

# English Operational Plan - 2018

Our highest priority is to maximise academic and non-academic student outcomes, and work towards achieving Success for All Students (DoE Priority #1). This is driven by a deeply held belief that every student is capable of successful learning.

English committee members report to all staff each term in relation to the implementation of the English Operational Plan.

**Target 1:** To improve the school's performance against that of 'like schools' in the 2017-2019 NAPLAN testing period for English.

Strategies	Resources	Who	When	Assessment and Evaluation
<ul style="list-style-type: none"> <li>Effectively translate assessment information into focused, differentiated instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment timeline</li> <li>Data Analysis spreadsheet</li> <li>Best Performance Prof learning</li> </ul>	All staff led by DP	T1, T2, T3, T4	<ul style="list-style-type: none"> <li>Whole school assessment timeline implemented.</li> <li>Assessments are guiding teaching and learning.</li> <li>NAPLAN</li> <li>On Entry</li> <li>PAT</li> <li>Best Performance Data</li> <li>All students on documented plans are monitored and progress measured through the collection and analysis of ongoing individual assessments and whole school SAER tracking profile.</li> <li>Students demonstrate progress in pre- and post- PAT Reading tests from 2018 -2020.</li> </ul>

<ul style="list-style-type: none"> <li>Utilise the NAPLAN planners and resources from the portal to inform teaching and learning programs for Years 3 &amp; 5.</li> <li>Moderating at Cluster and year levels.</li> </ul>	<ul style="list-style-type: none"> <li>The Will Plan (Yr 3)</li> <li>NAPLAN planners</li> <li>NAPLAN past papers</li> </ul>	<ul style="list-style-type: none"> <li>Yr 3 &amp; 5 teachers</li> <li>Curriculum DP</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 and beginning of Term 2</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> </ul>
<ul style="list-style-type: none"> <li>Implement whole school writing program Seven Steps to Writing Success.</li> </ul>	<ul style="list-style-type: none"> <li>Prof learning (whole school, cluster level and year level as required)</li> <li>POL meetings</li> <li>7 Steps resources</li> </ul>	<p>All staff led by 7 steps coaches Laura A and Liz</p>	<ul style="list-style-type: none"> <li>SDD Term 1</li> <li>ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Writing scope &amp; sequence K-6</li> <li>Implemented by all staff</li> </ul>
<ul style="list-style-type: none"> <li>Prepare teachers and students for NAPLAN online testing formats processes, skills and environments.</li> </ul>	<ul style="list-style-type: none"> <li>Prof learning</li> <li>NAPLAN collegial sessions</li> <li>Connectivity testing and Cabling across classes</li> <li>Devices and room allocations</li> <li>Wireless Infill Program – ensuring ratio of WAPS's appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Yr 3 &amp; 5 teachers</li> <li>DP</li> </ul>	<ul style="list-style-type: none"> <li>Term 3 onwards?</li> </ul>	<p>Evidence of a scheduled timeline and support for the transition to NAPLAN online.</p>

**Target 2:** develop and deliver high quality learning programs that integrate the Western Australian Curriculum through a collaborative team approach.

Strategies	Resources	Who	When	Assessment and Evaluation
<ul style="list-style-type: none"> <li>Implement whole school writing program Seven Steps to Writing Success.</li> </ul>	<ul style="list-style-type: none"> <li>Prof learning</li> <li>POL meetings</li> <li>7 Steps resources</li> </ul>	All staff led by Laura A and Liz	<ul style="list-style-type: none"> <li>SDD Term 1</li> <li>ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Writing scope &amp; sequence K-6</li> <li>Implemented by all staff</li> <li>Scope &amp; Sequence informing year level collaborative planning.</li> </ul>
<ul style="list-style-type: none"> <li>Review and audit of current 3 -6 Spelling programs</li> <li>Review and audit of current K – 2 spelling and look into Letters and Sounds program and spelling assessment for Assessment Timeline Schedule</li> </ul>	<ul style="list-style-type: none"> <li>POL meetings</li> <li>Cluster meetings</li> </ul>	Liz & Lindsay Rachel, Heather and Kelly	<ul style="list-style-type: none"> <li>Term 1 onwards</li> </ul>	<ul style="list-style-type: none"> <li>Spelling scope &amp; sequence K-6</li> <li>Evidence based whole K-2 approach to synthetic phonics.</li> <li>Implemented by all staff</li> <li>Scope &amp; Sequence informing year level collaborative planning.</li> </ul>
<ul style="list-style-type: none"> <li>Review and audit current Year 3 -6 Reading programs</li> </ul>	<ul style="list-style-type: none"> <li>POL meetings</li> <li>Cluster Meetings</li> </ul>	Sue	<ul style="list-style-type: none"> <li>Term 1 onwards</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Author in residence program</li> </ul>		Wendy and DP	<ul style="list-style-type: none"> <li>T3 W3</li> </ul>	<ul style="list-style-type: none"> <li>Teacher feedback</li> </ul>
<ul style="list-style-type: none"> <li>Staff attending professional learning share new knowledge and insights with staff.</li> </ul>		All staff		
<ul style="list-style-type: none"> <li>Phase of Learning meetings</li> </ul>	<ul style="list-style-type: none"> <li>Relief staff</li> </ul>	All staff	Ongoing	

**Target 3:** To articulate and employ whole school connected practices for effective teaching and learning.

Strategies	Resources	Who	When	Assessment and Evaluation
<ul style="list-style-type: none"> <li>Provide common DOTT to all year levels to facilitate planning, moderation and common assessment tasks.</li> </ul>		DP arranging DOTT timetable		
<ul style="list-style-type: none"> <li>Develop a whole school literacy block structure.</li> </ul>	<ul style="list-style-type: none"> <li>POL Meetings</li> </ul>	All staff		<ul style="list-style-type: none"> <li>Evidence in timetables</li> <li>Literacy Block structure.</li> </ul>
<ul style="list-style-type: none"> <li>Phase of Learning meetings to discuss and implement English Operational Plan.</li> </ul>	<ul style="list-style-type: none"> <li>POL Meetings and relief staff</li> </ul>	All staff		<ul style="list-style-type: none"> <li>Scope &amp; Sequences developed and implemented.</li> <li>Feedback from staff</li> </ul>
<ul style="list-style-type: none"> <li>Integrate technology in the teaching of Literacy.</li> </ul>	<ul style="list-style-type: none"> <li>Seven steps online</li> <li>Reading Eggs</li> </ul>	English committee  All staff	Ongoing	<ul style="list-style-type: none"> <li>Teacher feedback</li> </ul>

**Target 4:** Equip staff to effectively interpret and respond to a wide range of student data to inform teaching practice.

Strategies	Resources	Who	When	Assessment and Evaluation
<ul style="list-style-type: none"> <li>Provide common DOTT to all year levels to facilitate planning, moderation and common assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Judgement Achievement Standards SCASA</li> </ul>	DP arranging DOTT timetable	Ongoing	Teacher Judgement against Achievement Standards SCASA A-E levels (student exemplars)
<ul style="list-style-type: none"> <li>Data recoded on shared drive after administering whole school assessment schedule.</li> </ul>	<ul style="list-style-type: none"> <li>Prof Learning</li> <li>Data Analysis spreadsheet</li> </ul>	All staff DP	T1 and T4	<ul style="list-style-type: none"> <li>All class data stored on shared drive.</li> <li>Staff utilising data in handover.</li> <li>Tracking students making low progress from On Entry to Yr 3 NAPLAN</li> </ul>
<ul style="list-style-type: none"> <li>Regular POL and cluster meetings for planning and moderation.</li> </ul>		All staff	Ongoing	
<ul style="list-style-type: none"> <li>Diagnostic Analysis of data to identify gaps, inform teaching and value add.</li> </ul>	<ul style="list-style-type: none"> <li>Data from Whole school assessment schedule</li> <li>Common DOTT</li> <li>Resources as need arises.</li> </ul>	All staff	T1 and T4	Assessment tasks and data collection will be used regularly to monitor student progress and to make valid judgments against individuals' progress, cohorts, like schools and year levels both statewide and nationally. Analysis of this data at various levels will be reported to students, staff, parents and the community on a regular basis to profile student progress.