



# PORT WAKEFIELD PRIMARY SCHOOL

Learning Respect Honesty Teamwork

## Site Operational Plan 2017

### OUR VISION:

To provide inclusive and innovative education

### OUR PURPOSE:

To enable all students to reach their potential in a stimulating and safe learning environment.

High quality teaching and community involvement optimises learning through all aspects of their schooling and beyond.

### OUR GUIDING PRINCIPLES:

- All Staff have a vision for improving student learning outcomes
- Staff are dedicated to building quality pedagogy sustained by high expectations and relationships.
- The class and school learning environments are safe, supportive and productive
- A range of student data is analysed by staff and students to inform planning, programming and achievement goals
- Intervention/extension is provided to students identified through data analysis.
- Leadership capacity is strengthened through professional learning and facilitation of practical experiences.

### TEACHING AND LEARNING PEDAGOGY

*Port Wakefield Primary School staff are committed to improving learning outcomes and support the well-being of all students through Professional Learning.*

- To review, reflect and monitor student engagement in all areas.
- Through further use of, and interaction with the Teaching for Effective Learning Framework (TfEL), Learning Designs, E-DIaf and the National Professional Standards for Teachers, staff to review and reflect on their teaching pedagogy.
- Performance Development meetings and de-privatisation of practices through Professional Observations of Teaching, Peer and Student feedback each term that will enhance our reflections and improve our practices.
- A continual focus on the whole school effectiveness of the implemented Australian Curriculum.
- Involvement in Professional Learning Communities, Professional Development and working with our Lower Mid North partnership, colleagues to embed the Australian Curriculum and also our Partnership's Plan and DECD Strategic Directions.
- Working with Lower Mid North Partnership on Visible Learning Plus we will devise a plan of action for improvement and implementation across the whole school.

Priorities		Strategies	Targets
<p><b>Focus on Learning</b></p> <p><b>Embed the Visible Learning Strategies</b></p> <p><b>Improving literacy and numeracy learning outcomes</b></p>	<p>NAPLAN results Running Records South Australian Spelling Test PAT M / PAT R</p>	<p>Teachers embed visible learning strategies throughout all classrooms. They will:</p> <ul style="list-style-type: none"> <li>• Display learning intentions and success criteria in literacy and numeracy lessons</li> <li>• Provide multiple sources of feedback to inform and guide students towards success criteria</li> </ul> <p>All students learning goals will be displayed in rooms.</p> <p>Performance Development will focus on teacher feedback, including classroom observations and walk throughs</p> <p>Visible Learning strategies and examples of teaching and learning strategies/initiatives will be shared at staff meeting.</p> <p>Documentation of an assessment schedule so that staff are able to track student learning growth over time. Staff will review learning growth of students, set new learning goals and design differentiated teaching for all students.</p> <p>Staff will receive Professional development from involvement in the Brightpath trial. Assessment and moderation of writing will inform best pedagogical practice for achieving success.</p>	<p><b>Students can articulate learning intentions and success criteria and they are displayed in classrooms</b></p> <p><b>Teachers will be able to construct feedback at the four different levels (Self, Task, Process and Self-regulation)</b></p> <p><b>All staff engage in the sharing of practice at staff meetings.</b></p> <p><b>90% of students achieve DECD SEA Expectations in Running Records</b></p> <p><b>90% of year 5 and 7 students achieve medium to upper level growth in NAPLAN tests between two biannual tests.</b></p> <p><b>A higher % of students will achieve the DECD SEA in writing than in previous years</b></p> <p><b>90% of Year 3 students achieve DECD SEA</b></p> <p><b>% of students achieving at or above the appropriate scale score for their year level increases.</b></p>
<p><b>Wellbeing for Learning</b></p>	<p>Attendance Data EDSAS Behaviour data ICAN engagements rubrics for Students' at risk Well-being audits MDI Survey</p>	<p>Growth mindsets are embedded within teaching and learning programs and students have an understanding of brain theory</p> <p>Staff continue to read Jo Boaler's "Mathematical Mindsets" at discuss at staff meetings and share activities they have trialled in their classrooms.</p> <p>Explicit teaching and development of growth mindsets occurs in all classrooms.</p> <p>Staff received ongoing professional development in relation to growth mindsets</p>	<p><b>Students demonstrate using growth mindsets and are willing to 'struggle' with challenging tasks.</b></p> <p><b>The language of growth mindsets is clearly evident in both students and staff.</b></p>

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