



# DONGARA DISTRICT HIGH SCHOOL

*An Independent Public School*



## 2021 OPERATIONAL PLAN

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## ATTACHMENTS

Aboriginal Cultural Framework  
Whole School Literacy Plan

## PREFACE

This booklet provides information and directions developed at both the system (Department of Education) and school level.

The Dongara DHS Operational Plan contains the inter-related elements:

- 2020 School Report
- Dongara DHS Budget 2021
- Dongara DHS Business Plan 2021-2023

The 2021 Operational plan is linked to the Focus Areas in the 2021-2023 School Business Plan:

- **FOCUS AREA 1 - SUCCESS FOR OUR STUDENTS:** *We will provide every student with a pathway to a successful future.*
- **FOCUS AREA 2 - CAPACITY BUILDING FOR QUALITY TEACHING:** *We will strengthen teaching and learning excellence in every classroom.*
- **FOCUS AREA 3 – COMMUNITY CONNECTIONS:** *We will connect with families, communities and agencies to support the engagement of every student.*

We are cognisant of our responsibility to promote fundamental values both within the implementation of the curriculum and the general operation of our service to the Dongara school community.

In producing the School Operational Plan, staff and the School Board have considered the broader context of Department of Education systemic strategies including: ***Building on Strength Future Directions for the Western Australian Public School System 2020–2024*** and ***Focus 2021***.

In response to our review of the 2020 School Operational Plan and the ongoing demands to be proactive and responsive in implementing initiatives that contribute to moving toward our vision, we continue to plan as a 'whole school' on a broad front.

The priority areas for 2021 are:

### **Literacy**

Whole School: 7 Steps to Writing Success, Brightpath

K-2: Sounds Write Phonics, Reading-decodable books

3-6: Writing-paragraphing

7-12: PEEL paragraph method, DDHS literacy cover sheet all learning areas

### **Health & Wellbeing**

Whole School: Self-Regulation (Zones of Regulation), Restorative Practices, Refining the PBS Matrix, RESPECT (including kindness), Cyber Safety

### **STEAM** (Science, Technology, Engineering, Arts, Mathematics)

Whole School: Increased community links, common understanding & use of design process language in all technology subjects

K-2: Integrate in all subjects, data collection (Science Enquiry, Human Endeavour)

3-6: Integrate in all subjects

7-12: Cross curricula links

Janine Calver  
**Principal**

**March 2021**

**2021 OPERATIONAL PLAN: Health & Wellbeing – Paul Tapscott**

<b>Cost Centre D6220</b>	<b>School Funding \$4900</b>	<b>C&amp;C \$</b>	<b>Relief Salaries \$6282.32</b>	<b>PL Course Fees \$</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	<p>Research an Evidenced Based Survey tool to measure H&amp;WB at DDHS. Implement Survey tool Term 3, 2020. Review School Behaviour Matrix Under an umbrella of Kindness and Caring develop student personal and social capabilities by incorporating teaching of Resilience (SDERA), Protective Behaviours and Cyber safety across the curriculum.</p> <p>Build capacity of student leadership - meaningful opportunities and support student leadership groups to engage in school decision making and activities. Implement a range of activities and strategies across the whole school.</p>	<p>H&amp;WB Committee</p> <p>School Staff School Staff</p> <p>Luke Aubrey (SC) Kobi Jefferey (HC)</p> <p>School Staff</p>	<p>\$700- DDHS PBS \$750 –Topic Books \$200 – AOM \$800 – Sec Home Rm \$800 – Principal incentives \$400 – Student Leadership Groups \$400 – Student Leadership Camps \$1142.24 - 2 Days Student Leadership \$600 – Opportunities Personal and Social Capabilities \$1000 – Class Sports Equipment</p>	<p>National Schools Opinion Survey results comparison remains above 3.5 for identified markers. Examine House Point data and SIS entries to gather data on levels of Respect as compared to the school’s behaviour matrix.</p>
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	<p>Peer observations – low key skills used in classroom practice. Leadership groups associated with Pastoral Care, H&amp;WB, and PBS formed into a Student Services Team. All staff trained in Self (Zones of Reg) Source PL opportunity to train staff in each Block to support implementation. Create a central resource Library on School Shared drive for all Material related to Z of R. Restorative Practices will be embedded. Create a greater understanding of process through staff PL opportunities. Examine school recording documents to include Restorative Practice as part of information gathering.</p>	<p>Admin School Staff Admin H&amp;WB Committee</p> <p>SAER Coordinator</p> <p>Admin H&amp;WB Committee</p>	<p>2284.48 - 4 Days Restorative Practice and Peer Observation \$100 – For at Risk Youth Support material \$2855.60 – 5 Days Zones of Regulation</p>	<p>Term 2 analysis of information collected through Peer Observations related to LKS’s being used in the classroom Meeting/discussion minutes. PL Undertaken Milestones achieved Milestones achieved.</p>
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	<p>Regularly promote behaviour management strategies and activities. Focus on positive supports for parents.</p>	<p>School Staff PR Committee</p>	<p>FB, Insta, NL, Board at Westpac, Open Night etc</p>	<p>School Staff</p>

**Aboriginal Education 2021 OPERATIONAL PLAN: Leslie James**

<b>Cost Centre D6226</b>	<b>School Funding \$500</b>	<b>C&amp;C \$</b>	<b>Relief Salaries \$294</b>	<b>PL Course Fees \$</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	<p>SEN IEP for students achieving a D grade or below</p> <p>ARRA files for all Aboriginal IEP students  <a href="#">S:\AdminShared\All Staff\850 Student Management\862 Health &amp; Welfare\SAER\AA ARRA</a></p> <p>Decodable reading text for Sec school</p> <p>Aboriginal resources for classes and AIEO.</p> <p>Increase resources for aboriginal students with low achievement levels.</p>	<p>Aboriginal Education Deputy Principal Class teachers</p> <p>AIEO</p> <p>Deputy</p>	<p>\$300</p> <p>\$300</p>	<p>Ensure IEPs are written and monitored and assist teachers with goal setting as required</p> <p>ARRA NAPLAN Student achievement data</p>
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	<p>AIEO timetable includes time to assist teachers to help build their knowledge of Aboriginal culture to use in classroom practice.</p> <p>Use Wadjiri words for common objects.</p> <p>AIEO attend PL to build capacity/share ideas</p>	<p>Aboriginal Education Deputy Principal AIEO Classroom teachers</p>	<p>Yamatji Dictionaries \$200</p>	<p>Focus area determined through data collection and staff input.</p> <p>Aboriginal cultural Framework Audit.</p>
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	<p>ACSF- Term 1 Staff review ACSF- Term 1 Term 4 audit of schools' achievement.</p> <p>AIEO timetable time to mentor identified students.</p> <p>PALS project – 2021 TBC</p> <p>NAIDOC grant – access Aboriginal role models to build student cultural knowledge and appreciation</p> <p>Home visits – focus on positive AIEO information and promoting school events.</p> <p>Special meetings for Aboriginal families to help plan NAIDOC activities.</p> <p>Locate community organisations who can assist to implement the ACSF and build positive relationships with the community.</p>	<p>AIEO Aboriginal Education Deputy Principal</p> <p>Principal</p>	<p>Apply PALS Apply NAIDOC grant class consumables and incidentals. NAIDOC \$500</p>	<p>ACSF data- improvement in community engagement.</p> <p>Pals acquittal Grant used to access Aboriginal role models to come to the school Recording of visits and outcomes</p>

**2021 OPERATIONAL PLAN: SAER Leslie James**

<i>Cost Centre D6225</i>	<i>School Funding \$600</i>	<i>C&amp;C \$</i>	<i>Relief Salaries \$11261</i>	<i>PL Course Fees \$</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	<p>SEN IEP Plans completed in a timely manner.</p> <p>Teachers to 'spotlight' successful strategies/resources at team meetings.</p> <p>Encourage and support SAER students to assume leadership roles.</p> <p>Focus on increasing achievement of SAER students who are just below Achievement Standard.</p> <p>IEP Case Conferences held each Semester.</p> <p>Extension of TAGS students by providing enrichment activities.</p> <p>Investigate creating tags for SAER students for value adding.</p> <p>Use CAMS and STAMS for identified IEP students.</p> <p>Adapt environment to meet sensory requirements of students with identified special needs- use of safe room and chill out spots for student self-regulation and de-escalation.</p> <p>Use of visual cue cards.</p>	<p>SAER Deputy</p> <p>Team Leaders</p> <p>Teachers</p> <p>Lit Coordinator</p>	<p>SEN Planning</p> <p>Decodable texts-secondary focus \$300</p> <p>Teachers – 12 days</p> <p>PL and Case</p> <p>Conferences</p> <p>Retraining for Team Teach</p> <p>EAs – 15 days PL and Case</p> <p>Conferences</p> <p>Retraining for Team Teach</p> <p>CAMS and STAMS student books \$100</p> <p>Sensory tools \$300</p> <p>Self -regulation PL</p> <p>SSEND CT</p> <p>Consumables \$300</p>	<p>IDPs</p> <p>ABLEWA Assessment tool</p> <p>SEN IDP/GEP reviews</p> <p>Team Meeting Minutes</p> <p>ARRA file review</p> <p>NAPLAN/OLNA data</p> <p>Stars and Cars and Cams and STAMS tests</p> <p>Case Conference Minutes</p> <p>Assessment tests</p> <p>Walk throughs</p> <p>Student Achievement Reports</p>
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	<p>Further capacity build staff in curriculum modification for targeted student achievement and engagement.</p> <p>Capacity build teachers in ABLEWA</p> <p>Teachers add data into review/comment section of SEN IEPs and GEPs at the end of each term.</p> <p>Teachers refer to/ add to ARRA files.</p> <p>Teachers and EAs to meet and plan collaboratively each term.</p>	<p>SAER Deputy</p> <p>Sec DP/Vet Coord</p> <p>Teachers, Team Leaders</p> <p>Literacy Co-ordinator, teachers, EAs.</p> <p>CAT</p> <p>SSEND visiting teacher</p>	<p>SSEND CT</p> <p>PL</p> <p>SCSA – Getting started with ABLEWA</p> <p>Resources \$200</p>	<p>CAT trainers' feedback/IEPs</p> <p>Assessment tests</p> <p>ARRA file review</p> <p>Assessment tasks</p> <p>Feedback- Exec Walk throughs</p>

	<p>Literacy Coordinator to continue to upskill EAs on delivery of explicit teaching, skill building tasks/activities. Develop staff capacity on student engagement through targeted observations and feedback from CAT trainers.</p> <p>Visiting Consulting Teacher to PL teachers/EAs and provide targeted support.</p> <p>Schedule Team Teach PL each year to train staff and maintain certifications.</p> <p>Use of Zones of Regulation to develop students' self-regulation skills</p> <p>Participation – monitor senior student engagement</p>		<p>Team Teach books and certificates \$500</p> <p>Self -regulation Resources and texts to support \$900</p>	
<p><b>FOCUS AREA 3</b> <b>COMMUNITY CONNECTIONS.</b></p>	<p>Develop further partnerships with local business/organisations for work experience.</p> <p>Schedule IEP Case Conferences T1 and T3</p> <p>Multi Agency tchr support referrals CT SEND, Speech Pathologist, OT and School Psych to attend Case Conferences where appropriate.</p> <p>Newsletters, Website, emails, Connect Community and other media to communicate with students, parents, staff and the wider community.</p>	<p>SAER Deputy/VET Coordinator</p> <p>Relief Deputy/Teachers/EAs</p> <p>Visiting teachers and therapists, nurse</p>	<p>ASDAN Books</p> <p>Texts and professional resources \$300</p>	<p>Case Conference notes</p> <p>Review Meetings</p> <p>Social media data</p>

**VET 2021 OPERATIONAL PLAN (Yr 11/12): Caryn Stokes & Yvonne Jenkins**

<b>Cost Centre D5905</b>	<b>School Funding \$10790</b>	<b>C&amp;C \$900</b>	<b>Relief Salaries \$2284.52</b>	<b>PL Course Fees \$1200.00</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	Enrol yr11&12 students in ADWPL. Offer Yr10 students 2x 1wk blocks Work Exp and 1day/week work placement prog. Offer Yr9 SAER students 1day/wk work placement program. Yr8-10 SAER work placement program Joblink Midwest delivery of work readiness career workshops prior to work placements for yr10 – 12. Provide opportunities when available at CRT for students to participate in Industry Taster Courses and Workshops. CRT staff speak with yr10/11 students in term 3 to provide opportunities for PAiS, VETDSS and SBT programs Deliver Cert II Hospitality on site Attend one Career Education/Vocational Education Conference Attend VETDSS/PAiS meeting	C. Stokes Y. Jenkins	Log Books \$100.00 ADWPL C&C \$348.00 <b>Yr 9&amp;10 C Ed C&amp;C \$230.00</b> Travel SG \$500.00 Joblink Midwest CRT staff Auspicing with AIET \$2500 C&C \$540 Consumables \$1960 First Aid training 2 teachers \$350 1 day PL AEIT \$1200.00 \$571.16 Relief	Sem 1-100% ADWPL students achieve 1 point. Sem 2;100% ADWPL students achieve 1 point. Sem 1-50% yr 10 successfully complete 2 x 1 wk block work exp. Sem 2:100% successfully complete PAiS and VETDSS qualifications. Sem 2-100% students successfully complete Cert II in Hospitality % SAER workplace students
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	Attend one Career Education/Vocational Education Conference Attend VETDSS/PAiS meeting. Refresh Workplace assessor	C. Stokes Y Jenkins	3 days relief \$1713.36	Attend PL and feedback % Qualified staff
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	White Card face to face delivery Continue partnership with Joblink Midwest deliver Career W/shops and Programs. All yr 10/11 attend CRT Open Day/C Expo Yr 10 attend GCU Careers Day Sense of Direction. CRT Taster Courses Increase participation rate in PAiS and VETiS programs. Access GRITC if appropriate Continue relationships with employers providing work placements	C. Stokes	RTO	100% enrolled students achieve White Card. Sem1. Increase in PAIS enrolments % of student in taster courses



**2021 OPERATIONAL PLAN: 7-8 Drama T.Bass**

<i>Cost Centre D5720</i>	<i>School Funding \$</i>	<i>C&amp;C \$144</i>	<i>Relief Salaries \$</i>	<i>PL Course Fees \$</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b><i>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</i></b>	Opportunity for all students to demonstrate skills and knowledge through practical tasks as well as written and oral tasks using drama specific language. Retain students in Year 7 to year 8 in Drama as mentors and as positive role models (Modelling to others).	T.Bass P.Clinch	SCSA	Reporting to parents Reflective journal
<b><i>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</i></b>	Regular referral to SCSA to ensure comprehensive and engaging planning and teaching. Focus on presenting and performing (Making). Encourage the use of '7 steps to writing' in written tasks.	T.Bass	SCSA	Reporting to parents
<b><i>FOCUS AREA 3 COMMUNITY CONNECTIONS.</i></b>	Positively promote the arts learning area through the sharing of photos and students work to the school community. Small group performances for other students. Make use of Connect to share work with students and their parents.	T.Bass	Newsletter Connect	Student feedback Parent feedback

**2021 OPERATIONAL PLAN: 1-6 Music – Luke Aubrey**

<b>Cost Centre D5705</b>	<b>School Funding \$3420</b>	<b>C&amp;C \$\$849</b>	<b>Relief Salaries \$1668</b>	<b>PL Course Fees \$1000</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	Continue utilising JAM resources for 1-6 Continue utilising the Music Room Program for years 1 and 2. Continue utilising Black Belt Recorder Program for years 3 and 4. Continue utilising Black Belt Ukulele program for years 5 and 6.	L. Aubrey	JAM 2020 Full Class Pack Black Belt Recorder Resources Black Belt Ukulele and Books Misc Resources	Song Torch assessment tool Student Workbooks Class Performances Student Grade Data
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	Continue with parent info evenings to upskill parents in the use of ICT learning a musical instrument.  Continue to use ICT as a tool to teach students through Direct Instruction.	L. Aubrey	School iPads Song Torch app BBR and BBU learning resources	Collection of data on parents that attend information evenings.
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	Continue with PBS Reward system.  Create School Band – focus on engaging SEN students in music.  Creation of a Uke Club for students who are gifted and talented musically.  Creation of a Recorder Club for students who are gifted and talented musically.  Continue with Open Night and Term 4 Specialist Assembly Performances. Introduce Ukulele to these Performances. Recorders and ukuleles to perform at other community events. Reintroduce the choir.	L. Aubrey	PBS Tickets Tangible Rewards Ukuleles Recorders BBR and BBU resources Ukuleles Recorders Sing Plus 1 Sing Plus 2	Data collection of PBS tickets Data collection of Green Cards Data collection of red card referrals. Parent Surveys – Open Night

**2021 OPERATIONAL PLAN: 7-12 PERFORMING ARTS R. DOWNES**

<i>Cost Centre D5710</i>	<i>School Funding \$5628</i>	<i>C&amp;C \$162</i>	<i>Relief Salaries \$ 5205.92</i>	<i>PL Course Fees \$0</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	Focus on Year 7 and 8 students to learn and focus on fundamental dance skills to improve dance practices. Participate in Live performance in Geraldton. Extend experienced students movement skills and capabilities. Students reflect on personal Dance Practices using PEEL Paragraphing and Assignment Coversheet. Focus on Dance technique. Focus on Boys in Dance	R Downes	Consumable Dance lesson Resources (Music/fabric/stationary etc) \$216  DANCE Exam Films	RTP Data Student Journals/Cover sheets SCSA Judging Standards SIS DATA
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	Access exam assessment to teach skills. Collaboration with secondary teachers to promote Cross-Curricula opportunities STEAM as a focus to help drive YOH Festival Performance and Theme "Keeping up Appearances"	R Downes M Downes C Stokes Y Jenkins J Ganfield	<b>Teacher Relief</b> 1 X @ 571.12 day TR for Heats 2x EA Relief Heats @293.79= \$587.58, 3 X @ 571.12 day TR Finals = \$1713.36 2x EA (3 Days) Relief final@293.79=\$1762.74 1 X @ 571.12 day TR for Rehearsals	Secondary meetings Course Outlines and Planning SCSA Judging Standards
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	Curriculum Evenings will showcase student achievements in Dance performances and progress of YOH Festival. Attendance as Key IEP in attending YOH Festival as Extra Curricula Activity Live performance and community performance as a fundraiser. Promote live performance in Geraldton within community. Invite Student mentors- Past students to assist with choreography. Promote YOH Festival Via Social Media Year 6 students invited as transition and promotion of Secondary Programs	R Downes  J Calver	Facebook/Instagram Displays in Local Businesses RAG Newsletter SARS Music \$250 Costumes \$2100 Face \$700 Props \$450 Artwork \$450 Bus x 2 days \$360 Costume Travel System \$550 Replace Dance Shoes	Secondary Expo attendance Community Attendance Regular check with attendance on Student Attendance Reporting through IKON Community Support in Fundraising

**2021 OPERATIONAL PLAN: PHOTOGRAPHY - Lynn Flannery**

<i>Cost Centre D5706</i>	<i>School Funding \$</i>	<i>C&amp;C \$240</i>	<i>Relief Salaries \$1175.15</i>	<i>PL Course Fees \$</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b><i>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</i></b>	Students will learn about composing photographs using a variety of photography skills and will be encouraged to practise these skills in and out of class.	Mrs Flannery	School cameras Batteries Tripods Computers	Display files Display for Open Nights
<b><i>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</i></b>	Will take the opportunity of having guest speakers and undertaking excursions to town, river and marina to allow students to put into practice what was learnt in class.	Mrs Flannery	School bus on occasions Education Assistant	Display files Wall displays of work \$90 for bus to marina
<b><i>FOCUS AREA 3 COMMUNITY CONNECTIONS.</i></b>	We will make the most of community resources – such as Irwin Museum, Russ Cottage, Nun’s Cemetery – and the expertise of the guides. Students’ photos are often included in the local Historical Society’s newsletter. Information about excursions and photos of students included in school newsletter and Facebook/Instagram page	Mrs Flannery	Irwin Shire and Historical Society  School Facebook and Instagram pages  School newsletter  Education Assistant	Display files Wall displays of work  \$50 donations to local museums

**2021 OPERATIONAL PLAN: K/PP Visual Arts - Joanne Tapscott**

<i>Cost Centre D6015</i>	<i>School Funding \$622</i>	<i>C&amp;C \$378</i>	<i>Relief Salaries \$</i>	<i>PL Course Fees \$</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b><i>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</i></b>	Teach how to reflect on own artwork and appreciate others artwork incorporating social skills. Art Responses NAIDOC week activities. Teach how to use art equipment correctly, using safe practises with a focus on pencil grip and scissors for cutting. PBS Tickets Use of children’s drawings in the playground.	Classroom teachers Art walk through K/PP area Classroom teachers and EA’s Joanne Tapscott All staff	Card/paint/craft items \$223 \$400 Info sheet to all K/PP parents - using scissors correctly. Paint \$591.20 Sealer \$151, Paintbrushes\$125.60, Sandpaper \$10	Art walk through day – Term 3/4. Anecdotal records of art responses/social skills-compliments NAIDOC Week displays Reporting Seesaw – fine motor skills progress. Weekly team meeting – plan artworks projects for playground.
<b><i>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</i></b>	Access professional knowledge of secondary Art Teacher for teacher development. Teacher peer to peer observations for feedback on student behaviour and academic progress.	Janine Calver  Classroom teachers	Nil  DOTT	Feedback  Observations/discussions at team meetings
<b><i>FOCUS AREA 3 COMMUNITY CONNECTIONS.</i></b>	Use of media to communicate with students, parents, staff and the wider community to improve profile of learning area through these strategies. Promotion of visual art achievements using range of social media. Students to enter art competitions.	Classroom teachers	Artwork displayed at Open Night, Library, School Office & in the community. Use Seesaw App to promote artwork.	Feedback from staff and community Open night

**2021 OPERATIONAL PLAN: Year 1-8 Visual Arts / Indrayani, L James & K Crudeli**

<i>Cost Centre D5705</i>	<i>School Funding \$ 2202</i>	<i>C&amp;C \$1298</i> 1-6:\$660 7/8:\$638	<i>Relief Salaries \$ 0</i>	<i>PL Course Fees \$ 0</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	Improved use of student Visual Diaries. Follow set design process. Written notations in visual diaries. Follow Making and Responding processes. Support SIDE students –General Visual Arts Evidence of positive student engagement in Visual Arts at school through SIS and student report data. PBS Tickets/Dojos etc Rewards- PBS pens pencils ruler. Safety induction use of visual arts equipment	E Indrayani, L James, K Crudeli SN EAs as relevant	Consumables CC\$ 1894 School Funding \$3200 \$60 Support to fix high number of primary students' visual art diary as there are low quality books. <b>2021-change in booklist</b> PBS Tickets and rewards	Student reflection sheets SIS Reporting data Student briefs year 7-10: teacher feedback SCSA Judging standards to support MCJ Visual Arts teachers Student reflection sheets SIS data Teacher planning docs PBS Tickets and other tangibles
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	Use of 1 <sup>st</sup> Steps and Stepping out to support visual literacy Use of written and oral visual arts language. Variety of studio areas.	E Indrayani, L James, K Crudeli SN EAs as relevant	Relevant resources Visual literacy in room Modelling by teachers	Informal and formal planning meetings SIS data for Responding
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	Use of media to communicate with students, parents, staff and the wider community to Improve profile of learning area through these strategies. Promotion of visual art achievements using range of social media. Students to enter art competitions.	E Indrayani, L James, K Crudeli SN EAs as relevant	Facebook, Newsletter Local displays Local and state-wide comps-student fees \$100	Review use of media Open Night Parent feedback sheets Student success in competitions

**2021 OPERATIONAL PLAN: ENGLISH K-6 N. Davey**

<b>Cost Centre D5005</b>	<b>School Funding \$4512</b>	<b>C&amp;C \$1698</b>	<b>Relief Salaries \$</b>	<b>PL Course Fees \$</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	<p><b>Writing</b> All staff will use the whole school approach to writing -Seven Steps for Writing success and follow the whole school schedule. Continue Extension opportunities in the form of writing competitions, WABIAD, Young writers program.</p> <p><b>Phonics and Spelling</b> K- use SOCS assessment PP – use MPAST data to inform planning and teaching. K-2 will use a synthetic phonics approach following the Sounds-Write scope and sequence 3-7 will use Sound Waves Spelling resources to support a synthetic phonics approach SAER Intervention – Sounds-Write prog</p> <p><b>Grammar</b>-Use Grammar Convention Student books for Yr 5-6 Follow the Grammar Scope and sequence</p> <p><b>Reading</b> All students P-6 will be monitored using decodable reading assessment until evident of consistent use of extended code, use PMB. PAT reading Assessment</p> <p><b>SAER</b> Use additional Education Assistant time to support Literacy programs, IEP's/ GEP's. ARRA 's completed for students requiring intervention in English.</p>	<p>Literacy Coordinator Classroom teachers Literacy Support EA's to support teachers in the classroom. Literacy Support teachers and EA's used to support IEP's</p>	<p>Consumables and resources Seven Steps to writing success \$330 x 6 Seven steps to Writing success online subs \$265 Sounds-Write app \$100 Decodable reading texts K/PP -\$500 B /C/D &amp; SAER-\$3000 Online subs- student access and teacher resources \$200 PAT reading assessment (share of the total with Sec.) \$800 ARRA's, IEP's, GEP's</p>	<p>NAPLAN data Brightpath- Semester 1 and 2 Targeted spelling data to be recorded beginning Sem 1, end Sem 1, end of Sem 2 (Dongara Long Vowel Assessments for diagnostic data and planning OR Sounds-Write assessments – as required / ongoing) Phonological Awareness skills MPAST data- PP end of Sem 2, (yr 1 onwards: SAER- ongoing) Decodable reading assessment- ongoing (record end of Sem 1 and 2) OR PMB levels – ongoing. (record at end of Sem 1, end of Sem 2) Sounds-Write program and assessments- ongoing. Recorded end of Sem 1, end of Sem 2</p>
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	<p>Seven Steps to Writing Success PL Modelling and coaching Develop a regular cycle of per observations in English. Exec Walk throughs, Sounds-Write PL Modelling and coaching. Using decodable readers until students</p>	<p>Literacy co-ordinator, All teachers Admin Literacy co-ordinator, shared teacher expertise</p>	<p>Decodable Readers Sounds-Write app JP trolley</p>	<p>Walk throughs – data collection and feedback provided to staff. /end of Sem 1, 2 Seven Steps survey of staff – end of Sem 1, 2 Evidence of individual student goal setting</p>

	<p>have some mastery of the extended code. Use Brightpath to identify learning and teaching points.</p> <p>PL on assessing using Brightpath</p> <p>Continue to emphasise play based learning in ECE and providing hands on experiences.</p> <p>Cont to impl CMS engagement strats. IEP's and GEP's.</p> <p>Utilise ARRA's to gather, share and monitor assessment data.</p> <p>Provide positive and constructive feedback to students defined success criteria.</p>			<p>Brightpath cold and hot tasks – Sem 1, 2 (3 for the year)</p> <p>IEP/GEP monitoring</p> <p>School report data. – Sem 1, 2</p>
<p><b>FOCUS AREA 3</b> <b>COMMUNITY CONNECTIONS.</b></p>	<p>Use a variety of communication avenues to promote student participation in competitions, events and activities within the English context.</p> <p>(Newsletter, Web sites, emails, Connect Community, Seesaw, Facebook has been effectively used to communicate with students, parents, staff and the wider community</p> <p>Young Writers W/shops</p> <p>Writing comps- Randolph Stow, Tim Winton Writers, WABIAD</p> <p>Interschool Spelling Bee, Reading competitions. Author in Focus. Book week.</p> <p>Share upcoming events, and successes with Parents and the wider community.</p>	<p>Class teachers</p> <p>Lit Coord</p> <p>Admin</p> <p>PR Committee</p>	<p>\$240 Young Writers (in \$60 x 4 students @ 50% subsidy)</p> <p>WABIAD-\$310 (one primary team)</p> <p>Interschool Spelling Bee \$50</p>	<p>What was promotes and feedback?</p> <p>Impact of promotion</p> <p>Success in comps</p> <p>% Student engagement</p>



**2021 OPERATIONAL PLAN: ENGLISH YRS 7-12, LYNN FLANNERY & KATRINA CRUDELLI**

<b>Cost Centre D5015</b>	<b>School Funding \$114</b>	<b>C&amp;C \$1526</b>	<b>Relief Salaries \$4568.96</b>	<b>PL Course Fees \$</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	Teachers will be continuing to access Seven Steps for Writing Success, in line with the whole school approach, to improve students' writing. Diagnostic testing via PAT reading assessment and Bright Path – as per Literacy Plan to monitor students' progress Offer extension opportunities in the form of Randolph Stowe, the Young Writers program, Write a Book in a Day and debating group) Using PEEL paragraphing across all learning areas Word Walls in classrooms SAER - Use of EAs to support IEPs/GEPs Study Class/Study Group once a week and support for OLNA students	Mrs Flannery Ms Crudeli EAs to support teachers in the classroom	Seven Steps to Writing Success Online Res and PL Diagnostic tests Young Writers Randolph Stowe and other writing competitions Midwest Debating Competition Spelling Bee \$180 Young Writers \$300 PATS reading \$310 WABIAD \$300 Midwest Debating Comp \$50 Spelling Bee	<b>Semester 1</b> NAPLAN data (previous) OLNA data (2020) Bright Path assessments PAT reading assessment  <b>Semester 2</b> NAPLAN data (2021) OLNA data (2021) Bright Path assessments PAT reading assessment
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	Work collaboratively to plan programs Sharing ideas and resources in Team and Literacy Meetings Moderate students' work Find opportunity to moderate with teachers from other mid-west schools Year 12 English Moderation (SCASA) Peer Observations Continue to use CMS strategies IEPs and GEPs Restorative practice Differentiated tasks for low ability students Continue focus on PBS through tickets Encourage students to attend Study Class Prompt, positive and constructive feedback for students	Mrs Flannery/Ms Crudeli	Time for regular, collaborative meetings Plan to moderate with other schools SCASA Moderation Meeting	Minutes of meetings Display of Classroom Management Plan
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	Use of Connect for parents, support staff and student contact, marks book, assessments and notes.	Mrs Flannery	Connect Consumables for posters etc	Attendance at events Feedback letter to editor Which communications strategies

	<p>Use a variety of communication avenues (including posters and notices on Connect) to promote student participation in competitions, events and activities within the English context.</p> <p>Open Night, Expo Evening</p> <p>Use student diaries feedback and communication with parents</p> <p>Letters of Concern/Commendation</p> <p>Parent/Guardian meetings as required</p> <p>Year 9 assignment - Letter to the Editor to the Dongara Port Denison Local Rag</p> <p>Encourage use of town library by students</p>			worked to increase engagement?
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**2021 OPERATIONAL PLAN: K/P HASS – Shari Spencer**

<i>Cost Centre D6015</i>	<i>School Funding \$311</i>	<i>C&amp;C \$189</i>	<i>Relief Salaries \$</i>	<i>PL Course Fees \$</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	<p>Integrating HASS-Lit, Num and Tech. Facilitate and extend each child's dev through intentional, play-based learning. Integrated learning experiences focusing on different cultures.</p> <p>Improve NQS-outdoor environment as part of the regular learning program.</p>	Classroom Teachers	<p>Consumables \$300 (\$100 for each class)</p> <p>Cooking \$150 (\$50 for each class)</p>	SCSA Judging Standards. SIS Reporting Data.
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	<p>Involve Jenny Millet and community in Aboriginal Culture/multi-cultural learning experiences.</p> <p>Share resources and ideas at team meetings and offer support, joint planning. Improve intentional and imaginative play areas with appropriate resources and games relating to curriculum topics.</p>	Classroom Teachers AIEO	Various interactive/hands on resources	SCSA Judging Standards. SIS Reporting Data. Teacher planning documents. Peer observation Time in team meetings allocated for sharing.
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	<p>Use Seesaw and Connect to communicate with parents.</p> <p>Participate in local excursions to improve HASS outcomes.</p> <p>Providing a roster for parent help in each classroom.</p>	Classroom Teachers		Feedback from staff and community. Open Night Parent feedback surveys.

**2021 OPERATIONAL PLAN: HASS 1-2 Kylie Wynne & Donelle Forsyth**

<b>Cost Centre D5205</b>	<b>School Funding \$632</b>	<b>C&amp;C \$168</b>	<b>Relief Salaries \$</b>	<b>PL Course Fees \$</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	Focus on Meaningful data interpretations – pictographs, tallies, maps etc. Develop language of HASS with word walls. Integrate HASS in Lit, Num and Techy, using hands-on activities where possible to support explicitly taught concepts. Continue to aim for most students to achieve Satisfactory and a larger number of students to achieve higher.	Classroom teachers EAs Administrators	Project cons Texts HASS related content \$250 resources \$150 -olden day games kit HASS related PL's if they arise (Shared with other staff)	Assessment of student projects/assignments.  SIS Reporting data
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	Share resources and ideas at team meetings and offer collegial support. Local resources, local historians, excurs, museums Upskill staff in curric, Peer obs Continue to use/purchase context relevant materials. Differentiated curriculum – IEPs/GEPs Use of PBS strategies. Promotion of special days/events such as NAIDOC, Harmony Day, ANZAC, Remembrance, Sorry Day, Easter, etc. Links to Aboriginal History	Classroom teachers EAs Irwin Districts Historical Society members Parent volunteers Classroom teachers EAS	Time provided in team meetings for sharing. Staff PL Materials and supplies for Celebration Days (\$250 - shared for block) Purchase aboriginal artefacts to add to kit. \$300	SIS reporting data Formal and informal sharing sessions for year level collaboration. Peer observation Common assessment tasks (SCSA tasks) IEP/GEP monitoring Parent responses on Seesaw. Parent contributions to special days.
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	Continue displaying student work in the classroom. Display student work for Open night. Continue use of Connect & Seesaw for teachers and students to share work and achievements with parents. Utilise parental and local historians' expertise.	Classroom teachers EAs Irwin Districts Historical Society members	iPads	Seesaw, Connect, DOJOs Newsletter, FB posts Assembly- celebrate successes, achievement certificates Parent contributions to special days

**2021 OPERATIONAL PLAN: HASS 3-6 -D. Owen**

<i>Cost Centre D5210</i>	<i>School Funding \$898</i>	<i>C&amp;C \$492</i>		<i>Relief Salaries \$</i>	<i>PL Course Fees \$</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>	
<b><i>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</i></b>	Data - student report grades to track student progress and plan teaching and learning experiences – Build on purchasing texts/picture books that are related to HASS topics. Use Inquisitive.com assessment tasks at end of each unit to moderate in year levels Deliver HASS as a cross curricular subject	3-6 staff	Purchase reading texts and picture books to supplement HASS learning areas \$600  Inquisitive.com \$440	Report data - move the number of students receiving a C grade to a B grade from S1 to S2  Moderate in year levels	
<b><i>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</i></b>	Provide engaging and meaningful activities to promote NAIDOC Week and the Indigenous Culture Increased cross curricular learning opportunities Share strategies for success at Team Meetings each term, use team meetings to plan, moderate and follow up the Operation Plan	3-6 staff AIEO L James	Indigenous stories Consumables 7classes x\$50=\$350	NAIDOC Week activities What cross curric ops eventuated-student engagement and impact on grades	
<b><i>FOCUS AREA 3 COMMUNITY CONNECTIONS.</i></b>	Build stronger links with Aboriginal families NAIDOC Week and Harmony Day commemorated with community members contributing Museum visits to Geraldton and use the local museum more. Invite people in with local/Indigenous knowledge.	3-6 staff AIEO L James	Local identities Museums	What was participation of Aboriginal families in HASS activities for stronger links? How many guest speakers presented in 2021?	

**2021 OPERATIONAL PLAN: HASS – Caryn Stokes and Katrina Crudeli**

<i>Cost Centre D5215</i>	<i>School Funding \$268</i>	<i>C&amp;C \$982</i>	<i>Relief Salaries \$1 142.24</i>	<i>PL Course Fees \$</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b><i>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</i></b>	Data - student grades to track and plan Included SCSA curriculum codes on planning documents to show explicit links to learning and tasks. Focus on HaSS spec vocabulary (Tier 2) <ul style="list-style-type: none"> <li>• Teacher modelled</li> <li>• Vocabulary/word wall</li> <li>• Assessment task (10%) – HASS vocab</li> </ul> PBS Classroom Management Plan Identified SAER, GEP, IMBP. Documented plans Indigenous students Teacher/education assistant support modified group/s as required.	Classroom teacher  HaSS coordinator  Education assistants	DDHS Achievement Profile (HaSS) Gradual Release Teaching Model Vocab/word wall DDHS English Min f/back sheet IEPs SEN Plans IBMP GEP Aboriginal Cultural Framework CMPs PBS tickets Consumables \$500)	Student semester reports (S1) (S2) 50% of students to receive a C grade or better in each learning area. DDHS Achievement Profile (HaSS) (S2) Identified SAER, GEP, IMBP and Indigenous students achieve outcomes in documented plans. (S1) (S2) CMP displayed. Aboriginal Cultural Framework review
<b><i>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</i></b>	All teachers of HaSS teachers will meet once a term to plan and moderate. Classroom obs and feedback, Exec walk throughs, Peer obs, PM, PL HaSS focus (x1), STEAM focus (x1) Cross curricular links – English Learning Area <ul style="list-style-type: none"> <li>• DDHS English Minimum Standards feedback sheet</li> </ul> Science/STEAM learning Areas <ul style="list-style-type: none"> <li>• Work collaborative in producing and implementing authentic learning tasks (Geography (term 2)).</li> </ul> Networking and mod with Lynwood SHS	Classroom teacher	DDHS English Minimum Standards feedback sheet Aboriginal Cultural Framework Networking with STEAM teachers Ikon PL link Leederville Senior High School PL and Relief (Cost centre \$1392.24)	Moderation - DDHS HaSS teachers – one per term - LSHS – one per semester Planning meetings – one per term Classroom walk throughs
<b><i>FOCUS AREA 3 COMMUNITY CONNECTIONS.</i></b>	HaSS display Open Nights. Cont to build pos relationships with parents and community: Meetings, interviews, Phone calls/emails <ul style="list-style-type: none"> <li>• Invitations to important school and class events- NAIDOC, Harmony</li> <li>• Guest speakers-Term 1 Indigenous rights and freedoms</li> <li>• NAIDOC Week</li> </ul>	Classroom teacher HaSS coordinator	Open night Communication Letters comm/con \$500	Open night displays Recording of parent and community contact Feedback-guest speakers

**2021 OPERATIONAL PLAN: K/PP Health & Phys Ed Manager – Joanne Tapscott**

<b>Cost Centre D6015</b>	<b>School Funding \$1310</b>	<b>C&amp;C \$189</b>	<b>Relief Salaries \$</b>	<b>PL Course Fees \$</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR ALL STUDENTS.</b>	Children’s Health and Safety QA2 - assessment and NQS Cont. Obstacle Course and Nature Playground to promote Play based learning & Fundamental Movement Skills. Cont. to develop Fine Motor Skills by extending sensory resources for both inside and outside play. Grow vegetable garden to continue to promote healthy eating. Kindylympics to coincide with Tokyo Olympics. Pre-Primary Athletic carnival practise events.	Deputy Leslie James & Level 3 Tania O’Brien/  Classroom teachers and EA’s Classroom teachers and EA’s teach how to use obstacle course. Joanne Tapscott Pre-Primary Staff	Extend obstacle course /replace one bike \$500 Mini Moves Prog Animal Fun prog \$200 \$200 \$200 photo displays Seesaw/Connect Purchase plants & liquid fertiliser Medallions. Sec House Captains/Mascots	NQS Term 4 2020  Reporting  Fundamental movement Skills Observation Tool (Mini Moves)  Harvesting produce from Vegetable patch & sensory tubs – promote on Seesaw
<b>FOCUS AREA 2 QUALITY TEACHING AND LEADERSHIP.</b>	Teacher peer to peer observations for feedback on student behaviour and academic progress.	All staff	DOTT	Recording & documentation of peer observations to Administration
<b>FOCUS AREA 3 A SAFE, SUPPORTIVE AND INCLUSIVE LEARNING ENVIRONMENT.</b>	Use of CHAT & Social Skills Programmes (e.g. Paths, Friendly Rainbow Fish) to teach positive behaviour both inside and outside the classroom. Use PBS Procedure posters for lunchtime eating. Develop more procedure posters to target areas of importance. Fortnightly PBS raffle draw for K/PP – mini assembly to promote Positive Behaviours using PBS incentives and language.	Classroom teachers  Joanne Tapscott in collaboration with K/PP staff  Joanne Tapscott	PBS posters PBS rewards/prizes Paper/card to make tickets and Posters Laminating \$100  Purchase Prizes \$50	Recording data for PBS incentives  Playground behaviour observations discussed at meetings & focus areas identified
<b>FOCUS AREA 4 COMMUNITY PARTNERSHIPS.</b>	Ask parents for assistance with the repair of equipment e.g. bikes, wooden toys etc.	Classroom teachers and EA’s	Cont links with Seco T&E to repair items in the playground	Ongoing Open Night numbers Volunteer numbers

**2021 OPERATIONAL PLAN: 1-11 Health & Physical Education Frankie James & Marisa Lodge**

<b>Cost Centre D5605</b>	<b>School Funding \$5778</b>	<b>C&amp;C \$3838</b>	<b>Relief Salaries \$</b>	<b>PL Course Fees \$</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	Continue FMS program. Yr 1-3 Continued use/implementation of Game Sense approach to learning in PE Yr 4-6 Imp Tactical approach to learning Yr 7-10. Continued focus on Learning Through Movement. Cont focus on coop, conflict resolution, and leadership skills-Yr 7-10 Implement Leadership program through form classes-Yr 7-10 Use of Sporting School Grants to supplement expertise in various sports. Attending SHS Country Week to scaffold PE Program Use evidence based whole school approach to improve student literacy.	Mr James & Marisa Lodge	new equip, health resources, rec centre hire, travel, carnivals, ACHPER conf, PL Use technology in classrooms-filming technique. Coordinator. DDHS English Minimum Standards feedback sheet for written assessments	SIS Reporting Levels Teacher Judgements, Anecdotal notes Teacher Records Student Performance at Interhouse/Interschool level. Student Attendance Student Surveys Tier 2 Vocabulary
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	Implement new sports, update equipment Use of regional dev officers Use of community facilities Involvement in interschool competitions and carnivals. Use of assoc skill workshops e.g. WACA Contuse of PBS incentives. CMP is aligned matrix Work with other departments via Connect Communities to develop General 11 P.E Course for Dongara District High School.	Mr James & Miss Lodge	<b>Tayla Tenaglia</b> Development Coordinator <b>Volleyball WA</b>	SIS assessment and judgements PBS rewards data Performance/Interaction at interschool carnivals Student responses Anecdotal records Student reflection sheets Dojo for ticket Tracking
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	Celebrate success in PE classes, Fun run, Inter Carnivals and Country Week via achieve certificates, NL, FB, notice boards and photos. Reg comm with parents on student achievement. Jump Rope for Heart Promotion of PE and expeditions open night and secondary expo, newsletters, honour certificates, DDHS FB	Mr James & Miss Lodge & Sports Committee	Ryan Hosking- Cricket Jacko Whitby- Aths Mike Hind- AFL Dan Hunt- Basketball	Community involvement Community feedback Class craft to interact with Parents Connect to interact with the holy trinity <b>Teacher-Student- Parent</b>

**2021 OPERATIONAL PLAN: Yr 7-12 Outdoor Education M. Downes & F. James**

<b>Cost Centre D5615</b>	<b>School Funding \$4430</b>	<b>C&amp;C \$2520</b>	<b>Relief Salaries \$12059.36</b>	<b>PL Course Fees \$2200TBC</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	Provide students with the opportunity to perform and engage in the outdoor enviro through established programs eg Surfing, snorkelling, canoeing and cycling programs. Upgrade and purchase new equipment to cater for larger upper school classes. Targeted preparation and reorganisation of yr 11/12 courses for greater success across the board and specifically the externally set tasks. Modifying lessons to be inclusive of all student needs and abilities.	M.Downes F.James	New equipment (bikes and camping) \$3300 Consumables-\$1250 Bus Hire- \$ 2700 Equipment servicing-1000 Repair and replace existing or non-serviceable equipment-\$1500	SIS data. Teacher records Teacher expedition evaluation Teacher records of student participation levels. Student self-evaluations
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	Engage and excite students via new programs: incorporate drone in classes, stand up paddle boarding, excursions to Aquarena and Chapman river mountain bike track. Continue to provide students the opportunity to extend their skills with expeditions, Coral Bay & Exmouth. Ensure all relevant course are kept current to meet Outdoor Education Guidelines. Free and frequent use of PBS tickets and in class reward systems.	M.Downes F.James	TR 17 days for expeditions and PL Instruct snorkelling course Surf Rescue certificate F class drivers licence renewal-\$ 130	Teachers meetings and collaboration SCARSA moderation Student success on expeditions
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	Increased parent involvement in students' progress through regular communication via connect classes and email correspondence. Use of various digital media to communicate with students, parents, staff and the wider community to promote Outdoor Education	M.Downes F.James	Student movies, Secondary expo media displays, School Facebook and Instagram pages page, News letter	Parent, students and community feedback.



**2021 OPERATIONAL PLAN: LOTE: Indonesian & MANAGER: Erlin Indrayani**

<i>Cost Centre D5505</i>	<i>School Funding \$514</i>	<i>C&amp;C \$492</i>	<i>Relief Salaries \$</i>	<i>PL Course Fees \$</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b><i>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</i></b>	Implementation of the new curriculum for year 6 Continue implementation of the new curriculum and moderate the assessment through language network Improved support resources for students with special needs (Substantial), Supplementary and QDTP	Erlin Indrayani	Consumables \$ 400 @Cooking @Perishable classroom resources @Instrument	SIS Data Teacher's planning and documentation SCSA Judging standards
<b><i>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</i></b>	Support student's literacy through relevant task in language learning Collaborate with classroom teacher to meet students need through in the language class Improved common goals with another specialist teacher	Erlin Indrayani	Variety resources to support the need of students \$ 300 @Books @Interactive games @Subscription	Informal and formal planning meetings SIS data report
<b><i>FOCUS AREA 3 COMMUNITY CONNECTIONS.</i></b>	Showcase 2020 Open night performance School assembly Media engagement with parents	Erlin Indrayani	Excursion cost \$400 Relief teacher x 3 days 2 days showcase +1 day Mingenew expo EA support x 3 days Total \$2512.2	Review use of media Open Night Parent feedback sheets Student success in competitions

**2021 OPERATIONAL PLAN: K/PP Maths – Chris Sweetman**

<b>Cost Centre D6015</b>	<b>School Funding \$222</b>	<b>C&amp;C \$378</b>	<b>Relief Salaries \$</b>	<b>PL Course Fees \$</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	Provide a wide range of play-based/hands-on activities to develop and consolidate maths learning. Use the language of maths incorporating everyday life situations. Continue to focus on subitising. Incorporate the outdoor environment in teaching maths skills. After identification, cater to high achievers through extension.	All staff	Sorting trays \$75, reversible number boards \$90, 10 & 20 frames \$80, number blocks \$100, Therm Galileo \$80 Numicon boxes \$500 Consumables \$145 Origo \$130.24 Stepping Stones books	Common assessment tasks  Stepping Stones Check-ups.
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	Organise common meeting time for all staff to reflect on NQS and to revisit plans. Common assessment tasks to be able to make consistent judgements and identify high achievers. Ramp up peer observations.	All staff	Wed Meetings	PBS tickets and regular prize draws.
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	Organise buddy classes. Reintroduce parent helpers in the classroom. Use local parent expertise as required.	All staff	Open Night Newsletter Connect, Seesaw	Attendance at Open Night Level of use of Connect/Seesaw.

**2021 OPERATIONAL PLAN: Maths 1-2 Vanessa Wellstead**

<b>Cost Centre D5105</b>	<b>School Funding \$320</b>	<b>C&amp;C \$1320</b>	<b>Relief Salaries \$</b>	<b>PL Course Fees \$</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	Year 1 and 2 teachers implements whole school approach to basic facts by the start of Term 1, Week 2. Teachers to administer Peter Westwood test Term 1, Week 2 and Term 4, Week 8. Use of Stepping Stones subscription to support teaching. SAER planning and assessment using Early Maths Numeracy assessment. Teachers record the Basic Facts Level the students have achieved by Term 4, Week 8 for handover.	Curriculum Leader Class teachers	Photocopying Copy of test and instructions on shared drive. Origo subscription (\$180.00) Magnetic shapes (\$500)	Maths Curriculum Leader to remind teachers to start basic facts program and location on shared drive. Curriculum leader collects and analyses data to determine success of whole school approach. Peter Westwood test completed Week 2, Term 1; Week 8, Term 2 and Week 8, Term 4.
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	Stepping Stones Performance Tasks used to help establish A students in Measurement and Geometry, Number and Algebra. Use of Problem Solving and Investigations through Stepping Stones, Maths Boxes and nrich.maths.org resources (University of Cambridge).	Maths Leadership Team Class Teachers  Curriculum Leader Class Teachers	Resources Games (Uno, Numero, etc) 10s Frames Variety of counters Clocks (moveable; analogue and digital) 3D objects Sand Timers Consumables	Moderated assessment tasks have been used in the classroom.
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	Year 1-2 classes to promote mathematics during Open Night. Use Connect & Seesaw to promote and publish mathematics activities to parents.	Class Teachers  Class Teachers	Connect and Seesaw	All K-6 and secondary classes include mathematics in their Open Night.

**2021 OPERATIONAL PLAN: Maths 3-6 Melanie Mark**

<b>Cost Centre D5110</b>	<b>School Funding \$793</b>	<b>C&amp;C \$1320</b>	<b>Relief Salaries \$1133.02</b>	<b>PL Course Fees \$</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<p><b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b></p> <p><i>Improve students ability to recall basic facts quickly and accurately</i></p>	<p>Year 2 to 6 and secondary Maths teachers implement whole school approach to basic facts by the start of Term 1, Week 2</p> <p>Year 2 to 6 and secondary Maths teachers administer Peter Westwood (Yrs 2-10) in Term 1, Week 2 &amp; Term 4, Week 8</p> <p>Use of Stepping Stones subscription to support teaching</p> <p>Teachers record the Basic Facts Level the students <u>have achieved</u> by Term 4, Week 8 for handover</p> <p>Teachers use a 2 coloured highlight system to record student achievement and focus areas for E Grade Students.</p> <p>Green – achieved, Yellow –T4 focus areas</p> <p>Curriculum leader ensures teachers complete this by Term 4, Week 8 to be handed on to following teachers.</p>	<p>Curriculum Leader</p> <p>Class teachers</p>	<p>Photocopying</p> <p>Copy of Test on shared</p> <p>Origo Subscription</p> <p>Recording system on shared drive</p> <p>Recording system on shared drive and promoted by Curriculum Leader</p>	<p>Maths Curriculum Leader to remind teachers to start and location on shared drive.</p> <p>Curriculum leader collects and analyses data to determine the success of the whole school approach to basic facts and shares/reviews with staff</p> <p>All PP-10 teachers have recorded information for all E Grade students</p>
<p><b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b></p>	<p>Stepping Stones Performance Tasks used to help establish A students in Measurement and Geometry, Number and Algebra.</p> <p>Use of Problem Solving and Investigations through Stepping Stones, Maths Boxes and nrich.maths.org resources (University of Cambridge)</p>	<p>Maths Leadership Team</p> <p>Curriculum Leader</p>	<p>Resources and manipulatives to support the teaching and learning of an A grade student</p>	<p>Moderated Assessment Tasks</p> <p>Year 4 Brighpaths Assessment</p>
<p><b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b></p>	<p>Student participation in competitions such as Numero</p> <p>Promotion of competition through school communication with parents</p> <p>All K-6 and secondary maths classes to promote Mathematics during Open Night</p>	<p>Numero Coordinator</p>	<p>Relief for Numero Coordinator to take students to competition</p>	<p>Numero Competition is promoted through the school newsletter, Facebook, Connect, and website</p> <p>All K-6 and secondary classes include Mathematics in their Open Night</p>

**2021 OPERATIONAL PLAN: Mathematics 7-12 Liz White, Chloe Schelfhout and Claire Fisher**

<b>Cost Centre D5115</b>	<b>School Funding \$1671</b>	<b>C&amp;C \$2189</b>	<b>Relief Salaries \$1142.24</b>	<b>PL Course Fees \$0</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	<p>Individual Student Diagnostics used to plan to help students achieve OLNA category 3.</p> <p>Continue the whole school focus on teaching basic maths facts.</p> <p>Year 2 and above Maths teachers to administer the Peter Westwood Test in Term 4.</p> <p>Teachers to record the Basic Facts Level the students have achieved by Term 4, Week 4.</p> <p>Continue SIDE/face-to-face opportunities for students to complete ATAR courses.</p> <p>Continue to use GOLD maths texts for most students and Essentials text for more capable students.</p> <p>Update resources as required.</p> <p>Develop use of tire 2 language surrounding mathematical concepts and STEAM activities.</p>	Liz, Chloe, Claire	<p>Photocopying.</p> <p>Copy of Peter Westwood resources and recording system on "S"drive.</p> <p>New (more comprehensive) Year 11 and 12 Mathematics Essentials textbook.</p> <p>Year 11 Australian Curriculum Textbooks (23 x \$70) = \$1610</p> <p>Year 12 Australian Curriculum Textbooks (9 x \$70) = \$630</p> <p>Consumables, maths games, posters.</p> <p>Consumables/ stationary/ posters, etc \$500</p> <p>Maths games/hands on activities \$500</p> <p>Resources for low ability students. Problem solving resources.</p> <p>Resources for low ability students/problem solving \$500</p>	<p>Maths Curriculum Leader to remind teachers to start and location on shared drive (Peter Westwood tests).</p> <p>Curriculum leader collects and analyses data to determine the success of the whole school approach to basic facts and shares/reviews with staff.</p> <p>Curriculum leader ensures all data has been entered.</p> <p>50% of students achieving a C grade or higher.</p> <p>Students who have been achieving below a C grade will have a goal of improving one grade marker per semester.</p> <p>Monitor using Semester 1 and 2 data from 2021 and Semester 2 from 2020</p>
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	<p>Maths Committee Meetings:</p> <ol style="list-style-type: none"> <li>1.Share skills and strategies implemented</li> <li>2.Moderation</li> <li>3.Share differentiation strategies and challenges</li> <li>4.Trial new strategies from previous meeting and give feedback</li> <li>5.Plan strategies to lead staff in 2021</li> <li>6.Write 2021 Operational Plan</li> </ol> <p>Teachers se a 2 coloured highlight system to record student achievement and focus areas for E Grade Students.</p> <p>Green – achieved,</p>	<p>Numeracy committee.</p> <p>PP-10 teachers</p> <p>Curriculum leader</p> <p>Claire- Yr 11/12 teacher</p>	<p>Recording system on shared drive and promoted by Curriculum leader.</p> <p>1 day for Year 11/12</p> <p>Moderation \$571.12</p>	<p>Minutes from Numeracy meetings.</p> <p>Moderate amongst teaching staff</p> <p>Accurate assessment feedback from moderators.</p>

	Yellow – Term 4 focus areas. Curriculum leader ensures teachers complete this by Term 4, Week 8. Annual moderation for accurate assessment in Year 12 Maths Essentials.			
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	The following will be maintained: Student participation in competitions such as the Aust Maths Trust Comp Promotion of competition through school communication with parents All K-6 and secondary maths classes to promote Mathematics during Open Night and Secondary Expo.	Liz Class teachers	Relief for coordinator to set up and run the Australian Maths Competition. West Australian Educational Lift Outs \$70 1-day relief Australian Maths Competition \$571.12	Aust Maths Trust Comp is promoted through school newsletter and website. All K-6 and secondary classes to include Mathematics Open Night. Mathematics promoted at the Secondary Expo.

**2021 OPERATIONAL PLAN: K-PP Science**  
**Tania O'Brien**

<b>Cost Centre D</b>	<b>School Funding \$811</b>	<b>C&amp;C \$189</b>	<b>Relief Salaries \$</b>	<b>PL Course Fees \$</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	Explicit teaching of Science as a Human Endeavour. Integrate science across curriculum areas. Use of Tier 2 vocabulary. Use of play based, hands on curriculum delivery to meet NQS.	All K/P staff	Restock Prim Conn tubs \$75 per area (\$300) magnet res \$140 Simple Machines set \$380 Science decodable books @\$40 Consumables	Use of SHE rubric Survey of teachers on integration of SHE and for STEM NQS results
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	PD "Little Scientist" PP teachers focus on same area collab. Investigate 'age- appropriate' assess. Teach one area of Science through an Inquiry approach. K/P Block STEM activity	Interested staff Tania & Peta Tania All K/P staff	Replacement of 2x Science tubs @ \$70 STEM activity kit @\$270	Utilise TDS ECE schools. Investigate levelled rubrics for more informed report data. Block STEM activity achieved.
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	Actively promote hands on learning of Science within the community. Involve families in the expansion of the Nature Play area. Open Night display Celebrate Science through Seesaw	All K/P staff	Nature Playground Trees and materials \$600	Science to be showcased to parents/ community on Seesaw/ School Facebook/ Instagram at least once per semester.

**2021 OPERATIONAL PLAN: Science 1-6 Dawn Cullen**

<b>Cost Centre D5305</b>	<b>School Funding \$680</b>	<b>C&amp;C \$660</b>	<b>Relief Salaries \$ 864.91</b>	<b>PL Course Fees \$</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	Explicitly teach inquiry and investigation skills at the beginning of each year. Ensure science is hands on Use technology as a way of recording students understanding for younger or less literate students. Word walls and subject specific vocabulary	Science Managers 1-6 Teachers	Primary Conn tchr books and kits, \$400 for upgrade. EA relief \$293.79 Science as a STEM approach Ebooks. Consumables \$500 STEM learning Project Book pads Techno Lab Paid Websites with relevant resources eg. Inquisitive Subscriptions x 3 \$440 1/2 with HASS	Project evaluation sheets Improvement in 'A 'and 'B' grade allocation in semester 1 reports. Semester 2,2020 A-4% B-21% C-68% D-7%
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	Use common assess for moderation. Time in Team Meetings to plan collaboratively and share strategies for success. Revisit Operation Plans at Team Meetings each term (make them more working documents). Investigate Bright path Science Scale for assessment and moderation	Science Manager/class teachers Science Managers 1-6 Class Teachers Science manager-Dawn	Paid Websites with relevant resources e.g. Inquisitive Prim Conn tchr books and kits Brightpath	End of semester report data
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	Focus on occupations that are related to science (e.g. environmental work) but maybe less well known. Ask Organisations with a Science link to attend Open Night or visit during Science Week. Ask classes/ blocks to provide photos of their STEAM challenges or science experiments to the newsletter on a roster basis. (One block per term?)	Science Managers 1-6 Class teachers Admin staff /teachers/Science manager	Social media Connect Admin staff /teachers Teacher relief to liaise with community groups \$571.12	Open night and Science week activities are promoted through Facebook, Connect and website

**2021 OPERATIONAL PLAN: Science 7-10 Jane Ganfield**

<i>Cost Centre D5306</i>	<i>School Funding \$2186</i>	<i>C&amp;C \$1154</i>	<i>Relief Salaries \$</i>	<i>PL Course Fees \$</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b><i>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</i></b>	<p>Cross-curricular links                      At least one science incursion for K – 10                      Explicit teaching of SHE and find better ways to assess – look at how other schools assess SHE                      Increase support for low literacy students by creating modified resources                      Use real world examples/activities where possible                      Encourage entry into competitions                      Focus on PEEL paragraph structure                      Use evidence based whole school approaches to improve student literacy</p>	<p>Jane/other HS staff                      Jane/Nicole                      Jane with EA support</p>	<p>Cons, textbooks, STAWA                      PD opp                      SciTech/education interactive to visit                      Science/Engineering Challenge                      Science fiction challenge                      Data                      Loggers/sensors 3D printing resources                      Standard feedback sheet</p>	<p>Evidence of positive student engagement in school through SIS and student report data. S1/2                      Increase in C grades S2                      Cross-curricular activities performed in Sem1 and 2                      Use of technology                      Science week participation S2                      Competitions entered S1/2                      Memberships continued S1/2</p>
<b><i>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</i></b>	<p>Keep up with current Science in industry and Science teaching by increasing networks and attending PL                      Comprehensive and motivating planning by teachers.                      PI for lab. tech and Science staff as required                      Cross-curricular activities to integrate Science                      Use of technology                      Peer observations                      HAZCHEM training for Science staff</p>	<p>Jane                       Jane/Gail</p>	<p>Future Science PD and other PL opportunities</p>	<p>Training or PL completed                      Number of cross-curricular activities and staff evaluation of success (S1/2)                      HAZCHEM training attended (S1)</p>
<b><i>FOCUS AREA 3 COMMUNITY CONNECTIONS.</i></b>	<p>Better communication with parents and wider community eg. more newsletter articles etc.                      Use Connect to communicate with parents                      Increase partnerships with local and regional people and organisations eg. CSIRO, NACC, fisheries, universities, ASPIRE. Petroleum Club of WA and encourage connections via school board</p>	<p>Jane                       Jane/school board</p>	<p>Partnership programs                      Social media                      Newsletter                      Connect</p>	<p>Number of partnerships/visits/interactions (S2)                      Use of media in promotion-ongoing</p>



**2021 OPERATIONAL PLAN: HORTICULTURE & PATCH TO PLATE Yvonne Jenkins**

<i>Cost Centre D5307</i>	<i>School Funding \$1948</i>	<i>C&amp;C \$102</i>	<i>Relief Salaries \$</i>	<i>PL Course Fees \$500</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	Primary students are taught basic gardening skills, composting, tool maintenance and cooking skills using the produce they grow, while following the guidelines and policies and procedures of the Stephanie Alexander Kitchen Garden Program. Incorporating literacy, numeracy, technology and science into garden class The Patch to Plate secondary program is an extension of the primary program and also incorporates a construction/ design component. Nat Tree Planting Day with Shire of Irwin	Classroom Teachers Yvonne Jenkins & EA`s	Horticulture garden, Home Ec facilities SAKG Program membership Garden diaries	Successful harvesting of garden produce to use in Home Economics, Hospitality and SAKG classes Garden diary to monitor progress Produce supplied to the DDHS P&C Canteen
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	Update PL for teachers and Ag Technician to maintain relevant and current industry knowledge. Teacher and peer observations for feedback on PBS outcomes Cross curricular activities	Classroom Teachers Yvonne Jenkins & EA`s	SAKG Program resources Continued PL for Ag Tech	Future PL for new teachers participating in the SAKG Program
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	Increase partnerships with local and regional groups and organisations eg NACC, Shire of Irwin e.g. National Tree Planting Day, DDHS P&C Canteen Model and teach explicit sun safety, water wise and sustainable garden practices Model and teach kitchen safety Basic construction techniques to build garden infrastructure. Selling preserves and excess produce at school events	Classroom Teachers Yvonne Jenkins & EA`s	Promotion of Horticulture garden at Open night and Secondary Expo Social Media coverage to advertise sale of preserves and student grown plants School newsletter	Increase in sales of garden produce and preserves Continued positive feedback from the community about the success of the student garden

**2021 OPERATIONAL PLAN: K-6 STEAM Libby Watson**

<i>Cost Centre D5440</i>	<i>School Funding \$4600</i>	<i>C&amp;C \$</i>	<i>Relief Salaries \$</i>	<i>PL Course Fees \$</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	<p>Whole school approach to STEM through Techno Labs for student opportunities in innovation, creativity and entrepreneurial skills (explicit and specific).</p> <ul style="list-style-type: none"> <li>• Enlarge space</li> <li>• Prioritise Lab for STEM</li> <li>• Encourage use of Bookit</li> </ul> <p>Implement cross curricular projects to enhance student learning and motivation in the curriculum, with an emphasis on school wide design proforma and STEM collaborations.</p> <ul style="list-style-type: none"> <li>• Common language posters and proformas</li> </ul> <p>Utilise judging standards tasks on the Technology Curriculum for DDHS (Design and Technology)</p>	All teaching Staff	<p>Consumables Collaborative time Competitions Technology posters Storage</p>	<p>Number of cross-curricular activities Use of Technology hub Number of other STEM challenges Sem 1 and 2 – - Student feedback - Report engagement data Design language used survey — - teacher survey and evidence (confidence in delivery and use of different technologies)</p>
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	<p>Collaboration during Team Meetings PL opportunities</p> <ul style="list-style-type: none"> <li>• Focus on Judging Standards and development of Design Process rubric</li> </ul> <p>Cross-curricular activities Peer-observations</p>	<p>Team Leaders All teaching Staff</p>	<p>Time to collaborate PL opportunities</p>	<p>Survey Sem1/2 – Number of Cross-curricular activities Informal and formal planning meetings Peer observations occurred PL's attended</p>
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	<p>Involve shire and other community members in STEM learning opportunities Guest speakers eg. shire, water corp, fisheries ILUKA prizes at presentation night Source other partnerships through school board Collaborate with more schools in Midwest and others eg. Karratha SHS</p>	<p>Libby/Jane All teaching staff</p>	<p>Presenters/partners hips/school board Innovative partnership school program</p>	<p>Survey Sem1/2 – Number of visitors and partnerships/collaborations Participation in STEM opportunities/competitions Collaboration evidence</p>

**2021 OPERATIONAL PLAN: 7-12 STEAM/ROBOTICS – JANE GANFIELD**

<i>Cost Centre D5450</i>	<i>School Funding \$921</i>	<i>C&amp;C \$809</i>	<i>Relief Salaries \$</i>	<i>PL Course Fees \$</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b><i>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</i></b>	<p>Cross-curric STEM project using STEM learning project materials and others</p> <p>Dedicated STEM class one period a week to be utilized mostly to support STEM learning project tasks</p> <p>Science and Engineering Challenge Synergy solar car challenge/ robotics comp.</p> <p>STEM challenges in Challenge Week and form</p> <p>Use a common design process language – same as upper primary in STEM</p> <p>Use a variety of technologies to increase student engagement in STEM subjects</p> <p>Participate in STEM competitions</p> <p>Use Technology hub</p>	<p>Jane/Claire</p> <p>Jane and other technology teachers</p> <p>Jane/Marty</p>	<p>Consumables</p> <p>3D printers and filament, lazer materials</p> <p>Collaborative time</p> <p>Competitions</p> <p>Technology posters</p> <p>Storage</p>	<p>Number of cross-curricular activities (S1/2)</p> <p>Student feedback/survey (S1)</p> <p>Use of Technology hub (S2)</p> <p>Production of 3D objects/lazer cut items (S2)</p> <p>Number of other STEM challenges (S2)</p> <p>Report engagement data (S1/2)</p> <p>Competitions run/entered and success (S2)</p> <p>Design language used-teacher survey and evidence (S2)</p>
<b><i>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</i></b>	<p>Collaborative planning by secondary teachers in team meetings/trade-off PL opportunities</p> <p>Cross-curricular activities</p> <p>Peer-observations</p>	<p>Jane and other secondary staff</p>	<p>Time to collaborate</p> <p>PL opportunities</p>	<p>Cross-curricular activities</p> <p>Informal and formal planning meetings (S2)</p> <p>Peer observation (S2)</p> <p>PL's attended</p>
<b><i>FOCUS AREA 3 COMMUNITY CONNECTIONS.</i></b>	<p>CSIRO partnership</p> <p>Involve shire and community in STEM learning opportunities</p> <p>Mingenew Expo stall</p> <p>Continue ASPIRE partnership/NACC</p> <p>Guest speakers eg. shire, water corp, fisheries</p> <p>Petroleum Club WA</p> <p>Source partnerships through school board</p> <p>Collab with more schools in Midwest and others eg. Karratha SHS</p>	<p>Jane/Claire</p>	<p>Presenters/partnerships/school board</p> <p>Innovative partnership school program</p> <p>ILUKA prizes pres night</p>	<p>Number of visitors and partnerships/collaborations (S2)</p> <p>Participation in Petroleum club events and other STEM opportunities/competitions</p> <p>Collaboration evidence (S2)</p>

**2021 OPERATIONAL PLAN: K-PP Technology Manager: Peta Crowhurst**

<i>Cost Centre D6015</i>	<i>School Funding \$122</i>	<i>C&amp;C \$378</i>	<i>Relief Salaries \$</i>	<i>PL Course Fees \$</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b><i>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</i></b>	Explicitly teach the technology process of investigate, design, produce and evaluate and apply to different learning areas. Dev subject specific vocabulary through use of word walls, self-reflection etc Analyse student data to inform planning that includes targeted teaching, appropriate intervention and resourcing based on student needs. Utilise PBS strategies All classes to participate in STEAM challenge in S1 and S2 and use the evaluation process based on peer feedback and self-reflection.	Class Teachers Ed Assistants	iPad apps literacy, maths and science \$200 Hydroponic Lab \$360 Consumables \$300	SIS Reporting data Self-reflection Checklists Block assessments
<b><i>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</i></b>	Strengthen support for our staff through professional collaboration, leadership sharing, peer observation and feedback. Share strategies for success in team meetings. Showcase STEAM challenge Utilise the school environment for play based learning in D&T. Teach safety procedures for equipment and technology.	All staff		Team meetings Peer moderation Student reflections
<b><i>FOCUS AREA 3 COMMUNITY CONNECTIONS.</i></b>	Classrooms to reflect increase level of cultural responsiveness and commemorate with family and community members – NAIDOC Week, Harmony Week, Family celebrations etc Partner with Irwin Shire to create STEAM based community projects Involve community members in creating and resourcing of our spare parts equipment	All Staff	Local displays Newsletters Parents and Community members	Student reflections Parent feedback

**2021 OPERATIONAL PLAN: Technologies 1-2: Ann-Marie Griggs**

<b>Cost Centre D5420</b>	<b>School Funding \$164</b>	<b>C&amp;C \$336</b>	<b>Relief Salaries \$</b>	<b>PL Course Fees \$</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	Every block participates in D&T/STEAM challenge each semester with an evaluation process based on peer feedback/reflections. The technology process of investigate, design, produce and evaluate needs to be explicitly taught throughout learning areas. Develop and continue to use a word wall and use Tier 2 subject specific language for evaluation.	Class Teachers Education Assistants Block Focus	Consumables \$300.00 (\$100 per class x 3 classes)  STEAM teacher resources \$500(books/online subscriptions/building equipment)	SIS Reporting data Sem 1&2 Student reflections- Survey Sem 2 Checklists Sem 1&2
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	Teach safety procedures for equipment and technology. Utilise the school environment to provide play-based learning in D & T. Share strategies of success within your classroom in team meeting each term. Showcase challenges to other blocks/ year levels Collaboration and leadership of teachers through STEAM block challenges	Class Teachers Education Assistants Block Focus	Tools and utensils \$400 (eg glue guns, Stanley trimmers) Purchase Safety Chart/ Posters Students make posters- construction materials. Construction equipment \$800	Team meeting Sem 1&2 Peer moderation survey Survey for staff Sem 1&2 Student reflections Sem 1&2 Teacher planning documents
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	Partner with Shire of Irwin to create Xmas themed projects as STEAM based. Partner and/ or visit families or community industries by collaboratively committing to support the engagement of students to improve student outcomes eg, Fisheries, Firefighters, Farmers etc Promote class activities through multimedia.	Class Teachers Education Assistants Block Focus Shire	Connect, Seesaw, School Facebook page, Local Displays-shire office or medical centre. Visit local industries-farms, fish factory. Invite parents to assist during STEAM activities	Student reflections Sem 2 Parent responses on Connect or Seesaw Sem 1&2  Feedback Sem 1&2

**2021 OPERATIONAL PLAN: TECHNOLOGIES-3-6- KARINA PEREIRA**

<i>Cost Centre D5425</i>	<i>School Funding \$316</i>	<i>C&amp;C \$984</i>	<i>Relief Salaries \$</i>	<i>PL Course Fees \$</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b><i>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</i></b>	Every block to participate in D&T/STEAM challenge each semester with an evaluation process based on peer feedback/reflections. The technology process of investigate, design, produce and evaluate needs to more explicitly taught. Develop and continue to use a word wall and use subject specific language for evaluation. Reading Books for specific topics.	Class Teachers(3-6)	Connect Learning Specific Topic Word Wall- Sites Consumables Collaboration between teams (3-6) Reading Books for specific vocabulary content.	Assessments (Moderation Tasks) Number of cross-curricular activities (S1/2) Use of Technology hub (S2) Report Data
<b><i>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</i></b>	Share strategies of success within your classroom in team meeting each term. Showcase challenges to other blocks/ year levels Collaboration and leadership of teachers through STEAM block challenges	Class Teachers Team (3-6)	Open Night Class Displays Consumables Collaboration	Open Night Class Displays Peer Observations Report Data
<b><i>FOCUS AREA 3 COMMUNITY CONNECTIONS.</i></b>	Continue to use media to include parents, community (Connect/Seesaw/Dojo). Continue to partner with the Shire of Irwin to create Christmas themed projects. Partner with families by collaboratively committing to support the engagement of students (strategic plan focus 2020) to improve student outcomes eg, Fisheries, Firefighters, Farmers etc	Class Teacher Shire Representative	Local Community Representatives Class Excursion	Completed Displays Connect/email/ Communication Feedback from partnerships in the community.

**2021 OPERATIONAL PLAN: Yr 7-12 Design & Technology    MANAGER: M. Downes**

<i>Cost Centre D5430</i>	<i>School Funding \$12668</i>	<i>C&amp;C \$ 4532</i>	<i>Relief Salaries \$ 1714</i>	<i>PL Course Fees \$905TBC</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b><i>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</i></b>	Cont to intro new projects, processes and teaching strategies to meet student needs. Increased use of technology through use of 3d printers, new laser cutter and CAD software through integrated projects in yr 9/12 classes and increased computer access via the techno lab. New hand and cordless tools for increased class sizes, specifically in yr 11-12 New metal work projects in 9/10 metal work using forging techniques. Targeted preparation and reorganisation of yr 11/12 courses for greater success across the board and specifically the externally set tasks. Progress student personal and social capabilities through PBS Focus on DT specific vocabulary	M Downes	New texts-\$250 Materials- wood, metal, acrylic (inc freight) \$8500 Industrial gases-\$1350 Consumables-\$5500 Replace and upgrade safety equipment- \$750 Forging equipment for new course-\$1250 new tools cordless tools- \$1250 new hand tools-\$550 3d printer filament-\$400	Providing evidence of positive student engagement at school through SIS and student report data. Emphasise student self-reflection and self-assessment using PBS language, in student assessments. Increase in students selecting D&T Student achievement- reflects high skill level attainment-increase in B grades from 2020
<b><i>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</i></b>	Focus on implementing STEM common design brief. Enhance prof knowledge and skill base through; work shadowing exp D & T teacher, DATA conference, state wood show, TAFE short course.	M Downes	Texts, drawing aids, PL fees, course fees, -\$905 TBC	SCARSA moderation Work Shadowing Experienced D & T teacher. PL-enhancing technical skills Imp new projects, techniques and or modification of existing.
<b><i>FOCUS AREA 3 COMMUNITY CONNECTIONS.</i></b>	Encourage parent involvement through regular communication via connect classes and email correspondence. Cont to seek out new school and community projects. Highlight student work at open night and secondary expo night. Develop new cross curricular projects. Use FB, Insta and NL to showcase student work. Implement the Aboriginal Cultural framework across the school	M Downes	Open night Curriculum night NAIDOC and Harmony day activities Mingenew expo	Success of display and competition items Student, community and parent feedback.

**2021 OPERATIONAL PLAN: 7-10 Home Economics/ Hospitality. C Stokes**

<b>Cost Centre D5415</b>	<b>School Funding \$9079</b>	<b>C&amp;C \$ 18902</b>	<b>Relief Salaries \$1142</b>	<b>PL Course Fees \$</b>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</b>	Use evidence based whole school approaches to progress improving student literacy Increased STEM emphasis - Food Technology - Textiles Technology Increased emphasis on sustainability - Food Technology: Cook with produce from Horticulture garden - Textiles Technology: Recycling projects and reusable textiles resources Increased project-based learning Continue enterprise projects	C. Stokes Y. Jenkins J. Ganfield	English minimum standards feedback sheet C&C Home Ec \$797.50 C&C Hospitality \$846 Maintenance and replacement sewing and kitchen equipment and notions \$3000	Literacy assessment compiles 10% of Design Brief tasks Sem 1 Literacy assessment compiles 10% of Design Brief tasks Sem 2 All yr7&8 students achieve C grade or higher in food Technology. Sem 1 All yr9&10 Hospitality students achieve C grade or higher. Sem 1 All yr7&8 students achieve C grade or higher in Textiles Tech. Sem 2 All yr9&10 Hospitality students achieve C grade or higher. Sem 2
<b>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</b>	Focus on implementing STEM common design brief. Teacher peer to peer observations for feedback on student behaviour and academic progress. STEM Home EC PL /Training opportunities	C. Stokes M. Downes J. Ganfield	2 days teacher relief \$1142	Common Design Brief used in all food Technology classes. Sem 1 Common Design Brief used in all Textiles Tech classes-Sem 2.
<b>FOCUS AREA 3 COMMUNITY CONNECTIONS.</b>	Continue cross-curricular STEM activities and target project-based learning tasks Broaden sale of students cooking and Enterprise STEM projects to include Shire of Irwin tourist Centre. Increase students cooked produce gifted to others in the community e.g. Blake House Christmas Cooking Project	C. Stokes Y. Jenkins	Community donated textiles for recycling. Horticulture garden produce.	All yr 7&8 Textiles complete a cross curricular recycled textiles project. Sem 2



**2021 OPERATIONAL PLAN: 7-10 ICT – CLAIRE FISHER**

<i>Cost Centre D5410</i>	<i>School Funding \$853</i>	<i>C&amp;C \$563</i>	<i>Relief Salaries \$1142</i>	<i>PL Course Fees \$200</i>
<b>FOCUS AREAS</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>MONITORING</b>
<b><i>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</i></b>	Use evidence based whole school approaches to progress improving student literacy Analyse student data to inform our planning that includes targeted teaching, appropriate interventions and resourcing based on student needs. Progress student personal and social capabilities through Positive Behaviour Support Create resilient online users and encourage open discussions about online safety. Focus on a safe working space by promoting the Digital Technologies Citizenship ideas. Engage in early pathway planning to support young people to transition through their education into work or further study	C Fisher  All staff	DDHS English Minimum Standards feedback sheet for written assessments Intervention strategies to assist students not achieving at required level – modified class work Behaviour matrix Restorative Practices PBS Tickets CONNECT contact to parents, Letters of Concern, Individual Achievement Plans, WACE Tracker	Literacy in ICT projects included in marking rubric Development Tier 2 literacy Online learning platforms with included marking and student progress. Paperwork books aligned with online work to ensure student understanding in non-technological students Use of PBS Matrix and ticketing system in the classroom – free and frequents SIS Behaviour Tracking Regular check-ins with students on how they are tracking OLNA results
<b><i>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</i></b>	Strengthen support for our staff through professional collaboration that ensures opportunities for leadership sharing, mentoring and feedback. Eval digital system and designs and incorp their use across cross-curricular environ.	C Fisher	PEEL Paragraph fw PL , STEAM PL Cross curric projects STEM resources Common Tech Design Process language	Classroom peer observation Completion of PL x2 in 2021 Results from STEM cross curricular resources Students ability to use design process language
<b><i>FOCUS AREA 3 COMMUNITY CONNECTIONS.</i></b>	Promote business partnerships with a focus on STEAM Develop confidence in communication skills and implementing industry terminology – letter writing etc Provide basic digital literacy skills to support a wide range of varying industry occupations. Actively celebrate and promote the achievements of our students and staff Use media to comm with students, parents, staff and the wider community to Improve profile of learning area -Connect	C Fisher  All staff	Computational Thinking Challenge GROK Learning Challenges Microsoft Office Suite CONNECT Attendance Plans Online NAIDOC and Harmony Day activities in DT, Achieve Certs Open Night Tech Comps	Student results and completion Regular contact with parent in regard to attendance and work completion – attendance % % students completed online activities 1 certificate every assembly for each year group Advertise wins to parents Results from competitions will be announced at assemblies

**Dongara District High School**

**2021 Budget**

Estimated Revenue	Description	Cash Amount
	<u>Student Centred Funding Cash</u>	\$ 350,000.00
	<u>Student and Boarding Allowances</u>	\$ 2,585.00
	<u>Voluntary Contributions</u>	\$ 22,199.00
	<u>Charges and Fees</u>	\$ 33,510.00
	<u>Fees from Facilities Hire</u>	\$ -
	<u>Fundraising/Donations/Sponsorships</u>	\$ 5,650.00
	<u>Commonwealth Govt Revenues</u>	\$ -
	<u>Other State Govt/Local Govt Revenues</u>	\$ 2,100.00
	<u>Rev from CO, REO and Other Schools</u>	\$ -
	<u>Other Revenues</u>	\$ 9,500.00
	<u>Transfer from Reserve or DGR</u>	\$ -
	<u>Residential Accommodation</u>	\$ -
	<u>Farm Revenue (Ag &amp; Farm Schools Only)</u>	\$ -
	<u>Farm Operating and Residential Allocations</u>	\$ -
	<u>Ag Trust Funds - Farm and Residential</u>	\$ -
	<u>Camp School Fees (Camp Schools Only)</u>	\$ -
YYYY	<u>Cash Carry Forward</u>	\$ 85,598.57
<b>Total Locally Raised Revenue</b>		<b>\$ 158,557.57</b>
<b>Forecast Total Cash Available</b>		<b>\$ 511,142.57</b>

<i>Total budgeted expenditure</i>		\$ 540,922	\$ 500,779	\$ 500,710	\$ 82,666
Code	Description	2020 YTD Actual	2020 Budget	2021 Cash Budget Expenditure	2021 Casual Salaries Budget
D1005	Administration	\$2,627	\$3,000	\$4,600.00	File update
D1010	Public Relations	\$290	\$350	\$350.00	
D1015	Miscellaneous	\$423	\$200	\$200.00	
D1025	Staff Expenses			\$2,200.00	flu/Diaries
D1040	Photocopier/Printer Paper	\$2,471	\$6,100	\$5,000.00	
D1045	Computer Ink	\$1,691	\$1,500	\$1,500.00	
D1077	EFTPOS Merchant Fees	\$392	\$550	\$400.00	
D1087	Bank Fees and Charges	\$5	\$5	\$5.00	
D1091	Courier/Freight	\$1,398	\$1,000	\$1,500.00	
D1122	State Lease payments	\$2,287	\$6,000	\$2,916.00	
D1155	Postage	\$2,575	\$2,500	\$2,500.00	

D1253	Telco School Payments via CO - Mobi	\$786	\$800	\$800.00	
D1305	Electricity	\$70,258	\$70,000	\$70,000.00	
D1415	Gas Cylinder-not teaching/learning	\$419	\$150	\$200.00	
D1455	Water	\$65,806	\$70,000	\$67,000.00	
D1475	Rubbish Removal	\$11,052	\$10,000	\$12,000.00	
D1505	Gardening	\$4,559	\$4,500	\$4,800.00	
D1510	Cleaning	\$25,561	\$17,000	\$20,000.00	Inc Covid 3125
D1610	Building Maintenance	\$937	\$5,000	\$2,000.00	
D1615	Photocopier Service Agreement	\$16,688	\$23,000	\$17,000.00	
D1620	IT Maint./Support/Licenses	\$5,694	\$5,000	\$5,500.00	
D1625	Motor Vehicle Expenses/Licenses	\$1,828	\$1,500	\$1,000.00	
D1630	Equipment Repairs	\$1,936	\$4,000	\$2,000.00	
D1640	Design & Technology Repairs	\$100	\$500	\$500.00	
D1686	Minor Works	\$4,334	\$5,000	\$3,000.00	
D1687	Routine Maintenance	\$2,480	\$2,500	\$2,000.00	
D1695	Faults Management BMW	\$64,598	\$40,219	\$40,219.00	
D1696	Faults Management Other Contractors	\$5,210	\$5,000	\$5,000.00	
D2491	Admin Equipment under \$5000	\$4,293	\$3,000	\$2,000.00	Projectors
D2505	Computer Equipment (under \$5000)	\$928	\$5,000	\$3,000.00	
D2510	Furniture & Fittings (under \$5000)	\$2,211	\$0	\$1,000.00	
D2520	Equipment (under \$5000)	\$5,723	\$2,000	\$1,000.00	
D2605	Medical Supplies	\$1,617	\$1,000	\$650.00	
D2650	Chaplaincy - Contract	\$30,623	\$30,623	\$33,448.00	
D2651	Chaplaincy - Other Expenses	\$19	\$200	\$200.00	
D2705	Prof. Learning - Catering	\$854	\$500	\$800.00	
D2710	Professional Learning Cont.	\$7,988	\$5,000	\$8,000.00	
D2748	PLIS Public School Professional Dev	\$941	\$2,000	\$1,000.00	
D2855	Kilometrage	\$0	\$500	\$1,000.00	
D3005	Bookshop	\$5,946	\$6,500	\$6,000.00	
D3405	Library Books	\$3,165	\$3,600	\$3,850.00	
D3410	Library - Consumables	\$1,181	\$1,000	\$1,183.00	
D3415	Library Support	\$2,392	\$2,400	\$2,610.00	
D4905	Presentation Night	\$1,969	\$1,500	\$2,000.00	
D4906	Leavers Presentation	\$3,129	\$600	\$850.00	
D4999	GST Rounding	\$2	\$0	\$2.00	
D5005	English K-Y6	\$7,012	\$4,485	\$6,210.00	\$5,858
D5015	English Y7-12	\$2,786	\$2,735	\$1,640.00	\$4,569
D5105	Mathematics Y1-2	\$2,465	\$2,660	\$1,080.00	
D5110	Mathematics Y3-6	\$1,860	\$2,113	\$2,113.00	\$1,142
D5115	Mathematics Y7-12	\$4,111	\$4,676	\$3,860.00	\$1,142
D5205	HASS Y1-2	\$749	\$1,000	\$800.00	
D5210	HASS Y3-6	\$949	\$1,450	\$1,390.00	
D5215	HASS Y7-10	\$1,885	\$2,833	\$1,250.00	\$1,142
D5305	Science Y1-6	\$1,521	\$2,000	\$1,340.00	\$865
D5306	Science Y7-12	\$3,028	\$3,070	\$3,340.00	\$6,592
D5307	Horticulture & Environment K-Y10	\$6,610	\$6,714	\$2,050.00	\$1,160
D5410	Information Technology	\$1,213	\$2,250	\$1,416.00	\$1,160
D5415	Home Economics	\$8,415	\$8,250	\$10,969.00	\$1,713
D5420	Design Technology Y1-2	\$1,972	\$2,000	\$500.00	

D5425	Design Technology Y3-6	\$1,175	\$1,500	\$1,300.00	
D5430	Design Technology Y7-12	\$15,260	\$14,625	\$17,200.00	\$1,713
D5431	Design Technology - Industrial Gas	\$934	\$1,125	\$1,350.00	
D5440	STEAM K-6	\$4,391	\$5,155	\$4,600.00	\$4,528
D5450	STEAM Y7-12	\$3,695	\$3,590	\$1,730.00	\$3,426
D5505	LOTE - Indonesian	\$816	\$1,000	\$1,000.00	\$2,512
D5605	Phys Ed/Health Ed	\$19,999	\$12,191	\$9,350.00	\$1,191
D5615	Outdoor Education	\$6,171	\$6,300	\$6,950.00	\$12,059
D5705	Visual Arts	\$4,571	\$5,094	\$3,500.00	
D5706	Photography	\$697	\$765	\$240.00	\$1,175
D5710	Dance	\$1,358	\$5,282	\$6,006.00	\$5,206
D5715	Music	\$3,017	\$3,459	\$4,269.00	\$2,205
D5720	Drama	\$0	\$180	\$144.00	
D5905	VET / Hospitality	\$11,967	\$10,380	\$11,690.00	\$2,900
D6005	Kindy - Tapscott (A1)	\$609	\$588	\$559.00	
D6010	K/PP - Crowhurst/Sweetman (A3)	\$648	\$647	\$676.00	
D6011	K-PP - O'Brien/Spencer (A2)	\$772	\$723	\$617.00	
D6015	K-P Learning Area	\$4,078	\$3,000	\$5,700.00	\$2,570
D6105	General Stock	\$5,095	\$4,000	\$4,000.00	
D6120	Year 1 - Griggs/Wynne(B2)	\$237	\$252	\$205.00	
D6121	Year 1/2 - Watson/Wynne (B1)	\$206	\$252	\$205.00	
D6125	Year 2 - Wellstead/Forsyth (B4)	\$261	\$252	\$194.00	
D6126	Year 3 - Mark/Bedford (D3)	\$281	\$239	\$227.00	
D6127	Year 3/4 – Dawn Cullen (D4)	\$214	\$265	\$227.00	
D6131	Year 4 - Paul Tapscott (C1)	\$265	\$13	\$270.00	
D6133	Year 4/5 – Montana Owen (C2)	\$214	\$265	\$259.00	
D6134	Year 5 - Pereira/Fisher (E2)	\$302	\$270	\$270.00	
D6135	Year 5/6 - Jeffery/Fisher (E3)	\$315	\$165	\$259.00	
D6137	Year 6O - Dana Owen (E4)	\$302	\$281	\$259.00	
D6140	Ed Support Consumables	\$200	\$156	\$200.00	
D6220	Health & Wellbeing K - 12	\$6,000	\$4,760	\$4,900.00	\$6,282
D6225	SAER	\$2,900	\$273	\$600.00	\$11,261
D6226	Aboriginal Education	\$1,000	\$161	\$500.00	\$294
D6230	Naidoc Week	\$1,000	\$975	\$1,000.00	
D6236	CMIS	\$1,100	\$712	\$1,318.00	
D6240	SIDE	\$668	\$583	\$353.00	
D6250	STEM Enterprise Schools	\$4,195	\$1,011	\$4,857.00	
D6606	Swimming Lessons	\$5,240	\$3,850	\$5,100.00	
D6608	Excursions/Incursions	\$10,890	\$5,615	\$10,410.00	
D6609	Performances	\$5,590	\$3,315	\$6,795.00	
D6610	Netball Teams	\$192	\$112	\$80.00	
D6613	PEAC	\$120	\$330	\$600.00	
	<i>2020 Totals</i>	\$540,922	\$500,779	\$500,710	\$82,666
<b>Surplus as a % of Total Funds Available</b>				<b>2%</b>	
<b>Surplus Budget - Budgeted Revenue exceeds Budgeted Expenditure by</b>				<b>\$10,432.59</b>	

Approved by Finance Committee  
Date 16 March 2021

Noted by School Council/Board  
Date 24 March 2021

## APPENDIX

ABLEWA	Curriculum materials and assessment tool (ABLES) for students with disability and additional learning needs
AC	Australian Curriculum
ACARA	Australian Curriculum, Assessment & Reporting Authority
ACHPER	Australian Council for Health, PE & Recreation
AIEO	Aboriginal & Island Education Officer
C&C	Contributions and charges
CHAT	Changing Health Acting Together
CLAP	Common Literacy Assessment Profile
CRT	Central Regional TAFE-formally Durack IT
D & T	Design and Technology
DoE	Department of Education
DREAM	Digi Tech Partnership Curtin Uni- Geraldton Federation of schools
Durack IT/DI	Durack Institute of Technology
DWP	Daily Work Pad
ECh/ECE	Early Childhood Education
ELYF/EYL	Early Years Learning Framework
EST	Externally Set Task
GATE	Gifted and Talented Education
GCU	Geraldton Combined Unis
GEP	Geraldton education partnership
GRTTC	Trade Training Centre
H&WB	Health & Well Being
HASS	Humanities and Social Sciences
ICT	Information Communication Technology
IEP	Individual Education Plan
IT	Information Technology
IWB	Interactive Whiteboard
KAT	Kindergarten Assessment Tool
LDAG	Local Drug Action Group
LOTE	Languages other than English
MCJ	Making Consistent Judgements
MPAST	Midwest Phonological Assessment Tool
MRO	Midwest Regional Office
MSE	Monitoring Standards in Education
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAPLAN	National Assessment Program – Literacy & Numeracy
NMS	National Minimum Standard-NAPLAN
NQS	National Quality Standards
OLNA	Online Literacy and Numeracy Assessment
OSH	Occupational Safety and Health
OT	Occupational Therapy
PAIS	Pre-Apprenticeship in School
PALS	Partnership, Acceptance, Learning, Sharing Program
PATHS	Promoting Alternative Thinking Strategies
PBS	Positive Behaviour Support
PD	Professional Development
PEAC	Primary Extension and Challenge
PL	Professional Learning
PM Readers	Reading Assessment Resources
PWIM	Picture, Word, Inductive Model
SAER	Students at Educational Risk
SAIS	Student Achievement Information System
SBA/T	School Based Apprenticeship/Traineeship
SCASA	School Curriculum and Standards Authority
SDERA	School Drug Education and Road Aware

SEN	Special Education Needs
SENAT	Special Needs Education Reporting Tool
SG	School Grant
SIDE	School of Isolated and Distance Education
SIS	School Information System
SN EA/EA	Special Needs Education Assistant/Education Assistant
SOCS	Schools online Curriculum Services
SPELD	Dyslexia and Specific Learning Difficulties Association
SPOT	Student Placement Online Tool
SSEND	School of Special Educational Needs: Disability
SSP	School Salary Pool
STAWA	Science Teachers Association of WA
STEAM/STEM	Science, Technology, Arts, Engineering and Mathematics
T&E	Technology & Enterprise
TAFE	Technical & Further Education
TAGS	Talented and Gifted Student
TORCH	Tests of Reading Comprehension
TR	Teacher relief
VET	Vocational Education and Training
VETiS	Vocational Education and Training in School
WABIAD	Write a Book in a Day
WPL	Workplace Learning
WSLP	Whole School Literacy Plan

## Dongara DHS Aboriginal Cultural Framework

Standard	Continuum	Strategies for Improvement 2021
<p><b>Relationships</b> Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families and the local Aboriginal community.</p>	<p>Capable</p>	<ul style="list-style-type: none"> <li>• Promoting school events to Aboriginal families to encourage participation</li> <li>• Positive information about students to share with families during home visits, phone conversation, meetings</li> <li>• AIEO to help families use Connect and See-Saw as required</li> <li>• Consultation and collaboration with Aboriginal parents and community members through Aboriginal parent meetings</li> <li>• Encourage/invite community members to contribute (have a voice) to NAIDOC preparation and experiences</li> <li>• Identify and promote leadership opportunities for Aboriginal students. (e.g. involve in NAIDOC preparation and events)</li> </ul>
<p><b>Leadership</b> Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving educational outcomes for Aboriginal students.</p>	<p>Capable</p>	<ul style="list-style-type: none"> <li>• ACSF Self-reflections completed by teachers in relation to continuum.</li> <li>• Aboriginal Education Deputy Principal monitor attendance and convene case conferences with families and teachers to develop attendance plans</li> <li>• Staff to participate Aboriginal Cultural Standards Framework PL and review</li> </ul>
<p><b>Teaching</b> Culturally responsive schools have high expectations for Aboriginal students and teach ways that enable them to better reach their full educational potential.</p>	<p>Capable</p>	<ul style="list-style-type: none"> <li>• Teachers to be familiar with and integrate Aboriginal and Torres Strait Islander histories and cultures <a href="https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures">https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures</a></li> <li>• School to promote and make time available for AIEO to support teachers to implement Aboriginal and TSI perspectives</li> <li>• School to timetable AIEO to support students at risk 1-12</li> <li>• School to timetable AIEO to support early intervention (ECE)</li> <li>• Students at risk D grade or below are to have Individual Learning Plans</li> <li>• NAIDOC Week includes a classroom focus on Aboriginal and TSI history and culture</li> <li>• ARRA (Assessment, Results, Recommendations and Actions) files established and used for Aboriginal students at risk to monitor progress and assist with IEP smart goals.</li> </ul>
<p><b>Learning Environment</b> Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.</p>	<p>Capable</p>	<ul style="list-style-type: none"> <li>• Participation in PALS project</li> <li>• Increase Aboriginal artwork and artefacts in school for cultural immersion.</li> <li>• Aboriginal signage at school – special language project for NAIDOC week.</li> <li>• Introduce yarnning – stories and drawing.</li> </ul>
<p><b>Resources</b> Culturally responsive schools target resourcing to optimise the educational outcomes for students.</p>	<p>Developing</p>	<ul style="list-style-type: none"> <li>• Increase culturally appropriate resources such as bilingual texts and subscribe to Mulga Mail</li> <li>• Increase resources for students at risk- academic/social/emotional</li> <li>• Promote role on school board to Aboriginal parents and community members</li> </ul>



**DONGARA DISTRICT HIGH SCHOOL**

# **WHOLE SCHOOL LITERACY PLAN**

**2021**



# Dongara District High School Whole School Literacy Plan.

- Vision:** Dongara DHS is committed to achieving the best possible literacy outcomes for all students.
- Mission:** In Literacy learning Dongara DHS will encourage an enjoyment of language and learning and provide appropriate programs to support all children to achieve their potential.
- Ethos:** All children at Dongara DHS to be provided with opportunities to succeed in a non-threatening environment.
- Values:** Dongara DHS values differences and needs in literacy learning.
- Community: Partnerships** Relationships between the school and families will be collaborative and respectful.

## ENGLISH

### *3 Strands*

Language - Literacy - Literature

### *3 Key Purposes - Features*

Imaginative, Persuasive, Informative purposes - Organisational, language and viewing features

### *10 Key Elements*

Audience, Text Structure, Ideas, Devices, Vocabulary, Cohesion, Paragraphing, Sentence Structure, Punctuation, Spelling

### *3 Key Stages*

Plan, Draft, Edit

### *6 Key Instructional Strategies*

Familiarising, Analysing, Modelled, Shared, Guided, Independent

## DONGARA DISTRICT HIGH SCHOOL BELIEFS ABOUT LITERACY K-12

<b>Learning</b>	<p>Learning programs recognise that:</p> <ul style="list-style-type: none"> <li>children learn at different rates and in different ways and that all children can learn;</li> <li>children learn best in a happy, caring, safe and inclusive environment when they have a good rapport with their teacher; experience success and have good self-esteem; are confident to take risks; view learning as enjoyable; and value literature</li> <li>children learn through exposure to a variety of teaching methods and classroom organisation</li> </ul>
<b>Instruction</b>	<p>The organisation of programs for effective literacy instruction should:</p> <ul style="list-style-type: none"> <li>provide daily opportunities to learn, practice and apply their Literacy skills;</li> <li>provide opportunities to learn literacy skills at the word level, sentence level and whole text level;</li> <li>involve hands on, multi-sensory experiences (play based learning);</li> <li>encourage children to experiment and problem solve and make decisions;</li> <li>expose children to a variety of teaching strategies;</li> <li>expose children to a variety of texts;</li> <li>be supported by a variety of classroom organisations;</li> <li>provide challenging, integrated experiences in listening, speaking, reading, writing and viewing;</li> <li>develop the use of language as a tool for learning across the curriculum;</li> <li>build the knowledge and skills to effectively draw on and use literacy strategies;</li> <li>develop awareness of and ability to code switch, matching language to purpose and audience.</li> <li>Use explicit teaching strategies to target learning</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Teachers to observe and collect data on the key outcomes of English.</li> <li>Diagnostic assessment should drive instruction.</li> <li>Judgements should be based on the full extent and range of the outcome. Ie. Not based on one work sample</li> <li>Assessment should make a positive contribution to student learning</li> <li>A variety of instruments/methods should be used</li> <li>Children need to be involved in self-monitoring and goal setting.</li> <li>Students should be given equal opportunities to demonstrate their achievement of outcomes.</li> </ul>
<b>Reporting</b>	<ul style="list-style-type: none"> <li>Should be meaningful to children, parents, and other education professionals.</li> <li>Be concerned with effort as well as achievement.</li> <li>Be aligned to the CAR policy.</li> <li>Have enough detail that progress can be seen to have been made from one semester to the next.</li> </ul>
<b>A collaborative team-Parent &amp; Community relationships</b>	<ul style="list-style-type: none"> <li>Involve parents and community in the development of a collaborative vision to promote child learning (current and future populations), developing goals, priorities and strategic actions through participation in school decision making groups, school committees and in other informal ways.</li> <li>Link parents and families to appropriate community services.</li> <li>Provide a welcoming, safe, communicative school environment to encourage parent involvement.</li> </ul>

## PRIORITIES AND TARGETS 2021

Targets identified from analysis of student performance data.	Whole School English Focus Strategies for Improvement	Key assessment and recording strategies.
<p><b>ENGLISH</b> <b>School level target:</b></p> <ul style="list-style-type: none"> <li>• More students show good progress in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the effectiveness of <u>explicit teaching</u> through:               <ul style="list-style-type: none"> <li>-maintaining and further refining the practice of providing student feedback, including using Brightpath and goal setting</li> <li>- identifying and using consistent explicit teaching strategies across the school</li> <li>-consistent use of WILF and WALT and a targeted teaching approach</li> </ul> </li> <li>• Teachers will implement Seven Steps for Writing Success Strategies as a whole school approach to writing improvement</li> <li>• Effectively translate assessment information into focussed instruction using NAPLAN, On Entry, Brightpath and whole school and classroom data.</li> <li>• Introduce Sounds-Write program to target skills in reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Online Entry PP</li> <li>• SOCS</li> <li>• MPAST</li> <li>• PM Benchmarking</li> <li>• Decodable reading assessments</li> <li>• WAMSE</li> <li>• NAPLAN</li> <li>• OLNA</li> <li>• Brightpath</li> <li>• Scope and Sequences</li> <li>• <a href="#">Secondary Course Outlines</a></li> <li>• Secondary assignment cover sheet</li> </ul>

Beliefs about SAER:	Key Instructional Strategies for SAER Students	Identification and Key Assessment
<ul style="list-style-type: none"> <li>• Every child has the potential to learn &amp; experience success</li> <li>• Children develop and learn at different rates and in different ways</li> <li>• Children learn best in a positive, caring and risk taking environment</li> <li>• Children learn best through modeling, sharing and guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Development of oral language</li> <li>• Explicit teaching of phonics following Letters and Sounds.</li> <li>• Environmental print to support students</li> <li>• Programs and experiences for extension</li> <li>• Using Inclusive Schooling support</li> </ul>	<ul style="list-style-type: none"> <li>• Regular diagnostic assessments, IEPs</li> <li>• Use Inclusive Schooling support</li> <li>• Use of ARRA's to track student achievement and intervention.</li> </ul>

***Writing***

<b>Whole School Agreements</b>	<b>Strategies, support and Resources</b>	<b>Monitoring and Assessment</b>
<p>Primary Agreements</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers will use the Seven Steps to Writing Success strategies and craft techniques to develop authorial writing skills.</li> <li><input type="checkbox"/> All teachers to develop tier 2 vocabulary across learning areas</li> </ul> <p>Secondary Agreements</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers will use the Seven Steps to Writing Success strategies and craft techniques to develop authorial writing skills.</li> <li><input type="checkbox"/> All teachers to develop tier 2 vocabulary within their learning area</li> <li><input type="checkbox"/> All secondary teachers will support basic Literacy expectations across learning areas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seven Steps PL</li> <li><input type="checkbox"/> Seven Steps to writing success website</li> <li><input type="checkbox"/> <a href="https://www.sevenstepswriting.com/">https://www.sevenstepswriting.com/</a> and resources</li> <li><input type="checkbox"/> Modelling and coaching opportunities</li> <li><input type="checkbox"/> Literacy Co-ordinator and EA literacy support</li> <li><input type="checkbox"/> Sounds-Write PL and resources</li>   <li><input type="checkbox"/> English – Literacy Assignment Cover sheet to be used with all formal written assessments</li> <li><input type="checkbox"/> Provide support to staff in developing understanding of the PEEL paragraph structure</li> <li><input type="checkbox"/> Staff to moderate PEEL paragraphing marking</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom walk throughs</li> <li><input type="checkbox"/> Evidence through student work samples and planning</li> <li><input type="checkbox"/> Brightpath moderation and progress reports- one Persuasive, Informational and Entertaining genre each per year. (pre and post assessments)</li> <li><input type="checkbox"/> Reading assessments – decodable and PMB</li> <li><input type="checkbox"/> Sounds-Write phonics assessment</li>   <li><input type="checkbox"/> Feedback provided to students through the Literacy Assignment Cover sheet on all written assessments across all subject areas.</li> <li><input type="checkbox"/> Use the PEEL paragraph structure across all learning areas.</li> </ul>

***Reading***

<b>Whole School Agreements</b>	<b>Strategies, Support and Resources</b>	<b>Monitoring and Assessment</b>
<p>Primary Agreements</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers will regularly assess, provide feedback and record student reading levels</li> <li><input type="checkbox"/> Teachers to address phonological awareness, phonics, vocab, fluency, comprehension within reading</li> <li><input type="checkbox"/> Students will be provided with daily reading opportunities through a variety of experiences</li> </ul> <p>Secondary Agreements</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will be provided with daily reading opportunities through a variety of experiences across all learning areas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students to use decodable texts until reading fluency is established within extended code.</li> <li><input type="checkbox"/> EA Literacy support</li> <li><input type="checkbox"/> Silent reading, paired/ partner reading, guided reading, independent reading, shared reading, home reading</li> <li><input type="checkbox"/> Purchasing of cross-curriculum reading resources</li>   <li><input type="checkbox"/> Differentiated and engaging texts</li> <li><input type="checkbox"/> Variety of reading experiences, including the use of e-pens and technology devices to support struggling readers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom walk throughs</li> <li><input type="checkbox"/> Decodable assessments used until established in extended code level, then PM Benchmarking to level 30 or year 6</li> <li><input type="checkbox"/> Pat reading comprehension assessment</li>   <li><input type="checkbox"/> SAER – Decodable reading assessments / PM Benchmarking</li> <li><input type="checkbox"/> Daily reading log</li> <li><input type="checkbox"/> Pat reading comprehension assessment</li> </ul>

## **Spelling and Phonics**

<b>Whole School Agreements</b>	<b>Strategies, Support and Resources</b>	<b>Monitoring and Assessment</b>
<p>Primary Agreements</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teaching of phonics / spelling will follow the Sounds-Write sequence</li> <li><input type="checkbox"/> All classroom teachers will use diagnostic testing to inform differentiation and targeted teaching</li> </ul> <p>Secondary Agreements</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yrs 7-12 Literacy Assignment cover sheet to include spelling expectations</li> <li><input type="checkbox"/> Teachers to list expected vocab to be included in written and oral assessments.</li> <li><input type="checkbox"/> English teachers will use diagnostic testing to inform differentiation and targeted teaching</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> EA Literacy support and targeted spelling strategies</li> <li><input type="checkbox"/> First Steps Spelling resources</li> <li><input type="checkbox"/> Sounds-Write PL and resources</li>   <li><input type="checkbox"/> Literacy Assignment cover sheet</li> <li><input type="checkbox"/> Stepping out spelling resources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom walk throughs</li> <li><input type="checkbox"/> Sounds-Write assessment diagnostic assessments and data</li>   <li><input type="checkbox"/> Spelling feedback provided to students using the Literacy Assignment cover sheet</li> <li><input type="checkbox"/> Vocab feedback provided to students using the Literacy Assignment cover sheet</li> <li><input type="checkbox"/> Spelling diagnostic assessments</li> </ul>

## **Grammar**

<b>Whole School Agreements</b>	<b>Strategies, Support and Resources</b>	<b>Monitoring and Assessment</b>
<p>Primary Agreements</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Primary teachers to use the Dongara DHS Grammar Scope and Sequence</li> </ul> <p>Secondary Agreements</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yrs 7-12 Literacy marking key to include specific grammar expectations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> EA Literacy support</li> <li><input type="checkbox"/> Dongara DHS Grammar Scope and Sequence</li>   <li><input type="checkbox"/> Literacy Assignment cover sheet</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom walk throughs</li> <li><input type="checkbox"/> Grammar review tests</li>   <li><input type="checkbox"/> Grammar feedback provided to students using the Literacy Assignment cover sheet</li> </ul>

Whole School Literacy Assessment		Assessment Tools Whole School	
Area of Assessment	Data Collection Tool	Term	Week
Kindergarten			
Articulation	SOCS	1	2
Comprehension	SOCS	1	4-6
Semantics	SOCS	1	4-6
Phonological Awareness	SOCS	3 / 4	8-2
Expressive Language	SOCS	3	6
Concepts of Print	KAT	3	6
Pre-Primary			
oral language reading/concepts of print spelling writing	phonological awareness phonemic awareness comprehension on entry assessment	1	3
phonological awareness	MPAST	1	4
reading fluency, comprehension, oral retell	Decodable reading assessment	4	
Year 1-6			
reading fluency, comprehension, oral retell	Decodable reading assessments / PB Benchmarking	ongoing	
reading comprehension	PAT reading assessment (yr2-6)	4	
spelling and phonics	Sounds-Write phonics assessments Dongara Long vowel assessments	ongoing	
grammar	Grammar review tests	ongoing	
reading, spelling, writing, grammar/punctuation	NAPLAN	Years 3,5	
grade data	Formal SIS Reporting	2	4
Writing	Brightpath	1 x purpose (P.I.E) per year	
Years 7-10			
Reading comprehension	PAT reading comprehension		
reading, spelling, writing, grammar/punctuation	NAPLAN	Years 7,9	

## Supporting Documents: Whole School English Planning 2020 Online Resources



Strategic Direction 2020-2024- <https://www.education.wa.edu.au/dl/qe03re>  
Dongara DHS Connect Library



Building on Strength <https://www.education.wa.edu.au/dl/oelpev>  
Dongara DHS Connect Library



Focus 2021 - <https://www.education.wa.edu.au/dl/ojdk6l2>  
Dongara DHS Connect Library



WA Syllabus <https://k10outline.scsa.wa.edu.au/>



SCASA Judging Standards <https://www.scsa.wa.edu.au/extranet/login>



First Steps Materials  
Writing- <http://det.wa.edu.au/stepsresources/detcms/education/stepsresources/first-steps-literacy/writing-resource-book.en?oid=com.arsdigita.cms.contenttypes.FileStorageItem-id-13760408>



Reading First Steps  
<http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/>



Stepping Out – includes writing strategies, reading strategies  
<http://det.wa.edu.au/stepsresources/detcms/navigation/stepping-out-literacy/>



Connect resources <http://connect.det.wa.edu.au/>



Belonging, Being, Becoming EYLF  
[https://www.acecqa.gov.au/sites/default/files/2018-02/belonging\\_being\\_and\\_becoming\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia.pdf](https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)



OLNA Support materials <https://olna.com.au/>

## Dongara DHS English Support Resources

Seven Steps resources - <S:\AdminShared\All Staff\250 Curriculum\254 English\English\Seven Steps to Writing Success> (includes writing manuals)

Scope and sequence: Spelling: Phonics - <S:\AdminShared\All Staff\250 Curriculum\254 English\English\Phonics\Dongara DHS synthetic phonics sequence based on Sounds-Write.docx>

Explicit Teaching - <S:\AdminShared\All Staff\250 Curriculum\254 English\Explicit Teaching\Explicit teaching.doc>

WALT and WILF - <S:\AdminShared\All Staff\250 Curriculum\254 English\Explicit Teaching\WALT and WILF posters>

Differentiation <S:\AdminShared\All Staff\250 Curriculum\254 English\Explicit Teaching\Differentiation.doc>

Engaging Reluctant Writers - <S:\AdminShared\All Staff\250 Curriculum\254 English\English\Writing\Geraldton LWI Engaging reluctant writers.pptx>

Vocab instruction <S:\AdminShared\All Staff\250 Curriculum\254 English\English\Vocab>

## Assessment Resource Links

SOCS -

KAT : Kindergarten Assessment Tool

[S:\Administration Shared\E4131S01-Dongara DHS\All Staff\250 Curriculum\254 English\English\Assessment\Kindergarten Assessment Tool \(KAT\) - Assessment Resources](S:\Administration Shared\E4131S01-Dongara DHS\All Staff\250 Curriculum\254 English\English\Assessment\Kindergarten Assessment Tool (KAT) - Assessment Resources)

MPAST: Midwest Phonological Assessment Tool -See PP teachers or Literacy coordinator (no digital copy)

Brightpath -<https://www.brightpath.com.au/>

Dandelion Decodable Reading assessment - <S:\AdminShared\All Staff\250 Curriculum\254 English\English\AAssessment\Diagnostic-Assessment dandelion.pdf>

Secondary Cover sheet - <S:\AdminShared\All Staff\250 Curriculum\254 English\English\AAssessment\Secondary english expectations for assignments cover sheet.doc>

PEEL resources <S:\AdminShared\All Staff\250 Curriculum\254 English\English\PEEL resources>

[Sounds Write Spelling Assessment and recording sheets. ..\AAssessment\Assessment Results 2021\Sounds Write Spelling Assessments](S:\AdminShared\All Staff\250 Curriculum\254 English\English\AAssessment\Assessment Results 2021\Sounds Write Spelling Assessments)