



CURRICULUM

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Provide (teach, assess and report on) all learning areas of the Australian Curriculum (AC)

Meet the minimum requirements for providing the AC

Three Levels of planning:

- Whole school plan
- Year level overviews
- Unit plans – proformas

ASSESSMENT

- Summative assessment used to gather evidence and to report on student learning and achievement against the achievement standard.
- Marking guide that uses the relevant achievement standard and assessable elements.
- Formative assessment used to monitor student progress to inform ongoing teaching and learning.

MODERATION

Use a whole school as well as cluster approach to moderation processes to align curriculum, pedagogy, assessment and reporting to ensure consistent judgements and accurate reporting against the achievement standard

REPORTING

Use the evidence of student performance in the student folio to make an on-balance judgement about the overall level of achievement. Student Assessment Folio – On-Balance Judgement Guide used at the end of each reporting period to determine overall achievement in each learning area.

PDSS DOCUMENTATION

- Whole School Curriculum, Assessment, Moderation and Reporting Plan
- Internal Assessment and Monitoring Schedule (Data Literacy Plan)
- Whole school programs
- PAT Reading (Early years)
- PROBE reading assessments
- PAT Writing (4-6)
- Spelling (Spelling Mastery)
- Phonics and Phonemic Awareness
- (PAT) Mathematics (years 1 – 6)
- SOR

EVIDENCE WE SEE:

- Detailed planning proformas
- Focussed conversations at different junctures (planning sessions, year level meetings, moderation)
- Alignment – planning, teaching, assessment and reporting
- Marking Guide for all summative assessment tasks
- Range and balance of consistent assessment
- Timely collection and collation of monitoring and diagnostic data to monitor learning and progress

THE LEARNER

IDENTIFY WHERE THE LEARNER IS IN THE LEARNING PROCESS

surface – deep – transfer learning. Gradual release of responsibility

SELECT AND EMPLOY HIGH YIELD TEACHING STRATEGIES:

- Explicit teaching
- Age -appropriate pedagogies – play-based, real life, life-like,
- Learning Intentions and Success Criteria
- Purpose for learning
- Activate prior knowledge
- Structuring lessons
- Worked examples
- Student goal setting
- Multiple exposures
- Questioning
- Feedback
- Metacognitive strategies
- Differentiated teaching
- Visible Learning
- Learning Walls
- Bump It Up Walls
- Graphic organisers

EVIDENCE WE SEE:

- Teachers who 'Know Their Impact' on students in terms of achievement and progress
- Embedded agreed practices
- Bump it Up walls and Learning Walls
- Learning Intention and Success Criteria visible
- Student goals

THE LEARNING

Inclusive environment

Use a whole school approach to differentiate teaching and learning to support all students to access, participate and progress through the curriculum.

Use assessment and reporting data to identify the diversity of year level cohorts, class groups and individual students.

Respond to identified needs of students by differentiating teaching and learning in all three levels of planning.

Safe, supported and inclusive learning environment

- Positive and supportive classroom environments
- PBL
- SEL – PAWS, TRP, Respectful Relationships

THE LEARNING

DIFFERENTIATION

- Understanding of and provision for diverse learners
- Identify and employ pedagogical practices to respond to student needs
- Provide tailored supports to ensure every student can: engage in learning; demonstrate what they know and can do; and access the learning environment
- Literacy and numeracy instruction prioritised
- Ongoing monitoring of student progress in literacy and numeracy is communicated to students and used to establish learning goals
- Document strategies for differentiation. Recorded in unit planning or in OS as a support provision/ICP

FEEDBACK

- Timely, effective and targeted feedback to students in a variety of forms that informs students:
 - a. How am I going?
 - b. Where am I going?
 - c. Where to next?
 - d. Who can help me get there?
- Use individual student achievement data to inform the next steps in learning
- Students receive feedback aligned to learning intention and success criteria
- Levels of feedback - task, process, self-regulation and self
- Self-reported grades including the use; Learning Walls, Bump It Up walls, student samples and marking guides

ENGAGE STUDENTS IN LEARNING CONVERSATIONS

- What are you learning?
- Why are you learning this?
- How will you know when you have learnt it?
- Do you have learning goals? What are they?
- What feedback have you received from your teacher?
- What do you do if you get stuck?
- How do you feel if you don't understand something? What do you do?

EVIDENCE WE SEE:

- Student Folio
- Literacy and numeracy continuum used to inform student learning goals / next steps in learning
- Student articulation of individual learning goals
- Students engage in conversations about their learning
- Students know their next steps in learning and progress made
- Teachers build relationships and trust with their students