



Educating for the 21st Century

Process Outcomes: Strategies

To improve the quality of teaching to engage learners in the 21st Century whereby:

- The teaching and learning environment engages students and promotes independence.
- Students are challenged and supported to develop deeper levels of thinking, understanding and application.
- Teachers have knowledge and deep understanding of the curriculum.
- Teachers are committed to developing quality pedagogy supported by high expectations and staff ownership.
- Quality assessment practices are an integral tool in the teaching and learning processes.
- The class and school learning environments are safe, supportive and productive, ensuring wellbeing of all participants (Student Well-being)
- Student's needs, backgrounds, perspectives and interests are considered and supported in the learning program.
- Learning connects strongly with the wider community and encompass electronic learning. (ICT)

Numeracy

- Provide situations to enable students to work in pairs, in small and larger groups to collaboratively solve problems
- Use a wide and varied range of e-learning tools [Mathletics and Rainforestmaths is available for all students]
- Ensure resources are updated and meet the needs and requirements
- Budgets have been managed to enable the use of a wider range of tools
- Provide a wider range of maths processes for students to choose from
- Develop assessment tasks that demonstrate student's abilities to problem solve, work collaboratively, choose and use appropriate language and tools
- Analyse baseline and NAPLAN data to determine needs of students and to target areas for improvement

Literacy

- Develop assessment tasks that provide challenge and require deep knowledge and understanding to evaluate achievement.
- Develop common understanding of year level expectations/outcomes and develop consistency through moderation
- Provide professional learning including I-Lit, and current research trends
- Use a range of learning technologies
- Provide students with rich tasks
- Explicitly teach and integrate high order thinking skills
- Explicitly make the connection between Literacy and other curriculum areas including Science (Primary Connections)
- Analyse baseline and NAPLAN data to determine needs of students and to target areas for improvement
- Undertake an audit of common diagnostic assessments R—7 and develop new annual Literacy testing processes
- Develop a Literacy Continuum R—7 of Writing Genre

Science

- Provide a variety of opportunities/rich tasks for students to demonstrate their knowledge and understanding using Science within and outside the class
- Develop assessment tasks that provide challenge and require deep knowledge and understanding to evaluate achievement
- Develop common understanding of year level expectations/outcomes, and develop consistency through moderation
- Audit existing student science resources and ensure students and teachers have access to appropriate resources to support student scientific thinking
- Explicitly teach the vocabulary and literacy of Science and model it in context
- Use a range of e-learning tools to teach Science
- Provide professional development around knowledge, concepts and pedagogy
- Use the 5 Es of Teaching and Learning model [based on Primary Connections] ; Engage, Explore, Explain, Elaborate, and Evaluate.

Performance Measures

- NAPLAN Testing Data for years 3, 5 and 7
- Even Start data collection
- Formalised identification of students at risk in numeracy
- ICAS testing (year 4 and 6)
- Mathletics

- NAPLAN Testing Data for years 3, 5 and 7
- School based data collection for years R-7
- Teacher Assessment Tools (Westwood, Gapadol etc)
- ICAS testing (year 4 and 6)
- Running Records and Lexiles

- Timms Attitudinal Data to be collected from year 4, 5 and 6 online using survey monkey questionnaire by the end of week 2 Term 2
- Progressive Achievement Tests PAT Science by ACER (3-7)
- Conduct an audit of student understanding of the Literacy of Science R—7

Student Outcomes

- Students will develop positive personal attitudes toward maths and numeracy
- Students are able to choose and use appropriate mathematical processes, tools and language to solve problems with a focus on real life situations.

- Students engage in an inquiry approach to increase knowledge and develop skills in Literacy
- Students have access and engage in a broad and deep curriculum
- Individual learning needs identified and addressed

- That students use their natural curiosity to explore real life situations
- Students employ an inquiry approach to their learning
- Confidently use the literacy of Science

Site Targets

- There will be a 10% increase in the NAPLAN scores for Yrs 3, 5 and 7 that relate to chance and data.

- Increase by 2% gap between EAS and like schools in reading - focussing on Reading Comprehension

- To improve understanding of the concept of Science and subject specific knowledge.
- To improve student Understanding of the literacy of Science from analysis of the audit by 5% .