



SPRINGFIELD PRIMARY SCHOOL

Working Together Achieving More
An Independent Public School

Strategic Plan 2016 –2017

Vision

Our learning community is committed to achieving the best possible outcomes for all students.

Mission

To provide learning opportunities for all students to achieve their full potential by fostering and encouraging a love of learning.

Ethos

All children will be provided with opportunities to succeed within a responsive, inclusive and supportive learning environment.

Values

Through our programs we promote students achieving to their full potential in a caring and encouraging environment.

Community Links

Collaborative partnerships between home and school are fundamental in building mutual respect and commitment to promote success in all areas.

SCHOOL BELIEFS ABOUT LEARNING:

The learning program should recognise that:

- There are key ideas that students need to understand in order to successfully achieve outcomes.
- Children construct new knowledge by building on pre-existing knowledge.
- Children learn at different rates and in different ways.
- Children learn best in a happy, caring, safe environment when they have a good rapport with their teacher; experience success and have good self esteem; are confident to take risks; view learning as enjoyable and valuable.
- Children learn through exposure to a variety of teaching methods and classroom organisation; 'hands on' multi sensory experiences; explicit instruction, rote learning (eg modelling, demonstrating, questioning; opportunities to talk and interact).
- Developing language by guided talking during activities will deepen children's understandings and expose any misconceptions.

PEDAGOGY – The organisation of programs for effective instruction should:

- Involve hands on, multi sensory experience. (play based learning).
- Encourage children to experiment and problem solve and make decisions.
- Expose children to a variety of teaching strategies (eg modelling, explicit teaching, demonstrating, questioning).
- Be supported by a variety of classroom organisations (eg parent/buddy, small group, whole class).
- Provide challenging, integrated experiences.
- Develop effective strategies for learning and teaching, eg self questioning, using prior knowledge, summarising.

SCHOOL AND COMMUNITY RELATIONSHIPS:

Collaboration:

- Teachers to collaborate and share planning, assessments and ideas within their phase of development.
- Teachers to work collaboratively on new incentives, forward planning and student transition.
- Students collaborate to empower learning.

Assessment:

- Teachers to observe and regularly collect data on the key areas, eg MIS data.
- Diagnostic assessment should drive instructions.,
- Judgements should be based on more than one piece of work.
- A variety of instruments/methods should be used (e.g. observations, skills, checklists, standardised tests, rubrics).
- Children are encouraged to reflect on achievements, progress and goals.

Reporting:

- Should be meaningful to children, parents and other education professionals.
- Be concerned with effort as well as achievement.
- Modified for SEN students.
- Highlight progress and track individuals and groups, eg Dashboard Flow Chart.

Parent & Community Relationships:

- Involve parents and community in development of a collaborative vision to promote child learning (current and future populations), developing goals, priorities and strategic actions through participation in school decision making groups, school committees and in other informal ways.
- Link parents and families to appropriate community services.
- Provide a welcoming, safe, communicative school environment to encourage parent involvement.

ENGLISH

Outcomes:

- The extent to which children:
- Understand that the way English is used varies according to context.
- Understand that language has an important effect on the ways in which they view themselves and the world in which they live.
- Use the conventions of Standard Australian English with understanding and critical awareness.
- Select from a repertoire of processes and strategies when listening, viewing, reading, speaking and writing by reflection on their understanding of the way language works.
- Listen actively with purpose, understanding and critical awareness in a range of situations.
- Speak with purpose and effect in a wide range of contexts.
- View a wide range of visual texts with purpose, understanding and critical awareness.
- Read a wide range of texts with purpose, understanding and critical awareness.
- Write for a range of purposes and in a range of forms using conventions to audience, purpose and context.

AGREED CORE TEACHING STRATEGIES TO BE USED BY ALL K-6 STAFF:

- A daily Literacy Block which should include a whole class focus, explicit teaching, group activities and individual activities. Examples can be found at- S:\Admin Shared/Teaching Staff/Resources/English/Literacy Blocks.
- Reading resources to support a Literacy block could include computer programs like Reading Eggs and Study Ladder, Comprehension Box, PM Benchmark, Timed Reading with parent assistance/Buddies/Peers, Repeated Reading, Making Connections and IWB resources.
- Daily reading & writing- this should include a sustained silent reading time slot and also include a sustained writing time (USSW and USSR) of at least 15 minutes.
- Explicit Teaching should be used to teach new concepts, consolidate and revise previously taught concepts, e.g. punctuation and grammar.
- Collaborative learning strategies and peer tutoring should be regularly used in K-6.
- Teachers are to implement new initiatives from Australian Curriculum and NAPLAN, e.g. persuasive texts, narrative writing.

- Sitton Words- These are high frequency words and should be used in K-6 as part of a regular English program. The words that each year level should be able to read and write, generic activities to use with the words and the Sitton Word List can be found at S:\Admin Shared/Teaching Staff/Resources/English/Sitton Words.
- Phonological Awareness & Phonics should be used by all K-6 classes. Lessons could include whole class, small group focus or individual remediation e.g. ARK, Dianna Rigg, Jolly Phonics, Teachwise, THRASS and spelling lists where word families are grouped together e.g. Words Their Way, My Word Book, Spellit and Patterns books.
- Regular word study lessons should be used to teach and assess the children's knowledge of sound, letter patterns and morphemes. Activities can include spelling lists, word families, word sorts, dictation, word building and dictionary skills. A good resource is 'The Complete Phonic Handbook' by Diana Hope.
- First Steps Reading and Writing strategies include Modelling, Shared Reading and Writing, Guided Reading and Writing, Independent Reading and Writing should be used in all K-6 classes. First Steps resources are available in the library.
- The Literacy Pro (Lexile Reading Program) will be used in years 4-6 where appropriate. Year 3 students have the option of using the program.
- Word attack skills should be monitored and assessed in K-6. Running records can be used to assess these skills in both formal (one-on-one with the teacher) and informal ways (during guided reading or Round-Robin-reading.) See BRAT Running Records at S:\Admin Shared/Teaching Staff/Resources/English/BRAT Running Records.
- Typing skills for speed and fluency, programs such as Dance Mat should be used where appropriate. (Refer to school ICT Scope and Sequence) See S:\Admin Shared/Teaching Staff/Resources/English/Reading Fluency Rubric.
- Handwriting lessons are used where appropriate in all year levels according to the Australian Curriculum.
- The Springfield Public Speaking Competition happens every second year and involves the whole school.
- Teachers of years 3 and 5 will prepare children for NAPLAN by spending an appropriate amount of time teaching and revising the concepts in context.

SCHOOL TARGETS FOR 2016/17:

- To make an overall improvement in reading, with more students above all schools average in NAPLAN 2016 and more children in the top four stanines of the TORCH test.
- To improve the NAPLAN performance of the children falling into the middle stanines in 2015.
- To develop a whole school scope and sequence for work study (phonics and spelling).
- To improve inferential reasoning and widen vocabulary (understanding and usage).
- For Springfield to achieve a higher mean score in all aspects of English than the mean score of Like Schools.
- To implement an ongoing monitoring plan/ map of development for identified students at risk which tracks progress made from K-6 in conjunction with the Learning Support Coordinator.
- To utilise the two Network projects, Autism and Students with Disabilities to further enhance our understanding and strategies for SAR.
- Continue to update, replace and align resources with the National Curriculum.

MATHS

Outcomes

Number and Algebra

- The extent to which children:
- use numbers and operations and the relationship between them efficiently and flexibly.
- use direct and indirect measurement and estimation skills to describe, compare, evaluate, plan and construct.

Statistics and Probability

- The extent to which children:
- use their knowledge of chance and data handling processes in dealing with data and with situations in which uncertainty is involved.

Measurement and Geometry

- The extent to which children:
- describe and analyse mathematically the special features of objects, environments and movements.

Proficiency

- The extent to which children:
- use mathematical thinking processes and skills in interpreting and dealing with mathematical and non-mathematical situations.

AGREED CORE TEACHING STRATEGIES TO BE USED BY ALL K-6 STAFF:

- Use a variety of resources eg. MTS, Year level Learning Sequences which include First Steps activities, diagnostic tasks and student progress monitoring
- Numeracy Block
- Number Strategies
- Explicit Teaching
- Number Facts & Patterns (MARAS)
- Number or Concept Study

SCHOOL TARGETS FOR 2016/17:

- To make an overall improvement in teaching and learning of mathematics at our school by following a cohesive whole school plan which targets explicit teaching and guided student interactions in order to deepen children's understandings and expose any misconceptions.
- To specifically target students with low or very low progress throughout the school to identify areas of difficulty and select appropriate First Steps and other suitable strategies to improve outcomes.
- To use NAPLAN and supporting data to measure and target areas for improvement, individual, group, cohort or whole school.
- Target SAER and implement explicit First Steps and other suitable strategies to improve outcomes.
- Provide access to open-ended extension activities and/or competitions to maintain interest and challenge students.
- Aim to have a NAPLAN school average above "Like Schools".
- Continued up skilling of staff in Australian Curriculum documents and strategies.
- Investigate groups, years, areas for more specific targets, long and short term.
- Eg, money from NAPLAN 2015. Develop financial understanding through practical money activities across the school.
- Eg Year 4 from NAPLAN, girls under-performing compared to boys. Introduce strategies to improve basic skills, maths knowledge and problem solving.

SCIENCE

Outcomes

- The extent to which children demonstrate.
- an interest in science as a means of expanding their curiosity and willingness to explore.
- an understanding of the vision that science provides of the nature of living things.
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations.
- an ability to communicate scientific understanding and findings to a range of audiences.
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science.
- an understanding of historical and cultural contributions to science as well as contemporary science issues.
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed.

AGREED CORE TEACHING STRATEGIES TO BE USED BY ALL K-6 STAFF:

- Use current resources and programs to cover the three strands, Science Understanding, Science Inquiry Skills and Science as a Human Endeavour, of the Aust. Curric.
- Working within phases, staff will continue to implement the Australian Curriculum.
- The Science Focus Group will develop our on-going planning and implementation .

SCHOOL TARGETS FOR 2016/17:

- In 2016/17 teachers will continue to implement the Australian National Curriculum to plan, deliver and assess science throughout the school.
- Steered by the Focus Group, teachers will continue to develop resources, programs and strategies to implement the Australian Curriculum Science.
- To have a Science Focus in terms of Science across the school but also special Science events and highlights. (SCITEC/Science Week).
- Staff will implement a school based MIS assessment tool in Science skills. (Scope and Sequence from 2011?)
- To further develop resources and equipment in science module boxes.

HUMANITIES AND SOCIAL SCIENCES

Outcomes:

- The extent to which children:
- Demonstrate interest in, and enjoyment of, H&SS study for lifelong learning and work, including their capacity and willingness to be informed and active citizens.
- Demonstrate knowledge, understanding and appreciation of societies, events, movements and developments that have shaped humanity from earliest times.
- Demonstrate understanding and use of concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.
- Demonstrate a capacity to undertake inquiry and develop transferable skills, such as the ability to pose relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

AGREED CORE TEACHING STRATEGIES TO BE USED BY ALL K-6 STAFF:

- Continue to implement the two strands in the Australian Curriculum in History; Historical Knowledge and Understanding and Historical Skills.
- Continue to develop resources and strategies to implement the Australian Curriculum.
- Continue to develop the celebration of Australia Day, ANZAC Day, NAIDOC Week, Harmony Week, National Reconciliation Week and National Sorry Day.
- Continue to commemorate ANZAC Day and Remembrance Day through whole-school assemblies.
- Continue to use historical artefacts, museums, historical sites, hands-on activities and archives; personal, local and national.
- Historical narrative is used so that students experience the 'story' in history, and this can be extended to investigations of cause and consequence, historical significance and contestability.
- Connections are made where appropriate between past and present events and circumstances to make learning more meaningful for students and to help students make sense of key ideas.
- The skills of historical inquiry are developed through teacher-directed and student-centred learning, enabling students to pose and investigate questions with increasing initiative, self-direction and expertise.

SCHOOL TARGETS FOR 2016/17:

- To continue with the full implementation of the Australian Curriculum: History.
- To continue to develop resources, programs and strategies to implement the Australian Curriculum: History.
- To identify resource needs for History and purchase suitable resources to meet the students' needs.
- To implement MIS Assessments for Historical Skills (Years K-7), review their effectiveness and adapt if necessary.
- Using the MIS data to review students' proficiency in Historical skills and adapt teaching and learning strategies where necessary.

