

Prospect North Primary School

Together We Achieve

Our Vision

At PNPS we believe that a highly productive teaching and learning environment is a complex and balanced fusion of positive relationships, engaging and relevant curriculum and intentional pedagogy that supports and challenges the learner. To further our ongoing commitment to develop successful global citizens, in partnership with the whole school community, we strive to embrace best practice based on current research.

Our Mission

We are committed to developing:
 Positive, collaborative relationships with and between staff, students, parents, support personnel and agencies that are focussed on the learner.
 Safe and engaging learning environments where the learners are supported and challenged by allowing opportunities to question, make mistakes and construct their own meaning individually and collectively.
 Lifelong learners who know about themselves as learners and have deep learning and understanding, knowledge and skills and are able to apply their learning to problem solving and real life.

Key Directions 2013-2015

Reading

Mathematics

Australian Curriculum

Pedagogy

Intended Outcomes

1. All children in Reception, Yr. 1, 2 and 3 achieve the agreed Instructional Reading Level targets with 94% accuracy in comprehension.
2. Running Records are established for all students below level 30.
3. Student outcomes show improvement greater than 0.40 Effect Size as measured through NAPLAN and PNPS assessments (Literacy agreements).
4. PNPS is achieving literacy results at each year level at or above ICSEA Like School mean.

1. Students apply their knowledge and skills and deepen mathematical understanding
2. SMART targets & benchmarks established and reached for all classes
3. Student outcomes show improvement as measured through NAPLAN and PAT M online
4. Maths agreements documented

1. Teachers plan and design assessment tasks through integrated units of work using the Australian Curriculum
2. General Capabilities developed in students class/school program
3. Cross Curriculum Priorities are a focus
4. Assessment and Reporting is aligned with Australian Curriculum

1. Teachers have implemented pedagogical change based on self-reflection, feedback from peers and Learner Feedback Tool, to further engage students in more personalised learning and to improve outcomes.
2. Students engaged in learning and achieving at their full potential.
3. Digital technologies embedded in daily practice
4. Changed learning spaces that reflect pedagogy
5. Teachers are implementing findings from TfEL Compass tool

Practice/Strategies

- Explicit teaching
- Individual, partner, peer learning and group activities
- Establishing Running Record Levels for all students below level 30
- Establishing individual targets for students based on DECD SEA
- Using resources- Sheena Cameron, Stephen Graham & guided reading (Flying Start)
- Running workshops for students
- Reviewing common literacy agreements
- Implementing (PROBE & PAT R online) and vocabulary
- Participation in a project with UNISA to investigate inferential comprehension

- Maths practice shared and documented
- All teachers establish class SMART targets
- Teachers share practices that engage learners in sharing their understanding
- Implementing PAT M online.
- All students identified with Learning Disabilities and Learning Difficulties have documented plans in place
- Formative Assessment practices used to assess student understanding in an ongoing way
- Focus on all 4 proficiencies
- Developing students as expert learners

- T&D to familiarise teachers with Australian Curriculum re: planning and student achievement standards
- Learning Design explored and teachers plan and assess using Australian Curriculum in English, Maths, History, Science and Geography
- Teachers unpack General Capabilities to develop deeper understanding
- Partnership Pupil Free Days & Shared staff meetings
- Work with Australian Curriculum Facilitator
- Assessment tasks developed to demonstrate student achievement
- Inquiry teams investigating an aspect of the Australian Curriculum and presenting back to staff
- Teacher familiarity and effective use of Scootle

- Planning by design and a focus on assessment, evaluation of data.
- Performance development plans are discussed and documented.
- Teachers transform learning environments to make best use of emerging technologies.
- All teachers use appropriate differentiation strategies to cater for the learning and behavior needs of their students.
- Participate and engage with TfEL feedback tool
- Involvement in digital learning professional development including: UNSW & Google Digital Technology MOOC, sharing in staff meeting
- Involvement in Learning Frontiers (Co-Created, Personal, Connected, Integrated)
- Adopt practices to increase student engagement and intellectual stretch by developing greater responsibility as a learner

Our Priorities

Improved Outcomes in Reading
 Implementing the National Curriculum
 Developing Mathematics Achievement
 Improved Classroom Practice - Quality Teaching & Learning

Fairness

Responsibility

Collaboration

Confidence

Enterprise

Persistence