

Line of sight

Each learner

on track

to succeed

The most powerful predictor of future performance is a learner's current ability to work at or above DECD SEA V2

Year Level	Red Flags, Trajectories & Triggers for Action		Pedagogical Responses K - 12
Preschool	Preschool to school on entry assessment Use the AEDC domains to name the concern & talk 'up the chain' to other teachers	Developmental levels and preschool to school collaboration Early identification and pathways for children with Additional Health and Developmental Needs (AHDN)	<p>Early shaping of positive learning trajectories for children with AHDN where there is no formal diagnosis or not severe enough to meet diagnostic cut offs</p> <p>Skilled practitioners trained to use appropriate assessment materials e.g. PASM, SPA etc. & 1:1 clinical interview</p> <p>Intervention led by school wide and collaborative teacher teams</p> <p>Targeted Teaching: Explicit and systematic instruction and assessment</p> <p>Intervention Programs with evidence bases, e.g. Reading Recovery, Mini Lit, Multi Lit and Quick Smart</p> <p>School wide pedagogical frameworks</p> <p>Differentiated learning opportunities that personalize and extend each child's learning</p> <p>Embedding formative assessment</p> <p>Literacy and numeracy improvement cycle at the classroom level</p> <p>21C Capabilities</p> <p>Activating learner voice</p>
Reception	AEDC Vulnerabilities in Reception = lower NAPLAN performance at Year 7	Effective diagnostic assessment Universal screening of all children at school entry to identify children's individual learning needs and to differentiate the program Supporting children with additional needs in meeting demands of school, fitting in with peers and obtaining additional resources	
Year 1	Reading Level 13 as a cut point has strong predictive power over NAPLAN Reading at Year 3	Effective core instruction for all learners Individualized approach for students at risk, e.g. Additional challenge and/ or support for some identified students and intensive support for a few	
Year 3	NAPLAN High Band Retention – Know your learners and meet their needs	Ensure differentiation & rigor for all Additional challenge for HB Achievers Refer to NAPLAN High Band content charts & PAT Skill Charts by Band	
Year 5	Relationship between low NAPLAN achievement at Year 5 and low academic self-concept at Year 6 (MDI) EALD Levels	Visible Learning – Intentions, success criteria and feedback Acceleration of Language and Literacy Levels Wellbeing and dispositional data analysis Increasing importance of listening to the views of young people	
Year 7	Feeling good about the future begins to decline	Continuity of learning opportunities from Year 7 to 8 in Maths and Science	
Year 9	Positive identity dip from Year 6 to Year 9 NAPLAN Achievement dip for boys Relationship between attendance and SACE Completion	Learner data analysis and response Attendance Disposition and engagement Language and literacy levels Behaviour FLO	
Year 10	Loss of sleep, inability to concentrate and strain begins to spike up to Year 12 Relationship between Personal Project Completion and SACE	Pressure and support for Personal Project completion	
Year 11 - 13	SACE Completion rates and achievement levels	Back Casting – who did we lose? When and how? Preventatives?	