

## **BERRI PRIMARY EXTERNAL REVIEW 2016-2019 DIRECTIONS**

*How effectively is student learning growth monitored and evaluated?*

### **Direction 1**

**Increase the number of students achieving the SEA by refining the School Improvement Plan to include targeted actions aimed explicitly at improving student achievement.**

- Require a whole school approach to working with students just below the SEA to help them achieve standard.
- Whole school agreements need to be documented and strengthened in every class
- Explicit directions in pedagogy must be clear
- Student achievement data ie PAT R/PAT M to be gathered and analysed regularly
- Need a coordinated and clear approach to monitoring intervention at the individual and program level. Targeting resources where they will have greatest impact.
- SIP requires refinement to ensure the school uses student achievement data and evidence that translate into targets and actions at the school and classroom level

*To what extent are students engaged and intellectually challenged in their learning and how do you know?*

### **Direction 2**

**Raise student achievement in mathematics, in the first instance, by implementing a whole-school approach to problem-solving and using higher order thinking skills, and monitor these using student achievement and perception data.**

- Risk taking, problem solving and critical thinking skills in students to be explicitly developed. Teachers to identify and implement effective strategies
- Consistent implementation of agreed strategies that targets “stretching” students
- Regular gathering and analysis of student perception data on developing powerful learners

*To what extent is assessment used to inform curriculum planning and instruction?*

### **Direction 3**

**In relation to the Australian Curriculum, ensure a consistent approach to goal-setting, assessment and moderation, and quality feedback, both to and from students.**

- Teachers to use assessment to provide feedback on their teaching.
- Teachers to use assessment to provide specific feedback. Identifying and sharing the next learning step for and with students
- Teachers to provide feedback against rubrics and identified success criteria
- Consistent, constructive and informative feedback to students is required to support learning
- Explore strategies to receive feedback from students as described in the TfEL framework

*How well does leadership facilitate the development of high quality curriculum planning and moderation, and quality feedback, both to and from students?*

### **Direction 4**

**Ensure the consistent implementation of curriculum and pedagogical agreements is monitored using the existing Performance and Development processes.**

- Maintain a consistent and coherent approach to student behaviour management and well being
- Increase understanding and links between current educational research with priorities in SIP
- Performance and development processes to have an increased focus on student achievement and pedagogies that will impact positively on individual student outcomes
- Introduce the learner management system, which will provide opportunities for PLCs to focus on student achievement through exploration of student achievement data
- ALL teachers to demonstrate evidence of TfEL strategies, including learning by design, formative feedback and learning intentions