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-Dlaf 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 and Australian Curriculum Implementation Officers 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.
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<th>Priorities 2015 Data Sets</th>
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| **1 Focus on Learning**  | *Define explicit teaching of a literacy block which comprises our whole school literacy agreement with consistent expectations.*  
*Diagnostic assessment schedule into teaching practices and utilize data to inform practices.*  
*Differentiate learning for students.*  
*Whole site PLC to further knowledge and development in literacy with emphasis on pedagogical changes and improved learning outcomes for students.*  
*Whole school use of Jolly Phonics/Grammar daily and using the "Magic Words" program in J.P and M.P. and U.P. where required.*  
*Fitzroy/Rainbow Reading/ Accelerated Reading schemes for intervention.*  
*Peer reading program/ staff listening to children read who are not supported at home with reading. Whole school reading each morning that includes Staff and Parents in classrooms.*  
*Develop a whole school literacy improvement cycle guide.*  
*Using Visible learning Plus Whole school plan to provide appropriate feedback to all students to improve their learning outcomes in all learning areas.*  
*Define explicit teaching of a numeracy block which comprises our whole school numeracy agreement with consistent expectations and an improvement cycle.*  
*End of Year trial for students in Yr 1 _ PAT Maths*  
*Diagnostic assessment schedule into teaching practices and utilize data to inform practices.*  
*Differentiate learning for students.*  
*Using QuickSmart program for identified students from data collected.*  
*Whole school use of QuickSmart strategies and also Natural Maths Strategies.*  
*Using 3- 7 Maths Mate for homework.*  
| **Whole School Agreements on improving literacy outcomes for all students.**  
**Whole School Agreements on improving numeracy outcomes for all students.**  
*Assessment data from 2015*  
*List of students who had intervention and their results from 2014* | **Target Resources**  
*The three waves of intervention model are used to identify students that require support for learning or extension.*  
*Intervention/ Extension programs are developed to meet the needs of students' with consultation between staff, students' and parents.*  
*Staff to participate in targeted professional development that relates to our Site Improvement Plan, Partnership Improvement Plan, Results Plus and DECD Strategic Plan.*  
*Individual Learning plans that target each child's growth points for staff to use to support improved learning outcomes.*  
*SSO support targeted to students’ with needs in* | **100% of students achieve DECD SEA Expectations**  
*Level 5 after 4 terms of Reception*  
*Level 15 by the end of year 1*  
*Level 21 by the end of the year 2*  
*Level 30 with fluency and comprehension by the end of year 3. (Source; Running Records)*  
*100% of year 5 and 7 students achieve medium to upper level growth in NAPLAN tests between two biannual tests. (Year 5 – Band 5 or above, Year 7 – Band 7 or above)*  
*100% of Year 3 students achieve at least the National Minimum benchmarks. (Band 3 or above)*  
*PAT scores by expected growth in scaled scores*  
*100% of year 5 and 7 students achieve medium to upper growth in NAPLAN tests in number between two biannual tests.*  
*100% of Year 3 students achieve at least the National Minimum benchmarks.*  
*PAT scores by expected growth scales*  
*PASA – Foundation to Year 2*  
*Students currently at risk or identified SWD on standardised measures of academic performances, and social and emotional development work towards closing the gap of achievements to their chronological age. Also extending Children involved in extension programs.* |
classrooms and small group work.

*Continual monitoring of students’ learning with targeted support to determine the effectiveness of intervention.

*Each term formal documented meetings with all staff attending regarding programs used – intervention/extension programs and discussions on each child’s learning achievements.

*Analysis of students’ achievement data to ensure that Students learning outcomes are improving by targeted teaching points, extension or intervention.

| Wellbeing for Learning | *Attendance Data  
* EDSAS  
*Behaviour data  
*ICAN engagements rubrics for Students’ at risk  
*Well-being audits  

*Strengthen Child Protection Curriculum into teaching program R-7 – including internet safety.  

*Comparisons of previous behaviour data and class records.  

*Monitor student’s attendance regularly and intervene when required.  

*Using peer and community mentoring volunteers to support student’s engagement with learning and development of self-esteem.  

*Using parent/caregiver sessions regularly to inform the learning that is happening and workshops to support home learning. Working with the Kindergarten and planned learning sessions for all families K-7  

*Well-being audits completed and acted upon each term where required.  

*Developing the understandings of all students of “bystanders” Use strategies from “Play is the Way” and “How to be a Hero (2-7)”  

*Utilizing Visible Learning Plus Action Plan to ensure that all students are provided appropriate feedback and also provide feedback on teaching staff.  

*Homework tasks monitored closely – support at school for students’ who are not supported at home as regards completing home work tasks.  

*Using “Kimonchis” – Toys with Feelings inside: used in J.P and across the school where required.  

*To continue to assign a staff meeting each semester for each staff member to provide staff with practical classroom applications of their area of work; e.g. Indonesian, Natural Maths, Resources, Literacy, Fitzroy Reading, Technologies etc.  

*Play is the Way to be incorporated into fitness sessions.  

*Drumming activities for a small group of children term 1 on a Tuesday afternoon – other students to be involved in painting the new garden pots, class activities and creative play. Term 2 – 4 Future Citizen son a Friday afternoon.  

| *Stop. Start, Keep, Change and survey results (staff, Students and Parents)  
Use of the ICAN engagement tool for identified students; learning, relationships and well-being.  

95% attendance target.  

*Positive movement of students results with ICAN engagement rubrics  

*Observations/attendance of Parents at workshops sessions More Kindergarten Patents engaged in their children’s future school at a n earlier stage.  

*Reduction in students reporting bullying.  

Children completing homework tasks at a higher level.  

Practical applications for staff to use with Students and Parents and staff are further “up skilled” |