
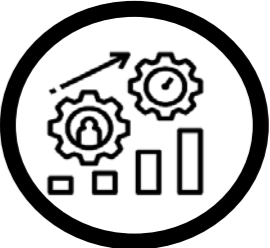





2020 EXPLICIT IMPROVEMENT

Priority	Focus Area	Our Teachers' Performance indicators	Our School's Performance indicators																																																	
HIGH IMPACT TEACHING 	Explicit Instruction <i>When teachers adopt explicit teaching practices they clearly show students what to do and how to do it.</i>	<ul style="list-style-type: none"> explains what students need to know and be able to do by the end of the lesson or unit uses worked examples to show students how to do something allows students sufficient time to practice what they have learned guides student practice by monitoring their work, giving feedback and providing help when it is needed reinforces the main points at the end of the lesson. 	<ul style="list-style-type: none"> Footprint on students work indicate HIT key concepts Evidence of developing teacher capability through staff meetings, PDP's, observations and Professional Learning Australian Curriculum general capabilities learning area content descriptions and elaborations: critical and creative thinking are evidenced in the whole school curriculum framework The language of Balmoral Blue Print is embedded in my practice 90% engaged in peer and administration observations 																																																	
	Metacognitive Strategies <i>Metacognitive strategies empower students to think about their own thinking.</i>	<ul style="list-style-type: none"> provides students with specific strategies to set goals, and monitor and evaluate their learning progress assists students to identify and use strategies that support them to achieve learning goals demonstrates how to use a particular metacognitive strategy in ways that make content knowledge more accessible, malleable and intriguing uses a variety of learning and assessment strategies to scaffold and personalise the learning process 		ALL YEARS																																																
	Collaborative Learning <i>Collaborative (or cooperative) learning occurs when students work together in small groups and everyone participates in a learning task.</i>	<ul style="list-style-type: none"> regularly sets group tasks and establishes ground rules about how groups operate explicitly teaches students to work as a team by assigning different roles within groups so that students take responsibility for particular aspects of tasks differentiates learning by assigning group content based on student readiness designs tasks that require sharing expertise and ensuring each student's contribution is valued by other students promotes interactions by organising students in flexible groupings in which group membership varies and may be based, for example, on friendship, mixed academic ability or common interests. 																																																		
	BALMORAL LEARNING TEAMS (BLTs)	<ul style="list-style-type: none"> I use my PDP to guide my development I use professional learning to improve my practice – through engagement in BLTs I can articulate how I have enhanced my pedagogy through feedback I collect and interrogate a range of evidence to reflect on my teaching practice I work collaboratively to guarantee high quality outcomes for all my students. My students demonstrate effective learning behaviours through PBL My students are challenged and I provide differentiated support to ensure appropriate levels of learning 	TARGETS <table border="1"> <thead> <tr> <th>NAPLAN</th> <th>Year</th> <th>Measure</th> <th>School Targets 2020</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Reading</td> <td rowspan="2">7</td> <td>%NMS</td> <td>98</td> </tr> <tr> <td>% U2B</td> <td>25</td> </tr> <tr> <td>9</td> <td>%NMS</td> <td>90</td> </tr> <tr> <td rowspan="3">Writing</td> <td rowspan="2">7</td> <td>%NMS</td> <td>85</td> </tr> <tr> <td>% U2B</td> <td>15</td> </tr> <tr> <td>9</td> <td>%NMS</td> <td>80</td> </tr> <tr> <td rowspan="3">Numeracy</td> <td rowspan="2">7</td> <td>%NMS</td> <td>95</td> </tr> <tr> <td>% U2B</td> <td>30</td> </tr> <tr> <td>9</td> <td>%NMS</td> <td>100</td> </tr> <tr> <td></td> <td>7-9</td> <td>% ↑Relative gain</td> <td>20</td> </tr> <tr> <td></td> <td>7-9</td> <td>% ↑Relative gain</td> <td>30</td> </tr> <tr> <td></td> <td>7-9</td> <td>% ↑Relative gain</td> <td>20</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Level of Achievement (LOA)</th> <th>% A-B</th> <th>55</th> </tr> </thead> <tbody> <tr> <td></td> <th>% C or better</th> <td>90</td> </tr> </tbody> </table>	NAPLAN	Year	Measure	School Targets 2020	Reading	7	%NMS	98	% U2B	25	9	%NMS	90	Writing	7	%NMS	85	% U2B	15	9	%NMS	80	Numeracy	7	%NMS	95	% U2B	30	9	%NMS	100		7-9	% ↑Relative gain	20		7-9	% ↑Relative gain	30		7-9	% ↑Relative gain	20	Level of Achievement (LOA)	% A-B	55		% C or better	90
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