# School Self-Evaluation Report

Clarkefield Primary School  
North Western Victoria Region

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>School number:</strong></td>
<td>3035</td>
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<tr>
<td><strong>Principal:</strong></td>
<td>Michael Haniff</td>
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<tr>
<td><strong>School Council President:</strong></td>
<td>Scott Hardiman</td>
</tr>
<tr>
<td><strong>Dates of School Strategic Plan being evaluated</strong></td>
<td>2011 to 2014</td>
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</tbody>
</table>
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1. Context

Clarkefield is a suburb north of Melbourne approximately 39 kilometres northwest of Melbourne's central business district. The nearest towns to Clarkefield are Romsey which is approximately 16 kilometres to the north, Riddells Creek which is 10 kilometres to the west and Sunbury which is 19 kilometres to the south. A school bus is used daily to transport students to and from school across an area of some 15 kilometres east of Clarkefield. The population of Clarkefield is approximately 400 with the predominant age group being 0 – 14 years old.

Although enrolments have declined steadily over the last decade, Clarkefield Primary School has a current enrolment of 27 students, which is an increase of 29 percent since 2013. Two classroom groupings provide multi-age learning in modern classrooms. The school has 2.8 equivalent full time staff including 1 Principal class, 1.8 teachers and 0.73 Education Support staff. Extra-curricular activities are strongly encouraged and supported with music, art, health and physical education being an area of particular emphasis. Other social building activities including camps, sporting events, the Active After School Communities program and the student leadership program help the students to strengthen their confidence and build and maintain healthy relationships.

The school had a fairly consistent SFO index of 0.50 for many years until 2013 when the index fell to 0.4286 resulting from the increase in enrolments. The school values its partnership with the parent community as a vital means of building student connections. Parent helpers regularly attend school and can be seen on a regular basis supporting students in the classrooms.

Positive relationships are important to the school with emphasis being placed on the school values of Respect, Responsibility, Caring, Honesty and Cooperation. These values were developed as part of the Values Education program in 2013 and are now part of our everyday language and provide the basis for the award system at the school.

Student voice has been a focus at the school during 2014. School captains nominate themselves and have to speak in front of their peers before being elected by them and then endorsed by staff. Class captains and Sports captains in both the Junior and Senior class are elected by teachers based on merit. The Junior School Council operates at the school with representatives from grades 1-6 meeting monthly and reporting to School Council.

The school offers a comprehensive education from Prep to Grade 6. Most of the learning is integrated into units of study. Two hour literacy blocks are non-negotiable with a minimum one hour block for numeracy timetabled daily. The specialist subjects notably Art and Science are taught in 1 x 60 minute sessions in both the Junior and Senior class per week. Physical Education is taught in 2 x 30 minute sessions in the week. A MARC van visits the school each week providing a 45 minute Library session to both the Junior and Senior class.

Our School Council supports the Principal and the staff in the implementation of teaching and learning in the school and is administratively responsible for the financial position of the school. Non operational matters are discussed and adopted through school council and some of its members have undertaken the school councillor training module. There are five parent representatives and 2 staff members on the council which meets twice per term.
2. Methodology

At the start of Term 3 the Principal advised the school community of the process for our school self-evaluation. The process together with a timeline was designed to engage all members of the school community in reflection and feedback on key data sets about the school’s performance.

The Principal and junior classroom teacher surveyed their respective classes and asked students the following questions:-

**Question 1**  What does our school do well?

**Question 2**  What would we like to see our school doing well in 5-10 years’ time?

**Question 3**  What are the things we need to work on in order to build the bridge from question 1 to question 2?

Many students commented that as a small school they received personal attention from the teachers. Students also talked positively about the learning technology and their relationships with the teachers. Many of the recent improvements at the school were mentioned by the students including their paintings on the toilet block, the new school bus and the new sporting facilities. Of significant importance to the students was that they felt safe at school and that issues involving bullying were kept to a minimum because they were dealt with by teachers immediately. Finally, students commented that they liked aspects of the timetable including the weekly Free Expression (Learning Environment) session in the Junior class, Cooking lessons (resulting from the construction and maintenance of the new vegetable garden) in the Senior class, and their lessons in ‘spelling, maths and writing’ (Senior class).

In response to the second question the students commented on improvements to our school facilities including the erection of a new gymnasium, a new library for teachers and students to use, a bigger playground with additional playing equipment and more girls in each of the junior grades P-2.

Parent responses on the first question were similar to the students. Parents listed the small class sizes as a positive feature of the school. Also, parents mentioned that the teachers were very approachable to discuss their child’s learning process. An area identified for improvement was the provision of a language at P-6 and the establishment of a choir at the school. Notably, the parents also felt it necessary for more girls to enrol in the age group 7 to 9 years old – this was identical to the student responses in their surveys.

At the School Council meeting on September 1st, councillors were presented with a copy of the questions to reflect on. A discussion pursued led by the Principal Michael Haniff who recorded the responses for each of the questions. In response to the first question, school council commented that the school cares for the students and in particular felt the teachers had a good relationship with each of the parents. The councillors felt that we had ‘good’ teachers who related well to students, acted as a good role model and were passionate about teaching and learning. In response to question 2 the School Council acknowledged that our numeracy and literacy results needed to show improvement as well as our enrolments which needed to increase. As the school was located in a growth corridor and given the potential redevelopment of the Clarkefield township, an aspiration over the next 10 years was to see the school develop into a P-10 school in Clarkefield. Finally, in response to question 3 the school councillors talked at considerable length about the provision of an Outer Hours School Care program – this was a blocker for some potential parents who could not pick up their child prior to 5.30pm due to work commitments.
### 3. Evaluation of practice

#### What do we teach?

The school offers a comprehensive curriculum to all the students. The table below shows the subjects taught and time allocation from the school timetable.

**Senior Class (Grade 3-6)**

<table>
<thead>
<tr>
<th>Subject Taught</th>
<th>Number of hour/minutes per day</th>
<th>Number of hours/minutes per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>2 hours</td>
<td>10 hours</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td>6 hours 25 minutes</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td>1 hour</td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td>1 hour 20 minutes</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>1 hour</td>
</tr>
<tr>
<td>PE and Health</td>
<td></td>
<td>1 hour</td>
</tr>
<tr>
<td>Religious Instruction</td>
<td></td>
<td>30 minutes</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td>30 minutes</td>
</tr>
<tr>
<td>MARC Van</td>
<td></td>
<td>45 minutes</td>
</tr>
<tr>
<td>Oral Language</td>
<td></td>
<td>20 minutes</td>
</tr>
<tr>
<td>Inquiry Learning</td>
<td></td>
<td>1 hour 20 minutes</td>
</tr>
<tr>
<td>Learning Log</td>
<td></td>
<td>50 minutes</td>
</tr>
<tr>
<td>LOTE</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Number of Hours</strong></td>
<td></td>
<td><strong>25</strong></td>
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</tbody>
</table>

**Junior Class (Grade P-2)**

<table>
<thead>
<tr>
<th>Subject Taught</th>
<th>Number of hour/minutes per day</th>
<th>Number of hours/minutes per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>2 hours</td>
<td>10 hours</td>
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<tr>
<td>Numeracy</td>
<td></td>
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<td>Humanities</td>
<td></td>
<td>2 hours</td>
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<tr>
<td>Art</td>
<td></td>
<td>1 hour</td>
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<tr>
<td>Science</td>
<td></td>
<td>1 hour</td>
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<tr>
<td>PE and Health</td>
<td></td>
<td>1 hour</td>
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<tr>
<td>Religious Instruction</td>
<td></td>
<td>30 minutes</td>
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<tr>
<td>Music</td>
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<td>45 minutes</td>
</tr>
<tr>
<td>MARC Van</td>
<td></td>
<td>45 minutes</td>
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<tr>
<td>Oral Language</td>
<td></td>
<td>30 minutes</td>
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<tr>
<td>Inquiry Learning</td>
<td></td>
<td>1 hour 30 minutes</td>
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<tr>
<td>LOTE</td>
<td></td>
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<tr>
<td><strong>Total Number of Hours</strong></td>
<td></td>
<td><strong>25</strong></td>
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How do we teach?

Explicit Teaching for Reading
Junior Grade (Prep – Grade 2)

- Using groupings in our 2 hour literacy block including whole class focus, flexible small groups, independent activity groups and whole class sharing time daily
- Ask questions about a topic of interest
- Share findings visually and orally
- Use books and ICT to gather information
- Encourage children to recall information about a topic with guidance
- Name or label objects or places
- Recite nursery rhymes, short poems, songs
- Use students’ oral language as the starting point for teaching reading
- Use authentic texts
- Consolidate and expand the students understanding of vocab about familiar topics and themes
- Listen to stories together
- Teach phonological knowledge and phonemic awareness by encouraging awareness of the sounds within words
- Read a range of different text types with the children including multimedia texts
- Get students to identify the storyline, main ideas and make predictions using picture cues
- Encourage sound, letter and word relationships
- Monitor reading strategies of syntactics, meaning and visual cues through regular running records
- Provide opportunities for language experience for children to re-read their own created texts about familiar events
- Reading to - where the whole class listens to a text that is read aloud by the teacher. The teacher models skilled reading behaviour, enjoyment and interest in a range of different styles of text
- Guided Reading - the teacher and other students guide students as they read, talk and think their way through a text.
- Shared Reading - where both senior and junior students work together to read a book of choice
- Independent Reading - allowing students time to select texts to read that are of interest and at a reading level that they can comprehend independently
- Ask students to retell stories
- Ask students to sequence a story using pictures

Senior Grade (Grades 3 –6)

- Using groupings in our 2 hour literacy block including whole class focus, flexible small groups, independent activity groups and whole class sharing time daily
- Reading to- where the whole class listens to a text that is read aloud by the teacher. The teacher models skilled reading behaviour, enjoyment and interest in a range of texts
- Guided Reading- the teacher guided students as they read, talk and think their way through a text.
- Reciprocal Teaching- where the teacher and students engage in an instructional dialogue about a text.
- Literacy Circles- focusing on independent reading and cooperative learning with a group of students reading the same text. The teacher observes discussions about the text and makes anecdotal notes about comprehension and other reading behaviours. Each child takes on a
role within the literacy circle: Discussion Director, Literary Luminary, Illustrator, Investigator or Vocabulary Enricher.

- **Shared Reading** - where the teacher and students work together using an enlarged text or big book. They work on concepts of print and organisational features of texts with the children
- **Independent Reading** - allowing students time to select texts to read that are of interest and at a reading level that they can comprehend independently
- **Literacy to Learn strategies** - a series of literacy teaching procedures to support literacy learning
- **Collaborative Cloze** - a comprehension strategy using a learner’s prior knowledge of content, vocab, grammar and spelling
- **Share a selected text of the week** - focus on a different aspect of the same text each day
- **Whole class reading focus** - use a skills-based need focus that is common across the grade
- **Small group reading activities** (literacy centres) - select reading based activities that are supportive to children and that they can complete at an independent level whilst you are working with a guided reading group targeting areas that need consolidation.
- **Provide independent reading time** to enable students to practice skills you have taught in Guided Reading sessions
- **Provide opportunities for students to practice quick and accurate recognition of words** to help with reading: games, challenges, flash cards and use of Interactive Whiteboards can be used to do this
- **Use Read and Retell activities** where students either read an independent text or listen to a text as a whole class and then retell the main ideas in sequence
- **Observation of reading behaviours** - listen to children in your class read at least once a week during independent reading time, observing and reinforcing the skills taught explicitly in guided reading sessions and giving encouragement, support and feedback
- **Reading Self Assessments** - regularly get children to rate how they are going with their reading progress and reflect on their own personal reading goals
- **Teach comprehension skills** - continuing focus on higher-order skills including critical interpretations, inference, drawing out the main ideas, difference between fact and opinion, figurative and symbolic language
- **Opportunities for students to read, interpret and respond** to a wide range of everyday and media texts
- **Teach reading strategies** including reading on, using contextual cues and knowledge and organisation of different text types
- **Select different text types** to use for whole class reading foci and for guided reading, drawing from the interest of the students within the group or as a deliberate way of exposing them to different types of texts eg. comics, news articles, magazine articles, posters, online interactive books, encyclopaedias, dictionaries, information texts, narratives, persuasive texts, fables, poetry etc.

** Explicit Teaching for Writing **

**Junior Grade (Prep – Grade 2)**

- Introduce basic punctuation including full stops and capital letters
- **Formation of upper and lowercase letters**
- **Spelling of frequently used vocabulary**
- **Strategies to attempt to spell words** by writing one or more of the letters in the words by using initial, medial and ending sounds
- **Letter sound relationships (phonics)**
- **Teach letter formation with consistency of size**
- **Teach placement of letters on lines**
- **Illustrating simple texts and creating their own take home books about familiar themes**
- Create writing about personal experiences
- **Modelled writing** - where the teacher writes and makes explicit the considerations behind a piece of text as well as articulating the process of writing - verbalising these to the students as they do this
- **Guided writing** - the teacher guides a small group of students as they create and analyse individual texts. The teacher guides, extends and responds to students questions.
- **Independent writing time** - opportunities for independent writing within different genre’s and text types that allow students to practice skills explicitly taught during modelled writing sessions for the whole grade
- Regularly collect and analyse samples of student’s writing and moderate to ascertain achievement and future planning for individuals and groups of students
- Provide opportunities for students to practice daily writing
- Illustrating simple texts and creating their own take home books about familiar themes
- Create writing about personal experiences using writing strategies

**Senior Grade (Grades 3 –6)**

- A **daily one hour writing block** that includes a whole class writing focus and then opportunity to work with a small focused guided writing group targeted on specific skills and moving the student’s writing forward
- **Modelled writing** - where the teacher writes and makes explicit the considerations behind a piece of text as well as articulating the process of writing - verbalising these to the students as you go
- **Guided writing** - the teacher guides a small group of students as they create their own individual texts. The teacher guides, extends and responds to students questions. Each student within the class should be seen at least once a week in a guided writing session as part of a small group in order to extend skills and move children forward with their writing development. In Guided writing sessions the teacher would ascertain a focus for the session based on recent anecdotal notes and moderation of writing pieces. Groups of students are made depending on the focus area for the sessions in that week. Groups are fluid and change week to week depending on focus and changing skills of students.
- **Shared Writing** - where the teacher becomes the scribe and the students collaborate to compose a piece of writing. Throughout the process the teacher models correct writing process.
- **Interactive writing** - the teacher and small groups of students jointly compose a large print text on a subject of interest on the whiteboards, interactive whiteboard, large butchers paper etc. There is a joint responsibility for the writing outcome by all participants.
- **Independent Writing (Roving Conferences)** - students compose texts and the teacher observes the students, identifying teaching points and providing a model for the students about questions they should consider as they write independently. Taking anecdotal notes through the roving conference process helps to inform choice for groupings for the follow week
- **Genre Learning and Teaching Cycle** - can be used for any piece of writing and involves the three steps of joint deconstruction of a text, joint construction and individual construction. This is a supportive process when introducing new genre’s and text types to students
- **Independent writing time** - opportunities for independent writing within different genre’s and text types that allow students to practice skills explicitly taught during modelled writing sessions for the whole grade
Explicit Teaching for Speaking and Listening

Junior Grade (Prep – Grade 2)

- Ask questions about a topic of interest and engage in discussion with the student
- Teach phonological knowledge and phonemic awareness
- Use books and pictures to trigger discussions
- Ask students to retell stories
- Use picture cues to encourage students to talk about events
- Independent Reading – students select text to read of interest and at a reading level they can comprehend independently
- Encourage students to use correct sentence structure, articulation and grammar when speaking to others or in front of the grade
- Include an oral language activity in your literacy group each week to encourage and promote the development of oral language skills and communication with peers
- Use nursery rhymes, stories, songs and imaginative play to encourage children to participate in oral language activities
- Create questions for investigations
- Use a question bag where each person puts a question and one gets pulled out each week so that the children go home and have discussions with family and friends to find out the answer
- Use news articles and magazine pictures to trigger discussions
- Listen to stories or poems together and discuss the main idea, main character or the main theme of the book
- Students recall detailed information about a topic and share this with the grade
- Students have opportunities for regular short presentations about familiar themes such as families, celebrations etc.
- Small group presentations of work, projects or team activities
- Include an oral language activity in our literacy groups to encourage and promote the development of oral language skills and communication with peers

Senior Grade (Grades 3 –6)

- Create questions for investigation- use essential questions at the beginning of each topic to promote discussion on prior knowledge
- Use a question bag where each person puts a question and one gets pulled out each week so that the children go home and have discussions with family and friends to find out the answer
- Use news articles and magazine pictures to trigger discussions
- Encourage children to recall detailed information about a topic and share this with the grade
- Use students’ oral language as the starting point for teaching reading
- Use raps, chants, stories, songs and imaginative play to encourage children to participate in oral language activities
- Encourage protocols of class discussions and sharing whereby only one person speaks at a time etc
- Listen to stories or poems together on CD or online and discuss the main idea, main character or the main theme of the book
- Teach phonological knowledge and phonemic awareness by encouraging awareness of the sounds within words
- Encourage children to use correct sentence structure, articulation and grammar when speaking to others or in front of the grade
Explicit Teaching for Numeracy

Junior Grade (Prep – Grade 2)

- **Daily 1.0 hour numeracy block** including a whole-small-whole organisation with a ratio of 15 minute explicit introduction to the lesson as a whole class (focusing and promoting/articulating the math vocab needed), breaking into an independent activity or rotational open-ended activities (with the teacher working explicitly with a small group targeting the needs of students and moving them forward in their learning, scaffolding the development of necessary skills) and then back to the whole group for 15 minutes to recap and share experiences and learning.

- **Modelled Mathematics** - The teacher introduces the learning experience, modelling and describing effective strategies, manipulating materials and recording the mathematics, making explicit the mathematics to be focussed on in the session. Use sentence starters like “watch me while I…”, “Do you remember how we....?”,”Listen while I explain...” (Use in first day of the week to introduce new math concepts or to link in new concepts with those skills already learnt.

- **Shared Mathematics** - The teacher and the students work together through the learning process. The teacher prompts the students, questioning and supporting them as they reinforce, modify and extend their skills and understandings. The students ask questions and suggest strategies. Use prompts eg. “Today we are looking at...”, “What do you know about...?”,”Tell me about...”

- **Guided Mathematics** - The teacher plays a guiding role in a small focus group (as with guided reading) as they think, talk and work their way through a mathematical experience

- **Independent Mathematics** - Carefully planned activities or activity that the students move on to one the whole class focus session has been completed. This could include small rotating group, focussing on the needs/abilities of different groups of students relating to the topic explored, or one whole open-ended task related to the topic which takes into account the different needs within the group.

- **Math Learning Experiences** - real life simulations that bring into practice the skills focused on for the week (eg. baking a cake for a focus on measurement, with children measuring out ingredients)

- **Sequence activities** to build on skills and from previous tasks

- **Contextual Clues** – hands-on and visual support makes the language of math more comprehensible. For example, a lesson about fractions using manipulatives is more understandable, rather than explaining the concept.

- **Verbal Interaction** – providing students with opportunities to work together to solve problems. They need to give and receive information, along with completing authentic tasks working together using English.

- **Active Participation** – requiring active involvement in math activities motivates students, engages them in the learning process, and helps them remember content easier.

- Teach students to identify key words for solving word problems and identifying mathematical operations.

- Reviewing mathematical vocabulary and concepts using math games, examples include Tic-Tac-Toe, bingo, and concentration.

- Integrate educational technology tools, i.e., Mathletics, interactive math websites, and interactive computer games.

- Integrated hands-on activities by using manipulatives, real life materials, and calculators.

- Responding to questions, i.e., think/pair/share, flashcards to raise over head, hand and/or body movements, individual chalkboards for solving computations.

- Integrate reading and writing about math through the use of learning journals, learning logs, and literature.
Senior Grade (Grades 3 –6)

- **Daily 1.0 hour numeracy block minimum** including a whole-small-whole organisation with a ratio of 15 minute explicit introduction to the lesson as a whole class (focusing and promoting/articulating the math vocab needed), breaking into an independent activity or rotational open-ended activities (with the teacher working explicitly with a small group targeting the needs of students and moving them forward in their learning, scaffolding the development of necessary skills) and then back to the whole group for 15 minutes to recap and share experiences and learning.

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- **Math Learning Experiences**: real life simulations that bring into practice the skills focused on for the week (eg. baking a cake for a focus on measurement, with children measuring out ingredients)

- Engage students in exploring differences and similarities in size and order (to one thousandth)

**How do we know our students are learning?**

A range of strategies are used in order to ascertain whether our students are learning in their classrooms. This includes, but is not limited to:

- Monitoring of students work during the session
- Marking of working books
- Completion of a learning log at the end of the day
- Student self-assessment
- Question and Answer in the Lesson
- Short Tests and Quizzes
- Homework Exercises
- Skills Assessment using Formal Assessment Criteria
- Observation of Performance
- Assignments
- Projects
- Written Questions / Exercises with Short, Extended or Multiple-choice Answers
- Simulations,
- Conferencing - this involves sitting down with learners and reviewing their written work/homework/progress in general.
- Formative assessment including English Online Interview, Mathematics Online Interview, On-Demand testing, NAPLAN

**How do we provide feedback to our students and families on learning progress?**

Given the nature of our school and the fact the teachers see many of the parents on a daily basis, feedback is provided daily to most parents. We also hold two parent teacher interviews during the year (July and November) and also prepare and send out two written reports to our parents prior to the interviews.
### 4. Evaluation of performance

<table>
<thead>
<tr>
<th>STUDENT LEARNING</th>
<th>What did we set out to achieve?</th>
<th>What did we achieve?</th>
<th>What factors supported or inhibited our success?</th>
<th>Where might we focus future effort?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By 2010 students will achieve one VELS level or more in Literacy and Numeracy over each two year period.</td>
<td>Reading 2013 - 83% of students achieved grade A,B or C</td>
<td>Lack of resources and outdated resources prior to 2014.</td>
<td>Set more realistic expectations for student achievement. 85% of students should be at or above the expected AusVELS level.</td>
</tr>
<tr>
<td></td>
<td>By 2014, increase the NAPLAN mean scale scores for Year 3 to:</td>
<td>Writing 2013 – 87% of students achieved grade A,B or C</td>
<td>Poor assessment tools at the school prior to 2014.</td>
<td>Adopt a rigorous assessment regime with data placed in the hands of the students and parents.</td>
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<tr>
<td></td>
<td>Reading from 389 to 428</td>
<td>Speaking and Listening 2013 – 90% of students achieved grade A,B or C</td>
<td>Curriculum prior to 2014 was not documented and thus there was no opportunity to review.</td>
<td>Student data is used to inform ILPs.</td>
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<td></td>
<td>Writing 383 to 421</td>
<td>Number and Algebra 2013 - 80% of students achieved grade A,B or C</td>
<td>Lack of funding to purchase reading books prior to 2014.</td>
<td>Ensure Literacy block of 2 hours and Numeracy block of 1.5 hours daily.</td>
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<td></td>
<td>Numeracy above 422.</td>
<td>Measurement and geometry 2013 – 74% of students achieved grade A,B or C</td>
<td>Outdated library at the school and the MARC van holds a limited stock of resources and books.</td>
<td>Establish a LOTE program at the school.</td>
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<tr>
<td></td>
<td>By 2014, increase the NAPLAN mean scale scores for Year 5 to:</td>
<td>Statistics and Probability -2013 80% of students achieved grade A,B or C</td>
<td>Limited PD attended by staff due to budgetary constraints prior to 2014.</td>
<td>Support numeracy and literacy with teaching resources and focus on both across all domains.</td>
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<td></td>
<td>Reading from 500 to 510</td>
<td>The Year 3 Reading outcome was not achieved. The 2014 mean score for the school was 404.9</td>
<td>No scheduled staff meetings prior to April 2013.</td>
<td>Increase support for literacy intervention eg. time and resources for reading recovery.</td>
</tr>
<tr>
<td></td>
<td>Writing 464 to 510</td>
<td>The Year 3 Writing outcome was not achieved. The 2014 mean score for the school was 340.0</td>
<td>Limited opportunities for teachers to moderate students work against NAPLAN benchmarks prior to 2014.</td>
<td>Parent helpers extend their support of programs at the school eg reading.</td>
</tr>
<tr>
<td></td>
<td>Numeracy above 536</td>
<td>The Year 3 Numeracy outcome was achieved. The 2014 mean score for the school was 478.5</td>
<td>Poor communication between staff and a lack of collective responsibility prior to 2014.</td>
<td>Allocate part of staff meeting to teaching and learning PD.</td>
</tr>
<tr>
<td></td>
<td>Attitudes to School: Stimulating Learning indicator improves from 3.61 to 4.28</td>
<td>The Year 5 Reading outcome was not achieved. The 2014 mean score for the school was 481.4</td>
<td>Limited ICT. We provided 1:3 ratio of computers at the school. This has now improved to at least 1:1.</td>
<td>Introduce a whole school instructional model that includes the e5.</td>
</tr>
<tr>
<td></td>
<td>Student Motivation indicator improves from 4.29 to 4.65</td>
<td></td>
<td>Appointment of a long serving Acting Principal and subsequent principal added stability at the</td>
<td>Keep up with new approaches in teaching and learning via PD and professional reading.</td>
</tr>
<tr>
<td></td>
<td>Students are competent users of ICT and make weekly posts to the Ultranet.</td>
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</tr>
</tbody>
</table>

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56

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2013

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83% of students achieved grade A,B or C

---

87% of students achieved grade A,B or C

---

90% of students achieved grade A,B or C

---

80% of students achieved grade A,B or C

---

74% of students achieved grade A,B or C

---

80% of students achieved grade A,B or C

---

The Year 3 Reading outcome was not achieved. The 2014 mean score for the school was 404.9

---

The Year 3 Writing outcome was not achieved. The 2014 mean score for the school was 340.0

---

The Year 3 Numeracy outcome was achieved. The 2014 mean score for the school was 478.5

---

The Year 5 Reading outcome was not achieved. The 2014 mean score for the school was 481.4

---

Lack of resources and outdated resources prior to 2014.

---

Poor assessment tools at the school prior to 2014.

---

Curriculum prior to 2014 was not documented and thus there was no opportunity to review.

---

Lack of funding to purchase reading books prior to 2014.

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Outdated library at the school and the MARC van holds a limited stock of resources and books.

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Limited PD attended by staff due to budgetary constraints prior to 2014.

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No scheduled staff meetings prior to April 2013.

---

Limited opportunities for teachers to moderate students work against NAPLAN benchmarks prior to 2014.

---

Poor communication between staff and a lack of collective responsibility prior to 2014.

---

Limited ICT. We provided 1:3 ratio of computers at the school. This has now improved to at least 1:1.

---

Appointment of a long serving Acting Principal and subsequent principal added stability at the
<table>
<thead>
<tr>
<th></th>
<th>The Year 5 Writing outcome was not achieved. The 2014 mean score for the school was 471.2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Year 5 Numeracy outcome was not achieved. The 2014 mean score for the school was 513.8</td>
</tr>
<tr>
<td></td>
<td>The Attitudes to School: Stimulating Learning indicator was achieved. The 2014 indicator was 4.38.</td>
</tr>
<tr>
<td></td>
<td>The Attitudes to School: Student Motivation indicator had steadily declined from 2012-2014. The 2014 indicator was 4.38.</td>
</tr>
<tr>
<td></td>
<td>The students have not been posting their work on the Ultranet. The Ultranet was discontinued on January 2014.</td>
</tr>
<tr>
<td></td>
<td>The Ultranet was discontinued in 2014.</td>
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<td></td>
<td>Increased attention placed on achievement and high expectations by the staff from July 2013.</td>
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<tr>
<td></td>
<td>Keep our SRP in surplus and manage the school resources effectively.</td>
</tr>
<tr>
<td></td>
<td>Set up a classroom blog to allow students to make weekly postings.</td>
</tr>
<tr>
<td>Student Engagement and Wellbeing</td>
<td>What did we set out to achieve?</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Connectedness to school indicator improves from 3.89 to 4.49</td>
<td>The Attitudes to School: Connectedness to School indicator was achieved. The 2014 indicator was 4.62.</td>
</tr>
<tr>
<td>Classroom Behaviour indicator improves from 3.33 to 3.67</td>
<td>The Attitudes to School: Classroom Behaviour indicator was achieved. The 2014 indicator was 4.10.</td>
</tr>
<tr>
<td>Student Morale indicator improves from 5.23 to 5.92</td>
<td>The Attitudes to School: Student Morale indicator was achieved. The 2014 indicator was 6.24.</td>
</tr>
<tr>
<td>Parent Opinion Survey: Classroom Behaviour indicator improves from 3.56 to 4.5</td>
<td>The Parent Opinion Survey: Classroom Behaviour indicator was achieved. The 2014 indicator was 5.04.</td>
</tr>
<tr>
<td>Behaviour Management indicator improves from 5.42 to 5.6</td>
<td>The Parent Opinion Survey: Behaviour Management indicator was achieved. The 2014 indicator was 6.21.</td>
</tr>
<tr>
<td>Staff Opinion Survey: Student Misbehaviour indicator improves from 3.3</td>
<td>Our average student absence level at Years P-6 in 2011 was 22.2 days. In 2014 the absence level was 22.82 days. This indicator was not achieved.</td>
</tr>
<tr>
<td>Classroom Misbehaviour indicator improves from 15% to less than 10%</td>
<td></td>
</tr>
<tr>
<td>Student Motivation indicator improves to above state mean.</td>
<td></td>
</tr>
<tr>
<td>To increase average student attendance rates Years P-6 by at least 3 days to better than state mean by 2014</td>
<td></td>
</tr>
</tbody>
</table>

15
<table>
<thead>
<tr>
<th>Student Pathways and Transition</th>
<th>What did we set out to achieve?</th>
<th>What did we achieve?</th>
<th>What factors supported or inhibited our success?</th>
<th>Where might we focus future effort?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The parent opinion transitions variable is maintained at 6.2 or higher. The proportion of students reporting satisfaction with the Year 6 to Year 7 transition and the orientation program to be at 100% by 2014.</td>
<td>The Parent Opinion Survey transition indicator was achieved. The 2014 indicator was 6.44. This indicator was achieved. In 2014, 100% of Year 6 students reported satisfaction with their Year 7 transition and the school orientation program.</td>
<td>Better and more specific information regarding school readiness provided by the secondary colleges. Visits by the secondary colleges to the school. Publicity of secondary transition material in the newsletter and on the school website. Staff attendance to information evenings held by secondary colleges. Commencement of the school Playgroup in term 1, 2014. School information evening held in May. An extended pre prep transition program commencing in term 3 and finishing with the State wide Orientation Day.</td>
<td>Provide adequate time for the senior teachers to attend all the local colleges’ information evenings. Track all students who exit the school. Publicising the school transition program and information evening in the local newspapers. Provide incentives to encourage parents and students to attend our information evening e.g. snacks, drinks. Continue to build relationships with parents in the Playgroup.</td>
</tr>
</tbody>
</table>