

VISION and PURPOSE

Craigburn Primary School is a learning community sustained by quality relationships. We aim to empower all students to become successful learners, confident and creative individuals, and active and informed citizens. Students have a strong sense of identity and wellbeing, are connected and contribute to their world.

We are committed to providing a learning environment which focusses on essential 21st century learning skills - in literacy, numeracy, information and communication technology (ICT), creative and critical thinking, collaboration and communication.

Students and teachers leverage the use of ICT to create engaging and personalised learning experiences.

VALUES

The Craigburn Primary School learning community values:

- Self Worth - *To value yourself as a person.*
- Caring - *To show care towards others and the environment.*
- Responsibility - *To take charge of your words and actions*
- Respect - *To show regard for others. Be honest, fair and considerate.*
- Optimism - *To be the best and see the best in all things.*
- Resilience - *To bounce back when things get tough.*

All members of our learning community are encouraged to achieve their personal best.

LEARNING FRAMEWORKS & DECD DIRECTIONS

Craigburn utilises contemporary learning frameworks and references relevant programs and policies, including:

- The Australian Curriculum
- Teaching for Effective Learning & Learning Design
- Inquiry Learning - Understanding By Design
- Professional Learning Communities - DuFour Model
- Early Years Learning Framework
- DECD Strategic Plan 2012-2016
- ECD Local Partnerships

It is important that we further develop our knowledge, skills and understandings of these frameworks and key DECD directions as a means to develop a whole-school coherent approach to teaching and learning. *See Appendices for further information*

PRIORITIES - KEY IMPROVEMENT GOALS

AUSTRALIAN CURRICULUM

Key Improvement Goals

- *To improve Literacy and Numeracy outcomes for students*
- *Ensure all students are successful in accessing the Aus Curric and achieving to the best of their ability*

TEACHING FOR EFFECTIVE LEARNING

Key Improvement Goals

- *To improve and maximise student wellbeing, engagement and achievement*

LEARNING WITH DIGITAL TECHNOLOGIES

Key Improvement Goals

- *To enhance and improve student learning outcomes by leveraging the use of ICTs*

PERFORMANCE DEVELOPMENT CULTURE

Support staff through professional learning/collaboration to achieve the SIP goals.

Key Improvement Goals	Key Improvement Strategies	Performance indicators	Targets
<p>Australian Curriculum</p> <p>To improve Literacy and Numeracy outcomes for students</p> <p>All students to be successful in reaching the achievement standards in the Aus Curric</p>	<p>General</p> <ul style="list-style-type: none"> - Develop / refine Literacy and Numeracy Agreements - Form Literacy / Numeracy focus groups to lead initiatives - Incorporate National, State and Partnership Literacy and Numeracy initiatives - Educate and inform parent community regarding Literacy and Numeracy practice <p>PLC Processes - Build and utilise a cycle of improvement:</p> <ul style="list-style-type: none"> - Gather evidence of current levels of students learning <ul style="list-style-type: none"> - <i>Engage all staff in the effective collection and use of data (NAPLAN, PAT-R, PAT-M, Running Records, teacher assessments), to identify needs and inform intervention</i> - <i>Explore and utilise best tools to collect and manage student learning data - on a whole-school basis.</i> - Develop strategies and ideas to build on strengths and address weaknesses in learning. <ul style="list-style-type: none"> - <i>Develop learning targets and SMART goals</i> - <i>Design intervention / extension programs base on Wave Levels 1-3 to differentiate the curriculum</i> - Implement instructional learning strategies <ul style="list-style-type: none"> - <i>Engage staff in professional learning, which focuses on developing and utilising quality instructional learning practices</i> - Analyse the impact of the implemented learning strategies. <ul style="list-style-type: none"> - <i>Review data sets</i> - Review and evaluate <p>Specific to the Australian Curriculum</p> <ul style="list-style-type: none"> - Plan, assess and report the Australian Curriculum, including the areas of Geography, The Arts, Civics & Citizenship, Economics & Business - Raise awareness of Australian Curriculum areas of Heath & PE and LOTE - Explore Cross Curriculum priorities and General Capabilities - Align Units of Inquiry to Australian Curriculum 	<p>Whole school literacy and numeracy agreements are in place.</p> <p>Varied data sets are used by staff to inform practice.</p> <p>Whole-school processes and tools are in place to collect and manage student learning data.</p> <p>All staff participate in the relevant Literacy and Numeracy PD</p> <p>All teachers engage in the PLC cycle of continuous improvement effectively.</p> <p>All students access the Australian Curriculum</p> <p>Inquiry Learning Units are aligned with the Australian Curriculum.</p>	<p>Improvement in the following NAPLAN growth rates.</p> <p>Years 3 to 5</p> <ul style="list-style-type: none"> - Literacy Reading - improve upper growth from 19% to 25% - Literacy - Reading - reduce lower growth from 28% to 25% - Numeracy - improve upper growth from 27% to 29% - Numeracy - reduce lower growth from 29% to 25% <p>Years 5 to 7</p> <ul style="list-style-type: none"> - Literacy - Reading - improve upper growth from 29% to 31% - Literacy - Reading - reduce lower growth from 20% to 18% - Numeracy - improve upper growth from 39% to 40% - Numeracy - reduce lower growth from 12% to 11% <p>Growth in PAT-R/M results</p> <p>Running Records Targets</p> <ul style="list-style-type: none"> - Receptions to Level 5 - Year 1s to Level 20 - Year 2s to Level 26+ <p>100% of students access the Australian Curriculum</p>

A VISION OF LEARNING - CRAIGBURN PRIMARY SCHOOL - SCHOOL IMPROVEMENT PLAN 2015-16

Update - March 2015

Key Improvement Goals	Key Improvement Strategies	Performance indicators	Targets
<p>Performance Development Culture Empower staff to enable high levels of professionalism</p>	<ul style="list-style-type: none"> - Build the Performance Development Culture to support staff performance development to improve student learning - Utilise the AITSL standards - Provide innovative approaches to professional learning 	<p>Teachers and Leaders use AITSL Professional Standards for Performance Development Staff are engaged in differentiated professional learning.</p>	<p>All teachers and leaders use the AITSL standards.</p>
<p>Teaching for Effective Learning To improve and maximise student wellbeing, engagement and achievement</p>	<ul style="list-style-type: none"> - Create learning environments reflective of the TfEL framework - Explore the Art and Science of Teaching. - Explore and incorporate Learning Design. - Explore and build quality relationships to support the Personal and Social Capability and to enhance pedagogy (eg Choice Theory, Play is the Way, Friendly Schools) - Strengthen and embed Inquiry pedagogy utilising Understanding By Design - Deepen understandings and use of Higher Order Thinking Skills - Utilise professional learning opportunities - Build leadership capacity - Utilise the expertise of our Curriculum consultants 	<p>TfEL pedagogical concepts are embraced by staff Learning Design and Understanding By Design are used to plan Inquiry Units Social / Relational skills are skilful yused Higher order thinking skills are used. Student, staff & parent surveys indicate positive growth in wellbeing & engagement. Staff take on leadership roles and are able to support the building of quality relationships across the school. Students are able to effectively deal with bullying incidents.</p>	<p>All students experience learning supported by the TfEL framework. All staff use Learning Design and Understanding By Design All students participate in HOTs & are extended Positive growth in survey data Increase in shared leadership across the school Reduction in bullying incidents</p>
<p>Learning with Digital Technologies To enhance and improve student learning outcomes by leveraging the use of ICTs</p>	<ul style="list-style-type: none"> - Develop innovative & transformational ways of learning using ICT - Explore and develop understandings of Technology, Pedagogy and Content Knowledge TPACK - Substitution Augmentation Modification and Redefinition SAMR models to support planning & integration of ICTs across the curriculum - Develop school and class online learning environments to enhance communication, collaboration and learning - Increase access to ICTs to support personalised learning through the development and implementation of a BYOD iPad program - Identify, develop understanding of 'ICT Capabilities' for students & staff - Provide differentiated professional learning for staff - Develop personal learning networks and plans - Form Digital Leaders Team to lead and support key directions. - Form student digital leaders program throughout the school. - Professional learning opportunities eg Edutech 	<p>Staff have knowledge of TPACK and SAMR and are able to plan for use of ICTs Student and staff learning demonstrates ICT capabilities School & class online learning environments are in place Multiple ICTs are used throughout the school. A BYOD iPad program is phased in. Staff have developed Personal Learning Networks - PLN</p>	<p>Students engage in transformative learning using ICTs Increase in student and staff ICT capabilities All classes have an online learning space. A BYOD iPad program is in place across the school. All staff have a PLN</p>

LEARNING FRAMEWORKS OVERVIEW

Over the course of the 2014-2015 school years, Craighburn will continue to implement the Australian Curriculum and utilise the key concepts and understandings of the following frameworks:

- Teaching for Effective Learning / Learning Design
- Understanding By Design - Inquiry Learning
- Professional Learning Communities
- Early Years Learning Framework

Teaching for Effective Learning

Just as a compass guides navigation, the SA TfEL Framework provides an 'internal compass' for guiding our designs for learning and decision making about our practice. It gives us confidence that our professional practice incorporates the most recent evidence and understandings about learning and teaching that maximise student engagement and achievement.

The SA TfEL Framework recognises that we are all learners and that the conditions needed for student learning are just as important for adult learners, including the teachers and leaders in our schools. It reflects two key concepts:

- Learning for effective teaching supports leaders and teachers to see themselves as learners, reflect on their practice and create opportunities to develop their professional expertise
- Teaching for effective learning supports teachers to develop their practice in three domains:
 - Create safe conditions for rigorous learning
 - Develop expert learners
 - Personalise and connect learning.

Inherent within the TfEL framework is the capacity to build effective high quality relationships

Understanding by Design (UbD) - Inquiry Learning - Wiggins and McTighe

This framework provides a curriculum design approach that begins with the end in mind. The UbD approach involves planning units and lessons by beginning with the desired outcomes or standards, followed by determining the evidence necessary for understanding and transfer (authentic assessment), and finally, planning the learning activities necessary to achieve the understandings and transfer.

Professional Learning Communities (PLCs)

The PLC model supports and maintains a strong focus on teaching and learning. In using the PLC model, teachers use planning time to analyse student learning data and discuss what the data might reveal regarding pedagogy. From there-on, assessment data (formative and summative) informs teacher planning and pedagogy, and ultimately, student learning. The PLC model also stresses the importance of continuous improvement whereby teachers continually discuss and experiment with different pedagogies and instructional practices in an effort to provide students with differentiated learning experiences.

21ST CENTURY LEARNING and THE ROLE OF TECHNOLOGY

Successful 21st century learning prepares students to be successful, contributing citizens in the context of today's global society. Success in the 21st century requires students to understand how to learn independently. It is necessary to develop strong critical thinking and interpersonal communication skills, both written and oral, in order to be successful in an increasingly interconnected and complex world.

21st century skills, literacies and fluencies learned through our curriculum will become increasingly more integrated, inquiry and technology enhanced. Pedagogy will focus on the development and use of skills such as critical thinking and problem solving, written and oral communication, collaboration, creativity and innovation.

Technology allows for 24/7 access to information, constant social interaction, and the ability to easily create and share digital content. Educators are able to leverage technology to create engaging and personalised learning experiences to meet the emerging educational needs of our students.

Technology allows us to re-think how we educate students, focusing on preparing them to be life-long learners. It is important for our students to learn in a global classroom, acknowledging that the classroom extends beyond the boundaries of the school. It is necessary to embrace the engagement our students have in using digital devices and embed them in our teaching and learning programs.

As we continually learn how to leverage the use of technology - the better we will be able to meet the needs and interests of our students.