



Walpole Primary School  
Nature-Culture-Future

# 2020 Operational Plan



## 2020 Operational Plan

### Vision

#### Nature

Engaged  
students

Environmental  
awareness

#### Culture

Global  
opportunities

Community  
connections

Acceptance  
of difference

#### 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

# 2020 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.                                      |  | LOTE \$200                                 |
| Year 5 students make at least 80 points progress in NAPLAN.   |  | Maths \$500                                |
| Yr 2-6 students make expected progress in PAT testing in Numeracy, Reading Comprehension and Science. |  | English \$500                              |
| Attendance is 1% above the  | Attendance data  | Science \$500                              |
| No suspensions.   | Behaviour data   | Garden \$2500                              |
|   |  | 3rd classroom teacher \$110 000            |

| 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.                    | Link local focus to global issues.   |
| Embed whole school approach to Spelling (PLD), Writing (Talk for Writing) 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.                                       |



## 2020 Operational Plan

### 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<br>Design Tech \$100<br>Computing Cons \$400<br>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 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 support each other to embed YuMi Math and Talk For Writing.      | 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. |



## 2020 Operational Plan

### 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 is 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.    | Provide support to staff to maintain their health and well-being.                     | Value themselves as a learner and continue to seek opportunities for professional growth.                              |



## Reporting to Parents 2020

# 2020 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-<br>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         | 2-3        | 2             |
|                         |                         | Food Production     | P-3        | 1             |
|                         |                         | Food Specialisation | 4-6        | 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         |