Lockhart River State School

School Improvement Agenda
School Improvement

- FNQ Region-4 agenda items: Improving teaching; refining and embedding data based decision making; planning and accountability systems; connecting parents/caregivers with their children’s learning.
- Curriculum delivery
- Strategic Planning
- Use of data
- Coaching
- Professional Development
- Use of Data
- Quality Control
Essential Components

• Extending the top
• Removing the tail
• Setting Year level minimum rigorous benchmarks for all students.
• Ongoing monitoring of student achievement
Student Management

- SWPBS
- School Behavioural Policy...use of coloured card system
- Class reward system
- Whole of school reward system:
  - Attendance, uniform, behaviour, effort
- Building relationships
What the research says about an effective school

- Strong educational leadership
- High expectations
- Emphasis on time on task
- Safe and orderly environment
- Frequent evaluation of student progress
Expectations of Teachers

• Relationships....each child’s carer/parent will be visited/contacted at least once per term
• High expectations of all students
• Student encouragement and feedback is constant
• Presentation and handwriting
• Correction/marking student work, initialled and dated
• Classroom displays that change with units of work
• Classroom tone
• Teacher modelling of exemplary interpersonal skills
• Community engagement (being involved in community activities outside school)
• Use of ESL strategies in your teaching
The Leadership Team

• Showcases outstanding teacher practice on an ongoing basis to individuals and groups
• Is a knowledgeable resource on all areas of curriculum
• Gains the trust and respect of all their colleagues
• Takes into account individual teacher levels of experience
Classroom Expectations

• Working noise
• Listening skills
• Focussed learning
• Group work
• Explicit Instruction....Use of traffic lights, very obvious in classroom, constant referral.
• Environment ..classrooms neat/tidy/orderly
• Displays changed regularly supporting current learning.
Every Lesson Will Have

• Warm Ups

• I do

• We do

• You do

• Ploughing back/review

• Explicit instruction

• (refer to school model)
Literacy

• Setting minimum rigorous benchmarks
• Fast paced learning to manage the core curriculum
• Explicit instruction
• Revision and reinforcement
• Skills based
• Focus on Big Six: Oral Language, Phonological Awareness, Letter-sound Knowledge (phonics), Vocabulary, Fluency, Comprehension
• Focus on transferring knowledge to long term memory
Teacher Improvement

• High priority on planned staff professional development
• Coaching and feedback
• Mentoring
• IEP formal meeting with Principal once a term
  conversations around goal setting etc
• Ongoing monitoring of teacher achievement
Effective Classroom Practices

• Displays
• Bookwork
• Handwriting
• Student management
• Class tone
• Rapport
• Expectations
• Attendance...everyone’s business
Instructional Deficit

• The vast majority of students that fall behind at Primary School do so because of Instructional Deficit....they have not been explicitly taught the skills they require to be successful at school.

• It is essential that students pick up a skill base in the early years of school
How Will Lockhart River School Show Measureable Improvement?

• Instructional leadership
• Student Management/reward
• School Culture
• Curriculum Delivery/Pedagogy
• Whole school assessment strategy
• Teacher development
• Professional development
Change Management Through

- Clearly defined school vision
- Clearly defined process for implementation-coaching
- Use of data to measure continuous improvement
- Precise curriculum documentation
- Process for review and refinement
- Regular sharing of good practice in a team environment
- Teachers owning student learning