

	Focus and targets	Current Data	Strategeis	Outcomes
Student Learning	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> All students achieving above school/DECD standards. All students (yrs1-7) increase percentile ranking 10 pts. (using Pat R and PAT Maths tests) Year 5 and 7 students sitting NAPLAN (excepting SWD) achieve top 25% of growth data. 	<ul style="list-style-type: none"> Whole School base line data sets to be developed term 1. Limited number of students sitting NAPLAN. 	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> Implement online PAT-R and PAT-Maths tests twice in year Individualised programs exist for students based on this data. Staff PD in Big 6 (Literacy) and with Mike Chartres (Numeracy). Mapping of Maths curriculum against AC 	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> Literacy and Numeracy data sets exist for each students. This data informs individual programs. Achievement against data sets reported regularly to parents.
Student wellbeing and Engagement	<p>Attendance</p> <ul style="list-style-type: none"> Attendance rate of 95% achieved. Individual plans in place for students with attendance below 90% <p>Child protection curriculum.</p> <ul style="list-style-type: none"> 100% staff have current CPC training. Child Protection curriculum taught R-7 on a weekly basis 	<p>Attendance</p> <ul style="list-style-type: none"> 2013 attendance rate 93.2% No individual attendance plans exist. <p>Child Protection Curriculum</p> <ul style="list-style-type: none"> Child Protection curriculum documentation exists in school. 	<p>Attendance</p> <ul style="list-style-type: none"> Attendance monitored daily. Known strategies developed to inform and record reasons for absence. Contact with parents if attendance less than 95%. Attendance plan if below 90% <p>Child protection curriculum</p> <ul style="list-style-type: none"> Staff receive training in CPC if required. CPC mapping occurs at staff meeting in term 1 	<p>Attendance</p> <ul style="list-style-type: none"> 2014 attendance rate 95% Attendance plans exist to support students not achieving this target. <p>Child Protection Curriculum</p> <ul style="list-style-type: none"> All staff have current CPC training. A curriculum map exists for R-7 class and is implemented and reviewed.
Parent and community engagement	<ul style="list-style-type: none"> Enrolments increase- target 24 at beginning of 2015 school year. Quorum GC meeting occur each month. Parent surveys completed by 100% of parent reflecting 80% positive response. A <u>community</u> survey is conducted showing a 80% positive response. Community is involved in school program on weekly basis. 	<ul style="list-style-type: none"> Enrolment decrease 75% over 3 years 2011 to 2012 - 32% decrease; 2012 to 2013 - 44% decrease; 2013 to 2014 - 51% decrease. Community <u>has</u> been involved in school on weekly basis but not reflected in community perceptions. 	<ul style="list-style-type: none"> A Governing Council is formed and receives adequate training in their role. Community is informed of GC achievements and initiatives. GC/community advice is sought about programs to be implemented in school and community. Staff are involved in community events. 	<ul style="list-style-type: none"> New residents in town enrol students at MTPS An active and involved Governing Council exists. The school is involved in local community and broader Torrens Valley community. Traditional programs such as Bells, Cows for careers and kitchen garden continue
Capacity building R-7 strategies	<p>Australian Curriculum</p> <ul style="list-style-type: none"> Performance review process demonstrates implementation of Australian Curriculum. Student achievement is reported against Australian curriculum for all introduced areas. 100% of students can talk about their learning outcomes. <p>R-7 composite teaching</p> <ul style="list-style-type: none"> Staff survey reflects 80% positive response 	<p>Australian Curriculum</p> <ul style="list-style-type: none"> Staff planning and reporting in areas of Mathematics, English, Science and History reflects sound knowledge of AC. <p>R-7 Composite class</p> <ul style="list-style-type: none"> R-7 composite class has only begun in 2014. All staff require professional learning in this context 	<p>Australian Curriculum.</p> <ul style="list-style-type: none"> Staff involved in cluster PLCs. Staff work alongside cluster AC coordinator Performance review process has focus on AC implementation. AC Information shared with community <p>R-7 Strategies.</p> <ul style="list-style-type: none"> Staff visit like schools. SFD supports whole staff planning. 	<p>Australian Curriculum</p> <ul style="list-style-type: none"> Prescribed learning areas planned, taught and assessed against AC. Parents and students have relevant level of knowledge of AC. <p>R-7 composite teaching</p> <ul style="list-style-type: none"> Pedagogical knowledge of staff increased for R-7 composite class context.