We do... Teachers plan and deliver curriculum that aligns with:  
- P-12 Curriculum, Assessment & Reporting Policy 
- Australian Curriculum 
- Whole School Curriculum, Assessment & Reporting Plan 
- CCC resource materials 
- Queensland Certificate of Individual Achievement (QCI) 
- Guidelines for Individual Learning Organisers (GIL) 
- Registered certificate courses and transition pathways 
- Individual Curriculum Plan (ICP), Personal Development Plan (PDP), Secondary Education & Transition Plans & QCA Curriculum Plans 
- Individual students needs determined through data collection & analysis 

We see... Teachers maximise student learning outcomes by:  
- Referring to the Australian Professional Standards for Teaching (APST) 
- Reflecting on diagnostic data 
- Referring to reports & recommendations from therapists & guidance officers 
- Identifying individual students’ learning goals within ICP, PDP, SET Plan & QCA Planner 
- Understanding individual students’ needs & prior learning 
- Differentiating goals & learning within scheduled CCC units 
- Identifying an explicit teaching program by referring to the assessment & Guide To Making Judgement (GTMJ) (front end of the curriculum) 
- Referring correctly to ACARA Achievement Standards, Content Descriptions & the General Capabilities 
- Using staggered VET & work training resources 
- Developing community partnerships for authentic learning 
- Maximising human & material resources to enhance learning programs 
- Implementing focused semester, weekly & daily lesson plans 

We use...  
- Whole School Curriculum & Data Plans 
- Diagnostic tools & CCC unit based assessment 
- Peer-led 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 

We use...  
- The Whole School Curriculum, Assessment & Reporting Plan 
- The Australian Curriculum Achievement Standards 
- GTMJ’s within SVC CCC units & school based GTMJ 
- Clear & explicit instructions to advise students how their work will be judged 
- Examples of assessment tasks within the teaching & learning cycle 
- Methods to guide the students learning 
- Multiple methods of collecting data for moderation than one assessment task 

We see...  
- Student diagnostic data in One School & data walls 
- Adapting Students With Disabilities (SWD) CCC units plans 
- Differentiated learning goals & strategies dependent upon student’s level of operation 
- Authentic workplace training 
- Explicit learning goals & success criteria 

We use...  
- 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 
- YAM-Maths resources & pedagogies 
- VET & work training resources & workplace placements in the community 
- Engaging multi-modal practices to support positive behaviour & student learning (visual tools, concrete materials, kinesthetic 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 

We see...  
- 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, IOCs, mentors 

We use...  
- The Whole School Curriculum, Assessment & Reporting Plan 
- The Australian Curriculum Achievement Standards 
- GTMJ’s within SVC CCC units & school based GTMJ 
- Clear & explicit instructions to advise students how their work will be judged 
- Examples of assessment tasks within the teaching & learning cycle 
- Methods to guide the students learning 
- Multiple methods of collecting data for moderation than one assessment task 

We see...  
- Teachers collaborating 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 & 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 

We see...  
- 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 within the Australian Curriculum 
- Teachers working collaboratively with families/stakeholders to form PDP, SET Plans & QCA 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