



# Naracoorte Primary School Operational Plan Report 2014

IMPLEMENTING THE AUSTRALIAN CURRICULUM

Specifically including maintenance of the Science and English Plans

SUSTAINABILITY OF SCHOOL ENVIRONMENT AND FACILITIES

TRANSITION

POLICIES & PROCEDURES & WHOLE SCHOOL VALUES

IT INFRASTRUCTURE

## IMPLEMENTING THE AUSTRALIAN CURRICULUM

In 2014 the teaching staff continued to program, teach, assess and report using the Australian Curriculum: Science, Mathematics, English and History, and added Geography to the learning areas implemented. Our written reporting format reflected this as we modified this twice during the year to best incorporate this changing curriculum.

Professional learning opportunities were offered for Australian Curriculum: Geography and the General Capabilities as whole day partnership Pupil Free Days, with the majority of our teaching staff attending these sessions. Staff also attended familiarization sessions on The Arts and the remaining Humanities and Social Sciences (HASS) areas of Civics and Citizenship, and Economics and Business at staff meetings with the Co-ordinator-Primary Australian Curriculum (CPAC). All Junior Primary teachers participated in a trial project – Ann Baker Maths strategies in the Early Years. This required the teachers to attend six whole day workshops with Ann Baker at various sites around our partnership, and complete tasks and reflection journals between sessions. We also hired Ann Baker for a day Professional Learning workshop for our primary teachers at our site. Our science teachers attended two day sessions on Science as a Human Endeavour with other teachers from around the Limestone Coast.

The cross-curriculum priorities, general capabilities, EALD strategies and Child Protection Curriculum were embedded in all curriculum areas throughout the year levels.

Staff engaged with Teaching for Effective Learning (TfEL) framework, which was reflected in their Performance Development with all teachers selecting one element they were particularly focusing on in their practice, and four staff meetings were dedicated to sharing and reflecting on specific elements.

The teaching staff was again given support in their professional learning through TRT release time to attend Professional Learning Communities (PLCs) in an area of their choice in relation to implementing the Australian Curriculum and TfEL in their teaching and learning programs.

### **Recommendations for 2015**

In 2015 teaching staff will continue to plan, teach, assess and report using the Australian Curriculum for Mathematics, Science, English, History and Geography, and will begin to use The Arts, Civics and Citizenship (Years 3-7), Economics and Business (Years 5-7) and Languages. They will also become familiar with Health and Physical Education, and Technologies (Design Technologies and Digital Technologies) and gradually implement these into their teaching and learning programs. The teaching staff will again be involved with a PLC to support their professional development with the Australian Curriculum learning areas and TfEL.

There is a partnership and school focus on Powerful Learners and the partnership has two common Pupil Free Days planned to work with the TfEL team on Powerful Learning.

## SCIENCE

Quality Science teaching and learning programs using the AC: Science continued to be taught by four teachers specializing in teaching Science throughout the school, mostly in the Science room, and was also supported by teachers in the classroom. A variety of science related texts were used in Science and classroom programs, with a recommendation for more collaboration between Science specialist teachers and classroom teachers for a more integrated and continued approach.

The *Primary Connections* scope and sequence was still followed to ensure students didn't receive exactly the same program year after year, but modifications were made to cater for the students' needs and the composite classes.

Teachers attended two whole day Professional Learning on Science as a Human Endeavour with other teachers from around the Limestone Coast with an Implementation Officer from the Maths and Science Strategy. Teachers also accessed and had discussion with the CPAC when necessary.

Resources were purchased when needed to maintain and add to the collection.

The "Science Knowledge Quiz" results from 2011 and 2013 were analysed showing that our students on a whole have improved in all areas over the two years with the strength continuing to be in the Life Sciences and a significant improvement was shown in the Earth Sciences.

### ***Recommendations for 2015***

Quality Science programs to be taught by specializing teachers again in the Science room. Resources will need to be continually monitored and purchased to replace used consumables and broken equipment, and any new resources to support the current programs.

Teachers will once again have the opportunity to be involved in a three day Professional Learning program over 3 terms working on planning and assessing with multi-age classes with an Implementation Officer from the Maths and Science Strategy.

The "Science Knowledge Quiz" will be conducted with students Year 3-7 and results compared with the results from 2011 and 2013.

## **ENGLISH**

The Australian Curriculum was used to plan, teach, assess and report in English in years R – 7, and the formalities of English was explicitly taught. An integrated approach was taken to ensure all students were participating in at least 300 minutes of English/literacy per week.

High quality programs were evidenced by

- improved and explicit use of reading comprehension strategies in all classes
- at least 85% of Year 3, 5 and 7 students achieved the National Minimum Standard in Writing in NAPLAN
- at least 80% of Year 3, 5 and 7 students achieved above the national Benchmark for Reading in NAPLAN
- at least 95% of students completed the Premier's Reading Challenge

Appropriate equipment and resources were purchased to support the teaching and learning of English programs when available and necessary.

A school data map was developed to map the assessment tests that are used to inform teaching practice and identify class and individual needs throughout the school.

The Reading Support Teacher (RST) built successful relationships with parents and teachers and provided reading strategies to teachers, parents and students to improve reading comprehension.

Some teachers chose English as their interest to develop in their Professional Learning Communities (PLCs) and worked on a variety of aspects relevant to their year levels from sharing resources and ideas, creating assessment tasks and moderating, developing oral language, developing fluency in reading, and developing visual literacy.

### ***Recommendations for 2015***

Teachers will continue to plan, teach, assess and report using the AC:English for R-7 and provide at least 300 minutes of English/literacy per week to achieve the results from a high quality program.

Teachers will use the school data map to assess the students to inform their practices.

## SUSTAINABILITY OF SCHOOL ENVIRONMENT AND FACILITIES

### *(Buildings & Grounds Committee Report)*

2014 saw extensive renovation and revegetation of two targeted areas for Indigenous plant gardens at Naracoorte Primary - the sloped area on the western side of the school, and the southern garden area next to the staff carpark. After successfully applying for a NRM School Action Grant, \$2000 of funds were allocated to all aspects of the gardens, including tiering the slope with limestone rocks, replacing pine borders, creating a limestone path in the shape of the local 'Wonambi' serpent, purchasing Indigenous plants and mulching. Products were all purchased locally. The plants grown are all native to our local area, and were carefully selected to meet this criteria. The serpent path was central to the southern garden area, with various clumps of Indigenous plants planted in the curves of the snake. When established, this area will be an interactive learning space complete with signage which will give information about each plant species, including their use by Indigenous Australians, and seating. An initial allocation of funds to erect a fence along the western sloped garden area greatly improved safety and aesthetics. Importantly, it ensured that the garden would no longer be accessible to student foot-traffic, thus creating a space where local Indigenous plants would grow into a striking display which would be accessible to all students to improve their understanding of Indigenous culture and connection to country. Students, staff and other members of the school community were involved in the preparation and revegetation of both learning areas, including a working bee, school pride day, and several combined elective sessions including multiple age-groups. Both garden areas are growing well, requiring little watering over the summer months.

The propagation area for indigenous plants behind the year 1/2 portable was gravelled, and several more raised garden beds were erected in the school vegetable patch. 'Min's Garden Club' continues to be a dynamic, effective and highly active group within the school community. Many children are involved in weeding, propagating, growing and harvesting activities on a weekly basis. The club features prominently in school newsletters, involving the whole school community in activities, including the annual Mother's Day stall.

Recycling at NPS continues to be a work in progress. Additional signage was added to all bins to make it very clear what was to be put in each bin. Classroom food scraps continue to be collected daily and fed to the chooks, placed in worm farms and added to compost bins.

### ***Recommendations for 2015***

2015 will see further refinement of the school's recycling and waste disposal practices, as well as audits of energy and water consumption to see if we are functioning as efficiently as possible. It is also anticipated that the garden and natural play spaces in front of the northern portable buildings, including the newly refurbished Performing Arts buildings, will be redeveloped.

## TRANSITION

### Kindergarten to Reception

#### ***Program between Naracoorte Primary School and Naracoorte North Kindergarten (NNK).***

2014 saw the introduction of the Same First Day policy. This meant that all students who began in Term 3 or 4 in 2013 and all new students aged 5 before May began at the beginning of the year resulting in 3 Reception classes of 20, with no further intakes.

In terms 1, 2 and 3 each Reception class visited the NNK once per term with the NNK reciprocating with a visit to each Reception class each term, i.e. 3 visits a term. These visits were spread over Tuesdays, Wednesdays and Thursdays in an endeavour to include as many students as possible.

#### ***Transition Program involving the Naracoorte North Kindergarten and the Michelle deGaris Kindergarten***

With the change of enrolment to school the Reception staff and Marie Riddle spent significant time considering the best options and plans that would cater for the needs of the existing Reception students and those students transitioning ready for 2015.

In week 1 of term 3, teachers from the Naracoorte North Kindergarten, Michelle deGaris Kindergarten, Naracoorte Primary School, Naracoorte South Primary School and the Sunrise Christian School met to discuss the implications of the Same First Day on Transition to school for students, parents and teachers. At this meeting an outline of the transition program and dates that had been drawn up by Reception staff and Marie were presented and agreed to.

NPS held a BBQ tea and information evening for all new students and their parents on Wednesday of week 7. A crèche was staffed by NPS teachers ensuring that parents were able to attend and listen to a presentation by Marie Riddle (Principal) and ask any questions. The Reception staff were on hand to take parents on a guided tour of the school and answer any questions that arose.

All 4 Reception teachers visited the Michelle deGaris Kindergarten and spent time with the staff and students who would be attending NPS so that the students would feel more comfortable attending NPS.

Transition for 52 students beginning school in 2015 commenced in term 3. There were two transition sessions that ran from 10:00am till 10:50am on Thursday week 8 and 9

Four more transition sessions were held in term 4. These sessions increased in time each visit to involve time in the yard at recess, lunch and then both recess and lunch. The Reception staff were rostered on to additional yard supervision wearing fluorescent orange vests so that they were visible to the new students if any problems arose.

#### ***Outcomes***

The parents became familiar with the layout of the school; they met the Principal, the Deputy Principal, Governing Council Chairperson, the Reception teachers who worked in the Reception unit and parents of other students who would be beginning school in 2015. They were well informed of the transition process, were given information about the upcoming new school year and were able to ask questions to clarify and concerns.

The students spent time with different teachers in the Reception unit building so that they could recognise them.

Students from the Michelle de Garis and the Naracoorte North Kindergarten socialised with each other during the visits so that they would form relationships prior to beginning school in 2015.

The students coped well in the yard and were confident knowing that there was a teacher that they could find if needed.

#### ***Recommendations for 2015***

- That a Transition program between Naracoorte Primary School and Naracoorte North Kindergarten be re-established in Term 1, involving an increased number of visits by the school to the

Kindergarten. This program is to be continued throughout the year with the NNK students reciprocating visits to the school from term 2 onwards.

- That a meeting between staff from Naracoorte Primary School, the Michelle de Garis and Naracoorte North Kindertgartens be organised for early Term 3 when numbers are known to establish the transition program; time and dates.
- That a BBQ and information evening be held in Term 3 for all new students and their parents/ caregivers.
- That the Reception teachers visit the Michelle de Garis Kindergarten during Term 2 and early Term 3 to meet prospective new students to begin establishing a relationship.
- That the program requires TRT support with a specific budget item to be established. That TRTs are employed to assist with the Transition program by taking the current Reception students and working with the transitioning students wherever possible so that the new students will recognise the TRTs on yard duties. That the TRTs be responsible for yard duty supervision during recess and lunch times.
- That the students spend more time with their prospective teachers to build up relationships and ensure that the teachers and the students are more familiar with each other.

## Year 7 to High School

The formal transition process developed by the High School in 2013 was repeated in 2014. This involved the principal of the high school initially meeting with NPS leadership then visiting the school over three weeks to meet with each Year 7 student for a “getting to know you” session of around 5-10 minutes in duration. Prior to the meeting each student filled out a questionnaire about themselves to be used as the basis for the interview.

The high school counsellor also met with small groups of students to discuss their needs at high school. Parents and students were invited to a barbeque at the high school and the beginning of term 4 and an information session was delivered there.

In 4<sup>th</sup> term, students attended the high school to be shown around the premises by older students while Year 7 teachers met with the high school counsellor to discuss individual student strengths, needs and concerns.

Using the information students provided about their high school enrolment, Year 7 teachers supplied ideas and suggestions to the high school to assist in the development of appropriate Year 8 classes which were used for the transition day.

Over the course of the year the Year 7s visited the high school many times to use their classrooms and equipment in the subjects of Art, Technology and Science, and to attend the high school performance.

## POLICIES & PROCEDURES & WHOLE SCHOOL VALUES

### Policy and Procedure Review

- Our Mobile Phone policy was updated and expanded at the behest of and in consultation with Governing Council. A specific **section** was added to the policy to clearly outline expectations regarding the taking of photos/video of schoolchildren at NPS. The policy states that parents and caregivers must ask for teacher permission before taking photographs and that no photo/video may be published or shown without the prior consent of parents/caregivers of the photographed student/s.
- The staff and parent handbooks were reviewed and updated, and a specific TRT information sheet was developed. The staff handbook is now a dynamic format that provides program outlines for such things as social skills and Play is the Way, making it relevant for ALL staff, not just those new to the setting.
- The report format developed in 2013 was reviewed and redesigned to make it more parent/caregiver and teacher friendly whilst ensuring it met the requirements of the Australian Curriculum Reporting.

#### **Play is the Way**

2014 was the second year of Play is the Way implementation. Teaching teams were encouraged to experiment with the language and embed the games into their program, with a view to a whole-school formalised teaching program (regarding the games) in 2015. Staff who were new to the school were supported to attend a full day Professional Development workshop with Wilson Macaskill.

#### **Teach Like a Champion**

In week 4 of Term 4 we hosted Education Specialist, Greg Mitchell, for a week. He worked with all staff and classes, mentoring, leading discussions, modelling teaching strategies and running three well-supported staff trainings after school during the week. A very successful parent evening was held with over 70 people attending; the evening looked at how to raise great men. Feedback from the program was very positive, with most staff making changes to the delivery of their program in anticipation of a school-wide focus on "Teach Like a Champion" in 2015. Greg worked with us to develop strategies to help students become fulfilled and capable individuals who can think, listen and communicate well, with a view that they will do the right thing because it's the right thing to do and take responsibility for their actions. Students are supported to realise that things happen that they won't like but they have strategies to move positively forward, which well complements the work of Play is the Way.

#### **Recommendations for 2015**

- To develop a whole school well-being agreement
- To have a structured program for the delivery of Play is the Way
- To implement a whole school Social Skills program
- To adopt "Teach like a Champion" practices across the school – each team to choose a focus skill each term

## IT INFRASTRUCTURE

What a difference a year can make. After all the trials and tribulations of 2013 the partnership with Leetgeek proved to be a blessing with a much improved IT system and happy staff.

Following the mountain of work involved in 'starting from scratch', the new server, associated images for PC and Mac and the installation of the new Dual ISP gave us a good platform for a more stable system.

We continued our search for an IT Technician SSO, but again to no avail. This meant that the management of the system – including whiteboards, PC network room, eMac pods, Multipoint systems in class areas and staffroom, laptops and iPads was assumed by the Deputy Principal in consultation with Leetgeek.

Day to day issues were managed internally, with the occasional contact with Leetgeek. Replacement of the older PC's in the network room was a major undertaking with another 8 old workstations replaced and re-imaged. The class set of iPads proved to be very popular and necessitated management and resyncing to be undertaken during the year. At the end of 2014 and the beginning of 2015 many hours were spent updating operating systems and apps for all 30 iPads.

With increased enrolments and changes to class locations, an additional whiteboard was ordered, one was shifted and a new touch screen device was placed in the Year 7 classroom for trial. Work was undertaken at the start of the school year in 2015 to install these items.

The wireless network proposal was revisited and cabling work was completed during the 2014/2015 holidays by Comtech (Klaus Roeder). A revised quotation was supplied by Leetgeek and this has been accepted and signed off. We now await the arrival of engineers from Leetgeek to undertake the installation and testing of the new Rukus Wireless Network.

The completion of the wireless network will then put NPS at the forefront of current technologies and make access to global information more efficient and faster!

Further work was required to upgrade the Dual ISP system due to a change by DECD regarding filtering services. The major part of this was completed by Leetgeek with some delays experienced due to hold ups with security certificates. After a few system hiccups due to changes initiated by updates and some faulty cabling, these problems were rectified with smiles all round.

Further work has been completed in setting up more of the older eMacs for use in classrooms, Special Ed and the Library.

In summary, we seem to be streets ahead of where we were 12 months ago. Whilst there are still day to day issues, the majority of these can be solved on site, however this can become burdensome for the Deputy Principal. The liaison with Leetgeek has been very successful, although it does come at a cost, however this cost is offset through the savings of not employing an SSO.

Further planning will be undertaken to map out directions for the future.