CRAIGBURN PRIMARY SCHOOL - SITE LEARNING IMPROVEMENT PLAN 2012

Our work as a Professional Learning Community is focused on:
- What do we expect students to learn? - CONTENT
- How do we know when they have learned it? - ASSESSMENT
- How will we respond when students don’t learn? - INTERVENTION

**Guiding Principles:** Focus on Learning - Collaborative Culture - Focus on Results

### STRATEGIC DIRECTIONS

#### Guaranteed and Agreed Curriculum

**Identify and deliver essential curriculum content for all students R-7 in English (Reading) and Mathematics (Number)**

**Key Actions**
- Identify essential learnings in the English (Reading) curriculum for all students R-7 with reference to the Australian Curriculum
- Identify essential learnings in the Mathematics (Number) curriculum for all students R-7 with reference to the Australian Curriculum
- Working in professional learning teams, plan agreed times when these ‘essential learnings’ will be taught to students
- Use agreed common formative assessment tasks (CFATs) to identify SMART goal targets
- Review common assessment data re SMART goals in teams to ensure intervention programs are implemented
- Share common assessment data re SMART goals in teams to enable reflection upon effective teaching practices

**Support Structures and Resources**
- Professional Learning Teams established (PLT’s)
- PT release times and dedicated meeting times
- Support from Reading Resource Teacher
- Links to DECD Literacy Secretariat / TIEL
- PLC ‘Lead’ Team established to support the core work of PLT’s internal and external professional learning opportunities
- R-7 Literacy Agreement in place
- Resources to support ‘intervention programs’ are provided

**Evidence / Indicators**
- R-7 ‘essential learnings’ tables for Reading and Number
- Data is used to identify student participation in intervention programs
- Identified CFATs are in place R-7
- Teams / teachers can identify effective teaching practices

#### Teaching for Effective Learning

**Focusing on higher levels / deeper understanding of learning.**

**Use our whole school ‘Program of Inquiry’ to provide opportunities for all students to achieve higher levels of learning.**

**Key Actions**
- Develop a deep understanding of TIEL Domain 3.2 and apply into teaching and learning programs
- Use the ‘Understanding by Design’ model to plan Inquiry Units from our school program
- Incorporate specific strategies, methods and programs to support deeper and higher levels of thinking and learning – e.g. Bloom’s Taxonomy, Habits of Mind, ICTs...
- Incorporate clear expectations around higher level learning in Unit assessments
- Specifically teach the skills the students to achieve these outcomes e.g. read and discuss analytically, draw inferences and conclusions, analyse conflicting data sources, support arguments with evidence, solve complex problems

**Support Structures and Resources**
- Our school Program of Inquiry
- UbD planning templates
- Access to professional development
- TIEL document from DECD
- PLT planning time
- Use of technology / on line resources and networks
- Resource Centre staff and resources

**Evidence / Indicators**
- All staff reference TIEL document
- Unit plans identify how higher levels of thinking and deeper understanding of learning will be implemented and assessed
- Actions from TIEL Domain 3.2 are identified and implemented

#### Teaching and Learning with Digital Technologies

**Use digital technologies to enhance teaching and learning.**

**Key Actions**
- Learning & Working Digitally - use digital technologies as a way of moving from traditional to transformational ways of working & learning.
- Increase provision and access to digital technologies in all learning areas to support integration of ICTs in learning.
- Develop school and class online learning environments to enhance communication, collaboration and learning (eg blogs, wikis)
- Increase use of mobile learning technologies.
- Explore and consider 1:1 / BYOD models / programs

**Enabling Learners - establish effective learning environments necessary to address the needs of learners in a changing world.**
- Develop understanding of ‘essential digital learnings’ for students
- Incorporate student ‘essential digital learning’ in learning programs
- Explore and develop understandings of TPACK & SAMR models to support planning & integration of ICTs across the curriculum

**Developing Professionals - improve teacher capabilities necessary to deliver quality teaching & learning in a contemporary learning environment.**
- Develop understanding of ‘essential digital learnings’ for teachers
- Incorporate teacher ‘essential digital learnings’ into teaching and learning programs
- Develop personal learning networks and plans

**Support Structures and Resources**
- Whole School / Year Level - Sectional Team Meetings
- Collaborative / Personal NF2F and targeted release time
- Internal and external professional learning opportunities
- Personal Learning Plans

**Evidence / Indicators**
- School and class online learning environments are in place
- Student learning demonstrate the use of ‘essential digital learnings’
- Teachers learning and work demonstrate the use of ‘essential digital learnings’

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**“High levels of learning for all students and staff at Craigburn Primary School”**