## Priority

### 1. POWERFUL LEARNERS

**Leader – Wayne Jupe**

### Context

Research identifies the need for students to develop a wide range of skills in problem solving, creativity, communication and collaboration. The number of year 3, 5 and 7 students identified in the NAPLaN Literacy and Numeracy higher skill bands and retained in those high skill bands in subsequent NAPLaN testing is one piece of valid evidence to inform these trends.

### Objectives

- All students build capacity for deeper learning that is supported by improved teacher pedagogy.
- Year 3 Students identified in the high skill bands of the reading and numeracy aspects are retained in subsequent NAPLaN tests in increasing numbers and percentages.
- All students and teachers have a common understanding about the dispositions, skills and capabilities necessary for powerful learners.

### 2015 Smart Targets

1.1 Year 3-7 students demonstrate an improved capacity for deeper learning and this is supported through a survey tool recommended by the TfEL team.

1.2 Percentage of year 3 students (2011) retained in the reading and numeracy aspects high skill bands in year 7 (2015) NAPLaN is greater than the previous year and baseline.

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1.4 Each year level of students and their teachers agree to and publish an age-appropriate common understanding of the dispositions, skills and capabilities necessary for powerful learners.

### 2015 Process Target

- Professional development for teachers through the partnership focus on ‘collectively building on powerful learners developed in collaboration’ with the TfEL Pilot Vicky Bitzios.
- Professional development participation for teachers as part of a Professional Learning Community on June 3, June 24 and August 12 facilitated by Bev White and Louise Barker.