

approach complex problems, and make reasoned, ethical decisions. Through this method, they learn the process of research across a broad and balanced range of disciplines. Students are encouraged to become explorers, gatherers and presenters of information enabling them to develop the skills to explore concepts, ideas and issues that have local and global significance. They are then able to make connections and contributions and deepen their understanding through the perspective of their personal and cultural experiences.

STUDENT MONITORING

A significant focus of the past three years has been the analysis of data. Whilst extensive assessment of learning has been ongoing, the analysis of the information has been an area of professional growth for teachers. Teachers are now able to look at individual and group performance and identify any ‘gaps’ in learning. More importantly, the ‘value add’ to each student can be measured and goals set accordingly. The Junior School teaching staff now have extensive expertise in mapping the learning journey of their students and applying their skills in providing high-level learning experiences in each and every lesson throughout the day.

CLIL MANDARIN PROGRAM

The other major change to the learning has been the introduction of the CLIL Mandarin Program. The students have undertaken daily Science study with lessons taught using only the Mandarin language. The research that underpins the learning of languages at an early age leads to better problem-solving and listening skills, in addition to improving memory, concentration, and the ability to multitask. Children proficient in other languages also show signs of enhanced creativity and mental flexibility.

It is within this culture that the NAPLAN results (just one measure) have improved so markedly.

