

Site Learning Plan 2012—2014 Assessment for Learning

Goal: Staff and students are using proven Assessment for Learning Strategies for improved student achievement. (See Dylan Williams*)

Vision: There is a consistent, agreed approach to implementing the *Key 5 Assessment for Learning Strategies* across the school. **Five Key strategies:** Sharing Learning Expectations & Criteria for Success, Questioning, Feedback, Self Assessment, Peer Assessment

Strategies:

Assessment For Learning in the Preschool:

- Building in the observations scales from *Respect Reflect Relate*
- Making evidence of children's progress more accessible to parents.

Build a shared understanding and practice of Assessment For Learning strategies:

- PD followed by trialling, critical reflection, classroom observations and reporting to teams;
- Common agreements by staff about implementation eg. Display of learning intentions

Supporting the implementation of Key 5 Strategies with appropriate resources:

- Provision of AfL kits appropriate for Year Levels & posters of *Key 5 Strategies for classrooms*
- Posters in classrooms highlight for teachers and students the key 5 strategies
- Use of resources such as the moodle www.dlb.sa.edu.au/cs Moodle Assessment for Learning Moodle, Leaders Resource, getting started.

Teachers and students use short term learning goals effectively

- One Plan learning plans are used effectively for all students receiving support;
- Students use short term learning plans in their own goal setting with teacher support;

Extend the Inquiry Backwards Planner process through other curriculum areas;

- Assessment tasks allow students to demonstrate learning outcomes at more than one level;
- Activities are planned from the outset, to support these learning intentions
- Effectiveness of units & strategies is assessed by learning teams;

Targets:

- 100% of teachers are using *One Plan* in their student support planning with SSOs
- 100% of classroom teachers are involved in at least one round of moderation in 2012
- 100% of staff have a goal in their PD regarding at least one of the Five Key Strategies. Evidence is shared by them with other staff.

Starting Points 2012

- 2012- Backwards by Design planning in mathematics and Inquiry/Science
- Pupil Free Day in Assessment for Learning
- Moderation in Science and Maths



High Expectations for all Learners School & Preschool

Goal:

Teachers, parents and students themselves share high expectations for students in achievement and wellbeing, so that each student achieves to the best of their ability.

Vision:

Our students are successful learners who display confidence, organisation, respect, resilience, persistence, high self esteem and independence.

Strategies:

Ensure students of all ability levels maintain achievement leading to success.

- Further extension & intervention opportunities for students building on what already exists (Student Support programs and Student Support Committee.)
- Provision and documentation of a differentiated curriculum by all teachers.
- Parent information of school expectations for student success
- Reading support teacher works with teachers

A focus is made on improving wellbeing for each student, through PERMA or other positive psychology initiatives.

Build a Culture of encouraging Pride in our School.

- Common language and shared expectations by the school community.
- Communication regarding parenting workshops.

Student with particular strengths and interests are identified and monitored through out their schooling.

- Students are identified and registers are kept so student progress and special talents can be tracked throughout the school and be reviewed at timely intervals.
- Opportunities to extend these strengths are provided through competitions such as Tournament of Minds, Oliphant Science, and Maths Challenges

Targets:

- 100% of staff have read and understand the Gifted and Talented Children and Students Policy from DECD.
- 100% of teachers are accessing training in Flourish provided by cluster & school.
- Provide one parenting workshop annually, assessed by 15% of parents.
- For all teachers to access and implement records for future planning.

Starting Points 2012

- Professional development on the Gifted and Talented Policy to all staff members.
- Purchase of resources aimed at supporting identified targets.
- Collect and track data on all students' achievements.
- A team of staff to visit sites identified as high achieving schools.
- Research parenting information opportunities available and costs.
- ESL students are identified and assessed using scope and scales.
- Staff to attend professional development on gifted education

Goal: To support staff to understand and implement the Australian Curriculum

Vision:

The quality of learning for all students at LPS is high, equitable, challenging and consistent with the Australian National Curriculum.

Strategies:

Re-culturing Australian Curriculum is highlighted as priority learning for all teachers 2012-2015.

- (Maths & Science 2012, English & History 2013, Geography & The Arts 2014)
- 2 pupil free days annually are allocated towards the Australian Curriculum.
- Staff given regular opportunities to plan and review learning plans collaboratively
- The SA Teaching for Effective Learning framework is used by teachers to identify aspects of their own professional practice to improve and strengthen.
- Staff and parents share an understanding of the Australian Curriculum and use a common language to describe student learning outcomes eg updates in newsletters

Restructuring Time is allocated to support teachers' understanding and use of the A.C.

- The Scope and Sequence plan at LPS is matched to the Australian Curriculum.
- Teachers track students' progress using the Achievement Standards and share learning progress of individuals with each other as students move classes.
- Data about students' progress is shared digitally on the Staff Only Drive and accessed easily by teachers.

Changing pedagogy

- Staff are trained in professional moderation protocols.
- Teachers regularly collect evidence and student work samples to moderate collaboratively with colleagues.
- All class teachers document progress of students against Achievement Standards.



Targets:

100% teachers plan and assess using the A.C. and Achievement Standards by 2015.

- 100% class teachers have engaged in collecting and moderating work samples with their colleagues during 2012-2013.

Starting points 2012

- PD provided to focus on planning and assessing in Maths & Science.
- Staff are trained in professional moderation protocols.
- All class teachers involved in moderation of student work samples (Science Terms 2 & 3, Maths Term 4) against the Achievement Standards.
- The range of learning represented by A-E DECD reporting guidelines is clarified.
- Continuums in Maths language R-7 and mental computation strategies are developed and ready to use in 2013.
- The LPS Scope and Sequence is updated to reflect the Australian Curriculum as well as mixed year levels.

Goal: Build a Strong School Community (includes Preschool)

Vision:

Students, families, staff and friends of Littlehampton Primary School know one another, know what makes our school special, and have a strong sense of belonging to the school and preschool community. Each individual knows they have a role to play, believes that their contribution is valued and feels that they can make a positive difference.

Strategies:

Build a strong sense of community

- Create opportunities for community to get together
- Embed opportunities for Parents & Friends to contribute to all areas of school life
- Strengthen student - student relationships through buddy classes and Forum Groups
- Invite staff to build relationships through supporting community events
- Ensure Wider Littlehampton Community Members are informed and welcome
- Involve the community in the Way 2 Go safety program

Stephanie Alexander Kitchen Garden and other programs

- Increase the number of regular volunteers in our Stephanie Alexander Kitchen Garden Program
- Create a space where SAKG volunteers feel welcome in the school



Provide Pastoral Support to individual students and families

- Employ a Chaplain / Counsellor / Christian Pastoral Support Worker
- Create a welcoming space in the school for students & families to meet with CPSW

Celebrate our History

- Create a History Trail with information about our history around the school grounds
- Educate students, staff and families about our school history
- Strengthen links with the Littlehampton Community Association

Welcome volunteers to our school

- Create a skills register of all families plus other contributing community members
- Foster a culture of community service from students, staff, families and friends
- Update Volunteers Policy and volunteer induction processes

Improve communication procedures

- Distribute information regularly to families in a variety of forms eg email, newsletter, class letters, noticeboard, face-to-face, phone calls
- Invite families and students to contribute to decision-making processes
- Inform staff about all school events and issues and invite ideas for improvement
- Re-create our Website in 2012 and then update regularly

Targets:

- Email family contacts list is operational for each class and whole school by end 2012
- Christian Pastoral Support Worker employed by Term 4 2012.
- History Trail and Garth Boomer literacy seat begun by end 2012.

Starting Points 2012

- Community event is organised for 2012
- Survey all families about contributing and collate information
- Establish a Chaplain in our school community
- Volunteers Policy and Social Media Policy in draft form by T4





Assessment for Learning

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- Pupil Free Day in Assessment for Learning
- Moderation in Science and Maths
- **One Plans** used for intervention & monitoring



Australian Curriculum

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 - Staff are trained in professional moderation protocols.
- All class teachers involved in moderation of student work samples (Science Terms 2 & 3, Maths Term 4) against Standards.
- The range of learning represented by new A-E DECD reporting guidelines is clarified for staff.
 - Continuums in Maths language R-7 and mental computation strategies are developed and ready to use in 2013.
 - The LPS Scope and Sequence is updated to reflect the Australian Curriculum as well as mixed year levels.

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- Collect and track data on all students' achievements.
- A team of staff to visit sites identified as high achieving schools.
- Research parenting information opportunities available and costs.
- ESL students are identified and assessed using scope and scales.

Value and Build our Community

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- Survey all families about contributing and collate information.
- Establish a Chaplain in our school community
- Volunteers Policy and Social Media Policy in draft form by end Term 4