STRONG LEADERSHIP (Curriculum, Whole School, Year Level, Class, Individual Students)

Safe, supportive, connected and inclusive learning environment

Shared commitment to core priorities with an unrelenting focus on improvement

Quality curriculum and planning to improve learning

Teaching focused on the achievement of every student

Monitoring student progress and responding to learning needs

ASSESSMENT AND REPORTING

- JSS Assessment and Reporting Plan (Tools, Benchmarks and Standards)
- Serves the needs of diverse groups of students to productively inform teaching practice and the next steps for learning i.e. promotes, assists and informs teaching and learning (including student goal setting)
- Assessment of and for learning integrated meaningfully into lesson plans
- Improves student outcomes - judgements made using explicit criteria and standards – moderation
- Provides data that can be communicated and used to track students. Data on OneSchool
- Reporting – formally Terms 1 and 4
- IEP goals for students with disabilities - Terms 1 and 3
- ILP for identified individual students

CURRICULUM

- English, Maths, Science, History, Geography - ACARA
- Technology, The Arts, HPE, LOTE - QCAR Essential Learnings
- HPE and LOTE are taught and assessed by specialist teachers
- JSS Teaching of Reading Document  JSS Teaching of Spelling Document
- 4 Explicit Reading Lessons per week
- JSS Mental Computation Program, Problem Solving Strategies
- Core Skills Document (Reading, Writing, Spelling, Maths)
- Professional Development (professional conversations, professional readings, mentoring, workshops and presentations)
- Embedding of ICT across the curriculum

PRODUCTIVE, EFFECTIVE AND ACCOUNTABLE TEACHING AND LEARNING

- Explicit teaching - range of approaches – direct, indirect, interactive, experiential, differentiated
- Explicit Instruction - Warm up, WALT/WILF, I Do, We Do, You Do, Ploughback
- Goal setting for individuals to promote learning
- Provide multiple opportunities for all students to explore and consolidate ideas, skills and concepts by considering how students learn best and using a variety of strategies
- Differentiation - teachers identify and monitor the individual needs of students and match these with ways of teaching. Curriculum adjustment – SEP students
- Teachers and students use standards to make evidence-based judgements about learning in order to monitor learning and inform the next steps for learning
- Scaffolding - success for all
- SWPBS – Whole school expectations for setting environment for learning.
- Use of ICT to foster learning and embedding ICT expectations

TEACHING AND LEARNING

- Range of instruments - catering for diverse learning styles
- Explicitness, transparency and accountability
- Coaching/ Mentoring/ Profiling - enables teachers to reflect on their practice and to question what they do as they go about their teaching.

Monitoring and Feedback

- Monitoring tasks
- Goals and targets – actions and affirmations
- 5 in 5 strategy (individually conference with 5 students every week over a 5 week cycle) to provide feedback (how they're going) and set reading goals (where are they going) for every student
- Checklists and anecdotal record keeping
- Peer and self-reflection
- Moderation – School Level
- One School Individual student data tracking
- Conferences
- Use of feedback to close the gap between where students are and where they aim to be
- CARS and STARS
- Number Fact
- Back to Front Maths

Assessment Tools

- Unit criteria sheets
- PAT-R/M/S (Comp, Vocab, Spelling, Maths, Science)
- Torch
- PM Benchmarks
- Informal Prose
- Phonemic Awareness/ Sight word Checklists
- NAPLAN (Yr 3, 5, 7)
- Student Learning Journals

Highly Effective Teachers

- High expectations
- Deep knowledge
- Targeted teaching
- Continuous monitoring
Safe, supportive, connected and inclusive learning environment

> Working towards total inclusivity.
> SWPBS driving supportive school environment.
> Use of data to drive behaviour.
> SSS – implementation and use of to support students’ behaviour.
> Behaviour plans
> Risk Assessments
> Establish learning environment suitable and age appropriate
> Know your students – needs met

Shared commitment to core priorities with an unrelenting focus on improvement

> Common curriculum understanding
> Ownership across all levels of school of curriculum and behaviour
> Working together to identify problems and working towards solutions
> Recognition and ownership of unrelenting focus on improvement – self and students
> Common behaviour goals
> Whole school commitment

Quality curriculum and planning to improve learning

> Quality teachers
> Meaningful and relevant PD to enhance teachers’ knowledge and understanding
> Common assessment tasks/outcomes
> Planning days
> IEPs/EAPs
> Warm ups and self-reflection
> ACARA
> Year level moderation
> Relevant knowledge for students today
> Being familiar with Learning Place and other online resources
> Awareness of all special needs and related documents

Teaching focused on the achievement of every student

> Regular reviews
> Visual cues to recognise strategic deficiencies and/or positives
> Strategic use of human resources to support student achievement
> Diagnostic testing
> Use of differentiation to meet student needs
> Use of higher order thinking strategies to support G&T students
> Embedding of ICT into all areas of curriculum
> Utilisation of hands-on-activities and resources to support student learning
> Adjustment to the curriculum – SEP/G&T
> Appropriate resources availability
> Incorporate technology throughout curriculum
> Appropriate social awareness lessons
> Teach to individual not average level

Monitoring student progress and responding to learning needs

> Regular moderation to ensure accurate consistent standards across the grades
> Detection of areas of concern, trends etc. from data; concentrate teaching to remedy these areas
> Use of various data gathering strategies
> Scaffolding of activities – language d resources used
> SWPBS data to support goals
> Reflection at all levels of learning and teaching process
> Catering for students’ emotional needs
> IEP goals embedded in day to day learning
> Use of school records to inform learning goals
> Compare data to previous assessment results
> Strong communication with/between class teachers