



Naracoorte Primary School

Operational Plan

2015

IMPLEMENTING THE AUSTRALIAN CURRICULUM

Specifically including maintenance of the Science and English Plans

SUSTAINABILITY OF SCHOOL ENVIRONMENT AND FACILITIES

TRANSITION

INFORMATION TECHNOLOGY

IMPLEMENTING THE AUSTRALIAN CURRICULUM

| | <p>Key Strategic Direction: LEADING LEARNING in the implementation of the AUSTRALIAN CURRICULUM WHAT are we going to achieve?</p> | <p>Key Strategic Direction: INNOVATION & SUPPORT the implementation of the AUSTRALIAN CURRICULUM HOW are we going to achieve it?</p> |
|----------------------------|---|--|
| <p>EXPECTATIONS</p> | <ul style="list-style-type: none"> □ The site will implement a whole school approach to each of the Learning Areas through the implementation of the Australian Curriculum. <ul style="list-style-type: none"> ➤ 2015: The Arts, Languages, HASS – Civics & Citizenship, - Economics & Business ➤ 2016: Health & Physical Education, Technologies □ Cross-Curriculum Priorities and General Capabilities will be embedded in all learning areas including the Aboriginal Cultural Studies Resource and the Child Protection Curriculum □ Teaching and learning programs will include strategies to cater for EALD students and students with disabilities as required. □ The Teaching for Effective Learning (TfEL) Framework will be used as the basis for our teaching practice. □ The site will focus on building Powerful Learners as per the Partnership focus area and DECD priority (Numeracy and Literacy Strategy) | <ul style="list-style-type: none"> □ All teaching staff will attend professional learning related to the relevant aspects of the Australian Curriculum □ Staff Performance Development will reflect engagement with TfEL and the Australian Professional Standards for Teachers as a tool to inform practice □ Teaching staff will continue to plan, teach, assess and report using the Australian Curriculum learning areas previously implemented <ul style="list-style-type: none"> ➤ Mathematics, Science, English, History, Geography □ Teaching staff will begin to plan, teach, assess and report using the Australian Curriculum learning areas – The Arts, and HASS- Civics & Citizenship (years 3-7), Economics & Business (years 5-7), Languages □ All teaching staff will familiarise themselves with Australian Curriculum learning areas of Health and PE, and Technologies □ Teaching staff to utilise the Coordinator: Primary Australian Curriculum when necessary to support them in the implementation of the Australian Curriculum □ Teachers will work in Professional Learning Communities to develop their knowledge, skills and practices in relation to the Australian Curriculum and TfEL □ Teaching staff will attend 2 partnership pupil free days and participate in workshops/tasks before and between these days around Powerful Learning |

| | <p>Key Strategic Direction: LEADING LEARNING in ENGLISH WHAT are we going to achieve?</p> | <p>Key Strategic Direction: INNOVATION & SUPPORT in ENGLISH HOW are we going to achieve it?</p> | | | | | | | | | | |
|------------------------------------|---|--|--------|--------|--------|--------|--------|-----|-----|-----|-----|-----|
| EXPECTATIONS | <ul style="list-style-type: none"> <input type="checkbox"/> To maintain quality English programs taught to all classes <input type="checkbox"/> To plan, teach, assess, and report using the Australian Curriculum: English and General Capabilities - Literacy <input type="checkbox"/> To ensure that the DECD required minutes of English/literacy are taught to all classes <input type="checkbox"/> To improve NAPLAN results in Reading and Writing in Year 3, 5 and 7 <input type="checkbox"/> To continue to improve and increase reading comprehension <input type="checkbox"/> To continue to improve the availability and accessibility of English resources <input type="checkbox"/> To continue to improve skills in visual literacy <input type="checkbox"/> To use the school data collection map agreed on by staff in 2014 | <ul style="list-style-type: none"> <input type="checkbox"/> Teachers will work in team groups within the school, and possibly across the partnership, to further develop knowledge, skills and practices for teaching English (including moderation) <input type="checkbox"/> Teachers will have the opportunity to participate in professional learning in AC: English to develop teaching and learning programs and assessment tasks when applicable. <input type="checkbox"/> Explicitly teach reading comprehension strategies <input type="checkbox"/> Teach visual literacy skills across the curriculum <input type="checkbox"/> Appropriate equipment and resources will be purchased that support the AC: English. <input type="checkbox"/> The appropriate data will be collected at each year level as per the school data collection map and the results will be used to inform the teachers' planning and programming | | | | | | | | | | |
| 2015 TARGETS & MEASURES | <ul style="list-style-type: none"> <input type="checkbox"/> The Australian Curriculum will be used to plan, teach, assess and report in English. <input type="checkbox"/> Students will benefit from strong, high quality English programs as evidenced by: <ul style="list-style-type: none"> ➤ Improved fluency scores based on the Limestone Coast Fluency Position Paper ➤ Improved use of reading comprehension strategies ➤ Improved spelling of high frequency words for Reception to Year 4 ➤ 85% of Year 3, 5 and 7 students will achieve above the National Minimum Standard in Writing in the NAPLAN tests ➤ 80% of Year 3, 5 and 7 students will achieve above the National Benchmark for Reading in the NAPLAN tests ➤ 95% of students will complete the Premier's Reading Challenge ➤ 70% of students in Year 2 will be reading at or above their chronological age independently or Level 22 (Instructional) in Running Records ➤ 40% of student's results from Year 3 to 5 will improve by greater than 50 points and 40% of students from 5 to 7 will improve by greater than 50 points in the NAPLAN reading assessment ➤ 70% of students in Years 3 -7 will achieve scores in the PAT-Rc equal to or greater than : <table border="1" style="margin-left: 40px; margin-top: 10px;"> <thead> <tr> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> <th>Year 7</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>110</td> <td>115</td> <td>120</td> <td>124</td> </tr> </tbody> </table> <input type="checkbox"/> Appropriate equipment and resources are being used during the teaching and learning of the English program including using the Whole School Agreement handbook <input type="checkbox"/> Teacher programs will show that R – 7 students are participating in a minimum of 300 minutes of English/literacy per week <input type="checkbox"/> Assessment tests as outlined on the school data map will inform teaching practice, identify whole class and individual needs and will demonstrate improvement in student achievement | | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | 100 | 110 | 115 | 120 | 124 |
| Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | | | | | | | | |
| 100 | 110 | 115 | 120 | 124 | | | | | | | | |

SCIENCE – 2015

| | Key Strategic Direction: LEADING LEARNING in SCIENCE WHAT are we going to achieve? | Key Strategic Direction: INNOVATION & SUPPORT in SCIENCE HOW are we going to achieve it? |
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| EXPECTATIONS | <ul style="list-style-type: none"> <input type="checkbox"/> To maintain quality Science programs taught to all classes <input type="checkbox"/> To plan, teach, assess, and report using the Australian Curriculum <input type="checkbox"/> To ensure that the DECD required minutes of Science are taught to all classes <input type="checkbox"/> To ensure that the students will be involved in Science programs with a strong literacy focus <input type="checkbox"/> To maintain the accessibility and availability of appropriate resources <input type="checkbox"/> To begin participating in “Scientist in Schools” program for students to see science at work | <ul style="list-style-type: none"> <input type="checkbox"/> Teachers will have the opportunity to participate in professional learning in AC: Science to develop teaching and learning programs and assessment tasks when applicable. <input type="checkbox"/> Appropriate equipment and resources will be purchased that support the AC: Science. <input type="checkbox"/> The language of science and science related text types will be explicitly taught. <input type="checkbox"/> Science teachers and classroom teachers collaborate to ensure topics and text types can be incorporated in both teaching and learning programs. <input type="checkbox"/> Develop a relationship with Liz Reed (palaeontologist from Adelaide University) |
| 2015 TARGETS & MEASURES | <ul style="list-style-type: none"> <input type="checkbox"/> A Primary Connections scope and sequence aligned with AC: Science will be utilized throughout the school and adapted where necessary for composite classes. <input type="checkbox"/> Conduct the “Science Knowledge Quiz” as a method of collecting data with students Year 3-7 and compare results with 2011 and 2013. <input type="checkbox"/> Appropriate equipment and resources are being used during the teaching and learning of the Science programs, and subsequent equipment and resources are purchased to maintain and increase these. <input type="checkbox"/> There will be specific examples of explicit teaching of text types required for science in teachers’ programs and in classrooms. <input type="checkbox"/> The literacies of science and science literacy will be explicitly taught in classrooms. <input type="checkbox"/> Teacher programs will show that Year 3- 7 students will be participating in a minimum of 120 minutes per week of Science and R – 2 students will be participating in a minimum of 90 minutes per week of Science. <input type="checkbox"/> Some students will be involved with lunchtime group and class time with science teacher and scientist in schools in palaeontology activities | |

SUSTAINABILITY OF SCHOOL ENVIRONMENT AND FACILITIES

| | <p>Key Strategic Direction : FOR NARACOORTE PRIMARY TO BE AN ECOLOGICALLY SUSTAINABLE SCHOOL</p> <p style="text-align: center;">WHAT are we trying to achieve?</p> | <p>Key Strategic Direction : ENVIRONMENTAL PROJECT incorporating Aboriginal Perspectives.</p> <p style="text-align: center;">HOW are we going to achieve it?</p> |
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| <p>EXPECTATIONS</p> | <p><u>BIODIVERSITY</u> Nature Park Project / Interaction with the Nature Park</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aboriginal Perspectives will be included in all curriculum areas. <input type="checkbox"/> To provide students with knowledge and understanding of Aboriginal peoples relationship with country <input type="checkbox"/> To utilise the Nature Park for class activities <input type="checkbox"/> To develop community partnerships, particularly with the Naracoorte-Lucindale Council (NLC) and the Department of Environment, Water and Natural Resources (DEWNR) <input type="checkbox"/> Through the community partnerships (through the NLC), involve the general public in the continual development of the Nature Park. <input type="checkbox"/> The Aboriginal Food Trail in the Nature Park is clearly identifiable and able to be utilised by the school community and wider community | <ul style="list-style-type: none"> <input type="checkbox"/> Staff will participate in additional Professional Learning in “Incorporating Aboriginal Perspectives Across the Curriculum” including the Australian Curriculum, Cross Curriculum Priorities, Aboriginal and Torres Strait Islander histories and cultures <input type="checkbox"/> The food trail and the wider nature park will be utilised by students and staff as learning spaces. <input type="checkbox"/> Continue to maintain and further develop the Aboriginal food trail in the Nature Park, in collaboration with the NLC <input type="checkbox"/> The general public and students will continue to be surveyed as to their perception of the park <input type="checkbox"/> Continue to build partnerships with community members and representatives from the NLC, DEWNR and local indigenous groups. <input type="checkbox"/> Continue to maintain and refine the wikispace relating to the indigenous food trail, with support from David New (New Media Team, DECD Curriculum Officers) and DEWNR <input type="checkbox"/> Continue to utilise and resource digital technologies to further the development of current wikispace. <input type="checkbox"/> Continue developing the knowledge base of students within the school by utilising students who have been through the Nature Park Project to mentor younger students and liaise with community groups and members. <input type="checkbox"/> Propagated plants will continue to be used to vegetate the areas of the Nature Park, in particular the eastern end of the fenced area of our Indigenous Plant garden. <input type="checkbox"/> Work with CFS, Naracoorte Nature Park Development Board to develop the area after proposed burns |

School Grounds

- To ensure that all areas of the grounds are safe and provide a welcoming environment.
- To ensure students at NPS are aware of indigenous plant species and usages, developing their understanding and knowledge of indigenous culture
- To develop NPS vegetable/student garden facilities and student participation through the 'Garden Club' at lunch times.

Amphitheatre

- To utilise the amphitheatre space as a safe, accessible area for performing arts, outdoor activities and whole school gatherings
- To develop the amphitheatre area into a usable and aesthetically pleasing area.

Nature Play Space

- To increase student's interaction with nature by developing a nature play space near the old playground

WASTE MANAGEMENT

- To continue and develop the collection and disposal of recyclable materials and food waste at NPS.
- To monitor and encourage use of 'nude food' practices

- The bush tucker garden, established in 2010 and the new indigenous garden bordering the staff carpark will be utilised by students and staff as learning spaces.
- Signage will be put in the indigenous garden bordering the staff carpark (dependent on the success and growth of the garden)
- Continue to maintain (weed, tend) the garden spaces
- Continue to develop and maintain the propagation area for Indigenous plants and vegetables next to the 1/2 portable
- Continue to ensure the safety and aesthetics of the back portables and the groundsman's sheds
- Plan for development of the back portables, including removing and revegetating the garden beds from the OSHC room to the storage portable, preferably with local indigenous plants; rejuvenation of the rock borders.

- Long term – design/plan for the set up of this area as a learning area for the future – pizza oven, fire pit, BBQ area, planting, stepping, performance area,
- Short term – mulching, planting, spraying, mowing etc.

- Plan for development of a nature play space, near the old playground
- Create a safe, aesthetically pleasing, interactive, engaging and play-based natural play area
- Staff attend professional development regarding incorporating and developing natural play spaces in educational settings

- Continue to refine current school recycling practices and implement a new program to effectively sort and dispose of waste at NPS
- Continue to utilise the chooks, worm farms and compost bins, as a way of utilising food scraps.
- Further investigate and encourage 'nude food' initiatives
- Replace large waste bins with smaller bins

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| EXPECTATIONS | <p><u>UTILITY MANAGEMENT</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> To monitor utility use, i.e. electricity and water <input type="checkbox"/> Garden beds should preferably survive on natural rainfall with minimal additional watering once established. <input type="checkbox"/> A reduction in electricity usage across the school <p><u>GENERAL</u></p> <p>Access and educate staff, students and the wider school community to have a greater awareness of sustainability at NPS.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Analyse our energy usage for the past 3 years in order to ascertain where energy consumption can be improved. <input type="checkbox"/> Analyse our water consumption in order to ascertain where usage can be improved. <input type="checkbox"/> Educate our school community about water/energy saving measures, i.e <input type="checkbox"/> Promote environmental sustainability and awareness through class lessons and newsletter articles. <input type="checkbox"/> Students will continue to attend the YELP and continue to be involved in environmental projects, leading initiatives within the school. <input type="checkbox"/> Apply for grants as appropriate to support programs as outlined above. <input type="checkbox"/> Additional TRT days are budgeted for to address the professional learning needs, meetings and administrative tasks associated with this project. |
| 2105 TARGETS & MEASURES | <ul style="list-style-type: none"> <input type="checkbox"/> Local resources are utilised including the Nature Park, bush garden and human resources to enhance the teaching of Aboriginal Studies. <input type="checkbox"/> Students are involved in practical activities that lead to increased understanding of the environment around them. <input type="checkbox"/> Partnerships with the Naracoorte Lucindale Council and The Department of Environment and Natural Resources are continued. <input type="checkbox"/> Signs identifying the plants and their uses will be in place in school grounds and the Nature Park. <input type="checkbox"/> Evidence of the use of the Nature Park as a resource and teaching tool will be in teachers' programs. <input type="checkbox"/> Active interaction with the SEMP <input type="checkbox"/> The school vegetable garden facilities are maintained and improved to cater for the enthusiasm and growing number of students involved in the 'Garden Club' <input type="checkbox"/> Auditing of utility use is initiated. <input type="checkbox"/> Food waste usage is maintained through the chooks, worm farms and compost bins. <input type="checkbox"/> Knowledge of the recycling of reclaimable items (i.e cans and bottles) is improved across our site. <input type="checkbox"/> A reduction in the expense of general-waste removal is evident. <input type="checkbox"/> Regular (once a term), targeted and highly publicised 'nude food' initiatives occur at NPS <input type="checkbox"/> Children become well-versed in the effects of waste to landfill and practices to minimalise this | |

TRANSITION

| | Key Strategic Direction: Support students in their TRANSITION process WHAT are we trying to achieve? | Key Strategic Direction: Support students in their TRANSITION process HOW are we going to achieve it? |
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| EXPECTATIONS | <p>All students when transitioning from:</p> <ol style="list-style-type: none"> 1. Pre-School to school 2. Primary School to Secondary School <p>will be supported.</p> <p>Students with specific needs will have individual plans developed for them.</p> <p>F.L.I.P. (Foundation Literacy in Practice). Preschool / NPS learning program will continue.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate junior primary staff will liaise with the Preschool to ascertain specific needs and plan appropriate transition programs to ensure a seamless transition program for children. <input type="checkbox"/> If required this will include extended transition visits, visits with the child's current support worker and meetings with parents/caregivers and all agencies involved. <input type="checkbox"/> JP staff and preschool staff program and plan F.L.I.P. sessions to meet the needs of JP and preschool children. <input type="checkbox"/> Year 7 program is based on a middle schooling approach with a timetable and a variety of teachers working with the students. <input type="checkbox"/> Year 7 teachers to access the high school facilities and teachers for specific subject experiences i.e. Science, Technology <input type="checkbox"/> Results from the parents / students / staff survey conducted will be analysed when planning the 2015 formal transition program. <input type="checkbox"/> Appropriate primary staff will liaise with the secondary school to share information, express concerns and plan appropriate transition programs, including visits with the student's current support worker and meetings with parents/caregivers and all agencies involved. <input type="checkbox"/> Regional Office Staff will be involved as appropriate. <input type="checkbox"/> Students with additional needs to have additional transition activities with an SSO and/or Social Worker/Counsellor. |
| 2015 TARGETS & MEASURES | <ul style="list-style-type: none"> <input type="checkbox"/> The Junior Primary and Preschool teachers collaboratively evaluate the transition and learning program on a regular basis. <input type="checkbox"/> Follow up survey of parents / students / high school teachers indicate the effectiveness of the Year 7 program and the transition program. | |

INFORMATION TECHNOLOGY

| | Key Strategic Direction : Sustainable IT upgrade and management WHAT are we trying to achieve? | Key Strategic Direction: Sustainable IT upgrade and management HOW are we going to achieve it? |
|---------------------|---|---|
| EXPECTATIONS | <ul style="list-style-type: none"> <input type="checkbox"/> IT infrastructure and hardware upgraded as per recommendations from the site IT audit by LeetGeek. <input type="checkbox"/> IT hardware in the network room is reimaged and replaced where required to make it accessible to staff and students. <input type="checkbox"/> Wireless network to be reviewed and costed. <input type="checkbox"/> Review infrastructure and document future directions. <input type="checkbox"/> Upgrade and reimage iPads with new OS and updated apps. <input type="checkbox"/> Refurbish and upgrade Apple laptops including purchasing more to complete the class set. <input type="checkbox"/> Purchase laptops for each team to facilitate data collection. <input type="checkbox"/> Investigate the use of MarkIT as a data-recording tool. | <ul style="list-style-type: none"> <input type="checkbox"/> Purchase and installation of cabling where required. <input type="checkbox"/> Workstations reimaged and unstable stations replaced- purchase of 10 new HP PC's <input type="checkbox"/> Staged upgrade of wireless network to high traffic areas <ul style="list-style-type: none"> ↪ Cube, Library, Year 7 area ↪ Finalise the installation of necessary cabling |
| OUTCOME | <ul style="list-style-type: none"> <input type="checkbox"/> IT infrastructure is developed to ensure current facilities are reliable, up-to-date and future direction is provided. | |