Our Beliefs
Our beliefs reflect the WA Curriculum Framework’s Principles of Learning, Teaching and Assessment:
- Opportunity to learn
- Valid
- Connection and challenge
- Educative
- Action and reflection
- Explicit
- Independence and collaboration
- Comprehensive
- Supportive environment

School Structure

DoE Values

Learning: We have a positive approach to learning and encourage it in others; we advance students’ learning based on the belief that all students have the capacity to learn.

Excellence: We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them.

Equity: We recognise the differing circumstances and needs of students and are dedicated to achieving the best possible outcomes for all.

Care: We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility.

Systemic Priorities: Schools - Focus 2011

Raising standards in literacy and numeracy
- Use on entry data and a range of other achievement data over the course of a student’s schooling to plan a personalised approach to each individual’s learning, especially for students at risk of falling below NAPLAN National Minimum Standards.
- Focus on essential literacy and numeracy skills and strengthen the teaching of phonics, grammar and reading comprehension.

Early Childhood Development and Learning
- Administer on-entry assessment and use student results, along with ongoing assessment to inform learning programs.
- Incorporate K, Pre-primary and Year 1 into whole school approaches to literacy and numeracy.

Improving behaviour and attendance
- Implement a school behaviour policy including a code of conduct for prevention and intervention.

Supporting teachers and school leaders
- Familiarise staff with the requirements of the K-10 Australian Curriculum for English, History, Mathematics and Science.
- Share teachers’ expertise and advice within schools and across networks to improve classroom practice.
- Use student online resources, including exemplars for planning, teaching and assessment.

Enabling greater school autonomy, flexibility and innovation
- Collaboration with other schools to enhance education programs offered to students.
- Use the increased flexibility provided to generate innovative education approaches to address local needs.

School Priorities
- Literacy: to explore the use of a range of texts (exposition, report, recount, narrative, procedure) in reading and writing using the Literacy strand of the Australian curriculum.
- Learning Environment: building and consolidating cooperative learning environment incorporating Tribes, with a special focus on responsible risk taking in their learning.
<table>
<thead>
<tr>
<th>General Planning</th>
<th>Planned action</th>
<th>Budget</th>
<th>Review</th>
</tr>
</thead>
</table>
| **Learning Environment** | Development of positive interaction, shared values, inclusivity and high achievement through Tribes Cooperative Learning approach school wide. | o 1 teacher  
  o 2 education assistants = $1800 D2705 | Term 1 |
|                    | Positive attendance pattern promoted. | | |
|                    | Behaviour management policy consistently applied. | | |
|                    | Local and external expertise promoted in school. | | |
|                    | Provision of additional support and enrichment as needed. | | |
|                    | Additional staff, including Education assistants will be trained as necessary | | |
| **Buildings/Grounds** | Complete upgrade of play areas in school – edging | o $500–N1625 (hire of equipment, + P&C labour)  
  o $2 000- N1625 (+ P&C funding)  
  o $1 000- D1505 (for sand) | Term 2 / 4 |
|                    | Selection and installation of obstacle course (with P&C support) | | |
|                    | Set up of grounds of new Early Childhood facility | | |
|                    | Preparation of grounds for Mallee Interschool Sports Carnival | | |
|                    | Closely monitor dam water levels- if becomes empty, clean it. | | |
|                    | Explore solar power for school. | | |
|                    | Explore change over of air con units on library for split systems | | |
| **Financial Management** | Continued update of savings plan for replacement of recently purchased Technology – cameras, laptops. | o $500 – D9605 | Term 1 |
|                    | Continued update of assets management | | |
|                    | Refinement/Monitoring of plans for lease/ replacement of technology equipment. | | |
|                    | Disposal of excess furniture through tender. | | |
| **Staffing** | Merit selection if required focussing on student needs | o $930-Salary Pool  
  o $4000 -Prof/Dev School D2705/D2710 conference fees (excl tribes training) | Term 1  
  then ongoing |
|                    | Promote and seek continuity of staffing. | | |
|                    | Incorporation of staff expertise - eg music, Art, Science, Physical education expertise. | | |
|                    | Staff attend professional learning as needed – focussing on priority areas and system focus areas. Aust curriculum and Early Childhood. | | |
| **Learning Technologies** | Continuation of lease arrangements for lease of computers. | o $6500 D1110, D1115, D1120, D1135, D1140 for separate computer leases  
  o $500-D2705 | Early Term 1 |
|                    | Development of organisation for technology resources index. | | |
|                    | Promote and enable effective use of Interactive whiteboards, including professional development and access through laptops and desktops. | | |
| **School Community** | Promotion of school image through expanding information and use of School website- Sponsor Ed – School Council | o $0 | Ongoing |
|                    | Provision of relevant information- operational and day to day and educational issues. eg effect of poor attendance student results, impact of cooperative learning programs on achievement effect of national curriculum, | | |
|                    | Promotion of parent support in and out of the classroom. | | |
## General Improvement Strategies and Reporting to Parents

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Planned Actions</th>
<th>Outcomes Reported to Parents</th>
<th>Data Collection Tool for School Improvement</th>
</tr>
</thead>
</table>
| **English**   | - Literacy Plan developed further to promote whole school approach to literacy with additional support for weaker students.  
- Provision of enrichment opportunities for students.  
- Ensure 50% of curriculum time on literacy (and numeracy).  
- Continuation of language blocks in the form of rotations in both classes. (70 to 90 minutes minimum)  
- Continued support of “home reading” at school.  
- Whole school Buddy reading with structured focus.  
- Experiment with whole school writing blocks  
- Writing conventions focus through the school. (Handwriting, grammar and spelling) especially about transference.  
- Focus on explicit teaching of First Steps Reading/ Writing strategies with a focus on conventions.  
- Continue to refine and moderate *c grade descriptors* rubrics for reading strategies, writing, spelling / phonics.  
- Exploration of Australian Curriculum- English- Literature, Language and Literacy strands  
- Continued replacement and expansion of library resources.  
- All children to utilise library, including library skills.  
- First Steps strategies basis for language teaching and school to facilitate opportunities for cross school training in First Steps in reading.  
- Use of Spellodome as online resource to support individualisation of Spelling | Listening & Speaking ✓ ✓ ✓ ✓ Writing ✓ ✓ ✓ ✓ Reading ✓ ✓ ✓ ✓ Viewing ✓ | ▪ Easy Mark Writing Yr 1-7 in Term 3  
▪ PM Kit 1 Yr 1-7  
▪ NAPLAN- Year 3,5,7 (Term 2) Achievement Target Data  
▪ Literacy Net Term 1 & 4  
▪ Student Reports |
| **Spelling/Grammar Priority** |  
**Writing 80-100% of students to achieve National Standard in Years 3,5,7**  
**Spelling/Grammar 80-100% of students to achieve National Standard in Years 3,5,7**  
**Reading 80-100% of students achieve National Standard in Years 3,5,7** | | |
| **Mathematics** | - Use Mathletics in class (online computer program) to reinforce concepts taught in class- link closely to concepts taught.  
- Explore additional features of the Mathletics program.  
- Ensure 50% of curriculum time on (literacy and) numeracy.  
- First Steps to be used as base resource for teaching Maths concepts.  
- Explore visiting presentations of hands on opportunities. (World of Maths)  
- Maintain teaching emphasis of Space and Chance and Data outcomes.  
- Maintain teaching and monitoring focus on Number and Measurement.  
- Use class profile data from NAPLAN and Number Net to determine program focus. | Working Mathematically E ✓ Number ✓ ✓ Measurement ✓ ✓ Space ✓ Chance & Data ✓ | ▪ Maths MSE testing in Number end of Term 3  
▪ NAPLAN - Year 3,5,7 (Term 2)  
▪ Number Net in Term 1 & 4  
▪ Student Reports |
| Science | • Links with literacy.  
• Explore and begin to use Australian Curriculum  
• Maintain teaching and monitoring of the Inquiry/Investigating skills.  
• Maintain hands on approach.  
• Look for integration into other areas  
• Continue monitoring of Truslove Wetlands  
• Use of external resources and links- Robin Call.  
• Waterwise & Wastewise weeks incorporated into units. | Investigating Scientifically ✓ ✓  
Energy and Change ✓ ✓  
Natural and Processed materials ✓ ✓ | • Student Reports  
• MSE Science Years 5 & 7 |
| Society & Environment | • Integrate understandings about local, state and federal government – linking to Canberra.  
• Incorporate current events local through to global awareness.  
• Maintain coverage of all outcomes.  
• Maintenance of inclusion Waterwise planning  
• Investigate and develop Wastewise understandings. | Investigation, Communicate, Participation. ✓ ✓  
Active Citizenship ✓ ✓  
Place and Space ✓ ✓  
Time, Continuity & Change ✓ ✓ | • Student Reports  
• MSE Years 7 (external)  
• MSE Year 3 & 5 |
| The Arts | • In school expertise for Music and Art.  
• Continued use of ‘The workshop’ for practical arts activities.  
• Host *Musica Viva*–for close schools- integrate into a Mallee Interactive Day.  
• Esperance Music Festival: school choir participation  
• School Performance Tours- one or two a year as offered.  
• *Arts on the Move* – once a year visit to cannery for in depth exposure. | Arts Ideas ✓ ✓  
Arts Skills & Processes ✓ ✓  
Arts Responses ✓ ✓ | • Student reports  
• MSE Yr 3,5,7 Visual Arts |
| LANGUAGES (LOTE) | • Visit by LOTE teachers for a Japanese Day.  
• Seek opportunities to integrate and promote in general class.  
• Continue to supervise classes with Education Assistant and Principal. | Listening, Responding & Speaking Year 3 ✓  
Viewing ✓  
Writing ✓ ✓ | • SIDE to provide report data remotely |
| Health and Physical Enterprise | • Develop and build Tribes approach across the school to improve learning.  
**Physical Education:**  
• Daily Fitness – Whole School M, W, 20- min each morning.  
• Athletics training in Term 1.  
• Interschool /Faction Athletics Carnival.  
• Swimming camp in Term 3.  
• Utilize outside expertise where possible for variety.  
**Health:**  
• Incorporating development of Resilience skills, Hygiene, Road Safety, Drug Education, Growth & Development, Interpersonal skills | Skills for Physical Activity ✓ ✓  
Self Management Skills ✓ ✓  
Interpersonal Skills ✓ ✓  
Knowledge and Understanding ✓ ✓ | • Student reports |
| Technology & Enterprise | • Utilise and develop staff knowledge and expertise.  
• Invite parent expertise.  
• Utilise ‘The Workshop’ as a dedicated facility for practical activities.  
• Maintain planning of outcomes.  
• Look for opportunities for cross curricular links. | Technology Process ✓ ✓  
Information ✓ | • Student reports |