

## 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 21<sup>st</sup> Century Learning.

### Targets

- 100% of classroom teachers are building in digital technologies & 21<sup>st</sup> Century learning strategies to cater for all students' needs
- 2016 Teacher surveys show increased confidence in using technology as a tool for learning, including use of ipads

### Starting Points 2016

- New software & pedagogies are continually introduced to staff through an active and vibrant ICT committee
- Wireless is implemented in sections of the school and students access this to increase their learning eg. Special ed students, classroom trials with ipads
- Ipads are provided for class and teacher's use
- More emphasis is placed on STEM learning through Robotics and coding programs
- Student management system Sentral is introduced for use in attendance reporting, student profiles



## Strengthening Our Core Pedagogies

**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 staff meeting training in 5 key strategies
- 100% of classrooms display posters relating to Positive Education, Assessment for Learning and Inquiry
- 90% of students can articulate why we look for specks of gold and how we benefit from mindfulness
- Staff surveys show a growth in confidence by staff in core pedagogies

### Starting Points 2016

- 4 staff qualified with Techwerks use this program to provide training for parents and fellow teachers
- Regular staff meetings in Positive Education to share practice, provide resources, report progress and strengthen agreements in Positive Education
- Assessment for learning PLC continues providing training for staff in 5 key strategies
- Collaborative backwards planning for HASS/Science and Health takes place more consistently
- 2017 Kath Murdoch Inquiry training 2017 for all teachers
- John Hattie Visible Learning 2017

## Site Learning Plan 2015—2017 Australian Curriculum

**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 reinforce 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 levels of teacher confidence in teaching maths as indicated in staff survey. (For specialist teachers in their areas of study)

### Starting points 2016

- A priority is given to Mathematics and Numeracy in line with Partnership Priority
- All teachers undertake training in maths at district & school level & plan and assess collaboratively with moderation in maths taking place in Term 4
- All classes Yr 1—7 are implementing Words Their Way (Word Study) with further support from Christine Killey, Spelling for Life
- Specialist teachers are implementing the AC in Visual Arts, Music, PE and French
- All teachers are given access to good quality student outcome data, and use this data to plan next steps in teaching
- Teacher training and knowledge in the General Capabilities is increased, and teachers are planning for them in their regular planning

## A Positive Community School & Preschool

**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:

- Email family contacts list is operational for each class and whole school by mid-2016
- Families report a greater understanding of Positive Education and use strategies at home
- 20% reduction in bullying incidents identified by students through the Bully Audit by 2017
- Improvement in communication as identified by parent surveys

### Starting Points 2016

- Positive Education Seminar for parents provided in 2016
- Classroom emails & school stream are used to improve communication
- Parent representatives system is implemented to provide another level of communication/support for parents. Support is given to enable them to work effectively
- Community Event - Art Show
- Regular articles from Michael Grose in newsletter and school stream support parents in resilience and parenting skills





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- Regular staff meetings in Positive Education to share practice, provide resources, report progress and strengthen agreements in Positive Education
- Assessment for learning PLC continues providing training for staff in 5 key strategies
- Collaborative backwards planning in HASS/Science & Health takes place consistently

## Digital Technologies & 21st Century Learning

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### Starting Points 2016

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- Wireless is implemented in sections of the school and students access this to increase their learning eg. Special ed students, classroom trials with ipads
- Ipads are provided for class and teachers use
- More emphasis is placed on STEM learning through Robotics and coding programs

## Australian Curriculum, Numeracy & Literacy

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

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### Starting points 2016

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### Starting Points 2016

- Positive Education Seminar for parents provided in 2016
- Regular articles from Michael Grose in newsletter and school stream support parents in resilience and parenting skills
- PSW and counsellor formalise strategic Work Plans with individual students and groups
- Parent representatives system is implemented to provide another level of communication/support for parents. Support is given to enable them to work effectively
- Community Event - Art Show
- Classroom emails & school stream are used to improve communication