**Student Centred Planning**

- Use Data to inform teaching-based on prior learning, knowledge and attributes
- Relevant homework to reinforce learning
- Diagnostic testing and data analysis- Whole school Assessment Reporting Plan which drives the teaching and learning and informs differentiation
- Enrolment interviews and pre prep days in November

**Alignment of Curriculum Pedagogy and Assessment**

- Pedagogy aligned with curriculum intent, general capabilities and curriculum priorities (ACARA)
- Explicit Teaching practices in all classrooms (Fleming Model) Warm Up, WALT, WILF, TIB – I do; We do; You do
- Combination of Direct Instruction, Explicit Teaching, and Symphony of Teaching and learning
- Teachers implement Australian Curriculum
- Assessment embedded in explicit teaching programs
- Exemplar student responses for assessment provided
- Instruction is based on core literacy and numeracy
- Embed digital technologies
- Move student learning from short to long term memory
- Moderation (Cluster/School) to support consistency of teacher judgement about assessment data

**Targeted and Scaffolded Instruction**

- Use of a comprehensive range of agreed contemporary teaching strategies to support curriculum intent and engage students i.e Direct, Indirect, Interactive and Experimental Teaching
- Differentiated and scaffolded teaching based on identified needs of students
- Monitor learning and use feedback about student learning to inform teaching and learning
- Lesson intent (WALT, WILF, TIB) at beginning of each lesson
- Students to practise and deepen their understanding of new knowledge, through warm ups and designed lessons
- Gather evidence of student achievement against the standards and benchmarks content (ACARA)
- Decisions validated by staff reflecting on research
- Use of data to improve student performance informed by agreed feedback practices among teachers-students and parents
- Close the gap from where students are and where they need to be
- Students do not progress until firm in elements of basic skills

**High Expectations**

- All students can succeed and high expectations continually adjusted to suit individual learning needs to achieve Regional Benchmarks as set by DDSW
- Comprehensive and challenging Learning goals are set for students which are designed from Data collated
- Several Sources of Feedback: Classroom profiling, Walkthroughs, Coaching Mentoring and Feedback, Professional Learning
- Quality bookwork and high levels of presentations

**Evidence Based Decision Making**

- Use of data to improve student performance informed by agreed feedback practices among teachers-students and parents
- Close the gap from where students are and where they need to be
- Students do not progress until firm in elements of basic skills
- Teaching and learning informed by student performance data
- Data on student progress is collected frequently
- Gather evidence of student achievement against the standards and benchmarks content (ACARA)
- Decisions validated by staff reflecting on research

**Work Conquers All through Learning for Life**

Every child learning and achieving every day, in a caring, professional environment.