Charter of School Expectations

1. Teachers believe that all students can achieve high academic results
2. Teachers believe that all students matter, everyday
3. Teachers share collective accountability for all student outcomes – we all own the data
4. Curriculum delivery is underpinned by explicit instruction pedagogy; “Gradual Release of Responsibility” model
5. We have a school culture of high expectations
   - A clear teacher and student commitment to high academic performance
   - High standards of student behaviour including student movement
   - Emphasis on student values and a high level of respect
   - High attendance >92% and punctuality expectations
   - High student engagement
   - Feedback for learning is valued and practiced at all levels
   - Teachers constantly employ CFU strategies
   - Emphasis on uniform code
   - School leaders actively coach and support teachers in their skill development

The Four Pillars of our School

1. Teacher accountable learning
2. Explicit Instruction pedagogy; Gradual Release of Responsibility model
3. Moving student knowledge from short term to long term memory
4. Effective relationships between teachers and students

Charter of Teacher Expectations

School Wide Pedagogy
- Build strong, respectful relationships with every student
- Be accountable for the learning of every student
- Use data effectively to inform teaching and monitor student learning
- Plan and teach each lesson using explicit instruction pedagogy of ‘I do, we do, you do’
- Move knowledge from short term to long term memory
- Use differentiation strategies to eliminate the tail and cater for high achievers

Learning Environment
- Have high expectations of every child
- Focus on high standards of presentation and handwriting
- Regularly corrects student work and gives timely, clear feedback to each student
- Ensure high standard of classroom display that is relevant, educationally engaging and contain high quality student work, exemplars and skill information
- Ensure a positive classroom tone

Student Engagement
- Provide students with work at their ability level
- Support all students to have friends at school
- Engage each student in their progress towards their annual learning goals
- Value students’ cultural identity
- Ensure all students feel respected and valued
- Regularly correct students’ books
MAJOR RECOMMENDATIONS

- Implement I DO, WE DO, YOU DO pedagogy **every** lesson, **every** day for literacy and numeracy
- Focus on Ways of Working
- Maximise time on task – no TWAs (Time Wasting Activities)
- Supporting teacher performance through coaching model
- Strong focus in the Early Phase P-2 on DAILY phonemic awareness, phonics, vocab, fluency and comprehension (grade 3s if needed)
- Whole-school focus on explicit teaching of reading and comprehension and writing
- Professional Development to focus on teacher ownership of student learning and achievement
- School meetings predominantly curriculum focused
- Use data on a term by term basis to monitor student achievement
- Teachers and Principal to monitor student progress, classroom, tone, display, bookwork
- All students to effectively learn tables, number facts and sight words as automatic response (rote)
- Provide positive reinforcement through assemblies, awards, reward days/events
- Challenge our more capable students
- Emphasis on handwriting (neatness and automaticity) and presentation – adhere to schools’ Bookwork & Presentation Guidelines

OVERALL

- Ensure all work is corrected or acknowledged/initialed
- Implement weekly review and revisit (consider a Friday Book) to reinforce and assess students’ understanding of work covered during the week
- Enhance and explicitly teach Responsible Behaviour Plan
- Emphasis on lining up and orderly movement around the school
- Zero tolerance for running on paths/cement & other unsafe behaviour
- Individual Learning Plans to be developed for identified children, in collaboration with STLaN
- Further develop effective strategies for enhancing our student’s abilities to perform well in test situations (see NAPLAN Action Plan)
- Continue weekly whole-school assemblies
- Monitor student punctuality to class (teachers have legal responsibility to be on time)
- Monitor wearing of student uniform
- STLaN support for identified students
- Weekly timetable meets C2C expectations
- Emphasis on persuasive texts
ENGLISH

- Significant focus on phonemic awareness and phonics instruction in P-2/3
  * Thrass P - 7
  * Code Breakers in P-3, min. 10 mins day
- Set minimum benchmarks for each year level
- Develop Port Curtis Road SS Reading; Literacy; and Writing Improvement Plan
- Emphasis on proofreading – clear, consistent process and symbols
- Continue to purchase of student reading material.
- Timetable literacy blocks supported by Teacher Aides a min. of 3 X per week
- All students to write every day

MATHEMATICS

- Ensure all students learn their number facts, times tables and mental computations to point of automaticity and check through regular revision/testing
- Set minimum benchmarks in Numeracy