



TFEL: 3.3 Explore the construction of knowledge
3.4 Promote dialogue as a means of learning
C.O.I & philosophy
Collaboration across year levels
Intentional questioning in maths

REASONING in maths
Comprehension/Reading strategies and assessment
Multi-year level classes -Integrated learning
STEM & SAKG

**How ?-
Pedagogy**

A community of learners;
Integrity
Courage and Resilience
Respect for self and others
Commitment and Resilience

**What ?-
Curriculum**

How will we know ?- Assessment

MarkIt >>>> A-E tracking SEA PAT NAPLAN Running Records BTF Maths Diagnostics

2016 EXTERNAL SCHOOL REVIEW DIRECTIONS

- **Support** students to know how to improve by implementing strategies for teachers and students to give and receive timely and detailed feedback in an ongoing cycle of review and improvement.
- **Embed** the use of multiple datasets to inform teaching and the design of rigorous tasks aligned with the Australian Curriculum and Achievement Standards.
- **Increase** student influence by involving them in collaborative planning and decision-making about their learning.

THINKING AND LEARNING

HOW/WHAT? ...

Include **COI/Philosophy** as a tool in the classroom to promote **dialogue** as a powerful learning tool for developing **REASONING** skills

Provide opportunity for students to develop **independent learning skills** and strategies through **project based learning and multiple entry points**

HOW WILL WE KNOW?...

Active listening is visible and students are displaying more positive learning behaviours for **engagement**

Whole school/community awareness and support of organisation and independent learning skills

Priority # 1 HIGH QUALITY LITERACY LEARNING

HOW/WHAT?...

Track and monitor student outcomes/growth using agreed/common tools to inform practice and identify students at risk.

Implement agreed comprehension timetable using common **meta-language** and materials

Develop **REASONING** skills by utilising intentional questioning and multi-layered problem solving (will support higher band achievement)

Provide opportunity for **dialogue & conversation** as a learning/ assessment tool for comprehension & writing

Interrogate RR, PAT and NAPLAN **data** to support differentiation for each child

Release teachers each term to analyse Running Record data to inform reading practice

Build **automaticity** through synthetic phonics approach to reading development in early/trans years or as required

Provide students with **intervention support** as required (whole group, small group, 1:1 support)

HOW WILL WE KNOW?...

Each student makes progress on DECD Reading SEA target and Reading Higher Bands target (indiv. goals set through P. Conversations)

SWD and SWALN meet individual targets set through the ongoing ILP processes

The language of reasoning becomes a daily part of student-teacher / student-student / student-home conversations

Priority # 2 HIGH QUALITY MATHS LEARNING

HOW/WHAT?...

Track & monitor student outcomes/growth using agreed/common tools to inform practice and identify students at risk.

Develop each students **mathematical comprehension** using common meta-language and materials . Utilise **conversation & dialogue** as learning/assessment tools.

Develop **REASONING** skills by utilising intentional questioning and multi-layered problem solving (will support higher band achievement)

Integrate Numeracy across the curriculum and **make links visible** for learners

Interrogate Diagnostic, PAT and NAPLAN data to support differentiation for each child

Participate in TV Maths project—commit to trialing support materials and tools for 4 lessons per week in 2017

Build **automaticity** in number operations to support cognitive challenge in F+ problems. Use homework to target fluency development

Provide student with intervention support as required (whole group, small group, 1:1 support)

HOW WILL WE KNOW?...

Students meet individual targets set with and for them and make progress on DECD SEA target and Higher Bands target

The language of mathematical reasoning becomes a daily part of student-teacher / student-student / student-home conversations

Priority # 3 SCHOOL CULTURE

HOW/WHAT?...

Communicate learning regularly and effectively with families

Develop meaningful relationships/partnerships in the local community through the **Community Links** Program which focuses on **social responsibility** and service to the community, developing empathy and valuing diversity

Ensure **student voice** is recognised in school decision making processes

Actively promote **intrinsic** rather than extrinsic motivators. Work with students to review reward/award practices and develop more meaningful initiatives

Focus on school values to promote positive behaviours and social norms

Risk taking, persistence and resilience are seen as vital for learning and is demonstrated by staff and students

Fund and develop SAKG program as required. Deliver 4 full terms of cooking and gardening lessons as per funding agreement

HOW WILL WE KNOW?...

Positive feedback in 2017 parent feedback survey re: communication of children's learning needs

DECD 95% target for attendance

Meet NAPLAN SEA Target

Year 3 - **3 of 7** in maths and 3 of 7 in reading
Year 5 - **2 of 5** in maths and 3 of 5 in reading
Year 7 - **2 of 4** in maths and 4 of 4 in reading

Retain/Reach Higher Band

Year 3 > 5 - **1** in maths and **2** in reading
Year 5 > 7 - **1** in maths and **2** in reading

Meet Running Record SEA Target

Reception - **4 of 6**
Year 1 - **3 of 6**
Year 2 - **3 of 6**