

Digital Technologies and 21st Century Learning

Goal: Our students are creative and engaged learners, have ownership of their learning and take a giant leap in what they achieve through the use of Digital Technologies.

Vision: As part of a broad and balanced curriculum, students are using ICT in powerful and exciting ways to maximise learning outcomes.

- Use of electronics kits which use computer based software,
- Designing and 3 D printing, Music creation and editing,
- Film making and video editing, Claymation, animation and 3 D rendering,
- Digital photography, image editing and graphic art,
- Creating and making interactive multimedia objects and rich online content.

Infrastructure and Resources:

- Provision is made for the upgrade of the curriculum network to 10 Gig, and replacement of all active equipment and new server;
- A partnership is made with data company to ensure the successful provision of ICT technical services for Littlehampton; (USG)
- A new leadership structure is developed with an Assistant Principal responsible for implementation of Digital Technologies and 21st Century learning;
- Provision is made for wireless connectivity to enable use of mobile technology and BYOD;
- Redevelopment of the School website takes place to ensure it is a useful means of communication and promotion of Littlehampton Primary School & Preschool;
- Social media is used as a useful communication strategy for parents, students and teachers, with exploration of Facebook (eg Preschool Garden Facebook page) Skoolbag, electronic newsletters;

Curriculum & Pedagogies

- Links are made with Inquiry Pedagogy;
- The Digital Technologies or area of study or Cross Curricula perspectives in the Australian Curriculum is explored with a view to implementing more opportunities for Littlehampton Students;
- LPS students are choosing & using up-to-date 21st Century learning strategies in their work;
- High quality training, mentoring and collaborative planning and teaching is provided to staff to ensure they have the necessary skills to implement 21st Century Learning.

Targets

- 100% of classroom teachers are building in digital technologies & 21st Century learning strategies to cater for all students' needs, as evidenced by survey & walkthroughs
- 2017 Teacher surveys show increased confidence by 0.5 (on 4 point scale) in using technology as a tool for learning, including use of iPads
- The demand for iPads increases to a point where new devices need to be purchased

Starting Points 2017

- New software & pedagogies are introduced through an active and vibrant ICT committee
- iPads are used to transform tasks, increase engagement, improve communication and challenge thinking, supported by Assistant Principal in classrooms
- More emphasis is placed on STEM learning through Robotics and coding programs
- Use of Sentral is broadened to include the tracking of student academic progress, behaviour and wellbeing



Strengthening Our Core Pedagogies

2017

Goal: Staff are using our Core Pedagogies, which are research proven strategies to increase student learning outcomes. These are Assessment for Learning Five Key Strategies (Dylan Wiliam) Inquiry Framework and backwards Planner, and Positive Education

Vision: There is an agreed approach to implementing Littlehampton's Core Pedagogies, and these pedagogies are implemented consistently through the school. Students engagement in their learning and learning outcomes are increased as a result.

Strategies:

- Staff continue to meet in optional Professional Learning Teams (PLCs) to study, reflect, plan and implement these pedagogies into their practice. They are accountable to each other report on the achievement of their goals;
- The PLCs move to the next stage and plan and provide Training and Development for Littlehampton staff and other schools;
- A structured induction program ensures new staff are inducted into these pedagogies;
- Staff agreements and expectations are implemented in relation to the core pedagogies;
- Staff and student surveys include questions regarding the Core Pedagogies;
- Students are able to articulate their learning, and their use of key strategies;
- Key staff are given leadership responsibilities and receive train the trainer level training,
- Key whole school training and development is planned in Positive Education, Inquiry Pedagogy and Assessment for Learning;
 - A Positive Education framework is developed which outlines key strategies to be used at each year level with key strategies used R-7;
 - Year level groups are released for planning in Inquiry including planning common assessment tasks, and to review units of work. These units are reviewed, modified and taught in our two year Inquiry planner.

Targets:

- 100% of staff attend 2 days training in Visible Learning Foundation skills
- End of 2017 data demonstrates progress toward an identified Visible Learning Goal
- 100% of classrooms display posters relating to Positive Education (eg PERMA, Growth Mindsets), Visible Learning (Assessment for Learning) and Inquiry
- 90% of students can articulate what makes a good learner and can discuss feedback (regarding self and teacher) as evident through focus group conversations
- Staff surveys show a growth in confidence by staff in core pedagogies

Starting Points 2017

- Data collection in 5 Visible Learning areas helps us identify one high impact strategy to drive improvements for next 12 months
- Regular staff meetings in Positive Education to share practice, provide resources, report progress and strengthen agreements in Positive Education
- Whole school positive Education focus each term eg Gratitude, Grit
- Regular staff meetings for Visible Learning are scheduled.
- Impact Coach works 2 days a week with staff on Visible learning goals
- Collaborative backwards planning for HASS/Science and Health takes place
- Kath Murdoch Inquiry training for 7 key teachers & whole staff on pupil free day

Goal: To support staff to understand and implement the Australian Curriculum, and to increase literacy and numeracy outcomes for Littlehampton students

Vision: The quality of learning for all students at LPS is high, equitable, challenging and consistent with the Australian Curriculum.

Strategies:

Re-culturing Australian Curriculum is a priority learning for all teachers 2015-2017:

- Continue to re-inforce Maths, English, Science, History & Geography curriculum areas,
- Staff given regular opportunities to plan and review learning plans collaboratively,
- Improving Task Design becomes a focus for all staff,
- Staff and parents share an understanding of the Australian Curriculum and use a common language to describe student learning outcomes eg updates in newsletters.

Restructuring Time is allocated to support teachers understanding and use of the A.C:

- The Scope and Sequence plan at LPS is matched to the Australian Curriculum,
- Teachers track students' progress using the Achievement Standards, running record data, PAT tests and NAPLAN and share learning progress of individuals with each other as students move classes.

Changing pedagogy

- Staff are trained, confident and regularly engaged in designing tasks which allow students to demonstrate achievement of standards, challenge the capable students, and allow for differentiation;
- Teachers regularly collect evidence and student work samples to moderate collaboratively with colleagues;
- Teachers quality task designs are shared regularly using Australian Quality Schools Protocols.



Targets:

- 100% class teachers are implementing Words their way (word study) for spelling
- 100% class teachers engage in collecting and moderating work samples with their colleagues in maths
- Increased confidence in teacher confidence in teaching maths challenges and Word Study as indicated in staff survey (for specialist teachers in their areas of study)
- Student survey/focus groups indicate growth in student talk about their learning and acceptance of challenge

Starting points 2017

- All teachers implement in-depth daily/weekly maths challenges to develop student capacity for rigorous dialogue (students offer ideas, articulate reasons and seek challenge)
- Collaborative planning and moderation takes place in maths with support from maths leaders and SLIPP at meetings. Yr 1-7 teachers implement word study with further support and training provided as needed, eg new staff & visit to Richmond.
- The digital technologies area of study is introduced in a systematic way
- All teachers are given access to good quality student outcome data, and use this to plan next steps in teaching

Goal: Build a **Positive School Community (includes Preschool)**

Vision: Students, families, staff and friends of Littlehampton Primary School work together to learn resilience and Positive Education strategies to create a culture of Safety, Wellbeing and increased PERMA+

Strategies:

Develop resilience in children

- Work with parents to explicitly teach children the importance of facing challenges and learning to bounce back from disappointments; to become independent and resilient;
- Help children to learn to reflect and take responsibility for their actions and words;
- Build emotional intelligence in children through programs such as Kimochis;
- Educate wider school community about Positive Education through parent information evenings and newsletter articles.

Provide Pastoral Support and Counselling

- Counsellor and Pastoral Support Worker work together weekly to plan and implement positive interventions to help individual students and groups in the areas of friendships, anger management, confidence, anxiety and grief
- Counsellor and Pastoral Support Worker provide information and support for families, and connect families to appropriate available services, such as CAMHS

Embed a strong culture of community involvement and connectedness

- Strengthen a culture of community service from students, staff, families and friends
- Create traditions as opportunities for the community to get together, eg Carols night
- Host Community Wellbeing Seminars, eg anxiety, sleep, cyber-safety
- Ensure Wider Littlehampton Community Members are informed and welcome
- Continued strengthening of SAKG for community participation and connectedness

Improve communication procedures

- Distribute information regularly to families in a variety of forms eg email, newsletter, class letters, noticeboard, face-to-face, phone calls
- Create a Social Media Policy to ensure positive and respectful communication

Targets:

- School stream, Sentral and Website streamlined to improve communication with all families, eg emails to all families or targeted groups, reminders of school events
- 50% of families report using Positive Education focus strategies with children at home
- 20% reduction in bullying incidents identified by students through the Wellbeing survey by end 2017, and survey altered to reflect school's Positive Education focus
- Bank of resources for families developed (eg separation, sleep, anxiety) and district services guide published for families. Child Wellbeing Practitioner (Hannah) on site

Starting Points 2017

- Further Positive Education Seminars for parents provided in 2017.
- Articles published in newsletter on resilience; website has links to parenting resources
- Super 7 posters are updated
- Community Events, eg Music Showcase, Mother's Day stall, Friday Fiesta
- Staff trained in use of Kimochis, and R-2 teaching it explicitly
- Social Media policy reviewed by staff



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Australian Curriculum, Numeracy & Literacy

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A Positive Community, School & Preschool

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