

## Quality Teaching & Rigorous Learning Engage children, families and communities

**Productive Pedagogy** “We want the best education possible for our children, and we want our children to leave school with choices and the confidence to pursue them.”

### We will:

- enact practices based on high expectation relationships and learning outcomes for all students.
- develop design models that provide a consistent framework for teaching and learning that encompass intellectual stretch and challenge and relevance to develop higher order learner dispositions and abilities.
- provide learning that is inherently interesting and celebrates the joy of being learners
- continually reflect, research, interrogate and inquire about best practices and high stake learning outcomes.

### What success looks like

- School attendance is high
- Children are engaged in high order learning activity, critical thinking, problem solving and inquiry.
- School achievement data reflects growth and competency in literacy and numeracy.
- Learner engagement levels are high and children are actively involved in authentic decision making about their learning, and their community.
- All students are participating in the establishment of their individual targeted learning plans with family, teachers and SSOs.
- Children are confidently articulating their learning.
- The school is engaging students in creative pursuit as a driver for powerful learning and personal development.

### Key Actions

All staff use the agreed PLPS models for curriculum design – powerful learners & high intellectual stretch.

Torrance testing for creative thinking is adopted to measure the effectiveness of curriculum design and teaching effectiveness

Learning Communities implement the “Ladder of Participation” to engage student voice and develop democratic learning relationships.

All staff continue to reference their teaching against the SA TFeL framework to establish and maintain the conditions for powerful learning.

Professional learning pursues the types of “teacher behaviours” required to enact high expectations for all students, peers, parents & community.

All staff share their practices, watch others work, and commit their energies to their learning community.

Teachers meet regularly with families to engage in productive dialogue about student learning, smarter goal setting. and achievement.

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### Inclusion and Well Being

Developmental outcomes for children and young people will improve through the provision of universal and targeted education, well being and inclusion strategies and community partnerships.

#### We will:

- define individual inclusion and well being targets for students at risk of failure
- foster a whole – of –community responsibility for developing/maintaining + school culture
- continue the whole school implementation and training through the Kids Matters Framework
- provide whole staff training for developing understandings of trauma related behaviours and impacts on achievement
- enact practices based on high expectation relationships and learning outcomes for all students

#### Key actions

#### What success looks like

- use of Early Development Census (AEDC) – year 6, referral screenings, and linking with agencies to wrap around students.

Children, and families are accessing the school's social inclusion and well being personnel and strategies.

- All families are connected through the school's assessment and reporting 3 way conversation process to monitor and plan for their child's achievement and personal development goals.

Ongoing communication and supportive transition processes are operating for children and families.

Targeted students are partnered with mentors to provide consistent support in line with individual developmental goals.

Processes to engage authentic student participation in the life and learning of the school are being used effectively. Children are acting on their decision making.

Strengthen the action support team to implement key strategies and priorities for + school culture

Increase time for the pastoral care response and mentoring program

Train all staff – stage 2 Kids Matters Framework

Strengthen the case management response for GOM students in partnership with Families SA.

Provide whole staff training for developing their understandings of trauma related behaviours and impacts on achievement

Define individual inclusion and well being targets for students at risk of failure as part of the targeted student targeted learning plan

Continue Arts pedagogy as a major inclusion tool

## Quality Teaching & Rigorous Learning

### Professional Learning Communities

Vision: A high performing teaching and support service that works collectively with the community to improve the educational and developmental attainment and wellbeing of every child.

We will:

- Pursue the learning for teachers and support staff in a sustained and rigorous manner.
- Provide the structures and opportunities for teachers and support staff to share practices, access research and target their learning to better meet the attainment levels for students.
- Enact practices and leadership based on high expectation relationships and learning for peers and students.

#### What success looks like

- Teachers and SSOs planning together to define individual student learning and developmental targets
- Teachers regularly watching other teachers teach and providing constructive feedback
- Learning Communities meeting weekly to reflect, share practice, moderate student learning and planning
- Teachers and SSOs regularly evaluating growth data to inform best practices and set future targets
- Teachers working with students, listening to and enacting processes to maximise decision making and student initiated activity
- Teachers and SSOs celebrating and sharing the joy of working together in the best interests of children and their learning.

#### Key Actions

Teachers and SSOs use the professional standards for teaching and service delivery for self review and professional development purposes.

Teachers and SSOs meet the requirements of the PLPS performance management process.

Learning Communities meet the requirement of the PLPS standards and strategic planning requirements.

All Teachers and SSOs engage with the whole school professional development priorities and strategies.

All Teachers & SSOs provide the evidence and articulate how they translate this new learning into practices and student and community outcomes.

New teachers meetings with leadership held 3 x per term. 01/15

