



## Friendship and Learning

**Our Why:**

At Prenzlau State School, we are focused on GROWING learners that are developing connections between **PERSON, PEOPLE** and **PLACE**. We recognise that is not only our personal experience, achievements and activities that define us but our relationships with ourselves, other people, creatures and place.

**We Do This Through...**

- Giving students “voice and choice” in determining what, how, when and where learning occurs
- Tailoring learning to each student’s strengths, needs and interests
- Ensuring mastery of high academic standards
- Promoting student agency.

## At Prenzlau, We Grow...

**The Person**

- Literate Learners
- Our Culture - curious and kind learners

**Our People**

- Staff and student capacity
- Multi-age teaching

**Our Place**

- Community – farm, nature
- Place-Based Pedagogy



## Regional and System Priorities

## Supporting Documents




**Every Student Succeeding**

- Alignment, precision and intentional collaboration
- Inclusion

Murdock, K. (2015), **The Power of Inquiry**, Seastar Education, Northcote, Victoria  
 Vander Ark, Leibtag and McClennen. (2020), **The Power of Place**, ASCD, Virginia, USA  
 Thornburg, D (2013) **From the Campfire to the Holodeck**, Jossey-Bass, USA  
 Dix, P. (2017) **When the Adults Change, Everything Changes**, ITP, London

## Findings from our 2020 Education Improvement Branch Review

|                                      |   |
|--------------------------------------|---|
| An explicit improvement agenda       | <ul style="list-style-type: none"> <li>• Sustain the focus on the embedded elements of the EIA and collaborate further to identify potential opportunities for precision.</li> </ul>  |
| Analysis and Discussion of Data      | <ul style="list-style-type: none"> <li>• Further enhance the data literacy skills of teaching staff by facilitating ongoing PD in analysing, discussing and purposefully using data.</li> <li>• Strengthen professional networks by collaborating with teachers from other schools.</li> </ul>  |
| A Culture that Promotes Learning     | <ul style="list-style-type: none"> <li>• Develop a whole-school approach to the maintenance of high expectations for behaviour in the development of the Student Code of Conduct.</li> <li>• Explore further opportunities to embed an inquiry approach.</li> </ul>   |
| Targeted Use of Resources            | <ul style="list-style-type: none"> <li>• Strengthen relationships with early learning providers and implement a strategy to enhance Prep enrolments.</li> <li>• Systematically monitor and evaluate the effectiveness of all resource allocations to ensure they reflect EIA priorities, achieve positive outcomes for students and effectively respond to the identified needs of staff and students.</li> </ul> |
| An Expert Teaching Team              | <ul style="list-style-type: none"> <li>• Further enhance opportunities to strengthen professional networks for all staff, within and beyond the school.</li> <li>• Further enhance capability development for all staff to improve professional practice aligned with the EIA.</li> </ul>   |
| Systematic Curriculum Delivery       | <ul style="list-style-type: none"> <li>• Facilitate further opportunities for formal moderation within and beyond the school to enhance consistency and confidence in teacher judgement.</li> <li>• Collaboratively develop a school-wide approach to the teaching of guided reading, including high-yield strategies, to deliver a program that meets the needs of all students.</li> </ul>                      |
| Differentiated Teaching and Learning | <ul style="list-style-type: none"> <li>• Embed and extend processes and resources for the development of authentic multi-age differentiation practices for the full range of students, including higher achievers.</li> <li>• Collaboratively develop processes to build student ownership of agreed learning goals.</li> </ul>   |
| Effective Pedagogical Practices      | <ul style="list-style-type: none"> <li>• Collaboratively review the current pedagogical framework to determine a set of agreed signature practices that all teachers will routinely utilise to enhance student engagement and learning.</li> <li>• Develop and implement agreed formal observation and feedback processes to strengthen teaching practices.</li> </ul>  |
| School Community Partnerships        | <ul style="list-style-type: none"> <li>• Strengthen relationships with local early learning centres and high schools to enhance transition processes for pre-Prep to Prep and Year 6 to junior secondary.</li> <li>• Implement timely review processes to evaluate the benefits derived from existing and future partnerships to enhance student achievement and wellbeing.</li> </ul>                            |

| Areas of Growth   | Priorities   | Strategies  | Implementation Year |      |      |      | Success Indicators  |
|---|--|---|---------------------|------|------|------|---|
|   |  |   | 2021                | 2022 | 2023 | 2024 |   |
| <b>Growing a Person</b><br>    | Sustain the focus on the embedded elements of <b>LITERACY</b> and collaborate further to identify potential opportunities for precision.   | Develop precision and consistency in the explicit teaching of spelling.   | I                   | M    | R    | I    | Improve U2B NAPLAN spelling in Year 3 from 12.5 to 25%<br>Improve U2B NAPLAN spelling Year 3 from 0 to 20%  |
|   | Collaboratively develop a school-wide approach to the teaching of guided reading, including high-yield strategies, to deliver a program that meets the needs of all students.                  | Implement and monitor flying squad to support the individual needs of all learners in reading.  | M                   | R    | M    | R    | 100% of readers making one year of reading growth in a calendar year.   |
|   |  | Implement Close Reading as a school-wide modelled reading strategy.   | I                   | M    | R    | I/M  | Increase number of readers <b>working in</b> U2B reading regional benchmark from 19% - 30%  |
| <b>Growing our People</b><br>  | Strengthen professional networks by collaborating with teachers from other schools.  | Collaborate with NOIIE (inquiry-focused) schools and QASSP to share best practice and current research in teaching with an inquiry mindset.   | I                   | I    | M    | M    | Meet once a term (Zoom or in person)<br>Share best practice at 2021 NOIIE Conference.<br><br>All teachers sharing best practice with a colleague in two NOIIE schools in Queensland |
|   |  | Moderate writing tasks with neighbouring cluster schools to ensure consistent A-E judgements.   |                     | I    | I    | I    | Number of students achieving a <b>moderated C</b> or above in English from 60%-80%  |
|   | Embed and extend processes and resources for the development of authentic multi-age differentiation practices for the full range of students, including higher achievers.                      | Investigate and implement a interdisciplinary learning organiser to meet the needs of our multi-age learners.   | I                   | M    | M    | R    | Pedagogical Framework and whole school curriculum plan using organisers from the 'Power of Inquiry'.<br>AC mapped according to organisers across two years.                         |
|   | Develop and implement agreed formal observation and feedback processes to strengthen teaching practices.   | Embed 'GROW' coaching cycles across teachers and support staff to collaboratively reflect and share best practice.  | I                   | M    | M    | R    | GROW coaching goals indicated in all ADPD documents.<br>All staff participating in GROW coaching cycles once per year. 'Inquiry teacher' language used in reflection.               |
| <b>Growing our Place</b><br> | Develop a whole-school approach to the maintenance of high expectations for behaviour in the development of the Student Code of Conduct.   | Collaboratively develop Student Code of Conduct that reflects the changing nature of our school community.<br><br>Investigate innovate learning environments that support student engagement. | I                   | M    | R    | I    | Completed Code of Behaviour<br><br>New expectations and process chart published and communicated by staff, students and community.  |
|   | Strengthen relationships with local early learning centres and high schools to enhance transition processes for pre-Prep to Prep and Year 6 to junior secondary.                               | Collaborate with ECEC and share literacy and place-based best practice.   |                     | I    | M    | M    | Ongoing relationship with Bright Horizons EC to develop successful transitions.<br><br>Principal reading with Bright Horizons Kindergarten in Term 2 of each year.                  |
|   | Collaboratively review the current pedagogical framework to determine a set of agreed signature practices that all teachers will routinely utilise to enhance student engagement and learning. | Develop a Place-Based Pedagogical framework that explicitly explains our signature Practices.   | I                   | M    | R    | R    | Place-Based Pedagogical Framework published.<br>Set of 'Our Place' Practices implemented in each classroom.   |

#### Key improvement strategies

I = implemented

M = monitored

R = Formally reviewed

#### Approval:



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