



# Mountain Creek State High School

Lady Musgrave Drive  
Mountain Creek Q 4557

# 2019 – 2020

# TEACHING AND LEARNING PLAN



# MOUNTAIN CREEK

## State High School

### Contents Page

- 1) Teaching and Learning Philosophy
- 2) 2020 Annual Improvement Plan
- 3) School wide pedagogy
- 4) Moderation procedures
- 5) Learner profiles/Monitoring
- 6) Differentiation/ Adjustments
- 7) Effective Teaching (Coaching, Mentoring and Feedback)
- 8) Performance Development Program
- 9) Year/Unit planning

## Teaching and Learning Philosophy

Mountain Creek State High School's core value is to *inspire a love of learning*. Our school-wide pedagogical framework provides the foundation for this through a belief that the quality of classroom teaching has a profound influence on student learning and achievement. From this belief emerges our dedication to providing expert teachers using evidence-based practices to lift students to achieve to their highest standards. At Mountain Creek State High School we strive to continually improve the quality of teaching across the school through the Art and Science of Teaching Framework, differentiated teaching practises and a continual improvement model.

# 2020 ANNUAL IMPROVEMENT PLAN

## STRATEGIC DIRECTIONS (2020-2023)

Our Core Purpose is: **To inspire a love of learning**

Our Values are:

**To be an innovative and socially responsible school maximising student outcomes for young people in a safe, secure and well-ordered environment to prepare them for the productive future of active citizenship and employment in a global society.**

Our Motto is: **Quality, Opportunity and Excellence**

Our Goal is: **Individual success locally, nationally and internationally for all students.**

Therefore we will be focused on:

- **Providing high quality educational leadership.**  
Through our **Leadership Plan** we aim to ensure that we are all learners and that we inspire leadership at all levels in the school. We aim to explore best-practice leadership and management and build leadership capacity across the school
- **Providing diverse curriculum pathways.** Through our **Curriculum Plan** we will maintaining a high quality, diverse, global and differentiated curriculum ensuring future employment options in a rapidly changing workplace. We recognise and respond to individual learning needs within the learning culture of the school and the community
- **Positive relationships around learning whilst promoting excellence in behaviour and performance in our community.**  
Through our **Student Services Planning** we work to ensure relationships between staff, students and parents demonstrate care, safety, discipline and happiness. Calm, open and positive communication will underpin all relationships. Establishing a proud, respectful and diverse culture that values and accepts excellence through pursuing high performance by staff and students and fosters learning partnerships with the community
- **Delivery of high quality classroom practices integrating current technology.**  
Through our **E-Learning Plan** we aim to implementing high quality classroom digital learning practices seamlessly integrating modern technologies into student learning behaviours
- **Excellent Facilities and grounds.**  
Through our **Facilities Plan** we aim to create 21<sup>st</sup> Century learning spaces facilitating 21<sup>st</sup> Century skills whilst maintaining an environmentally sustainable design and pleasant ambience throughout the school
- **High quality teaching and learning.**  
Through our **Effective Teaching and Learning Plan** we will build teacher capacity to cater for the diverse learning needs of all our students. We will develop school-wide pedagogical practices that provide a platform for professional learning and engagement
- **Workforce development, selection and recruitment.**  
Through our **Workforce Plan** we will build the capacity of all staff to perform their roles and responsibilities in a constantly changing work environment and ensure they are well equipped to support student learning.

## 2020 PRIORITIES:

1. Collins Writing
2. Performance of Boys
3. Marzano's New Art and Science of Teaching (with a focus on Design Questions 4 and 5/Higher Order Thinking/Inquiry based learning)
4. Lifting the performance of U2B/U4B students
5. Excellence in student behaviour/engagement and well-being
6. Senior Assessment and Tertiary Entrance/ACARA

## Successful Learners

1. **Improve Student Performance Data with a specific focus on:**
  - Improving student writing performance utilising **Collins Writing** across the school.
  - Supporting **all** students in all subjects achieve C or better with a focus on boys.
  - Increasing the relative gain performance data in Yr 7-9 students across Reading, G and P & Writing; the sharpest focus will be on the relative gain for high performing students.
  - Improve the performance of high performing students on **Higher Order Thinking** questions on standardised testing.
  - Lifting the performance of U2B/U4B students

## High Standards

2. **Positive relationships around learning whilst promoting excellence in behaviour and performance in our community, with a specific focus on:**
  - Students Behaviour/Engagement and Well-being
  - Performance of Boys
  - Improved Attendance

## Great People-Teaching Quality

3. **Improve Teacher Quality (Investing for Success) through:**
  - The consolidation of **Marzano's Art and Science of Teaching** as the school-wide pedagogical Framework with a focus on Design Questions 3 and 4.
  - Improving teacher capacity to teaching **Higher Order Thinking & develop H.O.T. skills in high performing students.**
  - Improve teacher capacity to plan and deliver **inclusive teaching and learning practices** in all classes.
4. **Undertake whole school Curriculum Review to align our curriculum framework to ACARA and changes in State & National and International curriculum, assessment and reporting requirements. Specifically focusing on Senior Assessment & Tertiary Entrance (SATE) and the latest versions of ACARA**

## School-wide Key Targets for 2020 – High Standards

- 100%** of Year 12s achieving QCE or IB
- A minimum of 90%** of students achieving A, B or C in all subjects
- A minimum of 30%** of Year 7 and Year 9 students in Upper 2 Bands in NAPLAN Writing/Reading/G and P
- A 10% reduction** across the school for incidents of disruption to learning and a 30% reduction in incidents involving boys
- 50%** of applicants for student leadership positions are male
- A minimum of 30%** of OP eligible students with an OP 1-5
- A minimum of 90%** of OP eligible students with an OP 1-15

## Mountain Creek State High School -STRATEGIC DIRECTIONS (2019-2022)

Our Core Purpose is: **To inspire a love of learning**

Our Values are: To be an **innovative and socially responsible** school **maximising student outcomes** for young people in a **safe, secure and well-ordered environment** to prepare them for the productive future of **active citizenship and employment in a global society**.

**Our Motto is:** Quality, Opportunity and Excellence

**Our Goal is:** Individual success for all students. From locally recognised achievements to internationally recognised qualifications, students have opportunities for learning in local, state, national and international communities through high quality teaching, challenging learning and innovative leadership.

Therefore we will be focused on:

- **Providing high quality educational leadership.**  
Through our **Leadership Plan** we aim to ensure that we are all learners and that we inspire leadership at all levels in the school. We aim to explore best-practice leadership and management and build leadership capacity across the school
- **Providing diverse curriculum pathways.**  
Through our **Curriculum Plan** we will maintaining a high quality, diverse, global and differentiated curriculum ensuring future employment options in a rapidly changing world. We recognise and respond to individual learning needs within the learning culture of the school and our community
- **Positive relationships around learning whilst promoting excellence in behaviour and performance in our community.**  
Through our **Student Services Planning** we work to ensure relationships between staff, students and parents demonstrate care, safety, discipline and happiness. Calm, open and positive communication will underpin all relationships. Establishing a proud, respectful and diverse culture that values and accepts excellence through pursuing high performance by staff and students and fosters learning partnerships with the community.
- **Delivery of high quality classroom practices integrating current technology.**  
Through our **E-Learning Plan** we aim to implementing high quality classroom digital learning practices seamlessly integrating modern technologies into student learning behaviours.
- **Excellent Facilities and grounds.**  
Through our **Facilities Plan** we aim to create 21<sup>st</sup> Century learning spaces facilitating 21<sup>st</sup> Century skills whilst maintaining an environmentally sustainable design and pleasant ambience throughout the school.
- **High quality teaching and learning.**  
Through our **Effective Teaching and Learning Plan** we will build teacher capacity to cater for the diverse learning needs of all our students. We will develop school-wide pedagogical practices that provide a platform for professional learning and engagement.
- **Workforce development, selection and recruitment.**  
Through our **Workforce Plan** we will build the capacity of all staff to perform their roles and responsibilities in a constantly changing work environment and ensure they are well equipped to support student learning.

## Review/Outcomes/Data

The following data and feedback from reviews (SIU/ASAA), School Opinion data has been used to inform strategies for 2020

### Reviews

*Build greater clarity for teachers in relation to the student outcomes being sought and how they are to **enact school priorities** that contribute to the school's improvement agenda.*

*Implement a school-wide strategy to measure, at a classroom level, the **impact** upon student learning of the teaching practices that **align to the Explicit Improvement Agenda**.*

*Support teachers to identify precisely the next steps for learning for each student, **how to respond and how to monitor progression**.*

### School Opinion Data

*My teachers motivate me to learn 75%*

*My teachers provide me with useful **feedback** about my school work 84.8% year 11 - 79%*

*My teachers care about me 73.6%*

*Staff in my school are actively involved in Developing Performance Discussions 87%*

*I receive useful **feedback** about my work 89%*

### Strategies:

- Utilise the Investing 4 Success funding for sustainable improving teacher quality programs.
- Update to NASOT School-wide Pedagogy to incorporate:
  - an agreed pedagogical approach to STEM Inquiry-based learning
  - alignment with 2020 school priorities
  - alignment with SATE and ACARA 8
  - implementation of observation protocols that provide feedback about the impact upon student learning of the teaching practices in the classroom
- Continue to improve feedback to teachers through online PDP program and align professional development with goals. Track to ensure all teachers are involved in developing performance discussions
- Teacher feedback through NASOT observation tools based on student evidence in the classroom 'How do we know' strategies that measure improvements
- Success Team to develop school-wide, agreed strategies for the explicit teaching of Writing, Reading, Spelling, Grammar and Punctuation and Numeracy at Mountain Creek to be utilised by ALL teachers.
- Success team to measure the effect of strategies in student outcomes: teacher observation feedback and reflection, student results both formative and summative, formalised testing, pre and post tests, improvement in targeted areas in assessment.
- Maintain school-wide mechanisms for all teaching staff to have ready access to ACARA/IB Unit Plans, Knowledge of Learners Profiles, Literacy/Numeracy Action Plans for all classes and mechanisms for recording adjustments for learners.
- Induction Programs have an online access to agreed pedagogical practices and expectations.
- All staff have online access to NASOT professional development on moodle for schoolwide pedagogical practice

## 2020 Action Plan

Strategy	Timeline	By whom
<b>Term One</b>		
Professional Development pupil free days update from ASOT to NASOT	Beginning of year	DPD and coaches team
Update ASOT to NASOT	Throughout year	DPD and ped coach team
Beginning Teacher Induction	All year	All beginning and new teachers
Compulsory training available on Moodle for all staff	End of pupil free days	All staff
PDP emailed to HOD's and leadership team for final check	By end week 2	DPD
PDP made available to staff on moodle (possible onenote format)		DPC
PDP program Implemented Goal Setting Meeting and Observation	Weeks 4,5,6	Admin/ staff
Professional Development offered on Pupil Free Days for key priorities	Beginning of term	Admin and coaches coordinate
Finalise plans with ASOT coaches	End week 3	ASOT coaches
Promote profiling through subschool meetings	Throughout term	Profilers
Ask HOD's to identify staff that may benefit from profiling	Ongoing	
Ensure teachers have access to learning profiles of students	End pupil free days	HOD's, Teachers
RRR's/surfboard completed by all staff - utilizing classroom dashboard for data	End of week 4	HOD's and teachers
Profiles and cross marking completed	Be end of term	HOD's monitor staff
Semester planners completed	End week 2	HOD's manage staff
<b>Term Two</b>		
Students in Action completed	End week 7	Admin/HODs in subschools
Review of Results	By end week 3	Faculty based and with line manager
Beginning teacher meetings continue	Throughout term	DP T&L and coaches
Track observations of PDP staff with HOD's	Line meetings throughout term	Admin and HOD's
Review progress with ASOT coaches	Mid term	Coaches DP T&L
Provide Professional Development for teachers in Essential Skills	By end term 1	All beginning and new teachers not trained
Feedback provided to all staff re students in action	By end week 8	Admin team to collate
Review progress with profilers in the school	Mid term 1	DPD T&L and profilers
<b>Term Three</b>		
Students in Action Completed	Week 5-8	HOD's and admin
Review of results	Week 1-3	HOD's in faculty meetings
Review of results with Line Manager	Week 1-3	HOD's with line managers
Semester planners completed	End week 2	HOD's manage staff
Track observations of PDP with HOD's	Weekly line meetings	Line managers
Review progress with ASOT coaches	End term 3	DPD T&L and coaches
Set priorities for 2020	End term 3	Admin/ HOD's
Tracking of RRR/surfboard	By end of term	Inclusion coach and HOSES
Review Staff Diary	By end of term	DPD T&L and HOD's
Profiles and cross marking completed	Be end of term	HOD's monitor staff
<b>Term Four</b>		
Complete Meeting 2 PDP and reflect on staff goals	End week 4	HOD's admin and all teachers
Review of results (faculty based)	By end week 3	HOD's with faculty and line manager
Monitor completion of all staff PDP's	Mid Term	ADMIN line meetings
Review PDP program – key priorities for 2019 set	End term 4	DPD and HOD's

Profiles and cross marking completed	Throughout term depending on year level	HOD's monitor staff
Complete Provisional to Full Registration	End term 4	DPD
Review Beginning/New Teacher packages	End term 4	DPD
Introductory letter sent to new staff	End Term 4	DPD



# MOUNTAIN CREEK SHS FRAMEWORK - NASOT

Mountain Creek State High School is based on Robert Marzano's New Art and Science of teaching to provide a comprehensive and robust research-based common language/model of instruction for effective teaching that accurately reflects the complexity and sophistication of the teaching/learning process. NASOT is a revision of ASOT with revisions that focus on evidence of **teacher efficacy through student action and student metacognitive process**.

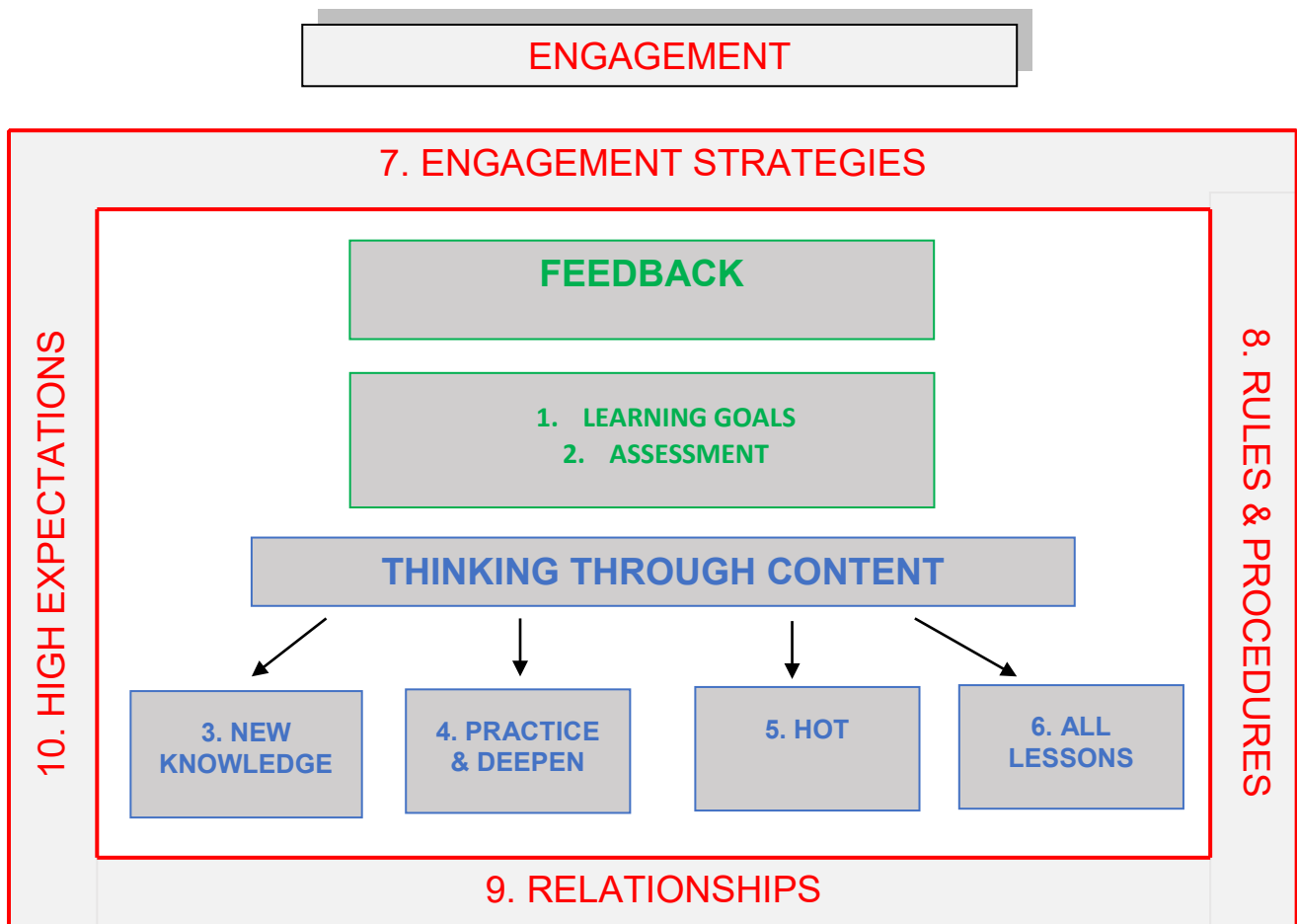
The model consists of 3 segments to a lesson:

- a) Feedback
- b) Thinking through Content
- c) Engagement

Linked to these segments are **10 design questions** that provide a framework for teachers and classroom instruction.

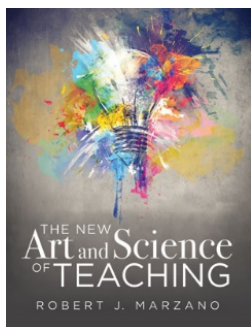
Marzano's common language model of instruction:

- Identifies 43 key elements shown through research (effect sizes) to have the largest impact on student learning
- Identifies the appropriate strategies for different types of lessons or lesson segments to maximize student learning
- Monitors and supports implementation of research-based strategies into classroom instruction



Link to:

G:\Coredata\Common\Mountain Creek SHS Framework



# NASOT MCSHS

## Design Questions & Elements

Our Core Purpose: “To inspire a love of Learning”

FEEDBACK	THINKING THROUGH CONTENT	ENGAGEMENT
<p><b>DQ1. LEARNING GOALS</b></p> <ol style="list-style-type: none"> <li>1. Providing scales and rubrics</li> <li>2. Tracking student progress</li> <li>3. Celebrating success</li> </ol> <p><b>DQ2. ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>4. Formative assessment</li> <li>5. Summative assessment</li> </ol>	<p><b>DQ3. NEW KNOWLEDGE</b></p> <ol style="list-style-type: none"> <li>6. Chunking content</li> <li>7. Processing content</li> <li>8. Recording &amp; representing content</li> </ol> <p><b>DQ4. PRACTICE AND DEEPEN</b></p> <ol style="list-style-type: none"> <li>9. Structured practice</li> <li>10. Similarities &amp; differences</li> <li>11. Examining errors in reasoning</li> </ol> <p><b>DQ5. HOT</b></p> <ol style="list-style-type: none"> <li>12. Engaging in cognitively complex tasks</li> <li>13. Providing resources and guidance</li> <li>14. Generating &amp; defending claims</li> </ol> <p><b>DQ6. ALL LESSONS</b></p> <ol style="list-style-type: none"> <li>15. Previewing</li> <li>16. Highlighting critical information</li> <li>17. Reviewing content</li> <li>18. Revising knowledge</li> <li>19. Reflecting on learning</li> <li>20. Purposeful homework</li> <li>21. Elaborating on information</li> <li>22. Organising students to interact</li> </ol>	<p><b>DQ7. ENGAGEMENT</b></p> <ol style="list-style-type: none"> <li>23. Noticing non engagement and reacting</li> <li>24. Increasing response rates</li> <li>25. Using physical movement</li> <li>26. Maintain a lively pace</li> <li>27. Demonstrating intensity &amp; enthusiasm</li> <li>28. Presenting unusual information</li> <li>29. Using friendly controversy</li> <li>30. Academic games</li> <li>31. Opportunity for student to talk about themselves</li> <li>32. Motivating and inspiring students</li> </ol> <p><b>DQ8. RULES &amp; PROCEDURES</b></p> <ol style="list-style-type: none"> <li>33. Establishing rules and procedures</li> <li>34. Organising physical layout</li> <li>35. Demonstrating “withitness”</li> <li>36. Parallel acknowledgment</li> <li>37. Acknowledging lack of adherence to rules</li> </ol> <p><b>DQ9. RELATIONSHIPS</b></p> <ol style="list-style-type: none"> <li>38. Using verbal and non-verbals that indicate affection</li> <li>39. Understanding students backgrounds &amp; interests</li> <li>40. Displaying objectivity &amp; control</li> </ol> <p><b>DQ10. HIGH EXPECTATIONS</b></p> <ol style="list-style-type: none"> <li>41. Demonstrating value and respect for reluctant learners</li> <li>42. Asking in depth questions of reluctant learners</li> <li>43. Probing incorrect answers with reluctant learners.</li> </ol>

## Learner Profiles and Monitoring

Each semester/term depending on when staff pick up new classes staff are required to complete RRR's which helps establish a learner profile for each student. This then enables staff to differentiate for each student. Teachers reflect and adjust as they progress through the units of work. Teachers monitor and adjust accordingly throughout year.



### Mountain Creek State High School DATA ANALYSIS – RRR MODEL

<b>REVIEW</b>	FACULTY: Science	SUBJECT:	CLASS OF:	TERM:		
	<b>DATA USED:</b> <input type="checkbox"/> Dashboard <input type="checkbox"/> Previous term report data <input type="checkbox"/> R3/R6 data	<input type="checkbox"/> Formative assessment results <input type="checkbox"/> Attendance Data <input type="checkbox"/> Behaviour data	<input type="checkbox"/> Student unit/term review <input type="checkbox"/> Other _____	<input type="checkbox"/> 2017 <input type="checkbox"/> 2018 <input type="checkbox"/> 2019	SEMESTER:	
				COMPARISON with:	Term	

REFLECT			RESPOND	
What does the data show?		What are the possible reasons for this insight? (Consider use of HOTs, Collins, ASOT, assessment results and achievement in the criteria dimensions.)	What response to this insight will deliver continuous improvement? (What goals do you want to set for the class/students.)	What outcome will indicate a positive response?
POSITIVE				
NEGATIVE				
INTERESTING				

This will incorporate the surfboard for beginning of 2019 templates (please see under differentiation in the next section) can be found in: **G:\Coredata\Common\Surfboard and RRR Process\2019\1. Surfboard RRR Templates**

**Profiles** – refer to faculty handbooks for recording of results and profiles for students. Science sample below

- Teachers should maintain their own class set of profiles to record student achievement on all assessment tasks. These will be kept centrally in folders in the Fraser storeroom.

#### In Years 7 – 10:

- Teachers should maintain the Faculty mark-book progressively on all assessment tasks.
- The Faculty mark-book will be checked by the HOD prior to reporting.

#### Additionally in Years 11 – 12:

- Teachers should progressively maintain profiles to record results electronically throughout the year. These should be saved in the subject folder on G-Drive
- All profiles will be checked by the HOD prior to reporting and should be finalised by the start of each Term.
- The level of achievement for each student will be recorded on an R3/R6 in the appropriate folder on G-Drive to be entered into OPA.

## Profile Folders

- All students should have profile folders that have a profile sheet on the front cover.
- These sheets should be updated regularly and the folder belonging to each student will follow them all through their Junior schooling. Each year, a new profile sheet will be attached to the top edge of the folder.

All profile folders are to have tasks filed regularly and stored centrally in Fraser storeroom.



MOUNTAIN CREEK STATE HIGH SCHOOL  
SCIENCE DEPARTMENT

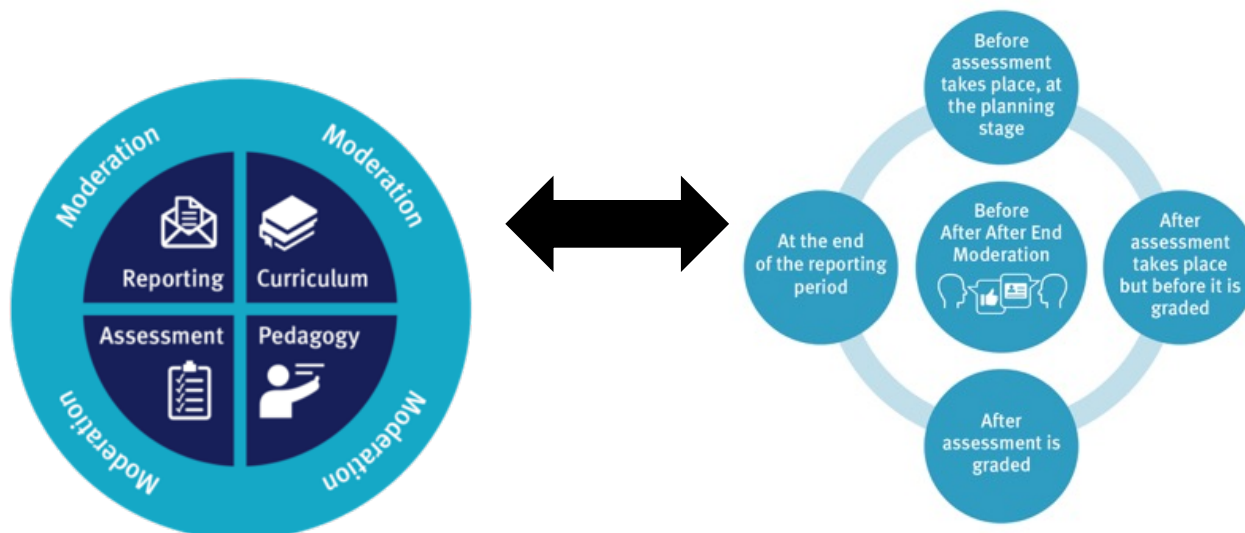
Year 8 Science ZENITH Profile Sheet

STUDENTS NAME: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SEMESTER 1 INSTRUMENT	UNDERSTANDING	SKILLS	OVERALL GRADE
ITEM A Experimental investigation and Scientific report			
ITEM B Test			
<b>TOTALS TERM 1</b>			
ITEM C Written Report			
<b>TOTALS SEMESTER 1</b>			
SEMESTER 2 INSTRUMENT	UNDERSTANDING	SKILLS	OVERALL GRADE
ITEM D Experimental investigation and Scientific report			
ITEM E Test			
<b>TOTALS TERM 3</b>			
ITEM F Representation and report			
ITEM G Test - Reproduction			
<b>TOTAL SEMESTER 1 AND 2</b>			

## Moderation/Cross Marking practices

Each faculty at Mountain Creek SHS has moderation processes in place to ensure alignment of curriculum, pedagogy, assessment and moderation. A planning process for both ACARA 8 and SATE are in place to ensure this process.(pg



### Reporting

Staff led by HOD's review results each term and reflect upon units and assessment and modify Teaching and Learning plan based on this data.

### Curriculum

In Junior Secondary there is a process for monitoring implementation of ACARA 8. HOC's work with coordinators to reflect on Achievement standards and content descriptors for each of the Key Learning Areas. [Gdrive/coredata/curriculum/ACARA8/Admin/Acara8 planning](#)

### Pedagogy

Through the use of formal and informal feedback and appointing coaches in the school Pedagogy is moderated through providing a whole school approach to providing feedback based on the Art and Science of Teaching. More detail later in this plan.

### Assessment

In Junior Secondary faculties Coordinators will circulate assessment items for feedback prior to handing out to students. In Senior an internal endorsement process has been developed to moderate assessment items. [Gdrive/faculty/senior school/SATE/endorsement](#). In addition there have been some opportunities to moderate with other schools.

*Please refer to each faculty handbook for information on moderation and cross marking. Please see Science example below*

## SCIENCE FACULTY CROSS-MARKING SCHEDULE

### Information:

- Cross-marking must be completed before assessment items are returned to students.
- On completion of, or during, marking an assessment item (practical report or assignment), select 3 to 4 samples typical of that level, and submit to your cross-marker for corroboration of result. Use the attached proforma. Copies are available from the Science Handbook. If the cross-marker disagrees with your marking, you must discuss the disparity and reach agreement. If your marking is too generous or too hard, you must review your marking of the rest of the class. If you are unable to reach agreement, refer to your Subject Coordinator. Where you have two classes – you have only been asked to complete one set of cross-marking.
- Please hand a copy of the completed cross-marking proforma to the Coordinator. It is expected that cross-marking will be completed within 2 weeks of the due date of the assessment item.

### SCIENCE FACULTY CROSSMARKING

\_\_\_\_\_ 2018

TEACHER: \_\_\_\_\_ CLASS: \_\_\_\_\_ CROSSMARKER: \_\_\_\_\_

ASSESSMENT TASK: \_\_\_\_\_

TERM: \_\_\_\_\_

STUDENT NAME:	LEVEL of ACHIEVEMENT AWARDED	CROSSMARKER'S L of A	COMMENTS
STANDARD A			
STANDARD B			
STANDARD C			
STANDARD D			

# Differentiation

Every student has the ability to learn and should be able to demonstrate progress in their learning.

A whole school approach ensures a cohesive response to diverse learning needs and consistent practice in a culture of ongoing improvement which sets high expectations, monitors student progress with school-wide analysis and discussion of student achievement data, and supports student learning with quality teaching focused on improving the achievement of every student. A whole school approach to curriculum provision, using a continuum of support, caters for the learning needs of all students.

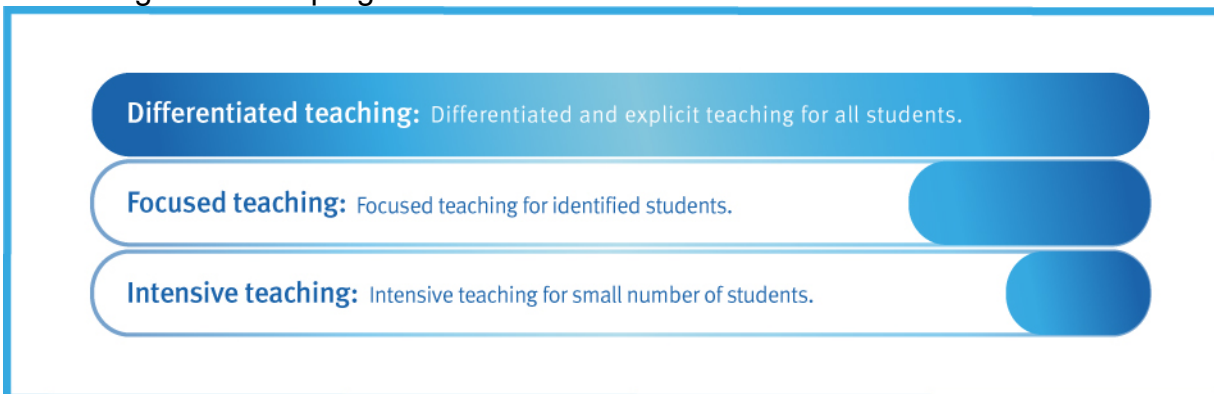
This includes those in need of learning support or behaviour support; those who have educational support needs arising from disability; those who are gifted and talented; and those learning English as an additional language or dialect (EAL/D), or a combination of these. Cultural and linguistic background and socio-economic status contribute to the diversity and complexity of student learning needs.

## A whole school approach to supporting diverse learners

A whole school approach directs support to different levels of student need.

Three layers provide a continuum of support with increasingly focused and personalised teaching and intervention at each successive layer — including increasing levels of adjustments, monitoring of student learning and behaviour, and involvement of support staff.

Schools identify the appropriate layer of support through analysis of student data and ongoing monitoring of student progress.



Appendix 1

Curriculum	Continuum of support in response to student data	Teaching
<p><b>Year-level curriculum</b> and achievement standard for age cohort – for most students</p>	<p><b>Differentiated and explicit teaching for all students.</b></p>	<p>Differentiated and explicit teaching within the school's <a href="#">pedagogical framework</a>; and differentiated, explicit teaching of expected behaviours.</p>
	<p><b>Focused teaching</b> – for identified students.</p>	<p>Additional scaffolding and support to enable students to meet or exceed year-level curriculum achievement standards; and the school's behaviour expectations.</p>
	<p><b>Intensive teaching and support – for a small number of students</b> who are achieving well below or above the year-level achievement standards in some or all learning areas, or whose behaviour continues to be inappropriate despite focused teaching.</p>	<p>Frequent and explicit instruction for sequential mastery of basic skills and knowledge.</p> <p>Some students may require intensive teaching for a short period of time, for particular aspects of the curriculum or behaviour skills.</p> <p>Other students may require intensive teaching for a more prolonged period of time.</p> <p>Provision of appropriately challenging learning opportunities for students requiring extension and enrichment.</p>
<p>A <b>different year-level curriculum</b> and achievement standard in one or more learning areas – for a small number of students.<sup>1</sup></p>	<p><b>Focused teaching</b> – for identified students.</p>	<p>Additional scaffolding and support to address more significant support needs and provide curriculum at a lower or higher year level; and additional support to enable students to meet the school's behaviour expectations.</p>
	<p><b>Intensive teaching and support – for a small number of students</b> who are achieving well below or above the year-level achievement standards in some or all learning areas; or whose behaviour continues to be inappropriate despite focused teaching.</p>	<p>Frequent and explicit instruction for sequential mastery of basic skills and knowledge.</p> <p>Provision of appropriately challenging learning opportunities for accelerated students.</p>
<p>A <b>highly individualised curriculum, based on the Australian Curriculum extended General Capabilities</b> of literacy and numeracy to access <b>Australian Curriculum learning area</b> content.</p>	<p><b>Intensive teaching and support – for a very small number of students</b> – those with severe disability requiring highly individualised learning expectations and significant educational support.</p>	<p>Intensive teaching that is highly individualised, comprehensive and ongoing.</p>
	<p><b>Intensive SAE language teaching and support for a very small number of students</b> – those within their first 12 months of Australian schooling who are in significant need of SAE language support</p>	<p>Intensive SAE teaching in order for EAL/D learners to develop sufficient proficiency in SAE to enable them to access the curriculum for their age cohort.</p>

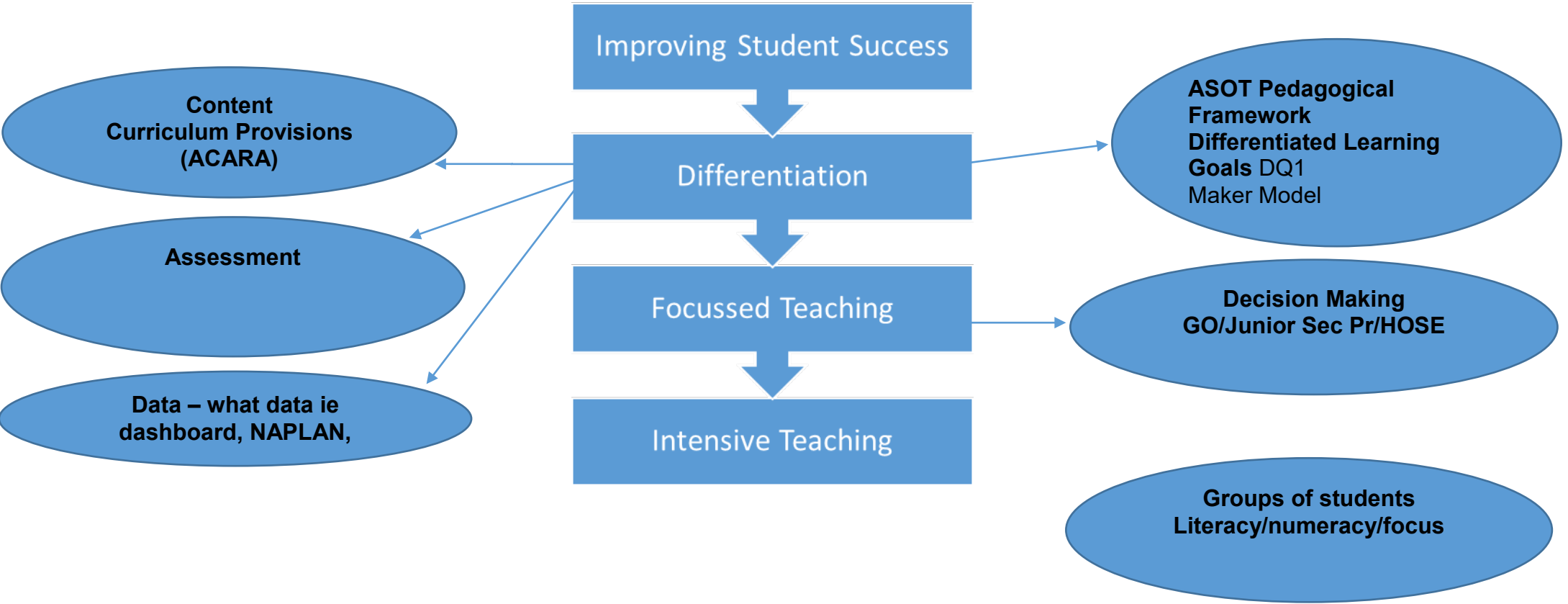
<sup>1</sup> Provision of a different year level curriculum for one or more complete learning areas is always done in consultation with parent(s) and requires an Individual Curriculum Plan.



# Whole School Model for Differentiation

## Curriculum

## Teacher Level – enacted in the class



# Differentiation

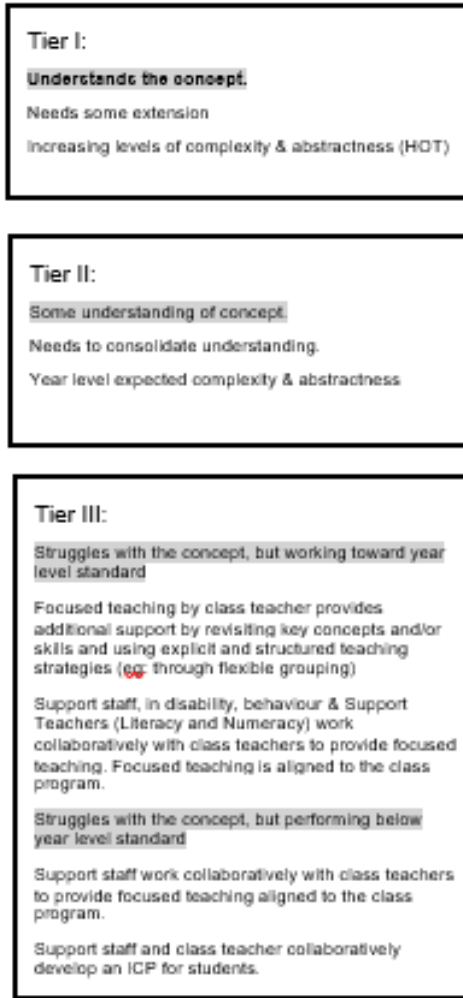
Whole school approach to support student learning



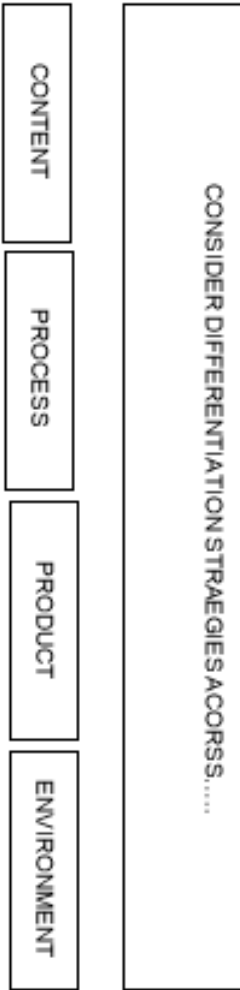
Differentiation Surfboard Framework



Tiered Instruction - Differentiation Strategy



Tomlinson – Maker Model



# Differentiation Record

Learning Area: \_\_\_\_\_

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

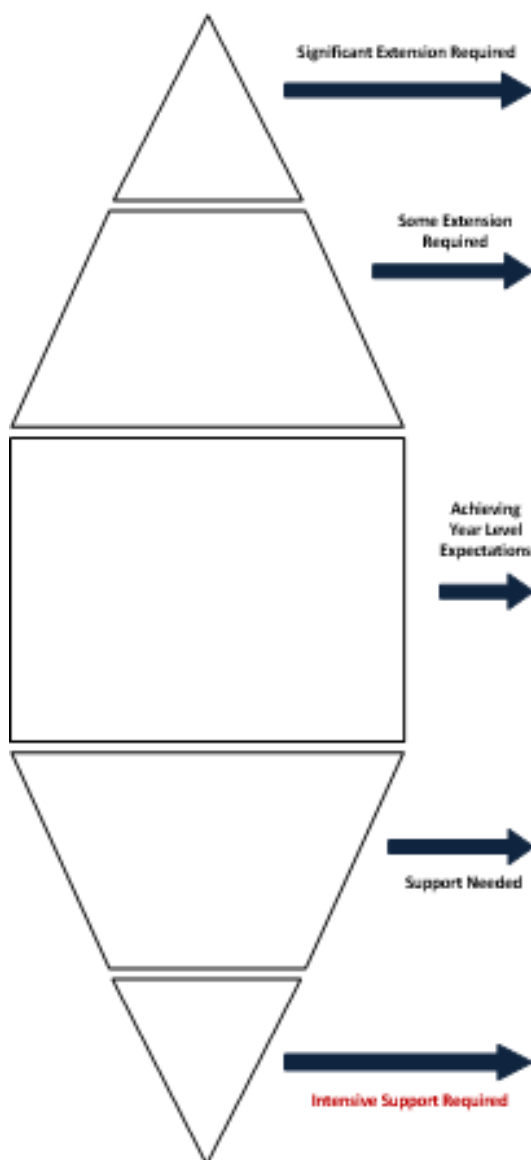
Student Names

CONTENT – WHAT

PROCESS – HOW

PRODUCT – Assessment and Feedback

ENVIRONMENT – WHERE/TEEL



<input type="checkbox"/> Increased use of higher level specific vocabulary	<input type="checkbox"/> Goal Setting <input type="checkbox"/> Higher Order Thinking Skills _____ <input type="checkbox"/> Independent Use of technology _____ <input type="checkbox"/> Tiered Tasks _____ <input type="checkbox"/> Negotiate Open Ended Tasks <input type="checkbox"/> Reciprocal Teaching <input type="checkbox"/> Multiple resources <input type="checkbox"/> Reasoning	<input type="checkbox"/> Increased self-assessment opportunities <input type="checkbox"/> Vary product options <input type="checkbox"/> Use of digital devices <input type="checkbox"/> Independent investigation <input type="checkbox"/> Learning log <input type="checkbox"/> Frequent feedback provided and used to extend	<input type="checkbox"/> Ability/flexible grouping <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Learning Centres <input type="checkbox"/> Independent learning spaces
<input type="checkbox"/> Increased exposure and use of specific vocabulary  Type in specific skills required for assessment task:	<input type="checkbox"/> Goal setting <input type="checkbox"/> Tiered Tasks _____ <input type="checkbox"/> Use of technology _____ <input type="checkbox"/> Reciprocal Teaching <input type="checkbox"/> Higher Order Thinking Skills _____ <input type="checkbox"/> Reasoning	<input type="checkbox"/> Increased self-assessment opportunities <input type="checkbox"/> Vary product options <input type="checkbox"/> Use of digital devices <input type="checkbox"/> Independent investigation <input type="checkbox"/> Learning log	<input type="checkbox"/> Ability/flexible grouping <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Learning Centres
Type in specific skills required for assessment task:	<input type="checkbox"/> Goal setting <input type="checkbox"/> Higher Order Thinking Skills _____ <input type="checkbox"/> Tiered Tasks _____ <input type="checkbox"/> Reciprocal Teaching <input type="checkbox"/> Reasoning	<input type="checkbox"/> Self-assessment opportunities <input type="checkbox"/> One on one conferencing	<input type="checkbox"/> Ability/flexible grouping <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Learning Centres
<input type="checkbox"/> Supported use of specific vocabulary <input type="checkbox"/> Content linked to prior knowledge <input type="checkbox"/> Modified curriculum:	<input type="checkbox"/> Goal setting <input type="checkbox"/> Pre-teach Technical Words <input type="checkbox"/> Scaffolded use of HOTS <input type="checkbox"/> Visual prompts, gestures, posters or cut cards <input type="checkbox"/> Reduce number of concepts <input type="checkbox"/> Use of technology <input type="checkbox"/> Tiered Tasks _____ <input type="checkbox"/> Modified worksheets <input type="checkbox"/> Concrete materials <input type="checkbox"/> Peer tutoring <input type="checkbox"/> Graphic organisers <input type="checkbox"/> Pacing <input type="checkbox"/> Time on tasks	<input type="checkbox"/> Scaffolded task sheets <input type="checkbox"/> Use of checklists <input type="checkbox"/> Extra one on one conferences <input type="checkbox"/> Multiple opportunities to demonstrate <input type="checkbox"/> Extra time to complete <input type="checkbox"/> Task/ questions read to student <input type="checkbox"/> Answers scribed <input type="checkbox"/> Negotiated contract of completion <input type="checkbox"/> Use of digital devices <input type="checkbox"/> Frequent feedback provided	<input type="checkbox"/> Ability/flexible grouping <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Learning Centres <input type="checkbox"/> Positive praise and support <input type="checkbox"/> Visual cues displayed <input type="checkbox"/> Selecting seating arrangements
<input type="checkbox"/> Individual curriculum plans (ICP): <input type="checkbox"/> Highly supported use of specific vocabulary- pre-teach <input type="checkbox"/> Content linked to prior knowledge	<input type="checkbox"/> Goal setting <input type="checkbox"/> Scribing <input type="checkbox"/> Reading text to students <input type="checkbox"/> Consolidate learning <input type="checkbox"/> Support Teacher/ TA <input type="checkbox"/> Visual prompts, gestures, posters or cut cards <input type="checkbox"/> Reduce number of concepts <input type="checkbox"/> Use of assistive technology _____ <input type="checkbox"/> Alternative worksheets <input type="checkbox"/> Concrete materials <input type="checkbox"/> Peer tutoring <input type="checkbox"/> Graphic organisers <input type="checkbox"/> Extensive revision <input type="checkbox"/> Time on tasks	<input type="checkbox"/> Scaffolded task sheets <input type="checkbox"/> Extra Support Teacher/ TA assistance <input type="checkbox"/> Multiple opportunities to demonstrate <input type="checkbox"/> Extra time to complete <input type="checkbox"/> Task/ questions read to student <input type="checkbox"/> Answers scribed <input type="checkbox"/> Increased use of anecdotal records <input type="checkbox"/> Negotiated contract of completion <input type="checkbox"/> Use of digital devices <input type="checkbox"/> Modified task <input type="checkbox"/> Use of concrete materials <input type="checkbox"/> Frequent feedback provided	<input type="checkbox"/> Ability/flexible grouping <input type="checkbox"/> Learning Contracts (ICP) <input type="checkbox"/> Learning Centres <input type="checkbox"/> Maintain structured routines and timetables <input type="checkbox"/> Positive praise and support <input type="checkbox"/> Visual cues displayed <input type="checkbox"/> Selected seating arrangements <input type="checkbox"/> Low noise

# Effective Teaching and Learning – Coaching Mentoring and Feedback

## Strategic Priorities

### Rationale

MCSHS has a Coaching, Mentoring and Feedback program to ensure quality teaching and learning across the school. This process recognises the classroom teachers' professional expertise and is a collaborative process to enable reflection on teaching practice.

*“ This requirement acknowledges the impact of quality teaching and the evidence that research validated pedagogy implemented with consistency across a school setting and supported by instructional leadership – improves student performance and develops “successful learners”, confident and creative individuals and active and informed citizens.” Education Queensland’s Pedagogical Framework 2013*

*This program involves both formal and informal feedback that assists teachers in reflection on, and improvement in professional practice. AT MCSHS we have the following processes to support teachers:*

- *Coaching*
- *Mentoring*
- *Informal Feedback:*
  - *Students in Action*
  - *Supervisor walkthroughs*
  - *Instructional rounds*
- *Formal Feedback:*
  - *Classroom Profiling (essential skills to classroom management)*
  - *ASOT protocols Supervisor/Peer*
  - *PDP*

## Coaching and Mentoring at MCSHS

### Coaching

Coaching is a voluntary program available to all staff that would like this. All HODs are trained in the Growth Coaching model. This is requested by the coachee and is an agreed process between coach and coachee.

### Mentoring

Is provided for all beginning teachers with trained mentors.

Mentoring involves benchmarking standards/EQ requirements and school priorities. This is a supportive process for inducting teachers into the Education Queensland and specifically Mountain Creek SHS.

*\* All beginning teachers undergo an induction program where observations and feedback are embedded throughout the year.*

## **Formal Feedback**

All staff at MCSHS are provided with formal written feedback at least twice a semester (minimum). This can be in the form of:

- 1) Profiling or peer feedback based on the ASOT model electronic/paper
- 2) Feedback based on ASOT electronic/paper from a supervisor

## **Classroom Profiling**

Classroom profiling was developed by Mark Davidson for professional growth in managing behaviour in a supportive school environment.

It is a confidential, non-judgmental process that enables a teacher to reflect on effective learning and teaching strategies they employ to manage behaviour of the students in their care.

Two Sessions are required to complete one profile.

1. Classroom observation approximately 30 to 40 minutes.
2. Reflection discussion approximately 30 to 40 minutes. (Within 7 days)

Profiling is based on the essential skills of classroom management (listed below)

Profilers are bound to confidentiality and are not allowed to share individual data with anyone else. As a teacher it is entirely up to you as to whether or not

## **NASOT Protocols**

Supervisors or peers provide written or electronic feedback to staff using the below template that provides staff with feedback around an agreed element of the NASOT pedagogical model.

## **Formal Feedback Protocols.**

### **Guidelines for Formal Feedback NASOT**

Two Sessions are required to complete NASOT feedback session.

1. Classroom observation approximately 30 to 40 minutes.
2. Reflection discussion approximately 30 to 40 minutes. (Within 7 days)

## **Pre Meeting/Discussion**

- Pre meet with Supervisor and negotiate time class to visit and aspect of ASOT model to observe (develop
- Establish desired fb ie electronic/ paper

## **Lesson Observation**

- Teacher introduces Supervisor/peer to class as part of the whole school approach to teaching and learning
- Supervisor/peer observes lesson, takes notes in relation to ASOT protocols. Teacher focuses on area if pre agreed
- Supervisor/ peer may check bookwork and ask students clarifying questions

## Post meeting –

- Supervisor/peer may ask clarifying questions
- Supervisor reflects on ASOT protocols and lets teacher know evidence that was observed during the lesson
- Teacher asks any clarifying questions re what Supervisor/peer saw
- Supervisor asks reflective questions to teacher around areas of strength and areas of development
- Goals/Action plan developed from feedback

## Feedback Classroom Profiling:

Confidential process between staff member and profiler. There are 5 classroom profilers in the school RANCDE, BALDFR, MCKEOCR, BURKJU,MCDEWE. Staff can request any of these profilers to provide feedback to them. This requires a class observation and follow up feedback session(as outlined above). Profilers will promote their roles through subschool meetings

## Guidelines around frequency of classroom observations

### 1) Formal feedback:

*Supervisor is a HOD, DP or Principal or PDP supervisor*

<b>Term 1</b> Meeting PDP manager 1 x Formal feedback by Supervisor	<b>Type of Feedback</b> Supervisor feedback (ASOT protocols) Formal profiling feedback/peer feedback
<b>Term 2</b> Students in action 1 x Formal Profiling /peer feedback	
<b>Term 3</b> Students in Action 1 x Formal Profiling or peer feedback	<b>Type of Feedback</b> Supervisor feedback (ASOT protocols) Formal profiling feedback/peer feedback
<b>Term 4</b> Review PDP meeting 1 x Formal feedback by Supervisor	

## **2) Frequency of informal feedback visits**

Students in action are on the calendar and occur twice yearly in terms 2 and 4.

Walkthroughs are timetabled to occur in term 1 and 4

Instructional rounds occur in negotiation with staff at least once a year

### **Informal Feedback**

Informal feedback is used to reflect on whole school and faculty priorities. It is used to gather information as to how the school is tracking around these priorities to help develop direction for professional development. It is also used to assist in norming practice to ensure consistency in observations across the school.

### **Walkthroughs**

- Are no more than a 10 minute visit
- Teachers advised of when and what is being observed ie learning goals
- Purpose is to look at identified school priority from AIP or identified priority by faculty
- Feedback given is general to whole school or faculty unless teacher requests specific feedback

### **Instructional Rounds**

- The supervisor team or team of colleagues complete instructional rounds as part of professional development to norm practice and quality assure the feedback process at MCSHS.
- Teachers can request to be part of this process
- This teacher being observed must agree to this process and is usually a master teacher or teacher that demonstrates a high level of skill in one of the design questions within the ASOT model.
- The goal of instructional rounds **is not** to provide feedback to the teacher being observed, although this is an option if the observed teacher so desires.
- Instructional rounds are when groups (not more than 3) educators visit the classroom of a teacher to norm their practice.
- This process ensures a shared understanding of the school pedagogical model and consistency of feedback.
- With focus areas identified, observing teachers record what they see during the 10 to 15 minutes that a round typically lasts.
- Observing teachers do not score teachers on a rubric. Rather, they take notes on teacher behaviours that relate to the observation focus areas.
- At the end of the observation, the observing team exits the classroom, making sure to thank the teacher and students.

## Students in Action

- Are no more than a 10 minute visit
- Purpose is to check on student bookwork and key school priorities, uniform and use of journals and encourage students responsibility of their learning
- Feedback given is general to whole school or faculty unless teacher requests specific feedback

### **Coaches Key Strategic Areas (Currently being updated for 2020)**

- Collins
- NASOT
- Differentiation
- HOT's

Position Writing Coach	FTE	Position Description/Information	KPIs (key performance indicators)
<p><b>High Quality Teaching and Learning</b></p> <p><b>Improving Student Writing Performance – Collins Writing</b></p> <p><b>EQ Strategic Plan 2017 – 2021</b></p> <p><b>Every Student Succeeding Lift Educational Outcomes for Every Student</b></p> <p><i>We will use Collins Writing – as part of our specific improvement agenda to build capability of teachers and successful writing outcomes for students.</i></p>	<p>0.2 (one line) 3 sessions</p>	<p>Lead the strategic Improvement Agenda – for improving student writing performance</p> <ul style="list-style-type: none"> <li>• Work Collaboratively with the Collins Writing Team to:               <ol style="list-style-type: none"> <li>A. Plan for improvement (using evidence/data)</li> <li>B. Implement PD</li> <li>C. Assess outcomes</li> <li>D. Celebrate success</li> <li>E. Reflect and Refine practices</li> </ol> </li> <li>• You will need effective communication and organisational skills and will be working with a range of staff to ensure systematic, co-ordinated and documented approach to writing with staff and improvement with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a documented program for Writing Improvement (eg Plan for targets, PLCs/PD, Faculty based plan)</li> <li>• Report on Outcomes to Middle management team (eg NAPLAN, QCS Writing Task, subject specific where appropriate)</li> <li>• 25 – 30% of students in U2B in Writing in NAPLAN</li> <li>• 70% + pass rate by the third practice for the Writing Tasks for QCS testing</li> <li>• 100% of staff with knowledge of Types of Writing (1 – 5) and other Writing strategies.</li> <li>• 100% of staff using Collins strategies/terminology successfully in class</li> <li>• Collins Writing documented in Faculty based units.</li> </ul>



Position	FTE	Position Description/Information	KPIs (key performance indicators)
<p><b>Inclusion Coach</b></p> <p><i>This position will focus improving teacher capacity in inclusive teaching and learning practices</i></p>	<p>0.2 (one line) 3 sessions</p>	<p><u>Key Capabilities:</u></p> <ul style="list-style-type: none"> <li>• Strong curriculum and pedagogical knowledge, data literacy and ability to embed inclusive teaching and learning practices to improve achievement for diverse learners.</li> <li>• Demonstrated skill in leading an improvement agenda for building teacher capacity in inclusive teaching and learning practices</li> </ul> <p><u>Key Responsibilities</u></p> <ul style="list-style-type: none"> <li>• Work with leadership team and teachers to develop a common understanding and common language around inclusive practices including differentiation</li> <li>• Identify and work initially with a small target group of teachers to: <ul style="list-style-type: none"> <li>○ Establish a coaching model to support teacher practice</li> <li>○ Work with teachers to support effective planning of curriculum delivery and assessment for inclusive teaching and learning.</li> <li>○ Work with teachers to support effective pedagogy for inclusive teaching and learning.</li> <li>○ Model effective practice in classes and provide feedback to staff in effective pedagogy for inclusive teaching and learning.</li> <li>○ Provide a range of professional development opportunities including – workshops, Inclusion News (articles) and leading a small PLC focussed on inclusive teaching and learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Establish a whole school baseline data around current understanding of inclusive practices</li> <li>• Development of a coaching model to support teacher practice with 100% of teachers in the target group have coaching meeting 1/term</li> <li>• Formation of an Inclusive Teaching and Learning PLC - identify data set around a focus; feedback cycle which informs next steps for PLC</li> <li>• Effective Practice is modelled for all teachers in the target group</li> <li>• Teacher survey results of effectiveness of coaching model</li> <li>• Development of regular Inclusion News articles</li> </ul>

Position Learning Support Coach	FTE	Position Description/Information	KPIs (key performance indicators)
<p><b>High Quality Teaching and Learning</b></p> <p><b>EQ Strategic Plan 2017 – 2021</b></p> <p><b>Every Student Succeeding</b></p> <p><b>Lift Educational Outcomes for Every Student</b></p> <p><i>We will ensure every student is supported to succeed</i></p> <p><i>Learning Support Coach - Literacy</i></p>	<p>0.8 (four lines) 12 sessions</p>	<ul style="list-style-type: none"> <li>• Lead an improvement agenda for students not meeting NMS (Reading and Writing)</li> <li>• Work with students in classes to support the learning outcomes for students with specific Reading (4 Writing Steps) and Writing (Differentiating Collins) needs</li> <li>• Work with staff (both in and out of class) to support the skill development of students with specific learning difficulties.</li> <li>• Model effective practice in classes and provide feedback to staff in effective pedagogy for inclusive teaching and learning.</li> <li>• Develop and document Personalised Literacy Plans for specific students</li> <li>• Provide PD on effective practice where appropriate</li> <li>• OR teach English/Literacy Support classes – students based on diagnostics and data</li> <li>• TORC test, NAPLAN reporting Data driven decisions <ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Class observations</li> <li>• Line manager: TBA</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Development of a documented program/plan for supporting students with specific learning needs (Reading and Writing) by week 5 term 1.</li> <li>• Report on Outcomes to Middle management team (eg number of students supported, number of staff supported, relative gain with student outcomes, PD provided)</li> <li>• Report on progress of targeted students each term.</li> </ul>

Position HOT Coach	FTE	Position Description/Information	KPIs (key performance indicators)
<p><b>High Quality Teaching and Learning</b></p> <p><b>EQ Strategic Plan 2017 – 2021</b></p> <p><b>Every Student Succeeding</b></p> <p><b>Lift Educational Outcomes for Every Student</b></p> <p><i>We will ensure every student is supported to succeed</i></p>	0.2 (one line)	<ul style="list-style-type: none"> <li>• Lead an improvement agenda for students in U2B across the school.</li> <li>• Work with staff (both in and out of class) to support the skill development of HOT skills in students</li> <li>• Model effective practice in classes and provide feedback to staff in effective pedagogy for HOT activities.</li> <li>• Provide PD on effective practice where appropriate across the school and to management team</li> <li>• Source resources that will support improvements in HOT</li> <li>• Review term data for A/B grades and have conversations with appropriate HOD in regards to data and improvement plans</li> <li>• Source and attend PD on HOT pedagogy</li> <li>• Align HOT strategic improvement plan with already existing Teaching and Learning Plan and ASOT Pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a documented program/plan for improving HOT within the school.</li> <li>• Increase in U2B for NAPLAN and A/B data by the end of 2018.</li> <li>• Report on Outcomes to Middle management team and senior management team (eg number of staff supported, relative gain with student outcomes, PD provided)</li> </ul>

Position ASOT Coach	FTE	Position Description/Information	KPIs (key performance indicators)
<p><b>High Quality Teaching and Learning</b></p> <p><b>EQ Strategic Plan 2017 – 2021</b></p> <p><b>Every Student Succeeding</b></p> <p><b>Lift Educational Outcomes for Every Student</b></p> <p><i>We will ensure every student is supported to succeed</i></p>	<p>0.2 (one line)</p> <p>X 1 Coach</p>	<ul style="list-style-type: none"> <li>• Lead an improvement agenda for ASOT</li> <li>• Work with staff (both in and out of class) to support the skill development in ASOT – in particular DQ 3 and 4</li> <li>• Model effective practice in classes and provide feedback to staff in effective pedagogy in line with the ASOR framework</li> <li>• Provide PD on effective practice where appropriate across the school and to management team</li> <li>• Review effective implementation of ASOT across Faculty areas</li> <li>• Effective communication and documentation will be necessary</li> <li>• Provide PD on ASOT to staff</li> <li>• Align ASOT strategic improvement and implementation plan with the AIP</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a documented program/plan for improving and implementing ASOT within the school. (Specific focus on HOT)</li> <li>• Report on Outcomes to Middle management team and senior management team (eg number of staff supported, PD provided, effective implementation, improvement with HOT/U2B)</li> </ul>

PDP FOCUS	Student evidence (from NASOT desired effects)	Example strategies	General Feedback/notes
<p style="text-align: center;"><b>Feedback</b> <b>DQ 1-2</b> <b>Teacher PDP GOAL:</b></p> <hr/> <hr/> <hr/>	<p>Students</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are engaged in an activity to discuss or record learning goal</li> <li><input type="checkbox"/> Can explain what learning goal is in terms of SKILL they need to perform</li> <li><input type="checkbox"/> Can describe how an activity relates to target learning goal – what skill?</li> <li><input type="checkbox"/> Engage in whole class assessment activities</li> <li><input type="checkbox"/> Can explain their current progress subject</li> <li><input type="checkbox"/> Can explain current progress in relation to specific learning goals and/or proficiency scales</li> <li><input type="checkbox"/> Demonstrate pride regarding their accomplishments in class</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collins 1 or 2</li> <li><input type="checkbox"/> Warm up clearly aligned to previous LG</li> <li><input type="checkbox"/> Entry ticket clearly aligned to previous LG</li> <li><input type="checkbox"/> Exit ticket</li> <li><input type="checkbox"/> Whole class proficiency scales</li> <li><input type="checkbox"/> Individual proficiency scales</li> <li><input type="checkbox"/> Data walls</li> <li><input type="checkbox"/> Lesson checklists</li> <li><input type="checkbox"/> Tiered seating plans</li> <li><input type="checkbox"/> Show me boards</li> <li><input type="checkbox"/> Triptico</li> <li><input type="checkbox"/> Quiz Quiz trade</li> <li><input type="checkbox"/> Other formative assessment: - _____</li> <li><input type="checkbox"/> Class celebration of progression</li> <li><input type="checkbox"/> Confidence rating techniques (1-5)</li> </ul>	
<p style="text-align: center;"><b>Coaching reflection</b> <b>notes/progress toward</b> <b>PDP Goal</b></p>			

PDP FOCUS	Student evidence (from NASOT desired effects)	Example strategies	General Feedback/notes
<p><b>Thinking through content</b>  <b>Teacher PDP GOAL:</b>  <b>DQ 3-6</b></p> <hr/> <hr/> <hr/>	<p>Students engage in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exploration of unusual or intriguing information</li> <li><input type="checkbox"/> Collins Writing activity reflecting curriculum content or skill</li> <li><input type="checkbox"/> Participating in differentiated tasks to improve identified areas of development</li> <li><input type="checkbox"/> HOT activity reflects curriculum content or skill</li> <li><input type="checkbox"/> Processing content between chunks</li> <li><input type="checkbox"/> Asking clarification questions voluntarily and/or explaining misconceptions/what, they are confused about.</li> <li><input type="checkbox"/> Recalling critical content from pervious lessons</li> <li><input type="checkbox"/> Identifying and analysing their own errors and making corrections</li> <li><input type="checkbox"/> Practice activities</li> <li><input type="checkbox"/> Defending conclusions</li> <li><input type="checkbox"/> Effective group work (move quickly, treat others with respect, work efficiently)</li> <li><input type="checkbox"/> Independent notes construction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collins 3/ Collins Essential assignment</li> <li><input type="checkbox"/> Inquiry questions</li> <li><input type="checkbox"/> Connecting hexagons</li> <li><input type="checkbox"/> Classroom continuums</li> <li><input type="checkbox"/> Q matrix</li> <li><input type="checkbox"/> Jigsaw</li> <li><input type="checkbox"/> UN development goal link</li> <li><input type="checkbox"/> Why is it so?</li> <li><input type="checkbox"/> Plus Minus Interesting</li> <li><input type="checkbox"/> APC – alternative, possibilities, choices</li> <li><input type="checkbox"/> EBS – examine both sides</li> <li><input type="checkbox"/> SCAMPER – substitute, combine, adapt, modify, purpose, eliminate, reverse</li> <li><input type="checkbox"/> 5W's – who, what, when, where, why?</li> <li><input type="checkbox"/> See, think, wonder, Y chart</li> <li><input type="checkbox"/> Feel, act, believe</li> <li><input type="checkbox"/> Escape the room</li> <li><input type="checkbox"/> Reciprocal teaching</li> <li><input type="checkbox"/> Tug of thought</li> <li><input type="checkbox"/> Graphic organisers</li> <li><input type="checkbox"/> Dramatic enactment/role play</li> <li><input type="checkbox"/> Memory strategies</li> <li><input type="checkbox"/> Double bubble</li> <li><input type="checkbox"/> Similes and metaphors</li> <li><input type="checkbox"/> Diagramming and argument</li> <li><input type="checkbox"/> Purposeful HW</li> </ul>	
<p><b>Coaching reflection notes/progress toward PDP Goal</b></p>			

PDP FOCUS	Student evidence (from NASOT desired effects)	Example strategies	General Feedback/notes
<p><b>Engagement</b> <b>DQ7-10</b> <b>Teacher PDP GOAL:</b></p> <hr/> <hr/> <hr/>	<p>Students</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate and show understanding of classroom routines (entry, warm up, change of activity, lesson sequence)</li> <li><input type="checkbox"/> Participate in academic games</li> <li><input type="checkbox"/> Describe how success is celebrated in the class</li> <li><input type="checkbox"/> Are involved in activities requiring physical movement</li> <li><input type="checkbox"/> Describe how physical movement keeps them interested and helps them learn</li> <li><input type="checkbox"/> Receive descriptive positive feedback about behaviour, engagement and quality of work</li> <li><input type="checkbox"/> Regulate their own behaviour</li> <li><input type="checkbox"/> Have opportunities to discuss themselves or engage in their interests</li> <li><input type="checkbox"/> Comment positively about teacher interest and enthusiasm</li> <li><input type="checkbox"/> Explain how 'friendly controversy' activities help them better understand content</li> <li><input type="checkbox"/> Have opportunities to engage in content at their proficiency level to show fluency and celebrate success</li> <li><input type="checkbox"/> Have opportunities to engage in content above their proficiency level to challenge</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Think Pair Share</li> <li><input type="checkbox"/> Classroom reward system: _____</li> <li><input type="checkbox"/> Show me boards</li> <li><input type="checkbox"/> Effective questioning techniques including: wait time, paddle pop, directed, choral response, response chaining</li> <li><input type="checkbox"/> Tiered lesson activities: environment, content, process, product</li> <li><input type="checkbox"/> Academic games: Taboo, Mile a minute, snowball. Guess the letter, Boogle, Pictionary, scategories</li> <li><input type="checkbox"/> Series of graduated action for behaviour management</li> <li><input type="checkbox"/> Visible reminders classroom expectations</li> <li><input type="checkbox"/> Use of essential skills: _____</li> </ul>	
<p><b>Coaching reflection notes/progress toward PDP Goal</b></p>			

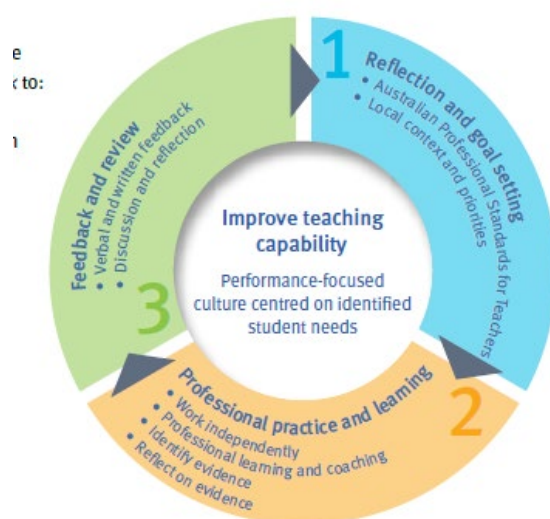




# Overview of Performance Development Program

The Performance Development Program at Mountain Creek State High School involves two distinct phases. The first phase is a reflective process where goals are developed for the year with a mentor and the second phase is the collection of evidence to evaluate progress and to generate further reflection.

This process involves teachers and mentors working together to establish key goals and learning opportunities, monitor and evidence progress and provide formal and informal feedback and recognition for achievement. The teacher and mentor have two key meetings in term 1 and 3. As part of this process staff are will receive formal feedback as outlined above.



## Teachers role in this process:

- 1) Identify strengths and opportunities for growth that may inform your performance and development goals for the year
- 2) Agree on goals with your mentor and identify appropriate evidence to show progress

In preparation for the first meeting could you please complete the following:

- Reflect on your own teaching practice, informed by [AITSL](#) and the shared understanding of effective teaching at your school [pg10 Curriculum and Assessment Plan](#)
- Complete Survey Monkey to assist with your reflection (step 1) moodle
- Use your reflections to generate a small number of possible smart goals
- Request a formal observation linked to your goal (step 2)

- With your mentor, review and agree on your areas of strength, improvement and further development
- With your mentor, review and agree on your goals
- Develop action plan to achieve goals
- This process is on moodle

## Mountain Creek State High School Performance Development Plan 2019

Please check the schedule for PDP this year to find out which Mentor you will be working with.

 PDP 2019 Mentor Allocation

 Announcements



[PDP process](#)  
[Goal Setting](#)  
[PDP Allocation](#)  
[Feedback and protocol sheet](#)

### Mentor/ Coach Role

The most important part of this process is to establish rapport and trust with your staff. Please refer to the HOD folder on PD we have done previously on coaching.

- Observe and record written feedback (ASOT observation sheet)
- Or staff member bring observation by another teacher and uses it to help create goals

- Look at results of your staff AITSL questionnaire (Survey Monkey)
- Know your staff – what year levels subjects teaching, extra curricular interests, talk to HOD, feedback from lesson observation
- Block out time to have meetings with staff
- Conduct meeting – the main aim is to come with some agreed goals with the teacher. Discuss evidence that the teacher may use to track their goal. Establish a means of communication of how they are tracking with goal (how will you support)
- Save the agreed goals under HOD PDP 2019
- Follow up Meeting in term 4

DRAFT

## Year/Unit Planning

At Mountain Creek SHS we have a 7-10 generic unit template to ensure the alignment of curriculum, pedagogy and assessment as well as school based priorities. An example is provided below. With the introduction of SATE a similar process and unit template is currently being developed: Before beginning unit development it is key that the following is completed initially:

## Process for Implementation of ACARA 8

### ACARA 8 Planning

#### Step 1

- ⇒ Use Mapping Tool Year level Plan to check current Assessment  
Filepath: <G:\Coredata\Curriculum\ACARA 8\KLA's\Achievement Standard Mapping Tool>
- ⇒ Tick where achievement standards are met across the Year/Semester program
- ⇒ Highlight where achievement standards are NOT met anywhere

#### Step 2

- ⇒ Adjust Assessment items as required to meet achievement standards

#### Step 3

- ⇒ Check Marking criteria (some may have changed slightly with new version) and adjust as required. Add specific dot points for each standard

#### Step 4

- ⇒ Embed specific cognitive verbs in the (assessment item itself and criteria)
- ⇒ Check subject specific cog verb handout (identifies ones that are AS or CD)
- ⇒ Ensure AS for year level are used in assessment and standard matrix in context of the achievement standard  
Filepath: <G:\Coredata\Curriculum\ACARA 8\Resources\Cog Verbs ACARA>

#### Step 5

- ⇒ Check Unit plan template filepath <G:\Coredata\Curriculum\ACARA 8\KLA's\Unit Plans>
- ⇒ Front Page –
  - Achievement Standards
  - Specific ACARA content descriptors (cog verbs highlighted) ie Science Understanding
  - Cross Curriculum Priorities
  - Cognitive Verbs/Literacy/ Numeracy/ICT skills listed
  - List of formative and summative assessment
- ⇒ 1 page of Learning Goals and Success criteria – no more than 5 per unit (based on achievement standards **highlighting cog verbs**)

- ⇒ Subject Specific Vocabulary List
- ⇒ Outlined for each week
  - Teaching and Learning Sequence (What content and skills) – should identify key content as well as focus skill (cognitive verb)
  - ASOT strategies (How ie graphic organisers, questioning activities, elbow partners, which question it relates to ie introducing new knowledge hook in, graphic organiser used to identify prior knowledge, graphic organiser used to practice and deepen ie venn diagram for compare and contrast
- ⇒ Resources
- ⇒ Differentiation – can be a blank column for every individual teacher to complete
- ⇒ Exemplar Unit – Yr8 Science Chemistry [G:\Coredata\Curriculum\ACARA 8\Unit Plans](#)

## STEP 6

- ⇒ Whole Year Plan – Check the current ones you have and then align with ACARA8. Go to [G:\Coredata\Curriculum\ACARA\Year Band Plan](#)

## Important Information to consider

- Progression of Cognitive verbs from ACARA through to SATE Senior Phase Glossary  
Filepath: [G:\Coredata\Curriculum\ACARA 8\Cog Verbs ACARA](#)
- Difference between cognitive verbs outlined as content descriptors **or** achievable standards  
[G:\Coredata\Curriculum\ACARA 8\Resources\Cog Verbs ACARA](#)
- Exemplar Unit – [Generic Plan](#)

## Alignment of Curriculum, Assessment, Teaching & Learning

Steps	Considerations	Who
<b>Alignment of Curriculum Intent</b> (What do students need to <u>understand</u> and be able to <u>do</u> ?)		
1. Do the chosen <u>achievement standards</u> align to the unit outline?	<ul style="list-style-type: none"> <li>• Ensure chosen achievements standards achievable within a term</li> </ul>	
2. Do the chosen <u>content descriptions</u> align to the achievement standard?	<ul style="list-style-type: none"> <li>• Ensure the content to be covered is achievable within a term</li> </ul>	
3. Do the <u>learning expectations</u> clearly breakdown the achievement standards into achievable learning goals?	<ul style="list-style-type: none"> <li>• Ensure the learning expectations clearly define what the students will understand and do</li> </ul>	Class Teacher
<b>Alignment of Curriculum and Assessment</b> (How will my students demonstrate what they <u>understand</u> & <u>can do</u> ?)		
4. Do the chosen summative assessment tasks align with the learning expectations?	<ul style="list-style-type: none"> <li>• Ensure the assessment task(s) allow the teacher make judgment that the learning expectations have been achieved (DQ1)</li> </ul>	
5. Are the assessment task(s) well designed?	<ul style="list-style-type: none"> <li>• Ensure the assessment tasks are aligned to the learning expectations</li> </ul>	

Alignment of Curriculum, Assessment and Teaching How will I support the learning of the range of students in my class?		
6. Is the teaching and learning sequence aligned to the learning expectations (and content to be covered)?	<ul style="list-style-type: none"> <li>Ensure the weekly topics or learning focus breaks down the learning students need, to achieve their learning goals</li> </ul>	
7. What teaching strategies will I use to support the learning of students?	<ul style="list-style-type: none"> <li>Ensure pedagogical practices support student learning and engagement (DQ2,3,4,5)</li> </ul>	
8. What formative assessment will I use to ensure students have learned what I expected them to learn?	<ul style="list-style-type: none"> <li>List formative assessment tasks that provide data to inform teaching and learning for the next lesson</li> </ul>	

Table 1

## Senior Unit Plans

- For development of Senior Unit Plans the TLAP is the minimum requirement for 2019. All faculties will move towards a school unit template for 2020.
- The following checklist has been developed for staff

### PLANNING FOR SATE (General Subjects)

#### **Must Haves in every unit;**

**Begin with TLAP as a minimum requirement work towards the below so that a teacher can walk in at anytime and pick up from where last teacher left off.**

- Front Page – Unit Description – *copy and paste from syllabus*
- Unit Objectives – *copy and paste from syllabus*
- Assessment Plan
  - Assessment details, Objectives to be assessed, Conditions - *copy and paste from syllabus*
  - Date – *please use dates agreed on from October 30<sup>th</sup> Admin SATE meeting*
- Unit Planner – 15 weeks brief overview - *use the unit objective as your title for the lessons. This document should be given to students on the first day teaching the unit – make student friendly*
- Subject Matter– *copy and paste unit objectives as a list – should also be handed to students on the first teaching day of the unit*
- Vocabulary list including Cognitive Verbs. Assessable Cognitive Verbs – *should also go to students on first teaching day of the unit*
- Weekly teaching – columns to include: *(for the teacher – ideas for lesson sequence – use the unit objective as the title of the lesson)*
  - Week #
  - Subject Matter (content and skills)
  - Teaching and Learning (reference to ASOT Qu 2,3,4 ,HOTS and Collins 21<sup>st</sup> Cent Skills)
- Assessment focus if assessment completed in class time
- Resources/Activities

#### Notes – some examples

#### Teaching and Learning - ASOT strategies some examples

- DQ2** introducing new knowledge hook in, graphic organiser(concept map) used to identify prior, type 1 Collins, HOT warmup

- **DQ3** Practice and Deepen ie Venn diagram for compare and contrast, Collins type 2,3, notetaking Cornell,
- **DQ4** - decision making, problem solving, experimental inquiry, investigation tasks, generate and test hypotheses
- Resources – text, links to websites, online activities, moodle, teacher tube

[Exemplar Unit](#)

DRAFT