Mission Statement

At Wandana we will work collaboratively to ensure that all students are prepared for future educational pathways.

CORE BELIEFS

Professional Knowledge

- Children are at the centre of everything we do
- Skilled teaching comes from a deep understanding of curriculum content and where students are at
- Everyone’s brain is different but we all have the same basic needs

Professional Engagement

- Ongoing professional learning for all staff underpins effective teaching and learning
- Communication is at the heart of all we do

Professional Practice

- Teachers have the most significant impact on learning
- Positive relationships and safe environments are crucial for effective learning
- Gathering, sharing and analysing of student achievement data is fundamental to effective teaching and learning

Pedagogy: quality teaching and learning

(Neuroscience/Differentiation)

Maintaining our learning and social/emotional environment. All students can learn. Through all staff working collaboratively to:

- Explicitly teach executive functions so each student can be the best learner they can be.
- Utilise neuroscience/TfEL pedagogy for engagement of every student.
- Implement individual learning plans for all targeted students: NEP/GOM/ATSI/EALD/high achievers.
- All conversations about student achievement is evidence based. (Preschool Data is very contextual: photos, recounts, memory books)
- Be observed by and plan with our Neuroscience/Differentiation coordinator.
- Develop a written personalised PDP focussed on 1.2 and 1.5 of the teacher standards.
- Work with students to set learning goals and celebrate their achievement at our BBLL excursion once a term.
- Increase engagement of families according to Family Charter.
- Effectively implement the AC with the support of AC coordinators and partnership colleagues.
- Effectively implement the EYL framework with the support of colleagues such as literacy coach.

Literacy/Numeracy: Our whole school approach delivers improved skill development and achievement in English and Numeracy

Through all staff working collaboratively to:

- Implementing a literacy/Numeracy block using the agreed scope and sequence and utilising pedagogy of scaffolded teaching and learning.
- All teachers have access to data management systems.
- Develop their skills knowledge and understandings through participation in ongoing PD, mentoring and professional reading.
- Plan, implement and assess quality teaching with Literacy Coordinator/Ann Baker/Mike Chartress/Differentiation Mentor Teacher.

Updated 5/3/2015
NAPLAN Literacy Targets

- 100% students reach NMS
- Year 3  60% band 3 or above / 30% band 5 or above
- Year 5  60% band 5 or above / 30% band 7 or above
- Year 7  60% band 6 or above / 30% band 8 or above

As of 2014:

Reading:
- Year 3  42% band 3/4 – 0% upper 5/6 (42%)
- Year 5  33% band 5/6 – 11% upper 7/8 (44%)
- Year 7  46% band 6/7 – 23% upper 8/9 (69%)

Writing:
- Year 3  53% band 3/4 – 10% upper 5/6 (63%)
- Year 5  30% band 5/6 – 10% upper 7/8 (40%)
- Year 7  52% band 6/7 – 12% upper 8/9 (64%)

Grammar:
- Year 3  32% band 3/4 – 10% upper 5/6 (42%)
- Year 5  40% band 5/6 – 20% upper 7/8 (60%)
- Year 7  40% band 6/7 – 24% upper 8/9 (64%)

Spelling:
- Year 3  26% band 3/4 – 21% upper 5/6 (47%)
- Year 5  30% band 5/6 – 20% upper 7/8 (50%)
- Year 7  48% band 6/7 – 32% upper 8/9 (80%)

- All preschool students have a strong knowledge of concept of print and purpose for reading

NAPLAN Numeracy Targets

- 100% students reach NMS
- Year 3  60% band 3 or above / 30% band 5 or above
- Year 5  60% band 5 or above / 30% band 7 or above
- Year 7  60% band 6 or above / 30% band 8 or above

As of 2014:

- Year 3  50% band 3/4 – 5.6% upper 5/6 (55.6%)
- Year 5  20% band 5/6 – 0% upper 7/8 (20%)
- Year 7  52% band 6/7 – 16% upper 8/9 (68%)

Running Records Targets

- Foundation 50% at 10
- Yr 1  60% at 20
- Yr 2  60% at 26
- Yr 3  80% at 30 or above
- Yrs 4-7  100% at 30 or above

As of 12/14:

- Foundation 20% at 10
- Yr 1  13%
- Yr 2  0%

Students will read all 307 Oxford Word List words by the end of year 2
School Priorities 2015

Priority 1. Numeracy Personnel
Priority 2. Literacy Personnel
Ongoing: Neuroscience Personnel
ICT Personnel

Action Plans Attached