

School External Review Directions;

1. Embed a culture that maximises learning opportunities for all students and promotes the sharing of quality teaching practice across the school.
2. Establish a leadership structure that is aligned to agreed R-12 school priorities and systems, and provide mentoring for all leaders in the achievement of targets and consistent implementation of systems, as well as opportunities for the sharing of targets and strategies between leaders.
3. Review the use of the current Learner Management System, and establish a culture of regular self-review amongst all teachers and leaders, to ensure effective use of the data available to inform their work so that all students are engaged and challenged.

| <p>Reading <i>Our whole school approach delivers explicit and systematic literacy teaching practices with a focus on reading</i></p> | <p>Teaching for Impact <i>Our whole school approach promotes teaching to enable students to be able to apply skills and knowledge in unfamiliar & unrehearsed situations.</i></p> | <p>Numeracy <i>Our whole school approach delivers explicit and systematic numeracy teaching practices with a focus on developing student's confidence in handling the numeracy demands in subjects across the curriculum.</i></p> |
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| Strategies | Strategies | Strategies |
| <p>R-6</p> <ul style="list-style-type: none"> All staff will be engaged in professional development in Running Record Training with an emphasis on Comprehension involving the 3 levels of questioning. <p>R-2</p> <ul style="list-style-type: none"> Reception teachers will be involved in collecting Oral Language data to gain an understanding of students' prior knowledge in language development and early reading skills; this will subsequently support and inform practice. <p>3-6</p> <ul style="list-style-type: none"> Teachers will work collaboratively to explore Guided Reading practice, guaranteeing the explicit teaching of reading and comprehension skills, providing accessibility to all student levels; teachers to have a daily Literacy block. | <p>R-6</p> <ul style="list-style-type: none"> Assess prior knowledge to set learning intentions. Identify student needs and appropriate interventions and scaffolds; set challenging/SMART learning goals. Use of pedagogical practice to link learning goals with life skills that provide intellectual stretch Common agreed collection of formative and summative data Fortnightly year level meetings to share practice and reflect. | <p>R-6</p> <ul style="list-style-type: none"> Early years to work collaboratively exploring moderation tasks to build on prior knowledge, data collection and inform practice. Teacher to use previous year's PAT/NAPLAN data to plan for student learning. Teachers to have a daily Numeracy block involving explicit instruction, student interaction and problematizing, followed by consolidation. All teachers to use the common language of Maths. |
| <p>7-9</p> <ul style="list-style-type: none"> Literacy development professional development for all staff with ongoing resources made available for improvement in literacy and reading. All subject areas include dedicated time for reading and close reading strategies for subject texts | <p>7-9</p> <ul style="list-style-type: none"> Staff in all subject areas continue to implement and develop common task design format. Teachers use available data to demonstrate academic improvement with measurable growth in term results, attendance and engagement. | <p>7-9</p> <ul style="list-style-type: none"> Mapping one numeracy task per term/semester in each subject aligned to ACARA. (eg data analysis and graphing) Across the year level from analysis of NAPLAN data giving % correctly answered for each question in each mathematics sub strand for our school cohort compared to the national average |
| <p>10-12</p> <ul style="list-style-type: none"> To develop/implement a bank of literacy/reading classroom strategies through targeted T&D/PLC's/Learning Area meetings for all teachers in 2018 To improve every students knowledge of how to read and to improve their ability to read through targeted reading strategies used by all teachers in all Learning Areas 10-12 in 2018 | <p>10-12</p> <ul style="list-style-type: none"> Teachers in all Learning Areas to use, develop and refine tasks using the common task design and intellectual stretch strategies Teachers use appropriate data sets (mid-term, term and semester results, attendance and engagement) to demonstrate grade band improvement | <p>10-12</p> <ul style="list-style-type: none"> To develop/implement a bank of numeracy classroom strategies through targeted T&D/PLC's/Learning Area meetings in 2018 for all teachers To improve every students knowledge of numeracy and to improve their ability and skills to use numeracy through targeted numeracy strategies used by all teachers in all Learning Areas 10-12 in 2018 |
| Reading Targets | Teaching for Impact Targets | Numeracy Targets |
| <p>R-6</p> <ul style="list-style-type: none"> Running Record achievement levels by the end of the year: Rec: L7; Yr1: L15; Yr2: L21; Yr3: L30; Yrs 4-6: L31+ Running record Assessments completed twice per term for all students below level 30. Lexile Achievement- Once a student has reached a RR of 18, Lexiles to be commenced. Yr 1:100+; Yr2: 300+; Yr3: 500+; Yr4: 600+; Yr5: 700+; Yr6: 800+ OR- annual progress of at least 50 Lexile points. Naplan Reading: Yr 3 Students to be at Band 4+; Yr 5 Band 6+ PAT-R levels- All students from Yr3-6 to have a consistent mean growth of 12 scale points. | <p>R-6</p> <ul style="list-style-type: none"> 90% attendance rate across all year levels as an indicator of student engagement with all students achieving in the A-C range at the end of each reporting term. 85% parent attendance at Parent/Teacher interviews per class Improved student engagement reflected in EDSAS behavioural data. | <p>R-6</p> <ul style="list-style-type: none"> Historically no data collection in R-2 Naplan Numeracy: Yr 3 Students to be at Band 4+; Yr 5 Band 6+ Pat-M: Students from years 3-6 to have a mean growth of 12 scale score points. |
| <p>7-9</p> <ul style="list-style-type: none"> Annual progress of 50-150 lexile measures for all students in years 7-9. NAPLAN reading results working towards all year 7 students in band 6 or above and year 9 students in band 7 or above. | <p>7-9</p> <ul style="list-style-type: none"> 100% use of task design formats across all subject areas with regular discussion at all subject area meetings 90% attendance rate across all year levels as an indicator of student engagement with all students achieving in the A-C range at the end of each term | <p>7-9</p> <ul style="list-style-type: none"> PAT M data In 7-10, to increase the number of students (83%- 2017 data) achieving above the minimum standard of 115-155, improvement to increase to 98% in 2018. NAPLAN data – all year 7s will achieve on or above minimum standards, with improvement to increase to 98% in 2018. In year 9, increase the mean score of 535 achieved by students to 545. To improve students achieving minimum standards from 90% to 92%. |
| <p>10-12</p> <ul style="list-style-type: none"> Year 10 All students to achieve a PAT R stanine level of 4 and above Year 11 100% completion of compulsory SACE literacy requirement by the end of 2018 Year 12 100% completion(with a C- or better) of all students who have chosen to study English subjects at Year 12 level | <p>10-12</p> <ul style="list-style-type: none"> All teachers use of the common task designs including intellectual stretch strategies by the end of 2018 5% improvement of the grade band results of all Learning Area subjects 10-12 (linked to task design, attendance and engagement) | <p>10-12</p> <ul style="list-style-type: none"> Year 10 All students to achieve a PAT M stanine level of 4 and above Year 11 100% completion of compulsory SACE numeracy requirement by the end of 2018 Year 12 100% completion(with a C- or better) of all students who have chosen to study Mathematics subjects at year 12 level |