School Philosophy and Practice

**What do we teach?**
Our school delivers a comprehensive learning program with a strong focus on literacy and numeracy, with increased hands-on and experiential approaches to support our EAL students. We provide specialist programs in Physical Education and Arts across the school. Our newly created Japanese LOTE program has begun with F-2 years and will move into the 3/4 and 5/6 levels over the next two years. Our specialist Science program is currently offered to Years 3-6. This year we introduced a 1:1 iPad Program in the F-2 classes, which has been financially supported by approximately 70% of parents in the first year and we are looking to expand this across the school over the next four years. Our new Stephanie Alexander Kitchen Garden Program provides added hands on experiences to our EAL students and complements our Science and Play and Say program.

**How do we teach?**

**TEAM TEACHING:**
This year the school has developed its team teaching models to best support a collaborative approach to learning and teaching, and to strengthen differentiation, lesson design and instruction. The team teaching models have included:

- One teach, one drift
- One teach, one observe
- Parallel teaching
- Alternative teaching
- Station teaching

Team teaching has allowed teachers to learn from each other in a meaningful and contextual manner, by modelling, observing and giving feedback to the teaching partner on an ongoing basis.

**VISIBLE LEARNING:**
Our teachers use learning intentions and success criteria to make learning visible for the students. Learning intentions are clearly articulated with the students, and success criteria are either created during planning stages or in conjunction with the students.

Feedback is given to the students, based on the success criteria to help them progress to the next level of learning. The feedback can be on the task, the process or on student ability to self-regulate. Students have a range of tools, such as traffic light coloured cups, to give the teacher feedback about their understanding of the concepts and skills being taught - red meaning *needing help* and green meaning *all is good*. Peer to peer feedback is encouraged in each classroom and students use the success criteria to shape their feedback.

**TECHNOLOGY**
The F-4 students have a 1:1 iPad Program that complements the teaching programs. The iPads are used with the SAMR model to transform learning through substitution, augmentation, modification, and redefinition. The students are expected to create learning products and not just consume knowledge through the technology. The iPads are used to capture the learning and thinking, making learning more visible.

**COLLABORATIVE PLANNING and DIFFERENTIATION**
Teachers plan the lessons together in teams after gathering base-line data through pre-tests or observations. The data is interrogated to identify the range of entry levels for the students and uncover any gaps or misconceptions. Students are placed on a differentiation diamond that aligns the students on a continuum of learning and clearly identifies the next steps to progress.
Teachers use a range of teaching materials and resources to plan sequential and targeted teaching sessions. High quality teacher resources, such as Booker-Teaching Primary Mathematics, Nelson Maths, Fountas and Pinnell, and First Steps, are all used to guide effective planning. Classroom teachers are supported by Leading Teachers (F-2) or (3-6).

**How do we know our students are learning?**

**ASSESSMENT For, As and Of**
Teachers use a balanced approach to assessment, incorporating elements of formative and summative assessment as well as student-focused assessment as learning.
Teachers check the prior knowledge of students through base-line data from observations, work samples, discussions or carefully structured and levelled pre-tests. This data then provides teachers with the evidence to inform the future planning of lessons and enables them to target the learning at the zone of proximal development using quality resources.
Students are increasingly involved in their own assessment by actively reflecting on and regulating their own learning, and setting future goals. Teachers use student self-reflections to monitor understandings or misconceptions, the effectiveness of the lesson, and to help them give feedback and develop future lessons.
Teacher created post-tests, On Demand, English Online, Fountas and Pinnell and NAPLAN tests all provide the teachers with an indication of the standard or progression point the student is achieving. Work samples and moderation pieces, such as writing, also give the teachers a clear sense of student achievement.
Student achievement data is checked regularly to ensure progress is being made. Tools such as Student Performance Analyser (SPA), and pre-post tests, observations and anecdotal notes are used to track student growth in a timely manner.
Individual Learning Plans are used to support students on the disability program, Koorie students and for students working well below and above expected level.

**How do we provide feedback to our student and families on learning progress?**

**STUDENT LED CONFERENCES**
A new reporting process was introduced this year. The Student Led Conferences have replaced the more traditional parent-teacher interview. Students are key to the conference and showcase their learning progress through a portfolio of work samples. They explain their journey and their challenges to their parents or carers, carefully using chosen pieces of work to demonstrate this skill or concept. Teachers guide and support the learners and parents play an active role in listening, asking questions and responding to the student comments and samples.
The Student Led Conferences take place for all students from F-6 at midyear.

**REPORTS**
Formal reporting happens twice a year for all students from F-6. The written report is aligned with the AusVELS and provides parents and students with a current progression point, range of growth since the last report, teacher comments for achievement, areas of improvement, how the school will support the student and what can be done to further support the child at home.
Interpreters are used to help parents read the reports and to ask questions. Parent forums and information meetings are held once a term to support any areas of concern about the reporting process.

**INDIVIDUAL / EDUCATION LEARNING PLANS**
Individual / Educational Learning Plans are developed for:
Koorie students
Out of home care students
Program for Disabilities students
Plans are shared with the parents. For students on the disability program, student support group (SSG) meetings are held each term. Progress and achievement is shared with the parents or carers and new goals are set for the following term or semester.