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DEPARTMENT OF EDUCATION

MACFARLANE PRIMARY SCHOOL



2015 Annual Operational Plan

JENNY HENDERSON
(Principal)

KANDY LEAF
(School Council Chair)

TREVOR WATTS
(Regional Director)

MARION GUPPY
(Executive Director)

SIGNED

SIGNED (Indicates endorsement by School Council)

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DATE

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TEACHING and LEARNING

ENGLISH

Improvement Goal (Link to Strategic Plan) <i>Teachers to develop personalised plans for two students which will improve their English achievements</i>				
Improvement Target (When/who/what) <i>By Dec 2015, 2 focus students chosen from wave data will have made progress in English</i>				
Actions		Led By	When	Links
Reading	<ul style="list-style-type: none"> • Consistent approach in Reading school wide –Barbara Brann (Yrs T-1)→Crack the Code→ First Steps including a Guided Reading program using First Steps (Yrs 2-6) • Literacy rotations used as a teaching strategy to allow for differentiated instruction • Connect Poverty Framework to the Big Six, teaching students how to plan, make mental models, and the art of questioning. • Continue before school reading program • Volunteer reading program • Maintain and update resources in library/school • Use data – PAT-R comprehension, PROBE2, condensed MIP & PM Benchmark Reading Levels to ascertain the gaps • Focus on one principle of The Big Six – Fluency and continue the other five with an emphasis on vocab and comprehension • Explicitly teach comprehension using the Visualising and Verbalising kit • Explicitly teach decoding through using “Crack the Code” as a whole school program 	Principal, Leadership team, tutors	Ongoing	Curric & Assess Plan→→ Blueprint
Oral Language	<ul style="list-style-type: none"> • Review our whole school Oral Language approach. • Explicitly teach Oral Language and phonemic awareness in T-2 and Wave 2 students in Yrs 3-6 • Continue implementing the BBC program in EC • Ear health screening of Indigenous students with Wurlli-Wurlinjang Health Service and to support and encourage students wearing their hearing aids. Hearing aids to be serviced regularly, sound field systems maintained in each class 	Leadership team, Literacy Committee, Spec Ed	Ongoing	Curric & Ass Plan→→ Blueprint
Writing	<ul style="list-style-type: none"> • Consistent approach in writing, school wide. Building blocks (Casey Caterpillar)and First Steps Writing adopted as teaching strategies, including modelled writing as a daily practice • Familiarise teachers with NT Expectations of Handwriting • Communicate expectations to teachers and students regarding the standard of student book work • Explicitly teach spelling using arm tracking in Crack the Code 	Literacy Team, EC Levels Teachers, tutors	Ongoing	Curric & Ass Plan→→ Blueprint

ASSESSMENT FOR LEARNING

Improvement Goal (Link to Strategic Plan) <i>Build the capacity of teachers' knowledge in curriculum areas of Literacy & Numeracy to assess formatively and summatively</i>			
Improvement Target (When/who/what) <i>All teachers will have the expertise to effectively assess students' progress</i>			
Actions	Led By	When	Links
<ul style="list-style-type: none"> • Provide opportunity to practice NAPLAN tests for Yrs 3 & 5 students -, implement NAPLAN Action Plan and use NAPLAN data to ascertain weaknesses and identify students "at risk" • PM Benchmark, PROBE and Flying Colours testing each semester (summative assessment), collate results and store in staff public • Map students in Literacy according to Waves and target two students to have conversations about differentiated learning • Collect evidence in ELFS, including writing samples, running records, sight word checklist, letter/sound checklist, spelling test, Gloss and Ikan Maths test – 3-6, JAM test – T-2, Crack The Code level, and the segmenting and blending Stephen Flynn Assessment • Focused PL on Visible Learning and Crack the Code • Use AFL strategies such as learning intentions, feedback and success criteria in Literacy & Numeracy lessons • Use condensed MIP data for years T-2 to inform teaching and collect data again at the end of year • ASC for Pre-school/Transition • PAT-R Comprehension for Yrs 3-6 students who have reached PM level 20 • Implement Goal Setting to be part of PLP 	Teachers, ST1	Ongoing	Curric & Ass Plan→→

MATHEMATICS

Improvement Goal (Link to Strategic Plan) <i>Teachers to develop personalised plans for two students which will improve their Mathematical achievement</i>			
Improvement Target (When/who/what) <i>By Dec 2015, two students selected from wave data will have shown improvement in Numeracy</i>			
Actions	Led By	When	Links
MEANINGFUL MATHS <ul style="list-style-type: none"> • Implement Meaningful Maths in all classes - Ongoing • Group students using the school based data for targeted explicit teaching in groups • Workshop new teachers relating the differences between knowledge and strategies and connect to Australian Curriculum and other resources such as EnVision • Leadership to undertake instructional practices/observation lessons/Performance Reviews • Tutorial support in classes 	Teachers, Principal and NZ team	Ongoing	Curric & Ass Plan→→

	<ul style="list-style-type: none"> • 2 teachers to attend Meaningful Maths Workshop in Darwin. 			
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NATIONAL CURRICULUM

Actions	Led By	When	Links
ENGLISH SCIENCE HISTORY GEOGRAPHY THE ARTS TECHNOLOGY	<ul style="list-style-type: none"> • Use MYL plans for English and continue to build a resource bank • Enhance literacy through science by implementing 'Primary Connections' • Implement the ODD/EVEN year curriculum map for composite classes • Use the Australian Curriculum to meet Geography outcomes in all classes • Familiarise and begin implementation • Familiarise and begin implementation 	ST3, ST1 Science Teacher Classroom teachers Music Teacher	Semester 1 & 2 Curric & Ass Plan ACARA

DIFFERENTIATING THE CURRICULUM

Improvement Goal (Link to Strategic Plan) <i>Build the capacity to of teachers to differentiate the curriculum in order to accommodate all students and their abilities and learning styles</i>			
Improvement Target (When/who/what) <i>By Dec 2015, all teachers will have identified ways they have accommodated students through peer observation, programs and daybooks</i>			
Actions	Led By	When	Links
TECHNOLOGY	<ul style="list-style-type: none"> • Technology used as a tool to support differentiated instruction for small groups • Use interactive whiteboards as a teaching strategy and provide appropriate professional learning • Maintain and purchase IT equipment • Teachers share knowledge using iPads • PL available to teachers identifying a need in their Performance Reviews 	Teachers, Jed	Ongoing Curric & Ass Plan→→ NP
LITERACY/ NUMERACY DIFFERENTIATION	<ul style="list-style-type: none"> • Literacy & numeracy rotations used as a teaching strategy to allow for differentiated instruction • PL on Visible Learning • Explore the Capability Framework of Teaching Aboriginal and Torres Strait Islander EAL/D Learners • Continue sharing strategies in differentiating students' learning 	Leadership team, Visible Learning Team Teachers	Ongoing Curric & Assess Plan
INTERVENTION PROCESSES	<ul style="list-style-type: none"> • Peer supported reading • Teachers, intervention teachers and tutors involved in Crack the Code PL • Tutor support in explicit teaching of literacy & numeracy across the classes 	Marie & support teachers	Ongoing Curric & Assess Plan

<ul style="list-style-type: none"> • Incorporate school values into school culture • Allocate a key person to each at risk student. These people will be trained up specifically in this area to form positive connections with these vulnerable students – Tutors • Meet and Greet sessions for targeted students • Lunch and recess times to be used as significant parts of the school day. Incorporate increased structures and supervision 	EY teachers		
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TRANSITIONS and PATHWAYS

ATTENDANCE & ENGAGEMENT

Improvement Goal (Link to Strategic Plan)

To make more meaningful pathways and transition programs for our learners

Improvement Target (When/who/what)

By December 2015 attendance will be 80+%

Actions

- Weekly attendance figures to be publicised in classes and in newsletter with a photo of each class winner, attendance graphs displayed in each class, attendance thermometer of average weekly attendance. Use school noticeboards to publicise attendance and to promote school events
- SEAM – Trial continues across the region with identified families on attendance plans
- Principal & AIEW home visits particularly Wave 2 students, (the 'gettables')
- Promoting the AIEW role in the school – Report to principal regularly, daily phone calls to families with un-notified absences, family visits, IMS and Centre Pay for students' wellbeing, tracking students between MacFarlane and community schools, provide feedback to class teacher and engage positively in school programs such as 'Rock & Water'
- Teachers' role is to generate discussion and raise awareness with students the importance of coming to school, follow up on absences with students and parents/carer, celebrate success (90% or more), students' reward incentives and participate in whole school's promotion of attendance such as Fun Friday activities, AFL in Schools
- Adopt a welcoming environment - Breakfast program in partnership with Smith Family, pleasant outdoor areas
- Culturally inclusive approaches – Integrate Kriol into the cultural studies program, Indigenous studies, art/dance/music, Harmony Day, community events
- Indigenous studies – Cultural co-ordinators to work in with class teachers and use technology to engage students
- Provide transport for community events
- Public performances by students and invite family members to attend
- Ensure all students have a nutritious lunch and promote Centre Pay and IMS
- Leadership opportunities for students – eg., Organising games during recess and lunch, gardening, SRC, coaching sport
- Truancy and Attendance personnel to liaise closely with school personnel – 30 students targeted
- Maintain the bush tucker and vegetable garden- peer supported classes
- AFL in Schools

Led By	When	Links
Principal AIEW Cultural coordinator	Ongoing	Attendance Plan→→→ ATSIEAP
Damien	Ongoing	Positive Behaviour, Attendance

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TRANSITIONS

Improvement Goal (Link to Strategic Plan) <i>Ensure funded special needs students are catered for</i>			
Improvement Target (When/who/what) <i>In 2015 the funded special needs students will receive support according to each students' EAP</i>			
Actions	Led By	When	Links
<ul style="list-style-type: none"> ISA hours to be used globally but also addressing the needs of each EAP Specialised programs set up in accordance with each students' EAP Appropriate PL offered to teachers, Special Ed teacher and AO3 Conduct EAPS in a timely manner Opportunities provided for students seeking sensory regulation 	Special Ed teacher, AO3 & ST3	Ongoing	

TRANSITIONS

Improvement Goal (Link to Strategic Plan) <i>To adopt best practices that are play-based and multisensory that will engage young children on their entry into school for the first time</i>			
Improvement Target (When/who/what) <i>End of year 2015 the Early Years teachers will be proficient in play based learning strategies</i>			
Actions	Led By	When	Links
<ul style="list-style-type: none"> Continue to implement the National Early Years Framework in Pre-school and Transition and track the Pre-school's regulations including the follow up of the recommendations made by ACECQA in the August 2014 report. Refer to Quality Area 1-1.4 and 1- 2.1 and Quality Area 4-1.1 (Assessment and rating cycle is due in June 2015) Explore and implement play based learning as a vehicle for pre-schoolers and Transition Purchase appropriate equipment for Early Years 	Pre-school teacher, Transition teachers & ST3	Ongoing	EYLF ATSIEAP

PARTNERSHIPS

SCHOOL COMMUNITY

Improvement Goal (Link to Strategic Plan)

Build communities of support that contribute to student engagement

Improvement Target (When/who/what)

By 2015 there will be an improvement of parents engaging with their children's schooling.

Actions

- Teachers to hold a culminating event at the end of the indigenous studies unit of work and invite family to attend
- Advertise and promote events with written invitations to parents
- Special school celebrations to be held each term - Harmony Day celebrations in conjunction with AGM, Literacy & Numeracy Week, Science Week, school awards and concert - open door policy with such events
- Present information to parents about student achievements at a variety of community events and in a variety of formats; assembly, school council meetings, dedicated parent sessions, 1:1 parent/teacher conferences, parent/teacher meetings represented at breakfast using a display board from each class
- Employ cultural coordinators to conduct indigenous studies, interact with the broader community to develop partnerships, plan local excursions and use the arts to engage students
- Implement the actions from the school-partner agreement
- Invite community members into school to talk to classes, eg., Constable Karen, Fire Brigade, etc.
- Extend partnerships with the broader community – Barlib, CSIRO, Rocky Ridge, Katherine High School, Katherine Primary schools, Corrugated Youth, Red Cross, YMCA, American Air force
- Hold family workshops about nutrition, reading at home, the importance of sleep, etc. in conjunction with other school events
- Implement strategies identified by staff in the Blueprint of Leading Literacy
- School Values – embed school values in school events
- Continue the Best Start Program including holding at least 2 Big Breakfasts, volunteer reading program and 'Before School Reading'

Lead By

Teachers
Arnold
Levina
Marie
Principal

When

Ongoing

Links

ATSIEAP
Blueprint

LEADERSHIP

LEADERSHIP			
Improvement Goal (Link to Strategic Plan) <i>Empower teachers to take an active role in school improvement</i>			
Improvement Target (When/who/what) <i>By 2015, Professional Learning Teams will be developed with a focus on Literacy and Numeracy and Well Being and the analysis of data</i>			
Actions	Led By	When	Links
<ul style="list-style-type: none"> • All teachers to follow set school programs – Building Blocks to Literacy, First Steps Literacy, The Big 6, Crack the Code, Meaningful Maths • Professional development on using and analysing data • Continue curriculum teams in Literacy/Numeracy and Well Being • To continue the school’s central data collection <ul style="list-style-type: none"> ➢ Continual update of school based data on student achievement and delegate officer to input ➢ Sharing sessions with staff about the importance and relevance of data, professional dialogue about targets teachers set ➢ Involve the leadership team and staff in data collection ➢ Use the data to inform teaching eg, SWIS, condensed MIP, waved data in reading and attendance, Positive Behaviour ➢ Teachers target two students in Wave 2 & 3 to set term goals ➢ Teachers set goals each term with each student 	Leadership team Trish	Ongoing	Curric & Assess Plan Blueprint
Improvement Goal (Link to Strategic Plan) <i>Build the capacity of neophyte teachers to have the skills to confidently teach and be part of the school community</i>			
Improvement Target (When/who/what) <i>Provide targeted support for graduates and newly appointed staff in the form of orientation/induction and mentoring</i>			
Actions	Led By	When	Links
<ul style="list-style-type: none"> • Formalise induction process – familiarise new staff with the routines and processes at MacFarlane using the induction folder. Teachers choose a mentor with the help of the Assistant Principal 	ST3		Orientation Handbook
Improvement Goal (Link to Strategic Plan) <i>Build the capacity of teachers to improve student outcomes through professional learning opportunities</i>			

Improvement Target (When/who/what) <i>Ongoing professional development/ learning that will enhance curriculum planning, delivery and student outcomes</i>			
Actions <ul style="list-style-type: none"> • Professional learning opportunities in school-based strategies such as First Steps, Play Based learning, Meaningful Maths, Crack the Code, Comprehension, Fluency, Vocabulary and technology. Include opportunities for tutors and admin staff, and network with schools in the region • Align Performance Reviews with Instructional Practice sessions and incorporate discipline dialogue about 3 targeted students • Implement Assessment/Curriculum Timeline incorporating moderation across the school and cluster and visual reporting to parents • Embed understanding of assessment for learning strategies across all staff • All staff to attend PL on Visible Learning provided by DOE and in school • Align PL to the year's challenges 	Principal, Leadership Team		Blueprint

FINANCIAL MANAGEMENT

Improvement Goal (Link to Strategic Plan) <i>To strengthen the financial management of the school which leads to significant benefits to the school</i>			
Improvement Target (When/who/what) <i>Acquisition of resources, informed by regular review, is equitable and aligned to the needs of the curriculum</i>			
Actions - Replacement processes	Led By	When	Links
<ul style="list-style-type: none"> • Implement a replacement plan on a 10 year cycle for painting, furniture and fittings • Identify 'effective lives' of all IT equipment and formulate a replacement plan in line with this • Establish a sub finance committee and meet with the leadership team to steer infrastructure projects; including funding proposals, sourcing suppliers and quotes, and project management of small scale projects. • Align budget to replacement plans 	AO5 Jed Leadership team	Ongoing	
Actions – Financial Management			
<ul style="list-style-type: none"> • Access Minor New Works to identify and assist the sub finance committee and council in upgrading school facilities • Raise funds through the school canteen and fundraising endeavours • Establish budget with appropriate staff delegations • Train delegated staff on financial management • Regular reporting to delegates, senior staff and school council regarding the progress of budgeted areas • Enforce timelines for budget expenditure, all monies will be expended by the 26th November 2015 • Business manager supported by regional AO7 	AO5	Ongoing	

FUNDING of AOP 2015

Key Result Area	Funding	Funding Source	Delegate
<u>Teaching & Learning</u> <ul style="list-style-type: none"> • Consistent approach in Reading school wide • Maintain and update resources in library/school • Tutor support in classes for Guided Reading rotations • Technology used as a tool and maintain IT equipment across the school • Implement Meaningful Maths in all classes • Class student activities 	\$2000 \$5000 \$120000 \$20000 \$2000 \$1080	Global Funding Global Funding Global Funding Global Funding Global Funding Global Funding	Marie Elaine Marie Jed Mallika Marie
<u>Well Being</u> <ul style="list-style-type: none"> • Exploring the Arts as a means to engage the students. • Student art and craft resources • Cultural Program provision for resources • Student elective activities • Physical education equipment • Science resources • Swimming • Music Program • Fun Friday student activities • Batchelor Camp • AFL Student reward program 	\$5000 \$5000 \$1000 \$6000 \$2000 \$1000 \$6000 \$5000 \$1500 \$5000 \$3000	Global Funding Global Funding Global Funding Global/ BTVS Global Funding Global Funding BTVS Global Funding Global Funding Global Funding Global Funding	Marie Kerrie Arnold Marie Damien Mallika Admin M Daniel Marie Damien Damien
<u>Participation, Transitions & Pathways</u> <ul style="list-style-type: none"> • Promoting the AIEW role in the school • Leadership opportunities for students • Explore play based learning & purchase appropriate equipment for Early Years • Ensure all students have a nutritious lunch and promote Centre Pay and IMS • Pre-school • SESP hours to be used globally but also addressing the needs of each EAP • Appropriate PL offered to teachers - Special Ed teacher and AO3 • Student Garden Program 	\$1000 \$500 \$1000 \$3000 \$4000 \$56000 \$1000 \$2000	Global Funding Global Funding Global Funding Global Funding Global Funding SESP Global Funding Global Funding	Trish Mallika Marie Trish Julie Marie Jackie Mallika

Partnerships			
• Special school celebrations	\$3500	Global Funding	Marie
• Teacher Professional Development	\$9000	Global Funding	Marie
• Principal Discretionary	\$2000	Global Funding	Admin M
• Harmony Day	\$287	Donations	Admin M
• Best Start program in partnership with Smith Family	\$23000	Smith Family	Admin M

Links Glossary

Curric & Assess Plan – Curriculum & Assessment Plan

AP= Attendance Plan

ATSIEAP= Aboriginal Torres Strait Islander Education Action Plan

Blueprint= Leading Literacy Blueprint (PALLIC)

EYLF= Early Years Learning Framework