

**Munno Para Primary School**

**SITE OPERATIONAL PLAN**

Priority Area: Higher standards of learning achievement in Literacy and Numeracy

- We will:
- Maximise each and every child’s learning
  - Create high expectations to raise standards of achievement and reduce the gap between our highest and lowest achievers
  - Build leadership capacity and continue to improve teacher quality

Focus: Literacy and Numeracy

Priorities	Outcomes	Strategies	Targets
Track and monitor every learner’s growth	*Running Records data is used to support teachers to differentiate within classroom practice *Naplan/PAT testing results are analysed and inform practice, programming and resourcing *	*Develop a whole school approach to moderation of writing samples twice a year to ensure consistency in grading (recount or narrative-Bright Path) *Moderation of 2 pieces of writing once a term, using writing conventions ranking (Bright Path focus) *Ensure that all students know alphabet names and sounds *PASM and OLA for all Reception and Students at Risk *Develop Reading and Writing continuum of strategies *Continue with Maths Scope and Sequence	All year levels have a 3% growth in all Naplan strands  Evidence of differentiated teaching
Enact changes in pedagogical practices	*Whole school Literacy and Numeracy agreements are used in classroom practice (Jolly Phonics, Natural Maths, Running Records, PAT, AC) *Literacy and Numeracy Blocks are established with rigour, consistency and structure *Engage and utilise resources in DECD and local ECD Partnership Maths strategies *Natural Maths strategies are used as per Numeracy Agreement *Develop greater consistency in pedagogy across classes  *Sharing of practice across the Partnership *Participate in LDAM work both onsite and within the Partnership	*PAT testing for Year 2-7 Reading and Maths to be conducted and the analysis used to inform classroom practice *Whole school Numeracy and Literacy Agreements and non negotiables are used in all classrooms *Classroom programs show evidence of Natural Maths Numeracy Block which includes a mental routine, strategy/problemized lesson and reflection time as per Numeracy Agreement *All students are taught the Secret Code, according to year level expectations *Ensure compliance with time requirements for subjects-300 minutes each for Literacy and Numeracy  *Staff to engage in formal and informal Performance Development processes linked to the Site Improvement priority of students achieving higher standards of learner achievement	
Have an improvement cycle	*Self-review processes are robust, collaborative, contextual, standards driven and evidence based *Data is analysed to inform decisions across the school	* Assessment folders are established for all students * Data wall established in staffroom for whole school and classroom for identified targets, teachers update as required	
Identify and enact clear intervention processes	*Track progress of identified groups and provide tailored and targeted intervention using Smartar goals	*Scorelink program set up and used to record student data	

Priority Area: Improve health and wellbeing

We will:

- Establish targeted interventions to meet every child’s health, learning and developmental needs
- Work with families to ensure every child has the foundation for success in school

Focus: Behaviour Management

Priorities	Outcomes	Strategies	Targets
<p>Support programs which support student’s wellbeing. These include:</p> <ul style="list-style-type: none"> <li>• Behaviour Management</li> <li>• Breakfast Club</li> <li>• Healthy Eating Canteen</li> <li>• NIT PE/Health</li> <li>• Growth Mindset</li> <li>• Child Protection Curriculum</li> <li>• Counsellor’s Role</li> <li>• Work with support services</li> <li>• SSO support in classes</li> <li>• Way to A language is used</li> <li>• Children’s University</li> <li>• Well Being for Life Framework is utilised</li> </ul>	<p>*Positive relationships with students that model mutual respect and understanding, through the provision of feedback, and by being consistently calm and predictable</p> <p>*Multiple entry points and engaging learning programs are relevant to individual student needs</p> <p>*Physical environments are conducive to positive behaviours and effective engagement in learning (for example, tidy classrooms, access to resources, daily classroom schedules, etc)</p> <p>*Positive, consistent and clear approach when managing student behaviour</p>	<p>*Behaviour audit to collate data on student behaviours</p> <p>*Lunch time activities to assist with greater student engagement</p> <p>*Provide a safe school environment</p> <p>*Ensure appropriate training and development programs are provided to ensure that staff have a strong skill and knowledge base of effective behaviour management strategies</p> <p>*Whole school establishment of Effective Classroom Management and implementation of behaviour management strategies</p> <p>*IRMS is completed for all serious behaviour incidents</p> <p>*EDSAS is used to document all inappropriate behaviours</p> <p>*Conduct weekly class meetings and Student Voice to ensure student voice is consulted and heard</p> <p>*ACEO works with the community and students to cater to ATSI student’s needs and concerns</p> <p>*Well Being Leader builds relationships with the community and maintains case management for high profile students</p> <p>*AET works alongside ACEO and teachers to support ATSI students and to promote focus of ATSI general capability across the school</p> <p>*Special Education teacher with a focus on staff training and building capacity for staff to work with students with disabilities and develop Smartar goals for all</p> <p>*WHS is reviewed and maintained and STAR is updated regularly</p>	<p>*Decrease in yard and case referrals</p> <p>*Decrease in the number of suspensions and exclusions</p> <p>*Effective case management for high profile cases</p> <p>*ILP’s, IEP’s and NEP’s for students are reviewed each term to ensure they are meeting student’s needs (One Plan to be utilised when implemented)</p> <p>*Community voice with ATSI families</p> <p>*SWD have support for their learning needs</p> <p>*Attendance target of 93%</p>

Priority Area: Engage children, families and community

We will:

- Build our capacity to engage with children, families and the wider community in our planning and decision making

Focus: Attendance

<b>Priorities</b>	<b>Outcomes</b>	<b>Strategies</b>	<b>Targets</b>
To improve attendance for all students	*Children's University promoted to encourage greater engagement in learning and school *Support services are utilised to support students and their families *Perception surveys are analysed and the data used to make informed decisions *Early Years Transition Project is maintained and implemented	*Attendance notes are sent home twice time a term, weeks 5 and 10 *Text messages are sent home to all unexplained absences, every day *Compliance with Attendance Policy and Procedures is adhered to by all staff *Follow up on unexplained absences according to Attendance Policy *Attendance Officer is notified of students at risk *Attendance data reported in newsletters *Notes sent home for repeated and continuous late arrivals with attendance letters *Celebrate attendance with Gold 100%, Silver 95% and Bronze 90% certificates *Class Dojo is used in all classes to increase communication with families	