St Kieran's School

Education Program

"Strength Through Caring"

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Accreditation requirement

As referenced in the Education (Accreditation of Non-State Schools) Regulation 2017; a school has a written educational program that:

(a) has regard to the ages, abilities, aptitudes and development of the school's students; and
(b) promotes continuity in the learning experiences of the students; and
(c) provides a breadth, depth and balance of learning appropriate to students' phases of development and across an appropriate range of learning areas; and
(d) is responsive to the needs of the students; and
(e) is consistent with the Alice Springs (Mparntwe) Education Declaration. [Regulation s.9(1)]

- is drawn directly the Australian Curriculum across P-10
- is developed from QCAA syllabuses in Years 11-12
- includes vocational education and training courses at level 1 or above under the Australian Qualifications Framework Education (Accreditation of Non-State Schools) Regulation 2017 Div 4, s9

Curriculum overview

Statement of philosophy and aims

Accreditation requirement

This is St Kieran's written statement of philosophy and aims, consistent with the Alice Springs (Mparntwe) Education Declaration, and used as:

(a) the basis for the school's educational program; and
(b) a guide for the school's educational and organisational practices.
Education (Accreditation of Non-State Schools) Regulation 2017, Div 4, s.10

School response

The school's written vision and mission guides learning and teaching.

Vision

St Kieran's Catholic Primary School is committed to providing a faith-filled learning environment. In the spirit of Saint Kieran, we strive for a culture of growth, generosity and belonging as part of an inclusive community.

Mission

We encourage students to have a growth mindset so that they achieve their potential and become life-long learners. Together we value the role each member of our school community plays. Founded by the Canossian Sisters, we continue to reflect their values by giving our best, having courage, doing the small things well, working as a team and never giving up. We live our motto, 'Strength Through Caring' so that our students become successful members of society.

This statement:

- Aligns with Alice Springs (Mparntwe) Education Declaration and beliefs and values underpinning BCE Learning and Teaching Framework.
- Forms the basis of the school's education program
- Guides education and organisational practices in the school.

St Kieran's
PRIMARY SCHOOL BRIGHTON
strength through caring

Vision

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Rationale

The following information refers specifically to the requirements for the school's statement of philosophy and aims and the education program. The St Kieran's School Educational Plan outlines

how the school addresses curriculum, pedagogy, assessment, and reporting in line with the Australian National Curriculum and Brisbane Catholic Education.

The school is committed to developing teacher practices through professional development focusing on aspects of curriculum implementation and assessment and the incorporation of a proactive approach to teaching and learning. This is evidenced by the development of rigorous units, innovative use of ICT and the incorporation of a variety of effective and expected pedagogies within quality programs. The continued implementation of the St Kieran's School Educational Program is aimed at further enhancing teacher proficiency in curriculum, pedagogy, assessment, moderation and reporting practices.

St Kieran's School Staff are committed to working collaboratively to create a working and enacted curriculum that maximizes learning and teaching, in which students are the focus. The St Kieran's Educational Program is regularly updated to reflect the current direction of curriculum, pedagogy, assessment and reporting.

Teaching and Learning

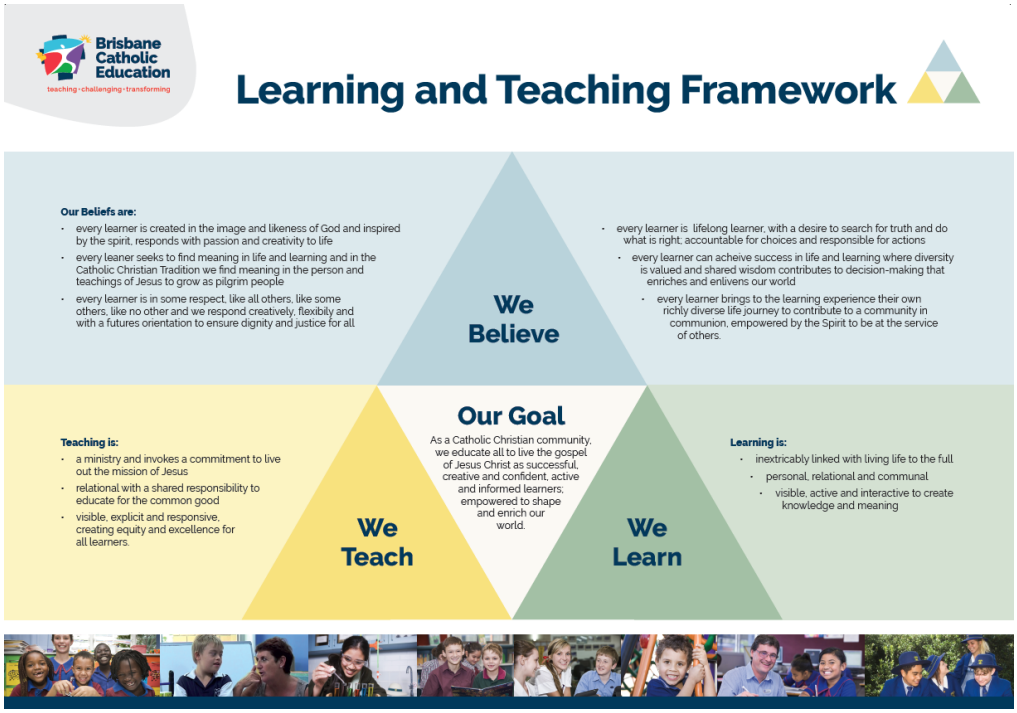
Pedagogy

St Kieran's outlines its approach to teaching that is evidence-based, targeted and responsive to student learning progress and achievement (Education (Accreditation of Non-State Schools) Regulation 2017 Div 4, s.9 (1)(a) and (1)(d).

At St Kieran's we endeavour to implement the Brisbane Catholic Education framework to guide our classroom organisation and pedagogy.

BCE Learning and Teaching Framework

The BCE Learning and Teaching Framework 'We Believe, We Learn, We Teach', sits within the vision, mission and values of St Kieran's and outlines our philosophy and aims for learning and teaching. It is the beginning point of planning for learning and teaching at any level in BCE. It outlines the beliefs and values that underpin learning and teaching in our schools.



The Learning and Teaching framework aligns with and is informed by:

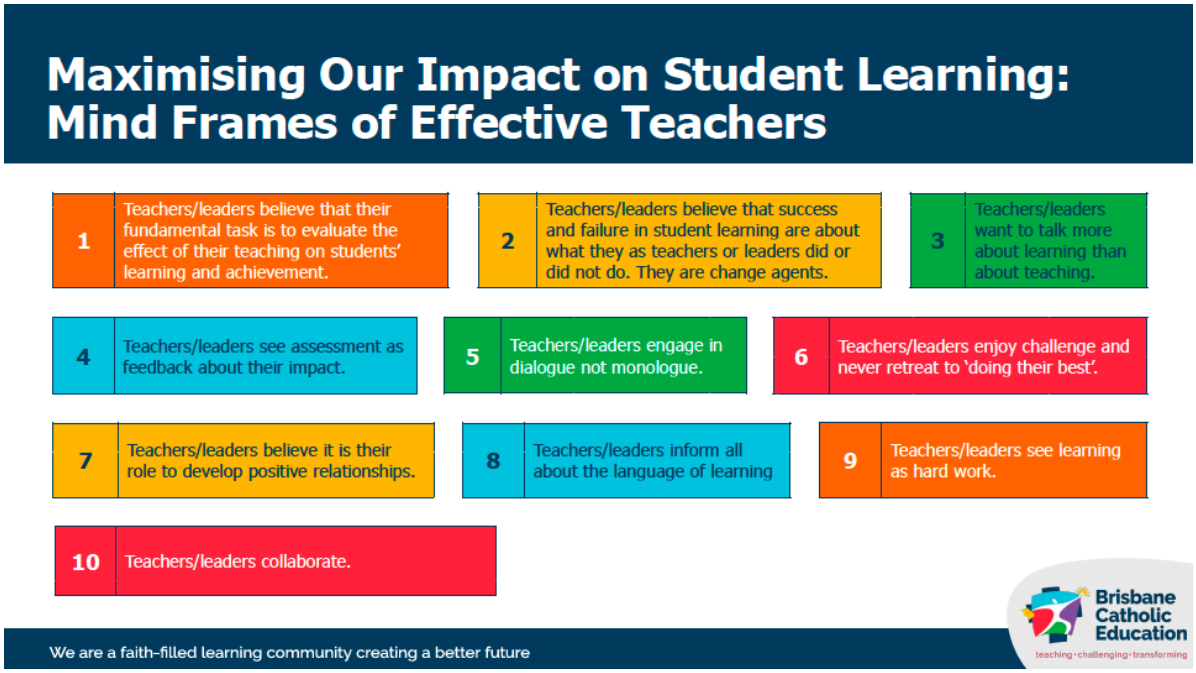
- The Melbourne Declaration, now the Alice Springs (Mparntwe) Declaration (2019); Key changes Queensland Catholic Schools and Curriculum, 2021 and the key assertions that: our focus is on the whole person; learning and living are inextricably linked with living life to the full, and learning and teaching prepare students for global responsibilities and to work for the common good.
- Visible Learning (Hattie, 2009) evidence base on the factors that impact positively on student achievement.

St Kieran's School uses the BCE Model of Pedagogy (see above) for all learning areas. This is pedagogical approach is identified in year level planning documents.

The Model of Pedagogy is an evidence-based model of the teaching practices that have most impact on student achievement. It implements the beliefs and values of the BCE Learning and Teaching Framework and emphasises strategies that make visible the impact of teaching on each learner's progress; and responsive, targeted teaching strategies to move that learning forward.

The Effective and Expected Literacy and Numeracy teaching practices provide a scaffold and resources to teach and respond to the literacy and numeracy demands of all curriculum areas across P-16.

10 Mind Frames for Teachers and Leaders make explicit the mind frames that underpin effective teaching to maximise impact. It also assists students to see themselves as assessment capable visible learners, providing feedback on teaching practices and classroom climate.



School response

The following Curriculum is offered across the school

- **RE** P-6
- English P-6
- Mathematics P-6
- Science P-6
- **HPE** P-6
- **HASS** P-6:
  - HASS P-2: History and Geography.
  - from Year 3 adds Civics and Citizenship.
  - from Year 5: adds Economics and Business

  Digital Technologies

- Arts
  - P-6; 5 subjects - Dance, Drama, Music, Media Arts, Visual Arts in 3 bands P-2, 3-4, 5-6.
  - **Music** is taught by a specialist teacher from P to 6, for 2 terms.
  - **Drama** is taught by a specialist teacher every three weeks from P to 6, across all 4 terms. This teacher plans, assess and reports to class teachers who compile the information onto the semester report cards.
  - **Dance** is taught by a specialist teacher in Term 2 from P to 6. This teacher plans and reports to class teachers who compile the information onto the semester report cards.
  - **Visual Arts** is taught by the specialist teacher
  - **Media Arts** is planned, taught and assessed by classroom teachers
- **Japanese** is taught by a specialist teacher weekly from P to 6, across all 4 terms. Years 3 to 6 work on a Yearly A/B rotating cycle.
- **Technologies** (design and digital technology) are planned, assessed and reported by the class teachers with support from a specialist teacher who works on a four-weekly cycle, every term from P to 6 to support the *Information and communication Technology capability (general capabilities)* strand.
- **Health** – *Movement and Physical Activity Strand,* is taught by a specialist teacher every week from P to 6, across all 4 terms. This teacher plans, assess and reports directly to the semester report cards.

At St Kieran's the curriculum is organised with a view to breadth, depth and balance taking account of the needs of its students and the time needed for them to learn successfully in all curriculum areas. This is outlined in termly class timetable. The P- 6 Australian Curriculum content for any learning area should be able to be taught within the indicative time allocation that ACARA set for its curriculum writers (outlined below).

Expectations of how Maths and English are taught at St Kieran's can be found in the English @ St Kieran's document and the Maths @ St Kieran's document.

Indicative time allocations

Curriculum Time Allocation Reference

Required and Elective Curriculum areas and time allocations
P-6 required curriculum areas and time allocations

Learning Area	Time allocation	Based on a 39-week year						
		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion	Hrs/Wk	2.5	2.5	2.5	2.5	2.5	2.5	2.5
English	Hrs/Wk	7.5	7.5	7.5	5.5	5.5	5	5
Maths	Hrs/Wk	4.5	4.5	4.5	4.5	4.5	4	4
Science	Hrs/Wk	1	1	1	1.5	1.5	1.5	1.5
Health &PE	Hrs/Wk	2	2	2	2	2	2	2
HASS	Hrs/Wk	1	1	1	2.5	2.5	3	3
The Arts	Hrs/Wk	1	1	1	1.25	1.25	1.25	1.25
Languages Model 1	Hrs/Wk						1.5	1.5
Languages Model 2	Hrs/Wk	1 hour/wk per year level OR 5 hrs./wk distributed across some year levels					1.5	1.5
Technologies: Design &Technologies	Hrs/Wk	0.5	0.5	0.5	1.0	1.0	1.5	1.5
Technologies: Digital Technologies	Hrs/Wk	0.5	0.5	0.5	1.0	1.0	1.5	1.5

HASS: P-2 History and Geography; Y3-4 History, Geography and Civics and Citizenship; Y5-6 History, Geography, Civics and Citizenship and Economics and Business

The Arts: Access to Dance, Drama, Media Arts, Music and Visual Arts is to be provided within each band (P-2, 3-4, 5-6)

Languages: Y5-6 are required years of study (1.5hr/wk) and at this time schools are encouraged to offer languages in P-4

Taken from:
https://mybcecatholicedu.sharepoint.com/catholic-identity/Shared%20Documents/enews%20feb%203/Curriculum%20Timetabling.pdf#search=curriculum%20time%20allocation

Effective Teaching

Highly Effective Teachers

At St Kieran's School we believe that all teachers can be highly effective. There is now a large body of educational research into the factors underpinning highly effective teaching. Meta analyses of this research (e.g., Walberg, 1984; Bransford, Brown & Cocking, 2000; Hattie, 2003) reveal a number of teaching practices associated with significantly improved student outcomes. Four broad characteristics of highly effective teaching are summarised briefly below:

✓ High expectations

Highly effective teachers create classroom environments in which all students are expected to learn successfully. They set high expectations for student learning and create orderly classrooms in which students feel safe and supported to learn. They are driven by a belief that, although individuals are at different stages in their learning, every student is capable of learning and making progress beyond their current level of attainment, if motivated and given appropriate learning opportunities and support. Highly effective teachers understand the importance of developing students own beliefs in their abilities to learn successfully, and work to promote students understandings of the relationship between effort and success.

As part of this process, highly effective teachers make clear what students are expected to learn. They communicate clear and high expectations of individual students and are clear about the standards expected of students in each grade of the school. They set learning goals for individuals in terms of the knowledge, skills and understandings that they are expected to develop (not simply in terms of classroom activities to be completed). They set high expectations for individual progress and are focused on ensuring that all students achieve grade-level proficiency in foundational skills such as reading, writing and numeracy.

✓ Deep knowledge

Highly effective teachers have a deep understanding of the subjects they teach. These teachers have studied the content they teach in considerably greater depth than the level at which they currently teach and they have high levels of confidence in these subjects. Their deep content knowledge allows them to focus on teaching underlying methods, concepts, principles and big ideas in a subject, rather than on factual and procedural knowledge alone.

Highly effective teachers not only have deep knowledge of the subjects they teach, they also have deep understandings of how students learn those subjects (i.e. pedagogical content knowledge). They understand how learning typically progresses in a subject: for example, the skills and understandings that are pre-requisites for progress, and common paths of student learning. They are familiar with the kinds of learning difficulties that some students experience and with appropriate interventions and available professional support for those difficulties. They are aware of common student misunderstandings and errors and know how to diagnose and address obstacles.

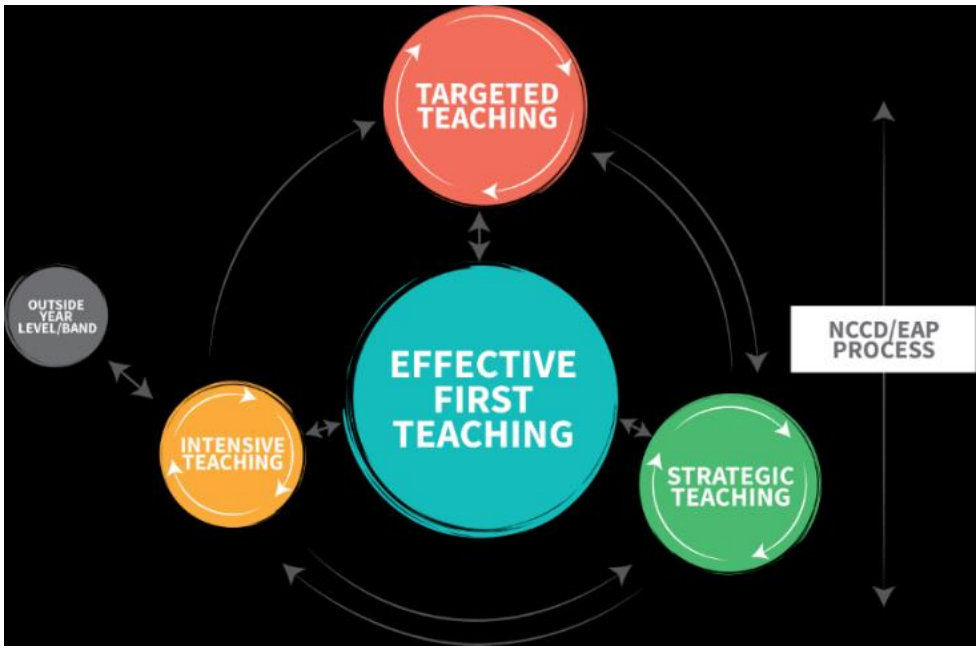
✓ Targeted teaching

The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly (Ausubel, 1968). Highly effective teachers establish where students are up to in their learning. They understand the importance of identifying students' current levels of knowledge, skill and understanding. Educators see teaching not so much as the delivery of a one size-fits-all, to a classroom of students, as the design of learning opportunities tailored to students' current levels of readiness and need. They use assessments and diagnoses of individual difficulties and misunderstandings to design effective interventions and teaching. Having established where students are up to in their learning, these teachers then direct their teaching to student needs and readiness. They maximise student engagement and hence learning, by differentiating teaching according to student needs (i.e. not teaching to the middle of the class, but personalising teaching and learning as required). They use evidence-based teaching methods (such as direct instruction) that are known to be effective in promoting student learning and they use intrinsic factors (such as curiosity) to engage and motivate. Highly effective teachers work to ensure that all students are students are appropriately engaged, challenged and extended, including high-achieving students who already are working well beyond grade expectations.

✓ Continuous monitoring

A consistent and strong research finding is that highly effective teachers provide continuous feedback to learning. They continually monitor the progress of individual students and provide feedback to support further learning. The provision of feedback is a key to effective classroom teaching. Highly effective teachers provide feedback in forms that guide student action and provide encouragement to further progress. They assist students and parents to see and monitor individual progress over time, including across the years of school, and they provide feedback to parents on what they can do to support their children's learning. Beyond this, highly effective teachers reflect on their own practice and strive for continuous improvement. They use feedback about student learning to reflect on the effectiveness of their teaching efforts. They recognise that improvement in teaching is always possible and are eager to find ways to improve outcomes for students. They place a high priority on their own professional learning and usually work with colleagues in pursuit of improved teaching practices and enhanced student learning.

Levels of Response



The BCE levels of Response Framework guides schools and teachers to implement effective first teaching and to support students who require targeted, strategic or intensive teaching responses. Levels of teaching response include:

- Effective first teaching
- Targeted teaching
- Strategic teaching
- Intensive teaching
- Outside year level/band

Making Judgments

When making judgments teachers consider the following questions:

- Are the task-specific assessable elements aligned with what I intended to assess and what I intended students to learn?
- Am I consistently using the evidence in student work to make judgments against the nominated assessable elements?

Feedback

When giving feedback teachers consider:

- Does my feedback-reflection-action loop explicitly focus on individual progress and differences in students (considering goals and targets)?
- Do I use information gained through continuous and formative assessment processes to modify my teaching and to plan the learning activities appropriate to my students?
- Does my feedback process provide information to students and their parents/care givers about particular student learning needs?

Effective Learning

Effective learning integrates learning where students are active participants in their own learning journey. Research shows that children are more likely to learn by actively talking and listening, writing, reading, and reflecting as this helps them understand and retain the information they have accumulated. Students are taught 'how to learn' placing students at the centre of the learning process.

Teachers gain clarity of the curriculum requirements and identified assessment during planning (Planning at St Kieran's). Assessment is identified first as part of the Backward Design Methodology. This provides the clarity need for teachers to plan their learning and teaching sequence, planned assessment opportunities and opportunities for differentiation.

To support student learning, St Kieran's uses:

- purposeful and considered classroom environments
- meaningful contexts (e.g. a meaningful purpose for students to write)
- the classroom environment as the 'third teacher'
- co-constructed anchor charts which anchor the student learning
- learning walls which show the journey and development of the teaching and learning
- mentor and modelled texts as examples of success from a variety of sources (published, teacher created, student samples)
- deconstruction of texts to identify aspects of writing
- thoughtful placement of learning walls/anchor charts to encourage accessibility to students and encourage independent and resourceful learners
- monitoring tool data to target areas of response
- student goals to focus learning and feedback

Catering for Students Needs

Differentiation

Differentiated Classroom learning is a high priority at St Kieran's. Differentiated learning is a pedagogical approach that identifies and monitors the individual needs of students and matches these with ways of teaching. It focuses on HOW something is taught and centres the learner as pivotal in all classroom activity. Teachers are aware of their students' diverse backgrounds and know that they are academically, culturally, linguistically, economically, socially and motivationally diverse. To maximise student outcomes, teachers consider this diversity when designing educational programs to cater for individual needs. The school definition of differentiation demands that each unit has a high degree of differentiation evident.

Classroom teachers in their day-to-day teaching acknowledge that the particular learning needs of individual children are the starting place to consider differentiated learning. To ascertain these learning needs, teachers monitor the progress of their students to see where they are at within a particular learning task. Teachers can monitor this progress through identifying:

- Difficulties students might be having with the content.
- Skills and processes.

- Student strengths and their levels of readiness.
- Students interests and motivations.
- The ways students learn.
- How the monitoring then informs classroom teaching and learning activities so that each individual students' learning needs, including high-achieving students, can be catered for.

Suggestions for differentiating learning needs:

Dimensions Planning considerations
Our students

- What do my students already know about what I am about to teach?
- What learning difficulties and misunderstandings do I anticipate my students might have with what I am about to teach?
- What constitutes my students' backgrounds? How will I harness these to maximise student outcomes?
- How will I design the learning experiences to include all my students, including social support?

Curriculum intent

- Does my planning present and represent the curriculum so that all students have access to the same content?
- Does my planning provide opportunities for students to have different entry points and learning opportunities that are tailored to their individual needs?

Individual plans

St Kieran's school completes individual plans for students according to the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, and makes reasonable adjustments to ensure students with disability (SWD) are able to participate in education on the same basis as students without disability. Support measures are put in place for students dependent on the functional impact of the disability e.g., cognitive, physical, social and emotional or sensory. At St Kieran's there are 3 tiers of support which are progressive in nature and build on the previous step. These are outlined below:

- Tier 1: In consultation with the STIE and parents/carers, support is provided through quality differentiated curriculum by the class teacher and possibly other staff e.g. school officers. Tier 1 support is overseen by the STIE.
- Tier 2: This involves specific, identified support with specialist involvement which could include STIE, GC, PLL or outside agencies e.g. Allied Health. Adjustments are documented and named on relevant curriculum planning documents and the students personalised plan.
- Tier 3: Support is through a multidisciplinary team approach with a direct and specific targeted action plan which address the students specific need.

- **NCCD (National Consistent Collection of Data)**
  Some students will be counted in the count for NCCD. The school provides evidence of adjustments made for the particular student for a minimum of 10 weeks of the school year

in the preceding 12-month period before the count. Evidence will show how adjustments have been made to take account of the functional impact of a disability within the classroom, for the student to access the curriculum content.

For students who require ***supplementary*** adjustments for NCCD, teachers provide, at a minimum, evidence of adjustments in their planning for Mathematics and English or other relevant curriculum documents. (Specific adjustments at **specific times** throughout the week)

For students who require ***substantial*** adjustments for NCCD, teachers provide, at a minimum, evidence of adjustments which are included on the relevant curriculum documents. Substantial adjustments will include specialist involvement for these students. (Specific adjustments at **most times** on most days)

For students who require ***extensive*** adjustments for NCCD, teachers provide evidence of adjustments in their planning for all curriculum areas. This will also include specialist teacher planning and will involve specialist consultation and collaboration for these students. (Specific adjustments at **all times**)

Planning at St Kieran's

Teaching and learning sequence

Whilst planning the learning and teaching sequence, teachers consider the following:

- Will the learning experiences engage, challenge and extend all my students despite their diverse backgrounds, characteristics and needs?
- Do the learning experiences provide students with different opportunities to acquire the content, processes and skills?
- Have I incorporated flexible learning experiences e.g., a variety of activities and learning tasks;
- representation of curriculum in different contexts; individual, group and whole class instructional modes and multimodal assessment?
- How will I adjust my teaching in response to the progress students are/are not making?

Planning

Year level planning

St Kieran's makes explicit how learning is organised, planned for and assessed in each subject in each year level or band outlined in the planning units. Yearly planning is organised so that the scope through the content descriptions and the sequence through the achievement standards are appropriately organised and planned. This is identified on the Yearly Curriculum Overview.

For each learning area, the scope described by content descriptions and the sequence described by achievement standards ensures that learning is appropriately ordered, and unnecessary

repetition is avoided, while recognising the need to revisit core concepts. (Shape of the Australian Curriculum v5.0). The relevant achievement standard and content descriptors covered each term and in each subject area, are therefore highlighted each term to ensure tracking of the Curriculum.

Planning Process (APRE & PLL)

Planning sessions involve a process. Teachers need to examine the learning that occurred in the previous unit that was taught and reflect on improvements to the unit. This can be done through observations and work samples that are bought to planning session. The next unit is then planned which takes into account the needs of the learners. Assessment for learning is also planning with subjects having a summative assessment during the unit or Semester. Student data such as PAT-R, PAT-M, NAPLAN and SRS data is also examined by teachers during these sessions.

Class and individual planning

Good planning is essential for effective learning and teaching. Teachers are therefore given professional development time every four weeks in which to work with the Primary Learning Leader to unpack either the numeracy or literacy data, examine work samples, select texts and plan appropriately for the next three weeks in English and/or Maths in response to student needs. Curriculum priorities are drawn from the Curriculum. This planning needs to be placed in the Maths and English planning templates and placed on the portal in the relevant curriculum, year level folder the following Monday after planning.

This planning must provide a sequence of teaching and learning opportunities, and assessment for and of learning. Specific adjustments to cater for the needs of students must be recorded so that differentiation occurs for all students. Where possible, connections need to be made across learning areas, contexts, concepts and contents, general capabilities, cross-curricular priorities and 21st Century skills. Teachers in the same Year level are encouraged to work together as teams to ensure there is consistency across the Year level, particularly in the area of homework. Religious Education planning needs to be planned in the RE planning template and placed on the school portal in the relevant year level (Planning Documents/RE/Year/Year Level) the following Monday after planning.

Planning expectations

1. **Review data and writing work samples from previous cycle.** (Mark writing at the end of your cycle and bring annotated samples to planning)
2. **Read your year level English/Maths curriculum document and identify where you think you should focus next.**
3. **Bring texts you are considering for the next English cycle.**
4. **Identify 2 lessons in each cycle for the PLL to work with the teacher and class.**
5. **Complete English and Maths planning documents** (including LI, SC, assessment task – for, of, and lesson sequence). **Ensure complete copy is saved to the school portal.**

Planning Process

1. **Data**
2. **Curriculum/Line of Sight**
3. **Quality text**
4. **Assessment of learning task**
5. **5 Contexts for learning**
6. **Familiarising**
7. **Whole-part-whole**
8. **Gradual Release of Responsibility**

8.45 am/12.00 pm	**Planning start times**
10 min	**Data check in**
10 min	**Review of last cycle including writing samples**
5 min	**Focus of this cycle and text**
15 min	**Review & Response with Jen (non current Learning support students)**
1st Hour	**English**
2nd Hour	**Maths**
11.45 am/3.00 pm	**Planning end times**

Planning Process at St Kieran's

Termly unit planning for other subject areas needs to outlined using the St Kieran's Termly Planning Template and placed on the portal in the relevant year level and subject folder by week 2. This includes planning for the following subject areas

RE
English
Mathematics
Science
HPE (Movement and Physical activity by specialist teacher, Health component by class teachers)
HASS

- P-6: HASS learning area (HASS P-2: History and Geography; from Year 3: adds Civics and Citizenship; from Year 5: adds Economics and Business)

Arts
Dance (specialist teacher)
Drama (specialist teacher)
Music (specialist teacher)
Media Arts
Visual Arts
Technologies
Design and Technologies
Digital Technologies
Languages: Australian curriculum Language identified by school (specialist teacher)
STEAM (specialist teacher)

Specialist Lessons
Specialist teachers will be employed to plan, teach, access and report for the following subjects:
Arts – Dance, Visual Arts, Music
Languages – SOSE
PE (Physical movement)
STEAM

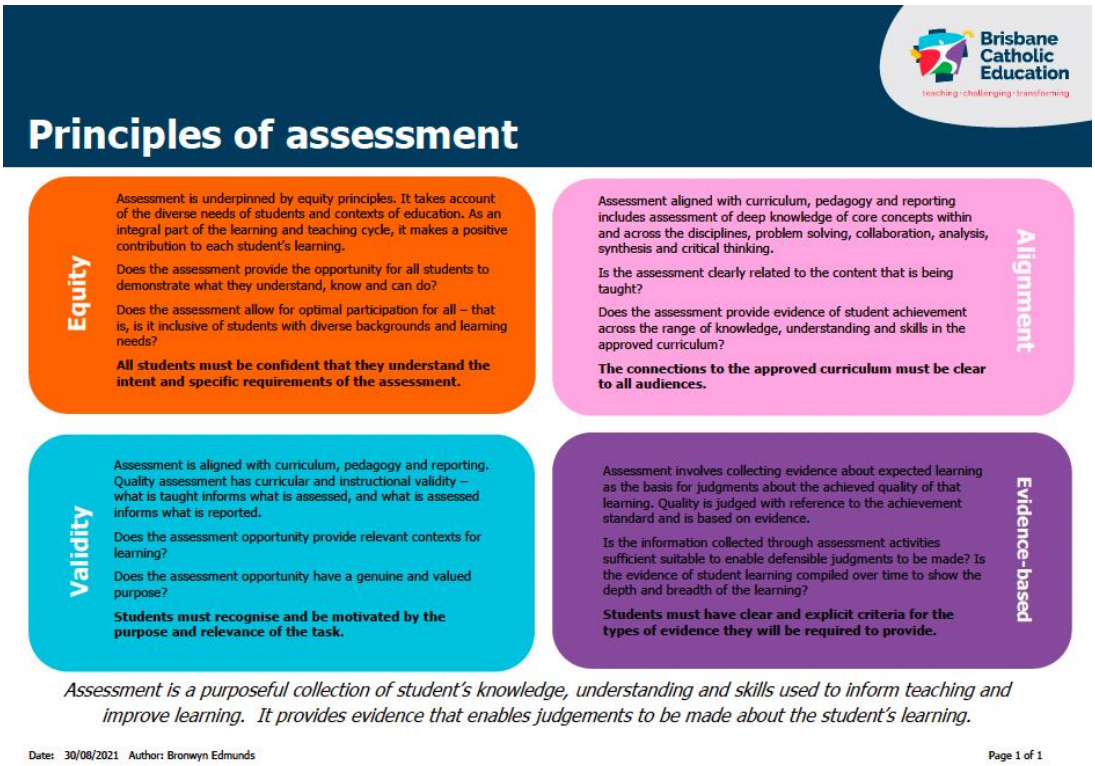
Class teachers are responsible for the planning, teaching and assessing of all other subject areas.

Assessment, Reporting and Data

Assessment

Assessment is a key aspect of the teaching and learning process. To be effective it should be **valid, accessible** and **reliable**. St Kieran's staff identify, gather and interpret information about student progress and achievement in order to improve learning and report on student progress. Quality assessment gives students the best possible opportunity to demonstrate what they know, understand and can do.

Teachers at St Kieran's undertake formative assessment on a regular basis in alignment with Curriculum. This approach is evident in year level and class plans. Summative assessment takes place at each Semester. This is in line with Education (Accreditation of Non-State Schools) Regulation 2017 Div 4, s.9 (1)(a) and (1)(d) and BCE Principles of Assessment.



Twice a year, teachers are required to conduct a summative assessment of student learning which is recorded in the students individual report. St Kieran's uses the BCE online student reporting system (SRS), to give a summative report to parents twice a year.

St Kieran's school engage in both:

- Ongoing formative assessment to monitor learning progress, provide feedback to students and teachers, and to inform next steps in teaching and next steps in learning for students.
- Summative assessment to evaluate student achievement and report twice-yearly to parents and carers.

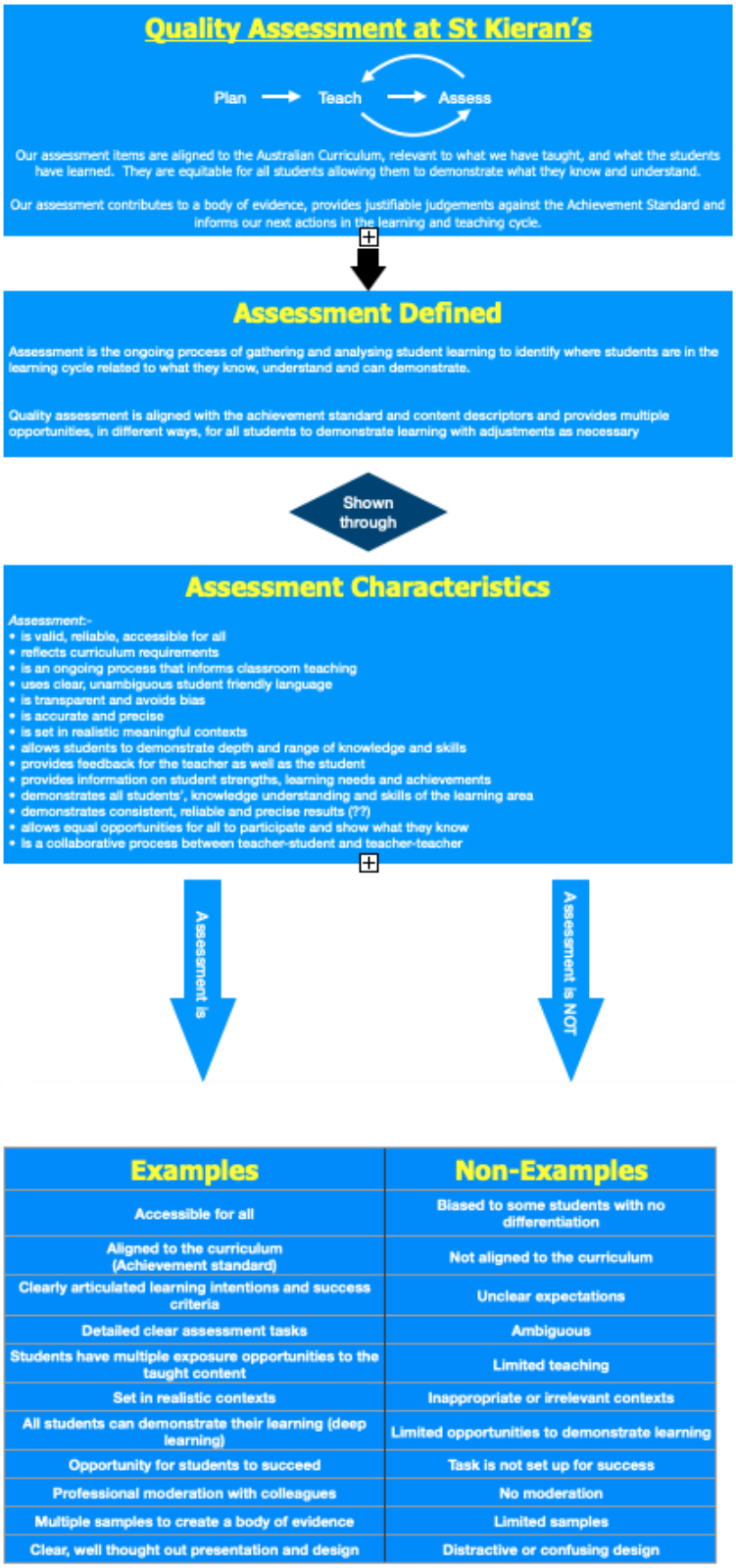
Assessment Design and Techniques

Design

When designing assessment, the following is considered:

- Does the assessment provide opportunities and mediums through which students can demonstrate learnings?
- Have I scaffolded their learning in ways that are responsive to their own particular needs so that assessments are achievable?
- Does my assessment accommodate the learning goals of each student for this particular unit of work?

Teachers use the 'Quality Assessment at St Kieran's' document to design quality assessment for their students.

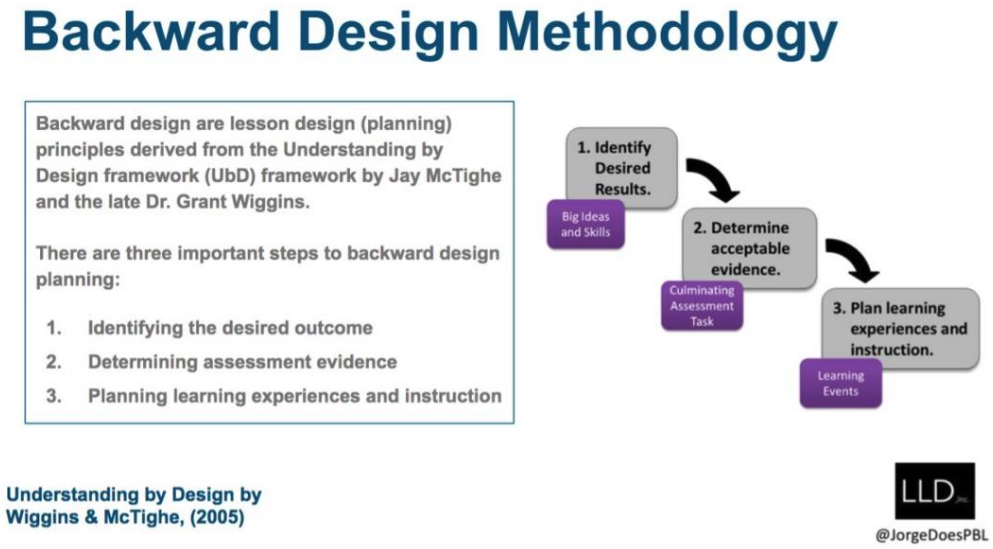


Examples	Non-Examples
Accessible for all	Biased to some students with no differentiation
Aligned to the curriculum (Achievement standard)	Not aligned to the curriculum
Clearly articulated learning intentions and success criteria	Unclear expectations
Detailed clear assessment tasks	Ambiguous
Students have multiple exposure opportunities to the taught content	Limited teaching
Set in realistic contexts	Inappropriate or irrelevant contexts
All students can demonstrate their learning (deep learning)	Limited opportunities to demonstrate learning
Opportunity for students to succeed	Task is not set up for success
Professional moderation with colleagues	No moderation
Multiple samples to create a body of evidence	Limited samples
Clear, well thought out presentation and design	Distractive or confusing design

Backward Design Methodology

Whilst planning, teachers engage in the backward design methodology of assessment. Firstly, the desired learning results are identified first which establish clear learning goals for the unit, drawing from content standards and curriculum expectations. Secondly, acceptable evidence is determined which considers a range of assessment approaches to enable documentation of

learning. Thirdly, learning experiences, instructional activities and teaching strategies are planned based on the desired learning results and evidence of learning identified.



Techniques

A range of assessment techniques and instruments are used at St Kieran's including

- Daily marking of work to inform teaching.
- Ongoing observations.
- Anecdotal notes kept in record books.
- Results/score in record books.
- Annotated work samples.
- Completed assessments.
- Standardised Tests – PAT-M, PAT-R
- NAPLAN Testing.
- Teachers summative Assessment at the end of each term or Semester

Assessment Procedure

Assessment is used to establish whether the learning intention has been achieved. There are two purposes of assessment, assessment of learning (summative) and assessment for learning (formative). Assessment opportunities for and of learning, are clearly identified within each year level's curriculum learning area planning documents. For each learning area an '*Assessment of Learning*' document is created. This document identifies the criteria for students to be assessed against the 5-point scale and is saved in the relevant planning location on the school portal.

Each lesson, teachers should assess whether learning has taken place and use this to inform subsequent teaching. Learning is ongoing and teachers should be continually assessing. Learning that takes place should be recorded in the form of data e.g. data walls, record books, portfolios, video evidence etc.

Moderation

Moderation of student work is essential to ensure that teachers are making consistent judgements against the Australian Curriculum Achievement Standard. Moderation is an essential part of maintaining integrity of assessment tasks. Through moderation assessment practices can be improved and refined.

Teachers at St Kieran's engage in termly moderation of student writing. The opportunities for moderation are planned in the termly staff meeting schedule. Throughout the year teachers engage in a variety of moderation practices including:

- Individual or year level discussions during planning of student work samples
- Individual or year level discussions with PLL regarding student work samples
- Use of the BCE Writing Monitoring Tool
- Use of the Early years Analysis of Writing P-2 Tool
- Moderation between mixed year level groups
- Intra school moderation between year level teams
- Inter school moderation between St Kieran's and another school
- BCE CTJ twilight moderation staff meeting

Reporting

Reporting is the process of communicating information obtained from the assessment process about students' demonstration of the Australian National Curriculum. The school has clear processes to support twice yearly reporting to parents, which meets the legislative requirements. Reporting is a process that culminates in formal reporting of achievement twice yearly at the end of each Semester to parents and carers. Schools use SRS to manage these requirements.

Under current Australian Government legislative requirements related specifically to reporting student progress and achievement, schools must provide:

- an opportunity for the child and parents to meet with the child's teacher at least twice a year. Face to face interviews are therefore offered at the end of term 1 and the beginning of term 3
- a written report to parents at least twice yearly written in plain English. These reports should include for each learning area or subject studied, assessment against achievement standards, including any available national standards, using a five-point scale, A, B, C, D, E or an equivalent five-point scale, clearly defined against learning standards
- a child's achievement relative to the child's peer group (cohort data), is also available on request

Data collection, analysis and use

St Kieran's School collects data (learning, attendance, behaviour, wellbeing, retention, teacher and student surveys). It uses these to inform planning and capacity building of leaders and teachers. This impacts positively on engagement, progress, achievement, and wellbeing.

The High Yield Strategies and other processes are used to collect evidence of the impact and effectiveness of strategies being implemented to improve learning progress and achievement.

Data that leads learning (including Data Walls), Review and Response meetings and Learning Walks and Talks are used by leaders and teachers to collect evidence of the impact of teaching on learning growth and to inform professional learning and capacity building.

Monitoring Tools

Monitoring Tools: The following tools are used in ongoing cycles to monitor learning growth in literacy and numeracy and to plan for further improvement. They take place as follows:

Literacy:

Prep - Concepts about Print (until 100% achieved); Sound letter knowledge (until 100% achieved); Record of Teaching Phonics; PM Benchmarks
Year 1-2 – PM Benchmarks, Concepts about Print (as necessary), Sound letter knowledge (as necessary)
Year 3-6 – Writing Analysis Tool, PM Benchmarks (as necessary)
Years 2-6 – PAT Reading
Year 3, 5 - NAPLAN Reading, Writing, Grammar and Punctuation and Spelling

Numeracy:

Years 2-6 – PAT Mathematics
Years 3, 5 – NAPLAN Numeracy

Accreditation Requirements

Education (Accreditation of Non-State Schools) Regulation 2017 Div.4 Educational Programs, s.9(1)

- undertake reviews to ensure continuing suitability as the governing body
- demonstrate that schools are compliant with the prescribed accreditation criteria
- demonstrate compliance with government funding eligibility requirements.

There are two sources for these legislative obligations:

- Education (Accreditation of Non-State Schools) Act 2017
- Education (Accreditation of Non-State Schools) Regulation 2017.

The statutory objectives of the Act are to:

- uphold the standards of education at Non-State Schools
- maintain public confidence in the operation of Non-State Schools
- foster educational choice within the state.

Professional Standards

Professionalism

Teachers are all professionals. As such teachers are expected to adhere to the QCT Code of Conduct and treat parents, students and colleagues with respect at all times. It must be remembered that students and parents are our clients and as such we need to work together in the interests of students. Teachers are therefore expected to check their e-mails every working day and get back to parents with a response within 48 hours, even if this simply means you contact parents to let them know you have the matter in hand.

AITSL Professional Standards for Teachers outline seven standards, under three main domains, which teachers should base their individual and cohort professional goals as well as align targeted professional learning opportunities.