



Operational Plan 2023

1. Community Partnerships

A safe and supportive community environment exists which values and encourages parent involvement. Partnering with community members to enhance student learning and well-being by expanding our volunteer and mentoring programs. Meaningful, positive relationships between school, families and the community reflect the school's motto: *Aspiring to be the most caring and encouraging community school.*

| Outcome | Strategies | Resources/Personnel | Monitoring |
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| 1.1 Parents, families and community members feel welcomed when entering school grounds, administration and classrooms. | <ul style="list-style-type: none"> Continue to review administrative processes, to promote positive relationships and ensuring efficiency and effectiveness i.e. Passtab, Sway, Canvas, MGM Messaging. Meet and Greet at the commencement of the school year- Monday 30th Jan 2023 – class lists Parents/Carers and volunteers engaged to continue working with school staff to improve playground aesthetics. Parents and Carers invited to join the P&C Prospective families engaged in orientation processes for Kindy 2024. School tours available to prospective families. | <ul style="list-style-type: none"> MCS/School Officer Office Budget All staff P&C Interested families Gardener/Admin P & C promotional materials Michelle – K Orientation Admin | <ul style="list-style-type: none"> Parent survey results - T3, 2023. Student Survey – T3, 2023. Staff and community feedback. P & C Attendance/membership. |
| 1.2 Community involvement exists in a range of school programs and initiatives, both academic and pastoral. | <ul style="list-style-type: none"> Conduct Survey to gauge interest and skillsets of parents, carers and members within the community. Share this information with staff, so they are aware of the skillset and interests of parents and carers and can consider their use in the teaching/learning programs. Continue to fund the Chaplaincy program and implement groups as identified e.g. drumming, social groups etc. Engage community groups and clubs to promote sports and potential pathways for students, e.g. SEDA/Hockey WA/Rugby WA. | <ul style="list-style-type: none"> Volunteers Survey – Forms Chaplain – Tracey Buckley Chaplaincy funding SEDA and sport clubs links. PE – Eve Bond Relevant staff | <ul style="list-style-type: none"> Number of students accessing various programs. Feedback from staff, students, and volunteers. Chaplaincy monitoring processes Community Group feedback |

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| | <ul style="list-style-type: none"> Engage with The Smith Family to implement available and suitable programs e.g. Learning Club, targeting Yr 2/3 Literacy. Implement SIM testing for GSSHS Music program. Maintain links with Governor Stirling High School, including the transition coordinator. Provide opportunities for students to be extended in The Arts and have their work/performances showcased in the community. | <ul style="list-style-type: none"> The Smith Family Personnel/Elle Mariano SIM Coordinator – Tobi Galley GSSHS/Elle Mariano, Year 6 Teachers Charlotte Fay - Visual Arts, Alison Roads - Dance | |
| 1.3 The recruitment of volunteers will continue, focusing on providing support to selected students in a range of learning areas including reading. | <ul style="list-style-type: none"> Identify sources and recruit volunteers and community partners. Reading volunteers are re-engaged and program extended across classes. Volunteers engaged to support other activities, based on student need and volunteer strength, including re-establishment of kitchen garden. Volunteers listen to students read and implement questioning framework. | <ul style="list-style-type: none"> Volunteers Michelle – coordinate Reading Support Program EA's and parent volunteers for gardening project. | <ul style="list-style-type: none"> Number of volunteers recruited Volunteer feedback Teacher feedback Reading progress of students monitored – Lexile progression, Reading Eggs, L & S progression. |
| 1.4 Indigenous family involvement will continue through the Cultural Reconciliation Group. | <ul style="list-style-type: none"> Review the 2022 RAP plan and develop the plan for 2023. | <ul style="list-style-type: none"> Tobi –release/DOTT time \$3000 RAP cost-centre RAP team | Monitor as per RAP plan |
| 1.5 Families will be provided with information and support to access specialist support services and outside agencies. | <ul style="list-style-type: none"> Families receive general information during class information sessions and Kindy Orientation meeting. External support networks and services are provided to families in need e.g. Oz Harvest, Secondhand Uniform Shop, Smith Family. Admin and class teachers collaborate to refer families and/or students to specialist services e.g. Speech and Occupational Therapy. Newsletter to provide information to parents/carers about local services e.g Smith Family scholarships, Midvale Hub Parenting Service. | <ul style="list-style-type: none"> Agency pamphlets and brochures Admin staff Class teachers School newsletter | Families attending/participating noted by school/organisation. |

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| 1.6 Parents, families and community members are invited to join school-based committees and groups including the School Board and P&C. | <ul style="list-style-type: none"> • School Board positions to be advertised to the community, nominations sought, elections held. • An open board meeting to be scheduled and advertised to the school community, allowing parents/carers to gain insight into the School Board operations. • P&C events are promoted through Connect, newsletters, assemblies. | <ul style="list-style-type: none"> • School Board - CAB Platform • Display posters when relevant to events • P & C • School newsletter | <ul style="list-style-type: none"> • Use of CAB Platform. • School Board Survey. • Parent/Carers feedback |
| 1.7 The PBS framework guides a transparent review of school processes, procedures and expectations. | <ul style="list-style-type: none"> • Communication with staff, parents, families, and community members regarding PBS to be open, honest and transparent. • Parents and carers are provided with opportunities to be updated and have input into the PBS journey, including at P & C Meetings and School Board Meetings. | <ul style="list-style-type: none"> • All Staff • PBS Leader: Rob & Team • PL and staff release • School Board • P & C | <ul style="list-style-type: none"> • Regular, ongoing progress monitored by PBS Team. • Feedback sought when necessary, from staff, students, parents/carers. |

2. Teaching Excellence & Collaboration

All staff work collaboratively to improve student learning and well-being through teaching for impact.

| Outcome | Strategies | Resources/Personnel | Monitoring |
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| 2.1 Staff will develop an understanding of what effective teachers believe, know, and do to have high impact on student outcomes. | <ul style="list-style-type: none"> • Provide PL on the Teaching for Impact statement • Teachers to share best practice strategies during Team and Staff meetings. • Mentoring for new/graduate teachers. • Teachers to use the Engage, Instruct, Practise, Apply process for teaching. | <ul style="list-style-type: none"> • Quality Teaching Strategy resources • Graduate teachers • Mentor teachers • Teaching Staff | <ul style="list-style-type: none"> • Performance Management • Classroom observations |
| 2.2 Staff collaborate in teams to plan and moderate. | <ul style="list-style-type: none"> • Collaborative teams located in close proximity within school buildings. • Protocols for Collaborative Teams to be established. • Team leader meetings with Admin to determine guidance of team meeting agendas. • Moderation practices to become an integral aspect of Team Meetings, timetabled at regular intervals for RTP. • Allied professional (EAs) meetings timetabled twice per term. • Planned teacher and EA collaboration time, to be determined in consultation between teacher and EA. • Timetabling to occur allowing for collaborative DOTT. • School Development Days and meetings (2 Team Meetings per term) to include time for planning and collaboration as per agreement. | <ul style="list-style-type: none"> • Admin • Team Leaders & Teams • Team leaders release • Specialist Teacher Planning • Collaborative planning and moderation time • MCS/EAs • Teachers and EAs • DOTT timetable | <ul style="list-style-type: none"> • Continuity in program implementation and instructional practices across the school. • Performance Management • Feedback from EAs, MCS, Teachers and Team Leaders. • Team Meeting agendas and Minutes. • SDD Agendas |
| 2.3 Data will be analysed by staff, and improvement targets will be set. | <ul style="list-style-type: none"> • Maths and Literacy leaders to lead data analysis sessions and share analysis with staff. • Targets will be set, reflecting realistic expectations on student achievement. • School's NAPLAN performance to be displayed for staff reference and analysis. • Term 4 2023 to have 2 x SDD to be dedicated to data analysis and planning for 2024. | <ul style="list-style-type: none"> • Brightpath • Surveys • NAPLAN Results • Gradexpert • NAPLAN Display • SDD Planning • Data analysis release time | <ul style="list-style-type: none"> • Gradexpert • Data analysis and feedback to inform future planning. |

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| <p>2.4 Staff take on leadership roles in areas of expertise and interest.</p> | <ul style="list-style-type: none"> • Admin and leadership roles to be realigned and documented. • Team leaders to be appointed. • All staff, including allied professionals will be provided with opportunities to join committees. • Allied professionals will take on mentoring roles to support the development of other staff. • Opportunities to teach whole year group in areas of expertise. • Instructional Literacy Coach to be appointed to support Literacy Plan implementation. | <ul style="list-style-type: none"> • Admin role statement • Time release for Team leaders • Budget considerations for releasing staff • Senior teachers and Level 3 teachers • EA mentors – SN and Mainstream. • 0.2 FTE Literacy Coach – Siobhan Brescacin | <ul style="list-style-type: none"> • Performance Management • Committee Groups • Staff Feedback • Literacy Coach feedback • Literacy Plan monitoring |
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3. Systematic Curriculum Delivery

The school is developing a coherent, sequenced plan for curriculum delivery, that ensures consistent teaching and learning expectations in English and Mathematics, reflecting current research and evidence-based methodology.

| Outcome | Strategies | Resources/Personnel | Monitoring |
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| 3.1. A whole school approach for Literacy is established and being implemented in all classrooms. | <ul style="list-style-type: none"> A whole school Literacy Plan to be developed including: <ul style="list-style-type: none"> Developing a whole school Literacy structure, with the focus being on creating a morphology scope and sequence to be initiated in Semester 2. Continuing to provide staff with relevant Literacy PL as required. Implementing a scope and sequence for Letters and Sounds in all classrooms. Providing PL on spelling instructional practices. Apply for Curtin Speech Program to support literacy in early years and determine its effectiveness. | <ul style="list-style-type: none"> Literacy Leader: Michelle and Committee English Budget Literacy Coach Whole school Literacy Plan Letters and Sounds Words Their Way Heggerty Science of Reading resources Lesson design Curtin Speech students and mentor, DP: Rachel Weller. Budget \$28 000 | <ul style="list-style-type: none"> Performance management Lesson observations Assessments that highlight value adding On-Entry to Year 3 NAPLAN value adding Year 3 to Year 5 NAPLAN value adding Teacher feedback, Curtin Speech data and analysis to determine future direction. |
| 3.2. A whole school approach for Mathematics is established and being implemented in all classrooms. | <ul style="list-style-type: none"> A whole school Maths Plan to be developed including: <ul style="list-style-type: none"> Lesson Design (Paul Swan) to be implemented and consistently used across all classes Staff to use Numeracy Practices Guide to reflect and set goals in Team Meetings. Implementation of Paul Swan strategies and resources. Class teachers to establish and maintain vocab wall to display and explicitly teach vocab. Opportunities for staff representatives attend PL in Brightpath Maths to develop plan for Build Pedagogical Content Knowledge (PCK) of staff on mathematical skills and concepts | <ul style="list-style-type: none"> Numeracy Leader: Anita and Committee Maths Budget Paul Swan resources Maths lesson design Whole school numeracy plan | <ul style="list-style-type: none"> Performance Management Classroom Observations On-Entry to Year 3 NAPLAN value adding Year 3 to Year 5 NAPLAN value adding Westwood results |

4. Student Learning & Achievement

The school has established a schedule for the collection, analysis, and use of a range of student achievement and well-being data. This process acknowledges student cultural and learning diversities.

| Outcome | Strategies | Resources/Personnel | Monitoring |
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| 4.1. The data literacy levels of all staff will be improved. | <ul style="list-style-type: none"> PL for teachers in the use of the SAIS dashboard. Teachers will learn to use a Disciplined Dialogue approach when analysing data. | <ul style="list-style-type: none"> Staff Meetings DP to provide PL | <ul style="list-style-type: none"> Data analysed and used to inform planning. |
| 4.2. Teachers use data to track student progress, inform planning and assess the impact of teaching. | <ul style="list-style-type: none"> Refine the data collection schedule to ensure it aligns school processes. Update Gradexpert ready for data input. Teachers to collect data and enter where necessary, as per schedule. | <ul style="list-style-type: none"> Gradexpert – Rachel Weller Brightpath, Literacy Pro, Letters and Sounds Tracker Gradexpert release days 1 x per class teacher | <ul style="list-style-type: none"> Performance Management Brightpath, Literacy Pro, Letters and Sounds Tracker Gradexpert data |
| 4.3. Classroom practice reflects differentiated teaching to meet the needs of students. | <ul style="list-style-type: none"> Learning goals and success criteria are set and clearly explained. Tasks set are differentiated to meet the needs of all students. IEPs and Curriculum Adjustment Plans are implemented and reviewed (per Appendix J of Curriculum Requirements). Education Assistants support with tier 2 and 3 interventions. | <ul style="list-style-type: none"> Learning goals and success criteria templates Rubrics SEN Planning and Reporting Curriculum Requirements EAs | <ul style="list-style-type: none"> Students on CAPs/IEPs achieve targets Performance Management Parent meetings and feedback regarding CAPs and IEPs |
| 4.4 Student care and wellbeing is central to classroom practice and is continually monitored, with identified needs being targeted. | <ul style="list-style-type: none"> Information from 2022 student survey further investigated. School Chaplain, Psychologist and familiar teachers to support students and families with high need. A Letter Box initiative implemented for senior students to self-refer to Chaplain. Admin staff to continue to provide support in classrooms where and when needed. PBS planning and implementation to consider student care and wellbeing. Restorative approaches are implemented in accordance with the PBS framework. | <ul style="list-style-type: none"> Admin staff School Psychologist School Chaplain Teachers Allied Professionals PBS Planning | <ul style="list-style-type: none"> Student Survey Term 3, 2023 Chaplaincy feedback and monitoring processes PBS implementation and feedback |

5. Safe Learning Environment

Provide all students with a safe, inclusive, and engaging learning environment and ensure a psychologically safe workplace for all staff.

| Outcome | Strategies | Resources/Personnel | Monitoring |
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| 5.1. Students feel safe, happy and supported at school. | <ul style="list-style-type: none"> The Behaviour Management Policy is reviewed in accordance with the PBS framework and timelines. PBS Team and Leader established, and Professional Learning sought. A whole school approach to 'Ready to Learn' is developed and implemented by staff including: <ul style="list-style-type: none"> Class teachers to greet students at the door 8:30am Relaxing music playing as students enter Dimmed lighting/lamp on Zone Regulation Check-in as students commence the day Morning meetings held to establish and maintain routine Library open at lunchtime to provide an additional 'safe place' with structured activities. Admin members visibly present within school grounds, before and after school to assist in building relationships and supporting school operations. Communication with parents and families that continue to build positive relationships and keep families informed. | <ul style="list-style-type: none"> All staff PBS Leader and Team School Chaplain Admin team Zones of Regulation check-in system Music available on teacher-shared Lunchtime library activities Modes of communication – newsletter, emails, text, | <ul style="list-style-type: none"> Results of Be You survey conducted in Term 1 Staff feedback Performance Management |
| 5.2 Environments that enable students to regulate are established and utilised. | <ul style="list-style-type: none"> Apply for School Upgrade Fund Grant Program A enabling a P/1 playground upgrade and sensory pathway to be created. Sensory tools used both inside and outside the classroom to assist in regulation. Movement breaks provided to students as needed. Visual timetables and structured environments implemented to support students. | <ul style="list-style-type: none"> Grant Application: Rebecca Marshall and Admin Budget/planning for creating sensory pathway Volunteer: G Doebling Gardener: Travis Leacock All staff Tools and manipulatives for sensory regulation | <ul style="list-style-type: none"> Teacher observations and recording charts NQS survey results 2023 |

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| <p>5.3 Maintain a psychologically safe workplace for staff, continuing the work commenced in 2022 with ESB.</p> | <ul style="list-style-type: none"> • Maintain open, honest, and transparent communication amongst staff. • Staff wellbeing/Social Committee is established • Staff wellbeing/Social Committee initiating various wellbeing strategies including but not limited to: Gratitude notes, weekly raffle draws, social events. • Staff wellbeing is supported through the management of workload, recognition of effort and achievements, time allocated for collaboration and opportunities for open discourse. • Principal and Deputies to each support a teaching team. • Commence PBS implementation as identified by the 2022 Working Group in consultation with ESB. • School Psychologist and Chaplain available for all staff. • Posters and information about support services displayed throughout the school. | <ul style="list-style-type: none"> • Meetings/Weekly notes • Staffroom boards/screen • Wellbeing/Social Committee • Gratitude box • Staff social events • Admin/Team leaders/Staff • PBS Implementation • Support Services information | <ul style="list-style-type: none"> • Staff Feedback • Psychologist and Chaplain feedback if, and when necessary • PBS Implementation • Staff Survey Term 2, 2203 |
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This Operational Plan has been written following a review of both the Business Plan (2021-2023), and the Operational Plan (2022). It also includes the recommendations from the work completed in consultation with Employee Support (2022), regarding making Woodbridge a psychologically safe workplace. Information obtained from the annual staff, parent and student surveys has also been considered. All staff contributed to the creation of this plan.

