



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

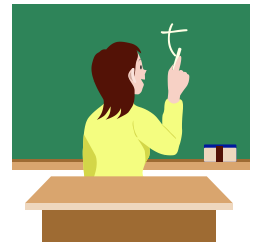
- Ⓢ Have high expectations of every child
- Ⓢ Focus on high standards of presentation and handwriting
- Ⓢ Regularly corrects student work and gives timely, clear feedback to each student
- Ⓢ Ensure high standard of classroom display that is relevant, educationally engaging and contain high quality student 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

Addendum

MAJOR RECOMMENDATIONS



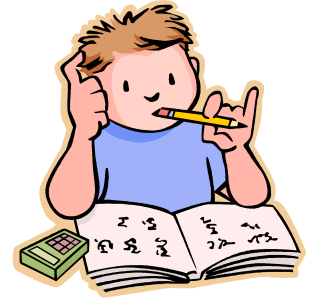
- Implement I DO, WE DO, YOU DO pedagogy every lesson, every day for literacy and numeracy
- Focus on Ways of Working
- Maximise time on task – no TWAs (Time Wasting Activities)
- Supporting teacher performance through coaching model
- Strong focus in the Early Phase P-2 on DAILY phonemic awareness, 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

