

---

---

## SCHOOL PROGRESS

**PRIORITY:** develop teaching and learning programs that challenge all students and offer all groups of students opportunities to achieve outcomes.

**OUTCOME 1** – The school improves student performance by taking appropriate action based on the analysis of quality data gathered about the standards of student achievement.

Recommendations from 2006 Report

- 1. That the school undertake Learning Area by Learning Area analysis of sub group data to establish the extent to which pedagogies and curriculum are appropriate for LBOTE students, and those from culturally diverse backgrounds.*
- 2. Data use is currently compartmentalized. If shared across departments it could be used to identify similarities and patterns, and can be used as a rich cache for whole school planning and decision making.*
- 3. That data sources are broadened to include more surveys and attitudinal assessments in some areas. These are effective where they are being used, providing valuable data on the range of factors that influence student performance.*
- 4. That target setting is undertaken at the whole school and the learning area levels.*

Data Sources: TEE, WSA, COS, Reporting, WALNA, MSE9

### Progress

Identification of subgroups for analysis of student performance

All Learning Areas responded to the recommendations above.

Identified groups included a wide variety of perspectives such as those based on:

Gender, Year Groups, Girls in ICT, Poor Attendance, Poor literacy skills, Disengagement, Aboriginality, LBOTE, Socio-economic status and Year 10 SAER group.

Support at the school level included Student Services, BMIS & Deputy support and BMAD funding was used to reduce class sizes in Year 8 & 9. A list of SAER students was developed by the Learning Assistance Coordinators and School Psychologist and this contained suggested strategies for each student (WALNA data is also included). In 2007, the school organised professional learning on writing IEPs and feedback indicated that this was viewed as valuable for teaching staff. Year Coordinators also monitor the progress of students. The school is engaged in the GP+ program. We finally managed to gain the services of an AIEO who added to our capacity to engage Aboriginal students. SSASS branch has given a whole school overview and addressed each of the Year 12 teachers of TEE or COS classes with a view to maximizing student performance in Year 12.

Evidence to support identification of needs of subgroups is available through a variety of sources. Teacher analysis of semester results and HODs' analysis of year group performance provides a wealth of information. Central analysis of this information is disseminated to all teachers for comparative data and to allow for further target/goal setting. Other evidence is collected from attendance records, moderation of assessment work, WALNA, the number of students reaching (and not reaching) the benchmark for Year 9, comparative achievement of girls and boys and other subgroups (included on analysis proformas) and use of MSE data to structure some classes. Some learning areas included validation from external sources (National Corporate Training) and various national competitions.

Target setting in Lower School focused on the achievement of the Year 9 benchmark for particular learning areas. However, some areas such as ICT identified targets such as Year 8 gender subgroups 50% at level 3. Other targets ranged from PD on reading strategies, peer coaching, scaffolding and modelling and using cooperative learning strategies. Year 10 SAER students had targets set as successful completion of Certificate I in Business and Information Technology. In Upper School, retention and participation were direct targets for increase but also noted was the necessity for increased liaison with stakeholders — that is, with students, employers, training