



Improving Student Learning Outcomes 2017

Kennington Primary School bases its teaching and learning on the premise that every child matters and that every child can learn. Having high expectations is important in achieving better outcomes for all students. Kennington Primary School recognises that some students require different opportunities and supports in order for them to achieve their personal best.

Strategies for improvement at Kennington Primary School include:

- Literacy and Numeracy Plans developed annually. Content is driven by trends highlighted from NAPLAN results and other school based data sets (Early Years Interviews, moderation, teacher judgement, PAT test data etc.)
- Annual NAPLAN Improvement Strategy within the Literacy and Numeracy Plans based on the school's data trends
- School wide assessment scheduled revised annually. Content driven by trends highlighted from NAPLAN results and other school based data sets (Early Years Interviews, Teacher judgement, PAT test data, moderation etc.)
- Point of need teaching directed by year level moderation. Emphasis is on focused, precision teaching and assessment, based on current student needs, over a long period of time.
- Instructional models used to support effective teaching and learning. The Effective Lesson Model is used school wide to help increase student engagement and improve outcomes across the majority of curriculum areas. The Direct Instruction Model is used P-6 to support the teaching and learning of Mathematics.
- Expectation that staff are planning with clear learning intentions and success criteria and that students are able to articulate what they are learning and why
- Individual Education Plans developed for target group students e.g. PSD students, EAL students, Out of Home Care students, Aboriginal students, students with a diagnosed disability and students performing well above or well below the expected level.
- Expectation that planning documentation shows differentiation to cater for individual needs
- Expectation that planning documentation is consistent across grade level teams and that teams plan together
- Expectation that all staff at each grade level has knowledge of all students achieving above and below expected level. Discussion at PLT meetings - ongoing agenda item.

This Policy was ratified by School Council in June 2017.