Boisdale Consolidated School

Teaching and Learning Plan

2018

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Teaching and Learning Plan

Purpose

"Boisdale Consolidated School aims to develop proactive learners with the values, skills and knowledge to equip them to make a positive contribution to society. (SSP 2012-2015)

Boisdale Consolidated School prides itself on having a strong focus on student learning across all areas of the curriculum. The individual needs and inclusion of all students drives the school's approach to teaching and learning.

Boisdale Consolidated School has developed a set of School Values.

Our School Values are "a code" by which we will function as a school. They underpin our actions and beliefs but they are not a set of rules, rather expectations by which the school will operate.

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Our Core Values

Show Respect

Bounce Back

Be your Best

Work as a Team

Be a mate,

Think Proud, Act Proud, Be Proud

Learning attitudes

I learn from my mistakes

I never give up!

I always try to do my best

I use challenges to help me learn

I have positive attitude to my learning

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The Teaching and Learning Plan aims to document the approach and strategies by which the staff at **Boisdale Consolidated School** can ensure teaching and learning is:

- A shared responsibility of all staff
- Inclusive of all student needs
- Relevant, interesting and student centered
- Complies with the Victorian Curriculum standards
- Caters for different learning styles

The Teaching and Learning Plan identifies successful strategies, operational procedures and resource allocation that build a cohesive approach based on a team model for the delivery of the curriculum.

These are not exhaustive and continually undergo a process of reflection, review and improvement based on feedback from students, parents and assessment.

The Learning Environment

Aim

To provide learning environments where students can:

- Feel safe
- Take responsibility for their learning
- Use reflection as a process for learning and to learn from others.
- Have their individual needs catered for
- Experience a sense of belonging
- Enjoy a variety of different learning environments

To provide learning environments where teachers can:

- Provide a learning environment that is safe, structured and collaborative.
- Offer students a range of learning experiences and learning opportunities
- Use the learning spaces for fluid groupings in order to cater for all abilities and learning styles.
- Enjoy a collaborative teaching environment

Procedures and Expectations To Ensure The Achievement Of The Aims

The school is designed with a number of key learning areas as well as specialist teaching rooms:

- Room 5 and 6 in the main building
- Rooms 1-4 in the B.E.R Building.
- Room 7 and 8 and 9 in the hexagonal areas
- Specialist teaching rooms/areas: art, music, pool, library, MPR
- LOTE will be offered in learning areas (classrooms)

The buildings cater for three learning teams.

These teams will vary according to the numbers at each grade level. However, the core expectations of these areas allow for the aims to be achieved.

Building / Rooms / Areas	Purpose	Expectation
Room 5 and 6 and Rooms 7 and 8 and 9	Two grades in a double classroom with central doors open to provide for team teaching and fluid groups Three grades in a double classroom with central doors open to provide for team teaching and fluid groups	• The first 2 weeks of the school year will have a strong focus on the establishment of a safe learning environment where students feel a sense of connectedness, understanding of routines and expectations. • Grades line up outside the classroom until the second bell has gone or they are asked to enter the room. • Interior classroom doors remain open except for Circle time, assessment, Parent teacher interviews or the need for a quiet discussion time. • Student central resource areas organized to allow for student access. • Any student inside at lunchtimes or playtimes needs to be supervised by a teacher. • Teacher resource areas organized for teacher access only. • Students will comply with Expectation Matrix for learning areas. • Students will comply with Cybersafety Matrix. • Shared system be employed for keeping the area tidy. • Comply with the Evacuation procedures for the safety and welfare of all staff and students. • Teachers comply with the Staff Expectation Matrix •
Room 1,2,3 and 4	Four grades in classrooms with doors open to provide for team teaching and fluid groups	• The first 2 weeks of the school year will have a strong focus on the establishment of a safe learning environment where students feel a sense of connectedness, understanding of routines and expectations. • Grades line up outside each classroom until the second bell has gone or they are asked to enter the room unless extremely windy and students may enter through another door as directed by the teacher. • Students do not enter through the large double doors unless supervised. • Students are to put their bag away and either be involved in a quiet activity or be outside. • Older students will only enter the BER in the morning to support younger students with home reading or have been asked to do a task by a teacher in the BER. • Any student in the BER at lunchtimes or playtimes needs to be supervised by a teacher. • Students are to walk as they move through the BER. • Interior classroom doors remain open except for Circle time, assessment, Parent teacher interviews or the need for a quiet discussion time. • Student central resource areas organized to allow for student access.

		• Teacher resource areas organized for teacher access only. • The Maths storage area is a teacher access area only. • Students will comply with Expectation Matrix for learning areas. • Shared system be employed for keeping the area tidy. • Students will comply with Cybersafety Matrix. • Teachers comply with the Staff Expectation Matrix • Comply with the Evacuation procedures for the safety and welfare of all staff and students.
Art room, music room, library, MPR and sports areas	Specialist teaching areas	• The first 2 weeks of the school year will have a strong focus on the establishment of a safe learning environment where students feel a sense of connectedness, understanding of routines and expectations. • Specialist to collect students and take to specialist classes except for back to back session when class teachers pick up and collect their own grade • Student central resource areas organized to allow for student access • Teacher resource areas organized for teacher access only • Students will comply with expectation matrix for learning areas • Teachers comply with the Staff Expectation Matrix • System be employed for keeping the area tidy. • Comply with the Evacuation procedures for the safety and welfare of all staff and students

The pool is a learning area and has specific expectations and safety compliance details.

Working as a Team

Aim

The core value of working as a team, underpins the teaching, learning and daily operations of the school.

Working as a team aims to ensure:

- Shared responsibility for all students.
- Shared behavior management and student welfare of all students.
- Collegiate support with all aspects of teaching and learning, behavior management, student welfare
- Shared workload for planning and the delivery of teaching and learning
- The opportunity for Professional development through observation, shared planning and involvement in a Professional Learning Team.
- A sense of collaboration on all levels of the school operation
- Student engagement and motivation through a shared responsibility for making learning relevant, interesting and student centered.
- Consistency of approach to teaching and learning.

Teams within the School

The models for teams at the school include:

- Teaching and Learning Teams x 3
- Intervention Specialist
- Professional Learning Team whole staff
- Consultative Team
- Specialist Teacher Team
- School Council and subcommittees of School Council
- Junior School Council
- Parents and Friends Club

The Teaching and Learning Plan will focus specifically on Teaching and Learning Teams, Specialist Teacher teams, Intervention Specialist and the Professional Learning Team as these directly impact the teaching and learning of students at the school.

The core expectations of these teams are outlined in the table below.

Team	Expectation	Resourcing and organization
Teaching and Learning Teams Classroom teacher teams who collaboratively plan for student learning using Victorian Curriculum standards and data from assessment, to cater for a differentiated curriculum.	• There will be three teaching and learning teams in the school: room 5 and 6, rooms 1, 2,3,4 in the BER and rooms 7,8 and 9. One of these will be known as the Junior team, one Middle team and the other the Senior team. • Teachers will be allocated team planning time to provide a comprehensive, cohesive, appropriate, meaningful and interesting program • Planning time will allow for the development of fluid groupings for some curriculum areas namely literacy and numeracy on a needs basis. • Budgets will be allocated per team rather than per grade. • Ordering for resources be completed on a team/curriculum area basis with shared storage • Excursions be planned to maximize learning within the team • Incursions will be organized one per term to offer students a range of experiences which will enhance their learning. Eg. dance, science, cultural • Assessment schedule and the collection of data become the responsibility of the Teaching and Learning Team. • Student welfare becomes the shared responsibility of the Teaching and Learning Team, Primary Welfare Officer, School Chaplain & the Principal • The Intervention Specialist becomes a member of all teams • Team leader will be appointed to lead meetings and lead with the organization of the team.	Provision of suitable furniture and equipment. Allocation of specialist classes to allow all team members to plan at the same time (1.5hours). A combined team budget allocation. Cupboards in learning environments provide shared storage and access. Assessment schedule provided. Integrated planning document, curricula planning prompt and planning templates provided.

	• The Team leader becomes a representative of the Consultative Team (recommended).	
	• Home learning will be planned through the team process:	
	For Foundation- 2 students this will be reading at least 4 times per week.	
	Grade 3-6 students will be given relevant, level appropriate numeracy, literacy or research activities including reading at least 4 times per week.	
	Preview learning (talk homework) occurs for all students prior to a Big Write	
	• A regular system of monitoring home learning will be developed by the team.	
	• Teachers comply with the Staff Expectation Matrix	
Professional Learning Community: This team will collaboratively use student data to plan for improved student learning whilst providing a professional learning model which builds skills as practitioners.	• There will be one Professional Learning Community comprising of all classroom teachers, the Principal and intervention specialist(s). • Leadership of the team may vary according to the learning focus, however a Team Leader will be responsible for an agenda and minutes, preparation of data and assessment, preparation of Professional Development activities. • An agenda will be set for each week and emailed to staff prior to the meeting. • Minutes of the meeting will be sent out by the Team Leader each week. • Members of the Professional Learning Community will complete set tasks, follow the protocols of the team and be willing to fully participate in all meetings.	At least one meeting per week will be assigned to the Professional Learning Community 3.30pm – 4.30pm. A team leader will be appointed with co-expertise where necessary Planning time will be allocated accordingly on the basis of 1.5 hours each week. An extra 30 minutes A.P.T is recommended above the E.B.A provision.

	• Professional Learning Community leader or delegate will attend twice termly network meetings as an element of Professional Development and collegiate support from other Professional Learning Community leaders. • Through the PLT process, peer observations will be organized one per term to allow for professional feedback and mutual learning opportunities.	Principal to finalise a timetable and CRT replacement to allow this to happen. A pre and post briefing with formalized documentation will be part of the process.
Specialist Learning Team A group of teachers who provide a specialized program of learning in key focus areas.	• Where possible the Specialist Learning Team will coordinate with the Teaching and Learning Teams to develop integration of the specialist areas with the integrated units being taught for that term. • Where possible Specialist Teachers will liaise with each other to develop cross focus units that address the learning outcomes of the Integrated Units. • Budgets will be allocated to Specialist Teachers. • Planning time will be allocated according to the E.B.A. • The teaching of swimming becomes a specialized area as it requires specialist training. Where possible, all classroom teachers will undergo Professional Development to enable the flexibility for the teaching of swimming with all classroom teachers involved.	Integrated unit planner be made available to specialist teachers. Budget allocation for specialist teachers. Currently 30 minutes per day. School funds Austswim training and updates for classroom teachers
Intervention Specialist An individual or team of teachers who design programs to provide specialized intervention for at risk students in literacy or numeracy**.**	• A Specialist Intervention teacher will be employed specifically for intervention of literacy and numeracy. • Intervention for Grade 1 students will comply with the Reading Recovery model. Half an hour per day (min 4 times a week) will be provided for students assessed at need on the days that the Reading Intervention specialist is employed. • Additional intervention will be provided for students at the Grade 2 – 6 levels on a needs basis. This may be individual or small group based. • Intervention specialist will collaborate with classroom teachers about strategies employed and future steps for learning.	Provision of a trained Reading Recovery/Intervention teacher Half an hour intervention provided at least 3/4 times per week for Year 1 students

	• The intervention Specialist will attend PLC meetings in order to discuss programs and individual students.	PLC meeting time allocated for Intervention discussion

The Planning Schedule we have edited up to here 12/02/18

Aim

The Team Planning model ensures that teachers have the time, collaborative opportunity and collegiate support to provide a comprehensive and student centered approach to teaching and learning.

The Team Planning schedule is designed to fulfill the documentation required both at the school level and Department of Education requirements, as well as being a comprehensive document of the teaching and learning at **Boisdale Consolidated School.**

The following table identifies the elements of the **Planning Schedule.**

Team	What will be planned	Who will be involved	When will it happen	Where will it be stored	How will it be resourced
Teaching and Learning Teams	A common termly planner used documenting maths, literacy, social skills, kitchen/garden and Integrated unit outline. A shared work program for the team which shows fluid groupings and differentiated learning. A fully completed Integrated Unit Planner detailing all activities and learning outcomes.	Junior team Middle team Senior team	Beginning of each term Weekly End of each term	Staff shared in a specific folder called "Planners" Staff shared in a specific folder called "Work programs" Staff shared in a specific folder called "Planners"	A half day will be provided for each team at the end of term. At least a 1.0 hour team planning time will be provided for each team each week.
Professional Learning Community	Using the Key focus area, a specific focus will be targeted for each meeting. Where applicable, an agenda and minutes for each meeting will be provided. Collection of data for Common Assessment Tasks that specifically target learning outcomes for students.	Principal and Professional Team Leader Team leader/s All classroom teachers	Beginning of each term Before and after each meeting On request	Meeting schedule emailed to staff and stored on staff share. Sent via email	An extra 90 minutes A.P.T. is provided above EBA minimum amount either weekly or fortnightly depending on need.
Specialist Learning Team	A term planner for their specialist area A weekly work program	Specialist teachers	Beginning of term Each week	Staff shared on the server in a specific folder called "Planners" Staff shared on the server in a specific folder called "Work programs"	Planning time will be provided at the beginning of each term A.P.T provided each according to the N.B.A.
Intervention Specialist	Detailed records of student outcomes for individual students and groups.	Intervention/ Reading Recovery specialist			

Teaching Focus Areas

Victorian Curriculum

The Victorian Curriculum is the Foundation to Year 10 curriculum in Victoria that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.

Boisdale Consolidated School fully complies with the use of these documents to guide and support all planning, teaching and learning.

The triennial Review of the **School Strategic Plan (appendix 1)** identifies Goals and Key Improvement Strategies based on the data. These are developed each year into an **Annual Implementation Plan (appendix 2)** where annual goals, targets and strategies focus on key areas for improvement.

The School Strategic Plan 2106 -2019 identified the following key focus areas for Teaching and Learning

"Improve student achievement in literacy and numeracy specifically in writing, spelling and working mathematically"

The Teaching and Learning Plan will outline key strategies that have been successful in the implementation of these key focus areas.

	Strategies/implementation	Resources
Numeracy: Working Mathematically	• Team planning will reflect a differentiated approach to the teaching of numeracy. • Whenever possible students will be engaged in tasks that are relevant, hands-on, meaningful and target skill development. • The four pillars of Working Mathematically will be addressed in planning documents to ensure that students are engaged in activities that target understanding, fluency, reasoning and problem solving. • The "rotation" small group model which includes explicit teaching of skills in a teacher group, is used predominantly by the school for numeracy. In order for the embedding of key concepts in number and the areas of "applied maths" such as time, mass, space etc. each rotation will incorporate a mixture of activities addressing more than number. • Activities will be planned so that students constantly experience these concepts throughout each term, rather than a one off concentrated teaching period. • Fluid groupings will allow for differentiated delivery of maths concepts. • Whole grade sessions will allow for collaborative learning across different ability levels • Common Assessment Tasks across the four processes will allow for the collection of data in order to be able to target specific student learning outcomes. • Rich tasks will be planned to allow students to use the four pillars of working mathematically through a problem solving approach. • Online programs and software will be utilized to support, consolidate and promote learning. • Microsoft Office will provide additional programs to support numeracy learning (e.g. Excel).	Dedicated planning time each week for the team Equipment and learning environment that can cater for this AMSI documents and Victorian Curriculum statements Mathematics learning and assessment Rockets (developed by Commercial Road, Morwell) Team planning PLT focus area.

	• i-pad apps provide additional programs to support numeracy learning. • Professional development target specific areas of numeracy learning. • Blackline Masters from commercially produced resource books can be used as a support for learning with one sheet per week in numeracy being a suggested target. • Professional Development will be provided to update skill level of staff. • Anchor charts can be used to support key explicit teaching points. • Maths warm up games are to be used for at least 3 sessions in the week. These warm up games are to be individual or partner games rather than whole grade games where only one individual is involved. Games should be hands on and focused on a relevant concept that is being taught. "Up-leveling" of the game each time it is played is a valuable conversation to have with more able students so that they can bring a challenge into the game. • Rocket charts will be used to ensure the use of a learning continuum and for feedback to students. • A Numeracy Planning Document is included is an appendix at the end of this document.	Fully serviced computers and i-pads Access to a range of commercially produced Teacher resource books
Literacy: Reading	• Team planning will reflect a differentiated approach to the teaching of literacy • Whenever possible, students will be engaged in tasks that are relevant, meaningful and target skill development through genre. • Fluid groupings will allow for differentiated delivery of Literacy. • Whole grade sessions will allow for collaborative learning across different ability levels within the Readers workshop method. • A genre based approach to the teaching of literacy will assist targeted learning of relevant and meaningful skills.	Dedicated planning time each week for the team Equipment and learning environment that can cater for this AMSI documents and

	• The Fab Four (Reciprocal) Reading Comprehension Tools will be utilized to improve student comprehension.	AUSVels statements
	• The 8 Reading Comprehension Tools will be utilized to improve student comprehension within the Readers workshop model	Team planning
	• Readers Notebooks will be used by students as part of the Readers workshop model assisting with the approach towards gradual release of responsibility.	PLT focus area
	• Common Assessment Tasks planned through the Professional Learning Community will allow for the collection of data in order to be able to target specific student learning outcomes.	Purchase Literacy Planet for Grade 2-4 students and eCollection subscription for students in F-1
	• Literacy Planet is recommended for students in Grade 2-4 to support the teaching and learning.	
	• Online PM eCollection for students in Foundation - Grade 1 will support the teaching and learning development of reading and comprehension.	Fully serviced computers and i-pads
	• Internet research will provide ICT skills associated with the learning for Grade 4 -6.	
	• Microsoft Office and Publishing programs such as Movie Maker and Power Point will provide additional programs to support literacy learning.	Access to a range of commercially produced Teacher resource books
	• I-pad apps provide additional programs to support literacy learning.	
	• Blackline masters be used as a support for learning with one sheet per week being a suggested target.	
	• Professional Development outside of the school be provided to continually update skill level of staff.	
	• The "rotation" small group model which includes explicit teaching of skills in a teacher group, is used predominantly by the school for literacy. In order for the embedding of key	

	skills, each rotation will incorporate a mixture of activities addressing comprehension, grammar and punctuation and writing.	
	• Small group activities using ability/skill based groupings can additionally be utilized for explicit teaching of skills or guided reading	
Literacy: Writing **The VCOP and Big Write Approach**	• VCOP (Vocabulary, Connectives, Openers and Punctuation), including The Big Write will be addressed in planning documents to ensure that students are engaged in activities that target areas of oral language, writing, grammar and punctuation. • The VCOP approach to writing, embracing the concept that "if they can't say it, they can't write it" is essential. Planning documents will reflect this aspect of VCOP to develop oral language skills so that these can be transferred to writing. • VCOP assessment schedule will determine the teaching of certain genre (narrative, recount and persuasive see assessment appendix) at certain times, however this can be directly linked to unit work topics. Other genre, such as poetry, procedural text and exposition will still be a focus as part of the unit planner. • Each classroom will have a VCOP display wall. Characters have been determined by the program as Cara Connectives, Piper Punctuation, Oscar Openers, Victor Vocabulary but the actual design of the character can be left to the team. Upper grades may not utilize the characters • The display wall is designed to be a feature that is constantly changing and is used and owned by the students. • The intent for writing should be clearly identified at the start of a writing phase (one week for Grade foundation – 3, up to two weeks for Grade 4-6) • Vocabulary activities and warm up activities, should target specific skills for this writing so	Dedicated planning time each week for the team Equipment and learning environment that can cater for this Victorian Curriculum statements Team planning PLT focus area. Fully serviced computers and i-pads Access to a range of commercially produced Teacher and resources

	that when the "BIG Write" occurs on the final day, students are well prepared for the BIG WRITE.
	
	• The Big Write should have a follow up process using some, or all, of the following:
	
	    1. A 10 minute edit
	    2. A "breakdown buddy" read and comment WWW (what worked well) EBI (even better if)
	    3. Student self - assessment and goal setting on an aspect of the writing, either determined by the student or the teacher.
	    4. Use of the Student Criterion Scale by the student to identify future goals for writing (once per term)
	
	• The Cold Write is used for assessment five times a year as determined by the assessment schedule.
	
	• The Criterion Scale is used by the teacher to assess students' COLD WRITE for report writing and goal setting.
	
	• Language games and software are available to support the program. The "Cold Write Pack" assessment pack is also saved on the server.
	
	• Talk homework is a key component of the program and should be sent home prior to the "Big Write". Follow up talk in the classroom should occur the following morning.
	
	• The VCOP Planning tool is included as an appendix at the end of this document.	

Spelling Updated 21/08/18	• Boisdale Consolidated School uses the THRASS and SSP approach and the Words Their Way to teaching spelling. Resources are available in all classrooms • A broad range of resources can be used to support the teaching of spelling. • Team planning will reflect a differentiated approach to the teaching of spelling.	Dedicated planning time each week for the team Equipment and

	• Students will be engaged in tasks that are relevant, meaningful and target skill development.	learning environment that can cater for this
	• The use of the SSP model (Systematic Synthetic Phonics) is critical for the early years (F-2 and other students at risk) to understand and develop phonemic awareness.	THRASS Manual and Victorian Curriculum statements
	• Careful linking of THRASS to SSP begins in Foundation and continues from Grade 2 in the Words Their Way program .	SSP resources through Network Initiative
	• The use of the M.A.S.U.T.A model (Meaning, Analysis, Synthesis, Understanding, Testing and Application) will assist with ensuring that all aspects of the THRASS approach are used.	PLT focus area
	• Using spelling words from different sources eg. Topic words, commonly used words, spelling families, root and base words, will ensure that is learning targeted, relevant and meaningful.	Access to a range of commercially produced teacher and student resources, eg. Words Their Way, Letters and Sounds, Sound Waves
	• Common Assessment Tasks planned through the Professional Learning Community may allow for the collection of data in order to be able to target specific student learning outcomes.	
	• Professional Development outside of the school will be provided to continually update skill level of staff for SSP and THRASS. Words Their Way is an established program with handbooks that identify how the program is to be used.	
Integrated Curriculum	• A three year model is in place to cater for different Grade structures and team compositions, to allow for grade composition changes that may occur across the school year by year.	Dedicated planning time each week for the team
	• The structure uses four broad themes.	
	1. Me	Equipment and

	2. Me and My World 3. Me and my community 4. Me and the environment • Each of these broad themes then has a different focus for each year of the cycle. These focus areas are the same for the upper and lower year levels but the cross curricular links and the key focus areas may be different. • Studies of Asia, Aboriginal and Torres Strait Islander studies as well Science are key curricular focus areas. • The Victorian Curriculum learning outcomes have been put into nutshell statements to be used when planning the unit. • Learning outcomes will be addressed more than once over the three year cycle When a learning outcome is addressed it is recorded as a number on the learning outcome sheet. This record will be maintained throughout the three year cycle to ensure all learning outcomes are addressed at least twice over the three year period. • The open ended nature of the unit will allow for flexibility of themes and avoid repetition. • Activities based on multiple intelligences and learning styles which are "hands on" will maximize student engagement. • Excursions should be curriculum based around the Integrated Unit plan for that term. • Excursions can be local e.g. Within the school catchment area. Or they could be within the School district e.g. Sale, Bairnsdale, Traralgon or beyond the district e.g. Melbourne or Phillip island • Where possible, camp activities may also have a cross curricular focus aligned with units of work e.g. A visit to Parliament House	learning environment that can cater for this A wide variety of hands on materials housed in the science storeroom located opposite the pool. Fully serviced computers and i-pads Access to a range of commercially produced Teacher and resources Camp proformas stored on the staff server.

	• The units have been designed to allow planning across different year levels within a team. This will allow flexible groupings and shared planning as well as shared resources. • Documentation needs to be completed for all excursions and camps. See Excursions and Camps Policy for details • A skeleton outline of the Integrated unit will be completed at the start of the unit during planning time at the start of the term. • This skeleton plan will be "backfilled" with all details of activities used. This proforma is stored in staff share. • The use of the kitchen is strongly recommended. The integrated planner uses a purple highlight to indicate units that best lend themselves to the use of the kitchen and garden. • The unit planner also includes details for maths, spelling, literacy, maths, P.E, writing, integrated studies, social skills and kitchen garden. • Sample planner is appendixed at the end of this document.	
Kitchen / Garden Program	• The "Incorporating the Kitchen into the Classroom" policy, documents kitchen use and purposeful links between the classroom and kitchen, which align with Stephanie Alexander's approach to growing, harvesting and preparing nutritious food. This resource file can be accessed within the Teacher Resource and Planning Manual. • In teaching teams, planning documents are to identify opportunities for students to cook in the kitchen at least twice a term. Models for kitchen use are documented in the above policy. • Parent/Adult helpers are required to ensure student safety in the kitchen classroom and must be documented on a combined roster at the beginning of each term. • Student safety must be maintained through adequate supervision, education about kitchen	

	safety (including knife, heat and food hygiene safety). • The "Garden Resource File" documents plans for garden use and integrating this program into the classroom learning environment and merging with the kitchen program. This resource file can be accessed within the Teacher Resource and Planning Manual. • Where possible, cross curricula links should be made with unit work so that the cooking and gardening activities are meaningful and relevant. • See "Incorporating the Student Kitchen/Garden Program into the School Community" document in this folder.	

Classroom Observations

Peer observations will be conducted at least once a term for all teaching staff. The focus of the observation will be decided by the Professional Learning Community, in discussion with the staff, but the discussions and observation will directly impact the teaching and learning for all students.

- Teachers will organize an activity or teaching/learning session which will demonstrate the focus and discuss this with the observer and Principal prior to the observation.
- During the observation, the host conducts the session while the observer is present in the room for approximately half an hour, recording observations and questioning students as appropriate, recording any questions to ask the host during the debrief.
- Following the observation, the observer summarises their observations using the proforma and a time is allocated for debriefing with the Principal and the host.
- A copy of the observation notes are kept by the host, observer and Principal.

Assessment and Individual Learning Plans

AIM

To provide an assessment schedule that allows for the collection of meaningful data that can directly impact the teaching and learning for all students.

The **assessment schedule** at **Boisdale Consolidated School** provides teachers with a schedule of collecting data that is relevant and useful.
It directly supports student learning as well as offer valid data for reporting to parents.
The table below details the collection and use of assessment data that is to be current practice for classroom evaluation

Data	Brief description
English Online	Required on line testing by Department of Education for Foundation students. Available for Grade 1 and 2 students as required.
Running records	Based on the Reading Recovery method of reading analysis for Foundation - Grade 4 students.
Benchmarking	Standardized reading comprehension testing that gives a reading age and comprehension age for Foundation – Grade 4 students. Using either PM or Wings Reading and Comprehension Resources.
PROBE testing	Standardized reading comprehension testing that gives a reading age and comprehension age for Grade 2-6 students.
THRASS Letter Sound Checklist	Standarised test to assess Foundation students' phonemic and alphabet knowledge.

Common assessment tasks (CATs)	Assessment tasks to provide specific data for improved student learning as specified by the PLT for Foundation - Grade 6 students.
Numeracy pre and post testing	Used at the classroom level and whole school to specifically target the four pillars of working mathematically for Foundation - Grade 6 students.
South Australian Spelling Test A	Standardized spelling test used as a school measure for the assessment of spelling for Foundation - Grade 6 students.
Victorian Curriculum moderation	Conducted by Teaching and Learning Teams for report writing
VCOP Criterion Moderation	Conducted by Teaching and Learning Teams for report writing using VCOP Criterion scales.
VCOP Big writes	This is a COLD WRITE from the VCOP program. See 'Cold Write' resources on server. For the Foundation students this is referred to as a 'Warm Fuzzy' write as it is supported in Terms 1 and 2 using the VCOP template.
WM Tests	Working Mathematically tests to assess the four operations. Assessments are school based.
I can do Maths	Standardised test used to assess student knowledge across number and algebra and measurement and geometry. Level 1 to be completed at the end of the Foundation year and level 2 at the end of the Grade 1 year.
PAT Maths	Standardised test used to assess student knowledge across number and algebra and measurement and geometry. Levels to coincide with the appropriate year level of student for students in Grades 2 – 6.
On Demand (Maths and English)	Standardise test to assess student knowledge or reading and areas of numeracy for Grade 3 – 6 students.
Writing sample collect	One piece of writing collected per term and collated in a project book as part of the student record file. This book will be given to students at the completion of Grade 6 or be passed on to the student's new school. This is a COLD WRITE from the VCOP program. See 'Cold Write' resources on server.
Wellington Transition Statements	A formalized document that will be used as for students transferring between schools or transitioning to High School.
Individual Learning Plans	Written & reviewed each term for students above or below the standard level to differentiate the learning for these students using the school proforma. **Goals established for the End of Term 1 Interviews** **Reviewed during the Term 2 interviews** **New goals established at Term 2 Interview or Early Term 3** **Reviewed at end of Term 3 through an interview process with parents**.

Prep Assessment Schedule		✓ = Helpful DNU=Did Not Use x = Not useful NCU = Not Consistent Use ** New Students who arrive throughout the school year (other than the start of school year) are to be tested using Benchmarking/Probe, SAST and Appropriate Maths Diagnostic Tools					
	Term 1		**Term 2**		**Term 3**		**Term 4**	
Reading	• English Online • Teacher group observation		• Benchmarking • Running Records to be completed regularly throughout the term. • VELS moderation • Teacher group observation		• Benchmarking • Running Records to be completed regularly throughout the term. • Teacher group observation		• Benchmarking • Running Records to be completed regularly throughout the term. • VELS moderation • Teacher group observation	
Writing	• Writing moderation • Sample collection scrapbook *(could be better utilized)* • Fuzzy Writes - Baseline Recount (wk 1) / Narrative (March)		• VCOP checklist • VELS moderation • Sample collection scrapbook • Fuzzy Write – Exposition ((Persuasive - May)		• Writing moderation • Sample collection scrapbook • Fuzzy Write – Narrative (August)		• VCOP checklist • VELS moderation • Sample collection scrapbook • Cold Write – Narrative (Oct/Nov)	
Spelling	• Letters/sound checklist - THRASS • Sample of writing		• High Frequency words - simplified • THRASS alphabet sounds • Dictation THRASS based		• High Frequency Words – pre / post testing • Dictation THRASS based		• S.A.S.T – Test A • Dictation THRASS based	
Maths	• Mathematics Online Interview *(review alternatives)* • Work samples		• WM Pre and post evaluation (modified) • Work samples		• WM Pre and post evaluation • Work samples		• I Can do Maths • WM Pre and post evaluation • Work samples	
Other			• Individual learning plan		• Individual learning plan		• Wellington Transition Statement update for exiting students	

Grade 1/ Grade 2 Assessment Schedule

	Term 1		Term 2		Term 3		Term 4	
Reading	• English Online Interview (at risk students) • Running Records • Teacher group observation		• Benchmarking • Running Records to be completed regularly throughout the term. • VELS moderation • Teacher group observation		• Benchmarking • Running Records to be completed regularly throughout the term. • Teacher group observation		• Benchmarking • Running Records to be completed regularly throughout the term. • VELS moderation • Teacher group observation	
Writing	• Writing moderation • Sample collection scrapbook *(could be better utilized)* • Cold Writes - Baseline Recount (wk 1) / Narrative (March)		• VCOP Checklist • VELS moderation • Sample collection scrapbook • Cold Write – Exposition ((Persuasive - May)		• Writing moderation • Sample collection scrapbook • Cold Write – Narrative (August)		• VCOP checklist • VELS moderation • Sample collection scrapbook • Cold Write – Recount (Oct/Nov)	
Spelling	• Pre and post test results		• Pre and post test results		• Pre and post test results		• S.A.S.T (Test A) • Pre and post test results	
Maths	• Pre and post evaluation • Teacher group obs		• WM Pre and post evaluation • Teacher group obs		• WM Pre and post evaluation • Teacher group obs		• PAT Maths • WM Pre and post evaluation • Teacher group obs	
Other	• Individual Learning Plan		• Individual learning plan		• Individual learning plan		• Wellington Transition Statement update for exiting students	

Grade 3-6 Assessment Schedule

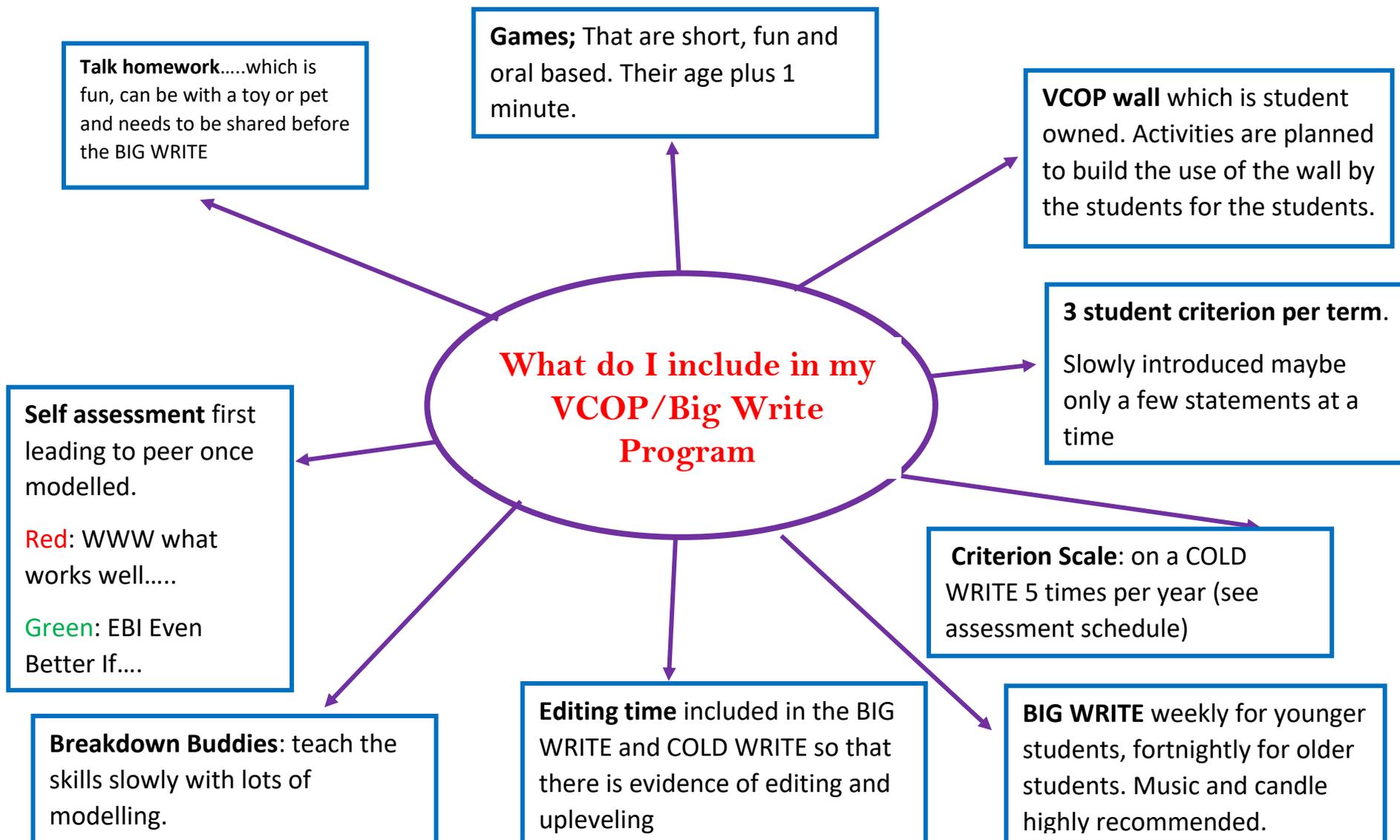|	Term 1		Term 2		Term 3		Term 4	
Reading	• Teacher group observation • Running Records as appropriate (Gr 3s)		• On demand testing – General Literacy • PROBE/VELS moderation • Teacher group observation		• Teacher group observation		• On demand testing – General Literacy • PROBE/VELS moderation • Teacher group observation	
Writing	• Writing moderation • Sample collection scrapbook *(could be better utilized)* • Cold Writes - Baseline Recount (wk 1) / Narrative (March)		• VCOP checklist • VELS moderation • Sample collection scrapbook • Cold Write – Exposition ((Persuasive - May)		• Writing moderation • Sample collection scrapbook • Cold Write – Narrative (August)		• VCOP checklist • VELS moderation • Sample collection scrapbook • Cold Write – Recount (Oct/Nov)	
Spelling	• Pre and post test results		• Pre and post test results • SAST *(or alternative for at risk students)*		• Pre and post test results		• S.A.S.T. (Test A) • Pre and post test results	
Maths	• Pre and post evaluation • Teacher group obs.		• On demand testing – Number & Algebra • WM Pre and post evaluation • Teacher group obs.		• On Demand – Probability & Statistics and Measurement & Geometry • WM Pre and post evaluation • Teacher group obs.		• PAT Maths • WM Pre and post evaluation • Teacher group observation	
Other	Individual Learning Plan		Individual learning plan		Individual learning plan		Wellington Transition Statement update for exiting student	

Simple Checklist for Planning the Maths Program

Use the rocket chart for multiplication as a base to identify a simple process for teaching/learning focus on a chart for a group.

Partner or small groups of 4 play a targeted game to practice skills. Same game for 3 sessions so that the game is learnt and can be sued again

10 minutes maths games

Identify these in the planner with a simple capital letter next to the activity to ensure we are still addressing the four pillars

Anchor charts for teacher group explicit teaching

Use of data/pre-testing to accurately assist with learning outcomes for all students

Pre-testing of concepts probably provides the most accurate teaching data

Identify the four pillars in our planning to ensure we still address *"understanding fluency reasoning problem solving"* in all areas of maths.

Ensure that we are constantly revisiting concepts throughout the term to embed understanding. This does not necessarily mean that number is the teacher group focus all the time so that explicit teaching of skills in other dimensions occurs.

Each rotation attempt to cover more than one dimension of maths eg. Number focus with measurement and space so that concepts are always being revisited.

Planning reminder for VCOP

Talk homework…..which is fun, can be with a toy or pet and needs to be shared before the BIG WRITE

Games; That are short, fun and oral based. Their age plus 1 minute.

VCOP wall which is student owned. Activities are planned to build the use of the wall by the students for the students.

What do I include in my VCOP/Big Write Program

3 student criterion per term.

Slowly introduced maybe only a few statements at a time

Self assessment first leading to peer once modelled.

Red: WWW what works well…..

Green: EBI Even Better If….

Criterion Scale: on a COLD WRITE 5 times per year (see assessment schedule)

Breakdown Buddies: teach the skills slowly with lots of modelling.

Editing time included in the BIG WRITE and COLD WRITE so that there is evidence of editing and upleveling

BIG WRITE weekly for younger students, fortnightly for older students. Music and candle highly recommended.

Observation Brief and Feedback

Observation and feedback for…………………………………………………   Date……………………………………………………

Observer(s)……………………………………………………………………………

Student learning goal/purpose of session

What have I done so far? (prior teaching and learning)	Teacher goal	What effective practices will be used to develop student learning?	Feed forward
What have you done so far in relation to student learning on the topic to be observed and what is the context for your observation session?	What is your personal goal in relation to effective teaching during this session?	What effective teaching practices will be used? What will be the evidence?	What was effective? What "feed forward" will be helpful for future practice?

What did I see and hear for effective teaching and learning

What questions/comments/wonderings do I have about what I saw?