



KATUNGA PRIMARY SCHOOL

OUR VALUES AND BELIEFS LEARNING AND TEACHING PRACTICES





What we Value and Believe at Katunga Primary School

Values and beliefs strongly influence the decisions we make, our behaviours and procedures, as individuals, as a school and as a community.

These core values and beliefs underpin all we aim to achieve and do at Katunga Primary School.





Values and Beliefs for Students

All students have the right to a safe and friendly learning environment.

Each student is responsible for his / her own conduct and will be encouraged to develop appropriate social behaviours and a positive attitude to their learning.

Students will be encouraged to achieve their personal best in all areas and respect the achievements of others.

Students need to develop understandings in a broad range of areas including physical, emotional, aesthetic, social and moral.

We encourage each student to acknowledge his / her unique qualities and to develop self-respect and dignity.

Students differ in their readiness and ability to learn and will be taught at a level appropriate to their developmental needs and interests.

Each student needs to develop cooperative interpersonal skills and a sense of social responsibility.

Students will be encouraged to reflect on their performance and behaviour, to recognise their strengths and areas for improvement and to work towards improving these.



Values and Beliefs for Staff

Staff have the right to a cooperative, consultative, supportive, positive, safe and good-humoured working environment.

Each staff member's work needs to be acknowledged, respected and encouraged because we believe that the quality of the work of our staff is crucial in developing the knowledge, skills and attitude of our students.

Staff are expected to reflect on their performance and behaviour, to acknowledge their strengths and areas for improvement, and work towards improving these.

We promote and work to develop a positive work-life balance as we believe staff well-being and job satisfaction make a significant difference to the quality of the teaching we provide.

Staff are expected to work cooperatively to develop and maintain a workplace that is secure, rewarding, meaningful and flexible.

We acknowledge the unique talents and perspectives each teacher brings to our school and encourage all teachers to further develop these qualities within the context of our overall school direction.



Values and Beliefs for all Student, Staff, Parents and Visitors

Everyone has a right to be treated with care and compassion, free from harassment and discrimination.

We acknowledge that difficulties and disappointments are a normal part of life and by managing these wisely we can build greater resilience and achieve better outcomes for all.

We aim to work cooperatively and to resolve conflict peacefully.

We respect others and their cultures, accept diversity and adopt behaviours that include others.

As members of the Katunga Primary School community we agree that our interactions will be conducted in a friendly, open and good-humoured manner.

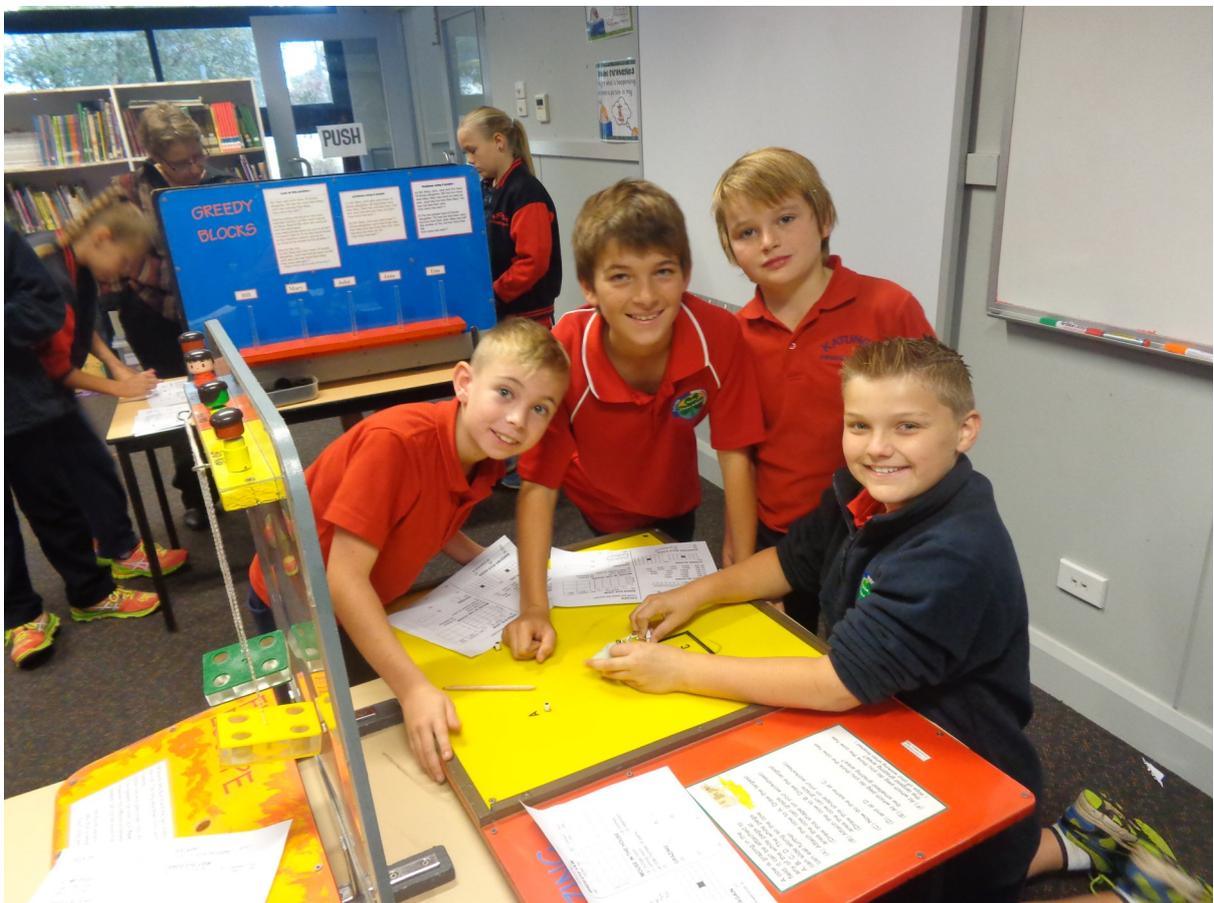
We acknowledge that Katunga Primary School has played a significant role in our local community for many years and its traditions need to be respected.

We respect the experience and knowledge of others, particularly those with special skills and expertise.



Teaching and Learning Practice

We recognise that teaching is both an art and a science. Underpinned by our shared values and beliefs, the following is an outline of successful learning and teaching practices at our school.





Teachers at our school develop and maintain a productive and supportive environment for all by:

- ◆ Developing a good relationship with each student
- ◆ Knowing and valuing their students and promoting a culture of mutual respect and acceptance
- ◆ Highlighting and valuing effort, good behaviour and resilience
- ◆ Enjoying their work with the students
- ◆ Responding positively to the needs of all students
- ◆ Acknowledging some students have additional medical, academic and / or social needs and will require additional support and possibly modification to the general curriculum
- ◆ Establishing and enforcing some agreed class and school rules to promote student well-being
- ◆ Using warmth, humour and anecdotes to develop rapport with individuals and groups
- ◆ Celebrating the achievements of the children and the grade



Teachers at our school enable students to maximise their opportunity to learn by:

- ◆ Providing an authentic curriculum that relates to students' real lives, has leverage, endurance and prepares them for the next level of learning
- ◆ Implementing Hattie's direct teaching approach i.e.
 - having a clear idea of the *learning intentions*
 - knowing what the *success criteria* of performance are and informing the students of these standards
 - building *commitment and encouragement*
 - providing plenty of opportunities for supervised or guided practice
 - closing a lesson by reviewing the learning covered
 - providing follow-up opportunities for independent practice where the student repeats the learning so it is not forgotten
- ◆ Teaching and emphasising literacy and numeracy as core and essential subjects
- ◆ Planning class work that is sequential, integrated and based on clearly articulated learning outcomes
- ◆ Using a backward design approach based on essential learning outcomes and appropriate evidence of student performance to inform lessons and resources
- ◆ Recognise the needs, talents and interests of students and having these reflected in the curriculum content and learning tasks.
- ◆ Ensuring they have prior knowledge of student abilities so they can structure learning appropriately



Teachers at our school enable students to maximise their opportunity to learn by (cont.):

- ◆ Implementing a range of learning tasks, including information and communication technologies (ICT), multi-literacies, multiple intelligences, Bloom's taxonomy and other thinking principles
- ◆ Using student performance, (formative assessment), as feedback in modifying teaching strategies
- ◆ Accommodating the needs of all students at both ends of the performance spectrum by:
 - ◆ providing various entry points for tasks, (zone of proximal development), catering for the varying abilities of individuals and groups
- ◆ Construct and frame questions and activities which cater for a range of abilities and to promote deeper thinking
- ◆ Encourage a range of valid options for students when recording and presenting their work. This might include written work, art work, ICT presentations, performance
- ◆ Encouraging students to investigate and solve problems, develop and employ creative solutions, to reflect and think about thinking (metacognition)
- ◆ Providing frequent different opportunities rather than merely spending more time on tasks



Teachers at our school enable students to maximise their opportunity to learn by (cont.):

- ◆ Establish a culture of engagement, resilience and high performance
- ◆ Working cooperatively and inclusively with Education Support staff to improve the outcomes for children with special needs
- ◆ Enabling students to work individually, in pairs, small and large groups to achieve the best solution to tasks
- ◆ Providing interest-based extra-curricula activities



Teachers at our school encourage students to become increasingly responsible for their own learning by:

- ◆ Helping each student develop a conscientious, participatory, organised and resilient approach to school
- ◆ Establishing clear success criteria and / or assessment rubrics before a task is undertaken
- ◆ Encouraging students to be risk-takers and adventurous in their approach to learning
- ◆ Encouraging students to set goals, assess and reflect on their performance where appropriate
- ◆ Enabling students as individuals and groups to explore a range of ways to investigate tasks employing the concepts of multiple intelligences, Bloom's taxonomy and the thinking curriculum



Teachers at our school undertake planned and meaningful assessment by:

- ♦ Monitoring student progress and inform planning using a range of
 - assessment types – diagnostic, formative and summative
 - assessment tools, eg. Teacher designed, objective, online
 - assessment styles, both formal and informal
- ♦ Clearly outlining assessment and success criteria when planning in teams, when outlining learning outcomes to students and prior assessment tasks
- ♦ Using demonstrable evidence, what the students can do, to determine how successful they have achieved stated outcomes
- ♦ Moderating assessment with colleagues to ensure consistency
- ♦ Regularly informing students of their progress through constructive feedback



Teachers at our school report effectively to parents by:

- ◆ Writing and discussing in plain English student achievement and progress
- ◆ Initiating and maintaining regular contact with parents of children with additional needs
- ◆ Providing expert advice to parents on how to assist their child's learning in the home environment
- ◆ Informing parents of overall curriculum content and approaches primarily through information nights, interviews and newsletters



Teachers at our school are keen to develop and promote their own professionalism by:

- ◆ Working collaboratively as professional learning teams, establishing norms and taking collective responsibility for the performance of the team and all students
- ◆ Supporting the shared school vision as expressed in school policy and program documents and demonstrating this by consistently implementing programs and approaches outlined in yearly, term and weekly planners
- ◆ Taking responsibility for developing their own expertise and knowledge and supporting and assisting colleagues to do the same
- ◆ Implementing school policies, programs and activities with enthusiasm and in good faith
- ◆ Sensitively raising issues or concerns through appropriate channels with the intention of resolving problems in a friendly and productive manner
- ◆ Working cooperatively and collaboratively as team members to ensure that all school programs are well-planned, consistent and of high quality
- ◆ Contributing to school programs beyond their own classroom



School Programs and Procedures

The following programs and procedures are important in developing and maintaining the successful learning and teaching practices at Katunga Primary School.



Curriculum

Professional learning team meetings which include:

- ◆ Developing team norms and collective responsibility for team performance
- ◆ Year, term and weekly planning
- ◆ Learning and teaching strategies
- ◆ Data analysis e.g. NAPLAN, online and assessment moderation
- ◆ Shared resources
- ◆ Mentoring and collegiate support
- ◆ Unit of work and Literacy and Numeracy planning
- ◆ Benchmark assessment in May and November
- ◆ Student welfare

Two hour literacy block for Prep – 6 and one hour numeracy block

Independent reading time every day

On-going development of scope and sequence documents in all learning areas

Specialist areas – Art, Music, Physical Education, Languages (Japanese), Science



Student Welfare

Katunga Kids Are Friendly Kids, Academic Awards, Sports Awards

Program Support Group (PSG) meetings for individuals with special needs

Individual Learning Plans (ILP) for children with specific learning needs, both below and high achievers

Camping program

Assemblies on Monday

Junior School Council

Buddies

Transition programs for new Preps and year six to seven

Promotion of integration program

Access to Guidance Officers such as Education Psychologist, Speech Therapist, School Nurse, Occupational Therapist



Student Welfare and Professional Development

Commitment to team planning and support

Approachable leadership

Commitment to open and friendly relations

Professional development linked to school strategic plan priorities

Professional development linked to needs identified by Professional Learning Teams

Access for individual professional development

In-house and off campus opportunities

Curriculum days

Special Days, Events and Programs



Special Days and Events

Fancy Dress days

Easter hat parade

Footy day

Concerts

Disco

Walk to school days

Grade six graduation

Mothers Day Stalls

Fathers Day Stalls

Visiting performances

Theme days



Physical Education

House Athletics

Interschool athletics

House Swimming

Swimming program

3/4 football program

Winter sports—football / netball

Lightning premiership

Interschool cross country running



The Arts

School Recorder

School concert

Visiting performances

Art displays

Instrumental Music Lessons



Parents / Community

Parent helpers

Classroom helpers

Working bees

Fun and fund raising

Tucker days



Organisation

Full day planning each term for teachers where practicable

No interruptions during teaching time

Staff briefings every morning

OHS report at staff meetings

Professional Development (PD) incorporated into staff meetings monthly

Professional Learning Team (PLT) meetings timetabled

Timetable adjustments to accommodate special programs such as swimming, sports, OHS and leadership

Annually updated Administration and Induction Manual

Regularly updated school website

Implementation of OHS Management System



School Details

School Address:	24 Carter St Katunga 3640
Telephone:	(03) 58 646 365
Email:	katunga.ps@edumail.vic.gov.au
Website:	www.katungaps.vic.edu.au



Staffing Profile

Principal: Scott McKenzie

Teachers: Lidija Patching
Laura-Jane Edmunds
Stacey-Anne Hickey
Jake Walsh
Tanika Murray
Yuko Sasaki

Education Support: Andrea Schifferle
Jo McKay
Kristine Scott