish Hall, Winnie Thomson, Elizabeth Schofield, Taryn Luttrell-Sniffen, Jane Pavlinovich, Janine Klingsporn

Ensure that National Quality Standards are met



Target/Objective	Key Strategies	Budget	Monitoring
<p>Use WA curriculum and National Quality Standards to direct planning and learning program</p>	<p>Address NQS standards –</p> <p><b>Educational Program and Practice</b></p> <ul style="list-style-type: none"> <li>• Upskill EC staff in T4W early years (English Budget)</li> <li>• Continue to implement whole school plans, whilst also considering children’s interests and strengths.</li> <li>• Improve relationships with families and increase their involvement in the school community - Quality Area 6</li> </ul> <p><b>Physical Environment</b></p> <ul style="list-style-type: none"> <li>• Add to Nature Play area- natural play equipment for smaller children- long term plan. Such as climbing walls, musical items and a water creek. Add \$\$ to Reserve annually.</li> </ul> <p><b>Quality Area 6 - Collaborative partnership with families and communities</b></p> <ul style="list-style-type: none"> <li>• Initiate parent help in classrooms term 2 - 4 (K-2)</li> <li>• Parent Information night – Term 1</li> <li>• Open afternoon 1 Wednesday a Semester – parents can pop in to look at students work as they collect them at Early Close. Possibly have tea and coffee + biscuits for refreshments. Class with the most parents who attend receive some form of reward, possibly extras play.</li> <li>• Try to increase parent involvement through creating a P&amp;C</li> </ul>	<p>Add \$5000 to Reserve Account to improve NP Area. CODE: N1625</p> <p>Add \$765 to PL budget for T4W PL (\$255 ea) PL Budget CODE: D2705</p> <p>3x days Teacher relief for EC T4W @\$620 per day. SALARIES</p>	<p>ECE Teaching staff and Admin</p> <p>Alana Kennedy Vanessa Sibley Emma Bell Taryn Luttrell-Sniffen Janine Klingsporn Julie Phillips Elizabeth Schofield Glenda Albrey Jemma Keys Chris Walsh Jane Pavlinovich</p>
<b>Total Budget NQS</b>		<p><b>Salaries \$1860</b> <b>D2705 \$1050</b> <b>N1625 \$5000</b></p>	

# MADDINGTON PRIMARY SCHOOL OPERATIONAL PLAN 2024 – ECE (K - P)

Committee Leader: Alana Kennedy

Committee Members: Faith Murray, Trish Hall, Winnie Thomson, Elizabeth Schofield, Taryn Luttrell-Sniffen, Jane Pavlinovich, Janine Klingsporn

1. Implement the Early Childhood plan
2. Purchase items for Early Childhood programs



Target/Objective	Key Strategies	Budget	Monitoring
<p>Use WA curriculum to direct planning and learning program.</p> <p>Use a range of pedagogies.</p> <p>Improve parent and community relationships.</p> <p>Meet NQS standards.</p> <p>Set clear learning goals for each child.</p>	<p><b>Key Consumables</b></p> <ul style="list-style-type: none"> <li>• Paint, glue, paper, cardstock, laminating sheets, stickers.</li> <li>• Playdough – flour, cream of tartare, salt, food colouring, oil.</li> <li>• Collage items – stickers, match sticks, pop sticks, feathers, pompoms, sequins, foam shapes, foam letters and numbers, natural items.</li> <li>• Cleaning items – Washing powder, dishwashing tablets, sponges, dishwashing liquid, cloths, broom, dustpan.</li> </ul> <p><b>Resources and Outdoor Equipment</b></p> <ul style="list-style-type: none"> <li>• Tuff tray inserts and mats</li> <li>• Dramatic play set up (kitchen set up, workbench)</li> <li>• Tonka trucks for sandpit</li> <li>• Blackboard for outside (ply and paint bunnings)</li> <li>• Soft fall mats (MTA)</li> <li>• Obstacle course climbing frames/additions</li> <li>• Ground painting – hopscotch, number line, letter snake (Ground splash- need quote)</li> <li>• STEM ECE kits and resources</li> <li>• Dramatic play costumes</li> <li>• Kinetic sand</li> </ul> <p><b>Family / parent involvement</b></p> <ul style="list-style-type: none"> <li>• Invite families to come into school and have more involvement for events such as Mother's Day, Father's Day, Grandparents Day etc. Have crafts and activities for engaging in together and shared morning tea / promoting healthy eating.</li> </ul>	<p>\$1500 \$100 \$1000</p> <p>\$200 <b>\$2800</b></p> <p>\$300 \$1000 \$400 \$100 \$1000 \$500 \$1000</p> <p>\$500 \$300 \$100 <b>\$4700</b></p> <p>\$1000 <b>\$1000</b></p> <p><b>Total: \$8500</b> <b>Salaries</b></p> <ul style="list-style-type: none"> <li>• On entry 2x days @ \$640 - \$1280</li> <li>• KAT 2x days \$1280</li> <li>• Shed and storeroom maintenance EA x 2 days @ \$324 - \$648</li> </ul>	<p>ECE Teaching Staff and Admin</p> <p>Alana Kennedy Taryn Luttrell-Sniffen Jordan Geaney</p> <p>Glenda Albrey Jemma Keys Chris Walsh Jane Pavlinovich</p>
<p><b>Total Budget ECE (D6005)</b></p>		<p><b>Salary \$3208</b> <b>Budget \$8500</b></p>	

# MADDINGTON PRIMARY SCHOOL OPERATIONAL PLAN 2024



## Improve student attendance and behavior

Committee Leader: Jemma Keys

Committee members: Emma Bell

### Key Foci:

1. Increase student attendance
2. Support positive behavior

Target/Objective	Key Strategies	Resources	Monitoring
<p><b>2024 Attendance Target</b> Students attending regularly will <u>remain above</u> 62%.</p> <p>Students in the severe-at-risk category will <u>decrease</u> to less than 20x students.</p> <p><b>2024 Attendance Target</b> Aboriginal students who are attending regularly will <u>remain above</u> 44%.</p> <p>Aboriginal students in the Severe-At-Risk category will <u>decrease</u> from 15% to &lt;10%.</p> <p><b>2024 Attendance Target</b> Students attending regularly will <u>remain above</u> 66%.</p> <p>Students in the severe-at-risk category will <u>decrease</u> to less than 12x students.</p> <p><b>2024 Attendance Target</b> Aboriginal students who are attending regularly will <u>remain above</u> 40%.</p> <p>Aboriginal students in the Severe-At-Risk category will <u>decrease</u> from 25% to &lt;15%.</p> <p><b>2024 Behaviour Data</b> Suspensions- 13x (24x days)</p> <p><b>2024 Behaviour Target</b> &lt;13 suspensions Suspensions-:</p> <p><b>2024 Behaviour Target</b> &lt;13 suspensions</p>	<p>ATTENDANCE</p> <ul style="list-style-type: none"> <li>➤ Attendance policy and procedures are followed by all staff</li> <li>➤ Teachers consistently follow up Unauthorised absences after 3x consecutive days.</li> <li>➤ Admin case manages students below 80% attendance.</li> <li>➤ Countering Bullying Plan and Good Standing Policy sit alongside the Behaviour Management Plan and is a modification of the shared concern model.</li> <li>➤ Attendance now part of Good Standing.</li> <li>➤ Incentives targeting an attendance priority, eg: "Ready to Learn" raffle-review and modify each term.</li> <li>➤ Parents sent a second message for PM of day, if no reason for absence has been provided.</li> <li>➤ All outstanding U's followed up individually by Admin at end of each week.</li> <li>➤ All students 80% at end of term receive a Letter of Concern.</li> </ul> <p>BEHAVIOUR</p> <ul style="list-style-type: none"> <li>➤ Staff follow the School Behaviour Management Plan, Countering Bullying Plan and Good Standing Policy. These guidelines are reviewed yearly by all staff.</li> <li>➤ Staff implement the whole school programs of <i>Red and Green Choices</i> (K-3) (Tier 2/3 students) and <i>Zones of Regulation</i> in order to teach expected behaviour and emotional-regulation skills.</li> </ul>	<p>Behavior Management Plan</p> <p>Good Standing</p> <p>Countering Bullying Plan</p> <p>SAER Plan</p> <p>Attendance Plan</p> <p>Attendance incentives = \$100 per term x 4 = \$400 <b>D6260</b></p> <p>Behavior support resources = \$100 per semester x 2 = \$200 <b>D6260</b></p>	<ul style="list-style-type: none"> <li>➤ SIS Behaviour Records</li> <li>➤ Attendance Data-Integris</li> <li>➤ Student Attendance Reporting</li> <li>➤ Suspension Records</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Individual Behaviour Support Plans are implemented for Tier 2 and 3 students who do not respond to the whole school policy/strategies. These are developed by class teachers with support from Admin.</li> <li>➤ Admin case manages Tier 3 students, in consultation with District Office, School Psychologist, Lead SP and SSEN:BE/D.</li> <li>➤ Resources to target behaviour support, eg: prizes, tools etc.</li> </ul>		
<b>Total Budget</b> <b>BMAD Incentives and Rewards (D6260)</b>		<b>Budget \$600</b>	



## Aboriginal Cultural Standards Framework – Maddington Primary School 2023-2024

### Building on Strength and Focus 2023 – Every student, every classroom, every day

#### RELATIONSHIPS

<b>STANDARD</b>	Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.	Staff establish and maintain positive relationships with Aboriginal students, their parents and families.	Staff engage professionally with local Aboriginal community members and organisations.	Staff provide Aboriginal students, their parents and families, and local Aboriginal community members with leadership opportunities.	Staff broaden their knowledge and improve practices in Aboriginal education
		<ul style="list-style-type: none"> <li>All staff build respectful relationships with Aboriginal students.</li> <li>All staff are proactive in building trusting and positive relationships with Aboriginal families.</li> <li>AIEO works with all Aboriginal students over the year.</li> <li>AIEO available upon enrolment of students (if possible)</li> <li>AIEO welcomes new families.</li> <li>Staff collaborate to support Aboriginal families where it is needed – morning/afternoon teas on a regular basis when AIEO is at school.</li> <li>School involves Aboriginal families in NAIDOC celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>Staff liaise with local Aboriginal community through AIEO</li> <li>Local elders – observe appropriate protocols.</li> <li>Involve Aboriginal community members in NAIDOC celebrations.</li> <li>School supports families to access outside services, including Liaising with Coolabaroo, Derbyl Yerrigan, RUAH, Clontarf and Yule Brook College.</li> <li>Staff draw on the expertise of AIEO and local Aboriginal community members and organisations to enrich learning experiences for students.</li> </ul>	<ul style="list-style-type: none"> <li>AIEO invites families to join school council and parent volunteer group.</li> <li>Elders are invited to join school council.</li> <li>AIEO coordinates/oversees NAIDOC celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>AIEO support in classrooms – staff to make AIEO feel welcomed and involved in the classroom at least 1 day a fortnight.</li> <li>All staff to teach Aboriginal history/culture- use whole school resource package "Our land our stories"- all staff to implement in 2022.</li> <li>Parent meetings with Aboriginal families</li> <li>Establish links with Clontarf and Deadly Sista Girlz.</li> <li>Establish contact with local elders</li> <li>AIEO – establish links to local high schools and alternative pathways</li> <li>Participate in local Aboriginal network groups.</li> </ul>

#### LEADERSHIP

<b>STANDARD</b>	Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on	School leaders develop a clear vision for the teaching and learning of Aboriginal students.	School leaders build staff capability for effective teaching of Aboriginal students.	School leaders support innovation and change in Aboriginal education	School leaders demonstrate transparency and accountability to Aboriginal students, their parents and families
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	improving education outcomes for Aboriginal students.	<ul style="list-style-type: none"> <li>Involve parents in school decision making</li> <li>Set specific targets and resourcing- case management or whole school, depending on relevance.</li> <li>High expectations for all students</li> <li>School leaders ensure Aboriginal education outcomes are defined in the school plan and reported in the annual school report</li> </ul>	<ul style="list-style-type: none"> <li>Meetings with parents.</li> <li>Appropriate and relevant resources available.</li> <li>Professional learning to support staff to teach ways that are responsive to the learning needs of Aboriginal students- Tracks to 2 Way learning.</li> <li>Develop and sustain a school wide focus on monitoring the progress of Aboriginal students (LSC/SAER).</li> </ul>	<ul style="list-style-type: none"> <li>Leaders build cultural responsiveness through ACSF implementation.</li> <li>Acknowledgement of Country at Assemblies- individualised one for the school.</li> <li>Staff are encouraged to use flexible approaches to engage and teach Aboriginal students.</li> </ul>	<ul style="list-style-type: none"> <li>School leaders provide comprehensive reports about Aboriginal student performance as part of the annual school report.</li> <li>School leaders to incorporate a supportive approach for families where needed.</li> </ul>
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**LEARNING ENVIRONMENT**

<b>STANDARD STANDARD</b>	Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.	<p>Staff support Aboriginal students to feel a sense of belonging and connection to the school.</p> <ul style="list-style-type: none"> <li>Welcoming environment – Aboriginal art, Torres Strait Island flag, local language signage, front office welcome sign.</li> <li>Pastoral care of students is monitored and supported by staff.</li> <li>Attendance of students is monitored and supported by staff.</li> <li>Year 5 class develops new school Acknowledgement of Country each year.</li> <li>Aboriginal students are consulted about NAIDOC celebrations – a classroom rep from years 4-6 at NAIDOC meetings.</li> </ul>	<p>Staff involve Aboriginal students, their parents and families to establish a physical environment that is welcoming for Aboriginal students.</p> <ul style="list-style-type: none"> <li>Clear expectations of attendance –legal requirements, school expectations and lesson attended impacts on learning- promotion in newsletter</li> <li>Planting of local flora</li> <li>Awareness of health needs – inclusive of education and preventative measures</li> <li>Continue to develop Aboriginal Garden (totems)</li> <li>Install signage – Student designs</li> <li>Welcoming Gardens /spaces – clean up Yarning Circle and add more plants in 2024.</li> </ul>	<p>Staff work with Aboriginal students, their parents and families to establish shared expectations and responsibility for attendance and behaviour.</p> <ul style="list-style-type: none"> <li>Clear expectations for behaviour</li> <li>Identify and implement strategies to engage hard-to-reach Aboriginal students, their parents and families.</li> <li>Ensure the transition of Aboriginal students is well defined and enacted.</li> <li>understand that factors in the local community may have an impact on Aboriginal student engagement.</li> <li>Monitor attendance and build relationships.</li> </ul>	<p>Staff establish a supportive and safe learning environment for Aboriginal students.</p> <ul style="list-style-type: none"> <li>Transition programs – Deadly Sista Girlz YBC. Enquire about boys equivalent.</li> <li>Work with other agencies to support the health, wellbeing and safety of Aboriginal students, their parents and families e.g. hearing tests annual – Derbyl Yerrigan</li> <li>SAER - support the social and emotional wellbeing of Aboriginal students.</li> <li>SAER/Classroom Teacher in collaboration with parents and families, develop plans to support Aboriginal students at educational risk.</li> <li>Noongar Posters visible in classrooms and around the school</li> </ul>
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**TEACHING**

<b>STANDARD</b>	Culturally responsive schools have high expectations for Aboriginal students and	Teachers know how culture and experiences shape the learning of each Aboriginal student	Teachers know the curriculum content and how best to teach it to Aboriginal students.	Teachers plan for and implement effective teaching practices for Aboriginal students.	Teachers assess, provide feedback and report on the progress of Aboriginal students.
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	<p>teach in ways that enable them to better reach their full education potential.</p>	<ul style="list-style-type: none"> <li>• Staff know the background of our students.</li> <li>• Staff build trusting relationships with families in order to support students.</li> <li>• Implement staff PL on: <ul style="list-style-type: none"> <li>-social factors that can affect the lives of Aboriginal students.</li> <li>-how intergenerational trauma affects our Aboriginal students.</li> </ul> </li> <li>• Understand body language and social norms.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the diverse perspectives that Aboriginal students bring to the content being taught.</li> <li>• Incorporate the knowledge and experiences that Aboriginal students have, into their learning.</li> <li>• Teachers use resources developed for Aboriginal students to address specific learning needs- implement gallery Walk in 2024.</li> <li>• Audit and purchase Indigenous Guided Readers.</li> <li>• Teachers incorporate Aboriginal histories, cultures and languages into learning activities. - Ensure teaching staff are including the learning of language into programs e.g. once a week after lunch.</li> <li>• Integrate ICT/iPads – utilise Apps "The Dreaming".</li> <li>• All teachers teach the Noongar Seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Documented Plans as per SAER policy.</li> <li>• Literacy intervention led by class teacher.</li> <li>• Collaboration between staff</li> <li>• Early intervention</li> <li>• Evidence based programs implemented</li> <li>• Focus on oral language- whole school vocab focus.</li> <li>• Mandatory online Professional Learning- Cultural Awareness Training completed by all staff.</li> <li>• ECE focus on oral language games</li> <li>• Dreaming stories</li> <li>• Cultural games</li> <li>• Acknowledgement of Aboriginal English</li> <li>• NAIDOC Celebrations</li> <li>• Art/stories</li> <li>• HASS curriculum</li> <li>• General capabilities</li> <li>• AIEO in classrooms</li> <li>• Develop understanding of the way children learn</li> <li>• Utilise appropriate teaching strategies for differentiation – visual, hands on, stories</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use formative and summative assessment data to inform planning and to identify explicit achievement targets for Aboriginal students</li> <li>• Teachers analyse the progress of each Aboriginal student and adjust their teaching practices as required</li> <li>• Teachers report the progress of Aboriginal students in formats appropriate to the cultural and linguistic backgrounds of students and their parents</li> </ul>
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## RESOURCES

<b>STAN DAR D</b>	<p>Culturally responsive schools target resourcing to optimise the education outcomes for Aboriginal students.</p>	<p>Staff acknowledge and value the expertise of Aboriginal staff.</p>	<p>School leaders allocate staff to support the learning needs of individual Aboriginal students.</p>	<p>School leaders target the learning needs of individual Aboriginal students when allocating financial resources.</p>	<p>Staff use culturally appropriate education resources to strengthen Aboriginal student engagement and learning.</p>
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		<ul style="list-style-type: none"> <li>• Draw on the knowledge and expertise of Aboriginal staff in connecting the school with the local Aboriginal community.</li> <li>• Staff to consult with? AIEO where possible.</li> </ul>	<ul style="list-style-type: none"> <li>• AIEO home visits.</li> <li>• Use professional learning opportunities to build Aboriginal staff capability</li> <li>• Staff know the protocols to be observed when using Aboriginal cultural resources.</li> <li>• AIEO –partner with local high schools – Yule Brook</li> <li>• Links with Parent and Child Centres</li> </ul>	<ul style="list-style-type: none"> <li>• School leaders use student characteristics funding to implement appropriate teaching and learning adjustments for Aboriginal students</li> <li>• School leaders plan for improved Aboriginal student outcomes and budget accordingly</li> <li>• PALS grant</li> <li>• LSC/SAER/EALD</li> <li>• specialist teacher – early intervention – IEP, GEP</li> <li>• In class support from AEIO /EALD teacher</li> <li>• Aboriginal Readers/Resources</li> <li>• Aboriginal texts for guided reading</li> <li>• Elder led activities – storytelling – embedded across</li> <li>• Allocate cost centre</li> <li>• Established Breakfast Club / lunches</li> <li>• Support from MANNA –family food parcels, resources and uniforms</li> <li>• Programs to engage students.</li> <li>• Celebrate diversity.</li> <li>• Understanding of cultural groups of different areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Links to options on website</li> <li>• Parent workshops</li> <li>• Staff use technology to connect Aboriginal students' local perspectives with national and global perspectives</li> <li>• Liaise with AIEO, and Aboriginal community members to determine the appropriateness of cultural resources and materials.</li> <li>• Apps – 'The Dreaming' – Download for teacher use.</li> <li>• Western Australian Curriculum Support - <a href="http://www.det.wa.edu.au/curriculumsupport/detcms/portal/">http://www.det.wa.edu.au/curriculumsupport/detcms/portal/</a></li> <li>• Primary Support - <a href="http://det.wa.edu.au/curriculumsupport/primary/detcms/portal/">http://det.wa.edu.au/curriculumsupport/primary/detcms/portal/</a></li> <li>• <a href="#">Deadly Ways to Learn</a> Resources to support teachers of Aboriginal students whose first language is not Standard Australian English</li> <li>• <a href="#">E-Schooling Services</a> Delivers online tools and services for staff, students and parents</li> <li>• <a href="#">Aboriginal and Islander Education Officer (AIEO) Handbook</a> (pdf)</li> <li>• <a href="#">Same Kids Same Goals</a> An online toolkit for principals and AIEOs</li> <li>• <a href="#">Walk Right In</a> A training resource that aims to increase parent involvement in their children's education and the life of the school</li> </ul>
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