Site Learning Plan 2013 - 2015

**Why?**

- Deep understanding of the “why” of literacy and its relevance in our lives
- Understand Teachable and Learnable moments
- The ability to transfer literacy skills and concepts across learning areas and in everyday contexts
- Comprehension strategies and understandings are well developed across the school
- Children are reading independently for sustained periods of time.

**What is the intended learning?**

**What do we want them to learn?**

- A range of skills, knowledge, understanding and passion.
- A range of prior experiences
- 40% of students are below or at NMS in Reading, Writing, Grammar and Spelling
- Less than 5% of students are in the top 2 bands for Reading, Writing, Grammar and Spelling

**What do they bring?**

**What does the intended learning look like?**

**Yr 3**
- 100% of non exempted students achieve national minimum standard or above
- 70% achieve Band 3 or above
- 30% achieve in Bands 5 and 6

**YEAR 5**
- 100% of non exempted students achieve national minimum standard or above
- 75% achieve Band 5 or above
- 25% achieve in Bands 7 and 8

**YEAR 7**
- 100% achieve national minimum standard or above
- 75% achieve Band 6 or above
- 25% achieve in Bands 8 and 9

**How do we know if they got it?**

- Data is used to inform teaching and learning
- Higher order questioning is being used in all classes to develop skills and concepts learnt in context
- Skills and concepts are transferable to reflect real life scenarios and everyday lives
- A wider range of literacy skills and concepts are explored and used in the classroom with the view of embedding effective practice
- Classroom Libraries are established
- Children are reading independently for sustained periods of time.

**What evidence?**

**How to challenge, engage and support?**

- A range of data (NAPLAN, Running Records, Soundations...) is used to identify students’ abilities
- Professional Learning is appropriate to individual needs
- What does differentiation look like in my class?
- Ongoing peer observations and sharing practice
- Learning opportunities provide engagement and challenge
- What are the elements of challenging problem solving?

**So what will we do to get there?**

- Identify and develop deeper understanding of comprehension, literacy skills and practices in all learning areas
- Training in workshops, investigations and explicit teaching
- Diagnostic tools are used to inform the design of differentiated learning programs
- Teachers are experienced in implementing and interpreting diagnostic tools to inform teaching and learning programs

**Design the Learning**

**Vision: No child will fail.**
**What do we want them to learn?**

- Deep understanding of why we do maths and its relevance in our lives
- Articulate leaning in multiple ways
- The ability and resilience to solve challenging problems with appropriate support
- Understand Teachable and Learnable moments
- Deep understanding between the Content Descriptors and the Big Ideas/Essence in the Australian Curriculum

**What is the Intended learning?**

**How do we know if they got it?**

- Transference of mathematical understandings and skills into other areas
- Teachers providing students with opportunities for higher order thinking for problem solving
- Teachers articulating and using the Proficiencies
- Staff and students think mathematically
- Staff and students are solving challenging problems

**Mathematics**

**What does the intended learning look like?**

**Yr 3**
- 100% of non exempted students achieve national minimum standard or above
- 60% achieve Band 4 or above (2012 - 34.5%)
- 20% achieve in Band 5 and 6 ((2012 - 23%)

**YEAR 5**
- 100% of non exempted students achieve national minimum standard or above
- 70% achieve Band 5 or above
- 20% achieve in Band 7 and 8

**YEAR 7**
- 100% achieve national minimum standard or above
- 80% achieve Band 6 or above
- 20% achieve in Band 8 and 9

**How to Challenge, Engage and Support?**

- Use NAPLAN trend data (Carolyn to present findings)
- Professional Learning is appropriate to individual needs
- What does differentiation look like in my class?
- What are the elements of challenging problem solving?
- “Toolbox” resources are used by students daily
- Peer observations and sharing practice

**Site Learning Plan 2013 - 2015**

**Vision: No child will fail.**

**Yr 3**
- 100% of non exempted students achieve national minimum standard or above
- 60% achieve Band 4 or above (2012 - 34.5%)
- 20% achieve in Band 5 and 6 ((2012 - 23%)

**YEAR 5**
- 100% of non exempted students achieve national minimum standard or above
- 70% achieve Band 5 or above
- 20% achieve in Band 7 and 8

**YEAR 7**
- 100% achieve national minimum standard or above
- 80% achieve Band 6 or above
- 20% achieve in Band 8 and 9

- What do they bring?
  - A range of skills, knowledge, understanding and passion.
  - A range of prior experiences
  - 70% of students are not able to solve problems with and without calculators
  - Students’ fluency is stronger than their problem solving

- What do we want them to learn?

- A range of skills, knowledge, understanding and passion.
- A range of prior experiences
- 70% of students are not able to solve problems with and without calculators
- Students’ fluency is stronger than their problem solving

- So what will we do to get there?

- Develop deeper understanding of content
- Training in workshops, investigations and explicit teaching
- Ann Baker SFD
- Maths 300
- Learning is “Problematised”

- Design the Learning

- What Evidence?

- What is the Intended learning?
Students and teachers are flourishing, positively engaged, establishing successful relationships, mindful, achieving, resilient and persistent.

Teachers have understanding and able to facilitate with students with a deep understanding of flourishing and virtuousness.

**What do we want them to learn?**

- Increased attendance
- Increased positive behaviour from students and a decrease in inappropriate behaviour data (e.g., Think Tank, bullying audit)
- Data from authentic happiness survey showing increased PERMA in staff and students
- Monitor student time on task to inform teaching and learning

**What do they bring?**

- Range of experiences
- Students are being rescued by parents
- Understanding of PITW agreements and virtues
- School wide focus on virtues
- Staff are committed to virtues

**What is the intended learning?**

- Increased attendance
- Increased positive behaviour from students and a decrease in inappropriate behaviour data (e.g., Think Tank, bullying audit)
- Data from authentic happiness survey showing increased PERMA in staff and students
- Monitor student time on task to inform teaching and learning

**How do we know if they got it?**

- Data is used to inform teaching and learning
- Compare baseline data
- Attendance data
- Children taking more responsibility for learning
- Children more engaged
- Children being acknowledged through UCRM process

**What Evidence?**

- Data is used to inform teaching and learning
- Compare baseline data
- Attendance data
- Children taking more responsibility for learning
- Children more engaged
- Children being acknowledged through UCRM process

**How to Challenge, Engage and Support?**

- A range of data (PERMA, bullying audits, on-task, think tank, attendance) is used to identify students’ wellbeing
- Professional Learning is appropriate to individual needs
- Ongoing peer observations and sharing practice with PITW and PERMA principles
- Learning opportunities provide engagement and challenge
- What are the elements of challenging students to build resilience?

**So what will we do to get there?**

Design the learning

- Develop authentic Student Voice and student mediators
- A child protection curriculum scope and sequence is developed and monitored
- Staff have a deeper understanding of and strategies to build positive psychology, play is the way virtues and UCRM process, and increase PERMA

**Vision:** No child will fail.

**Wellbeing**

- Increased attendance
- Increased positive behaviour from students and a decrease in inappropriate behaviour data (e.g., Think Tank, bullying audit)
- Data from authentic happiness survey showing increased PERMA in staff and students
- Monitor student time on task to inform teaching and learning

**What does the intended learning look like?**

- Data is used to inform teaching and learning
- Compare baseline data
- Attendance data
- Children taking more responsibility for learning
- Children more engaged
- Children being acknowledged through UCRM process

**What to Evidence?**

- Data is used to inform teaching and learning
- Compare baseline data
- Attendance data
- Children taking more responsibility for learning
- Children more engaged
- Children being acknowledged through UCRM process

**Design the Learning**

- Develop authentic Student Voice and student mediators
- A child protection curriculum scope and sequence is developed and monitored
- Staff have a deeper understanding of and strategies to build positive psychology, play is the way virtues and UCRM process, and increase PERMA