******Help for non-English speakers**

If you need help to understand the information in this policy please contact our school office.

**Rationale:**

To deliver a holistic approach to personalised teaching and learning underpinned by the most effective teacher practice possible. This will be supported with provision of coaching, targeted professional development and the strengthening of teaching and learning teams and teacher efficacy towards improved teacher practice.

**Guidelines:**

Students are organised into year levels aligned with current DET curriculum mandates. There are four Professional Learning Teams (PLTs) on both campuses, each with an appointed teacher team leader:

* Foundation
* Level 1 and Level 2
* Level 3 and Level 4
* Level 5 and Level 6

As documented in the Victorian Curriculum Guidelines F- 10 *(VCAA),*schools are required to report student achievement against the set of achievement standards set out in the eight learning areas and four capabilities of the Victorian Curriculum F–10, consistent with the whole-school teaching and learning plan.

**Implementation:**

A Learning Specialist, in consultation with Team leaders, will facilitate and support classroom teachers in the planning and development of learning and teaching programs that:

* delivers 10 hours of explicit teaching per week of English, (5 x 2 hour blocks wherever possible); 5 hours of explicit teaching per week of Mathematics; 1 hour per week of Science; 6 hours per week of multidisciplinary learning; 1 hour each of Specialist sessions in Physical Education, Visual Arts and Spanish (as the Language Other than English)
* caters for the individual ability range of all children that builds upon previous learning.
* is supported by the use of ICT.

Professional Learning teams meet on a weekly basis to focus on the implementation of the Improvement Cycle. These meetings include moderation activities, data analysis and professional reading designed to provide future personalised learning and teaching for all students. Teachers receive extensive professional development to ensure their practice enables students to draw on a range of learning experiences to embed learning.

**Resourcing:**

Based on priority needs:

* Program budgets will be developed in line with the school global budget.
* Resources will be shared equitably between year levels.
* Resources will be managed and maintained by the program leaders.
* Whole school ICT resourcing will be maintained and monitored.

**Monitoring, Assessment and Reporting:**

The Assessment Schedule monitors Teaching and Learning achievement standards in English and Mathematics as stated in the Strategic Plan and AIPs. In addition to the Key Improvement measures, further information (data) in the context of student learning outcomes is collected, evaluated and monitored in an ongoing basis.

* Continuum checklists through the Victorian Curriculum
* Individual Learning Improvement Plans
* Twice-yearly written reports on student achievement and progress against Victorian Curriculum F-10 or EAL achievement standards including, a five-point scale and against ‘expected’ year level
* Parents have opportunities to discuss the school report with teachers and/or school leaders

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| **English**   * NAPLAN for students in Years 3 and 5 * Early Years Assessment * English Online Interview for Preps * Fountas Pinnell Benchmarking * PM Benchmarking * Essential Assessment * Renfrew Action Picture Test (RAPT) (Oral Language) * Writing Moderation | **Mathematics**   * NAPLAN for students in Years 3 and 5 * Common Assessment Tools * Maths Online Interview * Scaffolding Numeracy in the Middle Years (SNMY) * Essential Assessment * One Minute Automaticity Test * On-Demand Adaptive |

**Evaluation:**

This policy is responsive to the needs of the student/school demographic and is to be reviewed annually.

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| Date Implemented | April 2014 | | |
| Date ratified by School Council |  | | |
| Approved By |  | | |
| Approval Authority  (Signature & Date) |  | | |
| Date Reviewed | March 2022 | Next Review |  |
| Responsible for Review | **Julie Fisher, Principal** | | |