## Mission
Our students will become expert learners and will strive to achieve their personal best in all areas of learning, with the aim of being positive contributors to society.

## Values
- Respect and Persistence.

## Beliefs About Learning:
- Dispositions for learning need to be fostered and developed with and by the child.
- Safe Conditions for rigorous learning support the learning conversation.
- Engagement is enhanced as learners move towards experiences from which they gain a sense of self-worth and achievement.
- Students need challenging and achievable tasks which are supported by appropriate scaffolding.
- Students who understand the language of learning are more in control of their learning.

adapted from TfEL

## Early Years Staff
- Early years staff will use the Belonging, Being and Becoming focuses of the Early Years Learning framework and Numeracy/Literacy indicators to guide and support children's learning and well being.
- Our Staff will use the Australian Curriculum to plan units of work and measure progress.
- Our staff will differentiate learning, to support individual achievement.
- Students will develop skills to become active and responsible participants in their learning.

## Numeracy
Students will be supported to recognise and understand the role of mathematics in the world and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

## Literacy
Students will be supported to develop competencies in oral language, phonological awareness, phonemic awareness, fluency, vocabulary and comprehension.

## Behaviour and Attendance
Our students will share common language and understandings about our ways of being and doing including a range of practices. They will be recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills. (Adapted from the Aust. Curric.) Attendance will be monitored and rewarded.
**Priorities:**
The two or three key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes

**Targets:**
Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate

**Strategies:**
The major actions that staff – teachers, SSOS, leaders – commit to do so that learners are supported at classroom level to achieve the Targets

**Evaluation Measures:**
The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies

| **Literacy** | **Teaching explicit skills** | 65% of children will improve their phonological awareness skills, oral language skills and Print knowledge
100% of children improve their reading levels.
65% of students will reach their chronological reading age.
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100% of children improve their reading levels.
65% of students will reach their chronological reading age. (Currently 62% from 50% in 2014) |
| **Numeracy** | **Automaticity– Quicksmart Numeracy** | Maintain 100% of children will develop their numeracy skills through play.
85% of students in MP/UP improve automaticity in number facts. (from 80% in 2015)
(55% in JP) (from 50% in 2015)
65% of students achieve the DECD Standard of Educational Achievement. (C or higher, from 57% in 2015)
Continue 100% improvement in Quicksmart.
58% of students achieve the DECD Standard of Educational Achievement. (C or higher, from 57% in 2015)
| 100% of children will improve their phonological awareness skills, oral language skills and Print knowledge
100% of children improve their reading levels.
65% of students will reach their chronological reading age. (Currently 62% from 50% in 2014) |
| **Kidsmatter and Wellbeing** | **Attendance** | 100% of students finding a safe play activity in the yard at recess and lunch.
Reduced rate of yard incidents as per EDSAS data entries and anecdotal feedback from staff.
Attendance rates rise from 89% in 2015 to 93% in 2016.
Classroom data and observation indicates that all students become more engaged in meaningful, engaged learning.
100% students and the community are involved in the school Natureplay devt. |
| **Engagement** | **Natureplay** | 100% of students finding a safe play activity in the yard at recess and lunch.
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| **Pre and post test-Preschool Phonemic test** |
**Phonological Awareness (SPA)** |
**Preschool observations and portfolios** |
**Running Records(Wk 5 & 10 each term)** |
**Sight Word Checklists** |
**Anecdotal Notes** |
**PAT R** |
**NAPLAN Data for yrs 3, 5 & 7** |
**Concepts about print** |
**1 min. Fluency Read** |
**Multi-dimensional Fluency Scale** |
**Quicksmart Literacy/Reading Box testing** |
| **Incorporating numeracy skills into play based learning, through strategic provisions and some explicit teaching.** |
| **All staff implementing Anne Baker pedagogies.** |
| **Exploration in numeracy contexts- counting, grouping, sorting, basic operations, play.** |
| **Quick Smart Numeracy Program-relicense & use** |
| **Daily practice of 1 min maths activities or similar,** |
| **Students explore numeracy through problem solving tasks using inquiry as an approach.** |
| **Conduct PAT-M testing and discuss same with students.** |
| **Incorporating numeracy skills into play based learning, through strategic provisions and some explicit teaching.** |
| **All staff implementing Anne Baker pedagogies.** |
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| **Conduct PAT-M testing and discuss same with students.** |
| **Staff communicate via newsletters, phone calls, diary notes and similar communications** |
| **All staff to undertake ‘Kidsmatter’ TD with the NPS Site Natureplay devt.** |
| **All staffing to differentiate learning, to profile students and to implement Kidsmatter and SMART knowledge in the school.** |
| **Strategic staffing to hire suitable people to deliver Breakfast Club, Yard activities and relationship building with children to foster counselling when required.** |
| **Regular attendance communication to parents.** |
| **+ve Relationships & engaging pedagogy dev.** |
| **Tel surveys** |
**Peer observations** |
**EDSAS data** |
**Yard audits** |
**Student surveys** |
**Performance Dvtt. Meetings** |
**Preschool portfolios** |
**SSASA conference-Naturplay focus** |
**Natureplay area begins to take shape in the yard based on student research and devt.** |