



Science, Technology, Engineering and Maths

- Develop whole school understanding of interdisciplinary curriculum
- Continue to embed whole school agreements in numeracy
- Continue to embed financial literacy in all enterprise programs
- Explore opportunities to create authentic STEM learning experiences through whole school approaches.
- Explore community/industry partnerships

Expectations

- All staff will be proactive in developing understandings of design and digital technologies and share their learning with others.
- All teachers will use STEM SSOs to plan and implement learning design.
- All teachers will design at least one integrated unit
- Teachers will use the Critical and Creative Thinking continuum in learning design.
- DECD Strategic Plan: all schools with Year 1-10 enrolments will use the new SEA to measure STEM achievement and inform practice.'

STUDENT voice

- Sustainability Committee
- Young Environmental Leaders

Support Team

STEM SSOs

- SAKG SSOs and volunteers
- Shop SSOs and volunteers
- Indesign Club
- Sustainability Committee



Sustainability

- Sustainability Committee will drive sustainability processes and programs across the school.
- All students on Sustainability Committee will be able to join NRM Board 'Young Environmental Leaders'.
- SAKG program embedded for LMP and MP classes and assessed against Technologies achievement standard.
- Nature play spaces to be constructed on site and at Farmer Jones' Paddock.
- Sustainability cross curriculum priority embedded in learning design
- Theory into practice: authentic learning experiences around sustainable living linked to learning outcomes





Literacy

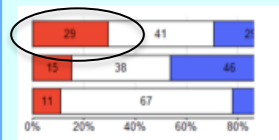
Priorities

Reading and Viewing: Implementation of whole-school reading agreement. Develop critical literacy.

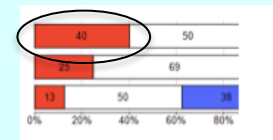
Writing: Implementation of whole-school writing and spelling agreement. Investigate why there was significantly more 'low progress in Grammar and Punctuation.

Speaking and Listening: Implementation of 'Oral Language Pie'. Phonological Awareness 'bombardment' for receptions. Support new parents and Playgroup to understand the importance of quality literacy experiences.

Consistency of student and teacher judgement will be developed through the collection of evidence of receptive and productive modes.



Year 5



Year 7

Long Term Literacy Planning

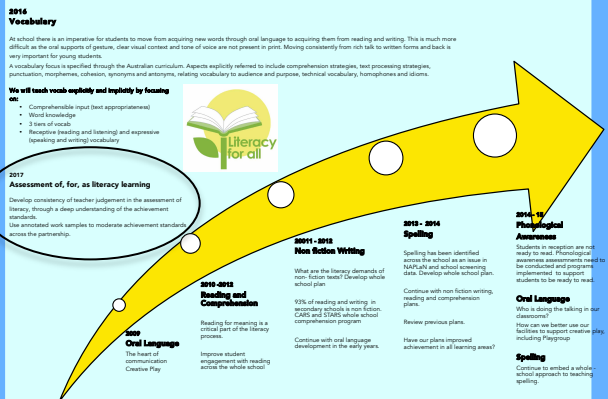
Expectations

- All teachers will use curriculum overview proformas, or develop their own to map assessment tasks against the achievement standard for moderation.
- All teachers will implement literacy agreements and report in a variety of forums.
- All teachers will display student writing samples at the end of each genre cycle.
- All teachers will annotate student writing samples as feedback for revision and to support self-assessment.
- The percentage of students making low progress in grammar and punctuation will decrease by 50%.

STUDENT voice

- SLC drives reading enjoyment.
- Literacy Cup
- Student self-assessment

Mypolonga Primary School Long Term Literacy Planning



Literacy @ Work





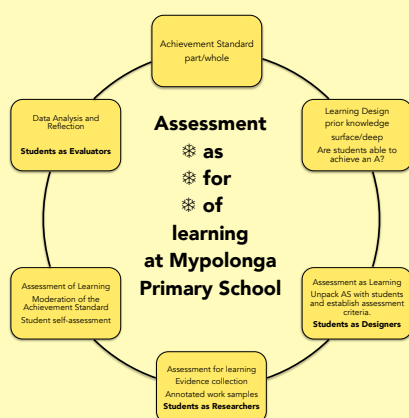
Consistency of Student and Teacher Judgement Priorities

- Development of a whole school agreement around Assessment for, of and as learning.
- Development of understanding of achievement standards by teachers, SSOs, students and parents
- The use of learning design as a planning tool
- The development of self assessment and reflection



Expectations

- All teachers will make learning intentions, success criteria and feedback strategies clear to all students.
- All teachers will collect and analyse data sets documented in our whole school agreement and use this to inform planning.
- All teachers will either use curriculum map proformas in Common Drive, or develop their own to record evidence of meeting achievement standards.
- All teachers will engage in planning and moderation processes with teachers from other sites in maths and science or technology.



Rationale

STUDENT
voice

The reliability of achievement standards is dependent on teachers and students developing a shared understanding of the qualities that will provide evidence of the standard. This can be enhanced through collaborative professional conversations that commence at the **planning** stage.'

'**Self-regulated** learners are mindful of their thinking, motivations and behaviour as they are learning. Teachers can support the development of self-regulation in their students by setting up opportunities for students to take a meaningful role in their learning. This is accomplished by clarifying the learning intention, the expected standard, as well as teaching students the skills to self-assess, involving students in dialogic feedback, encouraging teacher and peer discussions, and developing a supportive classroom culture where students can take risks, make mistakes and develop self esteem as learners.'



Support Team

- SLC
- SLLIP
- Partnership PLCs
- Lifelong Learning Community