



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.

DECD PRIORITY

- Achievement Growth for EVERY student
- Use of best evidence
- Improve health and wellbeing-focus of the 'whole child'
- Focus on teaching and learning
- Engaged parents and communities
- High quality leaders and educators

PARTNERSHIP

- K-12 Powerful learning & teaching across Partnership sites
- Improve learner achievement in Mathematics and Literacy
- Continuity of learning K-7/8-HS

SITE

- Engage learners in Mathematical task design, assessment and moderation internally and externally (LDAM)
- The Brightpath tool will be used for moderating the writing process and used for targeted teaching and monitor growth

CULTURAL ENVIRONMENT

- Celebration of our cultural diversity
- Global Education founded on rights & responsibilities
- Families value education by ensuring high attendance beyond 95%

SOCIAL ENVIRONMENT

- Creating safe conditions for rigorous learning
- Restorative practices, Rights and Responsibilities
- Acknowledgement of student learning
- Positive engagement ensures total wellbeing
- Growing community involvement in student learning to build positive partnerships



Students are :

- Risk takers
- Critical and Creative thinkers
- Metacognitive learners
- Independent enquirers
- Self managers
- Reflective learners
- Effective participators
- Collaborators
- Demonstrate strategies to move out of the learning pit

POWERFUL LEARNERS

Teachers use :

- Inquiry based learning
- DATA to guide their practice
- TfEL observation of practice
- Student voice to design, negotiate and differentiate tasks



Priority

Outcomes

Actions

Effective Teaching and Learning in Mathematics and Numeracy

ACHIEVEMENT GROWTH

At least 12 months growth is expected for all students.

Students not reaching SEA are identified, monitored and reviewed on a termly basis.

A Whole School Numeracy Agreement and common approach for continuous improvement of teaching and learning of Mathematics and Numeracy.

Processes for data analysis and tracking and monitoring of all students, cohorts and year levels, with a specific focus on students at risk and students requiring intellectual stretch.

Continuous monitoring of student outcomes providing improvement as measured by NAPLAN, PAT M and Building Numeracy: George Booker Years 3-7.

Embed dispositional growth mindset to all students with the intent to sustain progressive growth through each year level.

Visible pedagogical change that reflects authentic real world Mathematics and recognizes connections to other disciplines.

Professional Learning Community guide a Whole School Numeracy Agreement which includes:

- Diagnostic assessment and review schedule (Building Numeracy, PAT M, NAPLAN)
- Professional development with staff to establish deeper conceptual understanding, growing positive dispositions, understanding problem solving in unfamiliar and meaningful situations, transforming tasks, task design which reflect, "Low Floor High Ceiling"

Teacher Professional Development:

- Learning Design, Assessment and Moderation (both internally and externally) in Mathematics that include LDAM School Learning Pathway, and the proficiencies
- Sub team analysis of data and data led conversations (DLC's) with Leadership to inform targeted teaching, intervention and intellectual stretch
- Scope and sequence of student outcomes at each year level
- Providing opportunities for transference of numeracy in other disciplines – STEM
- PAT Mathematics Resource Centre used to target teaching and intervention

Students & Teachers:

- Understand and articulate task transformation strategies as well their disposition towards mathematical learning tasks
- Use Learning Intentions, Success Criteria and reflective practice to identify achievements and future learning goals

Effective Teaching and Learning in English and Literacy (major focus Reading and Writing)

ACHIEVEMENT GROWTH

At least 12 months growth is expected for all students.

Students not reaching SEA are identified, monitored and reviewed on a termly basis.

A whole school Literacy Agreement and common approach for continuous improvement of teaching and learning of English and Literacy.

Uninterrupted Literacy Time which integrates the three English strands: Language, Literature & Literacy.

Diagnostic Assessment and review schedule

Continuous monitoring of student learning outcomes providing improvement as measured by Running Records, NAPLAN, PAT R, PAT S, Brightpath, Literacy Pro and Year level specific assessment

Data being consistently used to inform practice and track, monitor and respond to student progress.

Specific focus on students at risk and students requiring intellectual stretch.

Professional Learning Community guide a Whole School Literacy Agreement which includes:

- Functional grammar/common language
- Reading comprehension strategies
- F-7 Genre Map linked to other Australian Curriculum subjects
- Assessment Schedule: monitoring and responding to student progress

Teacher Professional Development:

- Language & Literacy levels including 'levelling'
- Brightpath Tool
- Running Records to inform Guided Reading
- PAT- Reading Comprehension Resource Centre used to target teaching and intervention
- Functional Grammar
- Integrating English and Literacy across the curriculum
- Quality Assessment PASM
- Sub team analysis of data and DLC's with Leadership to inform targeted teaching, intervention and 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

Respect

Creativity

Success