

Site Learning Plan 2012—2014 Australian Curriculum

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 2013

- Major PD focus on planning and assessing in English. This year: Ann Bayetto, Literacy for Learning, Sheena Cameron
- All teachers provided with Inquiry planning time in teams linked to AC units
- Staff are trained in professional moderation protocols and class teachers involved in moderation of student work samples against the Achievement Standards
- New report ready for Term 2 with A-E for years 1-7 and teachers assessing against Australian curriculum in the areas of Maths, Science, History and English
- Continuums in Maths language R-7 and mental computation strategies in use
- Draft Literacy agreements developed Reception to Year 7

Value and Build Our Community School & Preschool

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 2013
- Christian Pastoral Support Worker is fully involved in school life
- Garth Boomer literacy seat completed by end 2013

Starting Points 2013

- Community Carols evening (community event) s organised for 2013
- Volunteer training in RaN, induction processes formalised, criminal screening checks for all volunteers by term 3 2013
- CPSW runs courses for identified groups eg What's the Buzz
- Volunteers Policy and Social Media Policy in draft form by T4



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

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/csmoodle 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 members of the Assessment for Learning Professional Learning Community are trying out AFL strategies observing each other and providing feedback to each other. Their experiences are shared with other staff.
- 75% Parent satisfaction with new Australian Curriculum report formats in QA survey
- **Starting Points 2013** One Plan training for all staff
- Professional Learning Community in Assessment for Learning Established
- Consider moderation in Maths for staff again 2013, report formats re-developed



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 program & S.S. 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.
- 9 staff attend Positive Psychology training at Geelong Grammar school, and meet regularly to trial positive psychology strategies with their classes and provide feedback to each other. Their experiences are shared with other staff
- 100% teachers to access and implement records for future planning.

Starting Points 2013

- A Positive Psychology professional learning community is established.
- Professional development on the Gifted and Talented Policy to all staff members.
- Collect and track data on all students' achievements- use of PAT maths & reading tests on-line, further explore EDSAS & other options for tracking student progress.
- A team of staff to visit sites identified as high achieving schools.
- Staff to attend professional development on gifted education



Assessment for Learning

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

Vision:

There is a consistent, agreed approach to implementing the Key 5 *Assessment for Learning Strategies* across the school. **Key Five**

Strategies: Sharing Learning Expectations & Criteria for Success, Questioning, Feedback, Self Assessment, Peer Assessment.

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Australian Curriculum

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High Expectations for all Learners

School & Preschool

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