

**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**

- The Australian Curriculum, Teaching for Effective Learning & Learning Design / Art and Science of Teaching, Results Plus: *Track and monitor every child ~ Implement a literacy / numeracy improvement cycle enact changes in pedagogical practice ~ Identify & enact clear intervention processes*
- Inquiry Learning - Understanding By Design
- Professional Learning Communities at Work
- DECD Strategic Plan - Early Years Learning Framework - DECD Local Partnerships

**REVIEW DIRECTIONS / PRIORITIES**

Strengthen the work of PLTs through existing structures and processes by including opportunities for vertical alignment and connections.

Support students to know how to improve by creating opportunities to engage in goal-setting, develop strategies to achieve the goals, and receive timely and detailed feedback in an ongoing cycle of review and improvement.

Increase intellectual stretch for all students by supporting teachers to collaboratively design rigorous learning tasks and assessment rubrics, which require students to apply their understanding and skills to new contexts, and are aligned with the Australian Curriculum and assessed via the Achievement Standards.

Increase teacher capacity to improve student learning outcomes through the alignment and strategic linking of the Site Improvement Plan with Professional Learning, validated by Performance Development processes.

**PROFESSIONAL LEARNING COMMUNITIES AT WORK**

The Professional Learning Communities at Work ethos provides the foundation for effective learning and teaching at Craigburn with a focus on the 3 big ideas of PLCs and the 6 Essential Questions.

Three Big Ideas of PLCs

- Focus on Learning
- Collaborative Culture
- Focus On Results

Six Essential Questions

What is it we want our students to know?	Curriculum
How will we know if our students are learning?	Assessment
How will we respond when students do not learn?	Instruction
How will we enrich/extend the learning for students who are proficient?	Instruction
How will we increase our structural competence?	Teacher Development
How will we coordinate our efforts as a school?	Leadership

Priorities / Goals	Strategies	Outcomes	Evidence
<p>Implement Results Plus</p> <p>Strengthen the work of PLTs through existing structures and processes by including opportunities for vertical alignment and connections.</p> <p>Support students to know how to improve by creating opportunities to engage in goal-setting, develop strategies to achieve the goals, and receive timely and detailed feedback in an ongoing cycle of review and improvement.</p> <p>Increase intellectual stretch for all students by supporting teachers to collaboratively design rigorous learning tasks and assessment rubrics, which require students to apply their understanding and skills to new contexts, and are aligned with the Australian Curriculum and assessed via the Achievement Standards.</p> <p>Increase teacher capacity to improve student learning outcomes through the alignment and strategic linking of the Site Improvement Plan with Professional Learning, validated by Performance Development processes.</p>	<p>Improve learning outcomes for all students with an emphasis on literacy (reading and writing), numeracy and STEM.</p> <p>Develop and implement guaranteed and viable curriculum R-7 in Reading, Writing, Maths to inform whole school Literacy / Numeracy Agreements</p> <ul style="list-style-type: none"> <li>- identify essential content and learning goals from the AC</li> <li>- construct proficiency scales and use as a basis for learning goals and assessment</li> <li>- deepen understanding and use of formative assessment with focus on feedback to the learner, assessment as learning (metacognition)</li> </ul> <p>Extend pedagogical practices and research based instructional teaching strategies</p> <ul style="list-style-type: none"> <li>- link student learning and teaching practice through professional learning communities cycle of continuous improvement, the Art and Science of Teaching, TfEL and Learning Design</li> </ul> <p>Prioritise tracking of student learner achievement and engagement through regular and explicit data / assessment reviews for students/year level groups:</p> <ul style="list-style-type: none"> <li>- to inform future learning directions for students and guide instruction and teacher practice</li> <li>- using Response to Intervention - focus on literacy/behaviour intervention</li> </ul> <p>Develop and use whole school positive learning expectations and responsible behaviour plan.</p> <p>Learning tasks to be transformed through the use of digital technologies:</p> <ul style="list-style-type: none"> <li>- use of the SAMR and TPACK frameworks</li> <li>- continued development of BYO iPad program</li> <li>- Implementation of STEM / Digital Technologies Curriculum</li> </ul> <p>Develop consistent knowledge and understanding (to inform practice) of Growth Mindset and Working with students with ASD and learning difficulties.</p> <p>Ensure quality of instruction by supporting teachers to strengthen their practices through professional feedback/collaboration using AITSL PSTs for enhancing reflective teacher practice.</p> <p>Provide ongoing professional learning aligned to improvement plan priorities including using ICT as an innovative pedagogical tool.</p> <p>Develop strong partnerships with parents to support improvement in student learning and engagement.</p> <p>Recognise and celebrate learning achievements and efforts - individual and whole school - with a focus on powerful learning.</p>	<p>Professional Learning Communities continuous cycle of improvement is used.</p> <p>Guaranteed and Viable Curriculum in Maths, Reading and Writing are in place and used.</p> <p>ASOT and TfEL Pedagogical Frameworks used.</p> <p>Running Records</p> <ul style="list-style-type: none"> <li>- Increase the percentage of students who exceed the upper bands in Years 1 and 2.</li> </ul> <p>NAPLAN</p> <ul style="list-style-type: none"> <li>- In Years 3, 5 and 7 - in Reading and Numeracy, maintain / exceed the Upper Two Bands (U2B)</li> <li>- Retain or exceed percentage of students in U2B from Years 3 -5 and Years 5 - 7.</li> </ul> <p>Standard of Educational Achievement is reached for all students in NAPLAN, PAT M and R and Running Records.</p> <p>Analysis of student achievement data occurs regularly.</p> <p>Positive Learning Expectations in place and used.</p> <p>Intervention and Learning Support processes are clear, understood and used by teachers.</p> <p>Learning tasks are transformed by use of digital technologies and in STEM/Digital Tech curriculum</p> <p>Growth Mindsets are understood and used.</p> <p>A common understanding of intellectual stretch, growth mindsets and powerful learners exists and can be articulated by all staff.</p> <p>Parent learning partnerships are in place.</p> <p>School communications recognise and celebrate learning and school achievements / efforts.</p>	<p>Improvement / increase in:</p> <ul style="list-style-type: none"> <li>- NAPLAN</li> <li>- PAT M and R</li> <li>- Running Records Results</li> <li>- Student Wellbeing and Engagement Data</li> <li>- Staff, Student and Parent Opinion Surveys</li> </ul>