



DONGARA DISTRICT HIGH SCHOOL

An Independent Public School



2023 OPERATIONAL PLAN

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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:

- Dongara DHS Budget 2023
- 2022 School Report

The 2023 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 2023***.

In response to our review of the 2022 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 school priority areas for 2023 are:

Literacy

Writing- Vocabulary

Spelling

K/PP Phonics

Brightpath for common assessment

Health & Wellbeing

Improved Attendance

Respect- others and self

STEAM/Technologies

Cross Curricula links and tasks

The School Board viewed, discussed and noted the 2023 Operational Plan and Budget at the meeting held on 28 March 2023.

Janine Calver

Principal

March 2023

2023 OPERATIONAL PLAN: K-12 Health & Wellbeing/PBS Managers- N Davey & J Calver

Cost Centre D6220		School Funding \$6000	C&C \$	Relief Salaries \$	PL Costs \$
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	<p><i>More students show 'regular' attendance than in Sem 2, 2022.</i></p> <p><i>Build student leadership capacity</i> <i>Build student voice</i></p> <p><i>More students demonstrate 'Respect' and to meet the Business Plan target of</i></p>	<p>Ongoing: Documented attendance plans for students in 'moderate' and 'severe' categories Reward students with strong attendance. New: Attendance videos K-2, 3-6, High School</p> <p>Ongoing: Continue to provide meaningful opportunities and support student leadership groups (e.g., Student Council. House Captains) to engage in school decision making and activities. New: Student leadership opportunities outside of the school</p> <p>Ongoing: Continue PBS lesson focus', rewarding students for demonstrating expected behaviours New: Review Matrix</p>	<p>DP's</p> <p>All staff, Team leaders</p> <p>Mel Mark Nikki Belcher Kobi Jeffery</p>	<p>\$200 – Aussie of the Month \$800 – Sec Home Room \$400 – Student Leadership Groups \$400 – Student Leadership Camps \$2284.48 - 4 Days Student Leadership \$1000 Badges/Bars and Stars \$1000 K-6 positive incentives</p>	<p>SAR- 90% regular attendance</p> <p>Examine House Point data and SIS entries to gather data on levels of Respect as compared to the school's behaviour matrix.</p> <p>National Schools Opinion Survey results comparison remains above 3.5 for identified markers.</p>
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	<p><i>Increase staff capability in supporting student wellbeing by using student engagement strategies.</i></p> <p><i>Increase staff capability in supporting student wellbeing by using high impact teaching strategies.</i></p> <p><i>Build staff capacity to teach social / emotional learning</i></p>	<p>Ongoing: Peer observations, CMS, PBS New: Upskill staff in -Engagement strategies -High Impact teaching strategies -Friendly School Program -Triple P -Zones of Reg PL</p>	<p>Teaching and Learning / Quality teaching DP</p> <p>School Psych support</p>	<p>\$800 –Personal & Social Capabilities \$1500 – Class Sports Equipment \$700 Friendly Schools prog resources</p>	<p>When and what? National Schools Opinion Survey results comparison remains above 3.5 for identified markers</p>
FOCUS AREA 3 COMMUNITY CONNECTIONS.	<p><i>Increase community involvement within learning areas</i></p>	<p>Ongoing: Invite / encourage outside community members and organisations in to enhance learning opportunities. New: Invite Shire Councillors to school Open Night positive PR Social Media success stories</p>	<p>Principal Staff</p>	<p>\$100 PR</p>	<p>Monitor number of community members involved in classes / links to learning areas.</p>

2023 OPERATIONAL PLAN: Aboriginal Education Manager-Leslie James

Cost Centre D6226/D6230 (PALS)		School Funding \$1000 PALS \$1683	C&C \$	Relief Salaries \$328.28	PL Costs \$ 0
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	SEN IEP for Students achieving a D grade in English and/or Maths. ARRA files for all Aboriginal IEP students Aboriginal resources for classes and AIEO. Low achieving Aboriginal students' resources determined by need. i.e., Maths texts. Reading resources etc. AIEO timetable to focus on creating a comfortable, welcoming school environment for students in need.	Ongoing: Plans developed by teachers and entered in SEN planning. New: Build resources to support classroom teachers deliver. Purchase of books and class material suitable by AIEO Timetable to be developed with key stakeholders	Teachers Manager and AIEO Deputy	Purchase Indigenous map of Australia \$200 Resource books \$200 Reading books \$200 Consumables \$200	Semester improvement for targeted students' Student Reports, SEN plans Student achievement: How many students have moved from D to C in Maths and English Sem 1 and 2
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	Staff to review Aboriginal Cultural Standards Framework and suggest improvement strategies. Staff audit of school's achievement of Aboriginal Cultural Framework. Term 4 AIEO to assist teachers to build their knowledge of Aboriginal culture to use in classroom practice. Use of Wadjiri words for common objects AIEO attend PL to build capacity/share ideas.	Ongoing: Strategies to be recorded and shared with staff at staff meeting. New: Wadjiri word bank. Seek personnel who can do this-regional office AIEO to develop a strategy for increased staff awareness the ACSF review.	Deputy/staff AIEO develop Wadjiri word bank	AIEO PL \$328.28 Consumables word wall	Cultural Framework review Term 1. Have targets been achieved Term 4? Sem 1: Audit word wall create, displayed and used. Staff audit- on line cultural awareness PL and increased classroom practices.
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Increased provision of student access to cultural awareness activities. Increase indigenous parent and family participation in cultural events and student learning experiences NAIDOC celebration class consumables and incidentals. Form a group of parents and students to contribute to NAIDOC week.	Ongoing: PALS grant to use for Yamatji trail. Take two classes. Home visits – focus on attendance. New: NAIDOC grant – access Aboriginal role model to build student cultural knowledge and appreciation. Parent work group to develop/recommend cultural resources.	Deputy/AIEO Deputy to invite people to meet. Invite community members to attend.	NAIDOC grant Art equipment and craft materials \$400 Cooking ingredients \$400	Participation rates for students to increase in cultural activities. Data to be collected after each event and then used for future years comparison. Increase in indigenous student attendance. Compare Sem 1 and 2 2022-2023

2023 OPERATIONAL PLAN: K-12 SAER Manager-N Davey

Cost Centre D6225		School Funding \$1000	C&C \$	Relief Salaries \$2486.28	PL Costs \$0
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	<p>Use of data for improved SEN planning.</p> <p>Smart goals for improved student outcomes</p> <p>Link Social and Emotional Strategies whole of school for improved student outcomes.</p>	<p>Ongoing: SEN IEP plan guidelines followed SEN plans for students with a D grade in English or Maths across the school TAGS students identified and extension activities provided All students to have access to 'self-regulation' or 'de-escalation' areas Staff to explicitly teach all students self-regulation strategies. New: Social emotional learning strategies Sensory Aids for students- weighted blankets, visuals, headphones</p>	SAER DP Teachers	<p>STEAM activities PEAC Young Writers, WABIAD (Lit budget) Solar car challenge \$500 Numero challenge \$200 Sensory-\$200 Psych</p>	<p>SEN plans completed and case conferences held T1, T3</p> <p>PEAC testing T3 WABIAD T3</p> <p>Term 3</p> <p>Term 1,3</p>
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	<p><i>Build staff capacity in Social Emotional Learning</i></p> <p><i>Build staff capacity to use ABLEWA to write student GEP's IEP's and SEN plans</i></p>	<p>Ongoing: Continue to upskill staff in self-regulation strategies and programs (Zones of Reg, Growth mindset) New: School Psych to assist in whole school focus lessons on social emotional learning – skills identified through PBS data New: SAER DP to support teachers in writing smart goals, assessing and reporting through SEN planning Agency expertise to support to teachers</p>	<p>SAER DP Teachers</p> <p>School Psychologist</p>	<p>Zones of reg literature & resources \$100</p> <p>Staff- relief x4</p> <p>SEN planning tool</p>	<p>Subject to School Psych availability</p>
FOCUS AREA 3 COMMUNITY CONNECTIONS.	<i>Maintain and develop new community connections with local businesses / organisations</i>	<p>Ongoing: Work experience. Schedules case conferences per semester CT SEND, Speech Pathologist, OT and School Psychologist to attend Case Conferences where appropriate. Newsletters, Website, emails, Connect Community and other media to communicate with students, parents, staff and the wider community.</p>	VET Coordinator, SAER DP, Teachers	Newsletters, Website, emails, Connect	<p>Case conferences T1, T3</p> <p>Ongoing throughout year</p>

2023 OPERATIONAL PLAN: Year 11-12 VET/Hospitality Manager-Caryn Stokes

Cost Centre D5905		School Funding \$9486	C&C \$1014	Relief Salaries \$5 594.13	PL Costs \$1500
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	Enrol yr11&12 students in ADWPL. Offer Yr10 students 2x 1wk blocks Wk Exp and 1day/week work placement program. Offer Yr8&9 SAER students 1day/wk work placement program where applicable. Yr 9 Career Taster 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	Ongoing: Interested students attend Yr 9 CRT Career Tasters Work Experience blocks and 1 day/week Yr 9 Career Tasters throughout the year New: Offer CRT Skills Sets for yr 10,11,12 Offer Skill Sets for yr 12 students who complete VETDSS/PAiS term 3	C. Stokes C. Stokes CRT Y. Jenkins C. Stokes	Logbooks \$100 ADWPL C&C \$348.00 Yr 9&10 C Ed C&C \$276.00 Travel SG \$600.00 Joblink Midwest CRT staff Auspicing with AIET \$2550 C&C \$624 Consumables \$3168 First Aid training \$320 2 staff \$621.57 1 day PL AEIT \$1500	100% ADWPL students achieve 1 point. Sem 1 100% ADWPL students achieve 1 point. Sem 2 50% yr 10 successfully complete 2 x 1 wk block wk exp. Sem 1 100% successfully complete PAiS and VETDSS qualifications. Sem 2 CRC staff attend Secondary Expo /9/10 Curriculum Night 100% students successfully complete Cert II in Hospitality Sem 2
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	Attend CRT VETDSS/PAiS meeting Attend one Career Education/Vocational Education Conference	Ongoing: Attend VETDSS/ PAiS meeting Attend Career Ed/VET conference New: New format for CRT reporting	Stokes C. Stokes CRT	3 days relief \$1864.31	CRT VETDSS/PAiS meeting term 1 Career Ed Voc Ed conference term 3
FOCUS AREA 3 COMMUNITY CONNECTIONS.	White Card face to face delivery Continue partnership with Joblink Midwest to deliver relevant Career Workshops and Programs. All yr 10/11 attend CRT Open Day/C Expo or similar Continue supporting CRT Taster Courses Increase participation rate in PAiS and VETiS programs. Access GRTTC if appropriate Continue relationships with employers providing work placements	New: Cross curricular Marine Studies & 9/10 Career Ed attend CRT Open Day and BCMI tour Ongoing: Interested students attend Yr 9 CRT Career Tasters CRT PAiS & VETDSS	C. Stokes C. Stokes N. Belcher C. Stokes Joblink Midwest	RTO Teacher Relief \$571 Travel \$330	White Card delivery Term 2 CRT Open Day Term 2 TBC

2023 OPERATIONAL PLAN: Drama Yr 7/8 Manager- Jasmine Elder Thies

Cost Centre D5720		School Funding \$1038	C&C \$162	Relief Salaries \$310.76	PL Costs \$984.50
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	<p>More students will participate in 'making' (practical) drama tasks, as measured by at least 90% of students actively participating in physical drama tasks.</p> <p>At least 80% of students will achieve a C grade or higher in Drama (Making and Responding).</p>	<p>Ongoing: Encouragement using PBS matrix.</p> <p>New: Use of 'drama games' to introduce drama topics, incl physical and gestural aspects of comedy.</p> <p>Inc range of circus skills - juggling, diabolos and basic tumbling/balancing which can improve students' physical abilities and confidence in their physical performance skills. This increased physical confidence can translate into more participation in drama-making activities such as improvisation, physical theatre, and character development.</p> <p>Student safety induction circus equip.</p> <p>Inc DRUMBEAT program to boost confidence in performing & practical tasks. Increase peer Collab tasks.</p>	J Elder Thies SN EAs as relevant	PBS Tickets and rewards Consumables Circus equipment \$1200	<p>Formative and summative assessment data, recording students' participation in drama tasks.</p> <p>Regular reflective journal entries.</p> <p>SIS reporting of student's engagement.</p> <p>Student's class performances.</p> <p>SIS Reporting data-improve responding with more C grades</p>
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	Professional learning staff to upskill in programs which promote student participation in drama and performance.	<p>Ongoing: PEEL paragraphing</p> <p>Refer to '7 steps to Writing' in written tasks.</p> <p>New: Review & share with students</p> <p>SCSA Judging Standards</p> <p>PL in DRUMBEAT</p>	J Elder Thies SN EAs as relevant	Professional Learning	<p>Reporting data – Resp</p> <p>Reporting data – Making (inverse % C&B)</p> <p>Teacher DRUMBEAT certification acquired</p>
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Involve more community members in the school drama program by engaging an industry professional and offering students a chance to perform.	<p>Ongoing: Share work with parents via Connect</p> <p>New: Performance at school assembly.</p> <p>Access local industry professionals to work with and inspire students.</p> <p>Excursion for selected students to view bump in process of a professional drama production (in collaboration with Shire of Irwin).</p>	J Elder Thies SN EAs as relevant J Calver	Workshop guest (industry professional) Facebook & Insta, Newsletter Contact with parent community through Connect	<p>Industry professional engaged</p> <p>School assembly</p> <p>Newsletter</p> <p>Excursion/ collaboration with Shire of Irwin</p>

2023 OPERATIONAL PLAN: Year 1-6 Music/Performing Arts
Manager-Luke Aubrey

Cost Centre D5715		School Funding \$3930	C&C \$570	Relief Salaries \$1865	PL Costs \$1000
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 <i>SUCCESS FOR OUR STUDENTS.</i>	<p>Utilise Orb Education Music resources to support the current music program.</p> <p>Continue with the Boom Wacker program for years 1-2.</p> <p>Continue with the Black Belt Recorder for years 3-4</p> <p>Continue with the Black Belt Ukulele program for years 5-6</p> <p>Introduce guitar to gifted students in years 5 and six to extend their musical repertoire.</p>	<p>Ongoing: Boom Whackers, Black Belt Recorder, Black Belt Ukulele</p> <p>New: Orb Education Music Resources, Guitar (Ext)</p>	L.Aubrey	<p>JAM 2023 Full Class Pack (\$468)</p> <p>Black Belt Recorder Resources (\$600)</p> <p>Black Belt Ukulele and Books (\$1000)</p> <p>Orb Music Resources (\$500)</p> <p>Misc. Resources (\$1028)</p>	<p>When and what?</p> <p>Practical Assessments in weeks 3, 6, and 9 as per assessment schedule</p> <p>Theory Tests in Weeks 4 and 8 as per assessment schedule.</p>
FOCUS AREA 2 <i>CAPACITY BUILDING FOR QUALITY TEACHING.</i>	<p>Working towards QTS as per focus 2023</p> <ul style="list-style-type: none"> • Peer Observations • Teach Well Strategies • CMS Instructional Strategies • Assessment Schedule • PBS Tickets <p>Utilise ICT in recording musical ideas.</p> <p>Utilise JAM resources for students to use at home.</p>	<p>Ongoing: JAM Online Resources, Teach Well, CMS Instructional Strategies</p> <p>New: Assessment Schedule</p>	L.Aubrey	<p>School iPads</p> <p>Song Torch app</p> <p>BBR and BBU learning resources</p> <p>PBS Tickets</p>	<p>When and what?</p> <p>Peer observations. One in semester one and one in semester two.</p>
FOCUS AREA 3 <i>COMMUNITY CONNECTIONS.</i>	<p>Establish a school choir – working towards participating at the One Big Voice event in Perth.</p> <p>Establish a 3-6 school band utilising school instruments.</p> <p>Continue with Open Night performances.</p> <p>Seek other 2023 community events the music students could perform at. I.e., One Voice excursion.</p>	<p>Ongoing: School Choir, School Band</p> <p>New: Working towards One Voice excursion.</p>	L.Aubrey	<p>Ukuleles</p> <p>Recorders</p> <p>BBR and BBU resources</p> <p>Ukuleles</p> <p>Recorders</p> <p>Sing Plus 1</p> <p>Sing Plus 2</p>	<p>When and what?</p> <p>Parent Satisfaction Surveys – Open Night</p> <p>Establishment of School Choir (Term 1)</p> <p>Establishment of 3-6 school Band (Term 2)</p>

2023 OPERATIONAL PLAN: Dance and YOH Festival
Manager-Rhiannon Downes

Cost Centre D5710		School Funding \$5200	C&C \$186	Relief Salaries \$ 5007.55	PL Costs \$0	
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets		RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	Making- Students use skills and knowledge to teach others Safe Warmup techniques in Term 2 Making Increase % C Grades to B students and % B students to A Students Focus on BEST Dance Practices Responding - Dance Language as a focus Focus on Attendance for Performance Criteria	Ongoing: correct dance terminology- Extend unfamiliar terminology Use existing dance students to assist new dance students in teaching routines. Extend Performance group as Year 6-9 students only- Further develop performance capabilities. Journals to reflect on Performance New: Students focus on Safe warmups by creating Warmup/stretch routines relevant to isolated body parts- Students use verbal instructions		R Downes	Teacher/Instructor SCSA Documents Dance Journals iPad Reporting to Parents	When and what? Semester 1 Report Data-SIS reporting Regular reflective journal entries. Attendance Plans-monitoring Process for necessary students.
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	Reporting Data increase C students to B – B Students to A (Semester Reports) DDHS Secondary Literacy Commitments-Vocabulary, Writing Promote Respect Theme for YOH Festival through use of School Matrix and Cross Curricula Learning. Develop and extend technique/Genres for performance	Ongoing: Journals (Responding) when reflecting on Dance assessments (Making) Respect Theme for YOH Festival through use of School Matrix and Cross Curricula Learning. New: RESPECT as platform for YOH Festival Theme- Students in Dance/Drama unpack RESPECT matrix/ How we can in cooperate Respect into a performance relevant to Dongara DHS community. Coordinate lessons with Drama Teacher to widen knowledge of Performing Arts		R Downes Secondary staff	Literacy Plan English Minimum Standards Cover Sheet Behaviour Matrix Secondary Cross Curricula Plan	When and what? Semester 1 Report Data Responding Term 1 and 2- Minimum standards cover sheet
FOCUS AREA 3 COMMUNITY CONNECTIONS.	2023 YOH Fest- RESPECT theme promoted in the wider community. Year 6 Transition for YOH Festival in Term 2 and 3. Promote Performing Arts through social media and Wider Community.	Ongoing: Social Media Platforms- Encourage new followers in wider and local community through Instagram and Facebook (More Likes and Shares) Secondary Form lessons to promote RESPECT through PBS lessons New: invite Day care and ECE participate/showcase Performing Arts.		R Downes Secondary Form Teachers Janine Claver/Amanda Evans	Performance Local Community (Geraldton) Extended Form Social Media Behaviour Matrix	When and what? Social Media- Increase Likes and Shares on Insta and FB. New followers Decrease Respect Expectations behaviour referrals- behaviour data in Secondary

2023 OPERATIONAL PLAN: 9/10 Photography Manager-Wendy McFarlane

Cost Centre D5706		School Funding \$	C&C \$500	Relief Salaries \$	PL Costs \$
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	Students will learn about Digital Photography and learn the skills of photography: technical skills, composing photographs and editing. Students will be encouraged to practise these skills in and out of class. Increase in written responding.	Ongoing: Focus area 1 was achieved in 2022 from looking at student’s folders. In Term 4 the students used their collected photos to make a video about 2022 using click champ. Photo display was on in H1 room at open night. New: Depending on how many 2022 students opt to do photography in 2023 I would assume that the 2023 students will continue to follow 2022 program.	Teacher	School cameras Batteries/SD Cards Tripods Computers Click champ. All above @ \$500	When and what? Display files- each term Display for Open Nights. >Grades Responding Sem 1/2
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	Photography short courses via YouTube and film will be introduced to inform and upskill students and staff. Guest speakers enlisted through Zoom and undertaking excursions to town, river and marina to allow students to put into practice what they have learned in class.	Ongoing: As I am not the teacher who began this plan/teaching area in 2022, I do not know if this was achieved. I do know the students were entering a competition about birds when I arrived at the school. New: Find new competitions on a regional or state level to enter. Continue to enter local level competitions.	Teacher	School bus on occasions Parent Volunteer	When and what? Display files- each term Wall displays of work >Grades Responding Sem 1/2
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Photography short courses via YouTube and film will be introduced to inform and upskill students and staff. Guest speakers enlisted through Zoom and undertaking excursions to town, river and marina to allow students to put into practice what they have learned in class.	Ongoing: Again, as I only joined the class at the end of Term 3, I do not know if this was achieved, but the students had taken bird photos and entered their photos in the local competition just before I had arrived at the school. New:	Teacher	Irwin Shire and Historical Society Local Photography Competitions Parent Volunteer School newsletter Community social media platforms	When and what? Display files- each term Wall displays of work -Classroom -Library - Front Office >Grades Responding Sem 1/2

2023 OPERATIONAL PLAN: K/PP Visual Arts Manager-Joanne Tapscott

Cost Centre D6015		School Funding \$2216 shared all LAs	C&C \$1584 shared all LAs	Relief Salaries \$	PL Costs \$
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 <i>SUCCESS FOR OUR STUDENTS.</i>	Increased use of Arts Responding-review formal and informal student response formats Improved student drawing skills using guided drawing techniques. Arts Making.	New: Formal written feedback by students on own and others artwork Ongoing: Teach how to use art equipment correctly, using safe practises with a focus on pencil grip and scissors for cutting. Student use anecdotal and formal ways to respond to own artwork and work of others.	Classroom teachers & EAs Art walk through K/PP area Joanne Tapscott All K/PP staff	Consumables \$300 per class Paint \$600	Sem 1& Student Report Data Arts Responding Sem 1& Student Report Data Arts Making Art walk through day – Term 3&4 Formal records of art appreciation.
FOCUS AREA 2 <i>CAPACITY BUILDING FOR QUALITY TEACHING.</i>	High Impact Teaching for Improved student fine motor skills.	New: Play based learning to improve fine motor skills Ongoing-: modelling processes, safe use of equipment etc	Classroom teachers	Nil DOTT	Sem 1& Student Report Feedback Observations/discussions at team meetings
FOCUS AREA 3 <i>COMMUNITY CONNECTIONS.</i>	Arts Responding- NAIDOC Week activity appreciation of Indigenous Arts. Increased level of indigenous parent engagement	New: NAIDOC week activities. Indigenous parent support Ongoing: Use of media to improve profile of learning area through these strategies .Promotion achievements Connect and Seesaw Student art competitions.	Classroom teachers AIEO	Artwork displays Open Night, Lib, Admin, community. Connect and Seesaw App to	Feedback from staff and community Open night Success in competitions. Sem 1& Student Report Data Arts Responding Record Aboriginal parent attendance for ongoing stats

2023 OPERATIONAL PLAN: Year 1-10 Visual Arts Managers- E Indrayani & K Crudeli

Cost Centre D5705		School Funding \$2810	C&C 1-6 \$570 7-8 \$495 9-10 \$128 TOTAL\$1193		Relief Salaries \$0	PL Costs \$0
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA	
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	1-6: Increased % C to B grades in Responding Maintain 3 or more studio areas for student skills development Introduce STEAM project to support whole school approach 7/8 & 9/10 focus on Responding – 50% achieve a C grade or better Implementation Whole School Literacy Plan Secondary agreements. Implementation High Impact Teaching Strategies.	Ongoing: Implement existing 3 studios areas with additional recycled sculpting or textile project. Focus on drawing skills Focus on Responding New: Recycled sculpting or textile project - cross-curricular links STEAM High Impact Teaching Strategies (HITS).	K.Crudeli E Indrayani L James	General Cons: \$3443 Kiln Cons: \$500 Recycling collection bins: \$100 WSLP SCSA MCJ documents HIT Secondary planning boards)	1-6: Student report data, focus on Responding data S1, S2 Peer assessments Self-assessments Student surveys 7-10 Making & Responding report grades S1, S2	
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	DDHS Whole school literacy Plan implementation- Writing DDHS Secondary Literacy Commitments-Vocabulary, Writing Implement high impact strategies	Ongoing: focus on written work in visual diaries (responding) Sec Lit cover sheet and word wall New: High impact teaching strategies (HITS)	K.Crudeli E Indrayani L James	Word wall English Minimum Standards Cover Sheet HITS	WSLP audit S1, S2	
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Increased student participation in Art comps Increased student exposure to practising artists for social awareness	Ongoing: Continue involvement with art competition. New: Artist incursion/excursions locally or Mid-West	K.Crudeli E Indrayani L James	Entry Fees @ approx. \$150	Social media notifications – as necessary Entry data Sem ½ Inc/Excursion data sem1/2	

2023 OPERATIONAL PLAN: K-6 English
Manager- N Davey

Cost Centre D5005		School Funding \$2766	C&C \$1404	Relief Salaries \$13674.54	PL Costs \$9983.00	
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA	
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	More students will be show 'good progress' or higher using Brightpath /NAPLAN to assess writing.	Ongoing: Spaced/interleaved practice- each genre (Persuasive and Entertaining) each term Tier 2 intervention – 1 per semester Opportunities to practice using computers/ typing in preparation for online assessments. Brightpath writing assessments both hand-written (term 1) and online (Terms 2-4) Access Brightpath scoring for moderation. Data analysis of NAPLAN to inform planning – areas for concern within writing. Continue to use On-Entry data to inform ECE planning NAPLAN – question analysis to determine more specific areas Implement any recommendations from NQS Verification visit New: Revisit marking format- consistency Simplify Spelling Assessments into a score to determine improvement / growth Change PA assessment to meeting Phonics initiative requirements. Scope and sequence for Phonics to be developed for K, PP, 1 & 2. Use Sounds-Write Spelling assessments	Class teachers	Computers, iPads	When and what? 1 per semester	
	Respond to NQS verification suggestions.			Brightpath	Brightpath NAPLAN	
	Simply data collection tools - spelling			Class teachers with support from Curriculum/ Literacy DP	NAPLAN	
					On-Entry data	On-entry data
						NQS report
			Class teachers with support from K-2 DP & L3		Sounds-write spelling assessments	
			Class teachers with support from Curriculum/ Literacy DP & Literacy Team		PAST data – each term	
			ECE teachers Class teachers			
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	Continue to increase staff capacity to teach authorial writing craft techniques through Seven Steps to Writing Success strategies	Ongoing: Staff to complete PL in whole school programs Develop whole school engagement strategies	Class teachers with support from	PL Seven Steps, Sounds-write, Teach Well, Full	PL register Classroom observations, Walk throughs	

	<p><i>Continue to increase staff capacity to use a synthetic phonics approach to teaching reading and spelling.</i></p> <p><i>Increase staff capacity in using full participation strategies in English learning area.</i></p>	<p>Continue tier 2 intervention – 1 per semester</p> <p>Use teacher observations to demo and model S/W and & & steps lessons, participation strategies.</p> <p>Maintain program fidelity to programs through</p> <ul style="list-style-type: none"> -classroom observations -refresher courses, training / PL -modelling and coaching <p>New:</p> <p>Change to, and upskill 1-2 staff to use Heggerty program for PA</p> <p>Change to, and upskill staff to use PAST assessment</p> <p>Upskill staff in Full Participation strategies</p> <p>Upskill staff in High Impact Teaching strategies</p>	<p>Curriculum/ Literacy DP</p> <p>Class teachers with support from Curriculum/ Literacy DP</p>	Participation strategies	HIT feedback
FOCUS AREA 3 COMMUNITY CONNECTIONS.	<i>Maintain community connections</i>	<p>Ongoing:</p> <p>Use a variety of strategies to communicate with students, parents, staff and the wider community:</p> <p>Newsletter, Connect, Seesaw, Facebook,</p> <p>New: Student participation in competitions, events and activities within the English context.</p> <p>Share events and successes with Parents and the wider community.</p> <p>Students to use digital communication methods; Webex, Zoom</p> <p>Parent involvement in classrooms and events</p>	Class teachers, Admin, Lit Co-ordinator	All forms of communication	Data indicating increase in use media for promotion Competition entry data and success

2023 OPERATIONAL PLAN: 7-12 English Managers-Kat Crudeli & Wendy McFarlane

Cost Centre D5015		School Funding \$365	C&C \$1335	Relief Salaries \$1243.14	PL Costs \$800
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS. <i>More students will achieve a 'c' grade or higher in Writing in years 7-10.</i> <i>More students will achieve a 'c' grade or higher in 'English' in years 11 & 12</i> <i>Whole School Literacy Plan – Secondary agreements to be met</i>	<p>All staff will implement Whole School Literacy Plan – Secondary commitments</p> <p>All Y12 students to pass OLNA writing assessment.</p> <p>Increased % of students receiving C grade in writing.</p>	<p>Ongoing: Brightpath writing assessments - narrative & persuasive writing Access Brightpath scoring for moderation. Data analysis of NAPLAN to inform planning – areas for concern within writing NAPLAN – question analysis to determine more specific areas Implementation of Whole School Literacy Plan – Secondary agreements New: Pre & post testing where applicable – to guide teaching, learning & accessing Implement High impact teaching and engagement strategies Implement weekly spelling for 7/8/9 using Sounds-write. Provide extension opportunities.</p>	English teacher	<p>PL Brightpath Sounds-write Pre-test/post test Diagnostic testing (\$900 TBC) WSLP Young Writers x 2 \$120 New novels/ Increasing class sets \$490</p> <p>High impact teaching strategies</p>	<p>Spelling tests / data</p> <p>Brightpath data</p> <p>Report grades – writing</p> <p>Yr 12 OLNA results - Writing</p>
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	<p>Increase staff capacity to teach authorial writing craft techniques through Seven Steps to Writing Success strategies Staff work collaboratively, where possible, to plan, implement & assess Increase staff capacity in using full participation strategies. PBS implementation in classrooms. Supporting students of all ability levels.</p>	<p>Ongoing: Use teacher observations to demo and model lessons and participation strategies. Seven Steps to Writing - PL 7-12 English Curriculum Map – complete New: 7-12 Assessment schedule – review & update Upskill staff in student engagement strategies and high impact teaching strategies.</p>	English teacher	<p>PL Seven Steps x2 \$800 SCSA curriculum documents Other DHS PBS IEP, SEN, IBMP, RMP</p>	<p>Peer observations S1, S2</p> <p>7-12 English Curriculum Map – completed S2</p> <p>7-12 Assessment schedule – review & update S1</p>

FOCUS AREA 3 COMMUNITY CONNECTIONS.	<p>Improve parent/teacher communication and relationships.</p> <p>Provide opportunities for families and the community to participate/contribute to our school.</p>	<p>Ongoing: Diaries and Connect used to send positive feedback and communicate with parents and students. Regular phone calls home to inform parents of student achievement. Letters of concern/ commendation sent home as required. Curriculum evening Open Night New: Incursion/excursion community author</p>	<p>English teacher</p>	<p>Connect</p> <p>Student diaries</p> <p>Letters of concern/ commendation</p>	<p>Parent communication – as required Sem1/2</p>
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2023 OPERATIONAL PLAN: K/PP HASS Manager- Kristy Innes

Cost Centre D6015		School Funding \$2216 shared all LAs		C&C \$1584 shared all LAs		Relief Salaries \$ 0		PL Costs \$ 0				
FOCUS AREAS		2023 TARGETS for Improvement			STRATEGIES to achieve Targets		RESPONSIBILITIES		RESOURCES		MONITORING/DATA	
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.		Maintain the current percentages of High and Satisfactory grades being achieved in 2022 through explicit and play based learning. 2022 Data Semester Two:			Ongoing: Explicitly teach History & Geography learning outcomes through an integrated program. Continue range of explicit and play based learning experiences to consolidate historical and cultural understandings Celebrate multi-culturalism through NAIDOC, Harmony Day and Reconciliation. Learn about different cultural, religious and historical festivals, celebrations and events. New: Inquisitive moderation assessment task and rubric to be used each semester for reporting. Use the Acknowledgement of Country in morning routines.		All staff Teachers		Inquisitive Yearly membership \$154 Resources: \$300 (Picture books, Indigenous peg people, Fabric)		Teachers to use moderation tasks and rubrics to inform HASS reporting grades Semester One and Two.	
		Yr PP			High	Satisfactory	Low	NA				
Sem 1			29%	59%	7%	4%						
Sem 2			22%	67%	7%	4%						
		Create a sense of belonging and unity in classrooms and outdoor areas through celebrating and learning about different cultures, celebrations, histories and perspectives.										
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.		Promote Indigenous culture in the classroom environment. Continue to utilise Aboriginal Education Assistants to enhance communication with families, provide support to students and share cultural knowledge in class. Share resources and ideas at Team meetings.			Ongoing: Celebrate NAIDOC and reconciliation. Learn about indigenous Australian culture and perspectives and engage in play-based experiences that support this learning. Consult with AEIO and utilise knowledge in classroom program New: Learn some Yamaji language in the classroom.		All staff All staff AEIO				Term 1 - Yamaji language posters to be made up – Robyn Stephens can support with this. Staff – ongoing.	
FOCUS AREA 3 COMMUNITY CONNECTIONS.		Invite families into class to share culture and history. Gain valuable information about family backgrounds to incorporate this into the learning program.			Ongoing: Send home family background note at start of the year. Hold events such as ‘Grandparents Day’, Mothers and Father’s Day and invite families to come in. New: Encourage families to contribute to the learning program.		Teachers All staff				Staff – background note. Term 1. Celebrate Grandparents Day Mother’s Day Father’s Day	

2023 OPERATIONAL PLAN: HASS year 1-6 Managers-Kate Fisher/Paul Tapscott

Cost Centre D5205		School Funding \$535.00	C&C \$570.00	Relief Salaries \$1243.14	PL Costs \$
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	<p>Increase of students receiving A or B grades in HASS Semester 1, compared to Semester 2, 2022</p> <p>Word walls displayed in classrooms</p> <p>Students to use subject specific vocabulary in PEEL paragraphs.</p>	<p>Ongoing: word walls displayed and updated regularly</p> <p>All 1-6 classes to display subject specific word walls</p> <p>New: Provide students more opportunity to demonstrate higher order thinking skills (identifiable by symbols) in Inquisitive to increase the level of students achieving A or B</p>	<p>HASS Leader</p> <p>All classroom teachers</p>	<p>iPads</p> <p>Techno space computers</p>	<p>When and what?</p> <p>HASS Leader to walk through classrooms mid-term to check word walls. Walk throughs should be conducted once a term.</p> <p>Semester 1 and 2 reports</p>
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	<p>Continue with NAIDOC celebrations and publish news and events in the school newsletter.</p> <p>Promote the use of OZ Boxes in each year group as a cross curricular link to literacy.</p>	<p>Ongoing:</p> <p>All teachers to have access to Inquisitive for consistency across year groups and to enable more accurate moderation between classes.</p> <p>New: Use OZ Boxes as part of reading and language lessons across Yr 1-6.</p> <p>Purchase new OZ Boxes if needed</p>	<p>Deputy (Leslie James)</p> <p>All classroom teachers</p>	<p>Paid websites with relevant resources e.g., Inquisitive subscriptions 11 x \$121 (Going halves with science committee and PP pay for 1) Total \$605 Consumables – (\$50 per class) Total - \$500</p>	<p>When and what?</p> <p>Renewal of Inquisitive due 28th April 2023</p> <p>Team meetings: discussion of the use of OZ Boxes - Term2</p> <p>Audit to see if more OZ Boxes are needed – By the end of Term 1</p>
FOCUS AREA 3 COMMUNITY CONNECTIONS.	<p>Continue to invite community members into the school to enrich student experiences.</p> <p>Encourage active citizenship through participation in school and community-based activities as they arise...e.g., Aussie of the Month.</p>	<p>Ongoing: School incursions to be aligned with HASS content.</p> <p>New: Link incursions and excursions to relevant HASS content, where possible and appropriate.</p>	<p>HASS Leader</p> <p>All classroom teachers</p> <p>Student Council – Aussie of the Month</p>	<p>Museums</p> <p>Local identities and guest speakers</p>	<p>When and what?</p> <p>Track incursion and excursions across the school and the relevant HASS content it is related to.</p> <p>Student council team leaders.</p>

Cost Centre D5215		School Funding \$	C&C \$691	Relief Salaries \$1243.14	PL Costs \$250
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 <i>SUCCESS FOR OUR STUDENTS.</i>	Implementation Whole School Literacy Plan Secondary agreements. Improve student learning outcomes - 60% of students to achieve C grade or better in all Learning Areas. Implementation High Impact Teaching Strategies. Pre and post Unit testing to guide teaching, learning and assessment. Extension opportunity – Australian History Competition	Ongoing: WSLP: Tier 3 Vocabulary – Vocabulary definition task, word wall Writing – English Minimum Standards Cover Sheet New: Implementation High Impact Teaching Strategies	K. Crudeli C. Stokes	WSLP Vocab definition task Word wall English Min Standards Cover Sheet HITS Aust History Competition (\$141) Consumables (\$300)	WSLP audit S1, S2 Learning Area report grades S1, S2
FOCUS AREA 2 <i>CAPACITY BUILDING FOR QUALITY TEACHING.</i>	Work collaboratively with peers to improve professional practice. Develop cross-curricular links – English, Science, STEAM & IT Implement High Impact Teaching Strategies	Ongoing: Peer observations New: Implementation High Impact Teaching Strategies (HITS) Cross curricular tasks – Secondary planning boards	K. Crudeli C. Stokes	PL – PEO (\$250) Secondary planning boards (Inclusive learning room) HITS	Peer observations S1, S2 Cross curricular tasks English, IT, Science S1, S2
FOCUS AREA 3 <i>COMMUNITY CONNECTIONS.</i>	Continue to build positive relationships with parents and community. Indigenous guest speakers for Indigenous content/events e.g., Indigenous rights & freedoms, NAIDOC Week	Ongoing: Open Night & Curriculum Night displays & meet-and-greet Recording of parent and community contact - Parent contact – behaviour & academic. Phone contact, Connect notices & emails, Letter of concern/commendation, emails, parent/student/teacher meetings New: Indigenous guest speakers for Indigenous content/events	K. Crudeli C. Stokes	Connect Guest speaker SIS Letter of concern/commendation	Parent contact & behaviour records – as required Sem1/2

2023 OPERATIONAL PLAN: K/PP H & PE Manager- Joanne Tapscott

Cost Centre D6015		School Funding \$2216 shared all LAs	C&C \$1584 shared all LAs	Relief Salaries \$	PL Costs \$	
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA	
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	All students engage in Protective Behaviours for safety and self-awareness Students engaged in nature play and play based learning for HWB Students engaged in healthy eating Kindy – Participate in physical movement activities. Increased PBS tickets for improved productive behaviour	Ongoing: All classes to continue with Protective Behaviours focus on Health & PE One Step removed strategy. Songs, puppets Welcome to Your Faction Day Free and Frequent PBS Tickets situation? New: increase vegetable garden to continue to promote healthy eating.	Tania O'Brien – Level 3 teacher All K/PP Staff Classroom teachers Joanne Tapscott in collaboration with K/PP staff	Play area Puppets Fine Motor Games \$200 Gross Motor Large Soft Play shapes \$100 Vegetables, Soil, Fertilizer for vegetable patch - \$120 PBS incentives \$50 Medals \$30	Safety QA2 - assessment and quality improvement planning process. Protective behaviours data on completion by end T 3 Gross motor skills checklist for all Kindy students assessed in Term 2 and Term 4 as a common assessment task for data collection. PBS ticket data each term	
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	Team planned and coordinated High Impact Teaching i.e., CMS, Instructional Strategies etc for increased student engagement	Ongoing: teacher peer to peer observations for feedback on student behaviour and academic progress. New- Planned team approach to HIT	All staff	Collab planning Shared classrooms	Recording & documentation of peer observations HIT strategies that are effective	
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Increase connections with wider community.	Ongoing: Promotion of successes via social media New: Excursions or guest speakers. Identify suitable locations and personal. i.e., Footy Coach, Netball Coach, Irwin Rec etc Coaching by sec students	Classroom teachers and EA's	Local community Sec Staff and students Social media Newsletter	Record data for visits/visitors Record use of Newsletter articles/social media used to share students work with community	

2023 OPERATIONAL PLAN: Year 1-10 Health and Physical Education Managers-Jarrad Bailey, Kobi Jeffery

Cost Centre D5605		School Funding \$11,100	C&C \$1718 RP \$1182	Relief Salaries \$27,555.10	PL Costs \$	
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets		RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	<p>Increased % of students achieving a C grade or above in PE</p> <p>Start collection of data for increased participation in PE</p> <p>Increase in the number of students achieving Keys 4 Life through year 10 Health</p> <p>Focus on being healthy, safe and active year 7-10</p>	<p>Ongoing: Student IEP's,. Running club for X country Facilitate Athletics training Identify student interests and develop pathway for Country Week Monitoring of students not attending school on PE days— Letters to parent New: Students intro to new sports, alternatives for non-participants Start collection of data for increased participation in PE SDERA Drugs and alcohol</p>		Jarrad, Liz and Kobi	<p>New equipment, health resources, recreation centre hire, travel, costs of carnivals, Use of technology for filming technique. DDHS Literacy Focus</p>	<p>SIS Reports, Teacher Judgements, Sem1/2 Teacher Records, Student Interhouse /Interschool. Sem 1&2 results Student Attendance Student Surveys Tier 2 Vocabulary Minimum Standards feedback sheet C for written assessments Data re. participation Sem 1&2 being healthy, safe and active year 7-10</p>
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	<p>Increased use of High Impact Teaching strategies for improved student engagement</p> <p>Increased PBS data Respect</p>	<p>Ongoing: Regional Dev officers Use of community facilities, Involvement in interschool competitions and carnivals. Use of association skill workshops Increase capacity to teach specialised sports New: Incentives for choosing respect Implement new sports and update equipment Volleyball and Badminton added to the sports played at Rec Social netball for CW team</p>		Jarrad, Liz and Kobi	<p>New equipment Access to development coordinators Access to community facilities</p>	<p>SIS assessment and judgements Sem 1 /2 PBS rewards data each term Performance/Interaction at interschool carnivals Student responses Anecdotal records Student reflection sheets</p>
FOCUS AREA 3 COMMUNITY CONNECTIONS.	<p>Increased water qualifications throughout school community</p> <p>Increased external providers from community sports for students.</p>	<p>Ongoing: Badminton and Volleyball Socials T2 & 3 CW. Celebrate via social media and media, Open Night Regular communication with parents on student achievement. New: Strategies to encourage community members and parents to undertake relevant quals</p>		Jarrad, Liz and Kobi	<p>RDO Relief for staff to attend carnivals Promote student achievement using Facebook page, movies/presentation</p>	<p>When and what? Community Involvement Sem 1 /2 Community feedback via surveys Use of Connect each term</p>

2023 OPERATIONAL PLAN: Outdoor Education Year 9-12 Manager-M. Downes

Cost Centre D5615		School Funding \$12387	C&C \$1908	Relief Salaries \$15256	PL Costs \$ 1270
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	Continue to deliver established and successful programs that utilise the local environment. Continue to purchase new equipment to cater for large class sizes. Maintain and service existing equipment. Targeted and early preparation for year 12 EST's. Modify activities to cater best for student needs.	Ongoing: continue to deliver high value engaging programs in the local environment. Maintain and service equipment EST preparation Modify activities New: Look for new environments to extend student skills such as Aquarena, Chapman Valley MTB trail.	M.Downes	New equipment (bikes and camping) \$3900 Consumables- \$1250 Bus Hire- \$ 5125 Equipment servicing, repair and replace existing or non-serviceable equipment-\$2500 New Outdoor Ed specific first aid kit-\$250	SIS data. Teacher records Teacher expedition evaluation Teacher records of student participation levels. Student self-evaluations- end of units of work and after expeditions
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	Add to Kayak and Archery resources. Explore Kayak expedition for 11/12s. Return to two expeditions for year 11/12 class, Exmouth and 10 Mile. Complete dive course to cover snorkelling requirements in all environments. Increased use of tickets or rewards/incentives especially with upper school students.	Ongoing: existing programs and expeditions New: Kayak and Archery resources, new locations for practical activities. Update snorkelling accreditations	M.Downes	TR 17 days for expeditions 13 days @621.57 Professional learning for snorkelling course- Instruct snorkelling course or open water dive course \$1270 TBC TR 4 days @ 2486	Teacher meetings and collaboration SCARSA moderation Student success on expeditions
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Continue to promote and engage students and wider community via use of social media, GoPro and drone footage and camp movies.	Ongoing: social media, drone footage and camp movies	M.Downes	Student movies, Secondary expo media displays, School Facebook and Instagram pages page, Newsletter	Parent, students and community feedback.

2023 OPERATIONAL PLAN: LOTE Indonesian year 3-8. Manager-Erlin Indrayani

Cost Centre D5505		School Funding \$30.00	C&C \$570	Relief Salaries \$	PL Costs \$
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	<ul style="list-style-type: none"> Continue moderate the assessments through language network. Support for D grade students. Continue extension for students to achieve A year 3-6. Continue moderate and task assessment to provide opportunity to students to achieve grade A. For high absentee students. Liaise with students' guardian to support students to contribute to their learning. Indonesian culture days celebration (Idul fitri, Independence Day) 	<p>Ongoing:</p> <ul style="list-style-type: none"> Assessment moderation Differentiation <p>New:</p> <ul style="list-style-type: none"> Use Total Physical Responds language learning strategy for students achieving D and high absentee students for engagement in their learning. Task based learning strategies for Native speaker students and students Achieving A 	Erlin Indrayani	<ul style="list-style-type: none"> Languages online Indonesian Connect Language Learning Space Visual prompt cards. Teacher's resources book on teaching strategies. Cultural days. <p>Consumable: \$600</p>	<p>When:</p> <ul style="list-style-type: none"> Weekly feedback. Formative and summative assessment. Reporting to parents <p>What?</p> <ul style="list-style-type: none"> Engagement checklists and attendance Students' progress rubrics
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	<ul style="list-style-type: none"> Support for students who repeatedly disengage in the classroom, moderate tasks. Mental health in children/adolescence course 	<p>Ongoing: Assessment and task moderation.</p> <p>Midwest language teachers collaborative work on teaching strategies</p> <p>New: Adapting TeachWell to languages teaching strategies</p>	Erlin Indrayani	<p>PBS rewards</p> <p>Class rewards</p>	<p>When? Weekly lesson</p> <p>What? SIS behaviour data entry</p>
FOCUS AREA 3 COMMUNITY CONNECTIONS.	<ul style="list-style-type: none"> Personalised in class targeted incursion (KJRI Perth) Online language competition (NAILA) 	<p>Ongoing: Using students work to enter on competition</p> <p>New: Tele- Collaborative work with KJRI for cultural events</p>	Erlin Indrayani	<p>Travel Excursion</p> <p>Access cultural events provider</p> <p>Competitions</p>	<p>When: Completion of the events</p> <p>What: Student's feedback.</p>

2023 OPERATIONAL PLAN: K/PP Mathematics - Manager-Kristy Innes

Cost Centre D6015		School Funding \$2216 shared all LAs	C&C \$1584 shared all LAs	Relief Salaries \$ 1243.14	PL Costs \$ 500
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	<p>All students will make progress towards developing the five key early maths understandings and behaviours:</p> <ol style="list-style-type: none"> 1. Saying numbers in a stable order 2. One to one correspondence when counting objects 3. Tracking the starting point when counting objects 4. The quantity is conserved, regardless of arrangement 5. The last number counted represents the quantity <p>Pre-Primary student's ability to subitise to six will improve from the beginning of the year to the end. High achieving students will have opportunities for extension.</p>	<p>Ongoing: Explicitly teach key early learning maths understandings and behaviours through modelled, guided and independent learning experiences.</p> <p>Use data (On Entry and diagnostic tasks) to inform planning</p> <p>Use maths focused transitions, engaging maths learning centres and play-based learning experiences both inside and outside.</p> <p>Purchase engaging maths resources for the indoor and outdoor learning environments.</p> <p>New: Increase opportunities for learning and consolidation through clear learning intentions and explicit daily / weekly reviews.</p>	<p>All staff</p> <p>Teachers / Kristy</p>	<p>Resources -\$500</p> <p>-Hands on maths materials and games,</p> <p>-Picture Books linked to concepts</p>	<p>Term 1:</p> <p>Pre-Primary</p> <p>Collect data on Early Maths Understandings through On Entry.</p> <p>Kindy</p> <p>Collect data on early Maths Understandings using diagnostic task.</p> <p>Term 4:</p> <p>Kindy and Pre-Primary</p> <p>Collect data on Early Maths Understandings using diagnostic task.</p>
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	<p>A common meeting time for all staff to reflect on quality teaching and collaborate.</p> <p>Use common assessment tasks linked to On Entry to make consistent judgements and identify students who need support or extension.</p> <p>Provide Mathematical professional development</p>	<p>Ongoing: Continue to use a common assessment task (Early Maths Understandings) for data collection and tracking in Term 1 and Term 4 for all students.</p> <p>Meet Wednesdays to discuss quality teaching practises and share resources.</p> <p>New: Explore opportunities for available Early Childhood focused maths PDs in 2023 online.</p>	<p>Teaching staff to collect data in Term 1 and 4.</p> <p>Teaching staff to share practises and resources at collaborative time</p> <p>Teaching Staff to attend Paul Swan EY PL</p>	<p>Release time for On Entry testing Shared collab. time</p> <p>Wednesdays at lunch.</p> <p>2 Teachers PL - \$500</p> <p>Relief – \$1243.12</p>	<p>Teachers to collect data by end of Term 1 and Term 4.</p> <p>All PL to be completed by Term 4.</p>
FOCUS AREA 3 COMMUNITY CONNECTIONS.	<ul style="list-style-type: none"> • Support families understanding of math concepts taught and strategies they can use at home to support. • Share and promote mathematical learning experiences through social media and Connect platforms 	<p>Ongoing:</p> <p>Send home Paul Swan Maths parent information again in 2023, ideally in Term One.</p> <p>Communicate and promote the Maths learning through Open Night, whiteboards, Seesaw and Connect.</p>	<p>Teachers</p> <p>Teachers</p>		<p>Teachers to send home resources to families Term 1 at parent meetings.</p> <p>Staff- ongoing.</p> <p>Open night Term 3.</p>

Cost Centre D5105		School Funding \$194	C&C \$1140	Relief Salaries \$ 621.57	PL Costs \$
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 <i>SUCCESS FOR OUR STUDENTS.</i>	Improved student fluency in Number and Algebra Consistency in data collection to review student outcomes Address extension opportunities for high performing SAER in year 6.	Ongoing: Use daily One Minute Maths for students in years 1-6 for student fluency in Number and Algebra New: Use Brightpath Maths Assessment tool for years 2-6 for data collection consistency across levels. New: Use Jacaranda text & workbooks Utilise SNEA	1-6 Teachers	Peter Westwood Resources Brightpath Origo Subscription Jacaranda \$900	One Minute Maths Tests- Term 1 and 4 Term 2 & Term 4 online Brightpath Assessment (N&A) Steppingstones Check-ups & Qtly Tests-student pace each term Jacaranda assessments Sem 1 & 2 Student Reports
FOCUS AREA 2 <i>CAPACITY BUILDING FOR QUALITY TEACHING.</i>	Collaborative teaching strategies to identify student working groups Introduce HIT i.e., daily reviews HIT to improve student outcomes in N&A, problem solving.	Ongoing: Maths Club, Continue collaborative teaching (e.g., Maths Club) New: HIT daily reviews	1-6 Teachers	Paul Swan Games & Resources Storage \$600	Semester 2- Collaborative sessions- Improved results in N&A, problem solving via sem1 & 2 reports
FOCUS AREA 3 <i>COMMUNITY CONNECTIONS.</i>	Recognition of A students at end of year or assemblies.	Ongoing: Public Celebration of successes via newsletter, social media etc Numero New: A grade certs of recognition, Principal	1-6 Teachers J Calver- certs Numero- D Owen	<i>Certificates</i> <i>Social Media</i> <i>Relief D Owen</i> <i>\$ 621.57</i>	% of A grades

2023 OPERATIONAL PLAN: Year 7-12 Mathematics Manager- Liz White

Cost Centre D5115		School Funding \$742	C&C \$1614	Relief Salaries \$621.57	PL Costs \$0	
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets		RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	In NAPLAN, an increased percentage at or above the benchmark (Years 7 and 9). In OLNA, an increased percentage of Band 3 (Years 10, 11 and 12).	Ongoing: Individual Student Diagnostics- planning for achieve OLNA cat 3. Cont. twhole school focus on teaching basic maths facts. Year 2 and above Math teachers to administer the Peter Westwood Test T 4. Teachers to record Basic Facts Level students achieved by T4, Wk 4. Incorp more investigations in Yrs. 9 -10 to prepare for Years 11 and 12. Cont. SIDE for students ATAR Update Maths resources as required New: Incorporate Catch-up Maths and Master Maths series to assist struggling students. Students intending to enrol in Maths Methods and Specialist to be offered 10A Maths. Bright Paths assessment Years 7 to 9.		Liz, Nikki and Jarrad. All Primary teachers. Liz Deputy	Photocopying Peter Westwood resources and recording system on S drive. Replenish games/resources. iPad for SAER students to complement the Catch-up Maths Program. Replenish textbooks as required. Purchase Catch-up Maths Program.	Year 10, 11 and 12 OLNA results-Numeracy. Year 7 and 9 NAPLAN results-Numeracy. Learning area report grades S1 and S2. Bright Path data.
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	PBS implementation in classrooms. Work collaboratively with peers to improve professional practice.	Ongoing: Maths Comm Meetings: Share skills and strategies. Moderation Plan strategies to lead staff 2023 Write 2023 Operational Plan. MCJ Year 12 Maths Essential New: Join MAWA		Liz and Numeracy committee. Liz	PL Perf Management. 1 day relief to attend MAWA meeting	Minutes from Numeracy meetings. Accurate assessment feedback from moderators.
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Increased participation in AMC.	Ongoing: •Student participation in comp •Promotion of competition through school communication with parents • K-6 and sec maths classes promote Mathematics Open Night and Secondary Expo. Achievement certificates, letters of commendation/concern.		Liz All staff	1 day relief to run AMC	Aust Maths Trust Comp is promoted through newsletter and website. All K-6 and secondary classes to include Mathematics in their Open Night. Mathematics promoted at the Secondary Expo.

2023 OPERATIONAL PLAN: Science K/P Manager-Tania O'Brien

Cost Centre D6015		School Funding \$2216 shared all LAs	C&C \$1584 shared all LAs	Relief Salaries \$	PL Costs \$
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	Increase of outdoor activities during instructional time.	Ongoing: <ul style="list-style-type: none"> Use of veranda, playground, bush areas around school. New: Regularly planned veranda/ outdoor activities <ul style="list-style-type: none"> Access to 'Early Years Outdoor' resources Loose Parts Incursion 	All staff Tania to provide. Booked by admin	Early Years Outdoor resources	When and what? Tania to survey teachers
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	Use of Inquisitive across classes with common assessment to provide ease for moderation.	Ongoing: <ul style="list-style-type: none"> continue to use level and topic specific resources (RIC Science : A Stem Approach) in conjunction with Inquisitive. Revisit Operation Plans at Team Meetings each semester (make them more working documents) Replenish resources in 4 Understandings boxes: Focus- Forces & Motion Block Stem challenges. Continue vegetable garden New: Come into line with whole school Reporting areas. <ul style="list-style-type: none"> : All teachers to have access to Inquisitive.com for consistency across classes and to enable more accurate moderation. 	All staff	Paid Websites with relevant resources e.g., Inquisitive Subscription (paid in HASS budget) Wooden Simple Machines Set \$570 Replacement of rusty vegetable garden beds \$400 Fertiliser, seedlings, soil etc \$150	When and what? End of each Term: All staff ensure resources that are used are replaced into correct Tania to purchase Science resources Science Teachers: - Life & Living – Term 1. -Forces & Motion – Term 2. -Materials - Term 3. -Earth & Beyond- Term 4 Moderation ends each Term. School Report data
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Increase parent/ community involvement in the development of nature play. Improve sharing of science learning with parents.	Ongoing: <ul style="list-style-type: none"> Improvements in nature play publicised and celebrated across the school and wider community. New: Form parent group to develop Nature Play area. Focus Area: north of gate to school area.	All Staff	Seesaw School Facebook Instagram Newsletter Trees, wooden items etc \$1500	When and what? All staff to publish. Parent involvement note and meeting for nature play by end Term1 / start Term 2.

2023 OPERATIONAL PLAN: Science 1-6 Managers: Dawn Cullen and Paul Tapscott

Cost Centre D 5305		School Funding \$ 1035.00	C&C \$570.00	Relief Salaries \$	PL Costs \$
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	Increase of 'A' and 'B' grade allocation in semester 1 and 2 reports compared to previous year.	Ongoing: Use technology as a way of recording students understanding for younger or less literate students. All 1-6 Classes continue to display subject specific word walls. New: Provide more of the higher order thinking activities (identifiable by symbols) in Inquisitive to improve students achieving A or B grades.	Team Leader Class teacher Team leader to lead session in Team Meeting to ensure all teachers are aware/using symbols.	iPad Techno space computers. \$60 class budget for consumables. \$600.00 total Inquisitive	When and what? Semester 1 and 2 reports. Team leader walk throughs once a term. 24 th June at Team meeting
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	Use of Inquisitive across PP-6 with common assessment to provide ease for moderation.	Ongoing: All teachers to have access to Inquisitive.com for consistency across year groups and to enable more accurate moderation between classes. Teachers continue to use level and topic specific resources (Primary Connections) in conjunction with Inquisitive. Revisit Operation Plans at Team Meetings each semester (make them more working documents) New: Provide time in team meeting for moderation of common tasks.	Team Leader Class teachers. Team Leader to liaise with Principal to set a date.	Paid Websites with relevant resources e.g., Inquisitive Subscriptions 11 x \$121 (Going halves with HASS committee and PP pay for 1) (total this budget \$605) \$400	When and what? Renewal due 28 th April 2023 27/11/23 Op Plan scheduled into Team Meeting. Teachers ensure resources that are used are replaced. 4 th June. Team meeting for PP-6 moderation scheduled.
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Regularly publish Science learning experiences in School newsletter	<ul style="list-style-type: none"> Ongoing: Achievements and successes regularly publicised and celebrated across the school and wider community. Blocks to provide photos and brief description of their STEAM challenges or science experiments to the newsletter on a roster basis. New: Develop a resource list of community groups/members involved in a science background for use by teachers 1-6 for incursion/excursions and community-based projects.	Team leader to send out schedule to each block(1-6) Teachers from one block a term responsible to follow schedule. 1-6 Teachers coordinated by Team Leaders.	Roster Parents, Shire	When and what? One block per term, teachers have been advised and roster is displayed in wet areas. List to be compiled and updated end of semester/s.

2023 OPERATIONAL PLAN: Science 7 – 10 Managers- Jane Ganfield and Nikki Belcher

Cost Centre D5306		School Funding \$3169	C&C \$1131	Relief Salaries \$	PL Costs \$
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
<i>FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.</i>	All students to maintain same grade or achieve better compared to last year	Ongoing: TeachWell strategies, CMIS strategies, teach PEEL structure, New: more support to develop literacy e.g., word walls, use interactive whiteboard more effectively, source textbooks that are more user friendly	Jane/Nikki	Consumables(\$1400), textbooks(\$2100), modified resources, iPad, VR Goggles, new posters, digital microscope(\$1100)	Compare individual student results from 2022 to 2023(S2)
<i>FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.</i>	Peer observations completed, Increased number of cross-curricular activities 2 Science specific PL's to upskill/network Lab Tech to attend PL to upskill	Ongoing: Peer observations with Nikki/Jane, cross-curricular activities New: visit other schools to source ideas/other resources and to increase our network	Jane/Nikki Secondary Teachers	Collaborative planning time, PL as required e.g., Future Science, STAWA membership (\$200), peer observations (Teacher and lab tech relief)	PL completed (S2) Number of cross-curricular activities completed (S2) Peer obs done (S1) New networks created with other Science teachers(S2)
<i>FOCUS AREA 3 COMMUNITY CONNECTIONS.</i>	Increase community links, find two extra community links	Ongoing: keep existing partnerships New: Promote links more in newsletter, find aboriginal members that can enrich Science topics e.g. On water/ecosystems	Jane/Nikki	Shire staff/councillors, Aboriginal family contacts, Water Corp	Number of community links initiated including visits etc. (S2)

2023 OPERATIONAL PLAN: HORTICULTURE/SAKGP Year 1-6 PATCH TO PLATE Year 7/8 Managers- Yvonne Jenkins & Caryn Stokes

Cost Centre D5307		School Funding \$4684	C&C \$114.00	Relief Salaries \$2486.28	PL Costs \$600.00	
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets		RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	Expand the growing areas in the Horticulture area so more produce can be grown, cooked and shared. Follow the policies and guidelines of the SAKGP for primary Students will be engaged planting, maintaining, and harvesting more. Follow the policies and guidelines of the SAKGP for secondary Patch to Plate second semester with Caryn Stokes, for yrs. 7&8 to reinforce the skills developed during primary years learning SAKGP	Ongoing: Increase growing areas New: Build more garden beds to increase growing space Shared tables for both primary and secondary groups		Yvonne Jenkins Caryn Stokes – Patch to Plate	Reticulation - \$500 Gdn Beds - \$2000 Soils- \$3000 Hydroponics- \$1000 Jars - \$500 Cooking \$500	Weekly harvesting by students Expansion of cooking program through primary and secondary classes.
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	Cross curricular activities Planting for March Munch Crunch and Sip	Ongoing: Home Economics and DDHS P&C Canteen to utilise produce New: Additional businesses selling Patch Preserves		Yvonne Jenkins Caryn Stokes	Advertising for Patch Preserves PL- SAKGP- \$621.57	Increased sharing throughout the school and community. PL for Ag Technician and Teacher to enhance greater understanding of gardening principles.
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Patch Preserves – continue selling through local businesses and Pop-up Shop and promote the product to the wider Midwest Community	Ongoing: Patch Preserves New: Visiting Renown Chef- Matt Moran visiting DDHS to see our Horticulture Garden and the process of student involvement in Patch Preserves		Yvonne Jenkins	Equipment and additional food to complement our grown produce Open Night Social Media Coverage	Visit – Matt Moran Thursday April 27 th , 2023

2023 OPERATIONAL PLAN: Year 9-10 Marine Studies Manager- Nikki Belcher

Cost Centre D (TBC)		School Funding \$2531.57	C&C \$ 364	Relief Salaries \$ 621.57	PL Costs \$
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 <i>SUCCESS FOR OUR STUDENTS.</i>	Improve student knowledge of the local marine environment and the employment opportunities in the marine and maritime industry. Students achieve the equivalent of a C or above in the Science Inquiry Skills strand of the curriculum.	Ongoing: NEW PLAN New: complete student-centred projects in class that resemble real world skills used in the marine and maritime industry.	Nikki	Consumables \$500, Excursions \$660, Resources, iPads, Posters	When and what? Report and assessment data in semester 2.
FOCUS AREA 2 <i>CAPACITY BUILDING FOR QUALITY TEACHING.</i>	Cross-curricular planning and peer feedback and input on programs. Increase staff knowledge of local marine environment. PL on Marine Studies. Student centred learning opportunities.	Ongoing: NEW PLAN New: planning program for new elective subject with consultation from science teachers and others with local marine knowledge. Project based learning activities.	Nikki/Jane/Aletta	Collaborative planning time, PL Networking.	When and what? Networks created with other science/marine science teachers. PL completed
FOCUS AREA 3 <i>COMMUNITY CONNECTIONS.</i>	At least 3 community connections. Improved student awareness of local employment and study opportunities in the marine and maritime industry.	Ongoing: NEW PLAN New: establish connections with southerly designs, fisheries and BCMI.	Nikki	Bus for transport to BCMI Laptop or materials for presenters.	When and what? Incursions/guest speakers Excursion to BCMI Student satisfaction survey and suggestions for improvement

2023 OPERATIONAL PLAN: Year 1-6 T&E and STEAM Manager- Libby Watson

Cost Centre D5440		School Funding \$3511	C&C \$1140	Relief Salaries \$	PL Costs \$
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	All classes developed use a Tier 2-word wall, subject specific language for evaluation. Engage with student access to SCSA monitoring and assessment rubrics to explicitly teach critical reflections and evaluation	Ongoing: Every block to participates in T&E/STEAM challenge each semester. New: Evaluation process based on peer feedback. Map out STEM activities throughout the Primary making sure to accommodate for split classes so no/little overlap Moderation tasks across the year groups twice a year as per assessment schedule Using the D&T rubrics that are available in SCSA and on our shared drive to moderate	Class Teacher Block Focus (Teachers)	Techno Space organisation \$400 Techno maintenance \$500 Consumables \$200 per class x10 \$2000 Lego \$800 Robotics \$200 iPad and App updates \$1000	When and what? SCSA Rubrics for each project Sem 1 & 2 Report Data from Design Feedback/Reflection Sheets for each project
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	Collaborative projects in blocks or buddy classes (1 per semester) focusing on C-B and B-A extension and explicit questioning/critical thinking skills Survey staff Sem 1&2 and collect data. Student reflections Sem 1&2	Ongoing: Collaborative projects in blocks or buddy classes (1 per semester) New: Set up a student reflections activity for 1-6 classes Sem 1&2 Shared Drive resource bank T&E/STEAM Cost Centres and Op Plans combine for a more collaborative approach. Combine T&E and STEAM into one plan and cost centre.	Managers Classroom teachers	Reflection Sheet Class resourcing \$100 x10 \$1000 New Curriculum Recourses	When and what? 1 collaborative project per semester Moderation of projects at a Block level
FOCUS AREA 3 COMMUNITY CONNECTIONS.	All classes/blocks engage with at least one outside agency throughout the year in relation to STEAM project	Ongoing: Collaboration with the Shire (Projects) Challenges and Competitions Involve shire and other community members, incursions/excursions Guest speakers or more Zoom meetings e.g., shire, water Corp, fisheries ILUKA prizes at presentation night Promote STEAM on social media platforms New: Open Night Technology Display for Community. Source new partnerships such as Men in Sheds/Op Shop	Class Teacher Managers	Open Night Challenges \$600 Connect Seesaw	When and what? Open Night parent engagement (anecdotal) Shire Christmas Project involvement

2023 OPERATIONAL PLAN: 7-10 STEAM Manager- JANE GANFIELD

Cost Centre D5450		School Funding \$3080	C&C \$920	Relief Salaries \$	PL Costs \$
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	Enter more competitions and be successful e.g., Sci & Eng Challenge, Gamechanger Awards All students who study STEM and Robotics (one period in Semester 2) to achieve a C grade or better unless low attendance.	Ongoing: NextGen entrepreneur competition, Lego League, Continue Science/Engineering Challenge, Synergy Solar Car competition New: Gamechanger awards, Robocup, Link STEAM activities to significant events such as NAIDOC week, water week etc. and use VR more extensively	Jane/Claire	Competition entry fees(First Lego league and Robocup \$650), relief, robotic sensors for RoboCup(\$200), Solar car replacement parts \$50 VR subscription (\$590)	Number of comps entered and the outcome Number of students who achieved a C grade for STEM or Robotics (S2)
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	Increase number of cross-curricular activities Develop a common design brief across learning areas/common language Attend at least 1 STEAM focussed PL and one Robotics to upskill teachers	Ongoing: HASS/Science cross-curricular New: each term write-up learning content early for planning in H4, use CANVA with Claire	Jane/Caryn/Marty	Planning time Source relevant PL with STEAM/technology/cross-curricular focus (water filter materials \$80)	Number of cross-curricular activities per term Design brief complete PL attended
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Increase number of connections/partnerships with local industry and individuals when relevant to curriculum e.g., NAIDOC week, water cross-curricular activities etc.	Ongoing: keep current partnerships/connections with CSIRO Scientists in Schools and Energy Club New: Pop-up shop inclusion, shire	Jane/Claire	Cricut New laser cutting equipment, consumables(laser upgrade and circuit machine \$3459(Number of connections made (S2)

2023 OPERATIONAL PLAN:
K/P Technology
Manager: Peta Crowhurst

Cost Centre D6015		School Funding \$2216 shared all LAs	C&C \$1584 shared all LAs	Relief Salaries \$ 621.57	PL Costs \$
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	Maintain the 85% of satisfactory or above achieved in the Report Data. All classes to participate in semester STEAM project. Use D&T rubric for common assessment purposes.	Ongoing: Explicitly teach and use the technology process of investigate, design, produce and evaluate across all learning areas. Model the use of subject specific vocabulary and encourage students to use same in their self-reflections. All classes to participate in semester STEAM project and have a shared afternoon to reflect on results New: Revisit NQS plan.	Teachers EA's	Consumables \$300 STEAM teaching resources (books, building equipment, coding resources etc.) \$300	Block assessments using moderation tasks Report Data Self-reflection (Tier 2 vocabulary) Checklists
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	PL Staff on philosophy, resources and using "Loose Parts" for creative play and STEAM activities.	Ongoing: Common planning time provided at staff meetings/Team meetings. Share strategies for success and showcase STEAM challenges. New: Workshop all staff on the setting up and use of "Loose Parts". Increase staff capacity to use "Inquisitive" as a resource. Technology PL 1 day relief	Teachers EA's	Staff PL "Loose parts" \$250 Inquisitive Carpentry and Tinkering Tools \$100	Team Meetings Peer Moderation Student Reflections
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Involve more parents/community members in STEAM learning opportunities.	Ongoing: Involve students in community projects e.g., Shire Christmas decorations. New: Involve community members in creating and resourcing our loose parts resources Invite parents/community members into the classroom.	Teachers EA's	Local Displays Open Night Newsletters Parent and Community members	Student reflections Parent Feedback

2023 OPERATIONAL PLAN: 7-12 D & T Manager- Martin Downes

Cost Centre D5430		School Funding \$18842	C&C 3708\$	Relief Salaries \$1245	PL Costs \$ TBC
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 <i>SUCCESS FOR OUR STUDENTS.</i>	Keep existing projects that are successful and continue to develop new projects to engage students. Source viable repairer for 3d printer. Continue to use and maintain. Maintain and replace tools as required. Sharpen and recondition chisels, planes and tenon saws. Identify EST topics and target core work and preparation to suit.	Ongoing: existing projects, Targeted EST preparation New: new projects, outsource tool sharpening	M.Downes	New texts-\$350 Materials- \$13500 (inc freight) (material costs continue to increase and availability becoming difficult.) Ind gases- \$1650 Consumables- \$5500 Replace and upgrade safety equipment- \$750 New cordless tools - \$1250 New hand tools - \$550 Sharpening- \$650	Providing evidence of positive student engagement at school through SIS and student report data.(Sem 1 and 2 reports) Emphasise student self-reflection and self-assessment using PBS language, in student assessments. (ongoing) All students to complete SOP test for relevant machinery.(as needed before they use each machine for the first time this year)
FOCUS AREA 2 <i>CAPACITY BUILDING FOR QUALITY TEACHING.</i>	Source relevant PD early in term 1 and plan early. Continue to engage with professional associations, colleagues and connect pages to source latest safety information and knowledge in Design and Technology. Students to complete SWP for all machines prior to use	Ongoing: STEM common design brief. Networking with schools in the Midwest. Enhance professional knowledge and skill base through; work shadowing experienced D & T teacher, DATA conference, WA Blacksmithing association, TAFE short course New: Networking with new schools outside the Midwest.	M.Downes	Texts, drawing aids, PD opportunities Connect networks. Teacher relief 2 days @ 621.57 = \$1245	SCSA moderation (T2) Work Shadowing Exp D&T teacher. (TBC) Ongoing networks with DT connect pages and teachers. PL enhancing technical skills-specifically forging. New projects, techniques and or modification of existing. (ongoing)
FOCUS AREA 3 <i>COMMUNITY CONNECTIONS.</i>	Yr 11/12 to access all planning work through connect. Seek out new school and community projects. Highlight student work at open night and secondary expo night.	Ongoing: Use of connect to communicate with students and parents. Open night, secondary expo, social media, Community Xmas projects New: Seek new community projects, Harmony Day and NAIDOC day activities.	M.Downes	Open night Curriculum night NAIDOC, Community Xmas projects and Harmony Day activities	Success of display and competition items Student, community and parent feedback. (ongoing)

2023 OPERATIONAL PLAN: Year 7-10 Home Economics Manager-Caryn Stokes

Cost Centre D5415		School Funding \$12 217	C&C \$1403	Relief Salaries \$1243.14	PL Costs \$300
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	Regularly upgrade equipment. Develop a common design brief for cross curricular projects Implement new cross curricular projects between HE, STEAM, Dance as decided upon in first team meeting Dedicate team meeting term 1 to planning cross curricular and project-based projects - Leave on whiteboard in H4	New: Upgrade microwave ovens STEM and Home Ec develop common Cross curricular yr 7/8 STEAM, Home Economics, Art and Photography textiles project Term 3. Cross curricular Dance, STEAM and Cottage crafts recycled/repurposed sustainable dance costume project Ongoing: Use evidence based whole school approaches to progress improving student literacy Incr STEAM - Food Specialisations, Textiles Technology Incr sustainability - Food Specialisations: Horticulture Produce - Textiles Tech: Recycle projects and reusable textiles resources Increased project-based Ent projects Cross curricular STEAM, Home Economics, Art and Photography recycled textiles project Term 3.	C. Stokes C. Stokes & J. Ganfield Caryn Stokes, Jane Ganfield, Rhiannon Downes, Kat Crudeli Caryn Stokes, Yvonne Jenkins Secondary team	\$1000.00 Time during team meeting term 1 English minimum standards feedback sheet C&C Home Ec \$1403 C&C Hospitality \$324 Replacement microwave ovens \$1000.00 Team meeting term 1	Safe work practices Common design brief developed by end term 1 to be completed for implementation in term 2 Literacy 5% of Design Brief tasks Sem 1 Literacy 5% of Design Brief tasks Sem 2 All yr7&8 students achieve C grade or higher in -Food Specialisations 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 Technology. Sem 2 All yr9&10 Hospitality students achieve C grade or higher. Sem 2
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	Implement common design brief Attend STEM Home EC PL /Training opportunities	New: Develop design brief at team meeting Ongoing: Attend STEM Home EC PL /Training opportunities	C. Stokes & J. Ganfield C. Stokes	Team meetings 2 days TR \$1243.14 PL \$300	Common Design Brief used in all Home Ec classes Term 2 Attend STEM/H Ec PL
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Increase cross-curricular STEAM activities and target project-based learning tasks to include cottage crafts Increase students cooked produce gifted to others in the community e.g., Blake House Christmas Cooking Project	New: Approach local community groups to keep recyclable materials during rubbish collections for cross curricular projects e.g., Girl Guides, 7 Mile Clean-up (and/or join in) Ongoing: Blake House, 1 st Aid course, community events Broaden sale of student Enterprise STEM projects to include S of I tourist Centre, Pop Up Shop.	C Stokes Sec Team	Community donated textiles for recycling. Horticulture garden produce.	All yr 7&8 Textiles complete a cross curricular recycled textiles project. Sem 2

2023 OPERATIONAL PLAN: Year 7-10 Technology Manager- Claire Butler

Cost Centre D5410		School Funding \$1464	C&C \$336	Relief Salaries \$1993.14	PL Costs \$1243.14
FOCUS AREAS	2023 TARGETS for Improvement	STRATEGIES to achieve Targets	RESPONSIBILITIES	RESOURCES	MONITORING/DATA
FOCUS AREA 1 SUCCESS FOR OUR STUDENTS.	Match or exceed like schools in NAPLAN reading and writing.	Ongoing: Use of online NAPLAN and OLNA practice for all year groups.	C Butler	NAPLAN and OLNA online practice tests	NAPLAN Data (Sem 1)
	Increased % of students achieving OLNA category 3.	New: Students required to edit work on a regular basis when completing activities that include writing	C Butler	Typing Club Timed typing Editing word documents	OLNA Data (Sem 2)
	Improved student results in the matrix area of "Respect"	Complete parts of the YES Project to improve self-respect and care and therefore respect to others.	C Butler	YES, Project Resources	Time for typing words (Sem 1) Before and after student surveys (Term 2)
FOCUS AREA 2 CAPACITY BUILDING FOR QUALITY TEACHING.	Improve knowledge in STEM and Digital Technologies	Ongoing: Relevant PD Regular reference to Digital Tech Hub	C Butler	PD	PD Completion (Term 2/3)
	Maintain high level of STEAM activities including cross curricular projects.	Use of GROK Annual Competitions	C Butler	GROK Dig Tech Hub Other online platforms Gamechanger resources	GROK Unit completion (Sem 1 and Sem 2) Gamechanger results (Sem 2)
		New: Gamechanger Awards Computer Game Creating Challenge Cross Curriculum Project as completed in 2020	C Butler Jane Ganfield All staff	STEM Resources: WA Ed Dept	STEM Project students' completion data (TBA)
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Increase in industry and community partnerships.	Ongoing: Use of industry related applications	C Butler C Stokes	Word, Excel, Access, Canva Smart moves	Quality of assignments submitted by students (All year)
	Inclusion of indigenous activities in the Digital Technology Curriculum.	New: Use of Indigenous Digital Inclusion Plan to improve relevance of activities to indigenous students	C Butler	Indigenous Digital Inclusion Plan	Indigenous Digital Inclusion Plan use and what was implemented
	Increase the use of CONNECT with parents.	All marks entered on CONNECT for parent access	C Butler	CONNECT Marks Book	Data on CONNECT about parent and student accessing (All year)

Dongara District High School					
2023 Budget					
Revenue		Cash Amount		Budgeted General Fund	
Description					
<u>SCF Allocation</u>		\$470,210.00		\$666,431.00	Budgeted Revenue
<u>Student Allowances (GV revenue)</u>		\$4,930.00		\$626,690.00	Budgeted Expenditure
<u>Voluntary Contributions</u>		\$16,240.00		\$39,741.00	Balance of General Fund
<u>Charges and Fees</u>		\$28,853.00		6%	Balance of General Fund %
<u>Fees from Facilities Hire</u>		\$ -		Finance committee approval date: 14.3.23	
<u>Fundraising/Donations/Sponsorships</u>		\$3,757.00			
<u>Commonwealth Govt Revenues</u>		\$ -		School Board noted date: 28.3.23	
<u>Other State Govt/Local Govt Revenues</u>		\$ -			
<u>Rev from CO, REO and Other Schools</u>		\$ -			
<u>Other Revenues</u>		\$8,300.00			
<u>Transfer from Reserve or DGR</u>		\$ -			
<u>Residential Accommodation</u>		\$ -			
<u>Farm Revenue (Ag & Farm Schools Only)</u>		\$ -			
<u>Camp School Fees (Broome Camp School Only)</u>		\$ -			
<u>Cash Carry Forward (YYYY)</u>		\$134,141.00			
Total Anticipated Locally Raised Revenue and Cash Carry Forward		\$191,291.00			
Total Anticipated Revenue		\$666,431.00			
Account Descriptions		Previous Year Expenditure		Budgeted Expenditure	
Code	Description	YTD Actual	Budget	Cash Budget Expenditure	Comments
		\$677,755	\$776,875	\$626,690.00	
D1005	Administration	\$2,046	\$3,400	\$3,000.00	
D1010	Public Relations	\$4,178	\$4,387	\$1,200.00	\$980.00 Website
D1015	Miscellaneous	\$831	\$356	\$200.00	
D1025	Staff Expenses	\$2,298	\$2,500	\$2,500.00	Include Tea & Coffee
D1040	Photocopier/Printer Paper	\$2,915	\$4,000	\$3,500.00	
D1045	Computer Ink	\$1,456	\$2,600	\$1,500.00	
D1077	EFTPOS Merchant Fees	\$479	\$550	\$500.00	
D1085	Entertainment (FBT) Employees	\$0	\$0		
D1086	Entertainment Non-Employees	\$0	\$0		

D1087	Bank Fees and Charges	\$43	\$5	\$5.00	
D1089	Credit Card Surcharge	\$1	\$0	\$2.00	
D1091	Courier/Freight	\$1,436	\$2,500	\$2,000.00	
D1122	State Fleet Lease Payments	\$2,893	\$3,000	\$3,000.00	
D1155	Postage	\$2,214	\$2,500	\$2,500.00	
D1253	Telco School Payments via CO - Mobi	\$475	\$522	\$500.00	
D1305	Electricity	\$70,602	\$65,000	\$71,000.00	
D1415	Gas Cylinder-not teaching/learning	\$283	\$319	\$300.00	
D1455	Water	\$72,442	\$68,000	\$73,000.00	
D1475	Rubbish Removal	\$12,869	\$15,000	\$15,000.00	
D1505	Gardening	\$9,405	\$9,500	\$4,800.00	
D1510	Cleaning	\$22,269	\$28,258	\$20,000.00	
D1610	Building Maintenance	\$137	\$2,000	na	t/fer to minor works
D1615	Photocopier Service Agreement	\$24,199	\$24,000	\$25,000.00	
D1620	IT Maint./Support/Licenses	\$9,802	\$10,700	\$10,700.00	Includes Disposal \$700
D1625	Motor Vehicle Expenses/Licenses	\$780	\$1,000	\$1,000.00	
D1630	Equipment Repairs	\$1,560	\$2,000	\$2,000.00	
D1640	Design & Technology Repairs	\$0	\$500	\$2,000.00	
D1686	Minor Works	\$1,809	\$3,000	\$40,000.00	Includes new keys \$36000
D1687	Routine Maintenance	\$12,973	\$14,000	\$14,000.00	Includes Oval \$9000
D1688	Preventative Maintenance	\$0	\$0	\$2,000.00	
D1695	Faults Management - Dept of Finance	\$69,751	\$59,595	\$40,899.00	
D1696	Faults Management Other Contractors	\$2,880	\$5,000	\$5,000.00	
D1701	Buildings (including outbuildings)	\$76,994	\$83,000		
D2105	Administration Equipment > \$5000	\$0	\$0		
D2115	Plant & Equipment > \$5000	\$5,318	\$5,319		
D2491	Admin Equipment < \$5000	\$5,115	\$6,575	\$2,000.00	
D2505	Computer Equipment (under \$5000)	\$19,153	\$25,000	\$3,000.00	
D2510	Furniture & Fittings (under \$5000)	\$555	\$1,000	\$1,000.00	
D2520	Equipment (under \$5000)	\$7,164	\$7,518	\$2,000.00	
D2525	Science Room Consumables	\$0	\$25,000	\$25,000.00	
D2605	Medical Supplies	\$430	\$700	\$500.00	
D2615	Student Council	\$0	\$0		
D2650	Chaplaincy - Contract	\$9,819	\$29,858	\$43,980.00	C/over 20039 plus 20280 Taken \$8271 Community Donations
D2651	Chaplaincy - Other Expenses	\$0	\$100	\$100.00	
D2705	Prof. Learning - Catering	\$708	\$400	\$700.00	
D2710	Professional Learning Cont.	\$9,390	\$10,000	\$30,000.00	\$20000 Preschool Reform
D2748	PLIS Public School Professional Dev	\$0	\$1,000	\$1,000.00	
D2855	Kilometrage	\$0	\$500	\$500.00	
D3005	Bookshop	\$3,561	\$6,977	\$4,500.00	
D3405	Library Books	\$4,343	\$4,416	\$2,500.00	
D3410	Library - Consumables	\$1,415	\$1,400	\$1,490.00	
D3415	Library Support	\$2,730	\$2,730	\$2,730.00	
D4601	Secondary Voluntary Cont. Refund	\$0	\$0		
D4602	Primary Vol Contributions Refund	\$0	\$0		
D4603	Refund Pre-Primary Voluntary Cont	\$0	\$0		
D4604	Kindy Vol Contributions Refund	\$0	\$0		
D4606	Refund Y11-12 Course/Subject Charge	\$0	\$0		
D4607	Refund PP-Y12-Personal Items/Other	\$0	\$0		
D4615	Refund - PP-Y12 Vol Approved Request	\$0	\$0		
D4625	Refund - K - Extra Cost Opt. Charges	\$0	\$0		

D4626	Refund - PP-Y6 - Extra Cost Opt. Ch	\$307	\$0		
D4627	Refund - Y7-10 Extra Cost Opt. Char	\$2,050	\$2,050		
D4628	Refund - Y11-12 Extra Cost Opt. Cha	\$0	\$0		
D4629	Refund -K- Vol. Approved Req. Other	\$0	\$0		
D4632	Refund -K- Personal Items/Other Ser	\$0	\$0		
D4806	Refund Other	\$0	\$0		
D4845	Refund of Clothing Allow received S	\$0	\$0		
D4902	Student Shirts	\$900	\$900		
D4904	Parent Tickets	\$4,305	\$4,571		
D4905	Presentation Night	\$1,117	\$2,750	\$1,127.00	2022 \$127
D4906	Leavers Presentation	\$1,245	\$1,364	\$250.00	
D4999	GST Rounding	\$2	\$2	\$2.00	
D5005	English K-Y6	\$4,114	\$4,725	\$4,170.00	2022 \$170
D5015	English Y7-12	\$685	\$1,940	\$1,700.00	
D5105	Mathematics Y1-6	\$1,348	\$2,750	\$1,334.00	2022 \$34
D5110	DNU	\$0	\$0		
D5115	Mathematics Y7-12	\$2,803	\$4,000	\$2,536.00	2022 \$36
D5205	HASS Y1-6	\$1,812	\$1,950	\$1,105.00	
D5215	HASS Y7-10	\$29	\$1,000	\$691.00	
D5305	Science Y1-6	\$1,003	\$1,340	\$1,605.00	
D5306	Science Y7-12	\$2,855	\$3,500	\$4,300.00	
D5307	Horticulture & Environment K-Y10	\$5,103	\$6,300	\$4,798.00	2022 \$198
D5410	Information Technology	\$1,745	\$1,800	\$1,800.00	
D5415	Home Economics	\$20,135	\$20,170	\$13,000.00	
D5420	Design Technology Y1-6	\$1,249	\$1,500		Join with D5440
D5430	Design Technology Y7-12	\$22,048	\$21,850	\$22,550.00	
D5431	Design Technology - Industrial Gas	\$741	\$1,550	\$1,650.00	
D5440	STEAM K-6	\$2,236	\$3,000	\$4,651.00	2022 \$51
D5450	STEAM Y7-12	\$5,890	\$6,065	\$4,000.00	
D5505	LOTE - Indonesian	\$1,008	\$1,840	\$600.00	
D5605	Phys Ed/Health Ed	\$12,062	\$11,961	\$14,000.00	
D5615	Outdoor Education	\$9,593	\$10,500	\$9,000.00	
D5705	Visual Arts	\$4,064	\$4,000	\$4,000.00	
D5706	Photography	\$71	\$954	\$500.00	
D5710	Dance	\$5,491	\$6,000	\$5,386.00	
D5715	Music	\$4,847	\$5,296	\$4,500.00	
D5720	Drama	\$0	\$162	\$1,200.00	
D5905	VET / Hospitality	\$11,090	\$12,945	\$10,500.00	
D6005	Kindy - Tapscott (A1)	\$444	\$453	\$216.00	D6136 E4 Dixon 19x\$18x60%
D6010	PP - Crowhurst/Hall (A3)	\$430	\$478	\$248.00	A3 Crowhurst/Tapscott 23
D6011	K-PP - O'Brien/Innes (A2)	\$484	\$504	\$227.00	A2 O'Brien/Innis 21 2022 22
D6015	K-P Learning Area	\$5,987	\$5,907	\$3,800.00	
D6105	General Stock	\$4,053	\$5,000	\$4,000.00	
D6120	Year 1 - Spencer/Griggs (B2)	\$248	\$227	\$173.00	D6120 B1 Watson/Dennis 16
D6121	Year 1/2 - Watson/Dennis (B1)	\$148	\$227	\$195.00	D 6121 B2 Griggs/Dennis 18
D6125	Year 2/3 - Wellstead/Forsyth (B4)	\$238	\$227	\$216.00	D6125 B3 Spencer 20 2022 \$32
D6126	Year 3 - Dawn Cullen (D4)	\$224	\$312	\$205.00	D 6126 D3 Thuijs/Dennis 19
D6127	Year 3/4 - Montana Owen (C2)	\$196	\$216	\$195.00	D6127 D4 Ellery/Elder Thies 18
D6131	Year 4/5 Tapscott/Fisher (C1)	\$196	\$292	\$205.00	D6131 C2 Cullen 19
D6133	Year 5 - Pereira/Bedford (E2)	\$279	\$281	\$227.00	D 6133 C1 Tapscott/Fisher 21
D6134	Year 5/6 - Mark/Elder-Thies (E3)	\$251	\$281	\$248.00	D6134 E2 Periera/Bedford 23 2022 45.00

D6135	Year 6 - Owen/Elder-Thies (E4)	\$320	\$302	\$216.00	D6135 E3 Mark/Elder Thies 20
D6140	Ed Support Consumables	\$20	\$200	\$200.00	
D6145	Subject Competitions & Workshops	\$440	\$1,425		
D6220	Health & Wellbeing K - 12	\$4,551	\$5,000	\$6,000.00	2022 \$119
D6225	SAER	\$628	\$1,000	\$1,000.00	
D6226	Aboriginal Education	\$363	\$1,200	\$1,000.00	
D6230	PALS	\$2,417	\$4,100	\$1,683.00	\$1683 C/over
D6235	Sustainability	\$364	\$1,000	\$636.00	c/over
D6236	CMIS	\$1,066	\$1,100	\$1,100.00	SSEND
D6240	SIDE	\$645	\$619	\$934.00	
D6250	STEM Enterprise Schools	\$1,582	\$1,582		
D6505	VET Enterprises	\$0	\$0		
D6602	Yr 6 Camp	\$21,001	\$21,372		
D6603	Secondary Camp	\$0	\$0		
D6604	Dance Productions / Yoh Fest	\$1,124	\$1,044		
D6606	Swimming Lessons	\$6,000	\$4,820	\$4,400.00	
D6607	Country Week	\$5,609	\$5,598		
D6608	Excursions/Incursions	\$3,443	\$7,316	\$9,305.00	2022 \$2220
D6609	Performances	\$0	\$6,355		
D6611	Outdoor Ed Camp	\$2,837	\$3,517		
D6612	PP-Yr 6 Enterprises	\$0	\$0		
D6613	PEAC	\$500	\$500	\$1,000.00	
D8965	Payments to Broome Camp School	\$0	\$0		
D9005	Admin Servers Reserve Transfer	\$0	\$0		
D9310	Kiln Replacement Reserve t/fer	\$0	\$0		
D9315	D & T Equipment Reserve Transfer	\$0	\$0		
D9555	Playground Equipment Transfer	\$0	\$0		
D9610	Science Equip Resource Reserve T/f	\$0	\$0		
D9615	Office Equip. Resource T/fer Res.	\$0	\$0		
D9622	Cleaning Equipment T/fer Res.	\$0	\$0		
D9625	D & T Equipment Resource Res T/fer	\$0	\$0		
D9630	Home Economics Resource Res T/fer	\$0	\$0		
D9635	Technology Resource Reserve Tf	\$0	\$0		
D9640	Music Resource Reserve T/fer	\$0	\$0		
D9645	Photocopier Res. Reserve T/fer	\$0	\$0		
D9650	Furniture & Fittings Res. Res. T/f	\$0	\$0		
D9655	Gardening Equip Resource Reserve	\$0	\$0		
D9665	Audio Visual Resource Res. T/fer	\$0	\$0		
D9670	Grounds & Buildings/Shade Sails	\$0	\$0		
D9675	Phys Ed Transfer Reserve	\$0	\$0		
D9905	Admin Photocopier Transfer Reserve	\$0	\$0		

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
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
HIT	High Impact Teaching
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
SAKG	Stephanie Alexander Kitchen Garden
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 DISTRICT HIGH SCHOOL



WHOLE SCHOOL LITERACY PLAN 2023

DONGARA DISTRICT HIGH SCHOOL BELIEFS ABOUT LITERACY K-12

Learning	<p>Learning programs recognise that:</p> <ul style="list-style-type: none"> • children learn at different rates and in different ways and that all children can learn. • 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 • children learn through exposure to a variety of teaching methods and classroom organisation • student engagement is essential to student achievement
Instruction	<p>The organisation of programs for effective literacy instruction should:</p> <ul style="list-style-type: none"> • expose children to a variety of high impact teaching strategies • be delivered using a gradual release of responsibility model • employ full participation strategies • use learning intentions and success criteria • provide daily opportunities to learn, practice and apply their literacy skills through full participation and regular, spaced practice • provide opportunities to learn literacy skills at the word level, sentence level and whole text level • involve hands on, multi-sensory experiences (play based learning) • encourage children to experiment and problem solve and make decisions • expose children to a variety of texts • provide challenging, integrated experiences in listening, speaking, reading, writing and viewing • develop the use of language as a tool for learning across the curriculum • build the knowledge and skills to effectively draw on and use literacy strategies • develop awareness of and ability to code switch, matching language to purpose and audience • Use explicit teaching strategies to target learning
Assessment	<ul style="list-style-type: none"> • Teachers observe and collect data on the key outcomes of English. • Diagnostic assessment should drive instruction. • Judgements should be based on the full extent and range of the outcome. ie. Not based on one work sample • Assessment should make a positive contribution to student learning • A variety of instruments/methods should be used. • Children need to be involved in self-monitoring and goal setting. • Students will be provided with explicit feedback to plan for improvement.
Reporting	<ul style="list-style-type: none"> • Should be meaningful to children, parents, and other education professionals. • Be concerned with effort and progress as well as achievement. • Be aligned to the CAR policy. • Have enough detail that progress can be seen to have been made from one semester to the next.
Collaborative team-Parent & Community relationships	<ul style="list-style-type: none"> • 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. • Link parents and families to appropriate community services. • Provide a welcoming, safe, communicative school environment to encourage parent involvement.

WA Curriculum 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

PRIORITIES AND TARGETS 2023

Targets identified from analysis of student performance data.	Whole School English Focus Strategies for Improvement	Key assessment and recording strategies.
<p>ENGLISH</p> <p>School level targets:</p> <p><i>More students will show good or higher progress in writing.</i></p> <p><i>More students will show good or higher progress in spelling.</i></p>	<ul style="list-style-type: none"> Teachers will implement Seven Steps to Writing Success as a whole school approach to Writing. Ensure all Phonological Awareness programs and assessments meet the requirements of the Phonics Initiative. Synthetic Phonics scope and sequences to be developed in ECE Teachers will implement Sounds-Write Strategies as a whole school approach to Reading, Spelling and Writing. Data will inform planning to meet individual student needs. <ul style="list-style-type: none"> -Effectively translate assessment information into focussed instruction using NAPLAN, On Entry, Brightpath, whole school and classroom data. Use research based best practice including <ul style="list-style-type: none"> -Gradual release of responsibility model -Use of full participation strategies across the school -Use of spaced practice to assist students with encoding information into long term memory -Learning intentions and success criteria -Explicit teaching -High impact teaching strategies Improve the range and effectiveness of strategies used to <u>differentiate</u> the curriculum Provide students with the opportunity to practice independent, 'unassisted' writing under test conditions – including regular use of computers for typing. 	<ul style="list-style-type: none"> Online Entry PP SOCS MPAST Decodable reading assessments WAMSE NAPLAN OLNA Synthetic phonics Scope and Sequence Secondary Course Outlines

SAER STUDENTS

Beliefs about SAER:	Key Instructional Strategies for SAER Students	Identification and Key Assessment
<ul style="list-style-type: none"> • Every child has the potential to learn & experience success • Children develop and learn at different rates and in different ways • Children learn best in a positive, caring, and risk-taking environment • Children learn best through modeling, sharing and guided practice (gradual release of responsibility model) 	<ul style="list-style-type: none"> • Development of oral language • Explicit teaching of Phonological Awareness skills • Explicitly teach phonics skills following a structured and sequenced program- Sounds-Write • Environmental print to support students • Programs and experiences for extension • Using Inclusive Schooling support • EA support and targeted intervention programs to address IEP's • Regular, spaced practice to master new skills and encode information into their long-term memory 	<ul style="list-style-type: none"> • Heggerty program – K/PP • Let's Decode program 1-2 • Recording-MPAST – PP-2 • Decodable and diagnostic reading assessments • IEPs • Use Inclusive Schooling support • Use of ARRAs to track student achievement and intervention.

DONGARA DISTRICT HIGH SCHOOL ENGLISH 2023

Writing

Whole School Agreements	Strategies, support, and Resources	Monitoring and Assessment
<p><i>Primary Agreements</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> All teachers of English will attend the Seven Steps to Writing Success PL and use the strategies and craft techniques to develop authorial writing skills. <input type="checkbox"/> All primary teachers will follow the spaced practice for genre schedule <input type="checkbox"/> All primary teachers to follow the Synthetic phonics Sounds-Write phonics sequence <input type="checkbox"/> All teachers to develop tier 2 and 3 vocabularies across the curriculum. <input type="checkbox"/> All teachers of English will follow the WSLP assessment schedule and provide the relevant data. <p><i>Secondary Agreements</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> English teachers will attend the PL and use the Seven Steps to Writing Success strategies and craft techniques to develop authorial writing skills. <input type="checkbox"/> All teachers to develop tier 2 and 3 	<ul style="list-style-type: none"> <input type="checkbox"/> Seven Steps PL <input type="checkbox"/> Seven Steps to writing success website https://www.sevenstepswriting.com/ and resources <input type="checkbox"/> Modelling and coaching opportunities <input type="checkbox"/> Literacy Co-ordinator and EA literacy support <input type="checkbox"/> Sounds-Write PL and resources <input type="checkbox"/> Using the WS marking format- to provide consistency for students <ul style="list-style-type: none"> <input type="checkbox"/> English – Literacy Marking key / Assignment Cover sheet to be used with all formal assessments <input type="checkbox"/> English teachers to provide support in PEEL paragraphing writing and assessment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom walk throughs <input type="checkbox"/> Evidence through student work samples and planning <input type="checkbox"/> Brightpath moderation and progress reports <input type="checkbox"/> Sounds-Write phonics assessments <input type="checkbox"/> Moderation <ul style="list-style-type: none"> <input type="checkbox"/> Feedback provided to students through the Literacy marking key / Assignment Cover sheet on all assessments across all subject areas. <input type="checkbox"/> Evaluate the PEEL paragraph structure across all learning areas.

vocabularies within their learning area. <input type="checkbox"/> All secondary teachers will support minimal Literacy expectations across learning areas. <input type="checkbox"/> All staff to explicitly teach the PEEL paragraph structure within their learning area.		
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Reading

Whole School Agreements	Strategies, Support and Resources	Monitoring and Assessment
<i>Primary Agreements</i> <input type="checkbox"/> All primary teachers to follow the Sounds-Write phonics sequence <input type="checkbox"/> Teachers will use decodable readers to support the teaching sequence. <input type="checkbox"/> Teachers will regularly assess, provide feedback, and record student reading levels <input type="checkbox"/> Students will be provided with daily reading opportunities through a variety of experiences <i>Secondary Agreements</i> <input type="checkbox"/> Tier 2 intervention to target reading skills of SAER students	<input type="checkbox"/> Students to use decodable texts until reading fluency is established within extended code. <input type="checkbox"/> EA Literacy support – working with tier 2 intervention groups (PA and reading fluency) <input type="checkbox"/> Use a variety of daily reading experiences including- Silent reading, paired/ partner reading, guided reading, independent reading, shared reading <input type="checkbox"/> Purchasing of cross-curriculum reading resources <input type="checkbox"/> Differentiated and engaging texts <input type="checkbox"/> Variety of reading experiences, including the use of e-pens and technology devices to support struggling readers. <input type="checkbox"/> Students will be provided with daily reading opportunities through a variety of experiences across all learning areas	<input type="checkbox"/> Classroom walk throughs <input type="checkbox"/> Decodable assessments used until established in extended code level, then PM Benchmarking to level 30 or year 6 <input type="checkbox"/> DIBELS Reading comprehension assessment yr 2 to 6 <input type="checkbox"/> SAER – Decodable reading assessments <input type="checkbox"/> DIBELS reading comprehension assessment – yr 7-10

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

Supporting Documents: Whole School English Planning- 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 2023 -
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



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 – Writing and Seven Steps [S:\AdminShared\All Staff\250 Curriculum\254 English\English\Whole School Literacy Plan\2022\Writing and genre 7 steps focus and exposure plan 2022.docx](#)
- 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](#)
- PEEL resources [S:\AdminShared\All Staff\250 Curriculum\254 English\English\PEEL resources](#)
- Full Participation principles and strategies [Full Participation Poster 2021.pdf](#)
- Morphology scope and sequence example (from Science of Reading) - [S:\AdminShared\All Staff\250 Curriculum\254 English\English\Spelling\RSiS-Morphology-Scope-and-Sequence.pdf](#)
- Reading Assessment and intervention Roadmap [..\AAssessment\Reading\DDHS Assessment roadmap with intervention.docx](#)



Dongara DHS Aboriginal Cultural Framework



Standard	Continuum	Strategies for Improvement 2023
Relationships Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families and the local Aboriginal community.	Developing	<ul style="list-style-type: none"> Strategies to foster engagement. Conduct community consultation. AIEO gathering positive information about students to share with families during home visits Consultation and collaboration with Aboriginal parents and community members through Aboriginal parent meetings Encourage/invite community members to attend NAIDOC preparation and experiences Identify and promote leadership opportunities for Aboriginal students. (e.g., involve in NAIDOC preparation and events) Form a local /town group to promote and assist with community links for Naidoc and other activities to promote culture. Offsite meeting/ excursions and Buddy school. Encourage Aboriginal parents to come once a week for story time.
Leadership Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving educational outcomes for Aboriginal students.	Developing (Capable 2021)	<ul style="list-style-type: none"> Teachers to make personal contact with parents and carers Aboriginal Education Deputy Principal monitor attendance and assist with attendance plans. Continue cultural awareness PL for staff. Participate in Days/ events of significance to Aboriginal people. Continue to encourage Aboriginal students to try for leadership positions.
Teaching Culturally responsive schools have high expectations for Aboriginal students and teach ways that enable them to better reach their full educational potential.	Capable	<ul style="list-style-type: none"> Students to have IEP in English and Maths if working at D grade or below. NAIDOC Week includes a classroom focus on Aboriginal and TSI history and culture Build on Aboriginal content across the curriculum. Sand Drawing Yarning circle
Learning Environment Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.	Developing (Capable 2021)	<ul style="list-style-type: none"> Participation in PALS project 'Fire pit' in 2023. Increase Aboriginal artefacts/ art around the school for cultural immersion. Create a physical environment that is welcoming. Use of garden
Resources Culturally responsive schools target resourcing to optimise the educational outcomes for students.	Capable	<ul style="list-style-type: none"> Increase culturally appropriate resources, texts in the library and for classroom resources. Purchase of AV material to enhance class programs. Support for Aboriginal students – having difficult integrating in mainstream. Bundiyarra Aboriginal Corporation resources

DONGARA DHS WHOLE SCHOOL 2023 ASSESSMENT SCHEDULE

Term	English	Maths	Science	HASS	PE	Health	Technology	Arts	Indonesian	System Primary	System Secondary
Term 1	Wk. 1 Brightpath written cold task 1 Wk. 2 Sounds write -Spelling Wk. 3 PA skills- PAST Yr1 and SAER Wk. 5 Brightpath written cold task 2 Wk. 3-5 PP On Entry testing Yr 7-10 SA Spelling Reading SOCS Speech, Articulation, Semantics, Comprehension	Wk. 4 Peter Westwood Mental Maths 1-10 Scope and Sequence Quarterly check up PP On Entry testing	Wk. 8/9 Inquisitive Biological	Wk. 10 7-10 Task 4 Inquiry	Ongoing Movement and Physical Activity		Wk. 8/9 PP Farm and Family Inquisitive	Wks. 3,6,9 Perf Arts Prac assessments Wks. 4, 8 Theory		WK 7/8 NAPLAN Yrs. 3,5,7,9	OLNA Wk. 6 WK 7/8 NAPLAN Yrs. 3,5,7,9 Senior Secondary Metrics Pathway Planning Week 10 Interim Reports
Term 2	Wk. 4 English EST Wk. 5 Brightpath - written Hot task 1 Wk. 10 PAST PA Yr 1 and SAER Brightpath written Hot task 2	Wk. 6 Brightpath Yrs. 1-6 Jacaranda Assessments 1-10 Scope and Sequence Quarterly check up	Wks. 8/9 PP Inquisitive Physical Science Yr 1-6 Biological & Physical end of term Common Assessment Task	Wk. 4 PP Inquisitive History Year 1-6 History Common Assessment Task	Week 5 Yr1-10 MCJ K PP Gross motor skills checklist	Week 2 Yr1-10 MCJ	Wk. 6 PP STEAM project Inquisitive Ongoing- Knowledge and Understanding Processes and Production Year 1-6 End of term STEAM Project-	Wks. 3,6,9 Perf Arts Prac assessments Wks. 4,8 Theory Wk. 5 Dance Performance assessment Wk. 5 Drama Performance assessment Wks. 7,8,9,10 Dance Stage	Week 3-6 Common Assessment Task	Wk. 6 Reporting to parents	16 th May English General EST 17 th May Maths Essentials EST 23 rd May MDTW EST 24 th May Outdoor Education EST Wk. 6 Reporting to parents

							Design process assessment checklist Year 7-10 Cross Curricula Task	elements Performing Arts-Music Drama, Dance-Common Assessment Task Week 5 1-10 Visual Arts- MCJ			
Term 3	SOCS-explicit language	1-10 Scope and Sequence Quarterly check up K-6 Aust Maths Trust Comp	Wk. 8 PP Inquisitive Chemical Science Yr 1-6 Common Assessment Task		Yr 1-6 Common Assessment Task Week 5 Yr1-10 MCJ		Wk. 6 PP Technologies Inquisitive Wk. 9 PP Inquisitive project Wk. 10 Primary STEAM Project D & T	Wks. 3,6,9 Perf Arts Prac assessments Wks. 4,8 Theory			OLNA Wks. 2/3 Week 10 Interim Reports
Term 4	Wk. 5 Brightpath Written hot task 1 Sounds Write -spelling Wk. 10 PAST PA skills SAER Brightpath written hot task 2 SOCS-Phonological Awareness	Wk. 6 Brightpath Wk. 7 Peter Westwood Mental maths 1-6 Yrs. 1-6 Jacaranda Assessments K/PP Maths diagnostics. 1-10 Scope and Sequence Quarterly check up	Wk. 5/6 PP Inquisitive Earth and Science	Yr 1-6 End of term Common Assessment Task	K PP Gross motor skills checklist Week 5 Yr1-10 MCJ	Week 2 Yr1-10 MCJ	Year 7-10 Cross Curricula Task	Wks. 3,6,9 Perf Arts Prac assessments Wks. 4,8 Theory Week 5 1-10 Visual Arts- MCJ	Week 3-6 Common Assessment Task	Wk. 6 Reporting to parents	Wk. 6 Reporting to parents

DONGARA DISTRICT HIGH SCHOOL - REPORTING TO PARENTS YEARS K-10 2023

	IDENTITY		CONNECTING AND CONTRIBUTING	WELLBEING	LEARNING AND THINKING		COMMUNICATING	
Every year	<ul style="list-style-type: none"> Feels safe, secure, accepted and supported Shows resilience, makes choices and organises self and belongings Shows confidence in their own abilities and displays a positive self-image (S2) Interacts with others with care, empathy and respect 		<ul style="list-style-type: none"> Participates in group activities(S1) Shows respect for differences in others(S2) Shows respect for the environment(S2) 	<ul style="list-style-type: none"> Demonstrates awareness of positive social and emotional wellbeing Demonstrates knowledge and skills for healthy living (S1) Participates in physical movement activities 	<ul style="list-style-type: none"> Demonstrates dispositions, skills and strategies for learning Demonstrates knowledge of counting and patterns Demonstrates knowledge of measurement concepts and simple shapes Collects information, sort & classifies shapes and objects (S2) 		<ul style="list-style-type: none"> Communicates for a range of purposes in Standard Australian English Demonstrates knowledge of sounds in words Listens and responds to a range of texts Demonstrates knowledge of concepts of print and written symbols (S2) Expresses ideas using a range of media – music, art and dance (S2) Explores tools, resources and technologies (S2) 	
PP	ENGLISH	MATHEMATICS	SCIENCE	HASS	THE ARTS	HEALTH & PE	LOTE	TECHNOLOGIES
Every year	<ul style="list-style-type: none"> Reading & Viewing Writing Speaking & Listening 	<ul style="list-style-type: none"> Number & Algebra Measurement & Geometry Statistics & Probability 	<ul style="list-style-type: none"> Biological Science (S1) Physical Science (S1) Chemical Science (S2) Earth and Space Sci (S2) 	<ul style="list-style-type: none"> History (S1) Geography (S2) 	<ul style="list-style-type: none"> Making Responding 	<u>Health Ed</u> <ul style="list-style-type: none"> Personal, Social and Community Health <u>Phys Ed</u> <ul style="list-style-type: none"> Movement & Physical Activity 	NA	<ul style="list-style-type: none"> Knowledge & Understandings (K&U) Processes and production skills (P&P)
Yr 1-2	ENGLISH	MATHEMATICS	SCIENCE	HASS	THE ARTS	HEALTH & PE	LOTE	TECHNOLOGIES
Every year	<ul style="list-style-type: none"> Reading & Viewing Writing Speaking & Listening 	<ul style="list-style-type: none"> Number & Algebra Measurement & Geometry Statistics & Probability (S2) 	<ul style="list-style-type: none"> Biological Science (S1) Physical Science (S1) Chemical Science (S2) Earth and Space Sci (S2) 	<ul style="list-style-type: none"> History (S1) Geography (S2) 	<u>Perf Arts</u> <ul style="list-style-type: none"> Making Responding <u>Visual Art</u> <ul style="list-style-type: none"> Making Responding 	<u>Health Ed</u> <ul style="list-style-type: none"> Personal, Social and Community Health <u>Phys Ed</u> <ul style="list-style-type: none"> Movement and Physical Activity 	(Check if split classes)	<u>D&T</u> <ul style="list-style-type: none"> K & U P & P <u>Digital Tech</u> <ul style="list-style-type: none"> K & U P&P
Yr 3-6	ENGLISH	MATHEMATICS	SCIENCE	HASS	THE ARTS	HEALTH & PE	LOTE	TECHNOLOGIES
Every year	<ul style="list-style-type: none"> Reading & Viewing Writing Speaking & Listening 	<ul style="list-style-type: none"> Number & Algebra Measurement & Geometry Statistics & Probability (S2) 	<ul style="list-style-type: none"> Biological Science (S1) Physical Science (S1) Chemical Science (S2) Earth and Space (S2) 	Year 3- 4 <ul style="list-style-type: none"> History(S1) Geography (S2) Civics & C/ship (S1) Year 5- 6 <ul style="list-style-type: none"> History (S1) Geography (S2) Civics &C/ship (S1) Econ & Bus (S2) 	<u>Performing Arts</u> <ul style="list-style-type: none"> Making Responding <u>Visual Art</u> <ul style="list-style-type: none"> Making Responding 	<u>Health Ed</u> <ul style="list-style-type: none"> Personal, Social and Community Health <u>Phys Ed</u> <ul style="list-style-type: none"> Movement and Physical Activity 	<ul style="list-style-type: none"> Communicating Understanding 	<u>D&T</u> <ul style="list-style-type: none"> K & U P&P <u>Digital Tech</u> <ul style="list-style-type: none"> K & U P&P

Yr 7-10	ENGLISH	MATHEMATICS	SCIENCE	HASS	THE ARTS	HEALTH & PE	LOTE	TECHNOLOGIES
Every year	<ul style="list-style-type: none"> • Reading & Viewing • Writing • Speaking & Listening 	Yr 7& 8 <ul style="list-style-type: none"> • Number & Algebra • Measurement & Geometry (S1) • Statistics & Probability (S2) Yr 9 <ul style="list-style-type: none"> • Number & Algebra • Measurement & Geometry (S1) • Statistics & Probability (S2) Yr 10 <ul style="list-style-type: none"> • Number & Algebra • Measurement & Geometry (S1) • Statistics & Probability (S2) 	Yr 7 & 8 Patch to Plate <ul style="list-style-type: none"> • Biological Science Yr 7 <ul style="list-style-type: none"> • Chemical Science (S1) • Physical Science (S2) • Science Inquiry Skills (S2) • Science as a Human Endeavour (S1) Yr 8 <ul style="list-style-type: none"> • Biological Sci(S1) • Science as a Human Endeavour (S1) • Earth & Space Sci (S2) • Science Inquiry Skills (S2) Yr 9 <ul style="list-style-type: none"> • Chemical Sci(S1) • Science as Human Endeavour (S1) • Physical Sci (S2) • Science Inquiry Skills (S2) • Earth & Space Sciences (S2) Yr 10 <ul style="list-style-type: none"> • Biological Sci (S1) • Science as a Human Endeavour (S2) • Chemical Sci (S1) • Science Inquiry Skills (S1) • Earth & Space (S2) 	Yr 7-10 <ul style="list-style-type: none"> • Geography (S1) • History (S1) • Civics and Citizenship (S2) • Economics and Business (S2) 	Yr 7 & 8 Visual Art, Dance, Drama, Music <ul style="list-style-type: none"> • Making • Responding Yr 9 & 10 Photography <ul style="list-style-type: none"> • Making • Responding 	Yr 7-10 Phys Ed <ul style="list-style-type: none"> • Movement and Physical Activity Yr 7-10 Health & PD <ul style="list-style-type: none"> • Personal and Social Community Health Yr 7 & 8 Specialised PE Basketball <ul style="list-style-type: none"> • Movement and Physical Activity Yr 9/10 Outdoor Ed, & Rec Pursuits <ul style="list-style-type: none"> • Movement and Physical Activity Yr 9 & 10 Career Ed <ul style="list-style-type: none"> • Personal and Social Community Health 	Yr 7 & 8 <ul style="list-style-type: none"> • Communicating • Understanding 	Yr 7-10 D&T <ul style="list-style-type: none"> • K&U Yr 7-10 Info Tech <ul style="list-style-type: none"> • K&U • P&PS Yr 7 -10 Home Ec <ul style="list-style-type: none"> • K&U • P&P Yr 7&8 STEAM <ul style="list-style-type: none"> • K&U • P&P Robotics <ul style="list-style-type: none"> • K&U • P&P

If not specified, all outcomes will be assessed in both Semester 1 and 2