PARINGA PARK PRIMARY SCHOOL 2025

IMPROVEMENT AS LEARNING- BEING THE BEST AT GETTING BETTER

Effective learners make meaning and connections between past information and/or experiences and new knowledge.

We strive to improve the experience of being a learner for our students at Paringa Park Primary School by creating an inclusive and supportive learning environment for all students.

Maths

Students make meaning in mathematics through developing a deeper understanding of place value and problem-solving.

INDICATORS OF GROWTH

- PVAT A and PVAT B – Years 2-6
- Pre-PVAT for R/1
- One Minute Maths Test – Years 3-6
- PAT-Maths

CHALLENGE OF PRACTICE

If we explicitly teach place value and its applications to problem solving, based upon a developmental curriculum, then we will increase student growth in mathematics.

ACTIONS

- Each teacher will build on their deep understanding of the scope and sequence for place value in Mathematics to plan and implement high quality differentiated learning.
- Each teacher will develop a deep and shared understanding of problem solving in mathematics through the Australian Curriculum.
- Each teacher will explicitly teach agreed mathematical vocabulary and build the language of mathematics through problem solving.

SUCCESS CRITERIA

We want students as mathematicians to make meaning and:

- ✓ understand how to use the place value system flexibly
- ✓ know how to use mathematical language to make thinking visible
- ✓ use understanding of place value to solve complex and unfamiliar mathematics problems

Literacy

Students will make meaning, and communicate effectively as they progress as spellers

INDICATORS OF GROWTH

- Literacy capability – Spelling progression
- Spelling inventory / reviews
- PAT Spelling
- NAPLAN Spelling and Writing

CHALLENGE OF PRACTICE

When we implement research, evidence-based and consistent practices to the teaching and learning of Spelling, then we will see sustained improvement in spelling progress

ACTIONS

- Teachers to foster knowledge, skills and pedagogical practice of Big 6, Science of Reading, and Spelling conventions.
- Teachers to use data in a consistent, whole school approach to assess, track and monitor student progress
- Teachers to work collaboratively in teams to develop and implement a developmentally sequential approach to a teaching phonics, spelling and morphology

SUCCESS CRITERIA

We want students as spellers to make meaning and:

- ✓ understand the structure of how to spell
- ✓ be able to communicate effectively
- ✓ identify their next steps and set goals using the spelling progression (LC)

Wellbeing for learners

Students will make meaning of their wellbeing in order to develop a stronger understanding of their wellbeing literacy, self-regulation and connection to learning

INDICATORS OF GROWTH

- WEC Data 2025 Years 4-6
- R-3 Term Surveys 2025
- Student Forums Semester 1 and 2 2025

CHALLENGE OF PRACTICE

If we explicitly teach and model wellbeing literacy and regulation practices, then we will build wellbeing knowledge and understanding for students which will positively impact connection to learning and belonging at PPPS.

ACTIONS

- First week of each term wellbeing/values/expectations program explicitly taught by teachers R-6 to increase wellbeing literacy understanding.
- Zones of Regulation Champions Team to meet each semester to provide staff with consistent PD in developing consistent language and strategies around self and co regulation.
- Providing Parent PD sessions educating parents about wellbeing literacy, regulation and the role wellbeing plays in the development of learning dispositions

SUCCESS CRITERIA

We want students to make meaning of their wellbeing by:

- ✓ understand their wellbeing and the impact it has on their learning
- ✓ having an array of tools to draw upon in times of need
- ✓ recognising the impact a strong wellbeing can have on learning success