

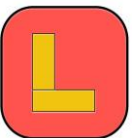


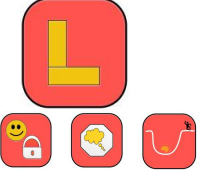
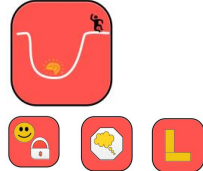


**VISION:** Jervois Primary School supports students and staff to actively engage in the process of learning and encourages everyone to learn from mistakes, and strive for progress. The school works in partnership with families and community so all become successful learners, confident and creative individuals, and active and informed citizens.

4 Foundations @ JPS Values			
			
<p><b>Being Happy, Safe and Belonging</b> because we value respectful relationships, wellbeing and community</p>	<p><b>Stop and Think</b> because we know every student can learn and value every opportunity for student success</p>	<p><b>Learning and Leading</b> because we value lifelong learning and leadership through collaboration</p>	<p><b>The Learning Pit /Challenge</b> because we value challenge, effort, persistence, perseverance and progress.</p>

2017-2019 Site Learning Improvement Plan			
Priority	2018 Strategy	What else...	
 <p><b>Being Happy, Safe &amp; Belonging</b></p>	<p><b>Develop positive school culture and pride</b></p>	<p>School Culture/ Pride (Mon meeting)</p> <ul style="list-style-type: none"> <li>• 4 Foundations and Values</li> <li>• Bully Free Zone/kindness</li> </ul> <p>Student Health &amp; Well Being</p> <ul style="list-style-type: none"> <li>• CBL check in/Focus 5 mindfulness (serpmedia.org)</li> <li>• Nature Play</li> </ul>	<p><i>"In study after study where the culture did not support and encourage reform, the improvement did not occur."</i> Shaping school culture, T.E Deal &amp; K.D Peterson</p> <p><i>"As teachers we have the opportunity to foster positive changes to the everyday experience in our schools. Investing time in improving school culture is worth the effort."</i> Brad Kuntz from the ASCD Sept 2012 issue if Education Update</p> <p><i>"Students who were taught meditation (mindfulness) at school reported higher optimism, more positive emotions, stronger self-identity, greater self-acceptance and took better care of their health as well as experiencing reduced anxiety, stress and depression."</i> The conversation: Why meditation should be taught in schools <b>June 30, 2015</b></p> <p><i>"The research is saying that having our children outside is so important for their development, not only their physical development but also their cognitive and social development"</i>. Sarah Sutter CEO Nature Play SA</p>
 <p><b>Learning &amp; Leading</b></p>	<p><b>Literacy &amp; Numeracy Improvement</b></p>	<p>Literacy</p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Reading comprehension CBL/SLC</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>• STEM -Spatial Reasoning (Critical &amp; Creative thinking/Collaboration)</li> <li>• Maths agreement (focus on positive norms &amp; feedback for learning)</li> </ul>	<p><i>"It is through GuidedReading ... that teachers can show children how to read and can support children as they read. GuidedReading leads to the independent reading that builds the process: it is at the heart of a balanced literacy program"</i> Fountas &amp; Pinnell 1996.</p> <p><i>" The biggest predictor of success in STEM is spatial reasoning"</i> Professor Tom Lawrie, STEM Education for all young Australians, 2017</p> <p><i>"Every time a student makes a mistake in math, they grow a synapse"</i> — Jo Boaler, Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching</p> <p><i>'A culture of thinking produces the feelings, energy, and even joy that can propel learning forward and motivate us to do what at times can be hard and challenging mental work.'</i> Ron Ritchhart</p>
 <p><b>Challenge &amp; Growth</b></p>	<p><b>Students as self-regulated learners beyond relationship rescue</b></p>	<ul style="list-style-type: none"> <li>• Creating cultures of thinking staff text</li> <li>• Creating cultures of thinking with students (CBL-DAR/Visible Learning)</li> <li>• Students as active &amp;reflective learners</li> </ul>	<p><i>Meta-cognition and self-regulation approaches have consistently high levels of impact, with students making an average of eight months' additional progress. Au toolkit</i></p> <p><i>"The best moments in our lives are not the passive, receptive, relaxing times...The best moments usually occur if a person's body or mind is stretched to its limits in a voluntary effort to accomplish something difficult and worthwhile"</i>- Mihaly Csikszentmihalyi</p>

# Being Happy, Safe and Belonging

## 2018-ACTION PLAN

### (Site Learning Improvement Plan)



# Learning and Leading 2018-ACTION PLAN (Site Learning Improvement Plan)

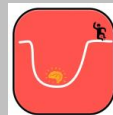


Priority	<b>Literacy and Numeracy Improvement</b>		
Strategy	How we get there (ACTIONS)	TARGETS	How did we go? What does our data tell us now?
<p><b>Literacy</b> R+-ExpectationA: B C D</p> <ul style="list-style-type: none"> <li><b>Guided Reading</b> TFEL Domain 2/3/4</li> </ul> <p>Expectation C: enact changes in pedagogical practice</p> <ul style="list-style-type: none"> <li><b>Reading Comprehension</b> TFEL Domain 2/3/4</li> </ul> <p>The 'plusness' of expectation A involves engagement and learner disposition</p> <p>R+ExpectationC: enact changes in pedagogical practice</p>	<ul style="list-style-type: none"> <li>R/1 and 4/5 teacher to attend Partnership Guided Reading teacher PLC x 7 sessions during the year, and engage in learning sprints</li> <li>Sophie and Tania to share and lead staff PD each term on their Guided reading PD and classroom actions and insights.</li> <li>staff attend SFD on Guided Reading , March 13 and a site based SFD block during term 3</li> <li>staff to explore and develop effective Guided Reading practices in classrooms. E.g make use of F&amp;P reading skills and behavior indicators for planning and assessing.</li> <li>Teachers to explicitly teach comprehension strategies, with-in the text and beyond the text with students, whole class and in small groups.</li> <li>Staff embrace SLC opportunities with SLC students to explore reading comprehension and CBL</li> <li>SLC students co-design reading comprehension and CBL lesson plans with adult supporter/ teacher/s.</li> <li>Staff widen reading comprehension assessment practices by incorporating CBL as evidence (Tfel 4.3)</li> </ul>	<ul style="list-style-type: none"> <li>Tania and Sophie see themselves as learners and leaders in GR at our site and across the partnership.</li> <li>wave 2 intervention for reading includes all students participating in guided reading with class teachers</li> <li>teachers increase their understandings of teaching reading</li> <li>teachers increase confidence in implementing guided reading</li> <li>JP classes have visible &amp; regular class or GR learning intentions that are monitored</li> <li>MP/UP students set and monitor their own reading goals with teacher support</li> <li>increase in the number of students meeting the SEA</li> <li>reading data wall is maintained and shows progress for all</li> <li>SLC students intentionally action and progress SV tiles in a range of areas e.g. Students as designers/ evaluators,teachers and advocates.</li> <li>SLC students co-drive reading comprehension learning and opportunities with CBL</li> </ul>	<p>GR teacher rubric pre and post data insights</p>
<p><b>Numeracy</b> TFEL D 2/3/4 R+- ExpectationA: B C D</p> <p><b>Maths agreement</b></p> <ul style="list-style-type: none"> <li><b>STEM/spatial reasoning</b></li> </ul>	<ul style="list-style-type: none"> <li>Teachers and classroom SSOs to explore ladder of feedback structure in their practice</li> <li>Mathematical thinking sessions for all with SSOs to develop visualization skills and number sense</li> <li>Over terms 1 and 2 staff to deprivatise their practice with a pecka kucha which shares how they enact the positive norms and feedback for learning in maths from our agreement.</li> <li>All staff participate in STEM Partnership PLC (collaborative task design and moderation)</li> <li>Provide quality STEM/spatial reasoning readings &amp; resources to staff</li> </ul>	<ul style="list-style-type: none"> <li>Increase in teacher confidence, quality and frequency with learning intentions and feedback, use of ladder of feedback was explored in classes.</li> <li>All students show progress in Pat- M</li> <li>Staff able to articulate and show evidence of their maths practice in regards to positive norms, feedback and curriculum.</li> <li>Increase range of quality assessment &amp; consistency of moderation in maths (includes CBL pedagogy).</li> <li>Rachel and Andrea develop STEM understandings and practices</li> <li>Staff explore spatial reasoning in maths &amp; classrooms</li> </ul>	<p>Improved communication between SSO work in reading and mathematical thinking with teachers</p> <p>RE &amp; AH shared STEM Pecka Kucha at 4/4 staff PD- shared understandings of; design thinking and classroom LD, 3D printing opportunities for learning and problem solving real life situations, spatial awareness opportunities and focus on exploring and learning not product based outcomes . STEM/spatial reasoning... I used to think... now I...</p>

# CHALLENGE

## 2018-ACTION PLAN

### (Site Learning Improvement Plan)



Priority	<b>Students as self-regulated learners beyond relationship rescue</b>		
Strategy	How we get there (ACTIONS)	TARGETS	How did we go? What does our data tell us now?
<ul style="list-style-type: none"> <li>Creating cultures of thinking with staff</li> </ul> <p>TFEL Domain 2/3/4</p>	<ul style="list-style-type: none"> <li>Professional text- 'Creating cultures of thinking', Ron Ritchhart to be explored by teachers over 2017/18 I used to think... now I statements and learning sprint</li> <li>Mikelle to model and embed CBL and Visible Learning strategies into our thinking, Monday Morning Meeting and PD</li> <li>Take and act on learnings from ourselves and others with SVA involvement- star hub school (PD/ site visits)</li> </ul>	<ul style="list-style-type: none"> <li>Teachers developing shared understandings about what makes a difference to learning and what this means for their practice (term 3 Pecka Kucha)</li> <li>To deepen our understandings and continue to develop our practices to support students and ourselves to be powerful thinkers and learners- (remove relationship rescue for self and students).</li> <li>Teachers talk about their growth points/efforts and progress with others and at PDP</li> </ul>	<p>My class now uses *thinking routine/... because... and .... (impact)</p>
<ul style="list-style-type: none"> <li>Creating cultures of thinking with students</li> </ul> <p>Teachers designing interactions which support thinking, (critical &amp; creative) and powerful learning</p> <p>TFEL Domain 2/3/4</p>	<ul style="list-style-type: none"> <li>Provide opportunities through Learning Design for intellectual stretch and challenge for all learners</li> <li>Students participate in data collection including TfEL compass to elicit student insights on teaching and learning/feedback regarding pedagogy to inform practice</li> <li>SVA SA hub spiral of inquiry on Critical and Creative thinking. It made me think ... statements</li> </ul>	<ul style="list-style-type: none"> <li>Teachers continue to plan for stretch and challenge so students can identify stretch and challenge-progress evidenced in curiosity and powerful learning rubrics</li> <li>See strength and growth in identified TfEL compass areas e.g Domain 3)</li> <li>Spiral of inquiry findings to identify strengths/opportunities in C&amp;C general capability</li> </ul>	
<p><b>Student disposition and agency</b></p> <p>TFEL Domain 3</p> <ul style="list-style-type: none"> <li>Metacognition</li> <li>SLC/TFEL SV tiles</li> </ul>	<ul style="list-style-type: none"> <li>Mindset and Learning Pit language, actions and learning is used explicitly in classrooms</li> </ul> <p>Each class have a thinking/learning/metacognition word bank</p> <ul style="list-style-type: none"> <li>SFD June 18 'Fostering student agency and self-regulated learning'</li> <li>Staff explore above SFD and SV actions in classrooms e.g CBL pop in co-designing with students</li> <li>6/7 student opportunity to participate in Childrens University which supports lifelong learning and self monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Students reference the learning pit concept when thinking about their learning journey , they show persistence and are comfortable with learning in their stretch zone</li> <li>Clear evidence of Student choice/ownership, disposition/ agency</li> <li>Teachers use language of learning/SV tile language in class and when sharing /reflecting on learning.</li> </ul>	<p>Learning journals/learning pit maps show...</p>