## Mutarnee State School’s vision: working together to ensure that every day, in every classroom, every student is learning and achieving

### Curriculum Intent

What we want the students to learn. Teachers decide how best to deliver the curriculum to ensure that all students have opportunities to engage in meaningful learning.

- Align with mandated curriculum:
  - ACARA (C2C)
  - Essential Learnings
  - Align with Whole School Curriculum, Assessment and Reporting Plan.
  - Engage in Professional Learning
  - AISTI Standards for Teachers

### Assessment

Used to monitor progress of student learning in order to inform future teaching and learning as well as to collect evidence of student achievements against standards for reporting purposes.

- Alignment with curriculum intent, teaching and learning
- Differentiated teaching and assessment
- Assessment for learning - to use student progress to inform teaching
- Assessment as learning - to inform students’ future learning goals
- Assessment of learning (summative) - to assess student achievement against goals and standards

### Sequencing teaching and learning

Teachers make decisions about how to provide multiple opportunities for all students to explore and consolidate ideas, skills and concepts by considering how students learn best and using a variety of teaching strategies.

- Front-end assessment
- Understand varying learning styles
- Differentiation of instruction to meet individual student needs
- Link to school priorities

### Making judgements

Teachers and students use standards to make evidence-based judgements about learning in order to monitor learning and inform the next steps for learning.

- Using standards, evidence and teacher agreement to achieve consistency of judgement
- Alignment with exit criteria
- Know relevant curriculum documents

### Feedback

Teachers and students use feedback to close the gap between where students are and where they aim to be. Teachers use self-feedback to guide and improve practice.

- Use individual student achievement data to close the gap between where students are and where they need to be.
- Self and peer feedback
- Goal setting
- Pre-testing and post-testing

### Strategies we use

- Develop Professional Networks
- Unit Planning
- Scope and Sequencing
- Lesson Planning
- Triangulate Data
- Pre and post testing
- Professional Development Plans
- Diagnostic Testing

- Whole School Curriculum, Assessment and Reporting Plan
- Front-end assessment
- Review results
- Modelling planning
- Use of a variety of techniques
- Moderation processes to ensure quality assessment tasks (all subjects)
- Identification of CCEs
- Provision of A & C standard exemplars
- Assessment Calendar

- Classroom Observations
- Embed Whole School Reading and Spelling Program into curriculum delivery
- Embed ICT concepts

- Direct Teaching
  - Explicit teaching
  - Intensive teaching
  - Structured overview
  - Drill and practice

- Indirect Teaching
  - Inquiry-based
  - Problem-based
  - Independent learning

- Interactive Teaching
  - Whole-class discussion
  - Cooperative learning
  - Peer partner learning
  - Small group
  - Individual

- Experiential Teaching
  - Field experience
  - Simulation
  - Role play
  - Drama

- Goal Setting in students’ profiles
- Feedback discussions with parents, students and other teachers
- Written feedback in student workbooks and on assessment tasks

### Evidence we see

- Unit overview in students’ profiles
- Focused staff meetings
- A common understanding of the alignment between what is planned, what is taught, what is assessed, what is reported
- Range and balance of assessment
- Assessment task sheets
- A & C standard exemplars
- Feedback from Classroom Observations
- Learning intent visible for students in every lesson and copied into student books
- Modeled, guided, independent and shared reading.

- Conversations between teachers and students
- Students engaging in self and peer feedback
- Students know their level of achievement in each subject
- Students results written into One School