



Walpole Primary School
Nature-Culture-Future

2019 Operational Plan



2019 Operational Plan

Vision

Nature

Engaged
students

Environmental
awareness

Culture

Global
opportunities

Community
connections

Acceptance

Future

21st Century
skills

Flexible
thinking

Purpose

Nature of Our Teaching

Hands -on
learning

Links to reality

Culture of Our Teaching

Community
Involvement

Local issues,
global
perspectives

Future of Our Teaching

Redefining
technology

Inquiry
process



Success for all Students

2019 Operational Plan

Improvement Targets	Accountability	Budget
P-2 On Entry results equal to the state	Use student achievement data such as On-entry, PAT and NAPLAN to plan a personalised approach to each individual's learning, especially for students at risk of falling below NAPLAN National Minimum Standards.	PAT Testing \$7 per test per child = \$600
Year 3-5 students achieve equal to Australian schools in NAPLAN.		YuMi PL free, 2 x relief = \$1080
Year 5 students make at least 80 points progress in NAPLAN.		LOTE \$300
Yr 2-6 students make expected progress in PAT testing in Numeracy, Reading Comprehension and Science.		Maths \$1000 English \$1000 Science \$500 Garden \$2500 3rd classroom teacher \$110 000
Attendance is 1% above the state.	Attendance data	
No suspensions.	Behaviour data	

Strategies		
Nature of Teaching	Culture of Learning	Future Success
Provide explicit feedback at the point of learning including two-way conversations.	Distribute feedback to build relationships with students and families.	Implement Visible Learning as a way for students to judge and monitor their achievement.
Embed whole school approach to Spelling (PLD), Writing (Seven Ways to Writing Success) and Mathematics (YuMi).	Use YuMi Math to build links to the real world, abstract relationships and math concepts.	Have concrete materials available in all areas of the curriculum to support understanding.
Teach social-emotional skills through Friendly Schools Plus.	Ensure the environment supports active play and healthy social interaction.	Implement STEAM across the school using the kitchen/garden and local environment.
K-6 students learn Indonesian through ELLA App and SIDE.	Embed Aboriginal perspectives throughout the curriculum.	Small classes to allow for differentiation to meet student needs.
Continue with play-based learning.	Use the Gradual Release of Responsibility Model.	Implement Check-in Circles for Restorative Practice.



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High Quality Teaching

Improvement Targets	Accountability	Budget
Teachers reflect on their practice and plan for improvement.	NAPLAN and PAT student achievement and progress.	
Teachers focus on student data and growth, as well as attainment.		
Teachers plan for deliberate opportunities through the WA Curriculum for students to develop general capabilities of critical thinking, creativity and entrepreneurship, including STEM.	Sharing student outcomes at assemblies, parent evenings and Open Days.	PD \$2000 Design Tech \$500 Computing Cons \$400 Computers \$1000
Teachers explicitly incorporate their knowledge of Aboriginal people, their history and culture, in classroom practice.	Evidence of Aboriginal perspectives in U.R.Walpole and other programs.	URWalpole \$1500

Strategies		
Nature of Teaching	Culture of Learning	Future Success
Teachers use West Australian Curriculum for planning and assessment.	Staff review their practices using <i>Engoori</i> framework and Aboriginal Cultural Standards Framework.	Staff review their practices in line with AITSL Teaching Standards.
Teachers use Fleming's Teaching Model– Warm ups, Lesson intentions, Success criteria, Blooms Taxonomy and Plough back.	Teachers continue to access YuMi Math PL and refine practice to engage Aboriginal and all students in Math.	Staff review their practices using National Quality Standards.
Teachers use student data to measure growth and attainment, and plan for improvement.	Teachers collaborate within and across schools to improve their knowledge and skills.	Teachers explicitly develop 21st Century capabilities including critical thinking, creativity and entrepreneurship.



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Effective Leadership

Improvement Targets	Accountability	Budget
Parents hold Walpole PS as the school of choice.	National surveys are positive. Concerns are addressed through plans.	
Staff with leadership potential are supported and encouraged.	Teacher applies for Level 3 status.	\$540 TR
Children and families of all cultures feel recognised and welcome	The Aboriginal Cultural Standards Framework and <i>Engoori</i> are used to value all participants in the school community.	
The Principal works with the staff and community to create a rich and rewarding learning environment.	Principal self-assesses using the Principal Performance Improvement Tool.	

Strategies		
Nature of Teaching	Culture of Learning	Future Success
Leads the staff to collect systematic evidence to identify excellent teaching and learning opportunities.	Communicates high expectations for all students.	Develops a mutually supportive and collaborative relationship with the community to ensure positive school engagement.
Embeds the Teaching and National Quality Standards into Performance Management processes.	Mentors and supports staff to improve their practice as well as career opportunities.	Uses the AITSL Professional Practice for Principals and the Principal Performance Improvement Tool to self-assess.
Participates in District and Collegiate Network meetings to share best practice and explore new ideas.	Review and refine the Aboriginal Cultural Standards Framework.	Values themselves as a learner and continues to seek opportunities for professional growth.



Reporting to Parents 2019

2019 Operational Plan

Learning Area		Context	Year Group	Semester
English	Reading & Viewing		P-6	1 & 2
	Writing		P-6	1 & 2
	Speaking and Listening		P-6	1 & 2
Mathematics	Number & Algebra		P-6	1 & 2
	Measurement & Geometry		P-6	1 & 2
	Statistics & Probability		P-6	2
Health	Skills of Physical Activity	Phys Ed	P-6	1 & 2
	Personal, Social & Community		P-6	1 & 2
Languages	Reading & Viewing	Indonesian	2-6	1 & 2
	Writing		2-6	1 & 2
	Speaking and Listening		2-6	1 & 2
Humanities	HASS Skills		P-6	1 & 2
	History		P-6	1 or 2
	Geography		P-6	1 or 2
	Economics & Business		5-6	1 or 2
	Civics & Citizenship		3-6	1 or 2



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Learning Area		Context	Year Group	Se- mester
Science	Inquiry Skills		P-6	1 & 2
	Understanding	Biological	P-6	1 or 2
		Chemical	P-6	1 or 2
		Earth	P-6	1 or 2
		Physical	P-6	1 or 2
Design and Technologies	Digital Technologies		P-6	1 & 2
	Design and Technologies	Engineering	2-4	2
		Food Production	P-4	1
		Food Specialisation	5-6	2
		Materials	P-1	2
The Arts	Making	Music or Dance	P-6	1 & 2
	Responding	Music or Dance	P-6	1 & 2
	Making	Visual or Media	P-6	1 & 2
	Responding	Visual or Media	P-6	1 & 2