

Priorities	Our Targets	What has been achieved	Data	What this means for next year																																				
Australian Curriculum		<ul style="list-style-type: none"> Continued implementation of National Curriculum in line with Departmental requirements. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Staff knowledge and understanding of spelling has increased. Literacy leader participated in PLI spelling spaced learning. <ul style="list-style-type: none"> 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. 	<p>SA Spelling Range – Grade 3-6</p> <table border="1"> <thead> <tr> <th></th> <th>Critical</th> <th>Low</th> <th>Normal</th> <th>High</th> <th>Ab</th> </tr> </thead> <tbody> <tr> <td>March</td> <td>10%</td> <td>28%</td> <td>52%</td> <td>0%</td> <td>10%</td> </tr> <tr> <td>Nov.</td> <td>10%</td> <td>15%</td> <td>68%</td> <td>7%</td> <td>0%</td> </tr> </tbody> </table> <p>Magic 100 Words Identification – Grade 1/2</p> <table border="1"> <thead> <tr> <th></th> <th>0 - 49</th> <th>50-79</th> <th>80-99</th> <th>100</th> <th>Ab</th> </tr> </thead> <tbody> <tr> <td>March</td> <td>25%</td> <td>37%</td> <td>0%</td> <td>38%</td> <td>0%</td> </tr> <tr> <td>Nov.</td> <td>14%</td> <td>0%</td> <td>28%</td> <td>57%</td> <td>0%</td> </tr> </tbody> </table>		Critical	Low	Normal	High	Ab	March	10%	28%	52%	0%	10%	Nov.	10%	15%	68%	7%	0%		0 - 49	50-79	80-99	100	Ab	March	25%	37%	0%	38%	0%	Nov.	14%	0%	28%	57%	0%	<ul style="list-style-type: none"> 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)
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Numeracy	<p>100% of Grade 3-6 students will be able to identify the key number elements of written problem solving tasks.</p> <p>All students will have an age appropriate understanding of place value.</p>	<ul style="list-style-type: none"> 100% of Grade 3-6 students able to <u>verbalise</u> 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, I, 2 PAT Maths scores at or above Australian norms. PAT results indicate an overall improvement in the area of number. 	<p>Progress Assessment Test – Maths November 2015</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Natone Mean</th> <th>Australian Norm</th> </tr> </thead> <tbody> <tr> <td>P</td> <td>14.1</td> <td>14.1</td> </tr> <tr> <td>1</td> <td>51.5</td> <td>51.5</td> </tr> <tr> <td>2</td> <td>47.3</td> <td>34.0</td> </tr> <tr> <td>3</td> <td>38.3</td> <td>48.2</td> </tr> <tr> <td>4</td> <td>47.3</td> <td>54.2</td> </tr> <tr> <td>5</td> <td>44.8</td> <td>60.4</td> </tr> <tr> <td>6</td> <td>57.8</td> <td>63.6</td> </tr> </tbody> </table>	Grade	Natone Mean	Australian Norm	P	14.1	14.1	1	51.5	51.5	2	47.3	34.0	3	38.3	48.2	4	47.3	54.2	5	44.8	60.4	6	57.8	63.6	<ul style="list-style-type: none"> Internal evaluation of mathematics teaching to occur. Numeracy areas for focus; <ul style="list-style-type: none"> Application of mathematical skills. (24% of errors in 2015 NAPLAN numeracy assessments) Space – Interpreting positional language Space – Identifying the reflection of a 2D and 3D shape Measurement – Converting digital time to words 												
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Respectful Schools – A Whole School Approach to Behaviour	Behaviour management processes to be included in the school handbook and available online.	<ul style="list-style-type: none"> Behaviour management outline included in Handbook. Handbook published on School website. 	<ul style="list-style-type: none"> Internal and external suspension rates increased in 2015. <ul style="list-style-type: none"> 7 playground related 1 classroom related 																																					
Respectful Schools Supporting Student Need	<p>Kidsmatter training to be completed, preparation for implementation in 2016.</p> <p>100% of students will have opportunities to develop their physical, emotional and mental well-being.</p>	<p>School Association & Teaching Staff participated in the Kidsmatter training modules in 2014 / 2015.</p> <p>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</p>	<p><u>Student identified strengths</u> (Kidsmatter) 92% I know how to help a friend who is upset or worried 92% My teachers encourage me to take on new challenges</p> <p><u>Student identified weaknesses</u> (Kidsmatter) 67% We get a chance to practise building friendships and managing emotions 69% We learn about making friends and managing our emotions</p>	<ul style="list-style-type: none"> Kidsmatter program to be introduced to wider school community. Kidsmatter modules to be integrated into classroom planning. 																																				
Attendance	No specific target set in 2015.	<ul style="list-style-type: none"> Department processes followed. 	<ul style="list-style-type: none"> 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.

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An Explicit Improvement Agenda	<p>External School Review</p> <ul style="list-style-type: none"> 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	<p>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</p>	<p>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.</p> <p>Future focussed;</p> <ul style="list-style-type: none"> Staff identify whole school focus areas for 2017, using data.
A Culture that Promotes Learning	<p>Goal: 85% of parents / guardians will attend face to face meetings (2015 figure dropped to 74%) Additional Supports</p> <ul style="list-style-type: none"> 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	<p>School staff have all identified a goal within their PDP that specifically focuses on feedback.</p> <ul style="list-style-type: none"> 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. 	<p>Structured classroom visits to occur in Term 1 and 3 in 2016.</p> <ul style="list-style-type: none"> 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	<p>Term 2 saw the alteration of our school structure;</p> <ul style="list-style-type: none"> An Early Childhood Class A Primary Class <p>20% of students have an individual learning plan</p>	<p>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.</p>
Effective Pedagogical Practices	<p>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.</p>	<p>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.</p>
School Community Partnerships	<p>Strong School Association and Sub-Committees</p> <ul style="list-style-type: none"> Fundraising through catering jobs, monster garage sale Working Bees and Community BBQ's <p>School facilities used by community groups including Neighbourhood Watch, Fire Brigade, Spraoi Child Care, Local Producers</p>	<p>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.</p>