THINKING AND LEARNING

HOW/WHAT? ... Utilise COI/Philosophy focus to promote dialogue as a powerful learning tool for developing REASONING skills

FUND 0.1 staffing for Teresa to work alongside classroom teachers to embed COI protocols and thinking into classroom practice (initial focus on motivators, developing empathy and valuing diversity)

Embed teaching strategies that promote active listening and development of Executive Function skills—inhibitory control, working memory and cognitive flexibility

Provide opportunity for students to develop independent learning skills and strategies through project based learning, multiple entry points and explicit teaching organisation techniques

Conduct 4-5 COI session per term with each class group, utilise cross-age COI when appropriate for particular focus areas Eg: Harmony Day

WHOW WILL WE KNOW? ...

Active Listening is visible and students are displaying more positive learning behaviours for engagement

Whole school/community awareness and support of organisation and independent learning skills

Priority # 1 HIGH QUALITY LITERACY LEARNING

HOW/WHAT? ...

Track and monitor student outcomes/growth using agreed/common tools to inform practice and identity students at risk.

Implement agreed comprehension and writing timetable using common meta-language and materials

Develop REASONING skills by utilising intentional questioning and multi-layered problem solving (will support higher band achievement)

Provide opportunity for dialogue & conversation as a learning/assessment tool for comprehension and writing

Interrogate RR, PAT and NAPLAN data to support differentiation for each child

Release teachers each term to analyse Running Record data to inform reading practice

Build automatically through synthetic phonics approach to reading development in early/transition years or as required

Provide student with intervention support as required (whole group, small group, 1:1 support)

HOW WILL WE KNOW? ...

Each student makes progress on DECD Reading SEA target and Reading Higher Bands target (individual, goals set through P. Conversations)

SVD and SWALN meet individual targets set through the ongoing One Plan processes

The language of reasoning becomes a daily part of student/teacher / student-student / student-home conversations

Priority # 2 HIGH QUALITY MATHS LEARNING

HOW/WHAT? ...

Track & monitor student outcomes/growth using agreed/common tools to inform practice and identity students at risk.

Develop each students mathematical comprehension using common meta-language and materials. Utilise conversation & dialogue as learning/assessment tools.

Develop REASONING skills by utilising intentional questioning and multi-layered problem solving (will support higher band achievement)

Integrate Numeracy across the curriculum and make links visible for learners

Interrogate Diagnostic, PAT and NAPLAN data to support differentiation for each child

Attend the TV Mathematics PLC as a staff team to further support our own learning/practice in this area

Participate in TV Maths project—commit to trialling support materials and tools for 3 lessons per week in 2016

Build automatically in number operations to support cognitive challenge in F1 problems

Provide student with intervention support as required (whole group, small group, 1:1 support)

HOW WILL WE KNOW? ...

Students meet individual targets set with and for them and make progress on DECD SEA target and Higher Bands target

The language of mathematical reasoning becomes a daily part of student/teacher / student-student / student-home conversations

Priority # 3 SCHOOL CULTURE

HOW/WHAT? ...

Communicate learning regularly and effectively with families

Develop meaningful relationships/partnerships in the local community through a redevelopment of the Community Links Program which focuses on social responsibility and service to the community, developing empathy and valuing diversity

Ensure student voice is recognised in school decision making processes

Actively promote Intrinsic rather than extrinsic motivators. Work with students to review reward/award practices and develop more meaningful initiatives

RISK TAKING, PERSISTENCE AND RESILIENCE are seen as vital for learning and is demonstrated by staff

Fund and develop SAKG program as required. Deliver 4 full terms of cooking and gardening lessons as per funding agreement

Re-instate SRC and class dialogue about school matters, elect student Gov Council reps to attend 3-4 meetings throughout the year

HOW WILL WE KNOW? ...

Improved feedback in 2016 parent feedback survey re: communication of children’s learning needs

DECD 95% target for attendance