Our learning environment is positive and diverse supporting our students to grow. Our school culture is built on trust and clear communication – between school leaders, teachers, parents, students and the local community. Our school develops lifelong learners. Our business plan is premised on the Department of Education’s strategic direction, High Performance – High Care. It is our roadmap to realising the hopes and dreams of our students. 

Our Best is simply the way we do things here.
Achievement Targets

- Set an upward trend in the percentage of students with moderate, high and very high progress in NAPLAN Reading and Numeracy.
- Increase the percentage of students with good and excellent achievement in NAPLAN Numeracy and Writing from Year 3 to Year 5 stable cohort.
- Positive trends established in Year 5 Writing and Spelling by 2019.
- The Cumulative Frequency score of Pre Primary On-entry Assessment to be equal to or above the state average.
- Maintain an average cohort score of 0.4 Progression Points or above in Literacy and 1.0 Progression Points in Numeracy On Entry Assessment.
- Maintain and improve the performance of students in each year level on ACER-Progressive Achievement Tests (PAT): Reading Comprehension, eWrite, Numeracy and Science tests throughout 2017-2019.
- Consolidate evidence based whole school approaches to teaching Literacy and Numeracy.
- Target skills in online writing in preparation for NAPLAN online (Focus 2017).
- Evidence of a scheduled timeline and support for the transition to NAPLAN online.
- Staff use whole school approaches as per operational plans. To be reviewed annually to inform future directions.
- Staff annual reflection on: Differentiated Teaching and Learning, Targeted Use School Resource, National School Improvement Tool, ACER. Data analysed and action plans developed and implemented as needed.

MILESTONES

- All students including identified English as a Second Language/Dialect. Students at Educational Risk and extension students make measurable progress within 12 months determined by collection and analysis of ongoing individual assessments.
- All students on documented plans are monitored and progress measured through the collection and analysis of ongoing individual assessments and whole school SAER tracking profile.
- Year 2-6 students demonstrate progress in pre and post PAT Numeracy and Reading tests from 2016-2019. Data established in 2017, progress tracked throughout 2017-2019 and positive longitudinal trends established.
- Scheduled reviews of PAT Numeracy and Literacy data once each cycle of testing is complete to identify focus areas to inform teaching and learning.
- Trial and set baseline data for PAT eWrite in 2017. Progress is tracked 2017-2019 with positive longitudinal trends established.

STRATEGIC DIRECTION

- Analyse and use performance data to:
  - inform teaching and learning;
  - differentiate curriculum;
  - identify trends at the whole school, classroom and individual level; and
  - allocate resources in a targeted manner.
- Evidence of a scheduled timeline and support for the transition to NAPLAN online.
- Annual staff reflection on; Export Teaching Team, Systematic Curriculum Delivery, Effective Pedagogical Practices, National School Improvement Tool, ACER. Data analysed and action plans developed and implemented as needed.
- Annual H-2 self-reflection on National Quality Standards and action plans implemented.

STRATEGIC DIRECTION

- High performance in Literacy and Numeracy
  - Students’ Literacy and Numeracy performance is strengthened by teaching that is informed by rigorous data.

STRATEGIC DIRECTION

- Strong staff performance with continued self-improvement
  - We have a culture of collaboration, trust, feedback and reflection to strengthen staff capacity in meeting the diverse and changing needs of our students.

STRATEGIES

- Continue opportunities for staff to strengthen links across year levels and learning areas.
- Fully implement The Arts, Technologies and Languages curricula by 2018.
- Explicitly teach problem solving and higher order thinking skills across all learning areas.
- Implement relevant and engaging learning experiences with a focus on Science, Technology, Engineering & Maths (STEM).
- Provide support and opportunities for staff to strengthen their professional expertise.
- Build practices to ensure routine use of relevant data, and analysis and diagnosis of the impact of teaching (Focus 2017).
- Self-assess teacher practice against national standards and focus on improving student achievement.

MILESTONES

- Scheduled review of PAT Science data to identify focus areas for teaching and learning.
- Integration of STEM evident in teaching and learning.
- Timetabled professional learning, collaborative meetings, mentoring, coaching and classroom observations.
- Evidence of effective distributed leadership roles eg. Level 3 classroom teachers, senior teachers, curriculum leaders.
- Scheduled team planning, data interpretation and moderation meetings for quality assurance.
- Staff annual reflection; A Culture that Promotes Learning, Analysis and Discussion of Data, National School Improvement Tool, ACER. Data analysed and action plans developed and implemented as needed.
- Staff self reflect on their professional practice using Australian Institute for Teaching and School Leadership (AITSI) Professional Standards for Teachers.
- Classroom planning aligned to strategic and operational planning and measured via performance and development processes.
- Positive results from biannual Staff National School Opinion Survey (NSOS).
- Strengthen the use of student surveys for feedback to teachers on performance and classroom climate (Focus 2017).
Happy kids, happy school

The opportunities to teach us are wide, from the play pod to peer mediation. It makes our school a better place.”

GRADEUATING STUDENTS 2017

Achievement Target

Positive results in the biennial Parent and Student National School Opinion Survey (NSOS).

STRATEGIC DIRECTION

STRATEGIES

MILESTONES

A supportive and inclusive school environment in which our students thrive

Students are valued, supported and empowered to succeed. They are actively connected to their learning, have respectful and inclusive relationships and experience a sense of belonging.

Provide teaching and learning opportunities which celebrate difference and diversity, and recognise, respect and respond to identity and cultural background.

- Inclusive practices reflecting the school’s diversity are demonstrated by all staff.

Continue to explicitly teach strategies that support positive well-being.

- In 2017, research and develop a tool to measure student social and emotional well-being. Implement, review and revise in 2018-2019 to inform future directions.

Support students to increase student ownership and accountability for learning e.g. student goal setting, peer tutoring.

- Evidence of student engagement in reflective learning practices to identify their strengths and focus areas for improvement.

Redesign physical spaces to engage and promote learning and social opportunities.

- Evidence of enhancements to the environment by means of planned and documented improvement.

Explicitly teach and apply social and ethical protocols and practices when using ICT.

- Annually review and refine ICT policy, procedures and practices.
- ICT learning embedded in teaching practice in all year levels and learning areas.

STRATEGIC DIRECTION

STRATEGIES

MILESTONES

Strong sustainable partnerships

Strong parent and community partnerships support our students.

Provide a variety of opportunities for families to engage with the school community.

- Evidence of a range of ways families and the school community are engaged with the school.

Draw on community expertise to enhance the range and delivery of learning experiences.

- The biennial Parent National School Opinion Survey (NSOS) survey data is analysed and actions planned and implemented to address areas of concern.

Conduct biennial student, staff and parent satisfaction surveys and use data to inform direction.

- Annual reflection; School-Community Partnerships, National School Improvement Tool, ACER: Data analysed and action plans developed and implemented as needed.

- Positive feedback regarding self-assessment and the performance of school as measured by School Board meeting minutes, and survey results.

Happy kids, happy school

The opportunities to teach us are wide, from the play pod to peer mediation. It makes our school a better place.”

GRADEUATING STUDENTS 2017

Achievement Target

Positive results in the biennial Parent and Student National School Opinion Survey (NSOS).
The school creed

This is our school.
In these rooms and on the playing fields we will fit ourselves for the future.
Let us not throw away these precious years but gain from them all we can.
Let us remember that a school is not a building but a gathering of minds and hearts and a place of friendly guidance and help.

This is our school.