

# PROSPECT PRIMARY SCHOOL STRATEGIC PLAN 2017 ->

# Creativity

In partnership with the Prospect community we acknowledge that our students are global citizens with rights, responsibilities and an entitlement to a culturally and socially inclusive environment. By being innovative, resourceful, open to new ideas and original in their thinking, students remain creative and visionary. They use humour, imagination and higher order thinking to inspire others.

### Success

To engage all students to become lifelong learners we provide an environment that supports learners to become empowered in achieving their individual best as they continue to be positive advocates for sustainability of our future world. Students demonstrate positive learning dispositions while achieving excellence through commitment, persistence, organisation, taking risks and showing courage. They set goals, acknowledge and share their "light bulb" moments and celebrate their milestones with others.

## Respect

At PPS we foster a culture that promotes inclusivity, genuine care and respect for others. We take pride for the history and present as we celebrate diversity. By being inclusive; tolerant, fair, generous, honest and loyal we promote getting along, working together and caring about our self and our school environment. Students remain responsible; make good choices and understand uniqueness.

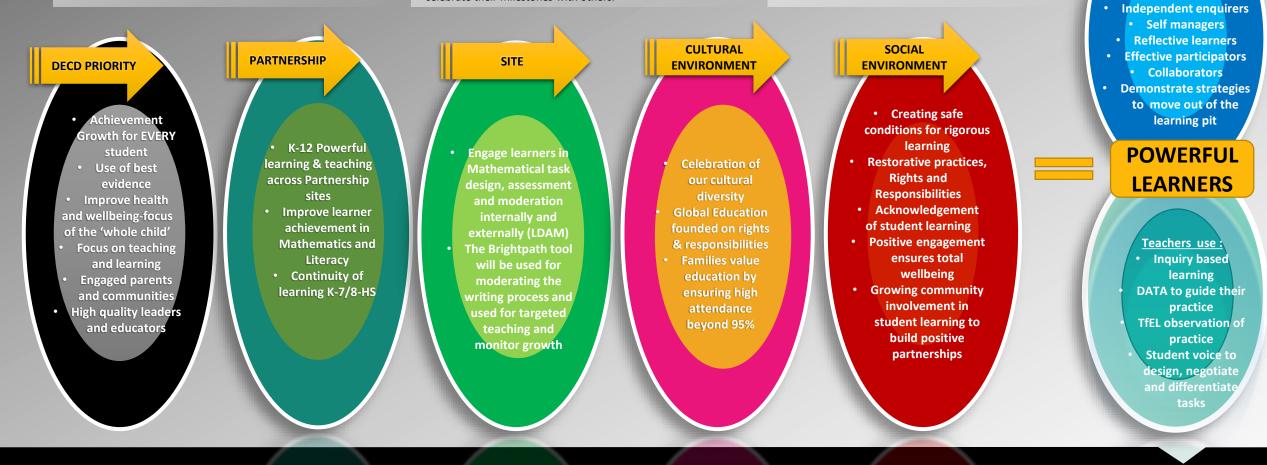
Students are :

Risk takers

Metacognitive learners

**Critical and Creative** 

thinkers



Our vision: At Prospect Primary School we are committed to being a 'Community of Learners' working collaboratively in a supportive, success-oriented and challenging environment.



#### PROSPECT PRIMARY SCHOOL SITE IMPROVEMENT PLAN 2017 ightarrow



#### Priority

Outcomes

#### **Effective Teaching and Learning in Professional Learning Community** guide a Whole School Numeracy Agreement which includes: Diagnostic assessment and review schedule (Building Numeracy, PAT M, NAPLAN) A Whole School Numeracy Agreement and common Mathematics and Numeracy Professional development with staff to establish deeper conceptual understanding, growing positive dispositions, approach for continuous improvement of teaching and understanding problem solving in unfamiliar and meaningful situations, transforming tasks, task design which reflect, learning of Mathematics and Numeracy. "Low Floor High Ceiling" ACHIEVEMENT GROWTH **Processes for data** analysis and tracking and monitoring of Teacher Professional Development: all students, cohorts and year levels, with a specific focus on At least 12 months growth is expected for Learning Design, Assessment and Moderation (both internally and externally) in Mathematics that include LDAM students at risk and students requiring intellectual stretch. all students. School Learning Pathway, and the proficiencies **Continuous monitoring of student outcomes** providing Sub team analysis of data and data led conversations (DLC's) with Leadership to inform targeted teaching, Students not reaching SEA are identified, improvement as measured by NAPLAN, PAT M and Building intervention and intellectual stretch Numeracy: George Booker Years 3-7. monitored and reviewed on a termly basis. Scope and sequence of student outcomes at each year level Embed dispositional growth mindset to all students with the Providing opportunities for transference of numeracy in other disciplines – STEM • intent to sustain progressive growth through each year level. PAT Mathematics Resource Centre used to target teaching and intervention Visible pedagogical change that reflects authentic real Students & Teachers: world Mathematics and recognizes connections to other • Understand and articulate task transformation strategies as well their disposition towards mathematical learning disciplines. tasks Use Learning Intentions, Success Criteria and reflective practice to identify achievements and future learning goals **Professional Learning Community** guide a Whole School Literacy Agreement which includes: **Effective Teaching and Learning in** Functional grammar/common language A whole school Literacy Agreement and common Reading comprehension strategies English and Literacy (major focus **approach** for continuous improvement of teaching and F-7 Genre Map linked to other Australian Curriculum subjects Reading and Writing) learning of English and Literacy. Assessment Schedule: monitoring and responding to student progress **Uninterrupted Literacy Time** which integrates the three Teacher Professional Development: English strands: Language, Literature & Literacy. Language & Literacy levels including 'levelling' ACHIEVEMENT GROWTH **Diagnostic Assessment** and review schedule . Brightpath Tool At least 12 months growth is expected for **Continuous monitoring of student learning outcomes** Running Records to inform Guided Reading ٠ providing improvement as measured by Running Records, PAT- Reading Comprehension Resource Centre used to target teaching and intervention all students. ٠ NAPLAN, PAT R, PAT S, Brightpath, Literacy Pro and Year Functional Grammar . Students not reaching SEA are identified, level specific assessment Integrating English and Literacy across the curriculum ٠ monitored and reviewed on a termly basis. **Data** being consistently used to inform practice and track, Quality Assessment PASM . monitor and respond to student progress. Sub team analysis of data and DLC's with Leadership to inform targeted teaching, intervention and intellectual **Specific focus on students at risk** and students requiring stretch intellectual stretch. Students & Teachers: Identified students are targeted for additional support and intervention within: tier one effective class based practices tier two MiniLit and/or EALD Use Learning intentions, Success Criteria and reflective practice to identify achievements and future learning goals



Actions