

Quality Teaching

- High Impact teaching pedagogy across the school
- Data informed teaching.
- High quality specialist learning opportunities that integrate with classroom subjects.
- Differentiation to cater for the academic needs of all students.
- Prioritise early childhood education to build social, emotional, literacy and numeracy foundations.
 Collaborative and consistent approach to curriculum
- planning and student assessment. •A professional learning cycle that targets the school and
- Department of Education priorities.

Learning Environment

- Provide safe and supportive classrooms which develop
- students' social and emotional capability
 •Identify, support and monitor students with additional needs
- Identify, support and monitor EALD students
- •Promote a workplace culture of support and collaboration
- Strive for an environment that acknowledges Aboriginal histories, peoples, cultures and languages
- Ensure that school facilities are engaging

Connections

- Connect and Respect
- •Build respectful and trusting teacher-student relationships
- •Partner with parents to improve the outcomes for students Communicate effectively
- •Work closely with our partner school
- Connect and strengthen relationships with community
- •Work in partnership with our School Board and P&C

Wellbeing and Engagement

- Adopt a multi-tiered approach to support student wellbeing
- •Annual student surveys
- Healthy Staff Culture Supporting Home Environment
- Growth Mindset

Shared Leadership for Impact

- Provide clarity of vision and strategic direction
- •Implement organisational structures to support our improvement agenda
- Support highly effective teaching and learning
- Include students in authentic leadership roles

Pedagogical Framework Targets Beliefs At Subiaco Primary School, we believe in teaching the whole student. We believe3 in including all and valuing diversity. We have a collaborative approach to planning, learning and assessing, e believe in building a school environment that is responsive to the needs of students and si responsive to the needs of students and utilding on Strengths Future Directions - Focus 2022 -Aboriginal Cultural Standards Framework -1-Operational Plans - Curriculum Guide -WA Curriculum - AITSL Standards -National Quality Standards (NQS) -Sustainability Framework -2023 Business utilded by externed Plan guided by externed At Subiaco Primary School, proficiency levels across NAPLAN Numeracy, Reading, Writing, Spelling, Grammar and Punctuation is at or above WA Like Schools. or above WA Like Schools®. -The mean progress of the Year 3 to Year 5 stable cohort in all NAPLAN domains is at or above that of WA Like Schools . -The proportion of students achieving Exceeding proficiency level across NAPLAN domains Data is greater than 35%. A to E grade allocations for English, Data is used to inform, plan and guided by evidence-based research. We follow explicit shole-schoo programs to support both teachers and students in their Maths, Science and Humanities will be at or above Like Schools and within the continued growth for our school community. expected range . educational journey. form: School Board, student engagement, collaborative whole school and phase analysis. -Positive Behaviour & Wellbeing in Schools -BYOD iPad Program -The proportion of students making mode high or very high progress between Pre-primary and Year 3 in Reading and Numeracy is **Practices Processes** Assessment nnually in our strategic priority areas 90% of available student days is at or above the -Integration across curriculum areas -Cross-school moderation -Utilisation of a range of whole schoo programs and strategies -Integration of iPads and other technologies across the curriculum

connecting minds and hearts

- -NAPLAN: A Year 3 and Year 5 national standardised assessment in numeracy, reading, writing, conventions of language (spelling, grammar and punctuation).
 -WA Like Schools: Western Australia public schools with a similar socio-educational status to Subiaco Primary School
 -Expected Range: Range determined by the Department of Education and aligned to the socio-educational status of the school
 -PAT: National standardised assessments provided by the Australian Council for Educational Research