



Through knowledge to Wisdom

# Site Learning Plan

Fulham North Primary School

2016-2018

# Teaching and Learning

*The Introduction of Teaching For Effective (TfEL) has prompted teachers to focus on teaching and learning using the TfEL domains.*

*1. Learning for effective teaching.*

*2. Create safe conditions for rigorous learning.*

*3. Develop expert learners.*

*4. Personalise and connect learning.*

*We are developing strategies to support all students through providing a differentiated curriculum and for support and extension.*

Strategies	Implementation	Outcomes /Targets	Progress
Source and Facilitate ongoing professional development in the Australian Curriculum (AC) to ensure understanding and greater coherence	<ul style="list-style-type: none"> <li>• Access Training and Development (T&amp;D) through Partnership and internal and external sources</li> <li>• Work with Partnership schools, sharing expertise, strategies and outcomes</li> <li>• Develop units of work for Indonesian Language matching Australian Curriculum And Reporting Authority (ACARA)</li> </ul>	<ul style="list-style-type: none"> <li>• Australian Curriculum implemented in all classes as per ACARA timeline and directions</li> <li>• School reports reflect ACARA reporting requirements</li> <li>•</li> <li>•</li> </ul>	
Embed Teaching for Effective Learning (TfEL) principles into classroom practice	<ul style="list-style-type: none"> <li>• Access T&amp;D in TfEL</li> <li>• Investigate triangulated feedback processes</li> <li>• Planning time for teams</li> <li>• Increased use of TfEL action cards and compass</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use TfEL in their planning and programming with the Australian Curriculum</li> <li>• Common understandings around the four domains of TfEL</li> <li>•</li> <li>•</li> </ul>	
Implement the use of a range of thinking skills. Introduce the use of Multiple Intelligences, Blooms Taxonomy and Critical Thinking Skills	<ul style="list-style-type: none"> <li>• Teachers undertake professional learning in Higher order thinking skills</li> <li>• Investigate the use of a Thinking Skills Scope and Sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate and utilise a variety of thinking skill strategies</li> <li>• Thinking skill strategies displayed in every classroom</li> </ul>	
Inform and engage the community with current pedagogy implementation and understanding	<ul style="list-style-type: none"> <li>• Information Sessions</li> <li>• Newsletter articles</li> <li>• Utilisation and involvement in Partnership strategies</li> <li>• Showcasing learning for parents/carers</li> <li>• The school communicates with parents/carers/students in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are informed and have an understanding of contemporary pedagogy</li> <li>• Student work is celebrated amongst the learning community</li> <li>• Establishment of school-wide expectations</li> <li>•</li> <li>•</li> </ul>	
Improved access to and utilisation of technologies as a learning tool	<ul style="list-style-type: none"> <li>• Professional learning on use of current devices</li> <li>• Embed ICT learning into team planning</li> <li>• Embed aspects of ICT across all areas of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing training provided</li> <li>• ICT is integrated within pedagogy</li> <li>• Greater competency of students using a variety of ICT tools</li> <li>•</li> <li>•</li> </ul>	

# Numeracy

*Numeracy is the ability to access, use, interpret and communicate mathematical information and ideas, in order to engage in and manage the mathematical demands of a range of situations in adult life.*

Strategies	Implementation	Outcomes / Targets	Progress
Improvement in Mathematics pedagogy	<ul style="list-style-type: none"> <li>• Identifying different ways of teaching Mathematical concepts</li> <li>• Professional learning for staff in the teaching of Mathematics to build teacher confidence and competence</li> <li>• Analysis and utilisation of Pat M and NAPLAN results</li> </ul>	<ul style="list-style-type: none"> <li>• Improved outcomes in numeracy.</li> <li>• All students show growth against the DECD standard of educational achievement</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
To improve understanding of mathematical concepts and outcomes for students while forming real life connections	<ul style="list-style-type: none"> <li>• F-2 'Maths Monster' take home strategy</li> <li>• Exposing students to a variety of 'real life' tasks</li> <li>• Linking mathematics to everyday circumstances and vocations</li> <li>• Increased use of iMaths resource</li> <li>• Extension group Maths Olympiad</li> <li>• Targeted intervention across all year levels</li> </ul>	<ul style="list-style-type: none"> <li>• Students and parents engaged in Mathematical learning</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
All students and teachers have an understanding of a variety of Mathematical questioning techniques	<ul style="list-style-type: none"> <li>• Teachers use different questioning and testing techniques</li> <li>• Students are challenged through use of problem solving and investigation</li> <li>• Students are given a variety of tasks from multiple entry points to challenge understanding and differentiate</li> </ul>	<ul style="list-style-type: none"> <li>• Students are better able to answer questions presented in different contexts</li> <li>• Students demonstrate a broader understanding of multiple methods of questioning</li> <li>• Teachers provide differentiated tasks</li> <li>•</li> <li>•</li> </ul>	

# Literacy

*Literacy is the ability to understand, use and reflect on written texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate effectively in society. Literacy is fundamental to all learning at Fulham North Primary School. We ensure that every child has the opportunities to access the curriculum and work hard to meet the needs of all students through a variety of experiences and intervention programs.*

Strategies	Implementation	Outcomes / Targets	Progress
Revisiting and refining whole school agreements in Literacy	Revisit agreements in <ul style="list-style-type: none"> <li>• Reading</li> <li>• Spelling</li> <li>• Writing</li> <li>• Oral Language</li> <li>• Jolly Phonics/Grammar</li> <li>• Assessment and reporting practices</li> <li>• Running Records (PM and Fountas and Pinnell)</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school agreements are monitored and refined while becoming non-negotiable</li> <li>• Improvement in outcomes in every category</li> <li>•</li> <li>•</li> </ul>	
To improve reading and comprehension skills for all students	<ul style="list-style-type: none"> <li>• Examine the evidence of learning (e.g. PAT R and Running Records)</li> <li>• Establish effective teaching strategies</li> <li>• Investigate Multi-Lit as a strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Identified students receive necessary support</li> <li>• More students meeting or exceeding DECD Standard of Educational Achievement (SEA) in reading</li> <li>•</li> <li>•</li> </ul>	
Maximise evidence of learning to influence teaching and learning in Literacy	<ul style="list-style-type: none"> <li>• Critical examination of evidence of learning</li> <li>• Effective utilisation of the Mark-IT program</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of learning is used as a tool to guide differentiated planning</li> <li>•</li> <li>•</li> <li>•</li> </ul>	

# Well Being

*Well being, personal safety, happiness and belonging for staff and students are essential elements for teaching and learning.  
The school strives for success and actively teaches our values of Communication, Confidence, Life Long Learning, Getting Along, Organisation and Persistence.*

Strategies	Implementation	Outcomes /Targets	Progress
Establish defined processes for Transition from Pre-School to School and primary to secondary	<ul style="list-style-type: none"> <li>• Open morning school tours for prospective parents</li> <li>• Regular School/Pre-school information sharing</li> <li>• Leadership visits Pre-schools and establishes a relationship to enhance communication</li> <li>• An orientation visit for new Foundation students</li> <li>• Transition visits Year 7-8</li> </ul>	<ul style="list-style-type: none"> <li>• All parents participate in transition to school process</li> <li>• Open communication between Pre-schools and Schools, and Primary and Secondary schools.</li> <li>• Open mornings are well attended.</li> <li>• Ongoing number of viable foundation students at the beginning of each year.</li> <li>•</li> <li>•</li> </ul>	
Increased use of Student Voice in decision making	<ul style="list-style-type: none"> <li>• Provide fortnightly meetings for Student Representative Council (SRC) exec and student reps</li> <li>• Regular class meetings</li> <li>• SRC executive trained in leadership</li> </ul>	<ul style="list-style-type: none"> <li>• More student input in class and whole school decisions</li> <li>• More student led events</li> <li>•</li> <li>•</li> </ul>	
Implement Anti Bullying awareness and strategies	<p>Agreements established in</p> <ul style="list-style-type: none"> <li>• Student surveys</li> <li>• Monitoring behaviour incidents</li> <li>• Teacher feedback</li> <li>• Parent information</li> <li>• Student-led Play At Lunchtimes (PALs) program in place</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school agreements are established, monitored and not negotiable</li> <li>• Reduction in the number of bullying incidents reported and entered into EDSAS</li> <li>• More student engagement in a variety of activities at break times</li> <li>•</li> <li>•</li> </ul>	
Establish Positive Education (Pos Ed) principles at Fulham North PS	<ul style="list-style-type: none"> <li>• Establish a Pos Ed working party</li> <li>• Staff trained in Pos Ed strategies</li> <li>• Pos Ed strategies communicated regularly to staff and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student and staff self esteem</li> <li>• Greater focus on well-being</li> <li>• Improved learning outcome across all areas</li> <li>• Addresses social and emotional needs of all learners</li> <li>•</li> <li>•</li> </ul>	