

VISION

Ingle Farm East Primary School is a community school where staff, families and students cooperate to provide a safe, caring, challenging learning environment where each individual is supported and encouraged to meet their full potential

VALUES

Communication, Responsibility, Respect, Teamwork, & Safety



Ingle Farm East
Primary School
R-7

BELIEFS about LEARNING:

Learning is strengthened when students form positive relationships with peers, staff and families.

Students are more engaged in their learning when their curriculum is innovative, challenging, rigorous, and relevant to their life experiences, connected to their world beyond school.

Learning is enhanced when the curriculum is differentiated, providing multiple entry points and a variety of learning options, to meet the individual needs of students.

Learning is enhanced when students are provided with a variety of processes that actively engage them in deep creative thinking, skill development and problem solving.

LITERACY

Our focussed approach to literacy improvement supports high quality teaching and learning. This is achieved by:

- Explicitly teaching the skills of reading, writing and speaking
- The implementation of pedagogy that caters for a range of learning styles.
- Effectively using a range of data to develop individual programs.
- Integrating Literacy skills across all areas of curriculum
- Placing a focus on 21st century learning
- Working in partnership with our community
- Using consistent whole school approaches.

NUMERACY

Our whole school approach aims to develop skill development and achievement in numeracy. This is achieved by:

- Implementing a balanced program which provides students with the essential mathematical skills and knowledge as identified in the Australian Curriculum.
- Providing students with opportunities to problem solve and develop skills in Big Ideas in number
- Providing differentiated learning experiences and learning tasks to engage students and challenge

ENGAGEMENT AND WELL BEING

We will support learners to actively engage in their learning by:

- Creating a learning environment where every student feels driven by challenge
- Designing differentiated learning tasks to support all students to be successful.
- Including students in all aspects of the learning process.
- Working in partnership with families and the broader community.
- Providing authentic learning opportunities.

Priorities:	Targets:	Strategies:	Evaluation Measures:
<p>To improve numeracy outcomes R-7</p>	<p>Based on analysis of current data</p> <p style="text-align: center;"><u>NAPLAN</u></p> <p>Year 3 10/13 achieve SEA bands - 3 & 4 2/13 achieve higher bands -5 & 6</p> <p>Year 5 21/27 achieve SEA bands - 5 & 6 5/27 achieve higher bands - 7 & 8</p> <p>Year 7 19/24 achieve SEA bands - 6 & 7 4/24 achieve higher bands - 8 & 9 3 higher band retention</p> <p>Each child achieves at least 12 months growth or agreed target in numeracy</p>	<p>Teachers to be released to analyse data and co design learning tasks with students to stimulate intellectual stretch</p> <p>Teachers to provide opportunities for students to self-assess and set personal learning goals in numeracy</p> <p>Teachers to engage in peer observation, share and embed successful pedagogy, moderation & collaborative planning</p> <p>Teachers will engage in Partnership PLCs as part of Learning Design and Moderation (LDAM) strategy</p> <p>Teachers to collect a student portfolio of evidence of student learning in mathematics as part of LDAM strategy</p> <p>Identified students will engage in Quicksmart</p> <p>Staff to engage in relevant T&D eg Big Ideas in number</p>	<p>Reporting on Australian Curriculum</p> <p>NAPLAN</p> <p>PAT Maths</p> <p>Individual student goals</p> <p>Numeracy observations PD meetings</p>

Priorities:	Targets:	Strategies:	Evaluation Measures:
<p>To improve student literacy skills R-7 with a focus on reading comprehension</p>	<p>Based on analysis of current data</p> <p style="text-align: center;"><u>NAPLAN</u></p> <p>Targets in reading</p> <p>Year 3 12/13 achieve SEA bands - 3 & 4 6/13 achieve higher bands - 5 & 6</p> <p>Year 5 15/27 achieve SEA bands - 5 & 6 6/27 achieve higher bands - 7 & 8 5/27 higher band retention</p> <p>Year 7 17/24 achieve SEA bands - 6 & 7 4/24 achieve higher bands - 8 & 9 3 higher band retention</p> <p style="text-align: center;"><u>Running Records</u></p> <p>Year 1 7 /23 achieve level 15</p> <p>Year 2 13 /22 achieve level 21</p> <p>Each child achieves at least 12 months growth or agreed target in reading</p>	<p>Teachers will provide students with opportunities to read aloud to other adults and peers each week.</p> <p>Teacher`s will conference students and provide feedback to support them to identify their individual learning goals.</p> <p>Teachers will provide differentiated learning experiences for students in reading as part of literacy block.</p> <p>Identified students will engage in MiniLit.</p> <p>Teachers will be provided with opportunities to identify, share and implement successful strategies in the teaching of reading.</p> <p>Teachers to engage in peer observation, sharing of practice, moderation & collaborative planning</p> <p>Teachers will use data to inform future planning and teaching - eg RR , NAPLAN, PAT and using Brightpath,</p>	<p>Literacy observations PD meetings</p> <p>Reporting on Australian Curriculum</p> <p>Teachers assessment</p> <p>Running Records</p> <p>PATR</p> <p>NAPLAN</p>

Priorities:	Targets:	Strategies:	Evaluation Measures:
To improve student engagement and well being	To increase Whole school attendance rate to 95%	<p>All staff will be introduced to wellbeing strategies by Site Trainers that they can implement in their own classroom</p> <p>Teachers to strengthen the influence of students in learning by further involving them in co-designing learning that stretches their thinking.</p> <p>Teachers to declare learning intentions and co design assessment criteria with students with clear guidelines as to what is expected for students to be successful</p> <p>Teachers to provide opportunities for students to:</p> <ul style="list-style-type: none"> • Feedback – on how well they are going • Feed up – on where they are going • Feed forward - on the next steps <p>Teachers to analyse data from surveys with students and use to support planning and initiate action within the school</p> <p>Teachers to show evidence of planning which differentiates learning tasks which support all students to be successful.</p> <p>Teachers to provide students with authentic learning opportunities eg Nature play, Stephanie Alexander program</p>	<p>Attendance data</p> <p>Student opinion surveys</p> <p>Wellbeing and student engagement survey</p> <p>Anti-bullying survey</p>
	To improve engagement and wellbeing throughout the school		