

Junior School is very proud of having a culture of ongoing improvement with high expectations for all students.

Whist always placing student welfare at the forefront of every decision, we also look to measuring academic performance to indicate how programs are progressing.

The My School website is often the first place that prospective parents visit to check academic standards.

The following table gives a broad view of the progress that has been made since significant changes to pedagogy and curriculum were introduced at Overnewton in 2011.

YEAR 3 NAPLAN RESULTS

	Reading	Writing	Spelling	Grammar	Numeracy
2011 OACC	421	426	408	426	401
2011 All *	416	416	406	421	398
2011 Difference	+5	+10	+2	+5	+3
2017 OACC	481	461	436	495	454
2017 All *	431	414	416	439	409
2017 Difference	+50	+47	+20	+56	+45

** Refers to all Year 3 students sitting NAPLAN test in that year*

To explain the more than tenfold improvement in Year 3 results in seven years, requires us to look at the teaching and learning practices that have been adopted.

The findings of Professor John Hattie were broadly accepted as strategies that would have the highest impact.

The following have been incorporated directly into the Junior School culture.

Overnewton Junior School teachers:

- Are clear about what they want their students to learn
- Adopt evidence-based teaching strategies
- Monitor their impact on students' learning, and adjust their approaches accordingly
- Actively seek to improve their own teaching
- Implement explicit instruction
- Offer feedback
- Teach metacognitive skills
- Teach problem solving skills.

MAKING THE LEARNING VISIBLE

In the Junior School, the learning is focussed on clear behavioural and cognitive goals and outcomes which are made 'explicit' or transparent to learners. This is an important methodology to use when students are learning the foundation English and Mathematics skills.

By explicitly stating the Learning Intention at the start of every lesson, all students know what they are going to learn and where they are heading. The written intention of the lesson is an anchor point on which to base feedback. Discrepancies between current student understanding and intended learning are reduced by the intention of the lesson being commonly understood.

CURRICULUM

All Junior School curriculum has been mapped against the Australian Curriculum with specific targets set for each year level.

In Reading, year level targets were adjusted to a higher standard and teacher training was delivered in current methodology.

The most significant change was the introduction of the THRASS (Teaching Hand Writing and Spelling Skills) approach. Spelling and literacy are acknowledged in Junior School as the cornerstones of education. If a learner cannot successfully read and spell words then they are less likely to succeed at formal learning. Skills and strategies for learning how to spell words and apply phonemic knowledge, are explicitly taught.

In Mathematics, a specific focus has been on developing increasingly sophisticated and refined mathematical understandings in fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Teachers have worked on developing clear links between the various components of mathematics. This has encouraged confident, creative users and communicators of mathematics who are able to investigate, represent and interpret situations relevant to being active citizens of the real world.

In Cross-Curricular studies, the curriculum is delivered through an inquiry methodology where students are empowered to exercise initiative in applying thinking skills critically and creatively to recognise and

