

Flinders Park Primary School aims to strive for excellence together.



Educators will:

- Integrate the critical and creative thinking capability continuum into all curriculum areas.
- Utilise thinking strategies and vocabulary consistently to integrate inquiry.

Students will:

- Apply skills in collaboration and questioning to think critically about learning.
- Develop questions and seek information across the curriculum.

- **Developing a shared culture of critical questioning and inquiry; and so thinking is valued and visible.**

Students will:

- Build and use an expansive vocabulary for oral and digital communication.
- Develop and utilise active listening and demonstrate skills for supporting, disagreeing and clarifying.
- Communicate effectively, responsibly and creatively using digital tools.

Educators will:

- Upskill through professional learning and collaboration, so that mathematical, scientific and technological thinking and skills are applied.
- Utilise new learning spaces.
- Intentionally plan, assess and moderate for STEM integrated learning.
- Integrate learning areas so that engineering is evident

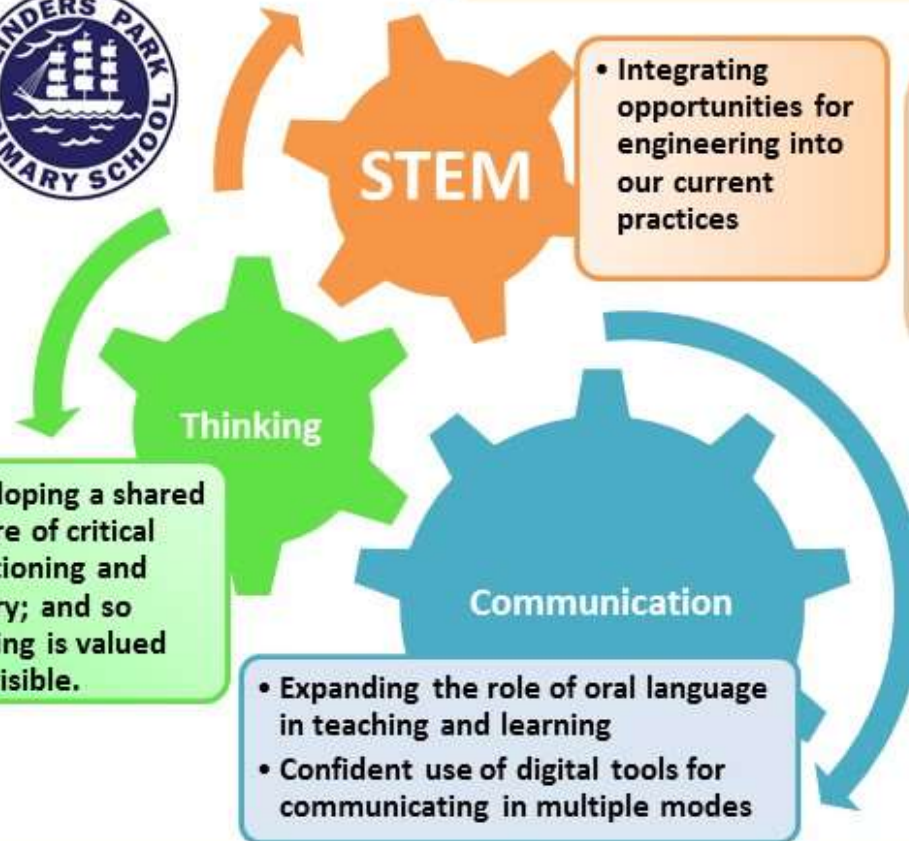
- **Integrating opportunities for engineering into our current practices**

Students will:

- Engage in inquiry learning to develop engineered solutions.
- Apply problem solving processes to challenges.

Educators will :

- Model, plan, encourage and implement opportunities for oracy & dialogue across all aspects of learning.
- Explicitly teach responsible use of digital tools and encourage creative use of digital media.



THINKING

FOCUS	LEADERS	TEACHERS	EVIDENCE/INDICATORS/TARGETS
Unpack and Implement General Capability: Critical and Creative Thinking	Leaders will provide time/leadership in staff and team meetings to unpack this General Capability so that teachers have a greater understanding and implement this curriculum in their lessons with their students.	<p>Teachers will use a variety of thinking strategies, model their thinking, and teach the vocabulary of thinking with their students.</p> <p>Teachers will share different thinking strategies and approaches in team and staff meetings.</p> <p>Teachers will use Learning Intentions with their students to explain their lessons and the connection to prior or post learning within lessons.</p>	<p>Leaders will observe: Teachers using the explicit language of thinking and lessons will have opportunities 'strong' thinking to occur.</p> <p>Students experimenting with different ways of thinking, showing more independence, demonstrating evidence of their thinking within their learning.</p> <p>Students critically thinking about their learning and using questions to show deeper thinking.</p>
Develop and undertake a Team Inquiry	Leaders will provide time and professional development for teachers to understand the importance of Inquiry/Reflective practice to improve pedagogy. Lisa Burman will facilitate and work with teams twice per term. <i>(purchased using Lit/Num First)</i>	<p>Teachers will explore what inquiry teaching models look like.</p> <p>Teachers will conduct at least one team inquiry that involves reading, questioning, trialing, reflecting, recording, discussing, etc to improve pedagogy.</p>	Inquiries will lead to an impact of improvement in pedagogy as observed by teachers and leaders collaboratively.
Develop and implement the Play/Inquiry Approach to learning	Tara (teacher-librarian) will provide an Inquiry Model and continuum for students/teachers to use when developing independent inquiry/research skills.	Teachers will plan, teach and assess student learning using an Inquiry Approach within at least one curricula area.	<p>Students will use the language and skills of inquiry and follow a model of questioning, inquiry, results of inquiry at an appropriate age, stage level.</p> <p>Students will show that they can develop their own inquiry questions at an appropriate level.</p>

COMMUNICATING

FOCUS	LEADERS	TEACHERS	EVIDENCE/INDICATORS/TARGETS
Continue to improve Reading, Writing, Spelling Pedagogy	<p>Leaders will plan professional development activities that refresh our Reading/Writing Approach.</p> <p>Leaders will organise that : Reading Agreement will be reviewed, Writing Agreement will be agreed to, and implemented, and Spelling Agreement will be written.</p>	<p>Teachers will participate and contribute to PD activities and training and implementation.</p> <p>Teachers will be collaboratively involved in all parts of this process.</p> <p>Teachers will implement the Writing Continuum to record student learning and as a tool for planning the next steps in teaching writing.</p>	<p>Learning Achievement shows improvement according to Running Records, NAPLAN, Pat R scores, Lang and Lit Levels</p> <p>Agreements will be in place and evidence of implementation will be shown in teaching programs, and in discussions with teachers in performance meetings.</p> <p>Students’ attitudes towards writing improves as measured by engagement rating by teachers Students’ writing shows improvement in craft and quality as determined in the continuum.</p>
Develop Oral Language as an important part of all learning across the curriculum	Leaders will plan professional development activities that encourage intentional/planned questioning and oral language development.	<p>Teachers will plan and teach intentional questioning, speaking – conversational and formal, listening cross-curricula activities as part of learning.</p> <p>JP teachers will trial the Tales Toolkit (purchased using Lit/Num First)</p>	<p>Students will be provided with increased opportunities to develop vocabulary, form questions, develop conversational skills and make formal presentations.</p> <p>Learning Achievement shows improvement according to SPAT-R scores.</p> <p>The JP inquiry will trial the Tales Toolkit/on-line training and make recommendations.</p>
Develop Digital Technology as a medium for communication	Leaders will provide learning opportunities for teachers about Digital Technology (Sam Whitton employed a day and a half a week to work alongside teachers to support development of teacher knowledge and skills).	<p>Teachers will plan, teach and assess digital technology activities within curricula and try SeeSaw to report learning to parents.</p> <p>Middle & Upper Primary Teachers will organise cybersafety sessions for parents and upper primary students</p>	Students will communicate effectively and safely using digital technology, Seesaw, films.

		<p>through SAPOL, Carly Ryan Foundation.</p> <p>Teachers will teach cybersafety and digital citizenship at developmentally appropriate levels, using a variety of resources.</p> <p>Teachers will have one-to-one agreements with students regarding responsible use of devices.</p>	
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Site Improvement Plan: PRIORITY 3.

STEM

FOCUS	LEADERS	TEACHERS	EVIDENCE/INDICATORS/TARGETS
Staff collaborate to moderate assessment of maths	Leaders will plan staff meetings and a Pupil-free day with Torrensville, Lockleys and Lockleys North Primary Schools for teams of teachers to moderate maths learning and learn more about formative assessment.	Teachers will gather a portfolio of annotated work samples and bring to team meetings to moderate.	Assessment Portfolios are moderated to show consistency of grading A-E between the 4 primary schools.
Year 6/7 teachers participate in PD Thinking Maths	Leaders provide release and support for this PD. <i>(purchased using Lit/Num First)</i>	Lucia and Naomi will attend PD and implement with students, and share with staff.	
A nominated teacher will provide extension/enrichment in maths to high achieving Primary students	Leaders will provide time and support for a teacher to plan for 2 groups of students – years 5-7.	<p>A teacher (Lucia) will take 2 different age groups for a lesson per week for extension activities, such as problem-solving at a higher level, promoting and entering competitions, running maths clubs, working with other students, etc.</p> <p>Teachers will offer students opportunities to take up challenges</p>	An increase in students in high bands in NAPLAN

		and enter competitions	
Teachers will gain more understanding and develop strategies for teaching Engineering – the integration of knowledge from Science, Maths and Technology	Leaders will provide time, opportunities in staff meetings and team meetings to share understanding, strategies of problem-solving, practical applications and the integration of disciplines.	<p>Teachers will investigate ways to use STEM space, class spaces and outside spaces for teaching and learning.</p> <p>Teachers will identify and teach the language of collaboration and problem-solving that is developmentally appropriate to skills and knowledge of each area of STEM.</p> <p>Teachers will teach responsible behaviours to build confidence to pursue inquiries.</p> <p>Teachers will share successful pedagogy in team meetings.</p>	<p>Teachers and students are confident in using different spaces to maximise teaching and learning.</p> <p>Students will use appropriate language for problem-solving, collaboration, inquiry.</p> <p>Students will behave responsibly with equipment, learning spaces as individuals and in groups.</p> <p>Students are critical thinkers and are questioning more deeply. Students can explain their thinking and show evidence of their learning.</p>
Two teachers will participate in 3D Printing project	Leaders will provide release for participation. Naomi and Sam will provide leadership and PD for teachers about using 3D printers.	Teachers will participate in PD.	
Two teachers will participate in STEM500 2018 Thinking Scientifically	Leaders will provide release for participation. Sam and Kelly will provide leadership and PD for teachers following this training (and with Partnership schools if appropriate)	Teachers will participate in PD.	