



Colonel Light Gardens Primary School Strategic Plan 2015-2018



Colonel Light Gardens Primary School



Government of South Australia

Department for Education and
Child Development



Colonel Light Gardens Primary School

VISION:

We are an involved school community, working in partnership to develop expert learners and maximise the learning outcomes for all students in their social, intellectual and physical development, for a productive and fulfilling future.

MISSION:

'Colonel Light Gardens Primary School: Caring, Learning, Growing in Partnership to Succeed – Creating our Future'. Our core business is to plan and facilitate teaching and learning in a supportive environment, rich in experiences and catering for a diverse range of abilities and backgrounds.

VALUES:

Our school values are **Respect, Care and Safety**.

At Colonel Light Gardens Primary School we work in partnership to develop a community of Expert Learners who are:

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| Reflective | We understand and articulate the purpose of our learning and how it applies to our lives. |
| Communicators | We use effective communication skills to support and articulate learning and to build positive relationships. |
| Organised | We manage time effectively, efficiently access appropriate resources and plan for our own learning. |
| Risk Takers | We have the courage to participate in all learning activities. We are prepared to make mistakes and understand that mistakes are part of a successful learning journey. |
| Independent | We are actively responsible for our learning and our learning environment. We demonstrate initiative and make appropriate decisions. |
| Resilient | We accept challenges, aiming to do our best. We use strategies and resources to persist when things do not go as planned. |
| Team Workers | We include others and are respectful of their contributions. We cooperate and contribute ideas and effort to work towards a common goal. |
| Open Minded | Through an understanding and appreciation of our own culture, we are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view. |
| Active Thinkers | We show initiative in applying thinking and questioning skills critically and creatively to approach complex problems. We are innovative and make reasoned decisions. |

TEACHING and LEARNING BEST PRACTICE

We provide a learning environment that builds the desire, skills and capacities for everyone to be a successful lifelong learner. We actively engage learners in processes to reflect on and recognize how they learn. This allows them to connect their learning to real life contexts and apply it complex and unfamiliar situations.

We know that students need basic skills in literacy and numeracy to allow them to solve problems and think at higher levels. We provide opportunities for students to practise these skills and achieve fluency and automaticity.

Learners have the opportunity and training to work effectively in groups or independently. They are taught to be conscious learners, who know how to inquire and have the research skills to do so. They use technology efficiently and ethically to research, communicate and create. They express themselves using a variety of modes of communication.

Our learners engage with “big ideas” through their inquiries and then act on their learning. Along with teachers, they generate questions to guide their inquiry. They experience personalised learning, based on their questions, abilities and on a continual cycle of assessment and feedback between students and teachers.

Teaching methods facilitate the gradual release of responsibility for learning and provide flexibility for learners to extend their own capacities for learning in a changing world.

The DECD Teaching for Effective Learning (TfEL) Framework describes in detail the agreed teaching and learning practices of our school.

GOAL: HIGH STANDARDS OF ACHIEVEMENT

Through a focus on effective teaching and learning practices and supportive learning environments we will develop powerful learners for the future and raise standards of achievement for all students at Colonel Light Gardens Primary School.

PRIORITY ACTION AREAS

PEDAGOGY

- Develop a clear and shared agreement/understanding of effective pedagogy.
- An in-depth focus on inquiry teaching and learning with/through training, collaboration and resources.
- Same First Day implementation and review of transition, orientation and play-based learning.
- Increased use of ICT

ASSESSMENT

- Focus on information analysis regarding student learning, particularly on in-depth diagnostic information
- Improve use of learning information to include EALD level information, PAT-R and Pat-M analysis and diagnostic tests
- Use 'A-E' word equivalent grades as an across-school data set and moderate across a range of subjects
- Provide support in constructing and moderating assessment tasks that allow students to demonstrate higher grades in relation to the AC Achievement Standards

DIFFERENTIATION

- Design learning tasks that allow for differentiation/challenge and personalised learning based on diagnostic testing and setting SMARTA goals for individuals and groups
- Develop a shared understanding differentiation and intervention
- Explore intervention in Maths based on analysis of numeracy data
- Take the next step from data analysis to teacher (and student) action? i.e. from 'what is the data telling us' to 'what are we going to do about it'?

AUSTRALIAN CURRICULUM IMPLEMENTATION

- Maintain focus on Literacy achievement
- Begin whole school focus on Maths achievement
- Whole school focus on AC Technologies, especially ICT

SUPPORTIVE LEARNING ENVIRONMENTS

- Improve feedback available to teachers through increased use of TfEL Compass
- Review our school's Behaviour Management Policy and communicate it better to students and parents
- Improve the learning environment in ways that support current pedagogy
- Continue to develop social skills programs and student support programmes

SUCCESS INDICATORS

- 1) The achievement of students in literacy and numeracy, as measured by Running Records, PAT-M, PAT-R and school-based testing, is improved particularly a) the % of students achieving in the higher levels and b) the % of students achieving year level Education Standards.
- 2) The achievement of students improves across all subject areas as measured in site-based 'A-E' moderated grades
- 3) Year level Action Teams (PLC's) focus on developing task design and moderation, as well as providing peer feedback on shared and consistent high quality teaching practices.
- 4) Each teacher monitors and tracks student learning growth using NAPLAN, PAT-R, PAT-M and the Australian Curriculum Achievement Standards.
- 5) Written and observed programs provide evidence that curriculum is modified to addresses the needs of students at risk, based on diagnostic testing and individual learning plans.
- 6) Differentiation through personalised curriculum is achieved through authentic student-led inquiry and the use of digital technology to research, communicate and create, as evidenced by written and observed teaching and learning.
- 7) All areas of the Australian Curriculum are implemented, as evidenced by student progress reports and written and observed programs.
- 8) The capacity of teachers and support staff is developed through targeted training, collaborative planning and performance feedback, as measured by the site review scans and psychological health audits.
- 9) The Australian Professional Standards for Teachers forms the basis for teacher performance development and self-review processes.