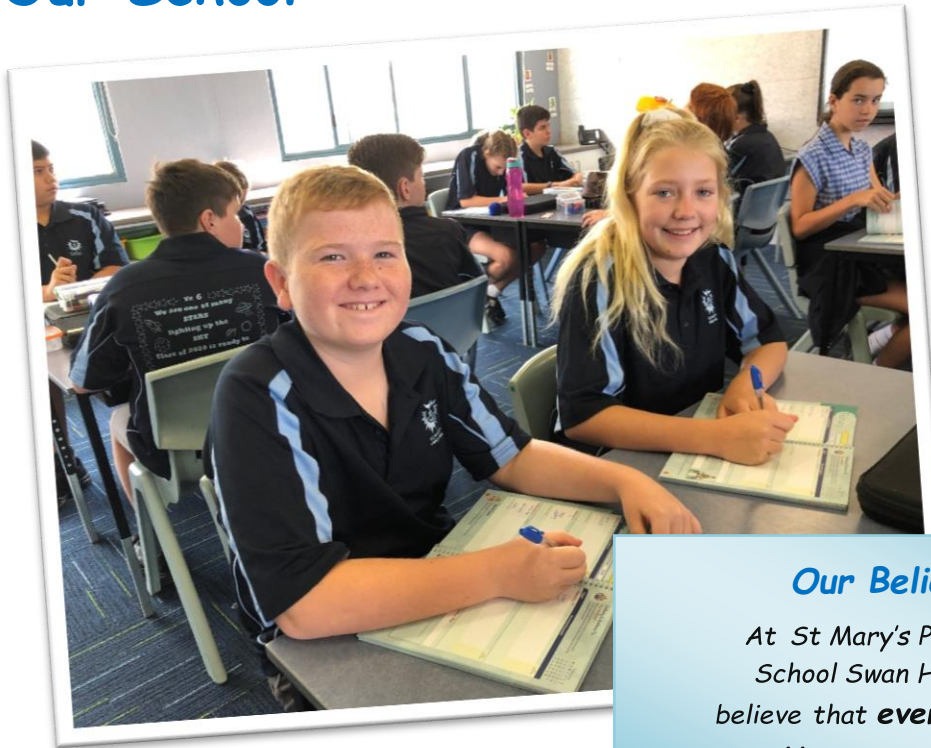


St Mary's Teaching & Learning Policy & Procedures Handbook 2020



As partners in Catholic Education and with Jesus Christ as our inspiration we educate, nurture and challenge each child in our care, to shine in an ever changing world.

About Our School



Our Belief

*At St Mary's Primary School Swan Hill we believe that **every child matters every day** and can be a high achiever*

5 Pillars: Our vision and pedagogy about how children learn

- **Pillar 1**-Our Catholic faith , traditions and beliefs
- **Pillar 2** - Teacher accountable learning
- **Pillar 3** - Teaching for deep understanding through explicit instruction
- **Pillar 4** - Strong relationships built on respect and trust
- **Pillar 5**- A commitment to cultural diversity and our environment

6 Givens for Every Learning Environment

- Excellent communication
- High expectations and excellent classroom practice
- Purposeful assessment leading to improved learning outcomes
- Well-resourced curriculum, grounds and buildings
- Committed, professional and collaborative staff
- A safe, welcoming and supportive learning environment.

4 Student Needs- Imperatives of Engagement

- Teachers who care for them
- Friends at school
- Challenging work that caters for individual needs
- To feel safe, valued and respected

Our Beliefs

At St Mary's Primary School Swan Hill we are committed to improving the life and learning of the children for whom we are responsible. Our beliefs are lived out through our commitment to R+I framework which underpins all teaching and learning programs and practices in the school. We believe

- *That every child is unique and blessed with their own God given gifts. Our goal is to nurture and foster these gifts.*
- *All teaching and learning exists in our Catholic Faith, tradition and beliefs very much centred on our Josephite heritage.*
- *All students can learn and achieve their full potential, given a positive and supportive learning environment*
- *All teachers can teach to high standards given the right conditions and assistance. As educators we collaboratively create an inspiring learning culture which results in success for all.*
- *High expectations and early intervention are essential. We believe in using a multi-tiered model of delivering the curriculum. We consistently monitor all students to ensure they are successful learners, collecting data which informs instruction so that all students 'unique learning profiles are supported.*
- *Our curriculum promotes excellence and equity for all students and provides a challenging platform from which rigorous, relevant and engaging learning programs are developed that address individual learning needs. We believe that highly engaged students are a critical factor in creating a high performing school and value collaborative home-school partnerships.*
- *We employ highly skilled, informed and dedicated staff who focus on learning through collaboration with colleagues. We believe in the power of reflection on our practice and collection of data in order to improve our teaching and ultimately deliver high quality instruction that supports all children to reach their potential.*



This is what our staff say our beliefs look sound and feel like:

Looks Like...

Great attendance	Established routines
Happy faces	Strong extra-curricular programs
Students working	All staff positively interacting with each other and students
Focused and attentive	Team work - staff, parents & students
High expectations	Recognition of diversity and cultures
Explicit teaching	Diverse support networks
Bright, stimulating environments	Quality resources
Organized	Celebrating success
Whole school consistency of programs and delivery	Living our Catholic faith
Open Communication	Confident children
Inclusive & collaborative	

Sounds Like...

Fun, laughter, rapport	Clear, structured instructions
Explicit teaching	Manners are used
Positive interactions - sharing, constructive feedback, discussion	Enthusiastic community of learners
Strong, meaningful questioning	Peer encouragement and feedback
Parent & Student Voice	Willingness to challenge oneself
Respectful conversations	Learning from mistakes

Feels Like..

Buzz – hum of active learning	Motivated classrooms
Safe and valued	Sense of community / belonging
Risk taking is okay	Calm and peaceful
Nurtured	Caring for each other
Trust and honesty	Purpose and forward thinking

5 Pillars: Our vision and pedagogy about how children learn

Pillar 1-Our Catholic faith, traditions and beliefs

- Regular liturgical and prayer experiences are shared with staff, children, parents and the wider community
- Data from ECSI is used to reflect and plan future learnings for the children and staff and directions for the school
- The Religious Education program is informed by 'Awakenings'
- Sacraments are celebrated with the combined setting of Parish and school
- Rich and purposeful assessment tasks are engaged

Pillar 2 - Teacher accountable learning

- Assessment practices are designed to reflect the full range of learning objectives.
- Students receive frequent and constructive feedback that supports further learning.
- Ensuring that each student meets Learning Intentions and Success Criteria through structured support and relevant feedback. Assessment criteria is made explicit through the use of rubrics
- Strategic use is made of questioning to find out what students know, understand and are able to do.
- Evidence from pre and post assessment is used to inform further planning and lead to appropriate, effective and rich learning experiences (Assessment and Curriculum are aligned.)
- Regular and ongoing peer feedback and self-assessment is valued and reflected on for future direction and teaching
- Rich Assessment tasks are used in Religious Education and Integrated Inquiry.
- Pre and post testing is used to track the movement of children's progress.
- Data collection and analysis are regularly undertaken to improve teaching and student outcomes.
- Students use rubrics and other self/ assessment tools as a form of assessment accountability.
- Parent chats, Student Journals, Parent/Teacher interviews and written reports are used to regularly communicate student learning and ensure accountability to set goals.
- Historical data (NAPLAN/PAT) is used to track and interpret whole school trends and effects sizes.

Pillar 3 - Teaching for deep understanding through explicit instruction

- Strategies are used that are flexible and responsive to the values, needs and interests of individual students
- A range of thinking strategies are used to support the different ways students learn.
- Students are given the opportunity to work in a variety of group settings; class, level, mixed level (eg. Foundation & Year 6).
- Children are given the opportunity to have an input into units and direct some of the learning opportunities.
- Differentiated activities are provided to allow for the different abilities and learning styles of all children.
- Children's prior knowledge, skills and experiences are used to target specific learning needs.
- High expectations are set where all children can learn and should be making a minimum of 0.4 growth each year.
- IEP's are used to cater for and enhance the learning opportunities for those at risk.

- Individual learning goals are set for all students as part of assessment to parent (journals/ T interviews).
- Clarity exists around learning and teaching philosophy of the school
- Clarity and fidelity exists around our school behaviour management protocol - St Mary's Way
- Learning experiences are planned to enable students to apply and make connections to their learning.
- Strategies are used that challenge and support students to question and reflect.
- Development of investigation and problem solving skills that foster imagination and creativity.
- The Curriculum is rich, diverse and differentiated to cater to students needs
- A broad variety of resources are used to support the curriculum.
- Planning is data driven, flexible, adaptable, relevant, well documented and regularly reviewed.
- Units of Work are constantly evaluated and aligned to current curriculum guidelines
- All instruction practices and interventions are scientifically researched, evidence-based and best practice
- Explicit teaching leads to a deeper understanding and application of knowledge and skill.
- Contemporary learning technologies are used in a purposeful way to enhance learning and teaching.
- Students are given opportunities to interact with local and broader communities.
- Children are provided with opportunities to demonstrate their growth in Knowledge, Understanding and Thinking from the beginning to the end of the unit.
- The model of 'whole small whole' is effectively used - 'I do, We do, You do' model of instruction.
- Time is prioritised to allow children to reflect on their learning and to share their learning.

Pillar 4 – Strong relationships built on respect and trust

- Positive relationships are built through knowing and valuing each student's unique learning profile and by leveraging their strengths and affinities.
- Student's self-confidence and risk taking in their learning is enhanced through initiatives such as SEL, KidsMatter, Brain Gym
- Promoting a positive learning environment that has an emphasis on high expectations and achievement
- Students are safe, have trust, respect and feel valued by all staff.

Pillar 5- A commitment to cultural diversity and our environment

- Students are encouraged to respect the natural environment and be active in promoting sustainability.
- Cultural diversity in our school and local community is valued.
- Australia as a rich and vibrant multicultural nation is actively promoted
- Use of contemporary technologies to engage students in a vast range of communities, both local and global.
- Connections are made with the Josephite Charism within the school and local community, eg. Social Justice and SRC fundraising causes.

6 Givens for Every Learning Environment

Excellent Communication

- Students are safe, have trust, respect and feel valued
- Students have work at their level
- Students have friends at school
- Parents feel welcome and informed
- Speak positively and focus on the great things happening
- Active participation and involvement in our school community
- Embrace cultural diversity
- Share ideas and work as a team
- Be aware of personal issues and be empathetic
- Make time for colleagues and yourself

High Expectations and Excellent Classroom Practice

- Every day matters – students and staff on time and well prepared
- Enforce school/classroom routines and practices - Expect the best from every student
- Expect and demand excellent behaviour
- Ensure a supportive school environment and differentiate for individual needs
- Use data to inform practice
- Ensure adequate resources
- Explicitly teach every lesson
- Follow the timetable and essential learning programs exactly
- High quality, organized classroom displays
- Excellent handwriting and presentation

- ***Purposeful Assessment -***
- Planned systematic and organized
- Ongoing – a tool for teams to share, monitor, analyze and respond to data
- Consistent use of Pre and post testing in all key areas.
- Storage of data (Google Docs/ClearTrack) ensures consistency across the school
- Planning and teaching is data driven,
- Fluid groups for enrichment and extension(are developed from the data collected
- Use many strategies(rubrics, checklists ,peer and self-assessment, note taking, photos etc) to support assessment evidence
- Ongoing – a tool for teams to share, monitor, analyze and respond to data
- Aligned to Essential learning Statements & Learning Intentions/Success Criteria.
- Ensures accountability
- Unit Leaders -drive assessment
- Targets the needs of all students and provides foundation for differentiation
- Provides accurate information & feedback to students, other staff and parents
- Basis of reporting to parents and students
- Whole school data pictures available/transparent

- ***Well Resourced Curriculum, Grounds & Buildings -***
 - Students and staff feel safe and welcoming
 - Strong sense of hospitality
 - Spacious, safe and well equipped playground(aesthetically pleasing and well shaded)
 - Immaculate and well maintained grounds and buildings
 - Stimulating classrooms
 - Whole school approach to curriculum
 - Comprehensive curriculum with abundant up to date resources to support delivery
 - A variety of outside areas to cater for needs of different students
 - Respect and pride shown in the school by staff and students

- ***Committed, Professional & Collaborative Staff***
 - Staff committed to the school curriculum and the St Mary's Way
 - Adhere to our school /level norms
 - Dedicated to providing a quality learning spaces and environment.
 - Collaborative approach to planning and working together (levels, units, leadership)
 - Staff works as teams - high trust and open communication, all treated as equals
 - Dedicated to each student and their wellbeing
 - Open door policy
 - Open communication- emails, staff memos, regular meetings
 - Committed, supportive leadership
 - Many professional learning opportunities
 - Commitment to improving teaching practice and pedagogy.
 - Inclusive of all staff (Teachers LSO's, office staff, ancillary staff,)
 - Confidential and respectful of all opinions.

- ***Safe, Welcoming & Supportive Learning Environment***
 - Close links with school community through school events (Grandparents Night, Friday assembly, class liturgies etc)
 - RTI
 - value our LSO team
 - Front office-organized and welcoming
 - Open communication with staff, students and parents (Meet the teacher chats, Parent Teacher interview, phone calls ,newsletter ,skoolbag app etc)
 - Feels enthusiastic, warm and inviting
 - Looks tidy and organized
 - Emphasis on emotional wellbeing of student sand on supporting families.
 - Safe and secure learning environment
 - Students supported in all areas (not only the classroom)
 - The St Mary's Way
 - Provision of a variety of differentiated learning programs to cater for all needs
 - Parents are welcomed and emphasis on building strong school-home relationships
 - Every face has a place
 - Stimulating and vibrant learning environment
 - Security in classrooms encourages students to be risk-takers with their learning
 - Aware of safety compliance (OH &S),Child Safe etc)

Students Need

- *Teachers Who Care For Them*
- *Friends at school*
- *Challenging work that caters for their individual learning needs*
- *To feel safe, valued and respected*

School-Wide Positive Behaviour Support (SWPBS)

The St Mary's Way

As part of our School Wide Positive Behaviour Support (SWPBS) initiative, we have developed an approach to managing behaviour known as The St Mary's Way which all staff are expected to adhere to. Based on assertive discipline techniques and strategies, the St Mary's Way ultimately teaches children how to manage their own behaviour and has become a basis for a shared culture that shapes relationships between students, their peers and teachers. The 4 norms of the St Mary's Way guide the students to reach their full potential and promote a positive learning environment for all.

Our staff spend considerable time as part of their initial Learning to Learn Unit establishing the St Mary's Way in their classroom and then recalibrate to maintain and reinforce expectations at the beginning of each term. If ever in doubt, seek support/guidance from the Senior Leadership Team and/or Unit Leaders. With the introduction of SWPBS at St Mary's in 2018 some modifications to the current behaviour management plan will occur.

St. Mary's Way Norms

- Be Responsible
- Be Respectful
- Be Safe
- Be Your Best

How it works:

St Mary's Way Behavioural Narration Cycle- Classroom

- Give explicit instructions
- Use behavioural narration
- Refer to the 4 norms
- Take corrective action

Explicit Directions Guidelines

- Get students attention
- Teach specific behaviours
- Check for understanding
- Cue students to start

Please refer to the following for more detailed information about the St Mary's Way:

St Mary's Way Behavioural Narration Cycle- Playground

The St Mary's Way operates in the playground.

Teachers on duty are supplied with a clipboard and record the name of any child and the details of any incidents that may occur. A daily management email is sent out to relevant staff after lunch which contains the names of any students reported on the yard and the details. This list is monitored and additional support /consequences are put into place by Senior Leadership for children who appear frequently on the list.

More serious situations result in children being sent straight from the yard to the office.



RtI and PLC

The 6 PLC and 4 Rti questions form the basis of all conversations around children and their learning at St Mary's

Critical Questions	
1. What is it we want our students to know (Curriculum)	RTI Questions
2. How will we know if our students are learning (Assessment)	1. Who is at risk?(Identify)
3. How will we respond when students don't learn ? (Intervention)	2. Why are they at risk ? (Diagnose)
4. How will we enrich and extend the learning for students who already know it (Instruction & Extension)	3. What are we doing ? (Response)
5. How will we increase our instructional competence (Teacher Development)	4. Is it working (Monitoring)
6. How will we co-ordinate our efforts as a school?(Leadership)	

RtI

The RtI framework and principles underpins all we do at St Mary's. It provides a systematic process of tiered support to ensure every student receives the additional time and support needed to learn at high levels. This support is for both academic and behavioural needs and encompasses students requiring intervention and extension within the curriculum. It is in essence a process for achieving higher levels of academic and behavioral success for all students and encompasses building teacher capacity and collaboration to strengthen pedagogy and address student learning needs. An integral part of RtI is the Problem Solving Team (meetings. In 2019 these occur weekly. Through careful data monitoring any students deemed at risk can be discussed, their data analyzed and a formalized monitoring and management/intervention plan formed with progress reviewed dates put into place.

High Impact teaching Strategies (HITS)

At St Mary's we incorporate the HITS into the repertoire of strategies teachers use to cater for the wide variety of learning needs that students present with each day.

(Refer to detailed outline provided)

Teaching and Learning Expectations

Classroom Indicators

- Ensure St Mary's Belief, Pillars, Givens and Needs are embedded
- Ensure the St Mary's Way & School Wide Positive Behaviour Support drives classroom management
- Ensure explicit instruction is embedded across all key curriculum areas
- Ensure purposeful, daily consolidation sessions are planned to move a student's knowledge from short to long term memory
- Ensure that classroom display, bookwork and handwriting expectations are achieved
- Ensure the intentional teaching of vocabulary
- Ensure differentiation for high achievers in planning and practice
- Follow the prescribed timetables for each year level
- Plan, monitor, track and report on student progress against The Victorian Curriculum and St Mary's Benchmarks

English (refer to Teaching English at St Mary's section)

- Taught, assessed and reported on Using The Victorian Curriculum
- Guiding Document : Teaching English at St Mary's
- Ensure the intentional teaching of vocabulary

Mathematics (refer to Teaching Mathematics at St Mary's section)

- Taught, assessed and reported on Using The Victorian Curriculum
- Guiding Document : Teaching Mathematics at St Mary's
- Ensure the intentional teaching of vocabulary

Science (refer to St Mary's 2019 Integrated Inquiry Scope & Sequence)

- Teach and assess and report on Victorian Curriculum aligned units of work
- Guiding Document : St Mary's 2019 Integrated Inquiry Scope and Sequence
- Ensure the intentional teaching of vocabulary

History (refer to St Mary's 2019 Integrated Inquiry Scope & Sequence)

- Teach, assess and report on Victorian Curriculum aligned units of work
- Guiding Document : St Mary's 2019 Integrated Inquiry Scope and Sequence
- Ensure the intentional teaching of vocabulary

Other Curriculum Areas

- Ensure Health & PE, LOTE, The Arts and Technology are taught, assessed and reported on using the Victorian Curriculum and the St Mary's reporting schedule

Reporting

Reporting Journals

Reporting and communication between home and school is vital for the development and welfare of each child. As a school we have adopted the 'Reporting Journal' as a means of reporting on the individual progress of each child.

The reporting journal is contained within a display folder and includes the following:

- Student goals for each term
- Work samples from the different areas of the curriculum
- Teacher feedback on social, behaviour and academic success
- Opportunity for parent comment and feedback
- Opportunity for a parent or teacher requested interview at the end of each term

Reports and Parent Teacher Interviews

Term 1: Parent teacher interview at the end of Term 1/Learning Journals

Term 2: Written report sent home at the end of Term 2 /Learning Journals

Term 3: Parent Teacher Interviews: Beginning of Term 3/Learning Journals

Term 4: Written reports at end of Term 4/Learning journals

In 2019 we are moving to Student Led Conferences in the Year 2-6 area.

Explicit Teaching Lesson Outline

- I Do
- We Do
- You Do

I DO – Introduce the Strategy/Concept

- State the learning intention and share success criteria with the children
- Define the skill/s being taught-explain why students need to master the concept/skill
- Demonstrate /model skill (Model procedures - 'thinking out loud')
- Clearly explain step by step
- Revise-check for understanding
- Reinforce

Students demonstrate understanding

WE DO- Collaborative/Guided Practice

- Guide students as they practice –require high frequency of responses. Ensure high rates of success.
- Provide timely and explicit feedback,clues, and prompts. Have students continue to practice until they are fluent.
- Teacher circulates the room and monitors/evaluates student practice by observing, asking questions and engaging students in focused talk.
- Use clear language –avoid digressions
- If students are not mastering the skill, return to 'I do' steps and reteach.

Students demonstrate understanding

YOU DO- Independent Practice

- Individual work, differentiation for student levels
- Teacher circulates room and monitors individual student practice
- Engage students in focused questioning and feedback.
- Students continue to practice until skills are automatic.
- Check and correct students' independent work to validate level of mastery.
- Review key concepts and consolidate understanding
- Check LI and SC

Explicit Teaching Break Down

The following elements of Explicit Instruction must be considered before, during and after each lesson:

1. **Focus instruction on critical content.**
Teach skills, strategies and vocabulary terms, concepts and rules that will empower students in the future and match the students' instructional needs.
2. **Sequence skills logically.**
Consider several curricular variables, such as teaching easier skills before harder skills, teaching high frequency skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.
3. **Break down complex skills and strategies into smaller instructional units.**
Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of each student's working memory. Once mastered, units are synthesized (practiced as a whole).
4. **Design organized and focused lessons.**
Make sure lessons are organized and focused, in order to make optimal use of instructional time.
5. **Begin lessons with a clear statement of the lesson's goals and your expectations.**
Tell learners quickly what is to be learned and how they will know if they have been successful at achieving this new learning (WALT – We are Learning To and SC I can). Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.
6. **Review prior skills and knowledge before beginning instruction.**
Provide a review of relevant information. Verify that students have the pre-requisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.
7. **Provide step by step demonstrations.**
Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.
8. **Use clear and concise language.**
Use consistent and unambiguous wording and terminology. The complexity of your speech (eg: vocabulary, sentence structure) should depend on students' receptive vocabulary, to reduce possible confusion.
9. **Provide an adequate range of examples and non-examples.**
In order to establish the boundaries of when and when not to apply a skill, strategy, concept or rule, provide a wide range of examples and non-examples.
10. **Provide guided and supported practice.**
In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.

11. Require frequent responses.

Plan for a high level of student– teacher interaction via the use of questioning. Having the students respond frequently (ie, oral responses , written responses or action responses helps them focus on the lesson content, provides opportunities for student elaboration , assists you in checking understanding, and keeps students active and attentive .

12. Monitor Student performance closely.

Carefully watch and listen to students ' response, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.

13. Provide immediate, affirmative and corrective feedback.

Follow up students ' responses as quickly as you can. Immediate feedback to students about the accuracy of their responses will help ensure high rates of success and reduces the likelihood of practising errors.

14. Deliver the lesson at a brisk pace.

Deliver instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on – task behaviour. Use a rate of presentation that is brisk but includes a reasonable amount of time for students ' thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can't keep up.

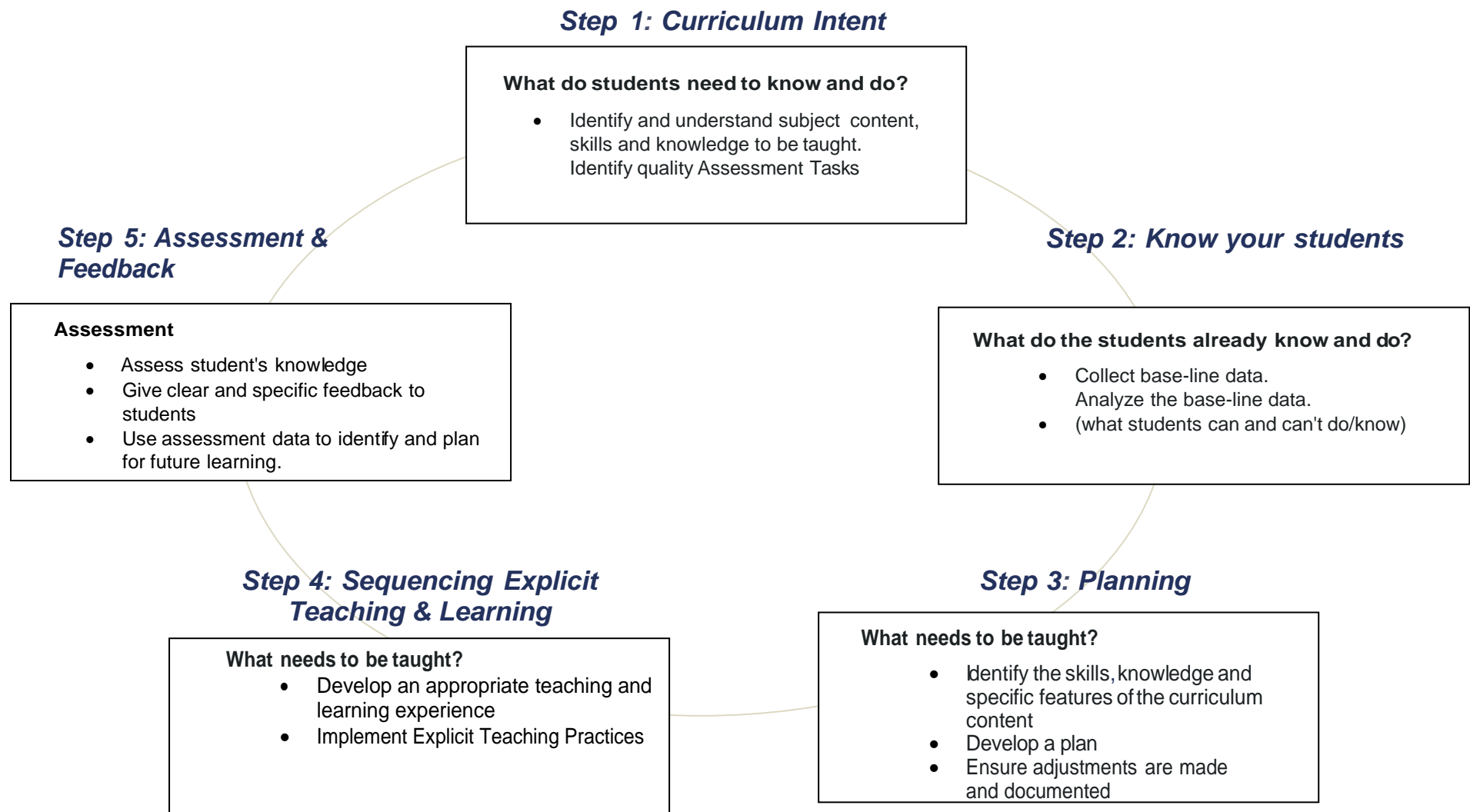
15. Help students organize knowledge.

Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent and explicit. Well – organized and connected information makes it easier for students to receive information and facilitate its integration with new material.

16. Frequency and Duration

Provide students with multiple practices /attempts, in order to address issues of retention as well as automaticity.

Teaching and Learning Cycle



Planning Expectations

Informed, knowledgeable and well planned teachers get the most out of every student every day

- Complete planning prior to the commencement of each unit in levels .
- Implement the mandated school curriculum programs and assessments for English, Math, Science, History, Integrated Inquiry, Arts, Health, Technology and LOTE.
- Implement Explicit Instruction and Consolidation

Prior to Planning

- Familiarize yourself with your year level timetable
- Familiarize yourself with the St Mary's Curriculum documents
- Familiarize yourself with the St Mary's Teaching and Learning Cycle to guide the planning process
- Decide on and plan for assessment for the unit of work
- Establish students' levels of knowledge, skills and understanding

During Planning

- Be clear which Essential Learnings /Content Descriptors are being assessed and what standards you are moving all children towards and how you will organize groupings/ lessons to cater for all learners – document how you are catering for Differentiation.
- Organize resources well in advance for the lessons

During Teaching

- Implement Consolidations and Explicit Instruction into all lessons daily
- Teach the minimum allocation of time for each curriculum area
- Have a clear and detailed Weekly / Daily Plan
- Ensure activities are corrected/marked, results are recorded for assessment, regular feedback is provided to students and parents

Curriculum Plan - Yearly and term overview

... is provide by the HTL and provides an overview of the context for learning and assessment devices



Weekly planning

... allows you to set out lessons on a daily basis with an opportunity to see all the week's lessons sequentially. It includes playground duty, meetings and jobs to do. It acts as an informative guide and a reflection tool



Daily planning

...allows for a description of what needs to be taught through Explicit Instruction, resources, and differentiation for students



Weekly Timetable... is provided and gives the breakdown of curriculum into specific time allocations and priority areas

Staff Norms

The staff at St Mary's developed the following norms to help clarify expectations, promote open dialogue and hold themselves and their colleagues accountable for the way they behave and operate when working together.

Norm	What we will see
<p>1. TIME We arrive promptly and work productively during our allotted time by sticking to the agreed agenda</p>	<ul style="list-style-type: none"> • Start and finish meetings on time • Agenda prepared ,circulated and shared via google docs before the meeting • All relevant planning prepared prior to the meeting • Devote appropriate time to each agenda item by appointing a timekeeper • Level coordinator to post minutes of the meeting
<p>2. LISTENING We will commit fully, listen respectfully and contribute thoughtfully</p>	<ul style="list-style-type: none"> • Positive body language • Clarifying questions to gauge understanding • Allowing people to finish their idea • Being open to others ideas • Eye contact and positive body language
<p>3. CONFIDENTIALITY We will act in a professional manner to keep agreed topics confidential.</p>	<ul style="list-style-type: none"> • Speak respectfully about families, staff and students • Keep confidential documents secure • Professional judgments about when to share/not share personal information(of students and families) • Using technology and social media appropriately
<p>4. DATA We will collect, record, collaboratively review and share data to improve student outcomes.</p>	<ul style="list-style-type: none"> • Keep up to date data on all students using agreed data formats (have it) • Allow time for professional discussion based on student data (talk about it) • Planning will be driven by student data (use it)
<p>5. DECISION MAKING We will discuss ideas and value difference before making a group decision.</p>	<ul style="list-style-type: none"> • Valuing opinions of all team members • Making data driven decisions • Everyone contributes their thoughts and ideas • Accept that certain decisions need to be made • Decision making should be a collaborative process
<p>6. PARTICIPATION We will actively participate in meetings to ensure they are purposeful and meaningful</p>	<ul style="list-style-type: none"> • Share the workload between all group members • All team members given equal opportunity to contribute • Allow time for questions and sharing • An environment of trust & openness • Being practical where possible
<p>7. EXPECTATIONS We will actively participate, seek advice when required, share concerns and celebrate successes.</p>	<ul style="list-style-type: none"> • Each team member will fulfil their responsibilities through preparation and organization • Be fully present and engaged during meetings • Treat each other in a professional and respectful manner • Team members will ask questions and accept constructive feedback

Teaching English at St Mary's Swan Hill

The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.
-- Dr. Seuss

Rationale

We teach English at St Mary's Primary School in order to ensure that students:

- Develop the ability to speak, listen, read and view, compare, research and write with competence, confidence, purpose and enjoyment in a wide range of context.
- Provide students with the skills to experience how language works and how to use it appropriately.
- Develop in students the confidence and competence to meet the demands of school, employment and further education.
- Foster in students the ability to use texts to explore ideas and to think critically about their world and the global community.
- Empower students to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue a point of view.
- Understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings.
- Develop interest and skill in inquiring into the aesthetic aspects of texts, an informed appreciation of literature and an understanding of literary criticism, heritage and values.



Literacy

To learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose

Language

To appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.

To understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning

Literature

To develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

(Taken from the Victorian Curriculum English aims)

Nature of the English Program

Benchmarks for Literacy 2019

These indicators provide guidelines as to the minimum expected levels of performance all children will reach at the completion of the designated year levels. The St Marys English Assessment Schedule and St Mary's Assessment Guide Manual provide staff with a comprehensive overview of when and how to administer each key assessment task.

	F	One	Two	Three	Four	Five	Six
HRSIW	30	37					
Word Test	10	15					
C.A.P.	20	24					
Letter I.D.	54	54					
R.O.L	28	35	42	42	42	42	42
Text-Accuracy	5/8	15/20	26/28	28			
Burt	27	39	51	60	68	74	79
PAT Spelling			1	2	3	4	5
Writing Vocab	30	50					
Pat Reading	P	1	2	3	4	5	6
SWST	A	B	C	D	E	F	G
Cars & Stars	-	AA	A	B	C	D	E
Fountas & Pinnell (comprehension)	C	G	L	O	R	U	X

Yr 2 students who score Text level 15 or below must complete the full Clay Observation Survey.

Yr. 3 - National Benchmark for Year 3 (NAPLAN)

Yr. 5 - National Benchmark for Year 5 (NAPLAN)

Ongoing Assessment and Monitoring

Throughout the year teachers.....

- Continually monitor and track the progress of individual students by systematically collecting evidence from a range of assessments, and using this information to inform teaching.
- Schedule and document ongoing assessment to track individual students against Victorian Curriculum English and St Mary's Reading and Writing Learning Essentials
- Administer and analyze running records at regular intervals for all students. Running records are used to record a student's reading behaviour and comprehension.
- Record reading behaviour in Guided Reading and use this information to plan for future learning
- Regularly observe student's reading, writing, speaking and listening within the class context, particularly during independent reading and writing and document progress against English Victorian Curriculum
- Have children complete a pre and post writing samples in their Writing Assessment books when teaching a new genre
- Regularly collect and analyze student writing samples
- Provide students with regular opportunities for self-assessment
- Adhere to the St Mary's Literacy Assessment Schedule

Intervention and Special Assistance

At St Mary's teachers provide quality differentiated classroom teaching for all students in the "You Do" component of each literacy lesson.

For students not achieving the expected level in literacy in order to accelerate their learning additional intervention programs are provided.

- Boost Teaching groups
- ERIK
- Fundamentals Literacy F-4
- Fundamentals-Numeracy F-4
- MacLit /Multi-Lit/Initial Lit

- WIN
- SPELD programs
- Phonics- small group additional assistance (Red and/or Blue Power Pack)

WIN

WIN (What I Need) is a Tier 2 intervention that offers support to all students at their point of need. In 2019 WIN time runs twice weekly in the writing block. Additional staff support the classroom teacher to conduct WIN with a particular cohort of students from their level (extension, core and support group). Win time groups are fluid and based on the pre assessment data collected for that particular text type. Planning for WIN appears on the weekly English planner.

Refer to **Learning Support 2019** for breakdown of support F-6

Curriculum content: The What

Underpinning the St Mary's English program is the Victorian Curriculum <http://victoriancurriculum.vcaa.vic.edu.au/> and the St Mary's Reading and Writing Essential learning Statements.

English Non Negotiables

We hold high expectations for all students. We believe that it is the quality of instruction that makes a difference and therefore is the responsibility of every teacher to ensure that all children learn. This has led to the production of a list of Non Negotiables which guide the practical components of teaching literacy across the school ([refer to separate document for details](#)).

Reading-

At St Mary's we believe there are underlying skills that all learners need to possess in order to become great readers. During 2017 Reading Essential Learning Statements and accompanying assessments were developed to guide teachers as they endeavour to ensure all students master critical reading skills at each year

level. St Mary's also has a number of guiding documents to ensure comprehensive coverage at each year level

- Phonemic awareness and phonic knowledge- see Phonics Scope and Sequence
- Guided Reading- see Guided Reading Scope and Sequence
- Serial Reading -see Serial Reading & Author Focus Scope & Sequence
- Book Chat-literature Appreciation program
- Vocabulary Acquisition-see Shades of Meaning Scope and Sequence
- Comprehension- see Cars & Stars
- Year by year Literacy Continuum (based on Fountas & Pinnell /Victorian Curriculum documents)



Classroom Teaching Strategies: The How

At St Mary's all literacy classes are taught using an explicit teaching approach (**I Do, We Do, You Do**). This approach caters for the wide range of literacy experiences, knowledge and skills that are present in every class by differentiating in the "You do" stage of the lesson. Each reading lesson clearly articulates the learning intention, and success criteria. These are always clearly displayed in the room and referred to throughout the lesson. The teacher provides deliberate and explicit instruction through "think alouds" as they guide practice and opportunities via teacher questioning for children to articulate their thinking and learning. Reading sessions focus on teaching specific text types (genres), the mechanics of reading, shared or performance reading and developing a love of literature with the following teaching strategies incorporated into aspects of the classroom program.

Foundation -Two

Three -Six

Shared reading Modelled Reading Read to	Shared Reading Modelled Reading Read to
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Guided Reading	Response to Literature (Book Chat)
Independent Reading	Guided Reading
Language Experience	Independent Reading
Response to Literature (Book Response)	Guided Reading-Reciprocal Reading

Writing

At St Mary's we believe there are underlying skills that all learners need to possess in order to become great writers. Writing Essential Learning Statements and accompanying assessments have been developed to guide teacher as they endeavour to ensure all students master critical writing skills at each year level. Additional guiding documents which cover key aspects of writing ensure comprehensive coverage at each year level.

- Spelling Knowledge- see Spelling Mastery
- Text Types knowledge- See Text Types Scope and Sequence and associated pacing guides.
- Handwriting Scope and Sequence

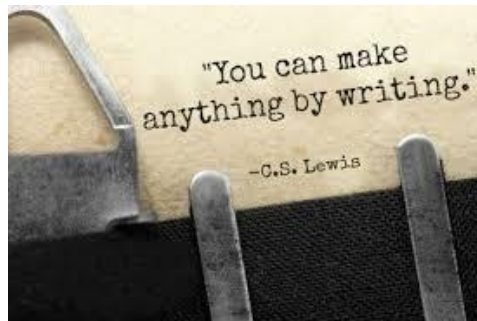
Methodology

At St Marys all literacy classes are taught using an explicit teaching approach (**I Do, We Do You Do**). This approach caters for the wide range of literacy experiences, knowledge and skills that are present in every class by differentiating in the "You do " stage of the lesson. Each writing lesson clearly articulates the learning intention, and success criteria. These are always clearly displayed in the room and referred it throughout the lesson. The teacher provides deliberate and explicit instruction through "think alouds" as they guide practice and opportunities via teacher questioning for children to articulate their thinking and learning. Writing sessions focus on teaching specific text types (genres), the

mechanics of writing and /or writing about reading with the following teaching strategies incorporated into aspects of the classroom program.

Classroom strategies

Foundation- Two	Three- Six
Shared Writing Modelled Writing Language Experience Story Grammar Writing about Reading Guided Writing Text Types Overview F-6 Text Types pacing guides Independent Writing Read and Retell	Shared Writing Modelled Writing Story Grammar Guided Writing Text Types Overview F-6 Text Types pacing guides Writing about Reading Independent Writing Read and retell



Spelling

The school is committed to teaching Spelling using The Get Reading Right Phonics program and the Spelling Mastery program. The phonological and visual aspects of spelling at St Mary's are taught using a direct instruction approach. Short lessons are conducted three times per week with each lesson having a clear learning intention aimed at building long term retention and understanding of spelling rules

.2019 will see the introduction of spelling sessions using the SWST spelling data collected to provide all students access to the spelling rules and patterns introduced at each year level. Etymological and morphemic knowledge's are taught within the context of the vocabulary and grammar and vocabulary components of literacy lessons and strategies for spelling are covered when teaching aspects of the writing process during the literacy block. There is a strong focus on students learning to spell the Oxford high frequency words quickly and accurately to assist with writing fluency.

Listening and Speaking

Oral language is inherent in every teaching and learning interaction with the ability to communicate effectively a key foundation for student learning. St Mary's is an OLSEL (Oral Language Supporting Early Literacy) school and is strongly committed to using the 4 elements of OLSEL (Vocabulary, Story Grammar, Complex Sentences & Phonological Awareness) to improve student outcomes. Opportunities to intentionally develop oral language skills in students are explicitly built into daily literacy lessons. During 2019 Listening and Speaking Essential Learning Statements and accompanying assessments will be developed to guide teachers as they endeavour to ensure all students have a solid foundation for literacy success.

Leadership and Coordination

The Curriculum Leader and a staff member from each level meet regularly (every 2-3 weeks) to plan and coordinate the Literacy program throughout the school. This is recorded on a weekly planning sheet and then used to lead literacy planning and discussion at level professional conversation time. The actual planning and recording of the weekly literacy program is designated to one team member in each level.

Regular whole school workshops (CPL's) are organized by the Curriculum Leader on aspects of the literacy program to build teacher efficacy and ensure whole school coordinated implementation of teaching programs or strategies .These take place at staff meetings or in the Professional Conversation component at weekly level meetings .

Planners

Literacy for each year levels is planned at a

- Year
- Term
- Weekly Level (may be guided by a 4 week planning Overview document)
(see Planners in Appendix)
- All literacy planners are saved and housed in Planners (plus respective year) on the school intranet.

Literacy Block-Planning and Instruction

At St Mary's teachers Foundation - Year 2 area dedicate a daily two hour literacy block to explicit literacy teaching and 8-10 hours per week in the Year 3-6 area.

Literacy is taught using a combination of mini lessons and extended reading and writing workshops with technology being an integral part of the delivery of literacy.

Teachers focus on the teaching of literacy across relevant Victorian Curriculum standards and content descriptors and use a range of student groupings ensuring appropriate level of teacher support (whole class, flexible small group independent activity, whole class sharing) based on data collected and the individual needs of each student .

Home • School • Community links

Parents are invited to help out in literacy classes. In particular they are encouraged to help out in junior classes.

Parents are provided with information about new directions in literacy and on aspects of classroom programs and practice through the school newsletter and or sessions run by staff, Curriculum Leader or guest speakers.

Resources: Key resources used to teach English at St Mary's are:

- ✓ Victorian Curriculum -English
- ✓ St Mary's Reading and Writing Essential Learning Statements
- ✓ Fountas and Pinnell-K-8 Benchmark system & continuums
- ✓ OLSEL Training and resources
- ✓ PM- Writing Exemplars
- ✓ Sunshine Online
- ✓ Get Reading Right Phonics program
- ✓ Phonics Hero-online delivery
- ✓ Reading eggs- online delivery
- ✓ Zip tales -online delivery
- ✓ Spelling Mastery

- ✓ Cars and Stars-Comprehension
- ✓ Explorations: Strategies for teaching comprehension
- ✓ Big Books- fiction /non fiction
- ✓ Guided reading books- Level 1-30 & PM ,Cengage, Oxford boxed GR cards
- ✓ Magazines-Comet, Explore, Challenge and assorted literature (library)
- ✓ Literacy Directions- Box 3,4,5,6
- ✓ Wonder Words program
- ✓ PM Vocabulary Exemplar cards-Emerging, Extending, Consolidating
- ✓ English for a Purpose- Promethean board delivery
- ✓ Grammar for a Purpose- Promethean board delivery
- ✓ Grammar Rules- promethean board delivery
- ✓ Targeting Handwriting- promethean board and text book
- ✓ Focus On Reading Series



Teaching Mathematics At St Mary's Swan Hill



Rationale

We teach Mathematics at St Mary's Primary School in order to ensure that students:

- Are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra, Measurement and Geometry, and Statistics and Probability*
- Recognize connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study

Number and Algebra -Students

- Apply number sense and strategies for counting and representing numbers.
- Explore the magnitude and properties of numbers.
- Apply a range of strategies for computation and understand the connections between operations.
- Recognize patterns and understand the concepts of variable and function.
- Build on their understanding of the number system to describe relationships and formulate generalizations.
- Recognize equivalence and solve equations and inequalities.
- Apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Measurement and Geometry- Students

- Develop an increasingly sophisticated understanding of size, shape, relative position and movement of 2D figures in the plane and 3D objects in space.
- Investigate properties and apply their understanding of them to define, compare and construct figures and objects.
- Learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement.
- Build an understanding of the connections between units and calculate derived measures such as area, speed and density.

Statistics and Probability- Students

- Recognise and analyse data and draw inferences.
- Represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data.
- Assess likelihood & assign probabilities using experimental & theoretical approaches.
- Develop an increasingly sophisticated ability to critically evaluate chance & data concepts & make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information & develop intuitions about data.

Benchmarks For Mathematics 2019

These indicators provide guidelines as to the minimum expected levels of performance all children will reach at the completion of the designated year levels.

Monitoring and Assessment (Beginning & End of Year)

	F	One	Two	Three	Four	Five	Six
PAT Maths		1	2	3	4	5	6
Naplan				National Benchmark		National Benchmark	

The St Marys Mathematics Assessment Schedule and St Mary's Assessment Guide Manual provide staff with a comprehensive overview of when and how to administer each key assessment task.

Foundation- 2	3-6
MAI Detour- Foundation PAT Maths online -Year 1/2 I Can Do Maths - Foundation Stepping Stones-quarterly tests Module checkups (pre & post)	PAT Maths online Stepping Stones-quarterly tests Module checkups (pre & post)

Ongoing Assessment and Monitoring

Throughout the year teachers

- Continually monitor and track the progress of individual students by systematically collecting and documenting evidence from a range of assessments, and using this information to inform teaching.
- Scheduling weekly New Wave Mental Maths tests and using this data to monitor student individual progress and inform teaching decisions.
- Administer and analyze Stepping Stones checkups at the beginning & end of each module and use these and module performance tasks as indicators of progress and to differentiate instruction for students requiring extension or intervention through Fluid Group sessions.
- Administer and analyze Stepping Stones Quarterly tests at the conclusion of Modules 3,6, 9 & 12 and use this data to assess mathematical knowledge/understanding and track individual students progress against the Victorian Mathematics continuum.
- Regularly observe students problem solving, and application of mathematical concepts covered within the class context, particularly during the "You do " or differentiation stage of the mathematical lesson.
- Regularly collect and analyze student mathematical samples.
- Provide students with regular opportunities for self-assessment and reflection on learning.



Intervention and Extension

At St Mary's teachers provide quality differentiated classroom teaching for all students, particularly in the "You Do" component of each numeracy lesson.

Students whose pre module data indicates they have already mastered essential Mathematical content are provided with a variety of extension tasks to challenge and extend their mathematical knowledge and thinking.

- Junior-Open ended problem solving tasks, Maths Lab, Mathletics(Year 2)
- Middle -Open ended problem solving tasks (individual or small group tasks), Mathletics, View and Do interactive problem solving tasks
- Senior -Open ended problem solving tasks (individual or small group tasks), Mathletics, View and Do interactive problem solving tasks

For students not achieving the expected level in numeracy in order to accelerate their learning additional short-term intervention programs are provided.

- Junior Fundamentals - Years 1 -2
- Middle Years Fundamentals-Years 3-4
- QuickSmart -Year 5-6

Refer to **Learning Support 2019** for breakdown of support F-6

Curriculum content

Underpinning mathematical teaching at St Mary's is the Victorian Curriculum and the St Mary's Mathematical Essential Learning statements and associated assessment tasks.

All classes teach Mathematics using a daily mental maths program - New Wave Maths and an explicit, systematic online Mathematic program- Stepping Stones. This is strongly aligned to the Victorian Curriculum- Mathematics and delivers the 3 key content areas in 12 discrete modules. Counting games form part of daily

warm ups in the junior classrooms while tables are introduced and practised daily in Years 3-6.

Problem Solving is taught systematically using a daily Problem Solving Program- Macmillan Problem Solving boxes and /or teacher devised open ended tasks.

Mathematics Non Negotiables

We hold high expectations for all students. We believe that it is the quality of instruction that makes a difference and therefore is the responsibility of every teacher to ensure that all children learn. This has led to the production of a list of Non Negotiables which guide the practical components of teaching Mathematics across the school ([refer to the guiding document for details](#)).

Scope and Sequence

At St Mary's we believe there are underlying skills that all learners need to possess in order to become great Mathematicians.

- In each year level these have been organized into 12 modules of work designed to be taught as 12 × 3-step lesson plans (6 in Foundation)
- Each module contains
 - 12 × 3-step lesson plans (6 lessons in Foundation)
 - Open tasks for small-group work (learning centres in Foundation)
 - Ongoing practice tasks which revise previous lessons and modules.
 - Multiple options for assessing and recording
 - Problem-solving activities (Thinking Caps & and Investigation tasks)
 - Differentiated instruction for each lesson
 - Differentiated instruction across years
 - Printable resources
 - References to optional resources

These modules have been organised into scope and sequence documents to ensure developmentally appropriate and comprehensive coverage at each year level.

Foundation- Scope and Sequence

Year 1- Scope and Sequence

Year 2- Scope and Sequence

Year 3- Scope and Sequence

Year 4- Scope and Sequence

Year 5 -Scope and Sequence

Year 6- Scope and Sequence

Classroom Teaching Strategies

At St Marys all numeracy classes begin with daily mental maths and /or counting /problem solving activities before moving into the main Math lesson. The Maths lessons are taught using an explicit teaching approach (I Do, We Do You Do). Each lesson clearly articulates the learning intention and success criteria .They provide deliberate and explicit instruction through "think alouds" by the teacher as they guide practice and opportunities via teacher questioning for children to articulate their thinking and learning. This approach caters for the wide range of numeracy experiences, knowledge and skills that are present in every class by differentiating in the "You do "stage of the lesson. Here teachers use a range of flexible student groupings to provide the appropriate differentiated teacher support including whole class focus, small groups (intervention, core and extension) independent activities and whole class reflection and analysis of new learning. Teachers develop mathematical language by explicitly introducing new terms and symbols and expecting and encouraging correct use, making connections between language, symbols and materials. They develop numeracy understanding through deliberate and strategic questioning and feedback and through structuring purposeful, authentic tasks that allow different possibilities, strategies and products to emerge and which encourage higher order thinking skills.



Leadership and Coordination

The Curriculum Leader and a staff member from each level meet regularly to discuss and coordinate the Mathematics program throughout the school. This is recorded on weekly planning sheet and then used by the Level leader to lead numeracy planning and discussion at level professional conversation time. The actual planning and recording of the weekly numeracy program is designated to one team member in each level.

The online Mathedology segments are a critical part of the professional development of all teachers at St Mary's and should be viewed at a level planning session /by staff individually before introducing a new module

Regular whole school workshops (CPL's) are organized by the Curriculum Leader on aspects of the numeracy program to build teacher efficacy and ensure whole school coordinated implementation of teaching programs or strategies. These take place at staff meetings or in the Professional Conversation component at weekly level meetings.

Planners

Numeracy for each year level is planned at a

- Year -
 - Term
 - Module level (broken down into 2-3 week units)
-
- All numeracy planners are saved and housed in Planners (plus respective year) on the school intranet.
 - The Mathematical Non Negotiables document guides the practical components of teaching numeracy at St Mary's- **See Mathematics Non Negotiables**

Numeracy Block-Planning and Instruction

At St Mary's teachers in the Foundation-Yr. 1 area dedicate one hour daily to explicit numeracy teaching. Teachers in Years 2-6 spend 60-70 minutes each day teaching Mathematics.

Maths lessons begin with a mental mathematics mini lesson, which consists of 20 mental math questions and a weekly mental mathematics test.

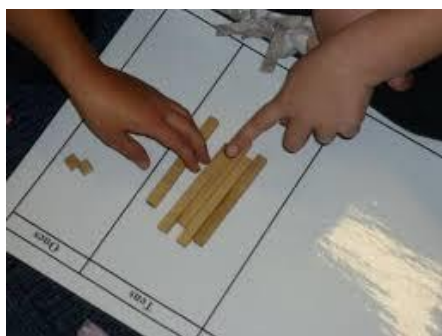
The main Mathematics lesson is taught in a sequence of modules, four modules per term. Each lesson begins with a clearly articulated learning intention, explicit teacher instruction, followed by guided practice and differentiated application of the mathematical concepts covered in the lesson. ICT is integral, blending the delivery of lessons on a digital platform with more traditional printed student journals tasks. Academic vocabulary pertinent to each lesson/module is recorded in the planner and taught explicitly as a way of extending children's mathematical vocabulary.

Checkups and performance tasks to assess understanding are conducted within each module and quarterly tests are conducted at the conclusion of Modules 3, 6, 9 and 12 to provide more accurate information about individual student's mathematical capabilities and to direct future learning and teaching.

Home • School • Community links

Parents are invited to help out in Mathematics classes at the discretion of each classroom teacher.

Parents are provided with information about new directions in Mathematics and on aspects of classroom programs and practice through the school newsletter and or sessions run by staff, Curriculum Leader or guest speakers.



Key Resources:

Key resources and programs used in the teaching of Mathematics at St Mary's are:

- ✓ Stepping Stones K-6 program and associated resources
- ✓ RIC- New Wave Mental Math
- ✓ Sunshine Online- Mathematics
- ✓ Macmillan Problem Solving Boxes
- ✓ Mathletics
- ✓ Maths Lab
- ✓ View and Do -DVD's and associated problem solving tasks
- ✓ Maths mates
- ✓ E-vision
- ✓ Focus On Mathematics Series

Inquiry At St Mary's



Swan Hill

Rationale

Inquiry is an approach to teaching and learning that in essence involves students in the investigations of questions, problems or issues of significance. Through inquiry the teachers at St Mary's seek to develop students' essential competencies as learners and equip them with a set of transferable skills and dispositions. Inquiry based learning is driven by the search for deep understanding. At St Mary's teachers are committed to taking their students on a learning journey that moves their thinking from shallow to deep understanding. They utilize many strategies and methods for students to demonstrate the depth of their new learning in rich culminating tasks (summative assessments) and through significant work samples and events through a unit. There is a strong emphasis on learning about 'big ideas' that help children make sense of the world around them and for the students (learners) to construct their own understandings, moving from the known to the unknown. The use of questioning techniques and thinking routines that probe beyond the surface are integral to all inquiry units taught at the school

Curriculum content

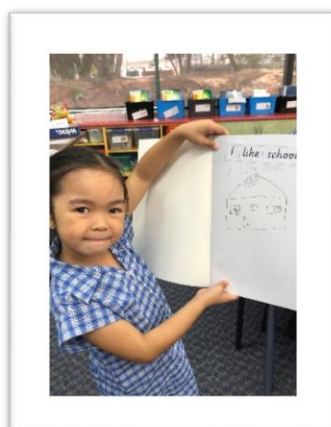
Underpinning inquiry teaching at St Mary's is the Victorian Curriculum, the St Mary's Essential Learning statements in History and Science and associated assessment tasks.

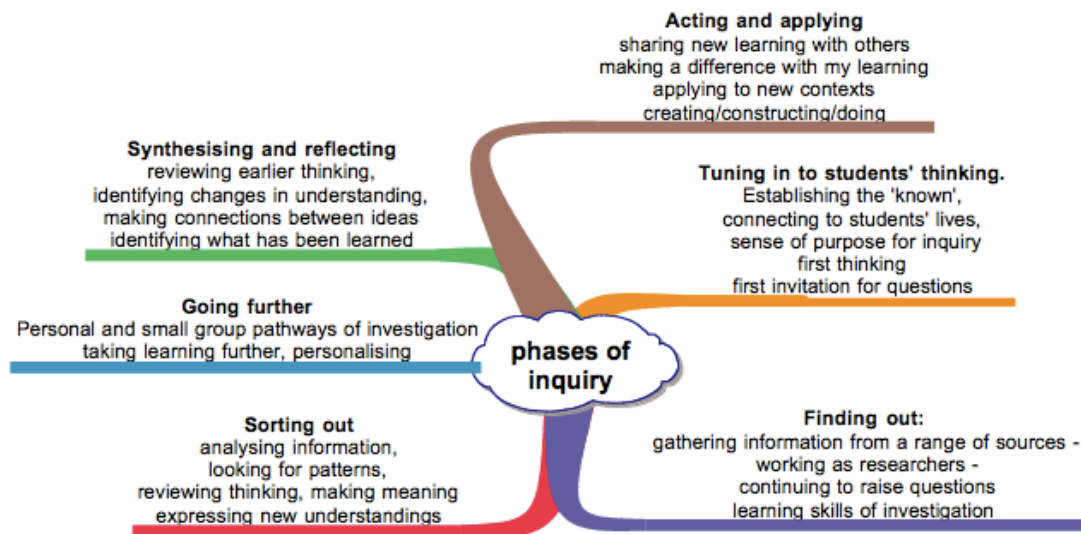
The key resource used to plan inquiry is a comprehensive online planning tool - MAPPEN.

This is strongly aligned to the Victorian Curriculum and provides readymade integrated units of work which are then edited to reflect our local context and our student needs and interests.

The model

The use of Kath Murdoch's inquiry model is used to guide planning and teaching of all investigations at St Mary's. The elements listed are components in an inquiry journey and generally happen in a cyclic or broadly sequential manner.





© Kath Murdoch 2010

Assessment

All units include at least one rich assessment task that integrates several areas to be evidenced simultaneously. In addition a variety of formative and summative tasks are built into the unit as are opportunities for regular self-assessment and teacher feedback.

Planners

Inquiry for each year level is planned at a

- Year
- Term
- Unit level (broken down into 4-6 week units)
- All inquiry planners are saved and housed in Team Drive (plus respective year) in Curriculum

Leadership and Coordination

The Curriculum Leader and a staff member from each level meet regularly (every 2-3 weeks) to plan and coordinate the Inquiry program throughout the school. This is recorded on inquiry planning sheet and then used by the respective staff member to guide inquiry planning and discussion at level professional conversation time. The actual planning and recording of the weekly inquiry program is designated to one team member in each level.

Regular whole school PD's (CPL's) are organized on aspects of Inquiry to build teacher efficacy and ensure whole school coordinated implementation of teaching programs or strategies .These take place at staff meetings or in the Professional Conversation component at weekly level meetings.

Religious Education at St Mary's



Swan Hill