Over the next two years our school will have a strong focus on Science across all year levels. Science provides students with valuable knowledge and skills that help them function effectively in a scientifically and technologically advanced society. We plan to provide teachers with ongoing training and development using the Primary Science Connections Program and resources. Primary Connections uses an inquiry and investigative approach to learning science and links science explicitly with literacy which ties nicely in with our other focus area of Comprehension.

OUTCOMES

Our students will be benefitting from strong, high quality science programs and teaching evidenced by

- Involvement in quality learning programs in science as their teachers undertake ongoing professional learning using the Primary Science Connections resources.
- Increased engagement and enjoyment in science reported by parents and students.
- Increased aspirations for a career involving science and an improved knowledge base of how science can influence our lives.

Through

- Extending and supporting effective teaching strategies already in place at our school and also utilising our physical resources better.
- Supporting teachers to become more confident and knowledgeable in the teaching of science through using the five phases:- engage, explore, explain, elaborate and evaluate outline in the Primary Science Connections.
- A whole school approach to science teaching in the primary years aimed at continued improvement for all students. (Differentiated Learning).
- Providing a minimum of 120 minutes per week of science for years 4-7 and a minimum of 90 minutes for year’s 1-3 students.

Targets

- 90% of year three students have achieved SACSA standard one in Science.
- 85% of year five students have achieved SACSA standard two in Science.
- 85% of year seven students have achieved SACSA standard three in Science.
- Students opinion about science has improved by 20% on 2009 perceptions
- All staff teaching science for at least the minimum requirement using the knowledge and resources gained from their professional development using Primary Connections by the end of 2011.
At Tea Tree Gully Primary School we plan to keep focussing on improving our Literacy outcomes through a strong and targeted focus on Comprehension. Learners in the 21st century have increasing need for comprehension skills both as independent learners and to succeed in educational settings. Our data analysis suggests that by an extensive training and development programme for teachers, and a whole school and regional approach to comprehension, we should see further improvement in our literacy outcomes. Our comprehension focus also supports our schools focus on science as we explore scientific literacies and multi-literacies.

OUTCOMES

Our students will be benefiting from a highly rich, inclusive and focused literacy program evidenced by

- Involvement in quality R-7 learning programmes in Literacy as their teachers undertake ongoing professional learning in the area of comprehension (school based and regional).
- Improvement in test results both school testing and NAPLAN data showing distance travelled for all learners.
- The use of a variety of technologies across the curriculum.

THROUGH

- Utilising the regional office staff and resources to help us provide quality professional development programmes for our staff in the area of comprehension.
- Collaborating with our neighbouring school Banksia Primary school with professional development and the sharing of literacy ideas and pedagogy.
- A whole school approach to the teaching of Comprehension and spelling assisting all students to progress at their own rate.
- Ensuring our targeted groups are supported and closely monitored.
- The teaching of critical literacy skills R-7

TARGETS

- By 2012 there will be a 6% improvement in NAPLAN reading, writing and spelling mean scores.
- By end of 2010 the 21 targeted students would improve their Torch Comprehension by at least one stanine and all other students will maintain or improve their stanine. (excluding NEP students)
- That 94% of our year one students reach the minimum running record of 14 by November each year.
- That 94% of year 2 students reach the minimum running record of 22 by November each year.