

## Learners first, connected and inspired

“What is worth fighting for is *not* allow our school to be *negative by default*, but to make it *positive by design*.” (Fullen and Germain)

### We value:

- **Relationships**  
We achieve growth and strength through partnerships and connections with our learners, their communities and the world.
- **Learning**  
Our students are engaged in positive, productive and supporting learning experiences; and encouraged towards lifelong learning.
- **Excellence**  
We have high expectations for our learners and a strong commitment to the pursuit of excellence and innovation in our people, in our programs and in our resources.
- **Equity**  
We all have the right to challenging and engaging learning opportunities in appropriate settings.
- **Respect**  
Positive and effective interactions, with each other and with our environment, are conducted on the basis of responsibility, integrity and accountability.

### Our Key drivers:

#### Successful learners

- This is a school where staff want to work and children want to learn
- Students understand the uniqueness of their local community

#### Community confidence

- Students from PPS are successful and valued members of the community
- The school is at the heart of the community

#### Innovative workforce

- Staff are focused on improving student learning
- There is a strong feedback culture

#### Inspired Leadership

- vision/ mission based on...  
*Great students in a great school in a great Community.*
- supporting strong working relationships

#### Dynamic Learning Environment

- The school community has access to the appropriate resources at the appropriate time

### Our Priorities:

#### 1. Inquiry focused learning:

The inquiry approach is more focused on using and learning content as a means to develop information-processing and problem-solving skills. The system is more 'learner' centred. There is more emphasis on "how we come to know" and less on "what we know." Learners are more involved in the construction of knowledge through active involvement. The more interested and engaged learners are by a subject or project, the easier it will be for them to construct in-depth knowledge of it. Learning becomes almost effortless when something fascinates learners and reflects their interests and goals.

#### 2. Quality teaching enhanced through collaboration and data rich conversations:

Schools in which teachers feel a collective responsibility for student learning produce greater learning gains than do schools in which teachers work as isolated practitioners. By using data to inform our conversations; planning and pedagogy we will ensure we are targeting our efforts in areas of greatest need.

#### 3. Student learning is enhanced through positive community relationships and quality learning environments:

We are a school within a community who are explicitly engaging with us as a 'hub' of the community. In order for our school to be part of this community we cannot be self-sufficient. If 'helping each other' is to be reciprocal then our school cannot have all the resources. As an extension, each classroom cannot be self-sufficient either. Through sharing resources, the physical environment and intellectual property true collaboration will ensue through necessity. We live in an environment where sustainability is considered important – on a local through to global level. The strategic use of resources and their alignment with pedagogical purposes can help focus school activities on the objective of improving teaching and learning.

# School Improvement Plan 2013 –2015

**Our vision:** Great students in a great school in a great community

**Our mission:** To provide every student with the opportunity to continue to learn and reach their potential, to lead fulfilling and productive lives and to contribute positively to the community.



#### Environmental context:

2013 is the very first year for Port Sorell Primary School. The establishment of the school has been achieved after years of community support and hard work.

Port Sorell Primary School is situated in the heart of the Port Sorell community in Pitcairn Street. The enrolment base is drawn from children living in the Port Sorell, Shearwater and Hawley locations.

The first phase of the building was completed in September 2012 and the rest of the school in December 2012. Students started in February 2013.

The school has 3 learning "pods" housing 4 general learning areas in each and together with the 2 early years rooms provides 14 general learning areas. The school also has a general purpose room; a larger multi purpose room; music room; library; offices and meeting spaces.

Port Sorell Primary School offers the Australian and Tasmanian Curriculums delivered through a range of classroom and specialist programs, including LOTE (Japanese), Music, PE, Launching into Learning and literacy/ numeracy support.

Strong parent and community involvement with our school is encouraged and suggestions for partnerships are welcome. School facilities are available for hire for 'after school' activities by community groups.

### Improvement Targets:

#### Inquiry Learning

- All students are actively engaged in their own learning.
- All teachers actively contribute to co-construction of the school plan through inquiry focused collaborations.

#### Collaboration - with an Evidence Base

- Teachers will establish where students are up to in their learning and use this data to implement effective evidence based interventions tailored to student learning needs.
- *Teaching and learning approaches become 'non-negotiables' and evident in everyone's practice; documents are produced to ensure consistency of practice*

#### Positive Community

- Community groups are identified and appropriate partnerships are fostered.
- *Community groups are involved in the school - through curriculum areas as well as support*

### Strategies:

#### Inquiry Learning

- Project based learning

#### Collaboration - with an Evidence Base

- Putting 'faces' on the data (measure what matters)
- Learning flow-chart
- Grade-team and staff meetings share practice and professional learning, focussed on improving student learning outcomes
- Ways of working including 7 Norms of Collaborative Practice

#### Positive Community

- School Association and committee
- Community based learning

### Outcomes (how will we know):

#### Inquiry Learning

- Student attendance data is higher than the state average with no unexplained absences.
- Student survey data will indicate consistently high satisfaction.

#### Collaboration - with an Evidence Base

- All teachers are members of planning teams. These teams analyse data collected and practices will be modified accordingly.
- Literacy and numeracy results in NAPLAN will be at or above the state average.
- 100% of students in Prep to grade 2 will achieve the appropriate PM reading benchmark for that year (Prep - level 5; grade 1 - level 15; grade 2 - level 25)

#### Positive Community

- There are a variety of different community groups engaged with our school for the purpose of enhancing student learning outcomes.