

## PROGRESS ON 2007 PRIORITIES

### Priority Area : Inclusivity

The second year of a two year plan focusing on Inclusivity was implemented in 2007. The two major outcomes were: Identifying and providing for Advanced Learners and improving involvement of our Aboriginal parents in the education process.

At the beginning of the year new staff engaged in professional learning focussing on the school's Advanced Learner identification process. Parents of all new students were invited to complete a survey with the aim of gathering data to aid in the identification of Advanced Learners. Staff also completed questionnaires. Students identified in 2006 were tracked and decisions made about their ongoing status. Staff wrote Teaching and Learning Adjustment programs to cater of each student identified through this process.

Competitions in Science and Mathematics were held again throughout the year promoting academic excellence. Some good results were achieved by the middle and upper primary students who participated. 2007 saw the introduction of a school wide Digital Art competition. Students from Pre-Primary to Year Seven were invited to enter. This proved very popular with students and staff alike. The successes of those students who participated in all academic extension programs were celebrated by the school community through assemblies and the school newsletter. Selected students also attended Primary Extension and Challenge (PEAC) classes at the Goldfields District Education Office.

### Priority Area: Literacy

Literacy skills are core to academic achievement across the curriculum. The major outcomes sought for improvement in Literacy were:

- ◆ Writing conventions
- ◆ Writing processes and strategies
- ◆ Understanding context when writing
- ◆ Reading processes and strategies
- ◆ Understanding context in reading

Our aim was for all students to achieve year level targets based on performance against student outcome levels articulated in the Outcomes and Standard Framework (OSF). Targets were set by teachers at the end of Term 4, 2006 and monitored in Term 2 and Term 4 during 2007.

Analysis of data collected through student reports indicates an improvement across all areas listed above. Teachers' understanding of levels in the OSF has also increased this year with the implementation of the School Information System formal reporting process (SIS). At the commencement of 2008 targets for 2008/9 targets will be set using WALNA data and teacher judgement as recommended in the analysis of the Literacy Priority for 2007.

