



DoE priority areas of Australian Curriculum / EYLF, Literacy, Numeracy including LiL / LIFT, Respectful Schools, Respectful Relationships and Data Literacy are required reporting areas. (School Support and Expectations 2016)

<b>Priorities</b> (List your 2016 Operational Plan Focus Areas)	<b>Objectives</b> (From 2016 operational plan)	<b>What has been achieved</b>	<b>Data / Evidence</b> (Including assessment against relevant National School Improvement domains)	<b>What this means for 2017</b>																														
<b>Australian Curriculum</b>	Staff and community knowledge and understanding about differentiation will be clearer.  100% of teaching targeted to address individual needs of students.	<ul style="list-style-type: none"> <li>Teaching Staff have completed the differentiation modules through the PLI.</li> <li>Teacher Aide completed first half of differentiation modules.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching practice reflects that all students are capable of learning given the right motivation.</li> <li>All teachers work to ensure that all students are engaged and challenged.</li> <li>Specific intervention is in place for students requiring additional support; speech aide, individual education plans, spelfabet.</li> <li>Standardised assessments tools are used across the school in the areas of literacy and numeracy.</li> <li>100% of identified students have an active Individual Learning Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Engaging and challenging every student is a priority of the school and is evident in every teacher's planning.</li> <li>School Association will be encouraged to share examples of differentiation within the community.</li> <li>LIFT program provides families the opportunity to participate in activities that are differentiated.</li> </ul>																														
<ul style="list-style-type: none"> <li>Literacy</li> </ul>	90% of Grade 3-6 students will be spelling at an age appropriate or above level. (SA Spelling Scale)  90% of Grade 1/2 students will recognise at least 80 of common words. (Magic 100 Words)  NPS will aspire to achieve Statewide mean in NAPLAN reading assessments.	<ul style="list-style-type: none"> <li>Documented spelling scope and sequence across the school.</li> <li>Guided reading operated across the whole school during Term 2 and 3 with community tutors.</li> <li>Home Reading program encouraged across school, specifically in K-2.</li> <li>97% students have shown an improvement in reading using PM levels, but 45% are below benchmark. (63% at the beginning of the year)</li> <li>Natone Primary below Statewide mean in NAPLAN reading assessments.</li> <li>NAPLAN data indicated relative gain growth;                             <ul style="list-style-type: none"> <li>Gr 5 Reading, 100% Medium to High</li> <li>Gr 5 Spelling, 100% Medium to High</li> <li>Gr 3 Reading, 40% Medium</li> <li>Gr 3 Spelling, no data</li> </ul> </li> </ul>	SA Spelling Range – Grade 3-6 (2016) <table border="1" data-bbox="1685 989 1955 1215"> <tr> <td></td> <td>March</td> <td>Nov.</td> </tr> <tr> <td>Critical</td> <td>12%</td> <td>6%</td> </tr> <tr> <td>Low</td> <td>18%</td> <td>18%</td> </tr> <tr> <td>Normal</td> <td>57%</td> <td>70%</td> </tr> <tr> <td>High</td> <td>6%</td> <td>6%</td> </tr> <tr> <td>Absent</td> <td>6%</td> <td></td> </tr> </table> Magic 100 Words Identification – Grade 1/2 <table border="1" data-bbox="1685 1287 1872 1514"> <tr> <td></td> <td>Nov</td> </tr> <tr> <td>0-49</td> <td>62%</td> </tr> <tr> <td>50-79</td> <td>-</td> </tr> <tr> <td>80-99</td> <td>-</td> </tr> <tr> <td>100</td> <td>38%</td> </tr> <tr> <td>Absent</td> <td>-</td> </tr> </table>		March	Nov.	Critical	12%	6%	Low	18%	18%	Normal	57%	70%	High	6%	6%	Absent	6%			Nov	0-49	62%	50-79	-	80-99	-	100	38%	Absent	-	<ul style="list-style-type: none"> <li>Reading data over past four years is showing individual growth. Number of students below benchmark needs close analysis.</li> <li>Continuous improvement in literacy remains a focus.</li> </ul>
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<ul style="list-style-type: none"> <li>Numeracy</li> </ul>	P,1,2 students remain at or above Australian norm. (PAT Maths)  G 3-6 students achieve Australian norm. (PAT Maths)  % of errors associated to application of mathematic skills drops. (24% of errors in 2015 NAPLAN numeracy assessments)	<ul style="list-style-type: none"> <li>Online PAT testing for Grade 1 – 6 (Nov)                             <ul style="list-style-type: none"> <li>71% of students falling between the band range of 105 -124.</li> <li>20% of students above band 125</li> </ul> </li> <li>Unable to locate data using new online system to in relation to Australian norms.</li> <li>69% students gained a C mathematics rating mid-year</li> <li>Natone Primary below Statewide mean in NAPLAN maths assessments.</li> <li>Terminology used for NAPLAN analysis has changed                             <ul style="list-style-type: none"> <li>26% Fluency errors</li> <li>30% Problem solving errors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN data (2016) identifies the following area for focus diagram problems. (Problem Solving and Fluency)</li> <li>NAPLAN data indicated relative gain growth;                             <ul style="list-style-type: none"> <li>75% relative gain high, Gr 5</li> <li>60% relative gain low, Gr 3</li> </ul> </li> </ul> <p>4. Targeted use of school resources                      6. Systematic curriculum delivery                      7. Differentiated Teaching and Learning</p>	<ul style="list-style-type: none"> <li>Increase the number of students being rated a C or above in mathematics.</li> <li>Analyse NAPLAN and PAT data to isolate specific areas of focus for individual students/small groups.</li> </ul>																														



<p><b>Respectful Schools, Respectful Relationships</b></p>	<ul style="list-style-type: none"> <li>90% of Gr 4-6 students will have strategies to build friendships and manage emotions.</li> <li>100% of teaching targeted to address individual needs of students.</li> <li>Every staff member has a Personal Development Plan that includes a feedback goal.</li> </ul>	<ul style="list-style-type: none"> <li>Component 1 of Kidsmatter Training completed.</li> <li>Component 2 of Kidsmatter Training postponed until 2017.</li> <li>Student resilience needs strengthening.</li> <li>Support teacher ensures that class teachers are reviewing IEP's with families regularly.</li> </ul>	<ul style="list-style-type: none"> <li>80% of Gr 4-6 students will have strategies to build friendships and manage emotions.</li> <li>96% students (K-6) feel safe at school. (KidsMatter)</li> <li>98% students (K-6) don't give up, try their best. (KM)</li> <li>75% of teaching staff have completed 8 National Disability Standards Primary Teaching NDA modules.</li> <li>87% of all staff have completed first 3 National Disability Standards modules.</li> <li>100% teaching staff completed the PLI online differentiation model.</li> <li>92% students believe they get useful feedback from teachers about their work.</li> <li>80% students participated in the 'About Me' personal development program.</li> </ul> <p>3. A culture that promotes learning. 4. Targeted use of school resources. 5. An expert teaching team.</p>	<ul style="list-style-type: none"> <li>Complete component 2 of Kidsmatter Training.</li> <li>Implement Positive Detective trial in Term 1.</li> <li>Review feedback focus with staff</li> </ul>												
<p><b>Data Literacy</b></p>	<ul style="list-style-type: none"> <li>95% attendance rate for 2016</li> <li>Assessment data collated through Educational Performance Standards. (EPS)</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers, Principal and SBM following up absences as necessary.</li> <li>Two students (5%) not consistently explaining absences.</li> </ul>	<ul style="list-style-type: none"> <li>94% attendance rate for 2016 (Nov)</li> <li>Low student numbers make some data less useful from a group perspective.</li> </ul> <p>2. Analysis and discussion of data. 8. Effective pedagogical practices.</p>	<ul style="list-style-type: none"> <li>Discussion about school data to be encouraged through the School Association</li> <li>Analyse classroom and PAT data to isolate specific areas of focus for individual students.</li> </ul>												
<p><b>Learning in Families Together (LIFT) Launching into Learning (LiL)</b></p>	<ul style="list-style-type: none"> <li>Modify LiL program to meet community needs.</li> <li>Implement LIFT program             <ul style="list-style-type: none"> <li>Engage families of students and empower them to be active partners in their children's learning with teachers and schools.</li> <li>Provide opportunities for families to build a repertoire of skills so they can support the literacy and numeracy learning of their children.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Staff participated in LIFT training.</li> <li>Community members attended two LIFT training sessions with staff.</li> <li>Two LiL families in 2016, keen to be part of a combined LIFT program.</li> <li>Ten LIFT sessions held for school community (One session a K-6 literacy session).</li> <li>Nineteen water awareness lessons available to LiLs families &amp; K-2 students.</li> <li>Other school community members participated in LIFT sessions</li> </ul>	<p>% of K-2 students who had an adult attend a LIFT session</p> <table border="1" data-bbox="1685 1234 2027 1381"> <thead> <tr> <th></th> <th>K-2</th> <th>LiL</th> </tr> </thead> <tbody> <tr> <td>0 sessions</td> <td>6%</td> <td>-</td> </tr> <tr> <td>1-4 sessions</td> <td>56%</td> <td>50%</td> </tr> <tr> <td>5-9 sessions</td> <td>38%</td> <td>50%</td> </tr> </tbody> </table> <p>3. A culture that promotes learning.</p>		K-2	LiL	0 sessions	6%	-	1-4 sessions	56%	50%	5-9 sessions	38%	50%	<ul style="list-style-type: none"> <li>K-6 session successful, endeavour to host at least one per term in 2017.</li> <li>Continue to trial different LIFT strategies and then survey students and families to identify preferred programs/strategies.</li> <li>Ensure program is sustainable, use some funding in 2017 to purchase staffing</li> </ul>
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<p><b>Community Partnerships</b></p>	<ul style="list-style-type: none"> <li>The school values partnerships with families.</li> <li>The school provides meeting space for local groups.</li> <li>The school maintains a Community Wetlands and Community Tennis Courts.</li> </ul>	<ul style="list-style-type: none"> <li>The School Association has operated with three sub-committees, involving 64% of families and local community members.</li> <li>The School Association has operated as the LIFT advisory group and the Kidsmatter Action Team.</li> </ul>	<ul style="list-style-type: none"> <li>The School Association have reviewed three school policies.</li> <li>The Catering committee have had a successful fundraising year, catering for over 15 events.</li> <li>The Parents and Friends committee have coordinated a successful fair and family get-togethers.</li> <li>The Rural Advisory committee continue to maintain the school farm.</li> <li>The canteen was operated by volunteers one day a week for two terms.</li> </ul> <p>9. School- community partnerships</p>	<ul style="list-style-type: none"> <li>The school community will maintain its positive partnerships with the local community and local schools.</li> <li>School Association will review the current structure of sub-committees.</li> </ul>												