

Owen Primary School ~ 2016 ~ Operational Plan

Vision: To have created an exemplary environment in which people work independently and interdependently, where students have achieved their personal best as a result of planned interventions based on need and students have a high degree of ownership for their learning within a caring school community.

Values: Achievement, Caring, Excellence.

Priority: FEEDBACK

Guiding Principles

It is an expectation of all staff that whole site agreements dictate Literacy and Numeracy practices.

We require every student to achieve their personal best.

Staff will stay focussed on one area of improvement each year.

The school works in partnership with parents and the wider school community to provide students with the greatest opportunities for success.

Targets

Running Records

90% of students achieve:
 Level 8 after four terms of reception
 Level 18 by the end of year 1
 Level 28 by the end of year 2
 Level 30 with fluency and comprehension by the end of year 3.

NAPLAN

90% of year 5 and 7 students achieve medium to upper level growth in NAPLAN tests in number and reading between two biannual tests.

Literacy Pro

90% of students to achieve proficient level.

PAT- Maths Plus and Reading Comprehension

90% of students to achieve the approved scale score on DECD SEA or above.

I Can Do Maths

90% of JP students achieve stanine level 5 or above.

Whole School Attendance Target - 95%

(PASA - we will add a stanine target for this after our trial of the tool in 2016.)

DECD Standard of Educational Achievement (SEA)		
	PAT Maths Plus	PAT Reading
Year 3	110	100
Year 4	115	110
Year 5	120	115
Year 6	124	120
Year 7	125	124
...or above.		

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Priority	Strategies to Get There	Responsibility	Achieved by
<p style="text-align: center;">Feedback</p> <p>Guiding Question term one: What do we need to do to ensure that students are able to give each other relevant and accurate feedback?</p>	<ul style="list-style-type: none"> • Guiding Question term one 2016: <i>What do we need to do to ensure that students are able to give each other relevant and accurate feedback?</i> • Staff actions guided by a key question, which is revised at the end of each term ready for the following term. • All teachers to gather and receive feedback from students on classroom practice using TfEL or similar tools. • Use the trusting learning environment to drive student ownership of individual learning goals and achievement so they value higher grades. • A staff member to talk with SRC about school targets to build student ownership. • Principal to discuss targets with Governing Council in more detail sharing that we are working with students on school targets and how school targets link to individual goals. • All teachers and classroom support staff to 'get tougher' on high expectations of the quality of student work. • Staff to model how to give effective feedback in classes. • Staff to model how to receive feedback to improve their work. • Teachers to use tools such as 'Austin's butterfly' to help young students understand why we need to do more than one draft. • Ensure a culture of reciprocal encouragement in all classes. • Take part in LMN PFD with Martin Westwell. • Build positive dispositions and growth mindsets for learning and feedback into all staff and students. • Investigate professional reading for staff on positive dispositions for a positive feedback culture. • To build understanding of growth mindsets of families and community include something about positive dispositions and or growth mindsets (may also need to define 'fixed' mindsets) into as many newsletters as possible with a minimum of two each 		

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term. Also into Owen Matters, at least once a term.

- Collect positive disposition and growth mindset teaching resources.
- Explicitly teach all students about the four types of feedback as defined by Hattie's Visible Learning work.
- Staff to 'talk the language' of effective feedback as they are giving feedback.
- Make 'learning intention' and 'success criteria' clear to all learners.
- Ensure our high achieving students remain high achieving (intellectual stretch) as they progress through school.
- Examine reporting and interview processes to include students as powerful learners.
- Investigate 'Play is the Way' for whole school.
- All class teachers to define types of learners eg 'Powerful, Lazy, Switched off.
- Develop common language for describing types of learners.
- Children are responsible for their own learning, independence is fostered from reception.
- Students allowed time to struggle and talk in all classes.