OUR VISION:

At Penola Primary School children will develop the skills to become powerful learners; embracing the physical, creative and social skills that they will use throughout their lives. This represents the aspirations and expectations of the community.

External Review Directions 2015

1. Ensure **continuity of improvement practices** over time by documenting and **scheduling self-review practices** that are **collaborative, evidence-based, focused on improving student learning**, and **consistently and rigorously implemented**.
2. Use **collaborative processes** to **moderate student tasks** to get a **collective understanding** of specific **strategies to address issues** when students fall behind the Australian Curriculum achievement standard, and provide **intellectual stretch for students achieving highly.**
3. Ensure recently initiated **pedagogical approaches** have the expected impact on **student engagement and learning** through **documented, evidence-based, evaluative processes**. **Implement successful approaches consistently** in **all** classrooms.

SECAV PARTNERSHIP VISION:

Learners have dispositions to approach their learning and their future confidently.

OUR MOTTO:

"Respect and Responsibility"

OUR CORE BELIEFS ABOUT LEARNING
Students learn best when:

All learning
- Quality teaching is present in all classes.
- They are given opportunities to self-assess and set their own learning goals.
- They understand what the learning intentions and criteria for success are in each lesson.
- They are actively involved in a variety of learning experiences that promote strong engagement and positive dispositions.
- The learning has real life perspectives and the skills are transferable.
- Skills are explicitly taught and modelled.
- Common language operates across the site.
- They are able to take risks in their learning.
- There are strong relationships between home and school.
- Technology is used to support learning, both as a teaching and learning tool.
- The learning builds onto prior knowledge.
- Authentic assessment is used to drive programming

Literacy
- They are immersed in multimodal texts using multiple technologies.
- The purpose, structure and language features of different text types is explicitly taught.
- They are competent in reading, writing, speaking and listening.
- Guided Reading is an integral part of the Literacy Program.
- They use critical literacy skills.
- They take a personal interest and have an enjoyment for reading.
- They have good understanding of the six traits of a good writer

Numeracy
- A common language of Mathematics that is built from Foundation up is used.
- Students aim to be fast, efficient and accurate calculators.
- Understanding our number system, Base 10 and place value are an integral component of our teaching.
- Problem solving and mental calculation strategies are explicitly taught.
- Concrete materials are used leading towards abstract.

OUR PRIORITIES
Students will become powerful learners through a school focus on:

- Writing: Developing **quality writers** through a whole school approach, incorporating **spelling and grammar**.
- **Playful Pedagogies and Inquiry-based learning**: Integrating the inquiry and playful approach into literacy and numeracy programs
- Building **quality dispositions** in students with a focus on personal and social capabilities

Penola Primary School 2016 Operation Plan

Priorities:	Targets:	Strategies:	Evaluation Measures:
The *two* or *three* key areas for specific focus over the next 12 months, as determined from analysis of learner data	Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate	The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets	The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies

Reference / Notes: *Strategies in red are linked to External Review Directions.* *Strategies in green link to Partnership Review Directions.*
Refer also to Attachment for learner targets for 2016.

PRIORITY 1
Writing: Developing **quality writers** through a whole school approach, incorporating **spelling and grammar**.
 	
AITSL APST:
1.3 develop deep pedagogical and content knowledge: *leaders and teachers develop their expertise by strengthening their disciplinary knowledge and translating learning theory into effective teaching design*
 	
3.1 Teach students how to learn: *the teacher develops student understanding of learning and expands their strategies for thinking, learning and working collaboratively.*
 	
SECAV Priority Alignment:
2. Reach a partnership agreement on what effective practice looks like. Develop mechanisms to identify highly effective teachers and enable them to influence and transfer these high quality practices to other teachers in the partnership.
 	
4. Further develop leaders' and teachers' understanding of quality learning across birth to year 12. Apply processes across the partnership to engage teachers in moderation to inform practice.
	1) **Writing Targets 1 (NAPLAN)**
	    90% students reach:
	    • ***Band 3 in Year 3***
	    • ***Band 5 in Year 5***
	    • ***Band 6 in Year 7***
	    • ***All mean scores above SA mean***
	    • ***25% in each year level in top two bands***
	2) Spelling Targets 1 (NAPLAN):
	    • *See attachment*
	3) Spelling Targets 2 (ACER):
	    • *See Attachment*
	4) Grammar Targets (NAPLAN)
	    • *See attachment*
	5) Grammar Targets 2 (ACER):
	    • *See Attachment*
		• *A whole school approach to Spelling and Grammar is created with staff committed to embedding spelling and grammar approaches into bookmaking and writer's notebook*
		• *Whole school PD with Chris Killey to assist with the Words Their Way spelling strategy program implemented from R-7*
		• *All staff continue to work with Lisa Burman through a Pupil Free Day and a ½ day session in teams per term*
		• *A grammar rule of the week is to be taught across R-7*
		• *Data is used by staff to set targets for achievement in 2016, including targeting specific students to meet DECD SEA*
		• *NAPLAN writing samples are analysed and used to assess for learning, ie planning for future*
		• *Writing, spelling and grammar approaches are shared at regular hub meetings and staff meetings, with a bank of resources available for all staff*
		• *Peer observation is used to share good practice and critically analyse for teacher development*
		• *Performance Development meetings focus on quality teaching and learning to provide intellectual stretch for all learners*
		• *Create a moderation hub with teachers from Penola HS to help develop writing and assessment consistencies across schools*
		• *Ensure the explicit teaching of writing skills and genre is still a part of all teaching programs*
		• *Co-planning in year level teams (F/1,2/3,4/5 and 6-7) is used to deliver a consistent approach to literacy*
		• *Targeted intervention programs are used to work with students not meeting targets in NAPLAN and ACER. Intervention is recorded to determine effect*
		• *Conferencing as a form of assessment for writing exists across the school, incorporating students being part of the process by setting their own goals*
		• *Students from Years 2-7 undertake ACER assessments on spelling and grammar. These assessments are used to both monitor progress and program for student learning*
			• *NAPLAN – Writing, Language Conventions and Spelling*
			• *PAT Spelling and Grammar & Punctuation*
			• *Data analysis using Scorelink*
			• *Student perceptions*
			• *PD timeline includes designated hub meetings*
			• *Self-review processes to review strategies and their effectiveness twice yearly.*

PRIORITY 2 **Playful Pedagogies and Inquiry based learning**: Integrating the inquiry and playful approach into literacy and numeracy programs *TfEL Priority:* *3.4 promote dialogue as a means of learning: the teacher provides opportunities for students to learn through interaction and learning conversation with others* *2.4 negotiate learning: the teacher responds to students' changing needs and involves them in deciding the direction of the curriculum* **SECAV Priority Alignment:** *2. Reach a partnership agreement on what effective practice looks like. Develop mechanisms to identify highly effective teachers and enable them to influence and transfer these high quality practices to other teachers in the partnership.* *Additional: STEM learning is promoted across all curriculum and year levels*	1) Students can self-assess and articulate their development in key dispositions 2) All Junior Primary Classes have purposeful play sessions at least two times per week 3) Parents receive communication about their child's progress in F/1 at least twice a term. E.g. photos, notes, newsletter, documented learning experiences and reports	• *All staff attend Lisa Burman sessions set out for their year level* • *Work closely with McKay to develop common language and practice in Early Years Teaching. Moderation also forms part of meetings* • *School visits, i.e. Brighton PS, are used to further develop implementation strategies of literacy programs in playful environments* • *Identify highly effective teachers and use to model their practices across the partnership. Penola PS playful learning and Early Years practices are shared across the Partnership* • *STEM learning is applied across the curriculum* • *Student engagement and learning is documented. Regular feedback to parents relating to curriculum and dispositions is given.* • *Consistent approaches to Playful pedagogies and inquiry based learning exist in line with expectations from R-7* • *Inquiry based learning PD opportunities are targeted for staff identifying a need for training*	• Behaviour reports • Teacher assessment / records of students disposition growth • Student reported to parents • Teacher feedback in PD meetings • Recording how many visitors come to observe practice.

PRIORITY 3 Building **quality dispositions** in students with a focus on personal and social capabilities *TfEL priorities:* *2.2 build a community of learners: the teacher creates a culture where everyone inspires and encourages each others' learning* *4.4 communicate learning in multiple modes: the teacher ensures that the curriculum incorporates rich and varied modes of making and communicating meaning*	1. Teachers accurately report on ACARA personal and social capabilities twice per year 2. Less behaviour issues (less EDSAS reports) due to improved resilience and cooperation skills 3. Parents, staff and students report above 4.2 that "Students feel safe at this school" in annual opinion surveys	• *Play Is The Way and Program Achieve philosophies are taught and supported across the school* • *The first 3 weeks of school has a strong and clear focus on the dispositions of Powerful Learners* • *Growth mindset / Powerful learner staff PD sessions are run at least once a term.* • *Growth Mindset language is used by staff and students to assist learning* • *Respect is modelled by staff* • *Personal and Social capabilities are displayed around the school with behaviour skills taught as part of the curriculum*	• Dispositions in student reports x 2 per year • Anecdotal evidence of students articulating growth mindset and powerful learner language

Staff Professional Development Focus for 2016:

➢ *Pupil Free day –whole school approach to spelling and grammar (Chris Killey)* ➢ *Lisa Burman conferencing once per term* ➢ *STEM summit and follow up* ➢ *Results Plus involvement* ➢ *Writing, Spelling, Grammar and Numeracy spotlight sessions* ➢ *Staff PD sessions on Growth Mindsets, developing expert learners* ➢ *Hub Meetings with a focus on pedagogy and curriculum*	➢ *Educational Engagement of Community: Governing Council Presentations* ➢ *Personal Development Plan for each teacher*