St John’s English

Curriculum Statement

English Curriculum

2011
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1. COMMUNITY PROFILE

The purpose of this document is to inform curriculum planning and implementation at St John’s by providing a framework for teachers to achieve a consistent approach to English curriculum delivery, assessment and reporting. This meets the requirements of Catholic Education in the Cairns Diocese.

Professional development in English has been undertaken during 2011 by St John’s staff at staff meetings and during professional development opportunities provided by the Cairns Curriculum Team to all teachers in the Southern Cluster and to the Curriculum Support Teacher at cluster meetings.

Our small rural school of St John's at Silkwood prides itself on being both Christ and child-centred, providing excellent teaching delivery to the students it serves. The school is located in the heart of the Southern Deanery in the Johnstone Shire. Geographically placed in between the larger towns of Tully and Innisfail, the school draws many of its students not only from Silkwood but also the surrounding communities of Kurrimine Beach, Mission Beach and El Arish.

St John’s School comprises of children from the Silkwood area who are mainly of Italian descent and whose parents work in the sugar cane, banana and fishery industries. Our dedicated staff continues the proud tradition of quality Catholic Education to many of the children and grandchildren of the first students of St John’s.

St John’s is blessed to have the Three Saints Organisation actively involved with the school. The feast of the Three Saints is held annually on the first weekend of May in the school grounds. The current St John's community is respectful of the past and excited about the future, as it plays its part in inspiring St John's students to live the school motto of "Always Reaching For New Heights." In compiling this English Curriculum Statement all members of the St John’s community have been consulted.

2. LEARNING AREA RATIONALE

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes both to nation-building and to internationalisation.
The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasizes Australia’s links to Asia.

The Diocesan Learning framework is reflected in how we teach English in the following ways:

- At St John’s we aim to provide a high quality English program, which employs strategies that motivate and challenge learners and encourages teachers to strive for excellence. English at St John’s supports the principles outlined in the Diocesan Learning framework and also contributes to the Catholic ethos of the school.

- The Catholic ethos of St John’s influences the way English is taught. Teachers and staff value each child as unique and take into consideration their individual differences when planning English. We also teach that by understanding English we can add to our understanding of the world and the wonder and mystery of life.

- English empowers individuals to become Community Contributors and effective members of society. As an essential part of the curriculum English contributes to an education, which equips all students with the knowledge, skills and understanding, values and attitudes essential for them to succeed in and beyond their schooling. At St John’s English lessons are authentic and link to real life situations thus enabling students to develop an understanding of the value of English in their own lives. English at St John’s is planned with the expectation that all students will benefit from becoming proficient in their use of English. Through this the students can become more Creative and Reflective thinkers.

- English is a complex system of reading, writing, speaking and listening represented through the modes of literature, literacy and language unique to the discipline. The learning of knowledge encompassed by this system requires sharing, challenging, thinking, reasoning, and the modifying and editing of ideas and texts. By sharing their thinking process with others students have the opportunity to develop as Effective Communicators.

- English provides a framework for the analysis of language and literature and the creation of texts from the most basic to those that are much more complex. Students are thus taught to be Active Investigators through English. During investigations students work cooperatively as members of a team as well as individually and therefore also learn to be Leaders and Collaborators.

Ref: Diocese of Cairns Learning Framework (2007)
3. BROAD SUBJECT AIMS:

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

YEARS K – 2 (TYPICALLY FROM 5 TO 8 YEARS OF AGE)

Students bring to school a range of experiences with language and texts from their home and community life. Within the three strands of the English curriculum, students’ out-of-school experiences with texts and language will be included as valid ways of communicating in their lives and as rich resources for further learning about language, literature and literacy. In the early years, students will be engaged with purposeful listening and speaking activities for different purposes and contexts.

The curriculum in these years aims to provide the foundational skills, knowledge, and understandings needed for continued learning. English in the early years will provide students with:

- skills to expand their knowledge of language and acquire strategies to assist that expansion
- a pleasurable and varied experience of literature
- the beginnings of a repertoire of listening, speaking, viewing, reading, writing and creating activities.

Language Strand: Students develop an understanding that spoken sounds can be represented with letters and use their knowledge of letters and combinations of letters to make written words. Students begin to develop their handwriting and develop basic sentences. They learn about essential forms of punctuation such as capital letters and full stops. They continue to extend their vocabulary and learn to read more words. They also build their comprehension of the intended meaning conveyed in texts as they learn to read. Most importantly, students begin to develop a broad conceptual understanding of what a language is, and its importance in and out of school.

Literature Strand: Students encounter a variety of literary texts, including picture books, short stories, rhymes, poems, and multimedia texts such as films, pictures and websites. They listen to teachers and others read and respond to reading. Through engagement with literature they learn about themselves, each other and the world, beginning to develop an appreciation for literature, to talk about features, and to see how features relate to their appreciation. Students describe and explore the events and characters in literary texts and develop personal responses to the texts. They create their own narratives, drawing on their experiences with literature.
**Literacy Strand:** Students further understand the purposes of a range of texts. They speak to and write for a growing range of audiences and contexts. They compose short texts, starting from single words and sentences and moving to more sustained compositions, for different purposes. Students are given explicit guidance and modeling in their production of texts, and direct, explicit links are made between the texts explored in class and texts that might be composed by the students. Through their written and oral texts, students are given opportunities to describe their world outside of school, their understandings and ideas about that world, and their place in it. Familiarity with both print and digital settings for writing begins in this early stage.

**YEARS 3 – 6 (TYPICALLY FROM 8 TO 12 YEARS OF AGE)**

**Language Strand:** Students develop an increasingly sophisticated understanding about grammar and language features and are increasingly able to articulate these understandings. More complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced. This deeper understanding includes more explicit metalanguage as students learn to classify words, sentence structures, and texts. To consolidate both ‘learning to read’ and ‘reading to learn’, students explore the language features of different types of texts, including visual texts, advertising, digital/online and media texts.

**Literature Strand:** Students encounter denser and more finely structured literary texts and have more extensive discussions about them. They develop ways to explore aesthetic and ethical aspects of literary texts. Students are given opportunities to develop an informed appreciation of how stories and characters are developed in order to achieve particular purposes such as to generate pleasure and engagement. They explore different forms of literary texts such as narrative, poetry, prose, plays and film in more depth. They use these understandings to inform the development of their own texts.

**Literacy Strand:** Students explore the narrative, expository and persuasive potential of written and spoken language for different purposes. They learn to produce texts for a greater range of audiences and analyse the differences between types of texts, purpose and audience. Students are also given opportunities to represent their ideas through the production of spoken, written and multimodal texts. In these years students produce texts individually and in groups. The purposes and content of discussions and negotiations around joint productions of text are important.

**YEARS 7 – 10 (TYPICALLY FROM 12 TO 15 YEARS OF AGE)**

**Language Strand:** Students extend their understandings of how language works and learn to transfer understandings of language to different contexts. To achieve this, students develop understandings of the requirements of different types of texts. Building on earlier learning, students continue to represent both personal and increasingly abstract ideas in a variety of ways.

**Literature Strand:** Students are introduced to increasingly sophisticated analysis of the differences between various kinds of literary texts, popular-culture texts, and everyday texts. They continue to apply what they have learnt about literature when creating their own texts. Students are given opportunities to engage with a variety of texts, including texts of their own choosing, and they explain why they made that choice. The notion of ‘valuing’ of certain texts as ‘literature’ is discussed. Students develop understandings of how such texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts.
**Literacy Strand:** Students apply their emerging understandings of what makes a text valuable and appropriate when they create texts of sociocultural and personal importance. Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students continue to be given opportunities to create increasingly sophisticated and multimodal texts in groups and individually.

Ref: *Shape of the Australian Curriculum: English*
Commonwealth of Australia 2009

### 4. CROSS CURRICULUM PRIORITIES

Cross Curriculum Priorities equip young Australians with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. Students will gain personal and social benefits, be better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of our nation.

English provides considerable opportunity for students to explore, understand and appreciate the wider world through the integration of across curriculum perspectives. The following statements about cross curriculum content indicate ways in which the following areas are embedded whilst ensuring that subject integrity is maintained.

**CATHOLIC ETHOS**

The overarching purpose of Catholic schools of the past, as well as the future, is to bring the Good News of Jesus to all who hear it. In the midst of a world of educational, social and economic change the focus on the holistic growth of the individual remains the surest way catholic school can prepare students for the uncertainties of the future.

*Defining Features*, Diocese of Cairns

The curriculum provides opportunities for young people to connect their curriculum experiences to a living Christian faith.

St John’s is a Christian and specifically Catholic school. We value authentic evangelisation in our formal English curriculum. Through our English program we plant the seeds of religious values and understandings in our student’s lives as individuals and as members of society. Through these values and understandings the student’s growth is nurtured to foster knowledge, skills, and attitudes that enable them to become a positive influence in the community.

Staff, students and members of the community celebrate student achievement so that the students may achieve their personal best in a united, challenging, Christ-centred environment, promoting justice for all.

We actively nurture the belief that decisions which individuals make are founded not just on the knowledge they have gained, but also on the values they hold to be important thus developing holistic growth of the individual. At St John’s, values that are commonly held by the Christian Catholic faith community in Australia are promoted.
The St John’s vision statement influences all teaching and learning:

**Plant the Seed**

**Nurture the Growth**

**Celebrate the Harvest**

Through this focus students are helped to develop a comprehensive understanding of the relationship between God, their Catholic faith and their personal development and wellbeing as well as fostering their role as stewards over the world, which God’s love continues to entrust us. Social justice issues are presented to the students in a way so as to promote the fundamental Christian Catholic gospel value that ‘all humankind are made in the image and likeness of God’ and as such deserve to be treated fairly and justly. The St John’s community, through genuine positive relationships, shared beliefs, Gospel values and common goals, participates in the evangelical mission of the church.

Through the teaching of English students will experience opportunities to plant the seed, celebrate the harvest and nurture growth.
ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Active engagement of inclusive curriculum practices which reflect Aboriginal and Torres Strait Islander perspectives, knowledge, histories, cultures and spirituality. A genuine commitment to Reconciliation, guided by principles of personal dignity, social justice and equity, which reflects the Gospel message and the mission of the Church.

The curriculum provides opportunities to value and respect:
1. traditional knowledge and practices
2. culture and natural heritage
3. spirituality
and to critically examine and/or challenge:
1. social constructs
2. prejudice and racism

English values Aboriginal and Torres Strait Islander histories and cultures. It articulates relevant aspects of Aboriginal and Torres Strait Islander languages, literatures and literacies.

All students will develop an awareness and appreciation of, and respect for the literature of Aboriginal and Torres Strait Islander Peoples including storytelling traditions (oral narrative) as well as contemporary literature. Students will be taught to develop respectful critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features.

Students will be taught that there are many languages and dialects spoken in Australia including Aboriginal English and the local language of the MA MU people and that these languages may have different writing systems and oral traditions. These languages can be used to enhance enquiry and understanding of English literacy.

ASIA AND AUSTRALIA’S ENGAGEMENT WITH ASIA

This perspective requires students at St John’s to develop skills, knowledge and understandings related to Asia and Australia’s engagement with Asia.

The curriculum provides opportunities to know, understand and be able to:
1. Understand ‘Asia’
2. Develop informed attitudes and values
3. Know about contemporary and traditional Asia
4. Connect Australia and Asia
5. Communicate effectively with people of the Asian region both within and outside Australia confidently

English enables students to explore and appreciate the rich tradition of texts from and about the peoples and countries of Asia, including texts written by Asian Australians. They develop an understanding of the many languages used in Australia and how they have influenced Australian culture.
In this learning area, students develop communication skills that reflect cultural awareness and intercultural understanding. They are encouraged to draw on knowledge of the arts and literature of the Asia region to influence their own creative pursuits and to express themselves through different media and genres.

**SUSTAINABILITY**

Education for sustainability develops the knowledge, skills and values necessary for people to act in ways that contribute to more sustainable patterns of living. It is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through action that recognises the relevance and interdependence of environmental, social, cultural and economic considerations.

The curriculum provides opportunities to reflect upon:
1. the gift of creation
2. an attitude of responsible stewardship
and to critically examine and/or challenge:
1. the impact of human interaction with the natural, built and social environment
2. current environmental issues

English provides students with the skills required to investigate and understand issues of environmental and social sustainability; communicate information about sustainability, and advocate action to improve sustainability.

If people now and into the future are to be treated fairly, action to improve sustainability needs to be informed by a world view of peoples, places and communities. Both literature and literacy are key elements in the development of each student’s world view. More sustainable patterns of living are largely shaped by people’s behaviours. English provides an important means of influencing behaviours, facilitating interaction and expressing viewpoints through the creation of texts for a range of purposes, audiences and contexts including multimodal texts and the use of visual language.

**SOCIAL EMOTIONAL LEARNING**

Social and emotional competencies are integral to academic and work success and are the basis of resilience, relational quality and social capital.

The curriculum provides opportunities to develop:
1. Self Awareness
2. Social Awareness
3. Responsible Decision Making
4. Self-Management
5. Relationship Management
Through the teaching of English students will experience opportunities to develop:
6. Self Awareness
7. Social Awareness
8. Responsible Decision Making
9. Self-Management
10. Relationship Management

At St John’s social emotional learning is an integral component of the English curriculum. Social and emotional learning is the process of acquiring the skills to:
- Recognise and manage emotions
- Develop caring and concern for others
- Make responsible decisions
- Establish positive relationships, and handle challenging situations effectively

SEL is fundamental to children’s social and emotional development, their health, ethical development, citizenship, academic learning, and motivation to achieve success in English.

Teachers incorporate the social, emotional and personal learning values, goals and standards in the planning phase of English units. The five keys to help students develop social emotional skills in English are
1. Emotional Resilience
2. Getting Along
3. Organisation
4. Persistence
5. Confidence

INCLUSIVE EDUCATION
It is by the quality of interactions and relationships that all students learn to understand and appreciate difference, to value diversity and learn to respond with dignity and respect to all through mutually enriching interactions.

The curriculum provides equitable access for and/or positive interactions with students from different backgrounds and with diverse needs and abilities.

At St John’s students will experience equal opportunities to engage learning in the key learning area of English. This includes students with physical or intellectual disabilities; those with learning difficulties; students who experience poverty, abuse, neglect or isolation; those who have emotional or behavioural difficulties as well as students with particular gifts and talents.

Teachers are required to make modifications to lessons to support these particular students and enable them to reach their full potential in English education. Teachers will ensure that all students are provided with the English opportunities required to achieve their potential through differentiated activities and flexible learning situations. Teachers collaborate to ensure that colleagues are made aware of the special needs of individual students in their class. Professional and systemic support is accessed in order to provide those students with special needs with programs and resources as necessary.
5. GENERAL CAPABILITIES

General capabilities encompass skills, behaviours and dispositions that students develop and apply to content knowledge and that support them in becoming successful learners, confident and creative individuals and active and informed citizens.

Throughout their schooling students develop and use these capabilities in their learning across the curriculum, in co-curricular programs and in their lives outside school.

LITERACY

St John’s students become literate as they develop the skills to learn and communicate confidently at school and to become effective individuals, community members, workers and citizens. These skills include listening, reading, viewing, writing, speaking and creating print, visual and digital materials accurately and purposefully within and across all learning areas.

Literacy at St John’s involves students engaging with the language and literacy demands of each learning area. In English, students learn to read, write, listen and speak accurately, flexibly and critically, and to view and create increasingly complex texts in a variety of contexts. The general capability of Literacy is drawn from the content descriptions in the Language and Literacy strands of the English curriculum. The literacy knowledge and skills are developed and applied through all three strands: Language, Literature and Literacy.

The Literacy general capability has been developed for use across the curriculum in all learning areas. It is written for teachers of all years of schooling and learning areas and incorporates language and literacy demands specific to learning areas other than English. These demands may include, for example, the language structures of mathematics questions or problems, or the particular requirements of writing a report of an experiment in science.

As they become literate students learn to:

- interpret, analyse, evaluate, respond to and construct increasingly complex texts (Comprehension and composition)
- understand, use, write and produce different types of text (Texts)
- manage and produce grammatical patterns and structures in texts (Grammar)
- make appropriate word selections and decode and comprehend new (basic, specialised and technical) vocabulary (Vocabulary)
- use and produce a range of visual materials to learn and demonstrate learning (Visual information)

NUMERACY

Students at St John’s become numerate as they develop the capacity to recognise and understand the role of English in the world around them and the confidence, willingness and ability to apply English to their lives in ways that are constructive and meaningful. Numeracy can be addressed in English learning contexts across all year levels. Students select and apply numerical, measurement, spatial, graphical, statistical and algebraic concepts and skills to real-world situations and problems when they comprehend information from a range of sources and offer their ideas. When responding to or creating texts that present issues or arguments based on data, students identify,
analyse and synthesise numerical information and discuss the credibility of sources and methodology.

As they become numerate, students develop and use mathematical skills related to:

- Calculation and number
- Patterns and relationships
- Proportional reasoning
- Spatial reasoning
- Statistical literacy
- Measurement

INFORMATION AND COMMUNICATION TECHNOLOGY

Students at St John’s develop ICT competence when they learn to:

- Investigate with ICT: using ICT to plan and refine information searches; to locate and access different types of data and information and to verify the integrity of data when investigating questions, topics or problems
- Create with ICT: using ICT to generate ideas, plans, processes and products to create solutions to challenges or learning area tasks
- Communicate with ICT: using ICT to communicate ideas and information with others adhering to social protocols appropriate to the communicative context (purpose, audience and technology)
- Operate ICT: applying technical knowledge and skills to use ICT efficiently and to manage data and information when and as needed
- Apply appropriate social and ethical protocols and practices to operate and manage ICT.

CRITICAL AND CREATIVE THINKING

Students at St John’s develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking new pathways or solutions. In learning to think broadly and deeply students learn to use reason and imagination to direct their thinking for different purposes. In the context of schooling, critical and creative thinking are integral to activities that require reason, logic, imagination and innovation.

As they develop critical and creative thinking students learn to:

- pose insightful and purposeful questions
- apply logic and strategies to uncover meaning and make reasoned judgments
- think beyond the immediate situation to consider the ‘big picture’ before focusing on the detail
- suspend judgment about a situation to consider alternative pathways
- reflect on thinking, actions and processes
- generate and develop ideas and possibilities
- analyse information logically and make reasoned judgments
- evaluate ideas and create solutions and draw conclusions
- assess the feasibility, possible risks and benefits in the implementation of their ideas
- transfer their knowledge to new situations
**ETHICAL BEHAVIOUR**

Students at St John’s develop ethical behaviour as they learn to understand and act in accordance with ethical principles. This includes understanding the role of ethical principles, values and virtues in human life; acting with moral integrity; acting with regard for others; and having a desire and capacity to work for the common good.

As they develop ethical behaviour students learn to:
- recognise that everyday life involves consideration of competing values, rights, interests and social norms
- identify and investigate moral dimensions in issues
- develop an increasingly complex understanding of ethical concepts, the status of moral knowledge and accepted values and ethical principles
- explore questions such as:
  - What is the meaning of right and wrong and can I be sure that I am right?
  - Why should I act morally?
  - Is it ever morally justifiable to lie?
  - What role should intuition, reason, emotion, duty or self-interest have in ethical decision making?

**PERSONAL AND SOCIAL COMPETENCE**

Students at St John’s develop personal and social competence as they learn to understand and manage themselves, their relationships, lives, work and learning more effectively. This involves recognising and regulating their emotions, developing concern for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

As they develop personal and social competence students learn to:
- recognise and understand their own emotions, values and strengths, have a realistic assessment of their own abilities and a well-grounded sense of self-esteem and self-confidence (Self-awareness)
- manage their emotions and behaviour, persevere in overcoming obstacles, set personal and academic goals, develop self-discipline, resilience, adaptability and initiative (Self-management)
- perceive and understand other people’s emotions and viewpoints, show understanding and empathy for others, identify the strengths of team members, define and accept individual and group roles and responsibilities, be of service to others (Social awareness)
- form positive relationships, manage and influence the emotions and moods of others, cooperate and communicate effectively with others, work in teams, build leadership skills, make decisions, resolve conflict and resist inappropriate social pressure (Social management).

**INTERCULTURAL UNDERSTANDING**

Students at St John’s develop intercultural understanding as they learn to understand themselves in relation to others. This involves students valuing their own cultures and beliefs and those of others, and engaging with people of diverse cultures in ways that recognise commonalities and
differences create connections and cultivate respect between people. The students at St John’s benefit from the intercultural experience of the celebration of the Feast of the Three Saints held every year in May. This celebration provides them with the opportunity to appreciate the significance of the Italian culture.

As they develop intercultural understanding students learn to:

- identify increasingly sophisticated characteristics of their own cultures and the cultures of others
- recognise that their own and others’ behaviours, attitudes and values are influenced by their languages and cultures
- consider what it might be like to ‘walk in another’s shoes’
- compare the experiences of others with their own, looking for commonalities and differences between their lives and seeking to understand these
- reflect on how intercultural encounters have affected their thoughts, feelings and actions
- accept that there are different ways of seeing the world and live with that diversity
- stand between cultures to facilitate understanding
- take responsibility for developing and improving relationships between people from different cultures in Australia and in the wider world
- contribute to and benefit from reconciliation between Indigenous and non-Indigenous Australians.

6. SEQUENCE AND SCOPE

Sequence and scope documents can be found in Appendix section 1
7. LEARNING AND TEACHING
Our school vision is:

**PLANT THE SEED,**

**NUTURE THE GROWTH,**

**CELEBRATE THE HARVEST**

Our pedagogical principle is:

**ALWAYS REACHING FOR NEW HEIGHTS**

English at St John’s School is taught for 7 hours each week in Grades P-2, 6.5 hours in Grades 3-6 and a minimum of 4 hours in Grade 7. In Grades P-7 four of these hours are dedicated to literacy blocks.

Teachers incorporate teaching and learning strategies from First Steps Reading, Writing, Speaking and Listening wherever appropriate throughout these sessions. Reference to First Steps activities and strategies should be evident in planning.

Spelling, punctuation, grammar and text types are taught explicitly each week and teachers plan the spelling, punctuation, grammar and text types components of English lessons using the Scope and sequences found in appendix 1.

All teachers teaching Grades P-6 implement a total of 2 hours a week of Reading Blocks and 2 hours of Writing Blocks. The reading block consists of an hour session which has a set framework and includes a guided reading component. The writing Block also consists of an hour session and follows a prescriptive framework which includes a guided writing component. Grade 7 students are included in these blocks when appropriate to needs.

Teachers will conduct Running Records on their students formally every term and log this data on the progressive assessment sheet (Teacher Aides should not be asked to conduct these assessments). Information on conducting running records and miscue analysis can be found in appendix 2 along with additional information on Text Form Knowledge. Any other running records completed on students will be added to class assessment books in order to keep the reading group fluid and catering for individual reading development. Students are expected to take home readers each night and selection of home readers is supervised by the class teachers. Similarly teachers will assess student’s writing each term in order to keep the writing groups fluid and cater for individual writing development.

At the end of each year these are the Catholic Education minimum and standard Reading Benchmarks the Students are aspiring to achieve:

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<tr>
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<th>Minimum</th>
<th>Standard</th>
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<tbody>
<tr>
<td>Prep</td>
<td>Level 3</td>
<td>Level 5</td>
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<tr>
<td>Year 1</td>
<td>Level 12</td>
<td>Level 15</td>
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<tr>
<td>Year 2</td>
<td>Level 25</td>
<td>26</td>
</tr>
<tr>
<td>Year 3/4</td>
<td>Level 30</td>
<td>Independent Reader</td>
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<tr>
<td>Year 5/6/7</td>
<td>Level 30+</td>
<td>Independent Reader</td>
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# LITERACY BLOCK FRAMEWORK

## WHOLE CLASS
- Weekly focus
- Includes READING TO students
- Usually includes introductory steps of SHARED READING
- May include shared experience as the starting point for language-experience
- May include a mini lesson based on previous day’s work

## SMALL GROUPS AND INDEPENDENT WORK
(teachers can choose to use 3, 4 or 5 groups depending on needs and numbers of students)

Learning tasks may involve reading or writing but must be focused on teaching reading strategies. (First steps)

- Teacher directed learning activity that students can complete independently. Linked to literature – shared book, guided reading text
- Teacher directed learning activity that students can complete independently. Focus on specific reading skills – comprehension, sight vocabulary, grammar, cloze activity, dictionary skills, spelling strategies.
- Shared Reading group – reread familiar texts, readers theatre, choral reading
- Independent learning activity – Books boxes. Students choose from broad branded book box. Read text silently and complete individual, self selected follow up task.
- ICT component that practices reading strategies
- Independent reading

## GUIDED READING GROUP
- Explicit teaching or mini lessons may result from the above procedures E.g., Text types; linguistic structures and features; features of print; reading strategies (predicting, confirming and self correcting using semantic, syntactic and graphophonic information). Retelling; sequencing; innovating on repetitive text structures; predicting consequences when aspect of plot is changed etc…)
- Teacher directed guided reading group. Use guided reading to teach a SPECIFIC FOCUS according to the needs of ability group. Can use guided reading set, magazines, newspaper articles, parts of text.

## COGNITIVE CLOSURE
- Whole class sharing - This can be a discussion but must include a written component to reinforce their learning – The teacher may act as scribe for the class.
- What did you learn? (Not what did you do?)
- A short, sharp focused discussion
<table>
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<tr>
<th>WHOLE CLASS</th>
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<tbody>
<tr>
<td>- Weekly focus</td>
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<td>- Often includes modelled writing in front of whole class</td>
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<tr>
<td>- Usually includes shared or interactive writing with whole class - Interactive writing is the sharing of the pen between the students and the teacher.</td>
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<tr>
<td>- Usually includes writing with students</td>
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<tr>
<td>- May include a mini lesson based on previous day’s work</td>
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<tr>
<td>- Usually includes a handwriting mini lesson</td>
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<tr>
<td>- Modelled Writing (teacher holds pen) OR Shared Writing (teacher and student share the pen) Choose a SPECIFIC FOCUS and use different genres to model</td>
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<tr>
<td>- Set task related to whole class focus for whole class</td>
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<tr>
<th>SMALL GROUP</th>
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<tr>
<td>- Language experience</td>
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<tr>
<td>- Often includes shared or interactive writing groups</td>
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<tr>
<td>- May included guided writing</td>
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<tr>
<td>- Usually includes independent writing ICT component that practices reading strategies</td>
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</tbody>
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Learning tasks may involve reading or writing but must be focused on teaching writing strategies. (refer to First Steps)

<table>
<thead>
<tr>
<th>GUIDED WRITING GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explicit teaching or mini lessons may result from the above procedures E.g. Text types; linguistic structures; and features; features of print including punctuation; spelling; handwriting.</td>
</tr>
<tr>
<td>- Writing of brief stories and recounts about familiar topics; simple procedures (few steps in sequence); personal letters. Experimenting with a range of text types and writing purposes (often linked to texts used in sharing reading and writing)</td>
</tr>
<tr>
<td>- Re-reading to reflect on writing and clarify meaning; revision (authorial role)</td>
</tr>
<tr>
<td>- Editing (secretarial role)</td>
</tr>
</tbody>
</table>

Chose students with similar needs to work with intensively. Small group work is highly focused and can be taught with interactive writing, guided writing or shared writing. Students may be in a small group for part or all of this session.

<table>
<thead>
<tr>
<th>COGNITIVE CLOSURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Whole class sharing - This can be a discussion but must include a written component to reinforce their learning</td>
</tr>
<tr>
<td>- What did you learn? (Not what did you do?)</td>
</tr>
<tr>
<td>- A short, sharp focused discussion</td>
</tr>
</tbody>
</table>
PLANNING AND REQUIREMENTS

Teachers plan units of work in English using the school based planning proformas that meet the requirements stipulated in the Diocesan ‘A Way Forward’ document and align with the Diocesan Learning and Teaching Policy.

When planning English, teachers are required to complete the following components:

1. A unit overview
2. Weekly Planning
3. Assessment task sheet
4. Criteria/rubric sheet

Copies of a planning document proforma can be found in appendix 3

These planning documents are required to be submitted to the Curriculum Support teacher by week 3 of each term and again at the end of term. Planning will be digitally stored on the school server and it is the responsibility of the teachers to upload their planning with evaluations added.

Evidence of the St John’s learning and teaching philosophy will be found not only in planning but also in classroom displays, student portfolios, work samples and student contribution to assemblies.

The table on the following page represents opportunities for teachers and students to experience throughout the learning and teaching process at St John’s. In this way we are able to see that English is assisting us in meeting our vision for our students.
<table>
<thead>
<tr>
<th><strong>Plant the Seed</strong></th>
<th><strong>Nurture the Growth</strong></th>
<th><strong>Celebrate the Harvest</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal setting</td>
<td>Developing persistence</td>
<td>Portfolios</td>
</tr>
<tr>
<td>Caring about my work</td>
<td>Developing resistance</td>
<td>Caring about my work</td>
</tr>
<tr>
<td>Individual education programs</td>
<td>Developing attitude of tolerance and patience</td>
<td>Varied assessment tasks</td>
</tr>
<tr>
<td>Expectation of best work</td>
<td>Acknowledging individually</td>
<td>Rubrics</td>
</tr>
<tr>
<td>Differentiated curriculum</td>
<td>Differentiated curriculum</td>
<td>Presentation night celebration</td>
</tr>
<tr>
<td>Working and planning in Southern Cluster</td>
<td>Student Directed Learning</td>
<td>Assemblies</td>
</tr>
<tr>
<td>Integrated curriculum</td>
<td>Online learning</td>
<td>Meaningful P&amp;F and staff meetings</td>
</tr>
<tr>
<td>Professional development</td>
<td>Blooms taxonomy</td>
<td>Celebrate successes and growth</td>
</tr>
<tr>
<td>Interschool visits</td>
<td>David Langford tools</td>
<td>My classes</td>
</tr>
<tr>
<td>Effective communication with parents, students and the wider community</td>
<td>Independent thinking</td>
<td>Authentic assessment</td>
</tr>
<tr>
<td>Positive teacher-student-parent relationships</td>
<td>Team spirit</td>
<td></td>
</tr>
<tr>
<td>A culture of understanding</td>
<td>Co-operative learning strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Higher level thinking – productive pedagogies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiple intelligences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homework</td>
<td></td>
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<tr>
<td></td>
<td>Consistent expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inclusive teaching and learning practices</td>
<td></td>
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<tr>
<td></td>
<td>Parents assisting in the classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Positive teacher-student-parent relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strong work ethic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-motivated learners</td>
<td></td>
</tr>
</tbody>
</table>
Step One – Initial Data Collection

Whole School Testing

Term 1 – week 2 whole school testing of spelling:

Prep – Marie Clay Observational Survey (Week 5)

Year 1 – Peter’s Spelling Test
List One Dolch words:-
a, and, away, big, blue, can, come, down, find, for, funny, go, help, here, I, in, is, it, jump, little, look, make, me, my, not, one, play, red, run, said, see, the, three, to, two, up, we, where, yellow, you

Year 2 and 3
Peter’s Spelling Test
Waddington Spelling test 1

Year 4 and 5
Peter’s Spelling Test
Strategic Spelling – use high frequency word list and select additional words from the core word list to total 100 words:
Middle Primary A – Year 4
Middle Primary B – Year 5

Year 6 and 7
Peter’s Spelling Test
Strategic Spelling – use high frequency word list and select additional words from the core word list to total 100 words:
Upper Primary A – Year 4
Upper Primary B – Year 5

These tests are examples of assessment of learning which occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

Utilise data from previous year - Term 4 Peter’s spelling test and Waddington Spelling Test for years 3 and 4 students, Marie Clay Observational Survey from Prep for year 1 and NAPLAN analysis for year 4 and 6 students

First Steps Writing Map of Development
Review writing map of Development for each student – teachers will need to predict and plot new students onto a Map of Development – check if a previous Map of Development has been forwarded from a previous school. Teachers need to create a new Class Profile for the current year. This is an example of assessment for learning which occurs when teachers use inferences about student progress to inform their teaching.
Step Two – Planning and Assessment

Australian Curriculum – Teachers should refer to the Australian Curriculum to select the relevant Content Descriptors for each year level for example the year 2/3 teacher will refer to year 2 and year 3 Content Descriptors. Teachers can also refer to the spelling scope and sequence - see Appendix 1.

St John’s English Planning Template – Use the phases from the Writing Map of Development to select Major Teaching Emphases and indicators to correlate with Australian Curriculum Content Descriptors. The writing indicators relating to spelling should be referred to in the spelling focus section of the English planning template. Use the “involving students” section of each phase to find activities to contribute to the modelled, shared, guided and independent sections of the template.

Student Assessment
Spelling provides excellent opportunity for assessment as learning which occurs when students reflect on and monitor their progress to inform their future learning goals.

Step Three – Evaluation and Record Keeping

Evaluation is the process of making judgements about the effectiveness of curriculum documents, teaching programs, procedures and resources. Evaluation is an inherent part of our professional lives as teachers and as a school.

Teachers to record marks in Continuous Assessment Check List book which is retained by the school at the end of each year. Teachers should submit these records when they submit a final hard copy of their planning at the end of term. Teachers also need to review their reflections from planning template and evaluate effectiveness of learning and teaching experiences. These should guide future planning directions for the following term.

Step Four – Further Data Collection

Term 3

Year 1-7 First Steps Spelling Error Analysis (Writing Map of Development page 30)

Term 4 – Week One – Two (results need to be available to inform On-Track reporting)

Prep – Marie Clay Observational Survey

Year 1 – Peter’s Spelling Test

Year 2 and 3
Peter’s Spelling Test
Waddington Spelling test 2

Year 4 and 5
Peter’s Spelling Test
NAPLAN analysis: Teachers can also use SunLANDA software free to download from myclasses to help analyse their class data. So that SunLANDA can read data relating to student results, teachers will also need the 2011 school specifications file. The principal or Curriculum Support teacher will download the school specific file from the secure section of the QSA website and provide this data for teachers. The Learning Support Teacher, Curriculum Support teacher and Principal will provide feedback to teacher following NAPLAN Analysis day.

8. RESOURCES
A list of current resources can be found in appendix page 4

9. ASSESSMENT AND REPORTING

ASSESSMENT
At St John’s Assessment and Reporting represents our commitment to the dignity of the individual. Our Vision Statement lies at the centre of all our assessment decisions, we:

Plant the Seed, Nurture the Growth, and Celebrate the Harvest

Assessment is the process by which pupil achievement is measured. It involves identifying, gathering and interpreting information, and making judgements about how satisfactorily students have mastered a skill and achieved standards. Assessment and reporting should be part of the total learning experience of the individual and should be consistent with the School’s Mission Statement.
Thus, assessment and reporting should:

• Inform teaching practice
• Assist each child to develop his/her full potential
• Acknowledge and develop the dignity and worth of each individual learner
• Be relevant, flexible and challenging leading to the development of self-esteem
• Be consistent with Gospel values of equality and justice
• Be honest and accurate
• Be stated in positive language
• Be easily understood and presented
• Be concise
• Demonstrate consistent presentation across the school
PURPOSE OF ASSESSMENT
The purpose of assessment at St John’s is to reflect consistency with the school goals, general policies and to reflect current National Curriculum Standards and content by:
Appraising the achievement of individual students, in order to develop:

- Student potential e.g. reasoning powers
- A plan for future activities and student development
- An incentive for learning
- A positive attitude and self-esteem.
- Diagnosing learning difficulties and gifts and talents of individual students.
- Gauging the effectiveness of:
  - Student learning and teaching programs
  - The program of work presented through teacher self-evaluation.
- Providing information to students, parents/guardians and significant others.

WHAT DO WE ASSESS?

Teachers also use the achievement standards, at the end of a period of teaching, to make on-balance judgments about the quality of learning demonstrated by the students – that is, whether they have achieved below, at or above the standard. To make these judgments, teachers draw on assessment data that they have collected as evidence during the course of the teaching period. These judgments about the quality of learning are one source of feedback to students and their parents and inform formal reporting processes.

If a teacher judges that a student’s achievement is below the expected standard, this suggests that the teaching programs and practice should be reviewed to better assist individual students in their learning in the future. It also suggests that additional support and targeted teaching will be needed to ensure that the student does not fall behind.

Assessment of the Australian Curriculum takes place in different levels and for different purposes, including:
ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning
summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students annual testing of Years 3, 5, 7 and 9 students’ levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)

Teachers need to assess student learning across all interrelating strands and report on the modes of the Australian Curriculum – English:

**Strands:**
- Language
- Literature
- Literacy

**Modes:**
- Reading
- Writing
- Speaking and Listening
Understanding the Australian Curriculum standards is paramount in developing an overall understanding of assessment. Student achievement is assessed against the achievement standards which describe the standard expected at the end of each year of learning.

**TYPES OF ASSESSMENT**

Assessment is an integral part of the learning process and should include:

**Assessment FOR learning**

This type of assessment occurs when teachers use inferences about student progress to inform their teaching. It is frequent, formal or informal (e.g. quality questioning, anecdotal notes, written comments), embedded in teaching and provides clear and timely feedback that helps students in their learning progression.

It has a formative use providing evidence that informs, or shapes, short term planning for learning.

The key assessor is the teacher.

**Assessment AS learning**

This type of assessment occurs when students reflect on and monitor their progress to inform their future learning goals. It is regularly occurring, formal or informal (e.g. peer feedback buddies, formal self assessment) and helps students take responsibility for their own past and future learning.

It builds meta-cognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them.

The key assessor is the learner.

**Assessment OF learning**

This type of assessment occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in time (i.e. is summative).

It is often organised around themes or major projects and judgements may be based on student performance on multi-domain assessment tasks.

It shows how students are progressing against the Standards and provides evidence to inform long term planning. The key assessor is the teacher or system.

**QUALITY ASSESSMENT**

At St John’s teachers use the following principles of quality assessment to plan their assessment.

Quality Assessment:

*Emphasizes the interactions between learning and manageable assessment strategies that promote learning*

- In practice, this means:
  - Teachers reflect on the purposes of assessment and on their assessment strategies.
  - Assessment activities allow for demonstration of learning outcomes.
  - Assessment is embedded in learning activities and informs the planning of future learning activities.
  - Teachers use assessment to identify what a student can already do.

*Clearly expresses for the student and teacher the goals of the learning activity*

In practice, this means:

- Students understand the learning goals and the criteria that will be applied to judge the quality of their achievement.
• Students receive feedback that helps them make further progress.

**Reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark**

In practice, this means:

• Teachers use tasks that assess, and therefore encourage, deeper learning.
• Feedback is provided in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement.
• Assessment is an integral component of the teaching-learning process rather than being a separate activity.

**Provides ways for students to use feedback from assessment**

In practice, this means:

• Feedback is directed to the achievement of standards and away from comparisons with peers.
• Feedback is clear and constructive about strengths and weaknesses.
• Feedback is individualised and linked to opportunities for improvement.

**Helps students take responsibility for their own learning**

In practice, this means:

• Assessment includes strategies for self-assessment and peer assessment emphasizing the next steps needed for further learning.

**Is inclusive of all learners**

In practice, this means:

• Assessment against standards provides opportunities for all learners to achieve their best
• Assessment activities are free of bias.
### St John’s Schedule of Formal Assessments

<table>
<thead>
<tr>
<th>Grades</th>
<th>Formal Assessment</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>Marie Clay’ Observational Survey</td>
<td>March and November</td>
</tr>
<tr>
<td></td>
<td>• Letter Identification Test</td>
<td>T3/T4</td>
</tr>
<tr>
<td></td>
<td>• Phonemic Awareness Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Word Reading Test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing Vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Running record</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>Marie Clay’ Observational Survey (if required)</td>
<td>March and November</td>
</tr>
<tr>
<td></td>
<td>• Letter Identification Test</td>
<td>T1/T2/T3/T4</td>
</tr>
<tr>
<td></td>
<td>• Phonemic Awareness Assessment</td>
<td>November</td>
</tr>
<tr>
<td></td>
<td>• Word Reading Test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing Vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Burt Word Test</td>
<td>March and November</td>
</tr>
<tr>
<td></td>
<td>Peter’s Spelling in Context</td>
<td>March and November</td>
</tr>
<tr>
<td></td>
<td>PAT-R Comprehension</td>
<td>November</td>
</tr>
<tr>
<td></td>
<td>Running Record</td>
<td>T1/T2/T3/T4</td>
</tr>
<tr>
<td>Year 2</td>
<td>Burt Word Test</td>
<td>March and November</td>
</tr>
<tr>
<td></td>
<td>Peter’s Spelling in Context</td>
<td>March and November</td>
</tr>
<tr>
<td></td>
<td>PAT-R Comprehension</td>
<td>November</td>
</tr>
<tr>
<td></td>
<td>Running Record</td>
<td>T1/T2/T3/T4</td>
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<tr>
<td></td>
<td>Year 2 NET</td>
<td>July</td>
</tr>
<tr>
<td>Year 3-7</td>
<td>Burt Word Test</td>
<td>March and November</td>
</tr>
<tr>
<td></td>
<td>Peter’s Spelling in Context</td>
<td>March and November</td>
</tr>
<tr>
<td></td>
<td>PAT-R Comprehension</td>
<td>November</td>
</tr>
<tr>
<td></td>
<td>Running Record</td>
<td>T1/T2/T3/T4</td>
</tr>
<tr>
<td></td>
<td>Naplan (Yr 3, 5, 7)</td>
<td>May</td>
</tr>
</tbody>
</table>
Teachers are expected to add the scores for formal assessments to the spread sheets found on the server in a folder called Test Data in the teacher’s drive.

**ADDITIONAL ASSESSMENT STRATEGIES**
At St John’s teachers have agreed to use a range of Quality Assessment Strategies to inform their teaching and learning practices. The following table is a selection of assessment strategies used at St John’s.

| • Prediction | • Samples of students’ work | • Explanation and demonstration to others |
| • Verbal responses | • Practical tasks such as measurement activities | • Investigations and/or projects |
| • Retelling | • Short quizzes | • Pen-and-paper tests |
| • Design challenges | • Observation of students’ participation in a group activity | • Teacher/student discussion or interviews |
| • Checklists | • Students’ journals and comments on the process of their solutions | • Graphing |
| • Teacher-made tests | • Matching questions with answers | • Students’ plans for and records of their solutions of problems |
| • Standardised tests | • Labelling a diagram or model | • Completing timelines |
| • Response logs | • Data collection | • Problem-solving and investigations |
| • Questions posed by students | • Research projects | • Critical dialogue |
| • Conferences | • Debating | • Skills checklists |
| • Comprehension and interpretation exercises | • Peer assessment | • Activity journals |
| • Self assessment | • Multimedia presentations | • Action plans |
| • Discussion | • Observation of students during learning activities | • Students’ oral and written reports |
WRITTEN AND ORAL REPORTING

On-Track reporting software is utilised by St John’s to formally report on student achievement in terms 2 and 4. In addition 3-way conferences are used to provide feedback to parents and students in terms 1 and 3. These processes are supplemented by informal feedback to parents on an as needs basis.

Teachers maintain an assessment schedule in their term program to highlight the timing of significant assessment tasks. Assessment task sheets provide a detailed summary of the assessment task criteria. Criteria sheets/rubrics are an integral component of major assessment tasks at St John’s. It is preferred that criteria sheets utilise A-E standard descriptors. Student achievement in assessment tasks is maintained in teacher programs as assessment results. A hard copy of student reports is archived on the school premises until the student reaches the age of 25 years. Additional student samples are also archived into student archive folders annually. A copy of the student archive folder recording sheet can be found in appendix 5.

Student portfolios further supplement the reporting process at St John’s. Student portfolios typically contain samples of student work and major assessment tasks selected from semester 1 and semester 2 in all KLA’s. Student portfolios are representative of student achievement throughout the school year. The portfolio is presented to parents during semester 2.

A presentation evening at the end of the school year acknowledges student achievement in the following categories:

- Spirituality
- SEL awards
- Sporting awards
- Academic achievement awards
- Academic improvement awards

Students with a disability who are unable to access any of the learning areas with their same age-cohort peers will receive a modified report that shows achievement ratings against learning areas indicated in their individual goals.

Parents of students who are engaged in individualised education programs receive regular feedback and support from the classroom and learning support teachers.

St John’s participates in Consistency of Teacher Judgment professional development every year. This provides a forum for St John’s teachers to compare student work samples with teachers from other schools in the Southern Cluster in order to achieve consistency in grading student work samples.

The national assessment program is used as a supplementary measure of student performance of a broad range of educational outcomes to inform the teaching and learning process at St John’s. The national testing program provides student performance information to students, teachers, parents and the St John’s community about how our students are performing against the national benchmarks for literacy and numeracy. The NAPLAN results provide a measure of how St John’s
students are performing in the areas of reading, writing, spelling and numeracy. Specifically the NAPLAN report is used at St John’s for:

- Individual student reporting to parents
- St John’s reporting to the community
- Aggregate reporting against national standards.

Queensland Comparable Assessment Tasks (QCATs) are also utilised to inform teacher judgment of student achievement in years 4 and 6 in English, Science, and Mathematics. QCATs are authentic performance based assessment tasks. St John’s students in years 4 and 6 participate in the QCATs on an annual negotiated basis. Parents receive a formal QCAT report of their child’s achievement on these tasks.

Year 2 students who have not achieved phase C of the developmental continua also participate in the Year 2 Diagnostic Net. Children who do not pass the Year 2 net receive additional funded support.

10. EVALUATION

Evaluation occurs in three ways:

- Evaluation of planning by the teacher/learning area coordinator
- Evaluation of learning and teaching strategies/resources etc
- Evaluation of the school curriculum document to ensure it reflects current understandings and practices.

Evaluation is the process of making judgements about the effectiveness of curriculum documents, teaching programs, procedures and resources. Evaluation is an inherent part of our professional lives as teachers and as a school.

EVALUATION OF PLANNING BY THE TEACHER/LEARNING AREA COORDINATOR

The Curriculum Support Teacher/Principal evaluates the teachers’ planning at the beginning of each term. The Curriculum Support Teacher/Principal provides feedback to the teachers using the Planning Feedback Proforma located in appendix section 6.

Teachers are also provided with a continuous assessment checklist book each year to record assessment data and this is submitted at the end of each year for checking by the Principal/Curriculum Support Teacher and archived. These Assessment Records are used to assist teachers to make an informed, on-balance judgment about how well each student has achieved against the National Curriculum standards for each Learning Area. This on-balanced judgment is expressed using an A-E Scale. This judgment is used for the ongoing reporting to parents, including formal school reports at the end of Semester 1 and 2.
EVALUATION OF LEARNING AND TEACHING STRATEGIES/RESOURCES ETC

Teachers reflect on and evaluate their unit plans at the end of each unit. Recommended modifications are made to improve each unit and digital copies of each unit are amended with suggestions accordingly. Paper copies are archived and digital copies are stored on the server and ‘myclasses St John’s curriculum page’.

Resources will be added to the schools English resources stock as each term progresses and teachers make recommendations regarding the purchasing of appropriate equipment and books.

EVALUATION OF THE SCHOOL CURRICULUM DOCUMENT TO ENSURE IT REFLECTS CURRENT UNDERSTANDINGS AND PRACTICES.

This English curriculum document will be evaluated and updated as the school implements the National Curriculum – English throughout 2012 and will be reviewed formally in 2017.