



Jervois Primary School Site Learning Plan – Effective Learners

GOAL	EDUCATORS WILL	LEARNERS WILL	EVIDENCE HOW DO WE KNOW WE’VE BEEN SUCCESSFUL?
<p>Learners at Jervois will learn to persevere and problem solve when faced with challenge.</p>	<p>Support students in metacognition and strategic awareness. Educators will demonstrate ‘stuck strategies’ to ensure learners develop the skills of ‘what to do when they don’t know what to do’ <i>Stuck skills such as think alouds, breaking complex tasks into smaller ones, and ‘what would you tell your friend?’</i> Supporting them in being <i>self-reflective</i>, teaching children ‘should you ask for help?’</p> <p>Educators will use the language of ‘Learnership’ throughout the classroom. Helping learners understand how to be ‘agile learners’. Self-reflection tools and phrases such as ‘what kind of learner are you? ‘Are you in your comfort zone or your performance zone?’</p>	<p>Be able to identify what kind of learner they are. They should begin to see challenge as an opportunity for growth.</p> <p>Learners will challenge opinions respectfully, and ask questions. They will negotiate choices based on their strengths, challenges and interests.</p> <p>Learners will act on feedback they have received, and in return they will give kind and helpful feedback to their peers, and adults. Learners will make suggestions when they have an idea. They will be able to explain their preference for the challenges they accept</p>	<p>By the end of term one teachers identify whether their children are non, beginner, performance, directed, independent or agile learners as per the Learnership matrix.</p> <p>Educators will collect this evidence again at the end of term four. The measure of success will be students move at least one learning level up. Example: moving from ‘performance learner’ to a ‘directed learner’, using the Learnership matrix as a guide.</p>



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<p>LITERACY To improve students oral reading fluency, and comprehension.</p> <p>Children from year 2-6 will show growth in reading fluency.</p>	<p>LITERACY</p> <p>Educators will have clear and explicit instructional routines that are taught for four days of each week. Educators will work collaboratively with the Literacy Guarantee Unit to implement succinct and consistent literacy routines across the site.</p> <p>Educators will take children of multiple year levels based on ability to build fluency and comprehension once weekly.</p> <p>Educators will support peer collaboration, enabling children to be able to share effective learning strategies and support each other.</p>	<p>LITERACY</p> <p>Learners will regularly assess their progress towards their literacy goals, using self-assessment tools such as K, N, Q and two stars and a wish, as well as feedback from peers and educators. They will actively seek feedback from teachers and peers and apply it to refine their reading strategies.</p> <p>Learners will take responsibility for growing their literacy, by actively engaging in reading, writing, speaking and listening tasks – using feedback, reflecting on their thinking, and applying strategies to make meaning clearer and more precise.</p>	<p>HOW DO WE KNOW WE’VE BEEN SUCCESSFUL?</p> <p>DIBELS oral reading fluency test and progress monitoring will show steady growth, with the DIBELS end of year test showing at least one year’s growth.</p> <p>Learners will demonstrate one year of growth in one year. 80 percent of learners will pass the phonics screening check at the end of year one.</p> <p>Phonics screening check for the end of year.</p>



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<p>Learners from year 2 - 6 will demonstrate a confident understanding of number and place value, and apply this knowledge to solve mathematical problems.</p>	<p>Will design and drive numeracy learning that deliberately and strategically places students in the Learning Zone, where they are required to think, problem-solve and apply learned strategies – using feedback, mistakes, and reflection to progressively build accuracy, flexibility and independence.</p> <p>Educators will plan tasks that require reasoning and problem-solving, rather than procedure. Explicitly teach and prompt the use of strategies. Embed regular opportunities for student to interpret and act on feedback, and use mistakes as a source of information to guide the next steps.</p>	<p>Learners will begin to talk through their thinking and explain the process of problem solving rather than producing a quick answer.</p> <p>Learners will interpret their mistakes, to refine their thinking and accuracy. They will plan their approach on complex problems.</p> <p>They will reduce performance mistakes (rushing), instead using stretch and design mistakes, to improve thinking.</p> <p>Learners will over time select their own strategies rather than relying on their teacher, with feedback received as being part of the process.</p>	<p>HOW WILL WE KNOW IF WE'VE BEEN SUCCESSFUL?</p> <p>Demonstrated growth in the Place Value Assessment tool with data collected term one, end of term two, and term three. One level of growth in the year one numeracy test.</p> <p>Learners in year one will move at least one level by the end of the year in the numeracy screening check</p>