Teaching & Learning Handbook

Be a Learner  Be Safe
Be Respectful  Be Friendly

We acknowledge the Traditional Custodians of the land, the Gia and Ngaro People, on which we work, travel and live. We pay our respects to their Elders, their Ancestors and Future Generations.

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“I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather.

As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an inspiration. I can humiliate or humour, hurt or heal.

In all situations it is my response that decides whether a crisis will be escaped or de-escalated and a child humanised or de-humanised.”

Dr. Haim Ginott

Cannonvale State School’s School Improvement Agenda

- 50% As and Bs in Mathematics in all year levels.
- 50% of students will score 50% or above on the Term 4 FNQ maths test (Yrs 1-6)
- 50% of students will score the year level benchmark or above on the Term 4 basic facts test.
- Year 3, 40% in the U2Bs in NAPLAN Numeracy.
- Year 5, 30% in the U2Bs in NAPLAN Numeracy.

Acknowledgement: This document is adapted from Trinity Beach State School’s Teaching and Learning Handbook.
Teaching & Learning at Our School

4 Pillars of School-wide Pedagogy

Pillar 1 – Teacher accountable learning  
Pillar 2 – School Wide Positive Behaviour Support  
Pillar 3 – Explicit Instruction  
Pillar 4 – Effective relationships between teachers, parents and students

6 Givens (Non Negotiables) for Every Learning Environment

1. Strong Relationships  
2. High Expectations and Excellent Classroom Practice  
3. Excellent Bookwork and Daily Correction  
4. Excellent Display  
5. Excellent Classroom tone  
6. Quality Feedback to Students

3 Imperatives of Student Engagement

All staff are committed to being an inclusive community by ensuring that -

- Students are safe, have trust, respect and feel valued  
- Students have work at their level  
- Students have friends at school
Our Belief

Cannonvale State School is an inclusive community committed to providing world class teaching and learning opportunities which cater for the diverse needs of our learners enabling them to succeed.

Looks like...

- Great attendance
- Happy faces
- Students working
- Focused and attentive
- High expectations
- Explicit teaching
- Bright, stimulating environments
- Organised
- Whole school consistency of programs and delivery
- Established routines
- Strong extra-curricular programs
- All staff positively interacting with each other and students
- Team work – staff, parents & students
- Recognition of diversity and cultures
- Support networks
- Quality resources
- Celebrating success

Sounds like...

- Fun, laughter, rapport
- Explicit teaching
- Positive interactions – sharing, constructive feedback, discussion
- Strong, meaningful questioning
- Clear, structured instructions
- Chanting
- Manners are used
- Peer encouragement and feedback

Feels like...

- Buzz – hum of active learning
- Safe and valued
- Risk taking is okay
- Nurtured
- Motivated classrooms
- Sense of community / belonging
- Calm and peaceful
- Caring for each other
Givens (Non Negotiables) for Every Learning Environment

Strong Relationships

*Respect, collegiality, professionalism, partnerships*

- 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, foster relationships that develop recognition and understanding of background and needs
- Share ideas and work as a team
- Be aware of personal issues and be empathetic
- Make time for colleagues and yourself
- Follow PBL (Positive Behaviour for Learning)

High Expectations and Excellent Classroom Practice

*Pride, professionalism, consistency and presentation*

- Every day matters – attendance 95% plus
- Students and staff on time and well prepared
- Organise photocopying a week in advance wherever possible
- Borrow and return resources from the resource room
- Enforce school/classroom routines and practices – Essential Skills in Classroom Management
- Students transition in an orderly, quiet manner and are supervised by teachers – Children walk in two silent lines between classrooms, teacher behind them
- Demand the best from every student
- Expect and demand excellent behaviour
- Ensure a supportive school environment and differentiate for individual needs
- Learning intentions and success criteria are achievable but at a high standard
- Provide for students who may have alternative needs with regard to energy, concentration span, structure/routine, communication and sensory input
- Use the data to inform your practice
- Ensure adequate resources. Malfunctioning or broken equipment is to be reported
- Explicitly teach every lesson
- Follow the timetable and foundation learning programs exactly
- High quality, organised classroom display
- Excellent handwriting and presentation
- Ensure attire meets the demands of duties for that day
Excellence Display

**Pride, professionalism, presentation**

- Desks are positioned so students can clearly see the board
- Learning spaces are clearly defined e.g. reading corner, group areas, carpet area
- Classroom, including outside of classroom, is clean, free of rubbish and unnecessary storage of files, equipment etc.
- Storage areas are clean, organised and uncluttered
- Clearly defined display areas
- Walls are to be attractive and reflect current whole-school theme.
- LA displays are relevant and easily accessed by students for their learning. Learning journeys should incorporate the following:
  - word walls (sound focus, coded sight words, theme and challenge words)
  - daily / weekly learning (student work / construction)
  - concept charts
  - task sheets
  - exemplars
  - Guide to Making Judgements (GTMJs)
- Student work is displayed and is current and presentation is valued
- Daily timetable is on the board
- Curtains are not to have posters attached to them
- Nothing stuck on windows
- Classrooms have a furniture kit containing:
  - children’s desks and chairs (no tidy tray unless on request)
  - teacher’s desk and chair
  - fridge
  - tall metal cupboard or existing storeroom
  - pigeon holes for students (for storage of hats, notes, headsets, etc.)
  - desks for PC computers
  - pin board/whiteboard on legs to display KLA areas
  - 1 (2 x ½) trapezoid tables
  - 2 bookshelves
  - 1 book trolley
  - 1 filing cabinet
  - 1 visitors chair (no wheels)
- Prep and Year 1 to have an additional:
  - Doodle cart
  - Jackpot tote trolley
  - Captain mobile book trolley
- Year 2 to have an additional:
  - Jackpot tote trolley
- Students books are kept on shelves and trolleys
- Pencils, scissors etc. are kept communally
- All teaching staff are to change classrooms yearly

Excellent Bookwork and Daily Corrections

**Pride, professionalism, consistency and presentation**

### Prep to Year 2

- A sharp lead pencil is used for writing
- Writing is neat, well sized, close together and spaced correctly
- Posture for handwriting - feet flat on the floor, back straight (leaning forward slightly), bottom well back in the chair and hand stabilising book or paper
- Tripod pencil grip ensures handwriting is neat and consistent
- If a mistake is made use a single line to cross out
- There are no blank pages
- Sheets are glued into books properly – the corners are not flapping, sheets are straight.
- Work is to be corrected regularly
- Drawings and colouring in reflect best effort
- All work is dated at the top
- Headings are underlined with a ruled line
- In Year 2 a straight margin using a ruler is expected. Maths books should be in two columns.
- Targeted, explicitly taught work is to be corrected DAILY
- Choose an emphasis/specific aspect of learning
- Sign/initial work and provide verbal or written feedback
- Reinforce bookwork expectations

**Years 3 to 6**

- A sharp lead pencil is used for writing
- Writing is neat, well sized, close together and spaced correctly
- Posture for handwriting feet flat on the floor, back straight (leaning forward slightly), bottom well back in the chair and hand stabilising book or paper
- Tripod pencil grip ensures handwriting is neat and consistent
- If a mistake is made use a single line to cross out
- There are no blank pages
- Sheets are glued into books properly – the corners are not flapping, sheets are straight.
- Drawings and colouring-in reflect best effort
- Standard English/LA workbooks should contain a margin on the side (2.5cm) which is to be from the top line to the bottom line. The top line should then be ruled from the margin to the right edge of the page. the date should then be written in the margin. When activities for the day are finished a line is to be ruled under the work from the margin to the right edge of the page.
- Standard Maths books should have each page divided into 2 equal columns. The line should then be ruled from the top line to the bottom line of the page. When activities for the day are finished a line is to be ruled under.
- Targeted, explicitly taught work is to be corrected DAILY
- Choose an emphasis/specific aspect of learning
- Sign/initial work and provide verbal or written feedback (4:1)
- Reinforce Bookwork expectations

**Excellent Classroom Tone**

*Positive, powerful learning environment*

- Set consistent, clear classroom expectations and routines
- Embed the Essential Skills in Classroom Management
- Greet students and parents, include and interact with every one
- Recognise a student’s arrival to the classroom in a friendly and calm manner
- Model respect, courtesy, manners and honesty
- Model enthusiasm and resilience
- Explicitly teach appropriate language and classroom behaviour
- Low noise levels and no calling out
- Automatic response by all students to teacher directions and requests
- Give every student the opportunity to share their learning and experience success

**Quality Feedback for Students**

*Professionalism, improvement, success*

- Effective feedback requires quality relationships, we ‘touch base’ with students whilst roaming
- Feedback is constructive, honest and always starts with the positive (4:1)
- Clear expectations are provided prior to lessons – WALT (What we are learning today) WILF (What I am looking for) and TIB (This is Because)
- Meaningful, written and verbal statements are provided to students based on the Guide to Making Judgments
- Students must set personal English and Maths goals in collaboration with the teacher.
Teaching and Learning Expectations

Classroom Indicators

- Ensure CSS Belief, Pillars, Givens and Imperatives are embedded
- Ensure School Wide Positive Behaviour Support drives classroom management and the Essential Skills in Classroom Management guide practice
- Ensure explicit instruction is embedded across all KLAs as our signature pedagogy
- Ensure purposeful, daily Warm-Up sessions are planned to move a student’s knowledge from short to long term memory
- Ensure all learning styles are embedded in your teaching - visual, concrete, 2D
- Ensure that classroom display, bookwork and handwriting expectations are achieved
- Ensure the intentional teaching of vocabulary
- Ensure differentiation for all students in planning and practice
- Follow the prescribed timetables for each year level
- Plan, monitor, track and report on student progress
- Follow Learning Area Placemats (refer to Appendix 1)

All LAs

Follow and implement the Cannonvale State School Curriculum and associated assessment tasks in:

- English
- Maths
- Science
- Humanities and Social Science
- Arts (Media, Music, Dance, Drama and Visual Arts)
- Technology (Digital & Design)
- HPE (Health and Physical Education)
- Languages other than English (LOTE) - Japanese
- Ensure all learning areas are taught, assessed and reported on according to the Cannonvale State School Assessment Schedule

English

- Follow and implement the English Curriculum Plan and associated assessment tasks
- Ensure reading script is followed P-6
- Implement SSP literacy in Prep
- Implement Speedy 6 SSP Spelling (1-6)
- Implement levelled reading structure (2-6)
- Embed regular warm-up sessions for reading, spelling, daily writing including vocabulary, genre, grammar and punctuation (P-6)

Mathematics

- Follow and implement the Maths Program (Back-to-Front Maths) and associated assessment tasks
- Embed regular warm-up sessions (P-6)
- Implement Maths Mastery (2-6)
- Enrich teaching and Learning through implementation - use concrete, pictorial and abstract resources and ways of working
**Explicit Teaching Cycle**
Adapted by the TSC Teaching & Learning Team (2011) from Snowball, Diane (2009)

- **Plough Back**
  - Review key concepts and consolidate understanding.
  - Preview the content of next lesson.
  - Provide feedback on individual student performance.

- **Independent Practice**
  - Teacher circulates room and monitors initial student practice attempts.
  - Engage students in focused talk.
  - Students continue to practice until skills are automatic (students can perform the task without thinking about it).
  - Check and correct students independent work to validate students level of mastery.

- **Collaborative/Guided Practice**
  - Guide students as they practice – require high frequency of responses from all students.
  - Ensure high rates of success.
  - Provide timely feedback, clues, and prompts.
  - Have students continue to practice until they are fluent.
  - If students are not beginning to master the skill return to ‘I do’ steps and reteach.

- **Modelling (Think Aloud)**
  - Choose a context that connects to what students know.
  - Present new material in small steps.
  - Model procedures - 'thinking out loud'.
  - Provide examples and non-examples.
  - Use clear language.
  - Avoid digressions.

- **Strategy/Concept**
- **Start**
  - I Do, You listen
  - Considerations
    - T&L Cycle, ESCM,

- **We Do, Together**
  - I Do, You Watch

- **You Do, I watch**

- **Plough Back**

**Do not progress past here if students have not mastered the skill! Return to ‘I Do’ steps.**
Whole School High Yield Strategies

- Begin with curriculum when planning – whole school, year level, unit plans.
- Utilise Scope and Sequence documents.
- Start from where the student is at.

- Timely, instructive and purposeful (Marzano)
- At task, process and self-regulation level (Hattie)
- Focused on student performance
- Gives information about what to do next and challenges student
- Teacher feedback on areas of teaching through Teaching Feedback Rubric

- Front-end assessment
- Discuss assessment with students (Hattie)
- Develop an A exemplar and provide it to students (0.57)
- Discuss and analyse GTMJ
- Self-reported grades where applicable (1.44)
- Diagnostic, formative (0.90) and summative assessment

- Use GTMJ
- Clear and explicit about expectations of student (0.43)
- Make judgements based on evidence in student work
- Use standards, evidence and teacher agreement for consistent judgement

High yield strategies informed by best practice:
- Hattie (visible Learning)
- Marzano (The Art and Science of Teaching)
- Fleming (Explicit Teaching)
## Explicit Teaching Lesson Outline

### Orientation of Explicit Lesson

**Orientation to the concept**
- Begin lesson by ‘hooking’ children into the learning (game, interesting passage of text, picture book, video)
- Recap (when possible) learnings so far of unit of work being taught (learning journey)

### Opening of the Explicit Lesson

**Introduce the Strategy/Concept**
- State the goal of the lesson/part of lesson WALT (we are learning to), WILF (what I am looking for) and TIB (This is Because). All taken from the GTMJ or task sheet
- Review prerequisite skills and knowledge – checking for understanding
- Introduce the concept or skill to be explicitly taught and explain why students need to master the concept or skill
- Warm-Ups completed

### Body of Explicit Lesson

**Modelling (Think Aloud)**
- Present new material in small steps
- Model procedures - ‘thinking out loud’
- Provide examples and non-examples
- Use clear language and avoid digressions
- 3 C’s = Clear, Consistent, Concise
- Finish with a list of steps to success

**Collaborative/Guided Practice**
- Children self-talk the steps to success
- 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.
- If students are not mastering the skill return to ‘I do’ steps and reteach

### Body of Explicit Lesson

**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 students’ level of mastery

### Closing of Explicit Lesson

- Review key concepts and consolidate understanding
- Check WALT, WILF and TIB

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**Students demonstrate understanding**

**Students demonstrate understanding**

**Students demonstrate understanding with high rates of accuracy**

**Students demonstrate understanding with high rates of accuracy**

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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 students’ working memory. Once mastered, units are synthesized (practiced as a whole)

4. **Design organised and focused lessons.** Make sure lessons are organised and focused, in order to make optimal use of instructional time. Organised lessons are on topic, well sequenced, and contain no irrelevant digressions.

5. **Begin lessons with a clear statement of the lesson’s goals and your expectations.** Tell learners quickly what is it to be learned and why it is important (WALT – We are learning To, WILF – What I’m looking for and TIB – This is because). Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them. This should be based on the ‘Guide to Making Judgement’.

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 (self-talk) as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance. Have a list of steps to success.

8. **Use clear and concise language.** Use consistent and unambiguous wording and terminology. The complexity of your speech (e.g. 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. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not under use it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.

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 (i.e. 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 optimise 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 organise 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 – organised and connected information makes it easier for students to receive information and facilitate its integration with new material.

16. **Provide distributed and cumulative practice.**
   Distributed (vs. massed) practice refers to multiple opportunities to practice a skill over time. Cumulative practice is a method or providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practices attempts, in order to address issues of retention as well as automaticity.

### Critical Elements of Explicit Instruction
- Optimal use of instructional time - Students engaged and on task at all times
- High levels of success at all stages
- Focused on critical content matched to students’ instructional needs
- Sequenced logically - Breakdown complex skills and strategies into smaller steps
- Supported practice
- Timely feedback – immediate and affirmative

Teaching and Learning Cycle

**Step 1: Curriculum Intent**
- What do students need to know and do?
  - Identify and understand subject content, skills and knowledge to be taught
  - Identify quality Assessment Tasks
  - Locate or develop exemplars and GTMJ

**Step 2: Know your students**
- What do the students already know and do?
  - Collect base-line data.
  - Analyse the base-line data.
  (what students can and can’t do/know)

**Step 3: Planning**
- What needs to be taught?
  - Identify the skills, knowledge and specific features of the LA
  - Develop a plan
  - Ensure adjustments are made and documented

**Step 4: Sequencing Explicit Teaching & Learning**
- Teaching, Learning and Monitoring
  - Develop an appropriate teaching and learning sequence.
  - Implement Explicit Teaching Practices

**Step 5: Assessment & Feedback**
- Assessment
  - Assess student's knowledge with GTMJ
  - Give clear and specific feedback to students
  - Use assessment data to identify and plan for future learning.
Dimensions of teaching and learning.

What do we want students to learn?
Cannonvale Curriculum

What supports our planning?
P-9 Literacy and Numeracy indicators.

What can we do to improve learning?
Use feedback to:
- recognise, encourage, challenge and improve student performance
- inform teacher planning and early intervention
- report to parents and students
- report to school, community and systems

How will students demonstrate what they know and can do?

What evidence of learning do we need?
- In-class and school based assessment and monitoring
- Diagnosticks and formative assessment for early intervention
- NAPLAN

Making judgments

Sequencing teaching and learning

Our students
Working together to ensure that every day, in every classroom, every student is learning and achieving

How will we teach it to maximise learning for each student?
- Through explicit and targeted teaching in response to student data.

How can we tell how well students have learned?
- Have we used standards?
- Have we achieved consistency in our judgment?
Planning Expectations

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

- All units planned prior to the commencement of teaching

<table>
<thead>
<tr>
<th>Subject</th>
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</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Humanities &amp; Social Science (History, Geography, Business &amp; Economics and Civics &amp; Citizenship)</td>
</tr>
<tr>
<td>Maths</td>
<td>Arts (Media, Music, Dance, Drama and Visual Arts)</td>
</tr>
<tr>
<td>Science</td>
<td>Technologies (Digital &amp; Design Technology)</td>
</tr>
<tr>
<td>Languages</td>
<td>HPE (Health &amp; Physical Education)</td>
</tr>
</tbody>
</table>

Prior to Planning

- Familiarise yourself with your year level timetable
- Familiarise yourself with the [CSS Unit Plans](#) and supporting documents, [Year overview](#) and unpacking [overview](#).
- Familiarise yourself with the CSS Teaching and Learning Cycle to guide the planning process
- Establish students’ levels of knowledge, skills and understanding

During Planning

- Be clear as to what Content Descriptors/Essential learnings are being assessed and what standards you are moving all children towards and how
- Organise your groupings/lessons to cater for all learners – document how you are catering for Differentiation, using the ‘Differentiation Surfboard’. See Head of Curriculum for support
- Implement and monitor Individual Curriculum Plans, Support Plans, where required. Meet with SWD and support staff as needed. Adjust planning for SWD students according to the Education Adjustment Profile.
- Take responsibility for identification and referral of students to the Student Services Committee, and for the intervention processes in your classroom
- Organise resources well in advance for the lessons

During Teaching

- Implement Explicit Instruction and Inquiry into all lessons daily
- Teach according to your timetable
- Have a clear and detailed Weekly/Daily Plan
- Balance the practice of photocopied worksheets with a range of interactive, pedagogical practices
- Ensure activities are corrected/marked, results are recorded for assessment, regular feedback is provided to students and parents
- Consider and involve General Capabilities and Cross Culture Priorities
- Complete a Content Overview using the school’s Content Overview Template

Curriculum Plan - Yearly and term overview

... 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 KLAs into specific time allocations and priority areas.
Planning

When planning any unit of work, teachers begin with the student in the centre of the Dimensions of Teaching and Learning. As outlined below, they then go on to consider the **curriculum intent**, followed by the **assessment** and how **judgement** will be made on student work. Once this process is complete, teachers are able to begin planning teaching and learning experiences which cater for the specific needs of their students, while maintaining the intent of the curriculum.

Assessment — see P-12 Curriculum, Assessment and Reporting Policy
Assessment is the purposeful, systematic and ongoing collection of information as evidence for use in making judgments about student learning. Systems, principals, teachers and students use assessment information to support improvements in student learning.

The Melbourne Declaration of Educational Goals for Young Australians defines three broad purposes for assessment.

- **Assessment for learning** — enabling teachers to use information about student progress to inform their teaching (DIAGNOSTIC).
- **Assessment as learning** — enabling students to reflect on and monitor their own progress to inform their future learning goals (FORMATIVE).
- **Assessment of learning** — assisting teachers, principals and systems to use evidence of student learning to assess student achievement against goals and standards (SUMMATIVE).

(Melbourne Declaration on Educational Goals for Young Australians, December 2008 p.14).

All planning must include summative assessment with a task sheet (English sample and Health sample), an ‘A’ exemplar of work (English sample and Health sample) and a guide to making judgements (English sample and Health sample). Each of these should be explicitly discussed with students to ensure they have a firm understanding of what is expected and how they can achieve success. These documents can also be sent home to inform parents of unit expectations. At Cannonvale, we place student self-grading of work as a very high priority, given the evidence-based ‘very high effect size’ of this strategy. (Hattie, 2012)

Cannonvale State School’s [Curriculum Snapshot](#) outlines our diagnostic, formative and summative assessment schedule.

Cohort assessment schedules provide details for each form of assessment.

**Portfolios**

All students have a portfolio at Cannonvale State School. This is where all assessment for the year is kept as well as being the place for student goal setting. These are to be updated each semester with students involved. Students talk to these at their parent/teacher/student meetings. Portfolios are stored at school for one year before being given to parents.
Warm-Ups

From Lower Order thinking to Higher Order Thinking

Rote learning  Questioning basic knowledge  Application & extension  Revision of critical content  Higher order thinking

About Warm-Ups
- Warm-Ups are used in Literacy, Maths and other KLAs
- Fast paced, well planned sessions to consolidate core concepts and skills – ‘Click test’
- Transfers learning from short to long term memory - automaticity
- Purpose is to revise and review what has been taught previously - not to introduce new learning. Warm-Ups are NOT the introduction to a lesson
- Delivered with an IWB/ power point/ flash cards/ games/ actions/ little whiteboards and chants
- Warm-Ups need to be changed regularly in type, style and format. Slide orders need to be changed and checked for understanding. Strategies need to be varied.
- Warm-Ups are clearly timetabled
- Information in Warm-Ups is changed when 80% of students demonstrate retention.

Forms of Warm-Ups

<table>
<thead>
<tr>
<th>General Warm-Ups</th>
<th>Subject Specific Warm-Ups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivered in the areas of Literacy and Numeracy (i.e. Reading/Spelling, Every day writing, Punctuation &amp; Grammar and Maths).</td>
<td>Used for specific subjects.</td>
</tr>
<tr>
<td>For example, reading consolidations can include:</td>
<td>For example, a Science-specific Warm-Ups is used at the commencement of each Science lesson and would include:</td>
</tr>
<tr>
<td>- Sight words and vocabulary</td>
<td>- Specific vocab</td>
</tr>
<tr>
<td>- Tracking through words, blending and segmenting</td>
<td>- Specific concepts</td>
</tr>
<tr>
<td>- Phonemic awareness</td>
<td>- Specific skills</td>
</tr>
<tr>
<td>- Phonics, First 1000 words</td>
<td></td>
</tr>
<tr>
<td>- Spelling rules</td>
<td></td>
</tr>
</tbody>
</table>

Key aspects of R.R.A

**RECITE:** Teach the concept first before including it as a Warm-Up. Change the Warm-Ups as required. As students acquire skills and concepts, replace them with more recently acquired ones. Known concepts/skills need to be eventually removed from the Warm-Up to make room for more recently acquired concepts and skills and to keep the consolidation within the time constraints. Revisit this material throughout the term/semester to check for automaticity.

**RECALL:** Having students simply chant the Warm-Up is not sufficient (participation rate 30%, 40%, 30%) Teachers need to have systems in place to check for understanding and to hold students accountable. This can be done by, stopping the Warm-Up at key points and asking students questions (individual and group), using ‘show-me boards’ so all students show their answers, include non-examples. Friday tests present an opportunity to check for understanding.

**APPLY the warm-ups with students in a variety of ways:** Differentiation will occur at this stage of the Warm-Ups.
Differentiation

There is nothing more crucial than catering for every child in your class while teaching. At Cannonvale, we have numerous ways of ensuring rigorous differentiation. It is imperative that all staff follow the Whole School Intervention process flowchart (see appendix 2). Once a term, all teachers are to consider data and place all children in the class on a differentiation cone. Differentiation is also to be reflected in unit planning and in special provisions on OneSchool.

Observations/Feedback/Coaching

Admin staff will regularly be in your room to observe you, give feedback and provide next-step coaching. You will be told when they are coming and what they focusing on. See appendix 3 for a sample Lesson Observation and Feedback form.

Homework

Cannonvale State School takes a more holistic approach to homework. Consistently across the school, teachers will give all classes a matrix. Children then have a week, including weekends, to choose and complete 4 activities from the matrix, reading, however, is expected to be done Monday to Thursday nights. Children should want to read every day as all learning is underpinned by reading.

Sample Matrix

<table>
<thead>
<tr>
<th>Homework</th>
<th>Matrix Year 6, Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remembering</strong></td>
<td><strong>Understanding</strong></td>
</tr>
<tr>
<td>Verbal/I enjoy reading, writing &amp; speaking.</td>
<td>Retell a story you have recently read. Discuss with your family how they showed leadership.</td>
</tr>
<tr>
<td>Mathematical-I enjoy working with number and science.</td>
<td>Choose 5 numbers. Create as many 3/4 digit numbers as you can. Choose 5 of them to re-write in words.</td>
</tr>
<tr>
<td>Visual/Spatial - I enjoy painting, drawing and visualising.</td>
<td>Paint or draw a character from a game, movie or book.</td>
</tr>
<tr>
<td>Kinaesthetic - I enjoy doing hands-on activities.</td>
<td>Play a board game with a family member.</td>
</tr>
</tbody>
</table>

Data

Classes will be given their NAPLAN, PAT and internal data to analyse and inform their teaching. Teachers will update this throughout the year. All classrooms are to have data walls on display.
Appendices

Appendix 1: Learning Area Placements
- Mathematics
- Reading
- Writing
- Digital Technologies
- Health and Physical Education
- Inquiry
- The Arts

Appendix 2: Whole School Intervention Plan

Appendix 3: Classroom resource kit

Appendix 4: Lesson Observation and Feedback Form

Links to other resources
- Pedagogical framework
- Staff Handbook
- Parent Handbook
Cannonvale State School Mathematics

### CURRICULUM INTENT
What we want students to learn from the mandated curriculum

**Effective curriculum needs to be purposeful, differentiated and negotiated to cater for specific student needs. The P-12 curriculum is based on the assumption that every child can learn and that responding to the particular learning needs of students is central to teaching. In order to achieve this, teachers work together to engage with and enact mandated curriculum documents to create meaningful learning experiences.**

**Australian Curriculum**
Use the following links to mandated curriculum documents:

**Cannonvale Curriculum**
Cannonvale State School curriculum is based on the Australian Curriculum. With the Back To Front Maths approach employed as a delivery tool from Prep – Year 6.

- There is a focus on deep learning through the use of concrete (body), pictorial (hands) and abstract resources and processes.
- The curriculum is organised under 3 content and 4 proficiency strands.
- The content strands are number and algebra, measurement and geometry, and statistics and probability. They describe what is to be taught and learnt.
- The proficiency strands are understanding, fluency, problem-solving and reasoning. They describe how content is explored or developed; that is, the thinking and doing of mathematics.

### SEQUENCING TEACHING AND LEARNING
**Plough back**
- **I Do** – You Listen
- **Modelling**
- **You Do** – I watch
- **We Do** – Together
- **Independent**
- **Guided Instruction**

**Strategy Concept**

**Explicit Instruction Lesson**

**How to teach maths**

**Maths Warm ups** - 10-15 minutes every day.
- Drill and skill practice activities that revisit previous maths concepts and the basics
- Eg. Counting, flash cards, chants, number facts/Tables, games, songs - use of concrete and pictorial resources during the apply section.
- Maths mastery - (Years 3-7)

**Modelled/Focused teaching - I Do**

- WALT – We are learning to – It is a reinterpretation of the teachers lesson objectives (or learning intentions), phrased in a way that pupils can easily understand

- WILF – What I’m looking for – It is a way of explaining the lesson outcomes to the pupils in terms that they can understand.

- TIBS - This is because… - To help to engage the pupils we are explaining the purpose of the work that they will be doing in a lesson.

**Small groups/ Differentiation**

- **Shared** - We do
  - Revisit the model in a different way with student input
  - Consider language and vocab (everyday, technical and specialised)

- **Guided** - We do
  - Grouping students - Needs based
  - Liberal use of concrete materials
  - Opportunity for teacher/student conferencing

- **Independent** - You do
  - Reinforcement 1:2
  - Challenging students
  - Inquiry based
  - Use of ICT

**Reflection and reinforecement**

- Reflect on student learning and your teaching – Obtain feedback from a mentor/coach
- Make the maths explicit by making connections, sharing strategies and promoting the language of maths
- Raise challenges
- Encourage students to reflect on what they learned and how they might apply the knowledge in new settings.

**Problem Solving Lesson**

<table>
<thead>
<tr>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to problem-solving time</td>
<td>Teacher discusses the problem with the students to ensure understanding</td>
</tr>
<tr>
<td>Initial problem attempt</td>
<td>All students try to solve the problem given with only limited teacher prompting. They may work individually, in pairs or groups according to need</td>
</tr>
<tr>
<td>Guided misconception correction</td>
<td>Teachers guides students to confront misconceptions using leading questions</td>
</tr>
<tr>
<td>Group work and Prompting time</td>
<td>Teacher prompts as all students work in pairs or threes to try to solve problem given</td>
</tr>
<tr>
<td>Testing their patterns through manipulation or reflection problems</td>
<td>Students work independently or with prompting to test their solutions by solving manipulation questions</td>
</tr>
</tbody>
</table>
What do my students already know? How well do they know it? How will I know how well my students have learned curriculum?

Productive feedback:
- is timely, ongoing, instructive and purposeful
- is given at the task, process and self-regulation levels
- is focused on the quality of student performance and not on the student
- gives specific information about what to do next
- challenges students
- requires students to take action and responsibility

Use judgments to inform feedback for twice-yearly reporting to students, parents and carers

Use standards, evidence and teacher agreement to achieve consistency of teacher judgment.

Parent teacher interviews will be conducted with every parent prior to written reports each semester

**Standards**
- Standards describe achievement expectations

**Evidence**
- Student responses form the only evidence of student achievement

**Teacher agreement**
- Teachers professional discussions to align their judgments about student responses

Key Mathematical Resources

Mathletics
http://www.backtofrontmaths.com.au

iPrimary Resources UK - http://www.primaryresources.co.uk/english/englishD10.htm

BBC site—http://www.bbc.co.uk/learning/

Maths worksheet creator site— http://www.superkids.com/aweb/tools/math/multiply/

http://www.bbc.co.uk/bitesize/ks2/
**CANNONVALE STATE SCHOOL READING**

**CURRICULUM INTENT**

**INTERRELATED ASPECTS OF READING**

**SEQUENCING TEACHING AND LEARNING**

<table>
<thead>
<tr>
<th>Description</th>
<th>Warm up</th>
<th>Introduction</th>
<th>I do</th>
<th>We do</th>
<th>You do</th>
<th>Plough back</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>Sound Pics, Duck words</td>
<td>Lesson goals: Introduce the text—Activate prior knowledge and capture interest</td>
<td>Teacher reads—students watch and listen (model fluency, expression, and strategies)</td>
<td>Teacher and students read—take turns to read small parts.</td>
<td>Rotational reading activity examples</td>
<td>Teacher feedback around lesson and individual goals.</td>
</tr>
<tr>
<td>Lower primary</td>
<td>Sound Pics, Duck Words, new vocab and comprehension strategies</td>
<td>Lesson goals: Introduce the text—Activate prior knowledge and capture interest by predicting, connecting and comparing</td>
<td>Teacher reads—students follow—point with a finger</td>
<td>Teacher and students read—take turns to read small parts.</td>
<td>Rotational reading activity examples</td>
<td>Teacher feedback around lesson and individual goals.</td>
</tr>
<tr>
<td>Middle primary</td>
<td>Sound Pics, Duck words, new vocab and comprehension strategies</td>
<td>Lesson goals: Introduce the text—Activate prior knowledge and engage interest by predicting, connecting and comparing</td>
<td>Teacher reads—students watch and listen (model fluency, expression, and strategies)</td>
<td>Teacher and students read—take turns to read small parts.</td>
<td>Rotational reading activity examples</td>
<td>Teacher feedback around lesson and individual goals.</td>
</tr>
<tr>
<td>Upper primary</td>
<td>New vocab and comprehension strategies</td>
<td>Lesson goals: Introduce the text—Activate prior knowledge and engage interest by predicting, connecting and comparing</td>
<td>Teacher reads—students watch and listen (model fluency, expression, and strategies)</td>
<td>Teacher and students read—take turns to read small parts.</td>
<td>Literature Circles—rotational activities 3/week Roles Discussion Director, Summariser, Vocabulary Enricher, Connector, Golden Line Ender, Illustrator, Travel Tracer, Editor, Researcher,</td>
<td>Teacher feedback around lesson and individual goals.</td>
</tr>
</tbody>
</table>

**Effectives readers:**
- Make predictions based on prior knowledge, make inferential connections to ideas in text based on prior knowledge
- Construct mental images representing the ideas in text
- Ask questions and seek answers
- Reread and attempt to clarify when confused
- Construct interpretive summaries of what they have read

**Comprehension strategies (Cars and Stars)**
- Main Idea
- Facts & Details
- Sequence
- Cause & Effect
- Comparing & Contrasting
- Predictions
- Meaning in Context
- Conclusions & Inferences
- Fact & Opinion
- Author's Purpose
- Figurative Language
- Summarising
### Assessment

<table>
<thead>
<tr>
<th>Year levels</th>
<th>Prep - Year 1</th>
<th>Prep—Year 6 until 1000 have been achieved</th>
<th>Prep—Year 6 until Level 30 has been achieved</th>
<th>Years 3—6 after level 30 has been achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>October</td>
<td>Every 5 weeks</td>
<td>Every 10 weeks</td>
<td>Every 10 weeks</td>
</tr>
<tr>
<td>Prep</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Making Judgements

**Independent Reading—Five Finger Test**

1. Choose a book
2. Read a page holding five fingers up
3. Put a finger down each time a word is unknown or you lose understanding
4. If you have put 5 fingers down at the end of the page choose another book and repeat the process.

**Why use Visualising and verbalising?**

- V&V is based on the premise that visualizing is how we process language and thought
- V&V brings the sensory information to a conscious level
- The focus is on strengthening ability to form Gestalt imagery (Gestalt imagery is the ability to create an imaged whole)
- Teaches students to ‘make movies when they read’

**“If I can’t picture it, I can’t understand it.”**

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### Data Wall

- Data Wall—Year 6
- Updated daily
- On display in the classroom
- Written in the student portfolio
- Parents informed

### Reading goals

- Reading goals—Year 6
- Updated every 5 weeks
- GTMJ marked
- Parents informed
- Part of English report card result

### CSS English unit tasks

- CSS English unit tasks—Year 6
- Moderated across the year level
- Keep in student portfolio
- Part of English report card result

### Key Reading Resources

- Primary Resources UK: [http://www.primaryresources.co.uk/english/englishD10.htm](http://www.primaryresources.co.uk/english/englishD10.htm)
- BBC site: [http://www.bbc.co.uk/learning/](http://www.bbc.co.uk/learning/)
- Read Write Think: [http://www.readwritethink.org/](http://www.readwritethink.org/)
- Sparklebox: [http://www.sparklebox.co.uk/](http://www.sparklebox.co.uk/)

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### Student

**Achievement measured by:**

- SSP levels
- Coded sight words
- PM Benchmarks
- Informal Prose Inventory
- Pat Reading comprehension
- CSS English unit tasks

**To inform the Teaching and Learning Cycle.**

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**Independent Reading—Five Finger Test**

1. Choose a book
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Effective curriculum needs to be purposeful, differentiated and negotiated to cater for specific student needs. The P-12 curriculum is based on the assumption that every child can learn and that responding to the particular learning needs of students is central to teaching. In order to achieve this, teachers work together to engage with and enact mandated curriculum documents to create meaningful learning experiences.

### CURRICULUM INTENT

What we want students to learn from the mandated curriculum

**Cannonvale Curriculum**

Cannonvale State School curriculum employs units based on the Australian curriculum and written to connect with and sit under the school’s overarching theme for the term in which they are taught.

Units are summarised in the Year Overview and unpacked within a Content Overview displaying what students must know and do – WALT and the evidence of learning which will be produced. Assessment tasks are clarified on GTMJ and through Task sheets. Resources accompany these documents.

The Seven Steps to Writing approach is employed as a delivery tool from Prep—Year 6. Ian Hunters 8 handy paragraphs and 12 ways to write a sentence are used within upper school classrooms to support writing development. Cannonvale State School sentence self talk is used across the school from prep-year 6.

**Recommended Time Allocations**

| Prep—6 | 5 hours per week |

### SEQUENCING TEACHING AND LEARNING

#### Writing Warm Up

- Vocabulary building
- Sentence structure development
- Grammar and punctuation
- Generic Structure

#### Explicitly Teach

- Skills, knowledge and structure aligned to the GTMJ, assessment task and individual needs.
- WALT/WILF/TIB.
- I Do, We Do, You Do, Plough Back.

#### Monitor

- Independently complete ‘Timed Write’ under exam conditions.
- Stimulus connected to units of work allowing students to demonstrate development of skills and knowledge.

#### Feedback

- On weekly focus in line with the GTMJ—where they are and what they need to do to improve.
- On individual goals /skills in line with the NAPLAN marking guide.

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Write a Persuasive text about Child Labour or bananas.
Assessment for and as learning:
When: Weekly
What: Timed write stimulus connected to assessment task and learning needs.
How: Independent exam conditions
Why: Provide feedback to students, inform individual, group and whole class goals, informs teaching planning.

Assessment of learning:
When: mid term (diagnostic) end of term (summative)
What: Timed write stimulus connected to assessment task, completion of summative task aligned to AC.
How: Diagnostic under exam conditions, Summative piece conducted in line with year level Assessment Schedule.
Why: assists teachers, principals and systems to use evidence of student learning to assess student achievement against goals and standards and report to parents.

Feedback
How will I know how well my students have learned curriculum?
By being transparent about the expected quality of student performance:
- Be clear and explicit with students about how they will be judged.
- Provide task-specific descriptors of quality for the elements being assessed.
- Develop exemplars of high-quality student work to share with students.

By being transparent about how judgments will be made:
- Make judgments based on the evidence in student work.
- Match the evidence to the task-specific standards descriptors.
- Teach students how to use the task-specific standards descriptors and exemplars to plan and review their progress.

Resources for Writing
Cannonvale State School Teaching and learning Handbook
Cannonvale State School Curriculum Supporting Documents Library
Cannonvale State School demand writing task handbook
Cannonvale State School Writing Warm Ups
Seven Steps to Writing:
https://www.sevenstepswriting.com/
The literacy shed:
https://www.literacyshed.com/home.html
Pobble 365 website: pobble365.com/
Write that Essay—12 ways to write a sentence
Write that Essay—8 handy paragraph structures
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Australian Curriculum
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Cannonvale Curriculum
Cannonvale State School curriculum employs units based on the Australian curriculum and written to connect with and sit under the school’s overarching theme for the term in which they are taught. These curriculum documents sit within the school’s digital curriculum framework
Units summarised - Year Overview
Unpacked - Content Overview (know and do - WALT), Assessment tasks, GTMJs & Task sheets.
What do my students already know? How well do they know it?

Productive assessment:
- is clearly aligned to curriculum and standards
- shares intentions, standards and descriptors of quality with students
- allows all students to demonstrate what they know and can do
- is fair and equitable to all students.

Types of assessment
- Assessment for learning — enabling teachers to use information about student progress to inform their teaching.
- Assessment as learning — enabling students to reflect on and monitor their own progress to inform their future learning goals.
- Assessment of learning — assisting teachers, principals and systems to use evidence of student learning to assess student achievement against goals and standards and reporting to parents.

Cannonvale State School assessment plan — Link to G-Drive

How will I know how well my students have learned curriculum?

By being transparent about the expected quality of student performance:
- Be clear and explicit with students about how they will be judged.
- Provide task-specific descriptors of quality for the elements being assessed.
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- Make judgements based on the evidence in student work.
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- Teach students how to use the task-specific standards descriptors and exemplars to plan and review their progress.

Parent teacher interviews will be conducted with Meeting with every parent prior to written reports each semester.

Productive feedback:
- is timely, ongoing, instructive and purposeful
- is given at the task, process and self-regulation levels
- is focused on the quality of student performance and not on the student
- gives specific information about what to do next
- challenges students
- requires students to take action and responsibility.

Digital Technologies Reflection:
Some suggestions…
- Video viewing • Learning Journey
- Self and peer reflection • Sharing projects with own and younger year levels

Use judgements to inform feedback for twice-yearly reporting to students, parents and carers. Use standards, evidence and teacher agreement to achieve consistency of teacher judgement.

Parent teacher interviews will be conducted with Meeting with every parent prior to written reports each semester.
CANNONVALE STATE SCHOOL H & PE

CURRICULUM INTENT

What we want students to learn from the mandated curriculum

CURRICULUM INTENT

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Explicit teaching cycle

Start

I Do
You listen

Plough back

Modelling

I Do
You watch

Strategy
Concept

You Do
I watch

We Do
Together

Independent

Guided Instruction

Australian Curriculum

Use the following links to mandated curriculum documents:

http://www.australiancurriculum.edu.au/
health-and-physical-education/curriculum/?
10?layout=1

Time allocation

Prep—Year 1 - 1hr 30mins (PE /PBL)
Year 2 - 2hrs
Year 3 - 6 - 1hr 15mins

Cannonvale Curriculum

Cannonvale State School curriculum employs units based on the Australian curriculum and written to connect with and sit under the school’s overarching theme for the term in which they are taught.

Units summarised - Year Overview
Unpacked — Content Overview (know and do – WALT.)
Assessment tasks GTMs and ‘Task sheets.
These curriculum documents sit within the schools’ digital curriculum framework.

Focus areas

Alcohol and other drugs (AOD)
Food and nutrition (FN)
Health benefits of physical activity (HPBA)
Mental health and wellbeing (MHW)
Relationships and sexuality (RS)
Safety (S)
Active play and minor games (AP)
Challenge and adventure activities (CA)
Fundamental movement skills (FMS)
Games and sports (GS)
Lifelong physical activities (LLPA)
Rhythmic and expressive activities (RGE)

Useful Documents

CSS Curriculum
Snapshot
Teaching and Learning Handbook
Risk assessments
Quick Links

Scootle
Every Student Succeeding
In Health Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

Productive assessment:
- is clearly aligned to curriculum and standards
- shares intentions, standards and descriptors of quality with students
- allows all students to demonstrate what they know and can do
- is fair and equitable to all students.

Types of assessment
Assessment for learning — enabling teachers to use information about student progress to inform their teaching.
Assessment as learning — enabling students to reflect on and monitor their own progress to inform their future learning goals.
Assessment of learning — assisting teachers, principals and systems to use evidence of student learning to assess student achievement against goals and standards.

How will I know how well my students have learned curriculum?

By being transparent about the expected quality of student performance:
- Be clear and explicit with students about how they will be judged.
- Provide task-specific descriptors of quality for the elements being assessed.
- Develop exemplars of high-quality student work to share with students.

By being transparent about how judgments will be made:
- Make judgments based on the evidence in student work.
- Match the evidence to the task-specific standards descriptors.
- Teach students how to use the task-specific standards descriptors and exemplars to plan and review their progress.

Use judgements to inform feedback for twice-yearly reporting to students, parents and carers.

Use standards, evidence and teacher agreement to achieve consistency of teacher judgement.

Standards
- Standards describe achievement expectations

Evidence
- Student responses form the only evidence of student achievement

Teacher agreement
- Teachers professional discussions to align their judgements about student responses

Risk Assessment

When students engage in Physical Education activities, athletic and swimming events and carnivals, there will be risk of injury if correct procedure and safe practices are not adhered to. The risks should be identified and strategies adopted to remove or minimise them. Risk assessments are completed, approved and recorded on OneSchool prior to activities and events, both on and off campus.
Parent teacher interviews will be conducted with every parent prior to written reports each semester. E.g. Slide Show, museum gallery, play, song, quiz, art piece. Students and teachers work together to develop authentic pieces to share learning with peers, and is fair and equitable to all students. Descriptors of quality with students allows all students to demonstrate what they know and can do. Assessment is clearly aligned to curriculum and standards, shares intentions, standards and content knowledge and sharing of learning. Judgements and further detailed in the task sheet. Assessment elements include: Inquiry process, evidence of learning, for learning, as learning, research, and inquiry journals. Public display and sharing of learning.

**ASSESSMENT & FEEDBACK**

**Monitoring & Formative** - provide productive feedback for students and teachers. These take the form of moderation tasks, inquiry journal drafts and the inquiry conference. **Summative**—Evidence of learning—Inquiry Journal. **Productive assessment:** Assessment expectations are clearly outlined in the Guide To Making Judgements and further detailed in the task sheet. Assessment elements include: Inquiry process, content knowledge and sharing of learning. Assessment is clearly aligned to curriculum and standards, shares intentions, standards and descriptors of quality with students allows all students to demonstrate what they know and can do and is fair and equitable to all students.

**AUTHENTIC PIECES & PUBLIC DISPLAYS**

Students and teachers work together to develop authentic pieces to share learning with peers, parents and the community. These may take a variety of forms and are negotiated between student and teacher. E.g. Slide Show, museum gallery, play, song, quiz, art piece.

**TEACHER**

**STUDENT**

**THE PROCESS**

1. The four pillars and the topic
2. Essential question, central ideas, key concepts, focus questions
3. Form an Inquiry plan
4. Research—modelled, shared, independent
5. Collect evidence of learning - inquiry journals
6. Create an authentic piece to share learning
7. Public display
8. Reflection

**CLASSROOM**

**RESEARCH**

**SCOPE & SEQUENCE**

**INQUIRY**

Adapting the work of Trevor Mackenzie

https://www.trevormackenzie.com

Within Inquiry at Cannonvale School we define research as using our senses to gather data from a variety of sources.
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### CURRICULUM INTENT

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### Cannonvale State School Curriculum

Cannonvale State School curriculum employs units based on the Australian curriculum and written to connect with and sit under the school’s overarching theme for the term in which they are taught.

Units are summarised in the Year Overview and unpacked within a Content Overview displaying what students must know and do — WALT and the evidence of learning which will be produced. Assessment tasks are clarified on GTMJs and through Task sheets. Resources accompany these documents.

Cannonvale promotes the teaching of Inquiry units in blocks wherever this facilitates optimum learning for students. These curriculum documents sit within the schools’ digital curriculum framework.

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### Australian Curriculum


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### RECOMMENDED TIME ALLOCATIONS

- **TECHNOLOGY**: 30 mins/week (20hrs/year)
  - 1hr/week (40hrs/yr)
  - 1.5hr/week (60hrs/yr)

- **HASS**: 1hr/week (40hrs/yr)
  - 1.5hr/week (60hrs/yr)
  - 2hr/week (80hrs/year)

- **SCIENCE**: 1hr/week (40hrs/yr)
  - 1hr45min/wk (70hrs/yr)
  - 1hr45min/wk (70hrs/yr)

---

### DESIGN & TECHNOLOGIES

2 STRANDS:
- Knowledge and understanding
- Processes and production skills

3 CONTEXTS:
- Engineering principles and systems
- Food and fibre
- Materials and Technologies

---

### SCIENCE

**2 PRIMARY STRANDS: INQUIRY & SKILLS, KNOWLEDGE AND UNDERSTANDING**

**4 KNOWLEDGE SUBSTRANDS: GEOGRAPHY, HISTORY, CIVICS & CITIZENSHIP, ECONOMICS & BUSINESS**

---

### KEY CONCEPTS & VOCABULARY

- **GEOGRAPHY**
  - Place, space, environment, connection, mapping conventions—scale, local, global

- **HISTORY**
  - Sources, continuity and change, significance perspective, cause and effect

- **CIVICS & CITIZENSHIP**
  - Government, democracy, laws, citizenship, diversity, identity

- **ECONOMICS & BUSINESS**
  - Resource allocation, business environment, consumer, financial literacy, supply, demand

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### 3 STRANDS & 4 SUB-STRANDS

- **Science as Understanding (content)**:
  - (Biological, Earth, Chemical, Physical)

- **Science as Human Endeavour**
  - Science Inquiry Skills

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### GEOGRAPHY

- Place, space, environment, connection, mapping conventions—scale, local, global

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### HISTORY

- Sources, continuity and change, significance perspective, cause and effect

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### CIVICS & CITIZENSHIP

- Government, democracy, laws, citizenship, diversity, identity

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### ECONOMICS & BUSINESS

- Resource allocation, business environment, consumer, financial literacy, supply, demand

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### KEY CONCEPTS & VOCABULARY

- **Experimentation**—hypothesis, fair testing, variable, observations, conclusions
- **Safe use of equipment, Steps**
- **BIOLOGY**—Living and non-living, features, lifecycle, growth, ecosystem, impact
- **EARTH**—change over time, solar system, resources, disasters
- **CHEMICAL**— reaction, behaviour, combining
- **PHYSICAL**—Properties and uses of materials, states of matter, forces
- **Scientific discovery and its impact throughout history**
Meanings: What meanings are intended by the artist and understood by the audience?

Forms: How have the elements, media and instruments been organised and arranged?

Societies: How does it relate to its social context and that of its audience?

Cultures: What is its cultural context and what does it signify?

Histories: What is its place in terms of historical forces and influences?

Philosophies and ideologies: What are the philosophical, ideological and political perspectives?

Critical theories: What important theories does it include?

Institutions: How have institutional factors enabled or constrained its creation?

Psychology: What processes of the mind and emotions are involved?

Evaluations: How successful is it in terms of its audiences, contexts and the artist’s intentions?

Content description for F-6 in Australian Curriculum: The Arts

1st Exploring ideas and improvising with ways to represent ideas.
2nd Developing understanding of practices.
3rd Sharing artworks through performance, presentation or display.
4th Responding to and interpreting artworks.
What do my students already know? How well do they know it?

Productive assessment:
• is clearly aligned to curriculum and standards
• shares intentions, standards and descriptors of quality with students
• allows all students to demonstrate what they know and can do
• is fair and equitable to all students.

Types of assessment
Assessment for learning — enabling teachers to use information about student progress to inform their teaching.
Assessment as learning — enabling students to reflect on and monitor their own progress to inform their future learning goals.
Assessment of learning — assisting teachers, principals and systems to use evidence of student learning to assess student achievement against goals and standards and reporting to parents.

How will I know how well my students have learned curriculum?
By being transparent about the expected quality of student performance:
• Be clear and explicit with students about how they will be judged.
• Provide task-specific descriptors of quality for the elements being assessed.
• Develop exemplars of high-quality student work to share with students.

By being transparent about how judgements will be made:
• Make judgements based on the evidence in student work.
• Match the evidence to the task-specific standards descriptors.
• Teach students how to use the task-specific standards descriptors and exemplars to plan and review their progress.

Use judgements to inform feedback for twice-yearly reporting to students, parents and carers
Use standards, evidence and teacher agreement to achieve consistency of teacher judgement.

Parent teacher interviews will be conducted with every parent prior to written reports each semester

How do I teach it?

Productive feedback:
• is timely, ongoing, instructive and purposeful
• is given at the task, process and self-regulation levels
• is focused on the quality of student performance and not on the student
• gives specific information about what to do next
• challenges students
• requires students to take action and responsibility.
**Student Arrives**

Member of the leadership team enrols child and Support Teacher gathers data on the child.

All children in this school are supported by well differentiated classrooms. **Differentiation Cones** are completed by teachers to determine specific targeted teaching support required.

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**Student Services Committee**

Teachers refer students to the Student Services Committee and are present at the meeting to provide additional information as necessary. Should further investigation be required, the teacher continues to advocate for the student, communicate with parents and differentiate in their classroom to meet the needs of the student. Students who are E or D standard in Maths or English are to have vision and hearing assessments (parents are asked to organise this). They may also be screened using the SLP screener and auditory processing screener. These students, and students who present as highly intelligent, are to be mapped on the ACARA Achievement Standards to determine if an Individual Curriculum Plan is required. Children may be further assessed by our Guidance Officer. Some children may require differentiation which will be shown as a provision in One School. An Individual Student Plan may be created for students who have speech language difficulties, students with a disability, students with learning difficulties, EAL/D students, Indigenous students, students who are gifted and/or talented, students with behavioural issues, children in care or students with attendance issues. Teachers will write the Individual Student Plans and can use the following support staff to assist them; support teachers, the behaviour support teacher, the advisory visiting teacher, the speech language pathologist, the guidance officer, the gifted education mentors, the head of curriculum, the cohort support teachers or the deputy principals. Some students will have a confidential file that teachers can access from the principal which will be shown as a provision in OneSchool.

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**GO**

Supports where needed via requests to the principal. **Referral forms to be completed.**

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**Principal**

Oversees entire process. Ensures everything is on OneSchool.
Classroom resource kit

Resources can be collected from the resource room. Some personalised items will need to be ordered on Pupil Free Days

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</table>
Lesson Observation and Feedback Form

Teacher:  
Observer:  
Class:  
Date/time:  

**OBSERVATION**

**Warm-Up:**
- Is it fast-paced?
- Are key concepts covered?
- Are all students engaged?
- Is there checking for understanding and deliberated questioning?
- Are resources legible and visible to all students?

**Pre-teaching/Orientation:**
- Has the teacher spent the time orientating students into the session?
- Do the students have the information needed to be successful within the explicit lesson that will follow?
<table>
<thead>
<tr>
<th><strong>Learning Intentions and Success Criteria:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is WALT, WILF and TIB explained and written?</td>
</tr>
<tr>
<td>• Do the students know the purpose/intent of this lesson?</td>
</tr>
<tr>
<td>• Is there a link to the previous lesson?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Explanation and Modelling: (I DO)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are the process/skills modelled/demonstrated with clear explanations for each step?</td>
</tr>
<tr>
<td>• Do the students know what the end product/process looks like?</td>
</tr>
<tr>
<td>• Has the teacher checked for understanding?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Collaborative and Guided Practice: (WE DO)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is there evidence of teacher and students working together?</td>
</tr>
<tr>
<td>• Is there evidence of guided practice (scaffolding)?</td>
</tr>
<tr>
<td>• Is there evidence that the teacher has checked that all students are accurate and successful?</td>
</tr>
<tr>
<td>• Is there high teacher movement checking for understanding and correcting?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Independent Practice: (YOU DO)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are there opportunities for independent practice?</td>
</tr>
<tr>
<td>• Are the fast workers catered for?</td>
</tr>
<tr>
<td>• Are students who are still having difficulties catered for?</td>
</tr>
<tr>
<td>• Has the teacher checked accuracy of all students?</td>
</tr>
<tr>
<td>• Is there high teacher movement?</td>
</tr>
<tr>
<td>• Is the teacher correcting work and giving feedback?</td>
</tr>
<tr>
<td>• Has the teacher set up for tiered tasks - C, B, A hots?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Plough Back:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is time allowed at the end of the lesson for review and repetition?</td>
</tr>
<tr>
<td>• Do all students know what they have learnt this lesson?</td>
</tr>
<tr>
<td>• Is a student selected to share work?</td>
</tr>
<tr>
<td>• Does the teacher draw the students back to lesson intent and success criteria?</td>
</tr>
</tbody>
</table>
**Classroom Display:**
- Is the classroom clean and tidy?
- Are display expectations met – behaviour charts, school charts, distinct KLA areas?
- Are their clear, well presented word walls?
- Are English, Maths, Science charts relevant and current?
- Is there data displays?
- Are there learning journeys displayed?
- Is student work displayed and is it current?
- Is environmental print meaningful, visual?

**Student Bookwork/Handwriting:**
- Is there explicit reinforcement of handwriting and bookwork expectations?
- Are there straight margins, headings underlined and work dated?
- Is writing neat, well sized and spaced correctly?
- Are sheets glued in neatly?
- Do drawings and colouring reflect best effort?

**Student Management:**

Is the Responsible Behaviour Plan evident?

<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establishing expectations</td>
<td>Making rules</td>
</tr>
<tr>
<td>2. Giving instructions</td>
<td>Telling students what to do</td>
</tr>
<tr>
<td>3. Waiting and scanning</td>
<td>Stopping to assess what is happening</td>
</tr>
<tr>
<td>4. Cueing with parallel acknowledgment</td>
<td>Praising a particular student to prompt others</td>
</tr>
<tr>
<td>5. Body language encouraging</td>
<td>Smiling, nodding, gesturing and moving near</td>
</tr>
<tr>
<td>6. Descriptive encouraging</td>
<td>Praise describing behaviour</td>
</tr>
<tr>
<td>7. Selective attending</td>
<td>Not obviously reacting to certain behaviours</td>
</tr>
<tr>
<td>8. Redirecting to the learning</td>
<td>Prompting on-task behaviour</td>
</tr>
<tr>
<td>9. Giving a choice</td>
<td>Describing the student’s options and likely consequences of their behaviour</td>
</tr>
<tr>
<td>10. Following through</td>
<td>Doing what you said you would</td>
</tr>
</tbody>
</table>

**FEEDBACK**

**Lesson Successes:**

**Lesson Recommendations:**