



| Curriculum Intent <i>Is what we want students to know, understand, and be able to do</i> | Sequencing Teaching and Learning <i>The relationship between what is taught and how it is taught in order to maximise student learning</i> | Assessment <i>The evidence on which judgements about student learning are made in order to inform future teaching and learning</i> | Making Judgements <i>Teachers using standards to make evidence-based judgments in order to monitor and inform the next steps for learning</i> | Feedback <i>Information and advice provided by a teacher, peer, parent or self to improve learning outcomes</i> |
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| <p>We do... Teachers plan and deliver curriculum that aligns with:</p> <ul style="list-style-type: none"> P-12 Curriculum, Assessment and Reporting Policy Australian Curriculum Whole School Curriculum, Assessment & Reporting Plan C2C resource materials Queensland Certificate of Individual Achievement (QCIA) Guideline for Individual Learning Organisers (GIL) Registered certificate courses and transition pathways Individual Curriculum Plan (ICP), Personal Development Plan (PDP), Secondary Education & Transition Plans & QCIA Curriculum Plans Individual students needs determined through data collection & analysis | <p>We do... Teachers maximise student learning outcomes by:</p> <ul style="list-style-type: none"> Referring to the National Professional Standards for Teaching (AITSL) Reflecting on diagnostic data Referring to reports & recommendations from therapists & Guidance officer Identifying individual students' learning goals within ICP, PDP, SET Plan & QCIA Planner Understanding individual students' needs & prior learning Differentiating goals & lessons within scheduled C2C units Identifying an explicit teaching program by referring to the assessment & Guide To Making Judgement (GTMJ) (front ended assessment) Referring consistently to ACARA Achievement Standards, Content Descriptions & the General Capabilities Utilising VET & work training resources Developing community partnerships for authentic learning Maximising human & material resources to enhance learning programs Implementing focused semester, weekly and daily lesson plans | <p>We do... Teachers use assessment to provide valid information about student learning by:</p> <ul style="list-style-type: none"> Using the Whole School Curriculum, Assessment & Reporting Plan to deliver sequenced learning Aligning curriculum intent, teaching sequences & differentiated assessment with the achievement standards Sharing assessment tasks & tools within Sub School teams Using assessment: <ul style="list-style-type: none"> for learning - to use student progress to inform teaching at appropriate levels of the Australian Curriculum as learning - to inform students' future learning goals of learning - to assess student achievement against Achievement Standards & predetermined GTMJ | <p>We do... Teachers make evidence based judgements by:</p> <ul style="list-style-type: none"> Drawing on their knowledge & understanding of the Australian Curriculum, including the General Capabilities to understand the curriculum intent Engaging in professional conversations with HOCs & Sub School teams prior to the delivery of the unit of work Developing exemplars to share with students in the "I Do" phase of explicit teaching Using clear, specific criteria relevant to specific learning goals for all levels of learning Participating in authentic moderation processes | <p>We do... Teachers enact continuous, purposeful feedback to improve learning by:</p> <ul style="list-style-type: none"> Obtaining feedback from all data gathering to inform teaching & learning programs & teaching sequences Receiving feedback from admin, mentors & peers to improve teaching practice via class observations (WOW) Using self-reflection to improve teaching practices Using feedback from parents, students & data collection to develop appropriate ICP, PDP, SET Plans & QCIA goals Providing continuous instructional feedback to students to support their ongoing learning Using self-reflection & feedback from others to establish developing performance goals |
| <p>We use...</p> <ul style="list-style-type: none"> Current student data aligned with the schools diagnostic data plan Feedback from previous assessment data Monitoring tools Students' ICP, PDP, SET Plans & QCIA Planners ACARA Achievement Standards, Content Descriptions and the General Capabilities Sub School Unit Plans Differentiated learning goals & strategies dependent upon student's level of operation Authentic work place training Explicit learning goals & success criteria | <p>We use...</p> <ul style="list-style-type: none"> An adapted Explicit Teaching Model "I do, We do, You do" Success criteria in student friendly language All facets of a Balanced Literacy Model on a daily basis at appropriate levels for individual students YuMi Maths resources & pedagogies VET & work training resources & work placements in the community Engaging multi-modal lessons to support positive behaviour & student learning (visual tools, concrete materials, kinaesthetic experiences & ICTs) Modelling of multi-modal communication (e.g. Augmentative & alternative communication (AAC) & reduced language levels) Ongoing observations of students learning to adjust teaching strategies to facilitate student success WOW (Watching Others Work) to assist teachers reflecting on their practice & use of strategies | <p>We use...</p> <ul style="list-style-type: none"> Whole School Curriculum & Data Plans Diagnostic tools & C2C unit based assessment Front-ended assessment Monitoring tools (checklists, data sheets) Clear & explicit instructions to students on how they will be assessed Explicit student feedback to improve their learning Evidence & annotated work samples (video, photos etc.) collated into student digital folios Moderation processes within Sub Schools GTMJ to identify appropriate levels of achievement One School to record diagnostic data | <p>We use...</p> <ul style="list-style-type: none"> The Whole School Curriculum, Assessment & Reporting Plan The Australian Curriculum Achievement Standards GTMJs within SWD C2C units & school based GTMJ Clear & explicit instructions to advise students how their work will be judged Exemplars of assessment tasks within the teaching & learning cycle Success criteria to guide the students learning Multiple methods of collecting data for moderation rather than one assessment task | <p>We use...</p> <ul style="list-style-type: none"> Written, verbal, augmented & alternate communication (AAC) to provide feedback to students Instructional feedback at all points of the teaching cycle to support student engagement & improve their learning Formal reporting processes twice yearly to provide written feedback on students learning Parent/teacher meetings to review ICP, PDP, SET Plan & QCIA goals & progress Classroom observations (WOW) to receive feedback from peers & admin on our teaching practice Professional discussions at Sub School meetings to extend our knowledge of teaching strategies |
| <p>We see...</p> <ul style="list-style-type: none"> Student diagnostic data in One School & data walls Adapted Students With Disabilities (SWD) C2C unit plans Differentiated learning according to student data & level of operation (content, process, environment & product) Student centred planning informed by regular diagnostic assessment & ongoing monitoring of learning goals Students engaged in their learning within & beyond the school Timely individual feedback on each students learning HOCs & Specialists working collaboratively with class teachers to meet student's needs (e.g. OT supporting alternate pencil) Teachers engaged in professional discussion within & beyond sub-school teams | <p>We see...</p> <ul style="list-style-type: none"> High expectations of all students Explicit learning goals for individual students in all learning areas with corresponding success criteria Teachers using evidence based pedagogical practices relevant to student learning needs Individualised, student centred instruction and personalised feedback from teachers Communication accessible classroom environments which support communication needs for all students Data collected in multiple forms to assist with ongoing planning Student work & assessment with written anecdotal notes Teachers engaging in post observation pedagogical discussions & reflection on their practices with peers, HOCs, mentors | <p>We see...</p> <ul style="list-style-type: none"> Differentiated assessment tasks 5 point scale for all learners at 1c of the Literacy General Capabilities & higher in all learning areas (GTMJ) Teachers moderating evidence of learning against the GTMJs & Achievement Standards Planned use of diagnostic assessment tools Students receiving feedback about their learning Digital portfolios of student work Informed feedback about student achievement being relayed between school & families/stakeholders | <p>We see...</p> <ul style="list-style-type: none"> Teachers collating student work in all learning areas in preparation for moderation Moderation of multiple sources of evidence each semester to ascertain students' achievement against the GTMJ Teachers reflecting on the effectiveness of their judgements with peers & HOCs Teachers making informed decisions about individual students level of operation in the curriculum & their corresponding ICP goals Teachers engaging in feedback conversations with admin using evidence from data Teachers engaging in informed feedback discussions with parents & carers | <p>We see...</p> <ul style="list-style-type: none"> Teachers providing explicit feedback to students on their learning Teachers engaging in conversations with parents & carers to provide feedback on data gathering, individual student goals & student assessment ICP meetings to inform families where students are operating in the Australian Curriculum Teachers working collaboratively with families/stakeholders to form PDP, SET Plans & QCIA goals & identifying appropriate access to the Australian curriculum Teachers using feedback to improve teaching practices Teachers engaging in Sub School meetings & providing feedback on school practices Constructive professional conversations between peers & admin around best practice |