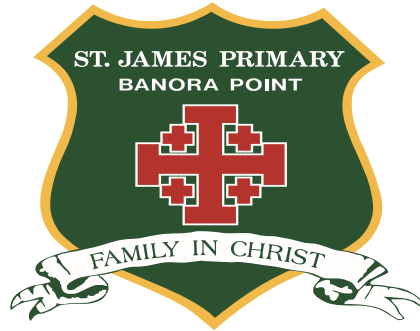


# **ST JAMES PRIMARY SCHOOL BANORA POINT**



## **LEARNING AND TEACHING POLICY & PROCEDURES 2019**



**Date issued: December 2019**

**Date to be reviewed: December 2020**

## **RATIONALE:**

Learning and Teaching is an integral part of the life of the school. Underpinned by the Catholic Faith, students are intentionally provided with learning experiences which invite them to look more deeply at particular content or issues in order to explore the Catholic Worldview.

At St James we believe that every student is entitled to a curriculum that equips them with the following capabilities:

- critical thinking and problem solving skills
- creativity and innovation
- effective communication skills - written and oral
- collaboration skills
- self-directed lifelong learner
- agility and adaptability
- initiative and entrepreneurship
- accessing and analysing information
- curiosity and imagination.

## **UNDERPINNING THE SCHOOL EDUCATIONAL PROGRAM**

### **MISSION**

The mission of St James School Community is to work in partnership with the family, Parish and wider community to:

- Provide a safe, dynamic, caring environment, based on the Gospel values and centred in Christ.
- Promote and implement quality teaching and nurture holistic and life-long learning.
- Foster the Catholic story with its rituals, teachings, heritage and traditions.
- Raise awareness of local and global issues and our responsibility to act with justice and compassion.
- Empower each other with hope for the future, resilience and optimism in embracing change.

The heart of St James mission is to engage in quality learning and teaching, and celebrate the Good News of Jesus so that the vision is lived.

## VISION



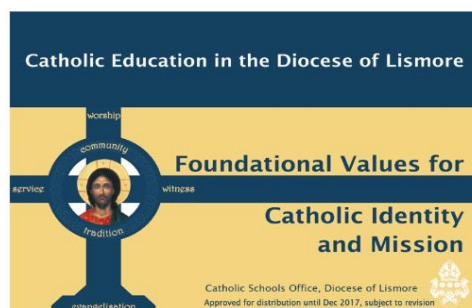
*“I have come so that you may have life – life in all its fullness.”  
(John 10.10)*

St James School strives to be a Christian family centred around Jesus and his teaching. The Catholic Identity and tradition of the school therefore will be characterised by Christian attitudes, values and practices in a welcoming and caring educational environment.

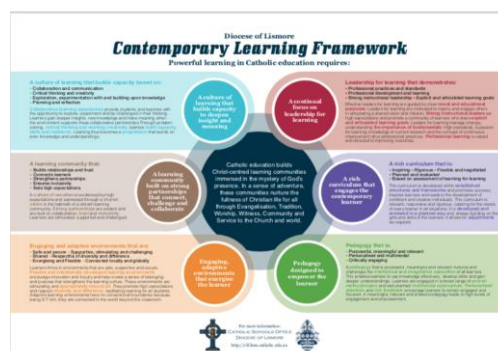
Personal growth and the pursuit of learning within the Catholic context will be nurtured, promoted and celebrated in partnership with parents, pastors, parish and the wider community.

## DIOCESE CENTRAL FAITH STATEMENT & FRAMEWORKS

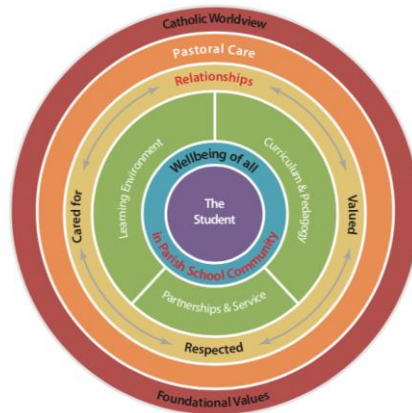
Catholic education builds Christ-centred learning communities immersed in the mystery of God’s presence. In a sense of adventure these communities nurture the fullness of Christian life for all through Evangelisation, Tradition, Worship, Witness, Community and Service to the Church and world.



The Contemporary Learning Framework (CLF) provides direction to support parish school communities in the integration of faith, life and culture. The CLF is a shared and agreed statement of what we value and believe about learning.



The Pastoral Care Framework provides a broad overview of the dynamic, interrelated nature of pastoral care including key dimensions that shape the human dignity and support the wellbeing of every member of the school community.



### Parish School Improvement Plan (SIP)

The School Improvement Plan is based on a philosophy of self-evaluation and reflection. Through discussion and discernment using the BCC Methodology the school community will develop an annual plan and SMART goals that reflect the aspirational objectives to be achieved within schools that is observable and measurable. Key areas are:

- Catholic Identity and Mission
- Pastoral Care Wellbeing
- Teaching and Learning
- Parent Partnerships
- Leader Formation Mission

### System Registration Monitoring

The Catholic Schools Office is the approved authority for St James Primary. Consequently, the CSO has the responsibility for ensuring compliance with all legislative and educational accountabilities, both NSW, Australian Government and Diocesan requirements. There is a range of strategies in place to ensure system compliance and continuous improvement toward a quality educational program. These include cyclic system compliance audits, Quality Assurance and feedback and school visits.

### Guiding Documents

The components of the school educational program are guided by the Registration and Accreditation requirements detailed in the Registration Systems and Member Non-Government Schools (NSW) Manual, produced by the NSW Education Standards Authority (hereafter referred to as 'the Authority'). The School Educational Program is informed by The Education Act (1990), NSW Government. The following documents address components of the Act:

- Catholic Education in The Diocese of Lismore, Foundational Values for Catholic Identity and Mission (2016)
- Diocese of Lismore, Catholic Worldview Permeation Statement
- Catholic Education in The Diocese of Lismore, Contemporary Learning Framework
- Pastoral Care Framework
- K-10 Curriculum Framework, NSW Education Standards Authority (NESA)
- K-6 Syllabuses (NESA)
- K-6 Religious Education Curriculum (Archdiocese of Sydney, 2006)
- Guidelines for developing a Quality School Educational Program, Diocese of Lismore

## Registration/Compliance Requirements

### Overview

As a registration requirement all staff teaching the School Educational Program must include the following evidence of compliance for each calendar year of the current registration cycle:

- timetables for each Year/class showing the allocation of time and teachers for each KLA
- the scope and sequence of learning/units of work in relation to outcomes of the Authority's syllabus for each KLA for each Year
- resources and equipment available for each KLA
- an assessment plan indicating how students' performance in each KLA is assessed, monitored and recorded
- an overview of the process for reporting student achievement evidence relating to the quality of teaching and student learning.

For each calendar year, the school must maintain for each year/class, until the end of that calendar year:

- teaching programs for each unit of work that correspond to those identified in the scope and sequence of learning/units of work
- 3 student work samples from each KLA including assessment criteria ie rubric, grade awarded and teacher feedback that relate to the teaching program for that year.

Registration Systems & Member Non-Government Schools (NSW) Manual, January 2017, Section 5.3.

The Quality of the Educational Program will determine whether the requirements of the Act relating to the courses of study. The Act requires that the Authority assess the quality of the educational program, with particular focus on:

- evidence relating to the quality of teaching and student learning.

**Note: *There are additional elements that form the Authority requirements for meeting quality teaching and student learning. These can be found below or on the My Compliance site.***

## Timetables

Timetables for registration requirements are representative of the learning scheduled to occur for a Year/Class. The following elements are required to be clearly reflected on all timetables:

- year/class, term, calendar year
- key times through the day (commencement, start and finish of break times, end of day)
- duration of each scheduled KLA or Additional Activity
- name of teacher responsible for the class during each scheduled KLA or Additional Activity.
- The KLA name should appear on the timetable. E.g. English not “spelling” or “guided reading”.
- Sport can be included in the time allocation for PDHPE if there is evidence of PDHPE outcomes being addressed and assessed through the sport activities. If there is no evidence of this within teacher programs, sport is considered to be an Additional Activity for the purposes of timetabling.
- Definition of Year/Class - here the term Year/Class is used the following guidelines apply:
  - If the document in question is common to the Year or there is only one class in the Year, it may be provided at Year level - If the document in question is different for each class in the Year, it must be provided at class level - In the case of multi-year (stage class) the applicable Years should be reflected in the title e.g: 5/6 - In the case of multi-year (stage class), and in the case of many documents specific to the multi-year, each stage is required to be included e.g: Stage 2 and Stage 3 outcomes.

## NSW Education Standards Authority advice on minimum KLA hours

Key Learning Area	Proportion of Time	NESA Time in Hours (based on 25 hour week)	St James Time in Hours
RE	10%	2.30 hours	2.30 hours
English	25-35%	6.25 – 8.75 hours	7.30 hours
Mathematics	20+ %	6.25 hours Lismore Diocese (75mins per day)	6.25 hours (75mins per day)
Science & Technology	6-10%	1.5 – 2.5 hours	1.5 hours
History & Geography	6-10%	1.5-2.5 hours	1.5 hours
Personal Development, Health and Physical Education	6-10%	1.5-2.5hours	1.5 hours
Creative Arts	6-10%	1.5 – 2.5hours	1.45 hours
Additional Activities	20% inclusive of 10% allocated to RE	2.5 hours e.g. sport or debating, or work done to expand the curriculum etc.	2.5 hours e.g. sport or debating, or work done to expand the curriculum etc.

## Scope and Sequence of Learning

A Scope and Sequence is the first step in designing effective teaching and learning programs. It summarises what is to be taught and the sequence in which it will be taught.

**SCOPE:** What is being taught (syllabus outcomes and content) and the context in which it is being taught (units).

**SEQUENCE:** Who it is being taught to (Year/Stage) and when in the calendar year that it occurs (by term).

The development of a Scope and Sequence of Learning is a structured, collaborative process. The Scope and Sequence must be in place and outlines the learning for the entire year. The Scope and Sequence should be evaluated and modified on a regular basis in line with student needs and the learning and teaching program so that the two documents align. Generally, a subject Scope and Sequence plan for a year should be captured on a single page and in place at the commencement of the school year.

Elements of a scope and sequence must include:

- School, KLA, Title of each unit, Year, Calendar Year
- duration of each unit
- Catholic Worldview
- syllabus outcomes included in each unit (these are commonly represented by outcomes codes)
- any specific-subject requirements (for example, text requirements)
- AFL, AOL, AAL

### Subject Specific Advice

The Scope and Sequences for the following subjects should include:

**RELIGIOUS EDUCATION:** Where applicable, adjustments need to be made to accommodate for sacramental instruction.

**ENGLISH:** The types of texts studied during the unit to illustrate how syllabus requirements are met for Kindergarten to Year 6.

### Process for developing a Scope and Sequence of Learning

Whole School	Stage	Year/Class
School determines the content of the Scope and Sequence of Learning. <b>Consider:</b> How the sequence of learning – outcomes/content will flow across the school (K-6) then stages Catholic Worldview Permeation English - quality literature-focus texts Additional elements that will be included in all Teaching and Learning Programs	Read the Stage Statement and/or Foundation Statement for the KLA. <b>Consider:</b> How the sequence of learning – outcomes/content will flow across the stage Catholic Worldview Permeation Contribution of other KLAs Contribution of Cross Curriculum Priorities Shared resources	Revisit the Stage Statement and/or Foundation Statement for the KLA. Read the syllabus rationale to ensure a clear understanding of the scope and focus of the KLA. Map outcomes or units and Catholic Worldview focus into the Scope and Sequence <b>Consider:</b> Complete the outcome and unit mapping to ensure all outcomes are covered as per KLA requirement



## Learning and Teaching Programs

In Australia, ACARA on behalf of the States creates the curriculum. The Educational Standards Authority (NESA) aligns these curriculum documents to apply in NSW. Under the Non-Government Schools Manual, it is the responsibility of the Lismore Catholic Schools Office to ensure these are implemented. Schools in the Diocese of Lismore use a common Curriculum Design Model (CDM). The CDM helps teachers to tailor the curriculum to meet the needs of all learners in Catholic schools and to ensure the quality of the school educational program.

### Program Builder

The CSO has created templates on the NESA Program building site for school use. The CSO templates include the required CSO unique features along with the adjustment column adjacent to the learning and teaching column. A cheat sheet to show you how to access these is in our BPP file under p and is available at:

[https://drive.google.com/drive/folders/1xB-iHFQ\\_rs9xwi91D2N\\_M4FoscDiR8NX](https://drive.google.com/drive/folders/1xB-iHFQ_rs9xwi91D2N_M4FoscDiR8NX)

### **Learning and teaching programs are a compulsory professional requirement of all teachers providing a record of planned learning experiences.**

The relationship between curriculum, assessment and reporting is fundamental. In the Diocese of Lismore, the Curriculum Design Model is informed by the Understanding by Design (UbD) model of curriculum planning (Wiggins & McTighe, 2006). UbD is a tool for educational planning that emphasises 'teaching for understanding'. The emphasis is on 'backward design', the practice of looking at the Cross Curriculum Priorities and General Capabilities, Learning Across the Curriculum Content, Stage Statements and Outcomes, in order to design learning for all students. Professional Learning Communities decide on what is at the heart of the content, what are the big ideas and enduring understandings that supports lifelong learning. This is called the agreed curriculum.

**Essential learning** refers to the critical knowledge, skills and understandings each student acquires as a result of planned learning sequences. In order to become lifelong learners, students explain, interpret, apply, have perspective, empathise and have self-knowledge about a given topic.

### **Learning and Teaching programs are:**

- based on syllabus outcomes and include a variety of teaching, learning and assessment activities, strategies and resources to address the learning needs of all students
- flexible and dynamic documents that change in response to student learning needs, school context, teacher evaluation and feedback
- include adjustments for students with special education needs
- reflect our Foundational Values for Catholic Identity and Mission
- include CSO priorities (see below)
- a record of the how syllabus requirements are met



**In accordance with the Authority requirements, the key elements in the learning and teaching program for each KLA and the units that make up the program are:**

- unit title, description, stage or year, duration
- syllabus outcomes
- range of relevant syllabus content
- integrated teaching, learning, differentiation and assessment
- subject-specific requirements
- resources
- reflection and evaluation
- adjustments for students with special education needs, where appropriate
- registration against the content.

**System mandatory requirements in addition to the above:**

- inclusive of Catholic Worldview Permeation underpinned by the Foundational Values for Catholic Identity and mission
- connected to the Contemporary Learning Framework
- integration of the 4 Critical Questions of Learning and Big Ideas/Guiding Questions
- reflective of the Diocesan English and Mathematics Block and inquiry UbD

### **Resource List- Compliance**

Resource lists are part of the KLA program and should include resources that enable the outcomes of that KLA to be addressed. They can be reasonably general in nature, for example 'concrete materials for counting' in Mathematics is sufficient rather than listing counters, blocks, paddle pop sticks etc. Similarly, 'factual websites' in Science and Technology will cover a range of sites that are accessed irregularly as will 'age-appropriate picture books' in English. However, where a resource is vital to the delivery of a particular unit of work, or is used on a regular basis, it should be specifically listed; for example, when learning about Australian Ballads, specific poem titles should be listed. Focus texts should be included on the Scope and Sequence of Learning.

### **Student Work Samples**

The Common Grade Scale is used to report student achievement. The Common Grade Scale describes performance at each of the five grade levels (A-E). Awarding grades requires the informed professional judgement of teachers as they match student achievement to grade descriptions.

Teachers need to have confidence in their professional judgement, be convinced of the evidence and be accountable for each student's grade. This is achieved by the Consistent Teacher Judgement process which includes moderation of work samples. Moderation occurs when teachers compare work samples for their students with samples aligned to grades A to E from the Assessment Resource Centre (ARC) site and participate in assessment moderation processes in school based PLTs.

Teachers make a professional judgement about each work sample based on their knowledge and their experience of teaching students in that subject area at that stage. In doing this, teachers look closely at the syllabus outcomes and content for the stage, and at the descriptions in the Foundation Statements (K – 6) or Stage Statements (K – 6) of the nature and scope of learning in that subject area. When a teacher uses the scale to allocate a grade at points other than at the end of a course or a stage, the teacher is making a judgement taking into account the knowledge, skills and understandings to date.

The Authority requires a minimum of three work samples for each class for an assessment event from each KLA. These samples will be from the calendar year. The work sample will include the assessment task, marking criteria(rubric) with teacher feedback.

## **PRINCIPLES FOR EFFECTIVE PROGRAMMING**

### **Differentiated programming**

Differentiation is employed at different lesson points to cater for the broad range of student learning needs. Student differences may influence how they respond to instruction and how they demonstrate what they know, understand and can do. Individual differences may include:

- cognitive abilities, including students' current level of understanding and ability in relation to a particular topic or skill
- prior learning experiences
- learning styles and preferences
- motivation and engagement with learning
- interests and talents.

Through differentiated planning and programming, teachers can consider students' varying abilities, learning styles, interests and needs.

### **What is differentiation?**

Differentiation is a targeted process that involves forward planning, programming and instruction. It involves the use of teaching, learning and assessment strategies that are fair and flexible, provide an appropriate level of challenge, and engage students in learning in meaningful ways. Differentiated programming recognises an interrelationship between teaching, learning and assessment that informs future teaching and learning.

### **Differentiated programming:**

- provides teaching, learning and assessment for learning experiences that cater for the diversity of learners so that all students can learn effectively
- provides alternative methods and choices for students to demonstrate their knowledge, understanding and skills
- considers what resources and stimulus materials will assist students
- includes a range of activities and resources appropriate for students with different learning needs and levels of achievement
- promotes flexible learning experiences and encourages students to work at their own pace to develop their knowledge, understanding and skills
- monitors student learning over time using evidence of student achievement to guide future teaching and learning opportunities
- considers how individualised feedback to students can help identify student strengths and areas for improvement.

### **Differentiated programming provides students with opportunities to:**

- demonstrate, in different ways, what they know, understand and can do at different points of the learning cycle
- discuss with their teachers their preferred learning style and new ways of learning
- explore, experiment and engage with the concepts and principles underpinning what they learn
- develop higher-order thinking and creative and critical thinking skills.

### **How can teachers differentiate?**

Most students will participate fully in learning experiences based on the regular syllabus outcomes and content. Some students may require additional support or adjustment to teaching, learning and assessment for learning activities.

Teachers can differentiate learning experiences to meet the learning needs of students by considering the following:

Teachers may differentiate the delivery of content where appropriate, and include a range of resources to support student learning.

### **Differentiation strategies may include:**

- curriculum compacting
- providing key vocabulary
- developing individual learning goals
- including learning centres to facilitate guided or independent learning
- providing a variety of stimulus materials in a range of mediums

Teachers may differentiate the teaching and learning process by making modifications to instruction and student groupings

**Differentiation strategies may include providing opportunities for:**

- tiered and levelled activities
- interest centres
- learning contracts
- problem-solving and challenge-based learning opportunities
- open-ended questioning
- group and independent study

Teachers may differentiate the product students use to demonstrate their learning based on their preferences, interests and strengths.

**Differentiation strategies may include providing opportunities for:**

- collaborative and individual learning
- project-based work
- student choice
- teacher/student dialogue around learning activities.

Teachers may differentiate the learning environment by considering the physical, virtual and social context where learning takes place.

**Differentiation strategies may include consideration of the:**

- structure and organisation of the classroom, including class routines
- ways students interact with and work with others by providing opportunities for individual, collaborative and whole class group work.

Teachers can differentiate assessment experiences by making **adjustments** to and modifying assessment for learning activities for individual students or a group of students to cater for:

- different learning needs
- a range of learning styles and preferences.

**What are Adjustments?**

Adjustments are made and recorded for students whose learning needs cannot be catered for through planned differentiation. Teachers may need to make adjustments to teaching, learning and assessment practices for some students with special education needs, so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. The types of adjustments made will vary based on the needs of individual students.

**Allied Health Professional Protocols**

Visiting Allied Health Professionals – please refer to Anne Nethery.

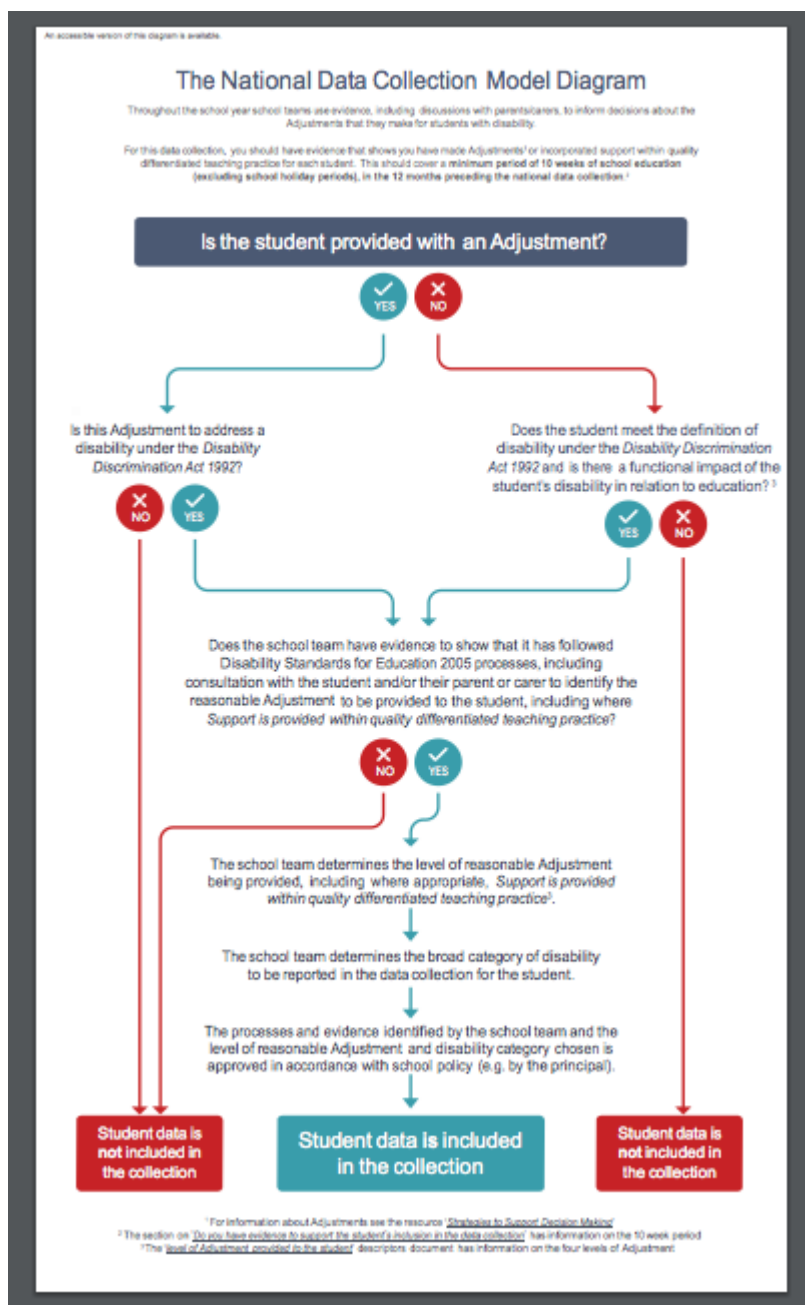
## **Personalised Plans and Student/Learner Profiles**

Legislative and accountability requirements along with system and school initiatives require the development and maintenance of school wide Personalised Plans and Student/Learner Profiles. Personalised Plans are shared with parents. Student/Learner Profiles provide additional information about a student and their learning and are determined by the school.

1. Students with a current overall Substantial or Extensive adjustment will require goals and may require a modified school report.
2. Students with an overall adjustment level of supplementary will only require 1 formal meeting to discuss specific adjustments and related strategies. This meeting may be an extension of the Term 1 parent/teacher meeting. Students with an overall level of substantial will require 2 formal meetings and those with overall Extensive adjustment will require 4 meetings. These meetings are to be recorded on the PP.
3. The cluster Inclusion Officer is required to be present for at least 1 meeting for those students requiring overall substantial adjustments and 2 meetings for requiring overall Extensive adjustments.
4. All adjustments must be recorded on curriculum programs in the adjustments column.
5. All PP's must be up to date and the level of need must be accurate for the August census (date to be confirmed by the Additional Needs Teacher each year).

**Link to access the Student Personalised Plans database is as follows:**

<https://netid.cecnsw.catholic.edu.au/#/login>



### Students for whom Personalised Plans may be developed include:

Learner	Plan	Action
Students with a Disability	Personalised Plan	Required by CSO
Aboriginal and Torres Strait Islander students	Personalised Learning Plan	Required by CSO
Students who are New Arrivals	Personalised Plan – linked to ESL/EALD Scales	Required by CSO
Students for whom English is an Additional Language or Dialect	Personalised Plan – linked to ESL/EALD Scales	Required in consultation with ANT
High Potential Learners	Personalised Plans	Required in consultation with ANT, AP, LOP
Students with a range of diagnosed health, sensory, mental health, behavioural needs	Personalised Plan	Required in consultation with ANT

## Response To Intervention (RTI)

### What is RTI?

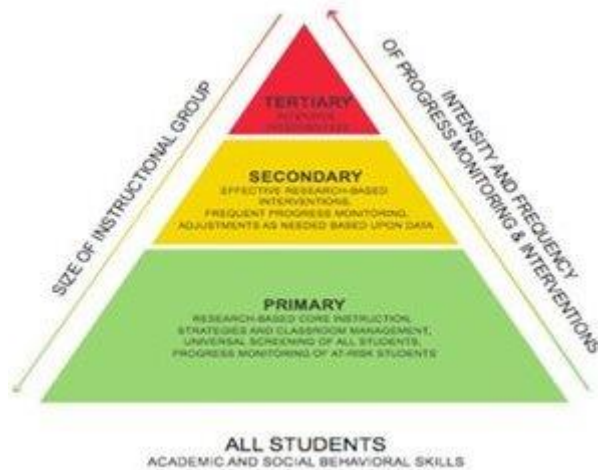
It is a whole of school documented response for students who have not met the school learning targets after accessing quality differentiated first teaching. It is a tiered response that has 3 elements beginning with quality differentiated first teaching intensifying to small group, and when required individualised targeted teaching. It is a High Yield Strategy.

The Response To Intervention (RtI) Model. This model suits the educational requirements and contexts of schools in the Lismore Diocese and is characterised by: (Tier 1) Quality Teaching and Learning - The most effective educational input for all students is quality learning and teaching that begins with the adoption and use of an evidence-based curriculum, grounded in research and proven instructional methodologies. Regular, periodic assessment for and of learning will identify learners who require additional time and support in the core instructional time. Students who have not met the learning goal after accessing quality differentiated teaching and learning may then access planned small-group intervention (Tier 2) and when necessary a more individualised intervention (Tier 3). At St James we consider the timing of Tier 2 and 3 interventions, as it may be counterproductive to remove students from quality teaching and learning experiences. Interventions should supplement, not replace quality teaching and learning. Consideration is given to ensuring appropriately skilled personnel are implementing tier 2 and 3 interventions.

**Tier 2** – Increasingly tailored instruction is implemented with an evidence base, to remediate or accelerate learning, delivered 3 to 5 times per week. The size of the instructional group is reduced, the amount of explicit instruction, deliberate practice and Effective Intervention Primary 3/1/2018 pg 3 of 5 assessment is increased. The intervention exists for a predetermined period of time sufficient to allow for the explicit, predetermined learning goals to be achieved. The intervention addresses the outcomes and content that is being taught to the whole class, either to support students to access this part of the curriculum or to support students who are working beyond the understandings, skills and knowledge that is being explored by the whole class.

**Tier 3** – Diagnostic assessment leading to targeted intensive instruction with an evidence base, delivered 3 to 5 times per week, that is explicit for the student or students who have not responded to initial tier 2 intervention or early intervention. The content is highly specific to address the targeted need, a predetermined entry/exit point exists, student progress is monitored daily which is reflected in the intervention. A small number of students across a school access tier 3 interventions. Students with a disability who have not reached their Personalised Plan goals require a similar tiered intervention approach.





## Why RTI?

To provide specific students with enhanced opportunities to learn, possibly including, but not limited to, additional time exposed to the essential aspects of the curriculum in small groups (3-6 students), or individually. To provide equity of access to essential aspects of the curriculum. To establish a collaborative, consistent and articulated whole of school approach.

## What are the key elements?

RTI is part of a whole school approach to learning

- It provides intensive and differentiated support at the point of need
- Resources support the tiered responses to intervention
- Appropriately skilled personnel are implementing Tier 2 and 3 interventions
- The intervention exists for a predetermined period of time sufficient to allow for the explicit, predetermined learning goals to be achieved
- Increasingly tailored instruction based on evidence informed practices and requires planning, tracking and monitoring for progress

## Intervention Plan Data Recording

- The storage and maintenance of Personalised Plans and Student/Learner Profiles is managed Schoolworx and the CEC NSW site
- Adjustments are noted in all Year level teaching programs
- Collection of data as per the assessment schedule is uploaded onto the CSO website by learning space educators

Whole school Assessment Schedule can be found at : [Whole School Assessment Schedule](#)

The whole school RTI plan can be found at : [RTI Plan](#)

## Intervention Cycle at St James

- The School's Additional Needs Teacher will update teachers with any changes regarding student's Personalised Plans and the NCCD
- During Term 1 any student on a Personalised Plan is sent home a questionnaire for the parents to complete. This questionnaire allows parent involvement in their child's PP. Along with the questionnaire there is a letter reminding the parent or guardian that their child will be included in the NCCD
- Twice a year the School Principal sends out information to all parents informing them about the NCCD and their right to be able to opt out
- Any new students with an identified disability will be assessed by the ANT upon arrival according the St James assessment schedule
- Teachers are to follow the CASL Student Referral Process
- At any stage where a Personalised Plan is deemed necessary, it is the duty of the class teacher to discuss this first with the ANT and parents or guardians of the student before proceeding
- The allocation of support for all Tiers of Intervention is based on student need informed by data

## Student Referral to CASL Process

### What is CASL? (CASL)

An inquiry cycle to discover the relationship between teacher practice and student performance through the use of student work samples

### Why CASL?

To focus on the direct link between teaching practice and student learning. To contribute to a culture of collaborative inquiry. To focus on the individual through a case management approach

### What are the key elements?

- Teachers remain focused on the evidence
- The process of CASL is part of a whole school focus that develops teacher practice and inquiries into the impact on student learning
- Intensive and intentional focus on teacher practice
- Encourages openness and sharing of practice with a focus on teacher quality

### What actions are involved?

**Phase 1** Teacher presents student work sample and gives a brief description of the type of work sample and puts it in context. Participants review the work sample silently.

**Phase 2** CASL members describe in turn: What do you notice about the student work? | What should the student know and be able to do?

**Phase 3** Teacher presents comments on the student work and responds to questions. Share insights from surprising or unexpected comments.

**Phase 4** Set a SMART goal. What does the teacher want the student to achieve? Set a suitable time frame; How will we measure success? CASL is a High Yield Strategy. High Yield Strategies are proven practices and processes that identify and evaluate the impact of teaching on student progress. How will we know what success looks like?

**Phase 5** Based on the discussion of the student's performance, teachers suggest next-step strategies for the student?

To book a CASL meeting please use the google doc:

[https://docs.google.com/document/d/1lorR7iqYMP6-aLxPtU8bC\\_hD5aFocoeoMCPMa6gk/edit](https://docs.google.com/document/d/1lorR7iqYMP6-aLxPtU8bC_hD5aFocoeoMCPMa6gk/edit).

## ST JAMES EDUCATIONAL PROGRAM

At St James the educational program is considered a living document that evolves and changes to;

- continually reflect the engagement with data that identifies the needs of the learner
- address the context of our school, local, national and global communities
- demonstrate engagement with school wide improvement processes
- reflect changes in research proven teaching methodologies
- reflect the cycle of professional learning, reflection and evaluation of current teaching practice.

## Curriculum, Pedagogy, Assessment and Reporting at St James

At St James we **operate** in highly collaborative 21st Century Flexible Learning environments where the relationship between curriculum, pedagogy, assessment and reporting is fundamental to the educational program at St James.

### Curriculum

Is essentially a design, or roadmap for learning, and as such focuses on the knowledge, skills and understandings that are important to learn (Australian Curriculum (NSW), NESA syllabus documents).

At St James;

- we **adopt** and **deliver** a curriculum that fosters deep learning and supports collaboration, communication, critical and creative thinking and problem solving in the context of the Key Learning Areas of the curriculum (K-6 Syllabuses - NESA), the Inquiry Model (Kath Murdoch) (refer Appendix 1) and 21st Century Skills (refer Appendix 3)

- **use** the Understanding by Design (UbD) model of curriculum planning to plan quality units of work (Wiggins & McTighe, 2006)
- **permeate a Catholic Worldview** into all Key Learning Areas in an authentic manner.  
At St James Learning and Teaching programs are housed on the Bpp drive under teacher, then p for programs under the current year and Year level. By the end of each Term all programs must be signed off, dated and include professional reflection and evaluation by **all Year level teachers**.
- **use NAPLAN strategies** and current research strategies
- We are a **Visible Learning School** therefore, Learning and Teaching programs at St James will include evidence of the Visible Learning Framework e.g. this will include WALT and thinking around SC using the SOLO Taxonomy and will reflect the needs, interests and abilities of students (refer Appendix 4)

## Pedagogy

Pedagogy is the means by which that learning will be delivered.

At St James we;

- **select** purposeful and effective pedagogy that integrates innovative and research-proven teaching strategies, contemporary learning technologies and 'real world' contexts in order to **challenge** the learner to **explore, question** and **engage** with significant ideas and practices.
- **implement** the principles of the Visible Learning Framework and SOLO Taxonomy across all curriculum areas
- **implement** our agreed Mathematics and Writing Beliefs and Practices into our pedagogy (Appendix 5).

## Assessment

Is the broad name for the collection and evaluation of evidence of a student's learning. At St James we:

- assess student knowledge, skills and achievement in relation to the Australian Curriculum (NSW) syllabus outcomes
- plan differentiated quality learning and teaching sequences as recorded on the teaching program that **incorporate opportunities for assessment for learning (AFL), assessment as learning (AAL) and assessment of learning (AOL)**
- provide students with rubrics (in student accessible language), and co-create success criteria so that marking criteria is understood and visible
- analyse and triangulate data including NAPLAN and other benchmark assessments as per the St James Assessment Schedule and student work samples
- moderate across the grade and stage work with educational colleagues and in PLTS.

**Note: Refer to the St James Assessment and Reporting Policy for more extensive information.**

[https://docs.google.com/document/d/1NZx\\_MY1IYQs2VLDRg9quUBHpjFkuS8elqULAd44G99Q/edit#](https://docs.google.com/document/d/1NZx_MY1IYQs2VLDRg9quUBHpjFkuS8elqULAd44G99Q/edit#)

As a Visible Learning School we believe that assessment provides a window for teachers to know their impact and ascertain next steps for the best educational outcomes of their students. **For more comprehensive information**, refer to;

- feedback in this document
- [St James Assessment Plan](#)
- the common grade scale in *Guidelines for Developing Quality Assessment & Reporting Practices K-12 Catholic Schools Office Diocese of Lismore.*

## Reporting Processes

Reporting is a process of communicating information about student achievement and progress in relation to the Australian Curriculum (NSW). Student reporting is subject to Commonwealth legislative requirements, including the provision of written, easily understood reports twice per year in Year 1 - 6, and the standards-referenced assessment of all KLAs against the A-E Common Grade Scale.

At St James we report and communicate about learning to parents through:

- Our open classroom policy
- Two written semester reports (using the St James Report Writing Guide)
- Two parent teacher interviews (Terms 1 and 3)
- Students electronic Portfolios using the seesaw app.

At St James we:

- **gather evidence** about student learning using a broad range of strategies, including assessment for, of and as learning
- **collaborate** in PLT and teaching teams to moderate student work samples using: success criteria, rubrics and learning progressions to inform our grading and reporting
- **communicate** student achievement and progress to stakeholders using a range of formal and informal reporting methods such as learning conferences
- in this Diocese we also report on Religious Education.

Reporting is addressed in more detail in the *Guidelines for Quality Assessment and Reporting Practices K- 12 Catholic Schools Office Diocese of Lismore.*

At St James we use the St James Report Guide for written reports:

<https://docs.google.com/document/d/1ZgYnUmmwQObxIGQDlyS6iudm6knaIO3C7XFTKG7AcEo/edit>

## **Homework at St James**

All classes will normally receive homework from Monday to Thursday each week. Across a year level students are provided with clarity around homework expectations to encourage organisation, task completion, responsibility and organisation. Homework should allow students to practice what they have learnt at school and/or reinforce their understanding of content knowledge. In Year 5 and 6 teachers may decide to flip the learning by introducing some background knowledge to support up and coming in class work. When students are engaged in rich tasks eg a project/inquiry or major assessment task, they may be encouraged to continue this learning outside of the school. Homework tasks can be given to the children electronically through google classroom, seesaw or in paper form glued neatly into books. Feedback on homework is a powerful strategy used to encourage ownership, whilst also giving feedback on task achievement.

## **RECOMMENDED OUTLINE FOR EACH STAGE:**

### **EARLY STAGE 1 & STAGE 1 (Kindergarten, Year 1 & Year 2)**

- Not to exceed 15-20 minutes per night, Monday – Thursday.
- Usually to consist of reading, spelling or number activities.
- Specific learning tasks may be set at different times throughout the year. If so, children should still be guided by these times outlined above.

### **STAGE 2 (Year 3 & 4)**

- Not to exceed 30 minutes per night, Monday – Thursday.
- The content of work set will vary but will include reading, spelling and numeracy.
- Specific learning tasks may be set at different times throughout the year. If so, children should still be guided by these times outlined above.
- Teachers may choose to set homework on a weekly contract system/grid, giving children flexibility and responsibility to organise their own schedule for completion.

### **STAGE 3 (Years 5 & 6)**

- Year 5 – not to exceed 40 minutes per night, Monday – Thursday.
- Year 6 – not to exceed 60 minutes per night, Monday – Thursday.
- Specific learning tasks may be set at different times throughout the year. If so, children should still be guided by these times outlined above.
- Teachers may choose to set homework on a weekly contract system/grid, giving children flexibility and responsibility to organise their own schedule for completion.

## **Building Cultural Capacity**

At St James we engage in action learning to build the cultural capacity of all staff, students and parents through providing opportunities for Feedback, Engagement, Empowerment and Ownership to improve staff wellbeing and student outcomes.

## **Professional Learning Community - PLC**

At St James, the Professional Learning Community is the way in which we enact the school's mission, vision, values and goals. The Leadership team, together with the whole school community support the structure to align the directions, build relationships, develop people, and build the culture of the school. Teachers work together to create a school culture that is built on collective inquiry, reflective practice and continuous professional learning. Professional learning is job-embedded and develops instructional practices through learning by doing (Action Research Cycle). Teacher capacity is built through collaborative processes including; mutual commitment to the sharing, ongoing development of practice and commitment to improved student learning and growth. With the student at the centre, we hold each other accountable to the norms which guide our behaviour and the goals we have set to achieve. Support staff are welcome to attend and careful consideration is given to when and how to involve them in dialogue and professional learning.

## **Professional Learning Team (PLT)**

Whilst the Professional Learning Community (PLC) represents the community of learners, the PLT represents the segments (teams) of the Professional Learning Community. At St James we operate in stage level teams in timetabled periods. Each PLT of teachers is self-directed in inquiry, establishing an annual SMART goal and a series of short-term goals based on student needs. Teams create specific action plans (this may include action research where there is an agreed professional learning need) to achieve the goals, clarify the evidence that they will gather to assess their progress and work together interdependently to achieve their goal.

The purpose of a PLT is to collaborate around student data and the Teacher Inquiry Cycle Four Critical Questions to inform teacher practices.

## **Teacher Inquiry Cycle - 4 Critical Questions**

### **Critical Question 1:**

#### **What are our students' learning needs?**

- What should students know and be able to do?

### **Critical Question 2:**

#### **What are our own learning needs?**

- How will we know that the students have learned it?



### **Critical Question 3:**

#### **Design of tasks and experiences**

- How will we structure learning experiences to ensure students learn?

### **Critical Question 4:**

#### **Teaching Actions & What has been the impact of our changed actions?**

- How will we respond when students do not learn or when they already know it?

Each member of the PLT should be able to clearly articulate the successes and future needs of his/her students as a result of analysis of agreed common assessments. Team members use the results to identify the strengths and weaknesses in their individual practice, to identify students in need of intervention or enrichment. Teachers analyse and triangulate results from the St James assessment schedule, state and national assessments and use them to validate their team assessments. The PLT process should have a direct impact on teacher practice in the classroom, helping each teacher clarify what to teach, how to assess, and how to improve instruction.

Using the NSW Australian Curriculum, the PLT establishes agreed learning and teaching sequences to meet student needs. They use the four critical questions (and have clarity regarding the knowledge and skills students must acquire and are committed to providing the students with the necessary instruction to achieve the intended outcomes and learning goals.

This focus on measurable evidence guides the work of teams and is critical to the continuous improvement process and in building the cultural capacity of the school. The recognition and celebration of goal achievement helps to sustain the improvement process.

### **70:20:10 Principle of Professional Learning**

At its core, the 70:20:10 concept provides an approach to support and facilitate effective learning. At St James we believe as supported by increasing evidence that most learning occurs through experiences and practices in the workplace. The 70:20:10 concept embeds workplace learning as the key to developing a responsive and high performance workplace (Jenning, 2013).

#### **10% Education**

**Learning:** through courses and programs is required to build knowledge, skills and understanding e.g. courses, workshops, seminars, e-learning, courses and modules, professional qualifications and accreditation, formal education e.g. university, structured onboarding/induction.

#### **20% Exposure**

**Feedback:** learning through other is necessary in developing creative and innovative solutions. Seek formal and informal feedback opportunities. Seek advice, coaching from others, one-to-one meetings for reflection.

**Structured mentoring and coaching:** take on a mentoring role/get a mentor, engage in reverse mentoring, teach colleagues how to do a component of their jobs, establish or join professional networks, both internal and external.

**Communities and Sharing:** proactively learn through PLTs, play active role in professional associations, participate in/facilitate team discussion, curate and share work with colleagues, build internal and external personal networks/contacts.

## 70% Experience

**Expand the Scope of work:** learning through day to day tasks, challenges and practice is necessary to assess the impact of actions to examine what is working and what can be improved.

**Learn through new experiences:** use feedback from colleagues and students to try a new approach to pedagogy, take on new work and ways to solve problems within role. Participate in a PLT to solve real learning problems. Apply new learning in the classroom, introduce new techniques and approaches.

**Learn through solving real problems:** explore opportunities for internal and external speaking engagements, assume leadership activities e.g. lead a team, committee membership, apply standards and processes, e.g. AITSL curriculum, take on parish, community activities and volunteering, make time for day to day research and reading, develop cycles of improvement, set goals, review for growth, carry out interviews, e.g. parent conferences, take part in project reviews, research and apply best practice work with colleagues and CSO staff, increase interaction with recognised leaders e.g. meetings, presentations.

## Feedback

Feedback is amongst the most powerful influences on achievement and is vital for both teachers and students.

Providing feedback is not about giving rewards, it is a high yield strategy that provides information for the student and/or teacher about the learner's performance relative to learning goals and is based on evidence. Feedback provides information allowing a learner to reduce the gap between what is evident currently and what could or should be the case.

"The most effective learning strategies enrol students as active agents in their own learning rather than passive observers" (Brown, Roediger & McDaniel, 2014). Self-regulated learners, through feedback from the teacher, know how to retrieve information to help answer the questions below:

1. To feed up: Where am I going?
2. To feed back: How am I going?
3. To feed forward: Where to next?

Research suggests that student feedback is one of the most powerful teaching tools to progress and improve student learning and when done well has an effect size of .70% (Hattie, 2017). (See Appendix 1)

At St James all teachers seek feedback on their pedagogical practices from their students, colleagues and through high yield strategies such as Instructional Walks, Peer Observation, Lesson Study, Videos of Practice, Instructional Coaching and COI MyFeedback. (See Appendix 3)

At St James the Leadership Team receive feedback through the BCC external feedback program whereby Internal Leader Advisors are voted in by the staff to give feedback to the Leadership Team regarding their Behaviour, Attitude and Communication.



### Cycles of Improvement (COI & My Feedback)

The Diocese is required to set up processes that meet the Australian Teacher Performance and Development Framework requirements. The AITSL document on teacher goal setting guides the COI approach.

As such all St James teaching staff, in line with Diocese requirements, must complete a minimum of two goals per teaching calendar year. At St James one of these goals must be a whole school goal. Teachers can select a minimum of three Catholic Identity and Mission goals over a five-year period. The processes associated with teacher performance and development typically occur in a cycle which provides a structure for appraising, developing and refining teacher practices and recognises the entitlement for teachers to receive feedback and support. There are four elements in the cycle that are essential to an effective approach:

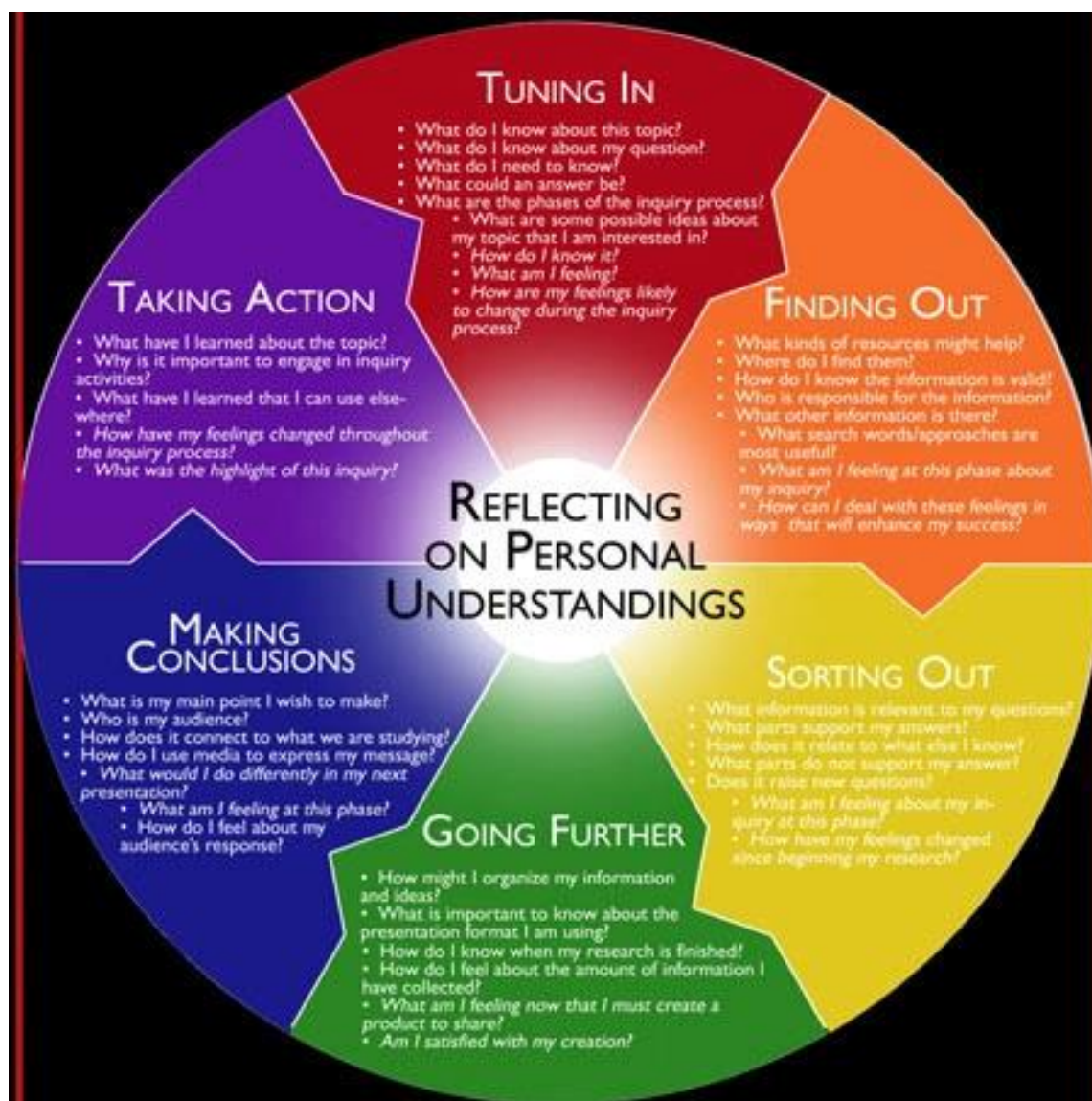
- Documentation and regularly review goals
- Teacher support
- Evidence: collaboration with colleagues, impact on student outcomes, information based on direct observation of teaching
- Regular formal and informal feedback

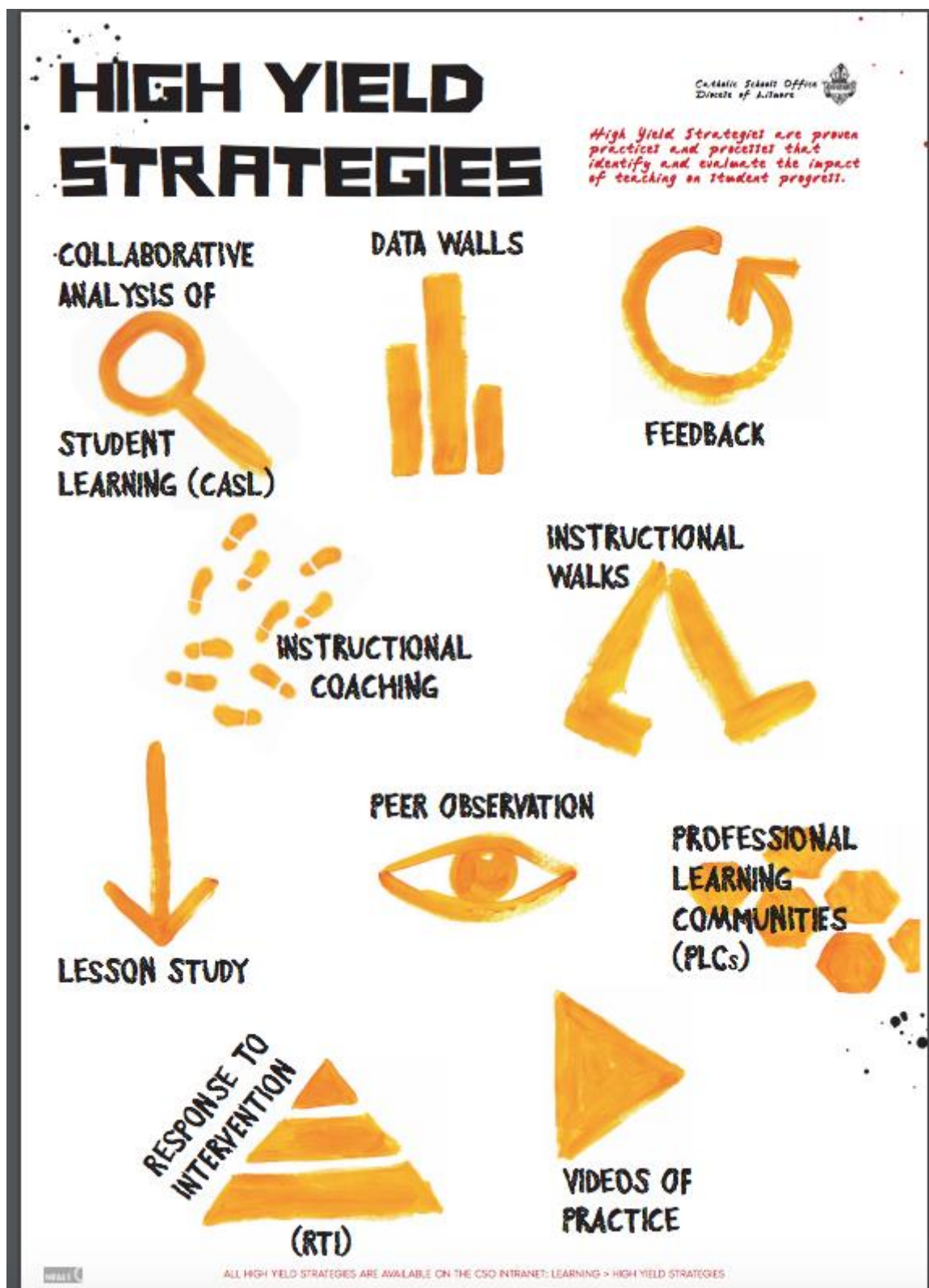
### St James Relationship between Learning and School Behaviour Management

Learning is improved when the learning environment provides high levels of support, safety and inclusion. The agreed and shared whole-school routines, systems and procedures are the beliefs and practices that are consistently implemented across the school.

These shared procedures include:

- the whole school PBS MATRIX - expectations of learners (refer Staff Handbook & Well Being Policy)
- the whole school Positive Behaviour Management PBS Flowchart (refer Staff Handbook & Well Being Policy)
- the whole school awards system as per handbook









## Appendix 3 - Principles of Twenty- First Century Learning Environment





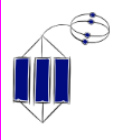
- Learning is personalised- it seeks to address each individual student's needs, thus providing a learning experience that is effective, efficient, possible for the student to master and, as a result, motivating. Students engage actively in their own learning at a deep and personally meaningful level.
- Learning is rigorous - it challenges students to meet defined, high expectations, while supporting them along the way. It has depth and breadth, encompassing content knowledge and the 21st century skills and dispositions students need to be ready for college, career, and life. Multiple methods of assessment reinforce learning and building self-awareness.
- Learning is flexible and adaptable - it adapts to students bringing diverse prior knowledge to any learning experience and to students learning at different rates, and can quickly refocus as students' understanding grows.
- Learning is open-ended and inquiry based - it requires students to be active learners by investigating questions, solving problems and generally mirroring the kinds of inquiry that the real world requires. Students have ample opportunities to make choices and exercise control over appropriate aspects of their learning experiences. Student learning connects to the local, national or global community, and might incorporate work experiences, such as job shadowing or interning.
- Learning is ongoing - it involves students engaging outside the traditional classroom as much as they do within the four walls of the classroom. They make connections in the real world and benefit from the content and connectedness technology provides.





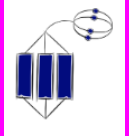
(Building Your Roadmap to 21st Century learning Environments)












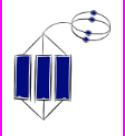
21st Century Skills  EFFECTIVE PARTICIPATOR	Unistructural 	Multistructural 	Relational 	Extended Abstract 
Persuade Others	I can <u>identify</u> a reason for something I do	I can <u>sensibly outline</u> why it is better to do one thing over another	I can <u>analyse</u> and make <u>hard decisions</u> by considering the reason for and against, to work out which would be the best thing to do.	I can make <u>complex decisions</u> and <u>justify this process</u> to others
Work it Out	I can <u>answer</u> a question with a good idea	I can <u>solve a problem using different resources</u> and people, <u>defining</u> each person's role and making a plan	I can break a large problem into sets of smaller problems, to organise so that lots of people <u>to work together</u> to solve it	I can manage an extended piece of work or inquiry <u>with a team of more than 3 people</u> . I can use individual skills to make a <u>plan</u> and find solutions to solve a problem or create a product
Feel It	I <u>know right from wrong</u> . I can <u>identify</u> why I think this.	I have my own opinions and ideas. I can ask the people around me to find out about common issues and can <u>describe</u> which issues matter to most people. If others are treated unfairly, I ask them about it and <u>help them to feel safe</u>	I <u>collect the views of others</u> to find out what they think. I include everyone before I <u>compare</u> and <u>relate</u> my own view so it is fair	I <u>talk to someone</u> or do research on a person who represents a different viewpoint. I remain open to different opinions and viewpoints to inform and <u>construct</u> my own viewpoint or to gain team agreement
Share It	I can <u>name, greet, treat and speak with kindness</u> to help other people	I can <u>act</u> positively and set an example for others by getting involved. If people are negative, I remind them to have a <u>positive mindset</u>	I help to <u>create</u> trust in my community to <u>allow people to get involved</u> and be themselves. I say it is wrong if I hear people talking negatively about others. I actively help to build my community to make it stronger	I can work with others to <u>plan and perform</u> a learning experience. I encourage team members to



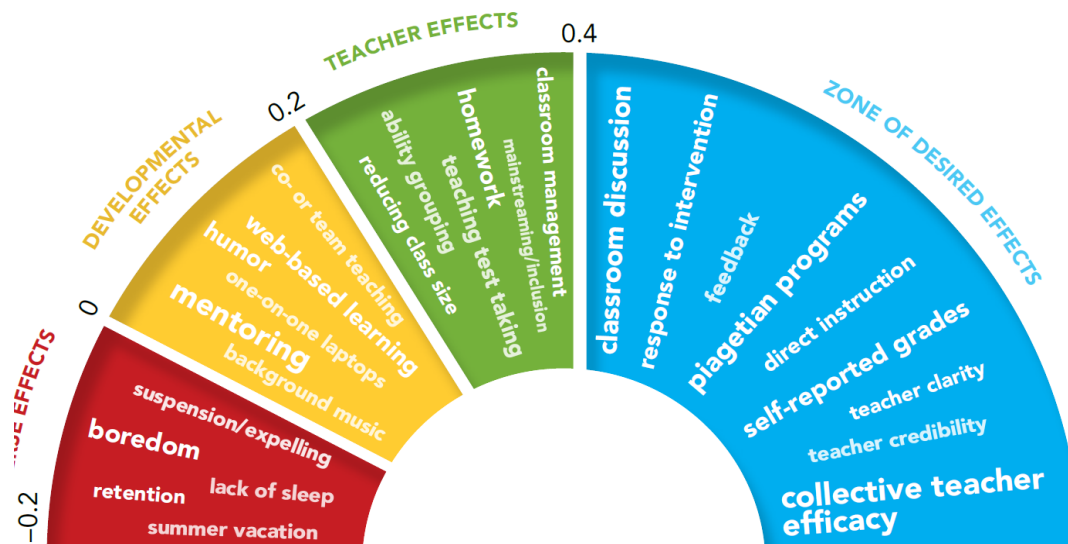
<p>21st Century Skills</p>  <p>SELF MANAGER</p>	<p>Unistructural</p> 	<p>Multistructural</p> 	<p>Relational</p> 	<p>Extended Abstract</p> 
Manage Risk	I can <u>identify</u> how to be safe when learning	I can <u>describe</u> how to <u>make an area safer</u> before doing a learning activity	I can <u>explain and communicate</u> to others when I feel unsafe, to support my learning	I <u>create</u> an innovative working environment where others can <u>take learning risks safely</u>
Be Organised	I can <u>identify</u> the tools I need so that <u>I am ready to learn</u>	I am always <u>on time and prepared</u> and can <u>outline</u> what I need to do to finish my work	I can use tools to <u>organise</u> and prioritise multiple tasks	I can use tools to <u>organise</u> and prioritise <u>multiple tasks</u> <u>working independently or with others</u> to meet deadlines
Go for it, Finish it	I can <u>identify</u> when something doesn't work the first time and <u>try again</u>	I can <u>persist</u> to <u>complete</u> something that took me time and many attempts	I can <u>apply</u> effort to <u>achieve something that was difficult</u>	I can <u>overcome</u> <u>difficulties</u> or feelings of wanting to give up by <u>evaluating</u> my learning behaviours and being self-aware to apply a positive mindset to complete my goal
Manage Emotions	I <u>independently</u> <u>find my way to my classroom</u>	I <u>combine</u> with others to move safely and <u>be in the right place at the right time</u> , happy to be a learner	I always <u>apply</u> strategies to remain in control and <u>greet, treat and speak to others with kindness</u> even if others are being unkind or angry	I <u>reflect</u> and congratulate myself and others when learning is successful. <u>I own my own behaviour</u> and emotions. I can put others first when they need more support than I do

21st Century Skills  REFLECTIVE LEARNER	Unistructural 	Multistructural 	Relational 	Extended Abstract 
Set Yourself Challenges	I can <u>identify</u> where I work best	I know where and how I work best but I can try to work in new spaces, in new ways and with new people	I can say what I am good at and <u>explain</u> where I need to improve. I have ideas about about how the challenge will help me grow in confidence	I can choose to try another learning style/strategy to <u>challenge myself</u> . I never close down my options by saying I am not good at something, but apply a <u>positive mindset</u> to see weaknesses as opportunities to set challenges to improve
Plan-Do-Review	I can <u>chose</u> and complete an activity	When I am making something I <u>plan what I need before I start</u> . As I work on it, I have new ideas and make it better	I can carry out an extended inquiry task and along the way check what I have achieved to help me forward plan. I consider if I achieved <u>what I planned and what I could do better</u>	I can carry out an extended inquiry task, keep evidence of my learning to show how my plan was modified or improved from feedback over time. I <u>can meet goals and deadlines</u>
Invite Feedback	I <u>ask people</u> if they like my work.	I can <u>improve a piece of work after hearing or reading feedback on it</u>	I can give people feedback using the success criteria, telling them what I like about their work and how I think they could make it better. I <u>thank them when they do this for me</u>	I know other people can help me to improve. I <u>ask them for their comments and ideas, and record them</u> . If someone says they do not like my work, I check the success criteria and if needed I get further feedback from others. I use this and the success criteria to improve
Share Learning	I can <u>tell something</u> I learned during the day	I can <u>learn from my mistakes</u> . I can think about what happened and describe what I would do differently to improve next time	I recognise that I can make good and bad learning decisions. I can <u>explain</u> the best and worst decisions I made during my inquiry. I <u>can discuss these with others</u> to see if they agree	I can <u>present my work to an audience</u> of my peers, an expert or wider audience. In my presentation, to help others learn from my inquiry, I refer to any adaptations made from feedback, testing and evidence

21st Century Skills  ENQUIRER	Unistructural 	Multistructural 	Relational 	Extended Abstract 
Explore a Question	I can <u>find</u> something out by myself	I can <u>choose</u> what I want/need to learn, record what I find out and <u>share it with other people</u>	I have found out information about a new topic and begin by <u>formulating</u> questions such as 'how, what and why'	I can formulate and ask questions and <u>predict</u> the answers. I can identify which questions to ask to find out which of my predictions is most likely to be true
Evaluate Evidence	I can <u>list</u> the reasons why something is true	When I am <u>doing</u> a task, I choose which information to use and which not to use. The parts I choose are all on the same subject	I can find my own evidence from sources of information that relate to my topic. I can <u>analyse</u> information to raise questions about sources that I feel may be more opinion than fact, and those that have not been fully researched	When I do research I always <u>plan</u> for and use a range of sources. I try to find sources that disagree with each other. I understand that too little research may give a misleading result, so I research thoroughly. I look at point of view and bias to <u>justify</u> my own viewpoint
Stay Objective	I can <u>identify</u> the ways in which different people have different ideas	I can <u>combine</u> other people's ideas, as well as my own, to try to solve a puzzle or problem	I can <u>compare and contrast</u> to write or record two different views on the same issue	I can explain how the same event can be reported differently depending on the perspective of the reporter and explain why and how the accounts are different. <u>I can identify where myself or others</u> have added bias to their work and <u>evaluate</u> the ways in which they may not have challenged their own views sufficiently
Reach Conclusions	I can <u>define</u> what I believe <u>after hearing what others believe</u>	My inquiry starts with questions; I am trying to find the answer to. At the end of the inquiry I have found answers to some of my questions. <u>People who viewed my work could describe what I have discovered so far in my inquiry</u>	I can <u>apply</u> my research to produce a conclusion that uses evidence to answer the original questions I was trying to answer	I can produce a conclusion that uses evidence to answer the original questions I was trying to answer. I <u>evaluate</u> the accuracy of my conclusions. I suggest alternative conclusions and any evidence that is available to support these

<p>21st Century Skills <b>BE A LEARNER</b></p>  <p><b>CREATIVE THINKER</b></p>	<p><b>Unistructural</b></p> 	<p><b>Multistructural</b></p> 	<p><b>Relational</b></p> 	<p><b>Extended Abstract</b></p> 
Imagine	I enjoy role-play, songs, and making music and use these to <u>identify</u> how I am feeling	I use role-play, art, dance and music to tell stories or <u>describe</u> feelings. I like hearing and viewing other peoples work too	I can <u>compare and contrast</u> ideas to explain how something works, using imaginary creatures or things that have not been invented yet	I can build on other people's ideas to <u>create</u> a different version. I can link ideas that don't necessarily fit together, to <u>create</u> ideas that are impossible in the real-world.
Make connections	I can <u>match and group</u> things that have common features	I can group things together and find new ways of grouping them to more clearly <u>define</u> connections	I can use graphic organisers to show and <u>classify</u> how ideas are linked and related	I can use graphic organisers such as a spidergram or mindmap to produce a summary of a topic. I can clearly <u>justify</u> and communicate the links between ideas. This may include metaphors and similies to form an analogy (compare an idea or a thing to another thing that is quite different from it to explore the link)
Take Creative Risks	I can <u>identify</u> how to make my work different from everyone else's	I can surprise people by <u>combining</u> ideas to do something unusual, unique or different in my work. <u>I can do something where there is a risk of it going wrong</u>	I have <u>chosen</u> to participate in <u>something that utilises skills that are not my strongest, but which are best suited to the situation and allow me to successfully complete a task</u>	When designing and <u>creating</u> , I can <u>apply</u> an established process of trying out various ideas before assessing which one will be the most suitable. <u>I always include new methods that have not been tried</u> before. I value the unexpected or surprising, and see opportunities in my past mistakes to create an effective piece of work
Question Assumptions	I can <u>ask</u> 'why' questions	I <u>ask myself</u> why I think something even if others think the same. I ask questions to encourage myself and someone to consider a new way of looking at something.	I can <u>question individuals or groups in person or on a google doc/seesaw</u> , to reveal if they have thought deeply enough about their views and beliefs.	I can <u>reflect and evaluate</u> my own beliefs and opinions in the light of new information, or when they are challenged or questioned by others. When I change my view I have evidence over time to show how this has occurred

## Appendix 4 - Visible Learning



### Practices That Yield Desired Effects

Collective teacher efficacy	1.57	Classroom discussion	.82
Self-reported grades	1.33	Teacher clarity	.75
Response to intervention	1.29	Feedback	.70
Piagetian programs	1.28	Direct instruction	.60
Teacher credibility	.90	Providing formative evaluation	.48

### Practices That Yield Typical Teacher Effects

Classroom management	.35	Homework	.29
Ability grouping (gifted students)	.30	Mainstreaming/inclusion	.27
Teaching test taking and coaching	.30	Reducing class size	.21

### Practices That Yield Developmental Effects

Co- or team teaching	.19	Mentoring	.12
Web-based learning	.18	Background music	.10
One-on-one laptops	.16	Humor	.04

### Practices That Yield Reverse Effects

Summer vacation effect	-.02	Retention (holding students back)	-.32
Lack of sleep	-.05	Moving between schools	-.34
Suspension/expelling students	-.20	Boredom	-.49

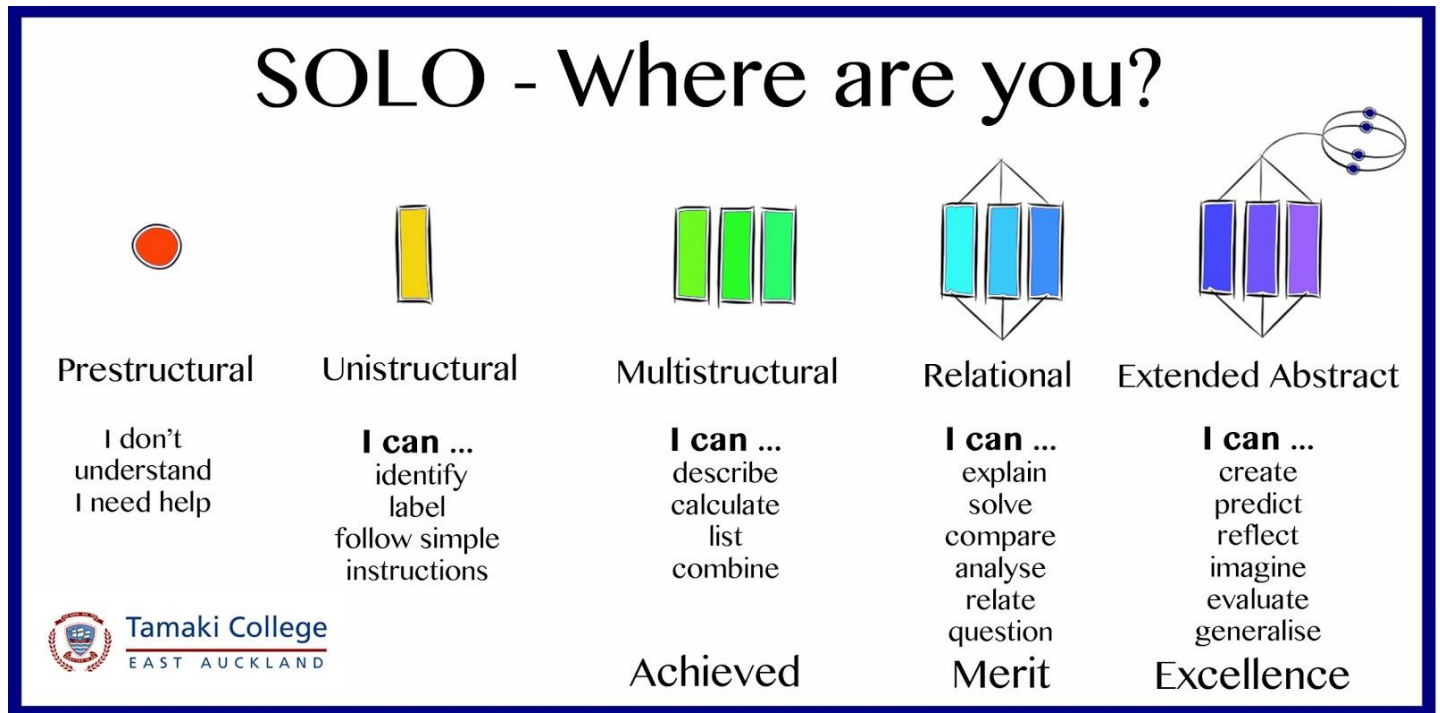
### VISIBLE LEARNING AT ST JAMES

The Visible Learning model is based on one simple belief: every student should experience at least one year's growth over the course of one school year. Using the Visible Learning model to its full potential allows teachers to examine their impact student achievement and create innovation in the learning environment.

1. Lessons should have clear learning intentions
2. Lessons should have success criteria
3. The success criteria indicates what quality looks like
4. Students should know where they stand in relation to the criteria for success and the SOLO Taxonomy levels.

## THE SOLO TAXONOMY

The structure of observed learning outcomes (SOLO) taxonomy is a model that describes levels of increasing complexity in student's understanding of subjects. (John B. Biggs and K. Collis)

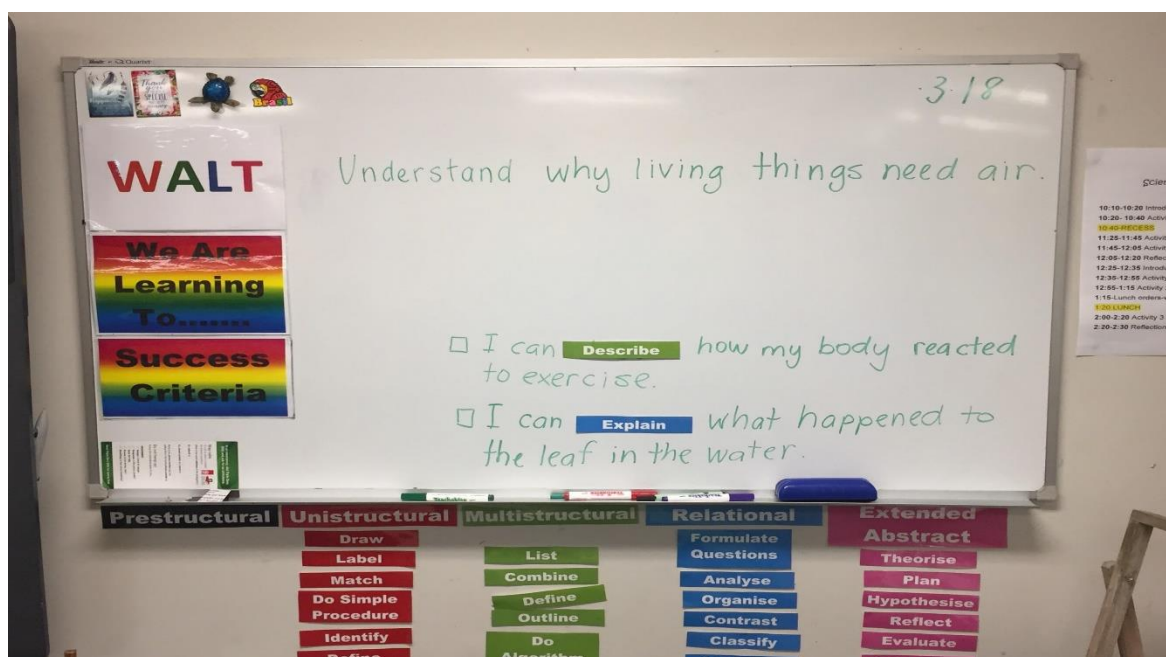


At St James we aim to construct and apply the principles of “Visible Learning” to our planning, teaching, learning and assessment. To communicate visibly and effectively each classroom at St James has a visual display wall. This allows the Learning Intention and Success Criteria to be visible to all students and teachers throughout the lesson sequence.

Teachers and students refer to the LI and SC before, during and after the lesson to evaluate their success and identify their level of thinking and nexts. The purpose of this is to allow students to take ownership of their learning and give them voice in co-constructing what success looks like. When co-creating learning intentions and success criteria teachers and students use the SOLO verbs to create both the LI and SC. The SOLO Cognitive Taxonomy therefore provides a visual and common language for all students to articulate what they are learning, why and how. As creative and critical thinkers, all levels of student understanding are framed by the SOLO Cognitive Taxonomy, therefore setting high expectations for all learners. Teachers and students evaluate the inquiry learning using principles of “visible learning.”



Highly effective teachers ...	Such that students ...
Communicate clear learning intentions	Understand the intentions
Have challenging success criteria	Are challenged by the success criteria
Teach a range of learning strategies	Develop a range learning strategies
Know when students are not progressing	Know when they are not progressing
Provide feedback	Seek feedback
Visibly learn themselves	Visibly teach themselves







# St James

## Writing Belief Statement

We the staff of St James, seek to create a community of composers who:

- *Can take their place as confident, creative and critically informed communicators, contributing positively to a global society.*

We want this for ALL students because we believe that writing....

- *Is a universal multidisciplinary communication mode that empowers ALL students to be life-long learners who approach, view, identify, connect and share with an intended and culturally diverse audience.*

We want all in our school community to approach and view writing...

- *With a growth mindset, purpose and a sense of joy and wonder.*

We will achieve this through instructional and pedagogical practices in ALL learning spaces that...

- *Adopt contemporary research in a dynamic and fun-filled learning space; developing the craft of writing through high expectations and opportunities to celebrate success.*



**Be a Learner -**

**Picture with hat & a pencil in hand**

**I** am confident, creative and critical

**A**udience, purpose and context drive my writing

**M**y mindset is positive

**A**cting upon teacher/peer/audience feedback to re-craft, edit and publish texts

**We** are all writers

**R**eading is connected to my writing

**I**ndividual choice is important to me

**T**eaching us crafting techniques and strategies empowers my writing

**E**veryone collaborating supports my development to become a successful writer

**R**esilience and high expectations improve my writing



## STAGE ES1 - ST JAMES WRITING PRACTICES

### SOLO & SMART LEARNING GOALS

INTRODUCTION	PURPOSE	Teachers- What will it look like in our learning space?	Students - What will it look like in our learning space?
<p><b><i>Learning Intention phrased around the writing skills using the SOLO verbs and Success Criteria</i></b></p> <p>Referred to Understood Reflected upon</p>	<p>Set the stage to guide instructional decisions.</p> <p>Expect students to understand the purpose of a lesson beyond simply repeating the outcome or learning intention.</p> <p>To make the learning visible. All students will know how and what success looks like for the writing task.</p>	<p>Teachers will: Plan the WALT using these questions:</p> <ul style="list-style-type: none"> <li>- What am I teaching today?</li> <li>- Why am I teaching this?</li> <li>- How will I know if my students have learnt it?</li> </ul> <p>Note: The WALT may be co-constructed with the students and they may challenge, discern or question to gain clarity or make adjustments.</p> <p>Introduce WALT at the appropriate time and remain visible throughout the lesson. Referred back to and reflected upon to formulate next teaching steps with the students.</p> <p>On your whiteboard using SOLO verbs or In the student's workbook - written or printed</p>	<p>Student will:</p> <p>Understand and unpack the WALT using the following questions:</p> <ul style="list-style-type: none"> <li>- What am I learning today?</li> <li>- Why am I learning this?</li> <li>- How will I know that I learnt it?</li> </ul> <p>Have the opportunity throughout the lesson to refer back to the WALT and SC and reflect upon to formulate next learning steps with the teacher.</p>

<b>SMART Learning Goal</b>	Supports and gives a specific and measurable goal for the student to aim for to progress them towards developing growth in their writing.	Teachers will: Ensure, based on data, that all students will always be working towards the achievement of their co- created SMART Learning Goal that identifies where the student needs to go.	Students will: Take ownership, as over time, they consistently work towards the achievement of their co-created SMART Learning Goal - conferencing with teacher, peers and self-assessment.
<b>Assessment of Writing</b>	<p>Teachers assess to:</p> <ul style="list-style-type: none"> <li>- Check that students can apply their learning into a variety of written pieces for different purposes</li> <li>- Give informed and authentic and timely feedback to move students forward</li> <li>- Be informed about how to design future learning tasks and experiences to ensure all students learn</li> <li>- Find out the impact of their teaching through student achievement through deeper analysis of across grade/stage data in PLT's to inform next steps and improve writing outcomes</li> </ul>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>-</li> <li>- Use different types of assessment AFL, AAL, AOL</li> <li>- Use common across the grade assessments</li> <li>- Have shared clarity about what they are assessing on a given writing task e.g. authorial or secretarial</li> <li>- Provide a clearly written in student accessible language rubric and/or co-constructed success criteria</li> <li>- Assess through a variety of contexts including but not limited to conferencing, guided writing observations, self-assessment – exit tickets</li> <li>- Support students to formulate a writing goal</li> <li>- Give ongoing feedback on goals and task related learning</li> <li>- Check that assessment evidence addresses the outcome</li> <li>- Gain and action student feedback on both their teaching and student engagement/learning</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Enjoy a range of opportunities to apply their writing and assess their skills</li> <li>- Be well informed through either a rubric or co-constructed success criteria on how their writing will be assessed</li> <li>- Receive regular informal and formal teacher and peer feedback on their writing and writing goal in a variety of contexts including but not limited to conferencing, guided writing observations, self-assessment – exit tickets</li> <li>- Have opportunities to receive feedback from an authentic audience</li> <li>- Action teacher and peer feedback</li> <li>- Provide your teacher with feedback on your learning</li> </ul>

## THE MAGIC OF WRITING AT ST JAMES

<b>What is our purpose?</b> <b>STAGE STATEMENT ES1</b>	<b>Teacher - What will it look like in our learning space?</b>	<b>Student - What will it look like in our learning space?</b>
<p>By the end of Early Stage 1 students respond to a range of spoken, written and multimodal texts from familiar contexts. They demonstrate active listening behaviours to follow simple instructions and ask relevant questions. Students mix and communicate informally with peers, teachers and known adults in informal and structured classroom settings. They communicate clearly and purposefully when engaging in pair, group and class discussions. Students demonstrate an emerging awareness of how people use spoken language for different purposes. They deliver short presentations using familiar and learned vocabulary. Students explore the way familiar spoken texts are constructed and the features of these texts. Students develop reading, viewing and comprehension skills and strategies using context, grammar, word usage and phonics to make meaning from short, predictable printed texts on familiar topics. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. Students recognise, discuss and</p>	<ul style="list-style-type: none"> <li>- Teacher as writer, respect and recognise each individual as a writer</li> <li>- Use agreed school editing tool</li> <li>- Write every day</li> <li>- Encourage students to apply NSW Foundation Style as appropriate</li> <li>- Opportunities to work through the writing process, crafting, re-crafting and editing for publishing</li> <li>- Highlighting how we communicate through speaking, listening, reading, writing, viewing and representing</li> <li>- Use the Gradual Release CSO model - Modelling, Shared &amp; Guided Writing</li> <li>- Exposure and immerse students in quality literature, language forms and features including regular and irregular spelling patterns, spelling rules and strategies.</li> <li>- Use model texts as exemplars and for deconstruction</li> <li>- Explicitly teach the micro skills of writing including language conventions</li> <li>- Use technology as an effective tool</li> </ul>	<ul style="list-style-type: none"> <li>- Student as writer</li> <li>- Use the school editing tool</li> <li>- Write with purpose and/or for pleasure every day</li> <li>- Apply NSW Foundation Style as appropriate</li> <li>- Confident and persistent at working through the writing process</li> <li>- Apply their understanding of the relationships between speaking, listening, reading, writing, viewing and representing</li> <li>- Provide opportunities to view writing being modelled, view exemplary work samples</li> <li>- Engage in shared and guided writing</li> <li>- Develop a love for and use quality literature, language forms and features to improve their own writing</li> <li>- Use multi-media tools purposefully to effectively compose and respond to multimodal texts</li> <li>- All students are engaged, persistent and are able to confidently involved in the writing process</li> </ul>

<p>respond to the different kinds and purposes of various written, visual and digital texts from a variety of cultures. They read with some fluency and accuracy, drawing support from concepts of print and their developing sound and letter knowledge. Students explore and identify some features of texts, including the use of rhyme, letter patterns and sounds in words in written and spoken texts. Students engage in writing with an increasing awareness of the nature, purpose and conventions of written language. They create simple texts and recreate familiar imaginative texts by drawing on personal experience and through performance, drawing and images. Students retell events and experiences for known audiences that demonstrate an awareness of the text structure, basic grammar and punctuation needed. Students begin to apply simple editing techniques to their written work. They know and use letters and sounds of the alphabet to attempt to spell known words. Students write most lower and upper case letters appropriately, using the NSW Foundation Style as appropriate. They explore the use of digital technologies to construct a variety of multimodal texts. Students become aware of how to reflect on and assess their own and others' learning.</p>	<ul style="list-style-type: none"> <li>- Incorporate multimodal experiences &amp; texts</li> <li>- Journal writing</li> <li>- Scaffolding to allow all students to enter the writing process</li> <li>- Incorporate writing authentically across the curriculum</li> <li>- Share writing with intended and authentic real world audience</li> <li>- Teacher encourages a variety of writing to be uploaded to the Seesaw App and decides what is to be shared with parents to engage them in their child's learning with authentic feedback as appropriate</li> <li>- Using engaging stimuli</li> <li>- Action Research - PD to inform practice</li> <li>- Create a safe risk-taking environment where all students will have a go</li> <li>- Provide diverse opportunities for students to write/craft and present their writing in a both collaborative and individual mode</li> </ul>	<ul style="list-style-type: none"> <li>- Students have opportunities to write across the curriculum</li> <li>- Communicate and celebrate their writing with an intended and authentic real world audience</li> <li>- Uploading writing samples to Seesaw to share with my teacher, peers and parents</li> <li>- My work as a student informs my teachers practice</li> <li>- As a writer all students in the class take-risks and have a go</li> <li>- Opportunities to write/craft individually or with others</li> </ul>
---	--	--



## STAGE S1 - ST JAMES WRITING PRACTICES

### SOLO & SMART LEARNING GOALS

INTRODUCTION	PURPOSE	Teachers- What will it look like in our learning spaces?	Students - What will it look like in our learning spaces?
<p><b><i>Learning Intention phrased around the writing skills using the SOLO verbs and Success Criteria</i></b></p> <p>Referred to Understood Reflected upon</p>	<p>Set the stage to guide instructional decisions.</p> <p>Expect students to understand the purpose of a lesson beyond simply repeating the outcome or learning intention.</p> <p>To make the learning visible. All students will know how and what success looks like for the writing task.</p>	<p>Teachers will: Plan the WALT using these questions:</p> <ul style="list-style-type: none"> <li>- What am I teaching today?</li> <li>- Why am I teaching this?</li> <li>- How will I know if my students have learnt it?</li> </ul> <p>Note: The WALT may be co-constructed with the students and they may challenge, discern or question to gain clarity or make adjustments.</p> <p>Introduce WALT at the appropriate time and remain visible throughout the lesson. Referred back to and reflected upon to formulate next teaching steps with the students.</p> <p>On your whiteboard using SOLO verbs or In the student's workbook - written or printed</p>	<p>Student will:</p> <p>Understand and unpack the WALT using the following questions:</p> <ul style="list-style-type: none"> <li>- What am I learning today?</li> <li>- Why am I learning this?</li> <li>- How will I know that I learnt it?</li> </ul> <p>Have the opportunity throughout the lesson to refer back to the WALT and SC and reflect upon to formulate next learning steps with the teacher.</p>



<b>SMART Learning Goal</b>	Supports and gives a specific and measurable goal for the student to aim for to progress them towards developing growth in their writing.	Teachers will: Ensure, based on data, that all students will always be working towards the achievement of their co- created SMART Learning Goal that identifies where the student needs to go.	Students will: Take ownership, as over time, they consistently work towards the achievement of their co-created SMART Learning Goal - conferencing with teacher, peers and self-assessment.
<b>Assessment of Writing</b>	<p>Teachers assess to:</p> <ul style="list-style-type: none"> <li>- Check that students can apply their learning into a variety of written pieces for different purposes</li> <li>- Give informed and authentic and timely feedback to move students forward</li> <li>- Be informed about how to design future learning tasks and experiences to ensure all students learn</li> <li>- Find out the impact of their teaching through student achievement through deeper analysis of across grade/stage data in PLT's to inform next steps and improve writing outcomes</li> </ul>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>-</li> <li>- Use different types of assessment AFL, AAL, AOL</li> <li>- Use common across the grade assessments</li> <li>- Have shared clarity about what they are assessing on a given writing task e.g. authorial or secretarial</li> <li>- Provide a clearly written in student accessible language rubric and/or co-constructed success criteria</li> <li>- Assess through a variety of contexts including but not limited to conferencing, guided writing observations, self-assessment – exit tickets</li> <li>- Support students to formulate a writing goal</li> <li>- Give ongoing feedback on goals and task related learning</li> <li>- Check that assessment evidence addresses the outcome</li> <li>- Gain and action student feedback on both their teaching and student engagement/learning</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Enjoy a range of opportunities to apply their writing and assess their skills</li> <li>- Be well informed through either a rubric or co-constructed success criteria on how their writing will be assessed</li> <li>- Receive regular informal and formal teacher and peer feedback on their writing and writing goal in a variety of contexts including but not limited to conferencing, guided writing observations, self-assessment – exit tickets</li> <li>- Have opportunities to receive feedback from an authentic audience</li> <li>- Action teacher and peer feedback</li> <li>- Provide your teacher with feedback on your learning</li> </ul>

## THE MAGIC OF WRITING AT ST JAMES

<b>What is our purpose?</b> <b>STAGE STATEMENT S1</b>	<b>Teacher - What will it look like in my classroom?</b>	<b>Student - What will it look like in my classroom?</b>
<p>By the end of Stage 1 students communicate with a wide range of audiences on familiar and introduced topics to achieve a variety of purposes. They interact effectively, adopting new communication skills and select vocabulary to enhance meaning in order to give confident presentations. Students attend to instructions, share ideas and engage effectively in group and class discussions. They recognise that spoken language has a range of purposes and audiences and use this knowledge when attempting to communicate effectively with others. They investigate the different types and organisational patterns of common spoken texts and recognise features within them. Students create imaginative, informative and persuasive spoken texts drawing on their own experiences, their imagination, and ideas they have learned.</p> <p>Students read and view imaginative, informative and persuasive texts. They use an increasing variety of skills and strategies, including knowledge of text structure, context, grammar, punctuation, word usage and phonics, to make connections between texts and between their own experiences and information in texts. Students read with developing fluency and intonation short texts with some unfamiliar vocabulary, simple sentences and images. Students read, interpret and discuss texts from a variety of cultures, including visual and multimodal texts, using a range of skills and strategies. They locate literal information in written texts and refer to features of language and</p>	<ul style="list-style-type: none"> <li>- Teacher as writer, respect and recognise each individual as a writer</li> <li>- Use agreed school editing tool</li> <li>- Write every day</li> <li>- Encourage students to apply NSW Foundation Style as appropriate</li> <li>- Opportunities to work through the writing process, crafting, re-crafting and editing for publishing</li> <li>- Highlighting how we communicate through speaking, listening, reading, writing, viewing and representing</li> <li>- Use the Gradual Release CSO model - Modelling, Shared &amp; Guided Writing</li> <li>- Exposure and immerse students in quality literature, language forms and features including regular and irregular spelling patterns, spelling rules and strategies.</li> <li>- Use model texts as exemplars and for deconstruction</li> <li>- Explicitly teach the micro skills of writing including language conventions</li> <li>- Use technology as an effective tool</li> <li>- Incorporate multimodal experiences &amp; texts</li> </ul>	<ul style="list-style-type: none"> <li>- Student as writer</li> <li>- Use the school editing tool</li> <li>- Write with purpose and/or for pleasure every day</li> <li>- Apply NSW Foundation Style as appropriate</li> <li>- Confident and persistent at working through the writing process</li> <li>- Apply their understanding of the relationships between speaking, listening, reading, writing, viewing and representing</li> <li>- Provide opportunities to view writing being modelled, view exemplary work samples</li> <li>- Engage in shared and guided writing</li> <li>- Develop a love for and use quality literature, language forms and features to improve their own writing</li> <li>- Use multi-media tools purposefully to effectively compose and respond to multimodal texts</li> <li>- All students are engaged, persistent and are able to confidently involved in the writing process</li> <li>- Students have opportunities to write across the curriculum</li> </ul>

<p>images to make inferences about characters' actions and motivations. Students explore and identify ways in which texts differ according to purpose, audience and subject.</p> <p>Students create imaginative, informative and persuasive texts on familiar topics for known readers by planning, proofreading and editing their own writing. They write using basic grammatical features and conventions of punctuation, showing an awareness of different purposes, audiences and subject matter. Students use knowledge of letter–sound correspondence, sight words and regular spelling patterns to accurately spell known words and an increasing number of irregularly spelt words. They write consistently and clearly using NSW Foundation Style as appropriate and use digital technologies to produce texts, recognising simple conventions, language and functions. Students reflect on and assess their own and others' learning.</p>	<ul style="list-style-type: none"> <li>- Journal writing</li> <li>- Scaffolding to allow all students to enter the writing process</li> <li>- Incorporate writing authentically across the curriculum</li> <li>- Share writing with intended and authentic real world audience</li> <li>- Teacher encourages a variety of writing to be uploaded to the Seesaw App and decides what is to be shared with parents to engage them in their child's learning with authentic feedback as appropriate</li> <li>- Using engaging stimuli</li> <li>- Action Research - PD to inform practice</li> <li>- Create a safe risk-taking environment where all students will have a go</li> <li>- Provide diverse opportunities for students to write/craft and present their writing in a both collaborative and individual mode</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate and celebrate their writing with an intended and authentic real world audience</li> <li>- Uploading writing samples to Seesaw to share with my teacher, peers and parents</li> <li>- My work as a student informs my teachers practice</li> <li>- As a writer all students in the class take-risks and have a go</li> <li>- Opportunities to write/craft individually or with others</li> </ul>
---	--	--



## STAGE S2 - ST JAMES WRITING PRACTICES

### SOLO & SMART LEARNING GOALS

INTRODUCTION	PURPOSE	Teachers- What will it look like in our learning spaces?	Students - What will it look like in our learning spaces?
<p><b><i>Learning Intention phrased around the writing skills using the SOLO verbs and Success Criteria</i></b></p> <p>Referred to Understood Reflected upon</p>	<p>Set the stage to guide instructional decisions.</p> <p>Expect students to understand the purpose of a lesson beyond simply repeating the outcome or learning intention.</p> <p>To make the learning visible. All students will know how and what success looks like for the writing task.</p>	<p>Teachers will: Plan the WALT using these questions:</p> <ul style="list-style-type: none"> <li>- What am I teaching today?</li> <li>- Why am I teaching this?</li> <li>- How will I know if my students have learnt it?</li> </ul> <p>Note: The WALT may be co-constructed with the students and they may challenge, discern or question to gain clarity or make adjustments.</p> <p>Introduce WALT at the appropriate time and remain visible throughout the lesson. Referred back to and reflected upon to formulate next teaching steps with the students.</p> <p>On your whiteboard using SOLO verbs or In the student's workbook - written or printed</p>	<p>Student will:</p> <p>Understand and unpack the WALT using the following questions:</p> <ul style="list-style-type: none"> <li>- What am I learning today?</li> <li>- Why am I learning this?</li> <li>- How will I know that I learnt it?</li> </ul> <p>Have the opportunity throughout the lesson to refer back to the WALT and SC and reflect upon to formulate next learning steps with the teacher.</p>

<b>SMART Learning Goal</b>	Supports and gives a specific and measurable goal for the student to aim for to progress them towards developing growth in their writing.	Teachers will: Ensure, based on data, that all students will always be working towards the achievement of their co- created SMART Learning Goal that identifies where the student needs to go.	Students will: Take ownership, as over time, they consistently work towards the achievement of their co-created SMART Learning Goal - conferencing with teacher, peers and self-assessment.
<b>Assessment of Writing</b>	<p>Teachers assess to:</p> <ul style="list-style-type: none"> <li>- Check that students can apply their learning into a variety of written pieces for different purposes</li> <li>- Give informed and authentic and timely feedback to move students forward</li> <li>- Be informed about how to design future learning tasks and experiences to ensure all students learn</li> <li>- Find out the impact of their teaching through student achievement through deeper analysis of across grade/stage data in PLT's to inform next steps and improve writing outcomes</li> </ul>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Use different types of assessment AFL, AAL, AOL</li> <li>- Use common across the grade assessments</li> <li>- Have shared clarity about what they are assessing on a given writing task e.g. authorial or secretarial</li> <li>- Provide a clearly written in student accessible language rubric and/or co-constructed success criteria</li> <li>- Assess through a variety of contexts including but not limited to conferencing, guided writing observations, self-assessment – exit tickets</li> <li>- Support students to formulate a writing goal</li> <li>- Give ongoing feedback on goals and task related learning</li> <li>- Check that assessment evidence addresses the outcome</li> <li>- Gain and action student feedback on both their teaching and student engagement/learning</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Enjoy a range of opportunities to apply their writing and assess their skills</li> <li>- Be well informed through either a rubric or co-constructed success criteria on how their writing will be assessed</li> <li>- Receive regular informal and formal teacher and peer feedback on their writing and writing goal in a variety of contexts including but not limited to conferencing, guided writing observations, self-assessment – exit tickets</li> <li>- Have opportunities to receive feedback from an authentic audience</li> <li>- Action teacher and peer feedback</li> <li>- Provide your teacher with feedback on your learning</li> </ul>

## THE MAGIC OF WRITING AT ST JAMES

<b>What is our purpose?</b> <b>STAGE STATEMENT S2</b>	<b>Teacher - What will it look like in my classroom?</b>	<b>Student - What will it look like in my classroom?</b>
<p>By the end of Stage 2 students communicate expressively and clearly with growing proficiency about ideas and information in classroom, school and social situations for a range of purposes. They explore a variety of roles when interacting in pairs and groups, attending to different views and responding appropriately. Students use various listening behaviours to gather general ideas and key points from conversations, reports or spoken presentations. They identify the effect of purpose, audience and culture on spoken texts and shape and present ideas accordingly. Students identify common organisational patterns and language features of predictable spoken texts.</p> <p>Students independently read, view and respond to familiar and challenging texts and justify interpretations of ideas, information and events using a range of skills and strategies. They integrate a range of skills and strategies efficiently when reading, interpreting, analysing and evaluating texts and visual images. Students identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understandings. They recognise the representation of characters, settings and events in imaginative texts and start to evaluate point of view. They explain some ways in which authors and illustrators engage the interests of audiences and achieve a range of purposes. Students explore the structural and grammatical features and purposes for a range of written, visual and multimodal texts.</p>	<ul style="list-style-type: none"> <li>- Teacher as writer, respect and recognise each individual as a writer</li> <li>- Use agreed school editing tool</li> <li>- Write every day</li> <li>- Encourage students to apply NSW Foundation Style as appropriate</li> <li>- Opportunities to work through the writing process, crafting, re-crafting and editing for publishing</li> <li>- Highlighting how we communicate through speaking, listening, reading, writing, viewing and representing</li> <li>- Use the Gradual Release CSO model - Modelling, Shared &amp; Guided Writing</li> <li>- Exposure and immerse students in quality literature, language forms and features including regular and irregular spelling patterns, spelling rules and strategies.</li> <li>- Use model texts as exemplars and for deconstruction</li> <li>- Explicitly teach the micro skills of writing including language conventions</li> <li>- Use technology as an effective tool</li> <li>- Incorporate multimodal experiences &amp; texts</li> </ul>	<ul style="list-style-type: none"> <li>- Student as writer</li> <li>- Use the school editing tool</li> <li>- Write with purpose and/or for pleasure every day</li> <li>- Apply NSW Foundation Style as appropriate</li> <li>- Confident and persistent at working through the writing process</li> <li>- Apply their understanding of the relationships between speaking, listening, reading, writing, viewing and representing</li> <li>- Provide opportunities to view writing being modelled, view exemplary work samples</li> <li>- Engage in shared and guided writing</li> <li>- Develop a love for and use quality literature, language forms and features to improve their own writing</li> <li>- Use multi-media tools purposefully to effectively compose and respond to multimodal texts</li> <li>- All students are engaged, persistent and are able to confidently involved in the writing process</li> <li>- Students have opportunities to write across the curriculum</li> </ul>

<p>Students create well-structured imaginative, informative and persuasive texts in terms of topic, purpose, audience and language by drafting, proofreading and editing for familiar and unfamiliar audiences. They use simple and complex sentences, paragraphing, punctuation and grammatical features characteristic of the various texts to support meaning. Students spell familiar and unfamiliar words using knowledge of letter–sound correspondence, regular and irregular spelling patterns, spelling rules and a range of other strategies. They use increasing fluency when writing, applying NSW Foundation Style as appropriate, and develop digital publishing skills. Students explain and reflect on how they structure their writing to achieve intended purposes.</p>	<ul style="list-style-type: none"> <li>- Journal writing</li> <li>- Scaffolding to allow all students to enter the writing process</li> <li>- Incorporate writing authentically across the curriculum</li> <li>- Share writing with intended and authentic real world audience</li> <li>- Teacher encourages a variety of writing to be uploaded to the Seesaw App and decides what is to be shared with parents to engage them in their child's learning with authentic feedback as appropriate</li> <li>- Using engaging stimuli</li> <li>- Action Research - PD to inform practice</li> <li>- Create a safe risk-taking environment where all students will have a go</li> <li>- Provide diverse opportunities for students to write/craft and present their writing in a both collaborative and individual mode</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate and celebrate their writing with an intended and authentic real world audience</li> <li>- Uploading writing samples to Seesaw to share with my teacher, peers and parents</li> <li>- My work as a student informs my teachers practice</li> <li>- As a writer all students in the class take-risks and have a go</li> <li>- Opportunities to write/craft individually or with others</li> </ul>
---	--	--





## STAGE S3 - ST JAMES WRITING PRACTICES

### SOLO & SMART LEARNING GOALS

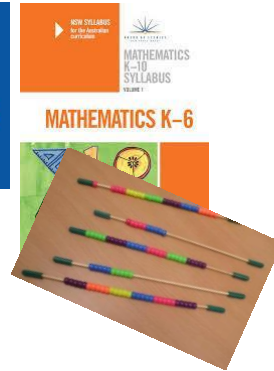
INTRODUCTION	PURPOSE	Teachers - What will it look like in our learning spaces?	Students - What will it look like in our learning spaces?
<p><b><i>Learning Intention phrased around the writing skills using the SOLO verbs and Success Criteria</i></b></p> <p>Referred to Understood Reflected upon</p>	<p>Set the stage to guide instructional decisions.</p> <p>Expect students to understand the purpose of a lesson beyond simply repeating the outcome or learning intention.</p> <p>To make the learning visible. All students will know how and what success looks like for the writing task.</p>	<p>Teachers will: Plan the WALT using these questions:</p> <ul style="list-style-type: none"> <li>- What am I teaching today?</li> <li>- Why am I teaching this?</li> <li>- How will I know if my students have learnt it?</li> </ul> <p>Note: The WALT may be co-constructed with the students and they may challenge, discern or question to gain clarity or make adjustments.</p> <p>Introduce WALT at the appropriate time and remain visible throughout the lesson. Referred back to and reflected upon to formulate next teaching steps with the students.</p> <p>On your whiteboard using SOLO verbs or In the student's workbook - written or printed</p>	<p>Student will:</p> <p>Understand and unpack the WALT using the following questions:</p> <ul style="list-style-type: none"> <li>- What am I learning today?</li> <li>- Why am I learning this?</li> <li>- How will I know that I learnt it?</li> </ul> <p>Have the opportunity throughout the lesson to refer back to the WALT and SC and reflect upon to formulate next learning steps with the teacher.</p>

<b>SMART Learning Goal</b>	Supports and gives a specific and measurable goal for the student to aim for to progress them towards developing growth in their writing.	Teachers will: Ensure, based on data, that all students will always be working towards the achievement of their co- created SMART Learning Goal that identifies where the student needs to go.	Students will: Take ownership, as over time, they consistently work towards the achievement of their co-created SMART Learning Goal - conferencing with teacher, peers and self-assessment.
<b>Assessment of Writing</b>	<p>Teachers assess to:</p> <ul style="list-style-type: none"> <li>- Check that students can apply their learning into a variety of written pieces for different purposes</li> <li>- Give informed and authentic and timely feedback to move students forward</li> <li>- Be informed about how to design future learning tasks and experiences to ensure all students learn</li> <li>- Find out the impact of their teaching through student achievement through deeper analysis of across grade/stage data in PLT's to inform next steps and improve writing outcomes</li> </ul>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Use different types of assessment AFL, AAL, AOL</li> <li>- Use common across the grade assessments</li> <li>- Have shared clarity about what they are assessing on a given writing task e.g. authorial or secretarial</li> <li>- Provide a clearly written in student accessible language rubric and/or co-constructed success criteria</li> <li>- Assess through a variety of contexts including but not limited to conferencing, guided writing observations, self-assessment – exit tickets</li> <li>- Support students to formulate a writing goal</li> <li>- Give ongoing feedback on goals and task related learning</li> <li>- Check that assessment evidence addresses the outcome</li> <li>- Gain and action student feedback on both their teaching and student engagement/learning</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Enjoy a range of opportunities to apply their writing and assess their skills</li> <li>- Be well informed through either a rubric or co-constructed success criteria on how their writing will be assessed</li> <li>- Receive regular informal and formal teacher and peer feedback on their writing and writing goal in a variety of contexts including but not limited to conferencing, guided writing observations, self-assessment – exit tickets</li> <li>- Have opportunities to receive feedback from an authentic audience</li> <li>- Action teacher and peer feedback</li> <li>- Provide your teacher with feedback on your learning</li> </ul>

## THE MAGIC OF WRITING AT ST JAMES

<b>What is our purpose?</b> <b>STAGE STATEMENT S3</b>	<b>Teacher - What will it look like in my classroom?</b>	<b>Student - What will it look like in my classroom?</b>
<p>By the end of Stage 3 students communicate effectively, using considered language to entertain, inform and persuade audiences for an increasing range of purposes. They work productively and independently in pairs or groups to deliver effective presentations using various skills and strategies. Students collaborate with others to share and evaluate ideas and opinions and to develop different points of view. They express well-developed and well-organised ideas about literary texts and respond constructively to different opinions. They demonstrate active listening behaviours in order to gather specific information and ideas, recognising and exploring how spoken and written language differ and how spoken language varies according to context. Students evaluate characteristic language features and organisational patterns of challenging spoken texts.</p> <p>Students independently read and view an extensive range of complex texts and visual images using a comprehensive range of skills and strategies. They respond to themes and issues within texts, recognise point of view and justify interpretations by referring to their own knowledge, values and experiences. They identify, critically analyse and respond to techniques, literary devices and language features used by writers to influence readers. Students compare and accurately summarise information on a particular topic from different texts and make well-supported generalisations about the topic. Students identify text structure of a range of complex texts and explore how</p>	<ul style="list-style-type: none"> <li>- Teacher as writer, respect and recognise each individual as a writer</li> <li>- Use agreed school editing tool</li> <li>- Write every day</li> <li>- Encourage students to apply NSW Foundation Style as appropriate</li> <li>- Opportunities to work through the writing process, crafting, re-crafting and editing for publishing</li> <li>- Highlighting how we communicate through speaking, listening, reading, writing, viewing and representing</li> <li>- Use the Gradual Release CSO model - Modelling, Shared &amp; Guided Writing</li> <li>- Exposure and immerse students in quality literature, language forms and features including regular and irregular spelling patterns, spelling rules and strategies.</li> <li>- Use model texts as exemplars and for deconstruction</li> <li>- Explicitly teach the micro skills of writing including language conventions and use strategies such as PEEL</li> <li>- Use technology as an effective tool</li> <li>- Incorporate multimodal experiences &amp;</li> </ul>	<ul style="list-style-type: none"> <li>- Student as writer</li> <li>- Use the school editing tool</li> <li>- Write with purpose and/or for pleasure every day</li> <li>- Apply NSW Foundation Style as appropriate</li> <li>- Confident and persistent at working through the writing process</li> <li>- Apply their understanding of the relationships between speaking, listening, reading, writing, viewing and representing</li> <li>- Provide opportunities to view writing being modelled, view exemplary work samples</li> <li>- Engage in shared and guided writing</li> <li>- Develop a love for and use quality literature, language forms and features to improve their own writing</li> <li>- Use multi-media tools purposefully to effectively compose and respond to multimodal texts</li> <li>- All students are engaged, persistent and are able to confidently involved in the writing process</li> <li>- Students have opportunities to write across the curriculum</li> </ul>

<p>grammatical features work to influence an audience's understanding of written, visual, media and multimodal texts. Students create well-structured and well-presented written and multimodal imaginative, informative and persuasive texts for a wide range of purposes and audiences. They deal with complex topics, issues and language features. Students select information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature. They make considered choices in written texts from an expanding vocabulary and from growing knowledge of grammatical patterns, complex sentence structures, cohesive links and literary devices. Students write well-structured sentences and paragraphs on particular aspects of the topic, clarifying and explaining how choices of language and literary features were designed to influence the meaning communicated in their texts. They spell most common words accurately and use a variety of strategies to spell less common words. They develop a fluent writing style and employ digital technology to present written texts effectively in a variety of ways for different purposes and audiences. Students evaluate the effectiveness of their writing by drafting, proofreading, editing, reviewing and publishing, focusing on grammatical features and the conventions of writing.</p>	<p>texts</p> <ul style="list-style-type: none"> <li>- Journal writing</li> <li>- Scaffolding to allow all students to enter the writing process</li> <li>- Incorporate writing authentically across the curriculum</li> <li>- Share writing with intended and authentic real world audience</li> <li>- Teacher encourages a variety of writing to be uploaded to the Seesaw App and decides what is to be shared with parents to engage them in their child's learning with authentic feedback as appropriate</li> <li>- Using engaging stimuli</li> <li>- Action Research - PD to inform practice</li> <li>- Create a safe risk-taking environment where all students will have a go</li> <li>- Provide diverse opportunities for students to write/craft and present their writing in a both collaborative and individual mode</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate and celebrate their writing with an intended and authentic real world audience</li> <li>- Uploading writing samples to Seesaw to share with my teacher, peers and parents</li> <li>- My work as a student informs my teachers practice</li> <li>- As a writer all students in the class take-risks and have a go</li> <li>- Opportunities to write/craft individually or with others</li> </ul>
---	---	--



# St James Mathematics Belief Statement

We the staff of St James seek, to create a **christ-centred** community of Mathematicians at our school who:

- *Can explain and apply a range of strategies to solve challenging mathematical problems.*

We want this for ALL students because we believe that Mathematics....

- *Is universal, empowering students to enjoy and engage critically and creatively whilst responding justly with their current and future world.*

We want all in our school community to approach and view Mathematics...

- *With a growth mindset so that Mathematics is an enjoyable and accessible discipline that is valued as an important aspect of life-long learning.*


We will achieve this through instructional and pedagogical practices in ALL classrooms that...


- *Encourage students to develop stamina and be risk takers through our high expectations and inclusive conceptual models.*






## MATHS IS FUN AT ST JAMES

INTRODUCTION	PURPOSE	Teacher - What will it look like in my classroom?	Student - What will it look like in my classroom?
<p><b><i>Learning Intention phrased around the Concept using the SOLO verbs and Success Criteria</i></b></p> <p>Referred to Understood Reflected upon</p>	<p>Set the stage to guide instructional decisions</p> <p>Expect students to understand the purpose of a lesson beyond simply repeating the outcome or learning intention</p>	<p>To be introduced at the appropriate time and remain visible throughout the lesson</p> <p>On your whiteboard using SOLO verbs or In the student's workbook - written or printed</p>	<p>Student will unpack and understand the Learning Intention</p>
<p><b><i>SMART Learning Goal</i></b></p>	<p>Supports and gives a criteria to assess progress towards developing mathematical understanding</p>	<p>Teacher will ensure, based on data, that all students will always be working towards the achievement of their co-created SMART Learning Goal that identifies where the student needs to go?</p>	<p>Students will always be working towards the achievement of their co- created SMART Learning Goal - conferencing with teacher and or peers</p>
MATHEMATICS BLOCK			
	PURPOSE	Teacher - What will it look like in my classroom?	Student - What will it look like in my classroom?
<p><b><i>Activates prior knowledge, skills and understandings, makes connections and uses number language.</i></b></p>	<p>An opportunity for students to explore and describe quantities in a variety of ways to deepen their understanding of number</p>	<p>Teachers will plan targeted number activities based on data using EMU and other well researched strategies for automaticity and understanding. Observe and reinforce the mathematical language and efficiency of strategies by asking, probing and prompting questions</p>	<p>Students actively engage in activities, working with different and varied partners and using mathematical language to explain their learning, thinking and understandings. All students to be given "take-up" time when being questioned. All students have opportunities to extend their thinking through questioning</p>

	PURPOSE	Teacher - What will it look like in my classroom?	Student - What will it look like in my classroom?
<p><b><i>Students investigate a range of possible answers using a variety of strategies. Rich tasks are well grounded in mathematical concepts and are directly connected with the content of the syllabus</i></b></p>	<p>NOT a “teaching to” time. Instead students engage in rich tasks that provide opportunities for them to experience “productive struggle” with ideas and to develop and use an increasingly sophisticated range of mathematical processes</p>	<p>Chooses/develops tasks that:</p> <ul style="list-style-type: none"> <li>Are built on current student understandings</li> <li>Have various entry points with multiple ways for the problems to be solved <b>and/or provide opportunities to apply a variety of strategies.</b></li> <li>Are interesting to students</li> <li>Provide for enabling and extending</li> </ul> <p>Teacher will roam the room giving ongoing support, challenge (without showing and telling a procedure) and feedback, enabling and extending (including within small focus groups). Teacher <b>will provide opportunities for</b> students to explain why their strategies work as they reveal student thinking through strategies such as gallery walks and fish bowl and will bring the focus to the important mathematical ideas and concepts.</p> <p>Teacher will anticipate misconceptions and plan for making the mathematics explicit, to be alert for ‘teachable moments’ and to ensure that data obtained informs the teaching and learning tomorrow <b>to address syllabus content and outcomes for student growth.</b></p> <p><b>Limit whole class teacher talk</b></p>	<p>Students will be given opportunities to ‘make it, say it, write it, draw it’ to connect mathematical representations to mathematical ideas and the structure of big ideas, including operational sense.</p> <p>Students will be:</p> <ul style="list-style-type: none"> <li>Risk takers</li> <li>Learning through their mistakes</li> <li>Growing a positive maths mindset</li> <li>Challenged- In and out of The Learning Pit</li> </ul> <p>Students have access to:</p> <ul style="list-style-type: none"> <li>Concrete material when required to make sense out of problem situations</li> </ul>



	PURPOSE	Teacher - What will it look like in my classroom?	Student - What will it look like in my classroom?
<p><i>Time to notice and explore the mathematics that has been experienced and cannot be totally pre-planned. It is important that there is a balance of teacher talk, student talk, partner talk and quiet reflective moments</i></p>	<p>Making connections between prior knowledge and new learning thereby helping to construct schema in long-term memory</p>	<p>Teacher will use deliberate questioning to facilitate and enable productive mathematical discourse and ensure mathematical thinking is being noticed.</p> <p>Use student work and explanations to</p> <ul style="list-style-type: none"> <li>→ Address misconceptions</li> <li>→ Notice/Highlight/Model and practice efficient and effective strategies</li> <li>→ Provide opportunity for students to adjust thinking and add to their recording of solutions.</li> </ul> <p>Discuss how students have been successful in their learning - refer to LI and SC</p>	<p>Student will actively respond by engaging in discussion, questioning to clarify confusion or misunderstanding and listening to the reasoning of others, articulating using mathematical thinking</p> <p>Students may discuss or write/draw in a reflective journal to explain:</p> <ul style="list-style-type: none"> <li>Their ideas and reasoning</li> <li>Their learning</li> <li>The mathematics they used</li> <li>Their great mistakes and use these to rethink their understanding</li> </ul> <p>Provide opportunity for students to adjust thinking and add to their recording of solutions.</p>
<p><i>Planning, Evaluating, Reflecting Implementing</i></p>	<p>Elicit and use evidence of student thinking, which helps teachers access learning progress and can be used to make instructional decisions during the lessons as well as help to prepare what will occur in the next lesson</p>	<p>Determine what to look for in gathering evidence of student learning</p> <p>Conduct formative assessment (written or oral) and adapt tasks based on data results to inform future planning</p>	<p><b>FOR STUDENTS - SUCCESSFUL LEARNERS and CONCEPTUAL UNDERSTANDING</b></p>