## 2015 Annual Report

### Natone Primary School

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| Australian Curriculum | | • Continued implementation of National Curriculum in line with Departmental requirements. | • 13% of all NAPLAN questions identified as a strength across Grade 3 and 5.  
• 34% of all NAPLAN questions identified as a concern across Grade 3 and 5. | Focus on Geography and History over the past two years will be modified using the new Humanities curriculum. |
| Literacy | Staff to investigate possibilities for a whole school approach to spelling. | • Staff knowledge and understanding of spelling has increased.  
• Literacy leader participated in PLI spelling spaced learning.  
  o Draft scope and sequence developed for Spelling K-6  
• Gr. 3-6 teaching staff participated in the Good Teaching Guide Literacy Workshops  
• Relative gain evident in reading, Gr. 5 NAPLAN. | SA Spelling Range – Grade 3-6  
March: 10% 28% 52% 0% 10%  
Nov: 10% 15% 68% 7% 0%  
Magic 100 Words Identification – Grade 1/2  
0 - 49 50-79 80-99 100 Ab | • K-2 staff will participate in the Good Teaching Guide Literacy Workshops in March 2016.  
• Draft spelling scope and sequence will be shared with community through workshops and newsletter.  
• Identifying spelling errors an identified weakness. (NAPLAN 2014, 2015)  
• Staff will record classroom strategies used in 2016 to expand the spelling scope and sequence to include localised work samples.  
• Guided Reading whole school program will continue. (3rd year) |
| Numeracy | 100% of Grade 3-6 students will be able to identify the key number elements of written problem solving tasks.  
All students will have an age appropriate understanding of place value. | • 100% of Grade 3–6 students able to **verbalsie** the key number elements of a written problem solving task.  
• Opportunities to work in small groups focussing on place value incorporated across school in Term 4, 2015.  
• P,1,2 PAT Maths scores at or above Australian norms.  
• PAT results indicate an overall improvement in the area of number. | Progress Assessment Test – Maths November 2015  
Grade | Numeracy Mean | Australian Norm  
--- | --- | ---  
P | 14.1 | 14.1  
1 | 37.8 | 37.8  
2 | 39.7 | 39.7  
3 | 38.3 | 38.3  
4 | 47.3 | 47.3  
5 | 49.8 | 49.8  
6 | 57.8 | 56.4 | • Internal evaluation of mathematics teaching to occur.  
• Numeracy areas for focus;  
• Application of mathematical skills. (24% of errors in 2013 NAPLAN numeracy assessments)  
• Space – Interpreting positional language  
• Space – Identifying the reflection of a 2D and 3D shape  
• Measurement – Converting digital time to words |
| Respectful Schools – A Whole School Approach to Behaviour | Behaviour management processes to be included in the school handbook and available online. | • Behaviour management outline included in Handbook.  
• Handbook published on School website. | | • Internal and external suspension rates increased in 2015.  
  o 7 playground related  
  o 1 classroom related |
| Respectful Schools Supporting Student Need | Kidsmatter training to be completed. Preparation for implementation in 2016.  
100% of students will have opportunities to develop their physical, emotional and mental well-being. | School Association & Teaching Staff participated in the Kidsmatter training modules in 2014 / 2015.  
Additional Programs provided included;  
K to G. 4 Gross Motor, Lil’s to Gr 2 Swimming Program,  
P to G. 3 Speech Aide, K to G.6 Options, P to G. 6 Life Education, Ditto Program K to 2, About Me Gr 5/6, Kaleidoscope Arts Project K to G. 6 | Students identified strengths (Kidsmatter)  
92% I know how to help a friend who is upset or worried  
92% My teachers encourage me to take on new challenges  
Student identified weaknesses (Kidsmatter)  
67% We get a chance to practise building friendships and managing emotions 69% We learn about making friends and managing our emotions | • Kidsmatter program to be introduced to wider school community.  
• Kidsmatter modules to be integrated into classroom planning. |
| Attendance | No specific target set in 2015. | • Department processes followed. | • Four students (10%) not explaining absences consistently. | |

Please contact the school for additional data in relation to Literacy, Numeracy, Kidsmatter, Parent and Student Surveys. NAPLAN data is available via the My School website.
### Priorities

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| **An Explicit Improvement Agenda**             | **External School Review**  
  • Confirmed that parents and staff felt that the Strategic Plan had been developed in a consultative manner. (ownership)  
  • Identified a focussed and committed staff team  
  • Identified a highly supportive community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | School Strategic Plan needs sharpening – specific measurable goals need to be documented.                                                                                                                                                                                                                                                                                               |
| **Analysis and Discussion of Data**            | **Staff inputting student data.**  
  **Staff having a conversation about data and identifying possible goals.**  
  **Staff modifying classroom programs to support the areas of need as identified by the data.**  
  **Staff checked that spelling data still a concern and a foci for 2016**                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Data continues to be used to inform teaching practise.  
  Community to be informed of how data is used to inform classroom and school learning goals.  
  Future focussed;  
  • Staff identify whole school focus areas for 2017, using data.                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| **A Culture that Promotes Learning**           | **Goal: 85% of parents / guardians will attend face to face meetings (2013 figure dropped to 74%)**  
  **Additional Supports**  
  • Guided Reading Community Help Workshops  
  • Kinder Transition Program and Parent Sessions  
  • 2015 Parent Information Session held in December 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Maintenance                                                                                                                                                                                                                                                                                                              |
| **Targeted use of School Resources**           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Maintenance                                                                                                                                                                                                                                                                                                              |
| **An Expert Teaching Team**                    | **School staff have all identified a goal within their PDP that specifically focuses on feedback.**  
  • Teachers have specifically been asked to identify areas for colleague feedback.  
  • Ancillary staff have been asked to identify a colleague who can provide timely feedback in the area they have identified.                                                                                                                                                                                                                                                                                                                                                                                                                                        | Structured classroom visits to occur in Term 1 and 3 in 2016.  
  • Allocation of relief funds to support feedback culture.  
  • Allocation of professional development time to re-visit the forms of feedback and its purpose.                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                          |
| **Systematic Curriculum Delivery**             | **Implementation of the National Curriculum**                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Staff to consider the allocation of time and resources across all the curriculum areas and capabilities in a term. (Quality learning program.)                                                                                                                                                                                                                           |
| **Differentiated Teaching and Learning**       | **Term 2 saw the alteration of our school structure;**  
  • An Early Childhood Class  
  • A Primary Class  
  20% of students have an individual learning plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | School Association and Staff to consider strategies to support parents/guardians with their children’s learning. (LIFT program may assist with this goal.)  
  Good Teaching Suite – Professional Learning Institute differentiation module to be delivered to staff at the beginning of 2016.                                                                                                                                                                                                                   |
| **Effective Pedagogical Practices**            | **There has been a focus on the explicit teaching of reading.**  
  **There has been a focus on preparing staff for the explicit teaching of spelling.**                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | There will be a focus on the explicit teaching of spelling.  
  There will be a focus on the differentiation strategies used in composite classrooms, using the Good Teaching Suite.                                                                                                                                                                                                                                          |
| **School Community Partnerships**              | **Strong School Association and Sub-Committees**  
  • Fundraising through catering jobs, monster garage sale  
  • Working Bees and Community BBQ’s  
  School facilities used by community groups including Neighbourhood Watch, Fire Brigade, Spraoi Child Care, Local Producers                                                                                                                                                                                                                                                                                                                                                                           | Learning in Families Together (LIFT) School in 2016  
  Dream Big School in 2016 (Burnie community initiative targeted at grade 5 students)  
  School Association to continue seeking external financial support to maintain Wetlands learning environment for school and visitors.                                                                                                                                                                                                                                           |