Teaching and Learning Handbook
2017
At Railway Estate State School, we take great pride in what we teach – and how we teach it. Our high expectations in improvement in curriculum and pedagogy are fundamental to teachers’ professional learning and student success.

The ‘Teaching and Learning Expectations’ set out in this handbook have been developed in consultation with our teachers and have been shared in professional learning sessions. This handbook outlines the consistent practices that are expected at our school.

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2. Yearly overview
3. Behaviour Management
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Our Vision: Creating a responsive learning environment that develops responsible, reflective and respectful learners, who strive for success.
Teaching and Learning the ‘Railway Way’

About Teaching and Learning at our School

Our Vision: At Railway Estate State School, our aim is to create a responsive learning environment that develops responsible, reflective and respectful learners, who strive for success.


*Note/Acknowledgement: This process is based on school, regional and EQ priorities, as well as research by John Fleming and practice by Trinity Beach SS, Goondi SS and Bellfield Primary School.

5 Pillars of School-wide Improvement

Pillar 1 – Effective relationships - Positive relationships between teachers, parents and students
Pillar 2 – Teacher accountable learning – responsibility is accepted for each student’s learning
Pillar 3 – High expectations – belief that all students can achieve high academic results
Pillar 4 – Explicit Teaching – explicit and direct instructions every day, every classroom
Pillar 5 – Systematic curriculum delivery – Data-led teaching and differentiation based on clear and specific curriculum programs

6 Givens (Non Negotiables) for Every Learning Environment

All staff will ensure -

1. Strong Relationships
2. High Expectations and Excellent Classroom Practice
3. Excellent Bookwork and Daily Correction
4. Excellent Display
5. Positive Classroom Tone
6. Quality Feedback to Students

3 Imperatives of Student Engagement

All staff will ensure that -

• Students are safe, have trust, respect and feel valued
• Students have engaging work at their level
• Students have friends at school
Six Givens (Non-Negotiables) for Every Learning Environment

1. **Strong Relationships: Respect, collegiality, professionalism, partnerships**
   - Students are safe, have trust, respect and feel valued
   - Students have work at their level
   - Students have friends at school
   - Parents feel welcome and informed
   - Speak positively and focus on the great things happening
   - Active participation and involvement in our school community
   - Embrace cultural diversity
   - Share ideas and work as a team
   - Be aware of personal issues and be empathetic
   - Make time for colleagues and yourself

2. **High Expectations And Excellent Classroom Practice: Pride, professionalism, consistency and presentation**
   - Every day matters – attendance 93% plus
   - Students and staff on time and well prepared
   - Enforce school/classroom routines and practices – Essential Skills in Classroom Management
   - Demand the best from every student
   - Expect and demand excellent work ethic and behaviour
   - Ensure a supportive school environment and differentiate for individual needs
   - Use the data to inform your practice
   - Ensure adequate resources
   - Explicitly teach every lesson
   - High quality, organised classroom display
   - Excellent handwriting and presentation
3. **Excellence Display: Pride, professionalism, presentation**

- Desks are positioned so students can clearly see the board, with minimal distraction from others
- Classroom is clean, free of rubbish and unnecessary storage of files, equipment etc
- Storage areas are clean, organised and uncluttered
- Clearly defined display areas
- Behaviour – School rules (Be Safe, Be Responsible; Be Respectful), Classroom rules, Positive reinforcement strategies evident, RESS Classroom Steps
- English, Maths, Science – word walls (sight words, unit words, tricky words), concept charts/genre/exemplars are relevant and easily accessed by students for their learning
- Student work is displayed and is current and presentation is valued
- Daily timetable is on the board

4. **Excellent Bookwork and Daily Corrections: Pride, professionalism, consistency and presentation**

**Prep to Year 2**

- A sharp lead pencil is used for writing
- Developing writing that is neat, well sized, close together and spaced correctly
- Posture for handwriting - feet flat on the floor, back straight (leaning forward slightly), bottom well back in the chair and hand stabilising book or paper
- Tripod pencil grip ensures handwriting is neat and consistent
- If a mistake is made use a single line to cross out
- There are no blank pages
- Sheets are glued into books properly – the corners are not flapping, sheets are straight.
- Work is to be corrected regularly
- Drawings and colouring-in reflect best effort
- All work is dated at the top
- Headings are underlined
- Targeted, explicitly taught work is to be corrected DAILY
- Choose an emphasis/specific aspect of learning
- Sign/initial work and provide verbal or written feedback
- Reinforce Bookwork expectations
Years 3 to 6

- A sharp lead pencil/biro (blue/black) is used for writing
- Writing is neat, well sized, close together and spaced correctly
- Posture for handwriting - feet flat on the floor, back straight (leaning forward slightly), bottom well back in the chair and hand stabilising book or paper
- Tripod pencil grip ensures handwriting is neat and consistent
- If a mistake is made use a single line to cross out
- There are no blank pages
- Sheets are glued into books properly – the corners are not flapping, sheets are straight
- Drawings and colouring reflect best effort
- Standard English/KLA workbooks should contain a margin on the side (2.5cm) which is to be ruled with red biro from the top line to the bottom line. The top line should then be ruled with a red biro from the margin to the right edge of the page. The date should then be written in the margin.
- When activities for the day are finished a line is to be ruled under the work in red biro from the margin to the right edge of the page
- Standard Maths books should have each page divided into 2 equal columns. The line should then be ruled with a red biro from the top line to the bottom line of the page. The back of this book can be utilised for no. fact tests or quizzes and should be separated into 4 equal columns ruled with red biro from the top line to the bottom line of the page. The date should be written at the commencement of each activity at the top and to the left side of the column. When activities for the day are finished a line is to be ruled under the work in red biro.
- Targeted, explicitly taught work is to be corrected DAILY
- Choose an emphasis/specific aspect of learning
- Sign/initial work and provide quality verbal or written feedback
- There is to be no graffiti/defacing of books
- Reinforce bookwork expectations

5. **Excellent Classroom Tone: Positive, powerful learning environment**

- Set consistent, clear classroom expectations and routines
- Embed the Essential Skills in Classroom Management
- Greet students and parents
- Model respect, courtesy, manners and honesty
- Model enthusiasm and resilience
- Explicitly teach appropriate language and classroom behaviour
- Low noise levels and no calling out
- Automatic response by all students to teacher directions and requests
6. Quality Feedback for Students: Professionalism, improvement, success

- Effective feedback requires quality relationships
- Feedback is constructive, honest and always starts with the positive
- Clear expectations are provided prior to lessons – WALT (What we are learning today) and WILF (What I am looking for)
- Meaningful, written and verbal statements are provided to students based on the Guide to Making Judgement
- Students must set personal reading goals every term in collaboration with the teacher
**T&L Expectations: Railway Estate Yearly Overview**

**About:** This document outlines the yearly expectations for teaching staff.

**Expectations:** Teachers are expected to be prepared for the following tasks on the outlined weeks. More information about each task can be found in other Teaching and Learning Expectations.

**Process:** As stated on weekly outline and other Teaching and Learning Expectations.

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<th>Semester 1</th>
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<td><strong>Term 1</strong></td>
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T&L Expectations: Behaviour Management

About: This document outlines behaviour management expectations to ensure consistency by all staff in managing behaviour. Consistency is paramount to ensure that all students have a clear understanding of behaviour expectations and the subsequent positive and negative consequences.

Expectations: Teachers and teacher aides are expected to follow these guidelines so that there is a clear and consistent approach to managing behaviour.

Process:
Within each classroom and the playground environment staff implement the following procedures, which are outline in further detail in this document:

1. Proactively manage classroom behaviour using the Essential Skills for Classroom Management
2. Follow the RESS 6 Classroom Steps
3. Follow the four Playground steps
4. Positively reinforce behaviours using playground and classroom GOTCHAs, Citizen of the Week, classroom reward system and school rewards day.
5. Explicitly teach the RESS 6 Pillars of Character

Classroom procedures:

1. ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT:
   Teachers are expected to use the Essential Skills for Classroom Management (ESCM) to proactively manage behaviour. All teachers have been provided with an ESCM Flipbook (also available on GDrive at coredata/curriculum/behaviour) to use as a resource to implement the 10 strategies, which are:
   - ESCM Skill 1: Establishing expectations
   - ESCM Skill 2: Instruction giving
   - ESCM Skill 3: Waiting and scanning
   - ESCM Skill 4: Cueing with parallel acknowledgement
   - ESCM Skill 5: Body language encouraging
   - ESCM Skill 6: Descriptive encouraging
   - ESCM Skill 7: Selective attending
   - ESCM Skill 8: Redirecting to the learning (not the behaviour)
   - ESCM Skill 9: Giving a choice
   - ESCM Skill 10: Following through

2. CLASSROOM STEPS
   All teachers are expected to use the RESS Classroom Steps, which are provided for all classrooms. When teachers follow this process there is a clear and consistent approach to managing classroom behaviour. Furthermore, following these steps allows for the principal to support teachers in following through with parent contact, time-outs, suspension and exclusion.

   The RESS Classroom Steps are:
   1. Stop and think.
   2. Rule Reminder
   3. Redirection and Choice
   4. Time out in classroom (10 minutes in Thinking Chair)
   5. Time Out in Buddy Class (10 minutes) *NOTE: behaviour must be recorded on OneSchool at this point
   6. Referral to admin: Principal called to remove student from class (students are not to be sent to the office without phone call to the Principal) *NOTE: behaviour must be recorded on OneSchool, with electronic referral to the Principal
**Playground Procedures**

Step 1:  
Warning (verbal) that behaviour unacceptable and rule reminder.

Step 2:  
Period of sit out or walk with the duty teacher or restitution

Step 3:  
Continuation of unacceptable behaviour – OneSchool referral to the Principal (note: due to timetables teacher aides may complete a Time Out referral and provide to administration if urgent attention is required, however a OneSchool referral must be completed as soon as possible)

Step 4:  
Principal or delegate will usually see the student and discuss actions, depending on the incident details. The principal or delegate will decide on the consequence for the behaviour based on the behaviour matrix of minor and major behaviours. E.g. ‘Time-out’ sessions, apology, or suspension.

**Time out procedures:**

The Principal or delegate is responsible for sending students to time-out based on information provided through the OneSchool referral. Teachers and teacher aides are not to send students to time-out. This must always be done through the OneSchool referral process to the Principal.

During ‘time out’ a formal reflection is written about the action and how this will be improved in the future. The time out referral form and reflection is provided to the principal after completion with the time-out teacher. These forms are then sent home informing parents and are required to be signed by the parent and returned to admin.

NB* if students’ actions are considered major physical aggression, behaviour dangerous to themselves or others steps can be fast tracked, principal contacted and / or parents contacted.

Students that have 3 or more time-outs in a term do not participate in Railway Rewards Day at the end of term.

**Whole School Positive Reinforcement Strategies:**

GOTCHAS: GOTCHAs are a positive reinforcement strategy for recognising positive effort, attitude and behaviour.

- Playground GOTCHAs (yellow) – All duty staff are to hand out GOTCHAs for positive behaviour. They should not be restricted to students who help, but also to students that are displaying the 6 Pillars of Character during play time. E.g. playing fairly
- Classroom GOTCHAs (blue) – All teachers and teacher aides are to hand out Classroom GOTCHAs as a strategy for encouraging positive classroom effort, attitude and behaviour. Teachers keep a tally of the number of GOTCHAs that each student receives on the template provided by admin. This template is then provided to admin for tallying with playground GOTCHAs, which count towards GOTCHA awards
- GOTCHA awards – Bronze, silver and gold level GOTCHA awards are handed out on school parade once students reach each level.
- GOTCHA award levels – Bronze – 30; Silver – 60; Gold – 100
- Gold level GOTCHA award privileges - Receive ‘Gold Level Student’ badge on parade; Sit on a chair at parade; Sit anywhere in the eating area at eating time; No homework for a week (negotiated with teacher); Free Icy Cup voucher

CITIZEN OF THE WEEK: One student from each class is awarded ‘Citizen of the Week’ at school parade. This positive reinforcement strategy is used to encourage positive effort, attitude and behaviour within the classroom.
*Important note: It is an expectation that every student from each class will receive this award within the school year. This ensures that each student is recognised – whether it be effort, achievement or improvement. Teachers are required to keep a record of this to ensure that this occurs.

REWARDS DAY: Rewards Day is a positive reinforcement strategy that is used to celebrate positive effort, attitude and behaviour. It is held once per term and the Student Council decide on the event based on student feedback and negotiation with admin.

*Important note: Students that receive have three incidents that result in Time-Out OR one incident that results in suspension will not attend Rewards Day.

THE SIX PILLARS OF CHARACTER:

The Six Pillars of Character are values that are embedded within school practices. They are to be explicitly taught in class, as well as in ‘teachable moments’ in class and in the playground. They are also a focus of school parades and used on playground GOTCHAs, in “Time-Out” room reflection sheets and suspension re-entry plans.

Each week a different pillar will be the focus (see overview).

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<td>Responsibility</td>
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SIX PILLARS CLASSROOM EXPECTATIONS: Teachers are expected to explicitly teach a short session (10 – 15 minutes) each week until all pillars have been explicitly introduced. An example lesson using the gradual release model:

1. Modelled practice (I do): teacher introduces the pillar of the week and discusses the meaning of the pillar.

2. Shared practice (We do): teacher provides an example relevant to the students.

3. Guided practice (We do): teacher provides a scenario for small groups to discuss

4. Independent practice (You do): students reflect on the scenario in oral or written format

Teachers are also expected to teach the pillars in teachable moments. For example, if the students were using ‘put downs’ or bullying it would be an opportune time to refer to the RESPECT pillar and discuss the school expectations.

Lessons can also be downloaded at: [http://charactercounts.org/resources/index.html](http://charactercounts.org/resources/index.html) (Teachers will need to register for free)

SIX PILLARS CLASS DISPLAY: When introducing each Pillar the teacher make a visual display of each Pillar (e.g. class brainstorm)
**Communication and monitoring of behaviour:**

OneSchool:

- All major behaviours must be recorded on OneSchool and referred to the Principal by the staff member who witnessed or was informed of the behaviour. Major behaviours include: physical incidents; ongoing bullying; swearing; leaving school grounds; stealing, etc. (see RESS Behaviour Matrix for a list of all major behaviours)

- Regular low-level inappropriate behaviour should be recorded in OneSchool so that a record the behaviour pattern can be analysed and responded to. These records provide data for fortnightly behaviour management data meetings between the Guidance Officer and Principal. They also provide evidence for: implementing consequences; conversations with parents/stakeholders; applying for additional resources (e.g. teacher aide funding)

- Contact with parents regarding behaviour must be recorded in the ‘Contact’ tab on OneSchool

Principal referrals and discussions:

- Staff should inform the Principal of all major behaviours (through OneSchool referrals) as well as ongoing low-level or minor behaviours (verbal/email)

- All behaviours for ‘Time-Out’ must be recorded in OneSchool and referred to the Principal using the referral function.

Contact with parents/caregivers:

- All staff are required to contact parents/caregivers for ongoing behaviours. Parents are more likely to support proactive-ness by teachers so that both parties work together. Parents should not find out through oral or written reporting that there are unsatisfactory behaviours.

- All ‘Time-Out’ forms are send home to parents to be sighted, signed and returned to admin

Behaviour Data Meetings:

- OneSchool behaviour data is analysed every fortnight by the Guidance Officer and Principal. The following areas are analysed and strategies and responded to: Behaviour incident categories; Teacher referrals; Students with multiple incidents; Area of incidents; Case management summary

**Additional information:**

Further information regarding behaviour management can be found in The Responsible Behaviour Plan for Students. This document is provided to all parents and is also available on our school website. Staff can access this document on GDrive at: coredata/common/behaviour
# T&L Expectations: Data Analysis

**Overview of data set analysis**

<table>
<thead>
<tr>
<th>Data set</th>
<th>Time</th>
<th>Process</th>
<th>Person responsible</th>
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<tbody>
<tr>
<td>NAPLAN</td>
<td>Term 3 (when available)</td>
<td>Analysis and summary of whole school performance, cohort performance, whole school trends to inform curriculum development and pedagogical approach. Summary to be shared with all staff. Analysis of class and student performance to inform teaching.</td>
<td>STLAn, Principal&lt;br&gt;STLaN, teachers</td>
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<td>Reading data</td>
<td>Each term</td>
<td>Analysis of whole school progression, including number of students below benchmarks and number of students not progressing. Summary to be shared with all staff. Data meetings to be held with each teacher once per term.</td>
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<td>A-E achievement - Reporting</td>
<td>Term 3, Week 2 and Term 1, SFD</td>
<td>Analysis of whole school performance, cohort performance, whole school trends to inform curriculum development and pedagogical approach. Summary to be shared with all staff.</td>
<td>HOC</td>
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<td>A-E achievement - Reporting - KLA</td>
<td>Term 2, Week 2 and Term 4, Week 2</td>
<td>Analysis of whole school KLA performance, cohort performance, whole school trends to inform curriculum development and pedagogical approach. Summary to be shared with all staff.</td>
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<td>Behaviour</td>
<td>Weekly</td>
<td>Monitoring of behaviour incidents and referrals, with summary provided to Principal for discussion. Summary to be shared with all staff once per term.</td>
<td>BMST&lt;br&gt;Principal</td>
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<tr>
<td>Absences</td>
<td>Weekly</td>
<td>Monitoring of student absences. Focus is on students that are absent for more than 2 consecutive days and/or students that have &lt;85% attendance.</td>
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<td>Principal, Admin Officer, Guidance Officer</td>
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About PM Benchmark Reading Assessment:-

The PM Benchmark Reading Assessment Resource has been designed to explicitly assess students’ instructional and independent reading levels using unseen texts.

The assessment process includes silent reading for the purpose of oral retelling (Optional), oral reading for the purpose of miscue analysis (identify knowledge, skills and strategies and fluency) and comprehension questions to find student’s level of understanding.

The aim is to have consistent assessment practices within the school.

PM Benchmark Reading Assessment expectations:-

- The assessment process includes silent reading for the purpose of oral retelling (Level 11 and above), oral reading for the purpose of miscue analysis (identify knowledge, skills and strategies and fluency) and comprehension questions to find student’s level of understanding.
- The aim is to have consistent assessment practices within the school.
- PM Benchmark Reading Assessments are to be completed at least once a term.
- Must do Assessments – Silent Read and Retell for Level 11 and above. Record in Retell Section. Running Record and Miscue Analysis and Comprehension.

<table>
<thead>
<tr>
<th></th>
<th>Retell Accuracy</th>
<th>Reading Accuracy</th>
<th>Comprehension Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>EASY</td>
<td>50-100%</td>
<td>96-100%</td>
<td>Satisfactory Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>As per front page of Reading Assessment record.</td>
</tr>
<tr>
<td>INSTRUCTIONAL</td>
<td>50-100%</td>
<td>90-95%</td>
<td>Satisfactory Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>As per front page of Reading Assessment record.</td>
</tr>
<tr>
<td>HARD</td>
<td>&lt;50%</td>
<td>&lt;90%</td>
<td>Satisfactory Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>As per front page of Reading Assessment record.</td>
</tr>
</tbody>
</table>

- The student’s **Instructional Level** is to be entered on Oneschool at the end of each term. Instructional Levels allow teachers to use the identified areas of need to begin instruction where as an Easy Level does not provide this information.

PM Benchmark Reading Assessment process:-

- When dating the Reading Assessment Sheet please include the year – dd/mm/yyyy

Introduce the selected text by reading the title and discussing the cover, say:

“This story is about…. and the names of the people in it are....”

**Level 10 and below:** Give the child a chance to do a picture walk, encouraging them to predict and comment on what’s happening in the text. They may even make some connections to their own world or another text they have read. *No discussion with or clarification by the assessor.*

**Oral Reading** “Now, I’d like you to read the story/text to me.”

Do not prompt. Remain objective throughout the reading Record what the child says and does while reading. Include accurate reading and miscues.

**Level 11 and above:** - Silent Read and Retell. If the child cannot retell the text with some accuracy the level below should be tried until a retell is reasonably accurate.

**Oral Reading:** - as above.
“Now I am going to ask you some questions about this book/text”

Tick the appropriate boxes and record exactly what the child says for incorrect responses.

Children can only achieve a certain level if their comprehension is at a **satisfactory level** according to the comprehension summary on the front page of the Reading Assessment.

**NB** It is important to note which type of comprehension questions the children may find difficult. E.g. Inferential or applied knowledge questions. This can then be the focus of explicit teaching for these types of comprehension.
T&L Expectations: PROBE
Running Records & Comprehension

About PROBE Reading Assessment:-
The PROBE Reading Assessment Resource has been designed to determine a student's reading accuracy and comprehension ability which together determine their reading age.

The assessment process includes oral reading for the purpose of assessing a student's decoding ability and reading behaviours as well as comprehension questions to find which comprehension skills a student uses and which skills need to be learnt.

The aim is to have consistent assessment practices within the school.

PROBE Reading Assessment expectations:-
• PROBE Reading Assessments are to be completed at least twice a year. (1st Term and 3rd Term)
• Both Fiction and Non Fiction can be used. Using only one format can disadvantage some readers.
• Reading Age = 96%+ decoding with 70%+ comprehension (See Appendix 1)
• Entering scores on Oneschool

**Important processes to follow when assessing with PROBE**

Regardless of an assessor's knowledge the answer page must always be open when testing. *If it isn’t referred to with each answer, the purpose of this assessment will be defeated.*

Each answer a student gives must be compared to the assessment answer. *An exact match does not have to be given.*

*However, it cannot be a response that is ‘almost right’.*

The notes under each question will help to make a decision. *They state what is expected.*

Answers must relate to the text - not prior knowledge or creative ideas. *Matching an answer with the key words allows the assessor to judge more confidently whether the response is correct or not.*

Referents (he, she, it, they etc.) may cause confusion and misunderstanding for some readers. *Referents that pertain to specific answers are underlined in the key words.*

PROBE2 is not designed for half marks. *Don’t give them.*

**Preparation:**
• Establish a starting point (Determiner – helps select which age levelled texts to start on)
• Select the text (Fiction or Non Fiction)
• Student’s Texts book and copy of assessment sheet (Section 3 of the Manual)
• Answers for your reference and clarification of student answers (Section 2 of the Manual)
**Determiner:**

**Considerations**
- Words in isolation can be difficult for some readers
- Good decoding does not automatically mean good comprehension
- The Determiner only has to be used initially. The starting point for the next PROBE will follow on from the previous final result.

**Procedure**
- All students start at **Set 1**
- On the DETERMINER recording sheet put a tick above correct words and write the response for incorrect words including omissions of suffixes and plurals
- Stop when the reader is making a consistent pattern of errors – 2 or more errors in consecutive sets
- The word reluctant for reluctance may be accurately decoded in context and may just indicate a lack of attention to detail.
- Wildly inaccurate attempts reon for region mean decoding difficulties will interfere with comprehension
- Which SET do you start on? As a general rule start on the set before the set where the attempts are wildly inaccurate.

**Assessment Procedure:**

**Decoding** (For Running Record Conventions See Appendix 2)
- Chn read text to themselves first, then read aloud to enable assessor to record reading behaviours.
- Assessor cannot give unknown words except when readers become stuck and cohesion of concepts is lost. Use discretion. Record as TT (Teacher Told)
- Word Accuracy – hyphenated words count as one word
- Numbers including dates are included in the word count.
- All proper nouns are included in the word count except irregular proper nouns like Herman Cortes, Montezuma etc which are not counted as errors.
- Recording Behaviours – Slower Speed, Dependence on the assessor for approval or confirmation and Hesitations may indicate they are struggling to decode at this level. Insertions and Omissions may indicate a lack of comprehension or they may be using known word or phrase patterns and not reading accurately what is written.
- These behaviours are then recorded in the Oral Reading Analysis Box at the bottom of the Assessment Sheet.

**Comprehension**
- Comprehension questions are not a memory test. Comprehension questions are to find out what they understand and chn are allowed and encouraged to find answers in the text.
- Retell - Before beginning the comprehension questions, chn can be asked to retell the main points of the story. This is not a comprehension tool in itself but may indicate the reader’s ability to follow a story line or sequence.
- Read comprehension questions exactly. Record responses rather than tick.
- If the student appears to be relying on prior knowledge or improvising ask student to “show me where it says that”
- If further elaboration is required ask “Can you tell me a little more?”
Appendix 1

**PROBE Percentages for Comprehension.**

A child must obtain 70% or higher for Comprehension to achieve that Reading Age.

<table>
<thead>
<tr>
<th>Number Correct</th>
<th>%</th>
<th>Number Correct</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/5</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>83%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/7</td>
<td>71%</td>
<td>6/7</td>
<td>86%</td>
</tr>
<tr>
<td>6/8</td>
<td>75%</td>
<td>7/8</td>
<td>88%</td>
</tr>
<tr>
<td>7/9</td>
<td>78%</td>
<td>8/9</td>
<td>89%</td>
</tr>
<tr>
<td>7/10</td>
<td>70%</td>
<td>8/10</td>
<td>80%</td>
</tr>
</tbody>
</table>
# Running Record Symbols and Marking Conventions

<table>
<thead>
<tr>
<th>Reading behavior</th>
<th>Marking convention</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate word reading</td>
<td>✓ above each correctly read word.</td>
<td>The brown fox………</td>
</tr>
<tr>
<td>Substitution (one error if not self- corrected; record one error regardless of the number of incorrect substitutions)</td>
<td>Write each word attempted above the actual word.</td>
<td>The brown fox………</td>
</tr>
<tr>
<td>Hesitations (pauses)</td>
<td>// between words</td>
<td>The brown fox</td>
</tr>
<tr>
<td>Omission (one error)</td>
<td>— (long dash)</td>
<td>The brown fox………</td>
</tr>
<tr>
<td>Insertion (one error)</td>
<td>^ at point of insertion with the inserted word above it</td>
<td>The brown fox………</td>
</tr>
<tr>
<td>Repetition of one word (no error)</td>
<td>R (one repetition)</td>
<td>The brown fox………</td>
</tr>
<tr>
<td>Repetition of phrase (no error)</td>
<td>R with line and arrow to the point of where the reader returned to repeat.</td>
<td>The brown fox………</td>
</tr>
<tr>
<td>Self-correction (no error)</td>
<td>SC after the error to indicate child has corrected error.</td>
<td>The brown fox………</td>
</tr>
<tr>
<td>Intervention / student confused and unwilling to try again (one error)</td>
<td>Write TA if you need to tell student to &quot;try again&quot; and point to where he or she needs to try again. Place brackets around part of the text that the child had to try again.</td>
<td>The brown fox………</td>
</tr>
<tr>
<td>Intervention / unable to read a word (one error)</td>
<td>Write T above word if you tell the child the word after a 5-10 second wait.</td>
<td>The brown fox………</td>
</tr>
<tr>
<td>Beginning sound (no error)</td>
<td>Mark the beginning sound above the word if the child says it first, then a (check) if he or she follows with the correct word.</td>
<td>The brown fox………</td>
</tr>
</tbody>
</table>
T&L Expectations: Literacy Block

About: Literacy blocks at RESS support the teaching of the English curriculum by supporting the literacy development of students in a differentiated and targeted manner. Literacy Blocks at RESS include the daily practice of reading, spelling, grammar and vocabulary. We explicitly teach reading strategies and spelling at a whole class, small group and student level.

**Literacy Block P-2:**

- **4 Lesson Sequence:** A series of 4 lessons for a levelled reader (including book orientation, text features, predictions, meaning, vocabulary, word work, written and cut up sentences, dictation and running record)
- **CAFÉ:** Comprehension, Accuracy, Fluency and Extending Vocabulary. The CAFÉ “menu” provides a set of strategies to specifically help students problem solve while decoding and gain meaning from what they are reading.
- **Phonological Awareness(SSP)/ Phonics(Jolly Phonics)/ Spelling and Vocab(WTW)/ Vocab(STRIVE)/ Grammar**

**Literacy Block** – Early Years Reading incorporating 4 Lesson Sequence (Guided Reading Groups), which includes explicit teaching of CAFÉ reading strategies, WTW sorts, explicit Grammar instruction and STRIVE vocabulary lessons

- 45 min Teacher Aide time provided. TA time used for Reading and Words Their Way groups
- TA to fill folders for WTW after teachers have tested, added results to One School, filled in classroom composite to create spelling groups and then collaborated with STLN for appropriate sorts by end of Week 1/2.
- 4 Lesson Sequence – Group students with similar strategy goals. (remind students to always bring their goals with them to reading groups)
  - Provide support staff with an outline of the 4LS for this book, links to curriculum unit work and where they are up to in the sequence.
  - Provide support staff with a conferencing format to complete a running record for each student in Lesson 4.
- Classroom teacher explicitly teaches “Word Work” and Words Their Way) as part of the daily routine; anchor charts listing rules and procedures are collaboratively created and displayed
- Accuracy “Cross – Checking” and the first 3 strategies of Comprehension “Check for understanding”, “Back up and reread” and “Monitor and fix up” are to be taught first. Classroom teacher chooses a CAFÉ strategy (can be supported with Sheena Cameron or Cars and Stars, for comprehension) to be explicitly taught each week and displayed on a card on the CAFÉ menu on classroom wall.
- Teachers are encouraged to analyse PM Running Record (from previous year) to determine CAFÉ reading strategy/goal groups; Classroom teachers to meet with STLN for support with this process
- These strategies should then be individualised to form Individual Reading Strategy Goals and are to be kept with the student. These individualised Reading Strategy Goals then form the focal point for students to work on during reading group time. Students learn to remember and articulate their Reading Strategy Goal and be able to explain why they used that particular strategy to work out a word for example.
- Reading Goal and Spelling Goal should be developed and used with each student by end of Week 3 each term.

**WTW** – see section in this handbook.

**Explicit Teaching of Grammar** (As per Grammar focus for the current unit plus revision of concepts from previous units or previous year levels) – must be taught explicitly and practised daily. Grammar rules resources are available on all computers.

**Explicit Teaching of Vocabulary** – Using STRIVE and CAFÉ strategies daily. Aim to teach one Tier 2 word per day in P- 2 and two Tier 2 words per day in Year 3 – 6. Tier 2 words to be taken from texts being used in the classroom across any KLA. Tier 2 words can also be chosen from WTW words.
Early reading 4 lesson sequence

What PM levels is this approach suitable for?

PM Level 1 – 24

- PM Level 25 to 30. Turns into teaching with a Literacy focus
- Always text in hand.
- Each lesson requires reading input and reading output. (I’d like to know more details about this at another time)
- Only small components of the text can be covered so the meaning component becomes less possible.

Organisation

Possibilities –

Option 1

- 3 X 20 minute lessons in an hour. That means on a rotational basis all 4 groups are seen 4 times over 5 days. (3 groups have 4 sessions and 1 group has 3 sessions)
- All possible staff. ( principals, HOC, STLN, TA, Teachers)
- Similar to last year’s model where all groups had an adult to teach reading each day.

Option 2

- 3 X 20 minute lessons in an hour. That means on a rotational basis all 4 groups are seen 4 times over 5 days. (3 groups have 4 sessions and 1 group has 3 sessions)
- Similar to this year’s CAFÉ model (Read to self, Listen to reading recorded on ipads, WTW, computer activities or any other independent activities.)
# Early reading 4 lesson sequence

**Learning intentions** come from curriculum. (see AC English reading process thread)

**Success criteria** are used to build shared understanding of what successful reading looks like.

<table>
<thead>
<tr>
<th></th>
<th><strong>Book orientation - teacher only</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduce the vocabulary that students will need to know and use. Orally rehearse sentence structures that may be unfamiliar with a focus on phrasing and fluency. Discuss the story using the illustrations. Make predictions, make connections to personal experiences, talk about characters and the sequence of events.</td>
</tr>
</tbody>
</table>

**Teacher reading**
Teacher reads whole book with a focus on phrasing and fluency (students have text in hand)

**First reading**
Each student reads a page. Teacher makes notes about problem solving and self-correcting. Teacher makes metacognition obvious for each student. “I notice you said ‘dingo’ then changed it to ‘dog’. Why did you self-correct?” “I notice you said ‘happy’ here. She walked back to the happy. Does that make sense?”

**Student reading**
Students read in their heads/ softly to selves.

**Teacher Reading extra notes** - Important to hand the responsibility of learning to read to the student. Students are to be in charge of their book. Teachers shouldn’t point to words or help turn pages. Teacher models with their own book

<table>
<thead>
<tr>
<th></th>
<th><strong>Book orientation – teacher using questions, prompts and cues to support students to do this</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Revisit story through illustrations to re-tell story. Make predictions, make connections to personal experiences, talk about characters and the sequence of events. Orally rehearse sentence structures, phrasing and fluency.</td>
</tr>
</tbody>
</table>

**Second reading**
Each student reads a page. Teacher makes notes about problem solving and self-correcting. Teacher makes metacognition obvious for each student. “I notice you said ‘dingo’ then changed it to ‘dog’. Why did you self-correct?” “I notice you said ‘happy’ here. She walked back to the happy. Does that make sense?”

**Word Study**
Select one word from the text for analysis and analogy. Use magnetic letters/ white boards to make and break —

<table>
<thead>
<tr>
<th></th>
<th><strong>Book orientation – teacher purposefully directs student collaboration to do this</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Revisit story through illustrations to re-tell story. Make predictions, make connections to personal experiences, talk about characters and the sequence of events. Orally rehearse sentence structures, phrasing and fluency.</td>
</tr>
</tbody>
</table>

**Third reading**
Each student reads a page. Teacher makes notes about problem solving and self-correcting. Teacher makes metacognition obvious for each student. “I notice you said ‘dingo’ then changed it to ‘dog’. Why did you self-correct?” “I notice you said ‘happy’ here. She walked back to the happy. Does that make sense?”

**Cut up sentences** - (Students write the sentence themselves)
Select one sentence from the book (usually one that has strong book language rather than everyday talking language) to write onto strips of paper. (Each student writes the same sentence) Cut into phrases, cut into words, glue back into order

**Two purposes for cut up sentences:**
1. To develop phrased and fluent reading. Firstly cut sentences into phrases. The cat walked / up the path / behind the shed. Students learn how to push the words together to become more phrased and fluent readers.
2. To develop the skill of does it sound right? Cut phrases into words, jumble, arrange back in order and glue.
Book orientation – teacher allows students to do this independently
Revisit story through illustrations to re-tell story. Make predictions, make connections to personal experiences, talk about characters and the sequence of events.
Point to particular words in the text to reinforce vocabulary.
Orally rehearse sentence structures, phrasing and fluency.

Dictated sentence
Dictate same sentence from book for students to write onto strips of paper. Cut up and glue back together

Running record
Teacher records each student reading part of book

Dictated sentence. – Same sentence as lesson 3.
Read the sentence to the students.
Students write the sentence.
Then open the book to edit any incorrect words or punctuation.
Correct spelling and punctuation is important.

T&L Expectations: Literacy Block

Upper School

About: Literacy Blocks at Railway Estate State School include the daily practice of reading, spelling, writing, grammar and vocabulary. We use Café Reading to explicitly teach reading strategies at a whole class, small group and student level. Teachers conduct daily reading conferences with students and record observations in their Pensieve. The Daily 5 is an optional approach to structuring our Literacy Block. The following document outline the Content to be taught, along with the Expectations of the Literacy Block.

Literacy Rotation Expectations

Frequency
RESS Literacy Blocks occur: (see timetable)

• 45 min, daily, Years P-2
• 30 min, 4 days a week, Years 3-6,

A Teacher Aide is provided. This TA time must be used for Words Their Way groups.

The classroom teacher explicitly teaches the following elements which are all included in the Literacy Block.

• Read to Self: provides an opportunity for students to read independently, practising their strategy (See section on Reading Stamina in the Daily 5 book)
• “Word Work:” is spelling (Words Their Way – See Teaching and Learning Expectation) with a Teacher Aide; the TA explicitly teaches the spelling sounds of the week
  o TA to fill folders for WTW.
• Strive Vocabulary: STRIVE and CAFÉ provide resources and information on teaching Vocabulary. Aim to teach one Tier 2 word per day in P-2 and two Tier 2 words per day in Year 3 – 6. Tier 2 words to be taken from texts being used in the classroom across any KLA. Tier 2 words can also be chosen from WTW words.
• Teacher Conferencing: the Classroom teacher is conferencing daily with below benchmark students; regularly with others (see G drive for vignettes on example conferences); record notes in Pensieve folder
• **Work on Writing**: Some form of daily writing must occur; the Literacy Block provides an opportunity to consolidate explicitly taught Grammar concepts or Seven Steps Writing Strategies, this is up to the classroom teacher

• Reference to Café strategies individual and whole school referred to throughout rotations (see Teaching of Reading Expectations below for more information)

• Anchor charts listing rules and procedures are collaboratively created and displayed.

• Each activity will need to be introduced at the right pace for the students.

**Additional Considerations for Literacy Rotations**

Suggestions you may wish to include in your literacy block (will need to be taught explicitly)

• **Listen to Reading**: Students should be provided with an opportunity to listen to expert readers (including the Classroom Teacher) daily. Listen to Reading suggests students have access to a Listening Post, i-pad or CD player and audio books. Splitters can be used to allow up to 4 or 5 students on one device. See Liz Vico (Librarian) for school resources. (see Daily 5 book for more information)

• **Read to Other**: an opportunity to read to a buddy (not a friend), taking turns; the buddy may offer “Help or Time?” if the reader is stuck; the buddy will also quickly summarise what they understood from the reading (see Daily 5 book for more information)

• **Work on Writing**: See Daily 5 book for more information on Work on Writing ideas for example daily journal writing with accompanying writing goals

• **WTW Spelling Practice**: Classroom teachers should provide other opportunities throughout the Literacy Block to practise the words taught by the TA in the Word Work lesson e.g. write these words in a sentence; word hunt; written sort; blind sort; speed sort; spelling games

• **Book Basket**: It is helpful for students to have their own box or basket to carry the items they will need to the various activities (for example: several “good fit books”, WTW words in a packet, spelling exercise book, bookmarks, earphones, writing/vocab/grammar activity

**Expected Practice for the Teaching of Reading**

• **Cafe Reading**: is an acronym for Comprehension, Accuracy, Fluency and Extending Vocabulary. Cafe is a way of teaching the four above reading components using a set of strategies to specifically target areas to improve reading

  o Each student is assigned an appropriate Café Goal and Strategy to work on in order to improve their reading. Parents are informed of these Goals by WEEK 3 of each term (also as students achieve new goals throughout the term). Teacher-student conferencing takes place to track student progress towards achieving Goals.

  ▪ Below benchmark students are conferenced with one-on-one daily
  ▪ Regular reading conferencing occurs between teacher and (at or above benchmark) students; strategy groups may be used
  ▪ Notes are recorded in the Pensieve folder (provided).

  ▪ **Reading Goals** (see Teaching and Learning Expectation)

    • Teachers are encouraged to analyse PM Running Record or PROBE tests from end Term Four (previous year) to determine Cafe Reading Goal and Strategy

    • OR teachers may listen to individual students read and choose most obvious area to focus on next
Each week the same strategy from the Cafe menu is taught across the school. The strategy of the week is modelled by the StLaNs at the staff meeting and communicated to parents via Facebook and the Newsletter. The strategy of the week that is chosen will be linked to current units of work as well as the Essential First 6, 5, 4, 3 Café Strategies. Teachers will be provided with a poster and bookmark.

How Classroom Teachers explicitly teach the Cafe strategies is up to them. While the appendix of the Cafe book provides a lesson for each strategy (Ready Reference Form) the following resources are also appropriate:

- Cars and Stars
- Teaching Reading Comprehension: Sheena Cameron
- Key Into series

The following process must be followed for the weekly Explicit Reading Lesson
### Example Literacy Block Timetables

<table>
<thead>
<tr>
<th>Group/Day</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>WTW with TA</td>
<td>WTW Practise Activities</td>
<td>Read to Self Vocab</td>
<td>Read to Other Writing Activity</td>
</tr>
<tr>
<td>Group 2</td>
<td>Vocab Writing Activity</td>
<td>WTW with TA</td>
<td>WTW Practise Activities</td>
<td>Read to Self Vocab</td>
</tr>
<tr>
<td>Group 3</td>
<td>Read to Self Vocab</td>
<td>Vocab Writing Activity</td>
<td>WTW with TA</td>
<td>WTW Practise Activities</td>
</tr>
<tr>
<td>Group 4</td>
<td>WTW Practise Activities</td>
<td>Read to Self Vocab</td>
<td>Vocab Writing Activity</td>
<td>WTW with TA</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Teacher conferencing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Tigers
- Common long vowels: Rahael, Kai, Daniel
- Harder long vowels: Alicia, Shemaine, Wyatt
- Complex Consonants: Terence, Anthony, Syanne
- Unaccented final syllables: Jimmy, Charlie
- Reduced vowels in unaccented syllables: Jacob, Nicky

### Lions
- Common long vowels: Shylane, Untere, Izenane
- Harder long vowels: Shemaine, Wyatt
- Complex Consonants: Terence, Anthony
- Unaccented final syllables: Jimmy, Charlie
- Reduced vowels in unaccented syllables: Jacob, Nicky

### Zebras
- Common long vowels: Shylane, Untere, Izenane
- Harder long vowels: Shemaine, Wyatt
- Complex Consonants: Terence, Anthony
- Unaccented final syllables: Jimmy, Charlie
- Reduced vowels in unaccented syllables: Jacob, Nicky

### Elephants
- Common long vowels: Shylane, Untere, Izenane
- Harder long vowels: Shemaine, Wyatt
- Complex Consonants: Terence, Anthony
- Unaccented final syllables: Jimmy, Charlie
- Reduced vowels in unaccented syllables: Jacob, Nicky

### Weekly Timetable

<table>
<thead>
<tr>
<th>Day</th>
<th>Tigers</th>
<th>Lions</th>
<th>Zebras</th>
<th>Elephants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>WTW - sorting with TA</td>
<td>Read to self / Buddy reading</td>
<td>Word Work</td>
<td>Sorting</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Word Work</td>
<td>WTW - sorting with TA</td>
<td>Sorting</td>
<td>Read to self / Buddy reading</td>
</tr>
<tr>
<td>Thursday</td>
<td>Sorting</td>
<td>Word Work</td>
<td>Read to self / Buddy reading</td>
<td>WTW - sorting with TA</td>
</tr>
<tr>
<td>Friday</td>
<td>Read to self / Buddy reading</td>
<td>Sorting</td>
<td>WTW - sorting with TA</td>
<td>Word Work</td>
</tr>
</tbody>
</table>
T&L Expectations: Learning Goals

1. All students must have a reading and spelling goal, every term, which they have collaborated with their teacher to develop through CAFÉ Reading strategies process and WTW spelling features.

2. The template provided must be used, but it can be altered to suit year levels. **The bracketed notes must be removed.**

3. Learning goals must be photocopied and sent home with the accompanying letter from the principal.

4. Reading and spelling goals must be displayed creatively, or glued into data/reflection/reading books.

5. Goals must be reflected on throughout the term, as part of the guided reading process.

6. Reading and spelling goals must be referred to in Parent-Teacher interviews.

7. Term goals must be completed and displayed by Week 3 of each term.

8. Term goals are to be sent home by the end of Week 3 with the accompanying note provided by admin.

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**MY TERM 1 LEARNING GOALS**

Name ___________________________ Date ________________

My Reading Target for Term One is: (PM/PROBE reading age) ________________________________

My Reading Goal is: (include a clear, specific goal related to: CAFÉ reading strategies – Comprehension, Accuracy, Fluency and Extending Vocabulary))

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Steps to reach my goal: (include specific steps related to reaching the above goal)

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

My Spelling Goal is: (include a clear, specific goal related to: WTW spelling features)

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Steps to reach my goal: (include specific steps related to reaching the above goal)

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
# The Literacy CAFE Menu

## Comprehension
- I understand what I read

**Strategies**
- Check for understanding
- Back up and reread
- Monitor and fix up
- Retell the story
- Use prior knowledge to connect with text
- Make a picture or mental image
- Ask questions throughout the reading process
- Predict what will happen; use text to confirm
- Infer and support with evidence
- Use text features (titles, headings, captions, graphic features)
- Summarize text; include sequence of main events
- Use main idea and supporting details to determine importance
- Determine and analyze author’s purpose and support with text
- Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme)
- Recognize and explain cause-and-effect relationships
- Compare and contrast within and between text

## Accuracy
- I can read the words

**Strategies**
- Cross checking... Do the pictures and/or words look right? Do they sound right? Do they make sense?
- Use the pictures... Do the words and pictures match?
- Use beginning and ending sounds
- Blend sounds; stretch and reread
- Flip the sound
- Chunk letters and sounds together
- Skip the word, then come back
- Trade a word/guess a word that makes sense

## Fluency
- I can read accurately, with expression, and understand what I read

**Strategies**
- Voracious reading
- Read appropriate-level texts that are a good fit
- Reread text
- Practice common sight words and high-frequency words
- Adjust and apply different reading rates to match text
- Use punctuation to enhance phrasing and prosody (end marks, commas, etc.)

## Expand Vocabulary
- I know, find, and use interesting words

**Strategies**
- Voracious reading
- Tune in to interesting words and use new vocabulary in speaking and writing
- Use pictures, illustrations, and diagrams
- Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)
- Use prior knowledge and context to predict and confirm meaning
- Ask someone to define the word for you
- Use dictionaries, thesauruses, and glossaries as tools

---

### Behaviors That Support Reading

- **Consonants**
- **Long Vowels Easy**
- **Inflected Endings**
- **Prefixes**
- **Short Vowels**
- **Long Vowels Hard**
- **Suffixes**
- **Diagraphs**
- **Syllable Juncture**
- **Greek Roots**
- **R Influenced Vowels**
- **Accented Syllables**
- **Latin Roots**
- **Blends**
- **Unaccented, Final Syllables**
- **Other Vowels**
- **Complex Consonants**

---

Where am I up to in Words Their Way?
GUIDED READING

Students will need to be explicitly taught a range of reading and comprehension strategies so they can identify and make choices on how to best support their reading and comprehension.

PURPOSE:

- Intensive small group teaching
- Teacher directed and scaffolded to support students as they talk, read and think through a text to problem solve and construct meaning.
- To rehearse new and previously taught focus skills and strategies with support.
- To model, share and incorporate new learning with scaffolded support.
- To incorporate reading mileage, fluency and phrasing with familiar texts.
- To build students metacognitive understanding through explicit and timely feedback.
- To assess the success of previous teaching.

PROTOCOLS:

- Texts are carefully chosen to support and challenge.
- Groups according to need (4 to 6 students only).
- Opportunities for: familiar reading and recording of formative data (Through running records)
- Make teaching intention explicit.
- Avoid round robin reading. This is shown to decelerate student learning.
- Explicit teaching using text using consistent cues and prompts using visible learning where possible.
- “Debug” new text prior to reading – modelling language and strategies to solve.
- Read and share understanding to the text using skill focus.

Guided Reading is a part of your balanced Literacy program within your teaching day. It is the step between shared reading and independent reading. It is the process we use to build confidence and skills in readers. It is a part of our teaching and learning expectation that guided reading will occur at a minimum of three times a week with support from support staff.
<table>
<thead>
<tr>
<th>Lesson Element:</th>
<th>Purpose:</th>
<th>Language /Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use data to plan</td>
<td>Use information from summative and formative data to group students according to need and plan for teaching.</td>
<td>Where are they? How do you know? What do they need next? How will they know when they are there?</td>
</tr>
<tr>
<td>2. Decide Learning Intent</td>
<td>Consider why these students are grouped together and the explicit teaching needed.</td>
<td>What’s the purpose? Which strategies will the teaching focus on? What will the outcome be? How will the learning look?</td>
</tr>
<tr>
<td>3. Choose the text</td>
<td>Know the text and purpose. Consider the text demands. Text choice explicitly supports focus with clear examples. Text length if appropriate and specific to purpose.</td>
<td>Will the length of the text support the teaching focus? Which elements of the text support focus? What vocabulary is important?</td>
</tr>
<tr>
<td>4. Developing high frequency words / Vocabulary</td>
<td>Draw from previous analysis or text needs. Reads quickly and fluently in variety of locations. Discuss, build and clarify.</td>
<td>Reading/Writing high frequency words using whiteboards, sand, chalk, magnetic letters. Make up cut up word, letters.</td>
</tr>
<tr>
<td>5. Familiar Reading</td>
<td>Opportunity for: - Fluency and phrasing - ‘Putting it all together’ - Self-monitoring / correction</td>
<td>Have a collection of previously read texts available. Opportunity for short individual reading analysis (RR). Make links to previous learning, strategies or texts.</td>
</tr>
<tr>
<td>6. Word Work</td>
<td>Focus on difficulties seen in analysis. Use strategies to visually analyse words – onset and rime / chunking. Pulling apart chunks and re blending. Make learning visible Focus on confusions There → where Analogy – move from known to unknown tree → my = try night → fright → frighten → frightening</td>
<td>Choose a focus for upcoming texts requirements. Use magnetic letters to visually analyse incorporating strategies. Move from known to unknown. Focus on strategies not memory (e.g. Analogy, onset and rime, morphology) Use sentences within text to represent strategies visually and kinaesthetically. E.g. cut up sentences. ‘Debug’ vocabulary or concepts using strategies, and contextual cues.</td>
</tr>
</tbody>
</table>
### LESSON PREPARATION:
- Identify child’s reading level from data e.g. Probe, Running Records, PM Benchmark, and Observation Checklist.
- Select appropriate text at student’s instructional level – one copy per student
- Pre-read text and identify vocabulary, text features and natural breaks where guided questions can be asked
- Formulate guided questions
- Consider student prior knowledge and personal reading goals

### I DO                                             TUNE IN

<table>
<thead>
<tr>
<th>TEACHER ROLE</th>
<th>STUDENT ROLE</th>
</tr>
</thead>
</table>
| • Make explicit the lesson purpose so students know:  
  - What they are to learn WALT 
  - What students need to focus on WILF  
  • Provide students with the opportunity to explicitly state personal reading goals.  
  • Provide additional information that will help students relate/ connect to text  
  • Activate prior knowledge and begin to link  
  • Build expectations and stimulate student interest in the text  
| • Articulate personal reading goals  
• Review decoding and comprehension strategies  
• Raise questions about the text/topic and make predictions i.e. using front/back cover and title  
• Use prior knowledge and make connections:  
  - Text to self  
  - Text to text  
  - Text to world  
  - Text to author  

Discuss the questions the readers ask about the text

### WE DO                                 BEFORE READING

| • Lead discussion while students browse or skim and scan the text e.g. Book Walk  
• Discuss the text and any significant features e.g. illustrations, title, author, text type  
• Access all sources of information about the text including: diagrams, tables, maps, graphs and other visual aids and discuss how they support the meaning of the text  
• Draws students attention to explicit vocabulary/key words and technical language of the text and checks for understanding  
• Demonstrates how to use text layout to find information e.g. headings, table of contents, indices, appendices and other reference sections of the text  
| • Participate in the discussion led by the teacher about the text.  
• Understand the purpose for reading the text  
• Browse the text.  
• Refine predictions and raise questions that might be answered after reading the text |
### YOU DO DURING READING

- Listen to students read a segment of text orally (1 on 1) while monitoring/listening in on other students who are silently reading at their own pace to themselves
- Assist with problem solving at point of difficulty
- Give feedback when student actively applies reading strategies
- Observe reading behaviours and make notes about strategies used by individual readers

### WE DO AFTER READING

- Discuss the text as students respond to clarifying questions
- Talk about the text with students, encourage talk with each other and invite personal responses
- Ask variety of questions types
- Return to the text for one or two teaching opportunities e.g. finding evidence or discussing problem solving
- Assess students' understanding of what they read
- Invite students to ask questions to expand their understanding.
- Isolated work with word study to increase flexibility and speed in word solving

Link new understanding to lesson purpose and focus i.e. WALT/WILF

### YOU DO DURING READING

- Read whole text/ or identified part to themselves silently
- Read quietly and apply decoding and comprehension strategies while reading
- Use background knowledge and strategies effectively to make meaning
- Ask questions to clarify the meaning in the text.
- Reflect on, and verbalise own learning while reading and relate to personal reading goals
- Participate in discussions led by the teacher about the text

### WE DO AFTER READING

- Reread text immediately upon finishing ensuring 2nd reading is read with phrasing and fluency
- Revisit, engage and respond to text
- Check predictions and react personally to the text.
- Ask and answer clarifying questions.
- Reflect on issues, connections and questions raised in text to provide evidence of thinking and problem solving
- Revisit points of problem solving as guided by teacher

Revisit the text to provide evidence for their thinking
**Lesson Examples:**

**Beginning Guided Reading Lesson for Prep / One**

**Students:**

**Title of Book:**

**Objective (WALT):**

<table>
<thead>
<tr>
<th>Focus of Lesson</th>
<th>Guided Reading Lesson Structure</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I Do</strong></td>
<td>• Ask the children to place the book flat on the table</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Get the children to point to the title and discuss how many words are in the title.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discuss what they think (Predict) what the story will be about.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Open the first page and get the children to point to the title and read.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Get the children to turn the page and point to the first word that will be read. (Ensure all children are all pointing to correct word.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discuss how many words are in the sentence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Go through the remainder of the book ensuring to repeating above strategies and discussing the text and pictures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Focus all children’s attention to the focus word and get them to find that word in the text. Count how many times they see that word in the text. Discuss how many letters are in the word and (if ready) discuss how many sounds. I.e. That – 4 letters _ 3 sounds</td>
<td></td>
</tr>
<tr>
<td><strong>Before Reading</strong></td>
<td>• Read through the text with all children pointing and starting in the correct position for reading</td>
<td></td>
</tr>
<tr>
<td><strong>We do together</strong></td>
<td>• Allow children to do quiet whisper reading. They can then whisper read to a partner or you.</td>
<td></td>
</tr>
<tr>
<td><strong>During Reading</strong></td>
<td>• Focus on specific teaching points</td>
<td></td>
</tr>
<tr>
<td><strong>You Do together</strong></td>
<td>• Go through known words of sight words in context.</td>
<td></td>
</tr>
<tr>
<td><strong>Working with the text</strong></td>
<td>• Letter / word work</td>
<td></td>
</tr>
<tr>
<td><strong>You do I help</strong></td>
<td>• Word/sentence work</td>
<td></td>
</tr>
<tr>
<td><strong>After Guided Reading</strong></td>
<td>Engage students in discussions / activities to reinforce the particular teaching point of the day. (May do a running record with a child)</td>
<td></td>
</tr>
</tbody>
</table>
Beginning Guided Reading - Activating Prior Knowledge

Group: _______   Level: ___________   Date: _____________

Students: ____________________________________________________________

Title of Book: ____________________________________________________________________________________

Objective (WALT) - To activate prior knowledge and locate information in a text.
(WILF) – Using your prior knowledge to expand on your understanding and vocabulary

<table>
<thead>
<tr>
<th>Guided Reading Lesson Structure</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus of Lesson</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I Do</strong></td>
<td></td>
</tr>
<tr>
<td>• Ask the children to place the book flat on the table</td>
<td></td>
</tr>
<tr>
<td>• Get the children to read the title and look over the cover of the book.</td>
<td></td>
</tr>
<tr>
<td>• Discuss what they think (Predict) what the text will be about.</td>
<td></td>
</tr>
<tr>
<td>• Open to the first page and scan through the text.</td>
<td></td>
</tr>
<tr>
<td>• Get the children to write up to 8 ideas on what they already know about that subject on the before and after web.</td>
<td></td>
</tr>
<tr>
<td><strong>Before Reading We do together</strong></td>
<td></td>
</tr>
<tr>
<td>• Give time to look through and read some of the text (certain paragraphs)</td>
<td></td>
</tr>
<tr>
<td>• Discuss any of the vocabulary that they are uncertain off.</td>
<td></td>
</tr>
<tr>
<td><strong>During Reading You Do together</strong></td>
<td></td>
</tr>
<tr>
<td>• Allow children to do quiet whisper reading. They can then whisper read to a partner or you.</td>
<td></td>
</tr>
<tr>
<td><strong>Working with the text You do I help</strong></td>
<td></td>
</tr>
<tr>
<td>• Focus on specific teaching points</td>
<td></td>
</tr>
<tr>
<td>• Allow time for the children to fill out any new information that they learnt about the topic on the before and after Web.</td>
<td></td>
</tr>
<tr>
<td><strong>After Guided Reading</strong></td>
<td></td>
</tr>
<tr>
<td>Engage students in discussions / activities to reinforce the particular teaching point of the day.</td>
<td></td>
</tr>
<tr>
<td>(May do a running record with a child)</td>
<td></td>
</tr>
</tbody>
</table>
Guided Reading Lesson Template P-3

Group: _______  Level: ________  Date: ____________

Students: ____________________________________________________________

Title of Book: ________________________________________________________

Objective (WALT) ____________________________________________________

<table>
<thead>
<tr>
<th>Guided Reading Lesson Structure</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Focus</strong></td>
<td></td>
</tr>
<tr>
<td>![Lesson Focus Icon]</td>
<td></td>
</tr>
<tr>
<td><strong>Use of text feature</strong></td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td>Language Features – eg Teach students how to describe characters using information from the text.</td>
<td></td>
</tr>
<tr>
<td>Textual Features</td>
<td></td>
</tr>
<tr>
<td><strong>Prediction</strong></td>
<td></td>
</tr>
<tr>
<td>Teach students how to make predictions based on title, cover, and opening text.</td>
<td></td>
</tr>
<tr>
<td>Model/Support how to use background information to make meaningful predictions.</td>
<td></td>
</tr>
<tr>
<td><strong>Literal Comprehension</strong></td>
<td></td>
</tr>
<tr>
<td>Allow students to construct literal questions from text.</td>
<td></td>
</tr>
<tr>
<td>Help students locate and record specific details in text.</td>
<td></td>
</tr>
<tr>
<td><strong>Interpretation</strong></td>
<td></td>
</tr>
<tr>
<td>Model/Teach student how to think about “why” questions while and after reading.</td>
<td></td>
</tr>
<tr>
<td>Model/Teach how to support inferences with information from text.</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td></td>
</tr>
<tr>
<td>Help student identify important message in a story</td>
<td></td>
</tr>
<tr>
<td>Provide opportunities to identify and discuss the important events in a story</td>
<td></td>
</tr>
<tr>
<td>Demonstrate and teach student how to support opinion with details from text</td>
<td></td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td></td>
</tr>
<tr>
<td>Model/Support how to distinguish between more important and less important ideas/details.</td>
<td></td>
</tr>
<tr>
<td>Model/Teach how to write a summary in sequence using transitional words.</td>
<td></td>
</tr>
<tr>
<td>Model/Teach how to write a summary in own words.</td>
<td></td>
</tr>
<tr>
<td>Teach student to use graphic organiser to summarise</td>
<td></td>
</tr>
<tr>
<td>Before Reading</td>
<td>Word Work</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>Review high frequency words</td>
</tr>
<tr>
<td></td>
<td>Picture/word sort</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduce Book</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Book Walk</td>
</tr>
<tr>
<td></td>
<td>Make predictions using front cover and pictures</td>
</tr>
<tr>
<td></td>
<td>Discuss prior knowledge of topic or character</td>
</tr>
<tr>
<td></td>
<td>Discuss genre or unfamiliar text- features</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New Vocabulary</td>
</tr>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Revise purpose of the text</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>During Reading</strong></td>
<td>Students read text quietly and independently to self. Monitor and support each student’s reading – using teaching prompts, give specific feedback to individuals. Make notes on each student’s reading. Discuss text when finished – respond and reflect.</td>
</tr>
<tr>
<td><strong>Working with the text</strong></td>
<td>Focus on specific teaching points</td>
</tr>
<tr>
<td></td>
<td>• Problem Solving (Monitoring, Searching, Self-correcting) and Reading strategies</td>
</tr>
<tr>
<td></td>
<td>• High Frequency words</td>
</tr>
<tr>
<td></td>
<td>• Concepts about print</td>
</tr>
<tr>
<td></td>
<td>• Phonological knowledge</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary development</td>
</tr>
<tr>
<td></td>
<td>Understanding of literal, inferential, evaluative meanings in texts (Sheena Cameron)</td>
</tr>
<tr>
<td><strong>After Guided Reading</strong></td>
<td>Engage students in discussions / activities to reinforce the particular teaching point of the day.</td>
</tr>
<tr>
<td></td>
<td>Discuss main idea</td>
</tr>
<tr>
<td></td>
<td>Talk about experiences (text to self)</td>
</tr>
<tr>
<td></td>
<td>Make connections between texts</td>
</tr>
<tr>
<td></td>
<td>Share ideas and opinions about the text</td>
</tr>
<tr>
<td></td>
<td>Discuss new information learnt</td>
</tr>
<tr>
<td></td>
<td>Sound/letter, sequencing events/retelling, targeted comprehension activities. Students re read text purposefully in pairs or independently</td>
</tr>
<tr>
<td></td>
<td>(May do a running record with a child)</td>
</tr>
</tbody>
</table>
T&L Expectations: Comprehension Strategies

Research has shown that in the past comprehension questions were often literal. Current studies show that when students experience explicit instruction of comprehension strategies it improves their comprehension of new topics and texts (Duke and Pearson, 2002). Comprehension strategies include Prior Knowledge, Self – Monitoring, Predicting, Questioning, Making Connections, Visualising, Inferring, Summarising, Synthesising, Skimming and Scanning. The teaching of comprehension requires explicit instruction in explaining, demonstrating, guiding, practicing and reflecting (Gradual Release Model) Regardless of the strategy being taught the process of explicit instruction remains the same.

At Railway Estate State School students must explicitly be taught all comprehension skills. (To fill their tool box) Students must also be explicitly taught how and when to utilise the range of strategies to comprehend a text. (Their tool box) Students must be able to choose an appropriate strategy to help them make sense of what they are reading.

RESS SUCCESS CRITERIA
- Explicit modelling and learning of individual comprehension skills following the gradual release model of instructional practice.
- Teachers are to use “think aloud” to model their thinking process.
- Explicitly teach ‘reading problem solving’ so that students select and adjust strategies until meaning is constructed.

TEACHING EXPECTATIONS (ALIGNED TO RESS EXPLICIT TEACHING MODEL) and CAFÉ Reading.

PHASE 1 EXPLICIT INSTRUCTION (I DO)
- **Explain the strategy:** focus on how the strategy works and how it contributes to comprehension. Make connections to their knowledge.
- **Demonstrate the strategy:** read a selection aloud and using a Think –Aloud and a visual to share ideas. As we think aloud, we can explain precisely what is triggering our thoughts and how it is affecting our understanding. (See Teaching Ideas below) We need to explain our thinking so there is a clear cognitively active process readers experience when they are working with a text.
- **Record the strategy on a card and place on the CAFÉ menu**

PHASE 2 GUIDED READING (WE DO)
- **Guide the students to apply the strategy:** In groups work together to apply the strategy taught, using texts from a variety of genres which are at their reading level.

PHASE 3 GROUP WORK/GUIDED READING (WE DO)
- **Practice the strategy:** At this stage we differentiate our instruction by providing further scaffolding for those students who need further support and release those students who are ready to use it.

PHASE 4 INDEPENDENT PRACTICES (YOU DO I HELP)
- **Reflect on the strategy:** Students can reflect on what strategy they are reading.

Ultimately we are developing the student’s repertoire of strategies that they consciously choose to use as needed to gain a better understanding when they are reading.
## EFFECTIVE COMPREHENSION INSTRUCTION (from “Teaching Reading Comprehension Strategies: Sheena Cameron”)

<table>
<thead>
<tr>
<th>Comprehension Strategy</th>
<th>This means....</th>
<th>Metalanguage: What Readers are Thinking</th>
</tr>
</thead>
</table>
| **Activating Prior Knowledge** | Draw on background knowledge and prior experiences to understand a text. | • What do I already know about this topic?  
• What have I already read that seems similar to this text?  
• What does this remind me of? |
| **Self – Monitoring** | Constantly checking to see if they can understand the meaning from the text. They self-correct when necessary for meaning and accuracy. | • Does this make sense?  
• I thought it was going to say.... But it didn’t, so I have to go back and reread.  
• I don’t understand this word/part. I need to reread...  
• Maybe I could skip over... and come back to it later.  
• Maybe if I slow down, I can....  
• What picture cues and /or context clues can I use?  
• I’m not sure what ____ means.  
• I’ll go back and reread that to help me understand that part.  
• Asking questions to clarify information.  
• Go back and reread  
• Summarise and retell information  
• Make and validate predictions |
| **Self – Monitoring** | Becoming aware of when comprehension breaks down and choose from strategies to repair and recover. |  |
| **Predicting** | Make thoughtful guesses, based on experiences and available information. These guesses are either confirmed or revised on the basis of what is read. | • I predict that... My guess is...  
• I think that  
• Based on ___ ‘s actions, I think that.... Will happen.  
• Having read other books by this author, I think that .... Will happen  
• I thought....was going to .... But that didn’t happen; so now I think..... |
|Questioning| Ask questions about the content, topic, or ideas in text. | • What would happen if....?  
• Why has this character been introduced?  
• What is the author’s intent?  
• Whose point of view is missing?  
• I found... confusing.  
• Who is...?  
• Do you agree/disagree with....?  
• I wonder if...?  
• Can this be right?  
• How do these characters relate to....? |
|-----------------------------|-------------------------------------------------|-------------------------------------------------|
|Making Connections| • Connect the  
• Text to text  
• Text to self  
• Text to the world | • This reminds me of....  
• This part is like ...  
• The character...is like...because  
• I know another....  
• I had a similar experience when....  
• This information is different from what I read in....  
• Does this information align  
• I need to remember .....  
• This is important because .....  
• Is this information related about what I am learning about / already know |
|Main Idea| • Decide what is important to remember and what is irrelevant to the overall understanding of the text | |
|Visualising| Use details to create pictures in their minds as they read. | • When I am reading a story, I like to imagine what the characters look like.  
• I could really imagine what was happening in the story  
• This description really helped me see....  
• I could/couldn’t really imagine......  
• When I close my eyes, I see...  
• The picture in my head looks like.... |
|Inferring| Readers go beyond the words of a text to make assumptions about what is implied but not stated. | • This makes me think that...  
• I think the author is really saying....  
• I think I understand what the author was |
<table>
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<tr>
<th><strong>Evaluating</strong></th>
<th>Draw conclusions about the purpose and validity of the ideas and information in text.</th>
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<tbody>
<tr>
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<td>getting at when (s)he wrote...</td>
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<td>• At first I thought ... but now I think...</td>
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<td>• This clue leads me to believe that...</td>
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<td></td>
<td>• After reading this chapter/page, I suspect...</td>
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<td></td>
<td>• I like this because...</td>
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<td>• I think this page is because...</td>
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<td></td>
<td>• I don’t think it is fair... because..</td>
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<td>• That doesn’t sound right because...</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Summarising</strong></th>
<th>Condense big ideas to arrive at the essence of meaning in texts</th>
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<tbody>
<tr>
<td></td>
<td>• How can I tell what happened in my own words?</td>
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<td></td>
<td>• Essentially, that paragraph is saying...</td>
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<tr>
<td></td>
<td>• My notes of important details help me summarise the text.</td>
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<tr>
<td></td>
<td>• Can I use a graphic organiser to summarise the text?</td>
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</table>

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<thead>
<tr>
<th><strong>Synthesising</strong></th>
<th>Integrate new information with existing knowledge to form a new opinion, interpretation, or idea.</th>
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<tbody>
<tr>
<td></td>
<td>• How did what I know change after I read this text?</td>
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<td></td>
<td>• How does the information from this text fit with what I read in ...?</td>
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<tr>
<td></td>
<td>• When I look at all my notes on this topic, what do I think?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Skimming and Scanning</strong></th>
<th>Scanning – Using key words to look for information without reading everything. Skimming – Looking for the general or main idea using structure only stopping for greater detail when necessary.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Which part of the text is useful?</td>
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<tr>
<td></td>
<td>• What key words should I look for?</td>
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<tr>
<td></td>
<td>• What does the topic sentence tell me?</td>
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<tr>
<td></td>
<td>• Is this material fiction or non-fiction?</td>
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<tr>
<td></td>
<td>• Do I have a lot to read and only a small amount of time?</td>
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<tr>
<td></td>
<td>• Do I already know something about this?</td>
</tr>
<tr>
<td></td>
<td>• Can any of the material be skipped?</td>
</tr>
</tbody>
</table>
Gradual Release Model for Reading Comprehension

Phase 1
I Do
Explicit Teaching of Comprehension

- Activating Prior Knowledge
- Self-Monitoring
- Predicting
- Questioning
- Making Connections
- Visualising
- Inferring
- Summarising
- Synthesising

- RESOURCES:
  - Teaching REading Comprehension Strategies: Sheena Cameron (All Year Levels)

Phase 2
We Do
Guided Reading

- Within Guided Reading Lessons target strategies for further explicit group practice

- RESOURCES:
  - Teaching Reading Comprehension Strategies: Sheena Cameron (All Year Levels)

Phase 3
You Do Together
Group Work / Guided Reading

- Within Group work / Guided Reading Lessons target strategies for further explicit group practice

- RESOURCES:
  - Teaching Reading Comprehension Strategies: Sheena Cameron (All Year Levels)

Phase 4
You Do I help
Independent Practice

- Individual practice of strategies through own reading.

- RESOURCES:
  - Cars and Stars - (All Year Levels)
T&L Expectations: Cars and Stars

About Cars and Star

Cars and Stars is a comprehensive resource that allows the teacher to identify strengths and weakness in the area of comprehension followed with a step by step process to explicitly teach comprehension strategies. Comprehension instruction can be differentiated through the different levelled STARS books (A to G.) Each STARS level will cover reading and comprehension activities to do with main idea, facts and details, understanding sequencing, cause and effect, comparing and contrasting, predictions, inferences.

Cars and Stairs Daily Process

- **Diagnose:**

  Five pre-tests need to be implemented first. This will help to determine what level each child should be put into and the area of comprehension that needs to be worked on for the student. These Pre-Tests will be found in the CARS book (Comprehensive Assessment of Reading Strategies). There is an Answer Form in the back that can be copied for the class. Please don’t get children to write in any of the CARS or STARS books. They area to be kept as a school set.

- **Instruct:**

  Teachers follow the explicit teaching method for introducing and consolidating each comprehension strategy. Model how good readers use the strategy when reading. Use a familiar context to builds the students understanding and confidence of the strategy.

  Within each Reading Strategy within the series there are explicit and direct instructions of each core comprehension strategy. This instruction has a gradual withdrawal of support from modelled, guided to independent instruction.

- **Benchmark:**

  Use the five Benchmarks in the CARS books and review lessons to monitor students’ progress.

- **Assess:**

  Use the five Post-tests in the CARS books and the final Review in the STARS books to assess mastery of the strategies taught.
T&L Expectations: Spelling/Words Their Way

Spelling - All spelling patterns for each year level are to be explicitly taught (See C2C Spelling Overview in G Drive Coredata Teachers Spelling) – this helps with reading and spelling – (children need to be able to read a word before they can spell it.) **These words should not be sent home to be learnt as spelling.** They may be used as vocabulary development words with activities such as, close sentences, unjumbling words and sentences, writing sentences with the words, finding words that have a similar or opposite meaning, findawords, matching word with meaning etc. (See C2C activities under G Drive Coredata Teachers Spelling)

Differentiated Spelling: “Words their Way” is used to differentiate the spelling needs of all students. These words should be sent home to learn as spelling.

About Words Their Way

Words Their Way is a developmental Word Study Program incorporating engagement through hands on activities and sorts and provides opportunities for Higher Order thinking.

An initial diagnostic test assesses where children are at on the developmental continua. This assessment uses an inventory for early, middle and upper year levels and is used 3 times in the year to monitor the progress spelling features learnt.

- Primary Spelling Inventory – (PSI) for Years P -2
- Elementary Spelling Inventory – (ESI) for Years 3-4
- (Supplementary Elementary Inventory where testing shows they are should be working in Syllables and Affixes but are in still in younger year levels. Many important spelling features at the end of the “Within Word Patterns” Stage are overlooked otherwise.) Please see STLN for clarification.
- Upper Spelling Inventory – (UPI) for Years 5 -6

Once the appropriate feature level for each child has been identified (2 or more wrong in a spelling feature column) children are then grouped for instruction with the help of STLN if needed. Teachers may then stream across classes or work within your own class. No more than 4 groups are recommended per class. Pre and Post tests are available for each unit of study.

It is recommended that you use the same marking sheet for all 3 tests using a different colour each time to show areas of progress.

Results are then entered on Oneschool. See Appendix 1 for entering information

These Assessments – Inventories are to be filed at the end of the year in the Diagnostic Assessment Folder for each child under “School based Spelling Assessment”.
Expectations/Daily Procedure

- Teachers follow the “I do, we do, and you do method” for introducing and consolidating each spelling feature.

- Day 1 - I do - Teacher has one set of words to go through the vocabulary aspect of the words (meanings and usage) and the spelling feature to be taught with the group. Teacher demonstrates the metalanguage to be used when describing why the word is being placed under a certain header for about the first 6 words. (Follow the guidelines for each sort located at the beginning of each Unit.)

- Day 1 - We do – Teacher then gives a word to each student of the group to place under the correct heading and justify why they have chosen to do so using the correct metalanguage while the teacher is there to guide them.

- Day 2 and 3 - You do – Independent sorting, buddy/writing sorts, blind buddy/writing sort, word hunts etc. Encourage children to continue to give reasons for their placement of the word when doing buddy sorting.

- Children cut out words and keep in a plastic bag for independent sorting activities.

- Children glue in words when activities are finished.

If children are not picking up the spelling features as quickly as expected do the same set of words for 2 weeks giving as much practice as needed.
### Appendix 1 –
Data entry information for Oneschool

**| Inventory Used | Words Correct | Feature Points | Spelling Stage | Identified Spelling Feature |
---|---|---|---|---|---|
**PSI** | LNA | BC | (Beg Con) |
| | | FC | (Fin Con) |
| | | SV | Sh Vow |
| | | D | Digraphs |
| | | B | Blends |
| | WWP | LV | Long Vow |
| | | OV | Other Vow |
| | SA | IE | Infl End |

**ESI** | LNA | C | Con |
| | | SV | Short Vow |
| | | D | Digraphs |
| | | B | Blends |
| | WWP | LV | Long Vow |
| | | OV | Other Vow |
| | SA | IE | Infl End |
| | | SJ | Syll Jun |
| | | US | Unacc Final |
| | DR | HS | Hard Suff |
| | R | Roots |

**USI** | WWP | B | Blends |
| | | V | Vow |
| | | CC | Com Con |
| | SA | IE | Infl End |
| | | SJ | Syll Jun |
| | | UF | Unacc Final |
| | DR | A | Affix |
| | | RV | Red Vow |
| | R | Roots |
| | P | Prefix |
**T&L Expectations:**

**RESS Number Facts Program**

**About Number Facts**

The goal of learning basic facts is for students to develop automaticity. Students who have automated instant recall of basic facts will have these facts available in task and problem situations without needing to waste their thinking on working them out. This way, automaticity does not take away any thinking from the task – automated facts have no cognitive load. YUMI Deadly Maths (YDM) believes that developing basic fact automaticity should be the focus after learning of the strategies and investigation of the patterns and connections within the basic facts has occurred.

**Number Facts Program expectations:-**

- Every child will be involved in the practice of number facts appropriate to their level every day.
- Five minutes every day must be devoted to building speed when answering number facts.
- Teachers are required to teach students the strategies to be used to make fast and accurate mental computations that can be generalised to larger/unknown facts.
- Teachers assist students to set goals according to the progression of strategies. See Appendix 1
- All students by the end of Year 2 should have completed Addition and Subtraction Level 1 and 2
- All students by the end of Year 4 should have completed Multiplication and Division Level 1 and 2

**Number Facts Program process:-**

- Teachers teach strategies (1 per fortnight) appropriate for the year level as outlined in the RESS Number Facts Program
- The program has a built in diagnostic element that will help students set goals to achieve mastery of strategies and guide teachers to strategies that require more development. The diagnostic element occurs in Level 1 of each operation (+, -, x, ÷) as it is naturally graded in line with strategy progression.
- Help students to set goals and monitor their progress as part of the “SuperSpeed” Program (the setting of goals is explained in the program in conjunction with strategy progression – Appendix 1)
- Teachers’ monitoring of the students’ progress through the levels will help show which strategies students are using effectively.
- Implement RESS SuperSpeed Program daily for 5 minutes.

(Adapted from the Original SuperSpeed Maths Program)
## Multiplication and Division Number Facts Strategies - YUMI

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- **Use a rule - x0 and x1**
- **Use a doubles - x2, x4, x8**
- **Use ten - x5, x9, x10**
- **Use connections - x3, x6, x7**
About: Parent-teacher partnerships and communication is a critical component to improve student learning outcomes.

Expectations: Teachers are expected to provide parents with a term letter outlining:

- highlights from the previous term
- things to look forward to this term
- ways parents can assist their child in their learning.

The parent letter is also accompanied by:

- the term curriculum overview (developed by HOC)
- current reading goals and strategies that parents can implement to assist improve their child’s reading.

Process: The parent letter, curriculum overview and reading goals are checked by the principal before getting photocopied and sent home to parents on the Friday of the first week of a new term. Teachers may also provide an electronic copy to parents if parents have identified email as their preferred method of contact. The Curriculum Overviews are uploaded to the school website and promoted in the school's Facebook page by the HOC.
PARENT TEACHER CONFERENCES

Teachers will offer a formal face to face conference with parents and carers twice during the year. This interview occurs at the end of Term 2 and 4 and/or the beginning of Term 1 and 3.

Teachers are encouraged to contact parents and carers to personally invite them to the meeting to discuss their child's progress (academic and social). This is also an opportunity to clarify areas of concern (if necessary) and to outline future goals and strategies that will be implemented to further the child's learning development.

It is expected that throughout the year, informal reporting will occur with parents and carers as the need or opportunity arises at mutually convenient times. This is to provide incidental feedback, strengthen school/community ties and to ensure that parents are well informed about their child's progress.

The purpose of parent teacher interviews is to provide parents with information about where their child is up to in their learning, what progress they have made, and what parents can do to support their child's further learning.

Three-way reporting, between student, parent and teacher, is the philosophy that guides Railway Estate's oral reporting process. The intent of three-way reporting is for the student to show ownership of their learning and be able to clearly articulate to their parents/carers, with some support from the teacher, where they are currently with their learning, and where and how they will progress.

About:-

Parent-teacher partnerships and communication is a critical component to improve student learning outcomes.

At Railway Estate State School, we highly value the role that parents and caregivers have in the education of their children.

Parents and caregivers can have a significant impact on student achievement. Research clearly shows that when parents have the same high expectations as the teacher, their child will increase their own expectations and learning will increase.

With this in mind, we encourage all parents and caregivers to take the opportunity to attend a parent-teacher interviews. This is an opportunity to formally discuss and celebrate academic progress, behaviour, effort and other general celebrations or concerns.

Students are also invited to participate in the interviews, known at 3-way reporting, as they are encouraged to celebrate their successes and own their learning.

What is 3-Way Reporting?

- A conversation between the student, their parents and their teacher.
- All three parties - student, parents and the teacher - sit together and talk about the student’s learning, with the student taking an equal role.
- In three way interviews students typically explain aspects of their learning as well as areas for further improvement.
- The conference gives students an opportunity to share with their parents their growth as a learner.
- Students accept accountability and responsibility for their progress and achievement, and demonstrate a growing understanding of their development as independent learners.
- The conferencing processes involves a portfolio of work that shows a range of evidence of learning that the student has demonstrated.

Why is it important for students to be at the conference?

- Children learn best when students, parents and teachers work together.
- Three Way Conferencing enables parents/carers, teachers and students to have an open and honest discussion.
- Students must learn to evaluate their own work, honestly and fairly. At Railway we have ‘Know and Do’ checklists and 5 Questions to support our students to regularly reflect on their learning and evaluate their progress. Three Way Conferencing requires self-assessment; which is an essential component of life-long learning.
Three Way Conferencing holds students accountable and encourages them to accept responsibility for their performance.

Teacher, Student and Parent Roles in 3-Way Reporting

In 3-Way Conferences, students, parents and teachers have specific roles and responsibilities.

Teachers:

- Teachers help students **develop the confidence to share their work** and understandings effectively. They play a crucial role in preparing and planning the students' work for presentation and discussion. Teachers will also provide other information for parents regarding their child’s learning.

Students:

- **Students plan and prepare their work for presentation.** During the conference they will attempt to demonstrate their understanding of the topics that they have completed through **discussing and answering questions that may be posed.** This enables students to share their work in a confident, assertive and articulate manner.

Parents:

- In regard to helping to make the Three-Way reporting experience a useful one for your child, it is really important to be: patient; positive; encouraging and supportive of your child.
- Parents **take an active role** in their child's presentation by providing feedback, praise, encouragement and asking questions to find out more information about their child’s learning.
- Please also remember that a child’s learning is a ‘work in progress’ and mistakes are all part of the learning process.

Expectations:

- Parent teacher interviews should be used to build constructive partnerships with parents
- Parent teacher interviews should focus on the celebration of learning
- Parent teacher interviews are offered at the end of Term 1 and 3 and/or the beginning of Term 2 and 4
- If parent select 3-way reporting, teachers must scaffold the students in preparation for the interview
- If a student is present, the teacher is a facilitator to guide conversation between the parent and child with a focus on learning successes and areas to improve
- The previous Curriculum Term Overview must be provided to parents as an interim report
- Student assessment folders must be used to guide discussion about the evidence of student academic progress
- Information should be provided to parents about ways that they could assist to improve student learning
- Specialist teachers must be flexible to accommodate parents who wish to discuss student progress

Process:

- Generic Parent teacher interviews letter is sent home at the end of Term 1 and 3 in preparation for meetings at the beginning of Term 2 and 4. Teachers can black out the times that they are unavailable.
- Notes are returned and the teacher allocates a time, taking into consideration siblings and possibly alternate times not listed.
- Classroom teacher will notify the specialist teacher if request. Specialist teachers will contact the parents to arrange a time to meet.
- Meetings should be a celebration of learning. If a student is present, the teacher is a facilitator to guide conversation between the parent and child with a focus on learning successes and areas to improve. Term 1 and 3 overviews with student results should be provided to parents as an interim report. Student folios should be used to discuss evidence of student learning. Teachers should also provide some helpful information to parents in ways that they could assist to improve student learning.
T&L Expectations: Student Assessment Folders

About:-
Assessment folders maintain a collection of evidence of student learning in relation to the achievement standard for each learning area or subject – it is not used to store diagnostic information. The representative selection of evidence of student achievement is collected using a range of assessments and is used as the basis for reporting to parents.

The assessment folio:
- provides evidence about learning from the reporting period
- includes evidence compiled over time from a variety of assessment types
- indicates patterns within the evidence from the opportunities students have had to demonstrate the elements of the achievement standard.

Expectations:-
- As students are responsible for their own learning, they are also responsible for their folios.
- Teachers keep student assessment folders in a class filing cabinet.
- Student assessment folders are labelled using the labels provided.
- Term Curriculum Overviews are stored in student assessment folders.
- Student assessment folder contain evidence related to learning areas. Diagnostic assessment and other reports are stored in a separate diagnostic assessment folder.
- All items used for reporting must be stored in student assessment folders in a labelled pocket.
- Teachers provide students with their marked assessment items and written feedback on student strengths and areas to improve as soon as possible after the completion of a task.
- Assessment folders should be kept up to date and added to closely after the marking of assessment tasks.
- Students file their assessment items in their folder and reflect on their strengths and how they could improve. Assessment items may initially be filed for P-2, however students should be able to articulate their strengths and how they could improve.
- Student results and feedback on strengths and areas to improve, based on the Australian Curriculum Achievement Standards and GTMJ, is also recorded in One School mark books for ease at reporting time.
- Student folios are used during parent teacher interviews and assist student led conversation during three-way reporting.

Process:-
- Work samples that have been used as evidence for report cards are kept for the current year then taken with the student to their next year level. Folders are returned to the students at the end of the following year. Eg. Grade 1 folder is taken to Grade 2 and returned to students before they enter Grade 3.
- Other evidence of students' achievements will be recorded and returned to the students.
- Students will start a new folio each year.
- Other work samples including checklists, observations and monitoring tasks are kept in a separate folder or student workbooks as they are used to inform teaching and learning not for reporting purposes.
- Diagnostic assessment, running records and other student reports (eg. hearing) are kept in a separate diagnostic assessment folder.
- At the end of each year in Week 10, teachers should deliver their current assessment folder to the new class teacher using the provided class lists. Grade 6 teachers have the option to send the current assessment folders home or store them in their classroom or send to STLN for filing with the diagnostic assessment folders. Grade 6 teachers must thoroughly consider their options, considering the possibility of parents questioning report cards.
Moderation is a process that enables teachers (within and across schools) to gain consistency of their judgments against a common, external standard.

The moderation process involves teachers discussing the qualities demonstrated in student work samples to reach consensus about the standard of the qualities. For example, if one teacher believes that the standard demonstrated against external criteria is an ‘A’ and another teacher believes the standard demonstrated is evidence of a ‘B’, a discussion takes place about the qualities of student work that match the standards descriptors. Discussions continue until the teachers reach consensus and agreement. If this cannot be achieved, other teacher/s may be invited to join the discussion.

Moderation aims to ensure that standards are applied consistently across the state so that student performances of equivalent standard are recognised as being equivalent and that they are assigned the same grade. To ensure that reported judgments of student achievement are defensible and comparable they must be based on sound evidence and a shared understanding of the desired standards demonstrated in student work.

The moderation process at Railway Estate will include blind moderation of common assessment tasks using a calibration approach.

Blind Moderation
Blind moderation is a process in which teachers moderate unseen samples of work from a different year level. This process allows the opportunity for a second opinion, to ensure only objective evidence is being used, and to assist teachers to understand curriculum verticality.

Moderation of an assessment task for chosen KLAs are held before and after a taught unit of work and occur as part of the school’s meeting schedule. Mid unit moderation will also occur during a taught unit of work to focus on the next instructional steps to improve student learning.

Unit Unpacking Process
Railway Estate’s moderation also involves an ‘unpacking’ process prior to teaching a unit of work to ensure consistency and a shared interpretation and understanding of the task. The process involves teachers:

- Understanding the Content Descriptions and Achievement Standards
- Identifying the assessable curriculum intent
- If required, revising the conditions of assessment task/s to ensure all students are able to participate
- Ensuring a consensus-based approach to understanding the standard descriptors from the GTMJ/s

Calibration Approach
After a taught unit of work, teachers mark (some or all) student responses individually, and then select assessment samples representative of their application for A-E standards.

The following samples from each year level will be moderated for each teacher:

- 1 x C sample
- 1 x A sample
- 1 x D sample
- Any uncertain assessment items

Notes
- If a work sample of an achievement level is not available, select the next highest achievement standard.
- No B and E samples are required as teachers can use their professional judgment and knowledge of the A, C and D standards to award a B and E achievement.

Moderation Timeline
Moderation will generally take the place twice a term:-

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<tr>
<td>Week 1</td>
<td>School blind moderation – end of unit</td>
<td>School blind moderation – end of unit</td>
<td>School blind moderation – end of unit</td>
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<tr>
<td>Week 2</td>
<td>Student improvement blind mid-moderation – English</td>
<td>Cluster moderation of student folios for reporting</td>
<td>Cluster moderation of student folios for reporting</td>
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<tr>
<td>Week 6</td>
<td>Planning / unpacking Term 2 units</td>
<td>Planning / unpacking Term 3 units Maths and English</td>
<td>Planning / unpacking Term 4 units</td>
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<tr>
<td>Week 9</td>
<td>Planning / unpacking Term 3 units Maths and English</td>
<td>Planning / unpacking Term 4 units</td>
<td>Planning / unpacking 2016 units</td>
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Using GTMJs to make judgements for individual assessment tasks

Marking guides, or guides to making judgments, accompany summative assessment tasks. They are a tool that supports teachers to make standards-based decisions about student work against a five-point scale.

Teachers award the student response an overall grade by:

• identifying the evidence for each assessable element/criterion
  • start at the bottom of each pole/row and move up/across ticking the elements that the student has demonstrated, however don’t stop at a grade if a student doesn’t achieve an aspect.
• matching that evidence to a particular descriptor for each assessable element/criterion
  • to award a grade for each pole/row, use the grade where they have demonstrated all aspects, but keep in mind that the student demonstrated elements at a higher level. The statement, ‘the student is a solid C with some aspects of B and A evident’ could be used during moderation, or in markbook comments.
• considering each of these judgments together to make an on-balance decision about the overall quality that best matches the student response.
  • once all poles/rows have been awarded a grade, teachers can then make an on-balanced judgement across the poles keeping in mind that the students may be showing evidence at a higher level to assist making judgement on the final grade for the assessment task.

Remember it is good first teaching if a student achieves a particular standard with your additional support and scaffolding. The student should be awarded the grade they demonstrated, however comments could state that additional scaffolding and support were required to achieve that level.

At the end of a reporting period these judgments about individual assessment tasks inform the teacher’s on-balance judgment to award an overall level of achievement in the learning area or subject.

For a thorough example of using a GTMJ to award a grade, please view the vignette at https://www.qcaa.qld.edu.au/27982.html

Individual assessment task (internal school) moderation procedure:
• Prior to teaching a selected unit of work, Railway Estate teaching staff will unpack and understand the curriculum intent and assessment items to ensure teachers have a consistent interpretation of the task and an understanding of how the of the standard is demonstrated in student responses.
• Teachers are required to bring along original work samples of an A, C, D standard and any uncertain samples of the chosen common assessment task A5 copies of the GTMJ will be provided if requested
• During moderation teachers will share their judgements based on the GTMJ criteria to reach a holistic judgement. This is not a procedural approach, but one that involves teachers’ professional knowledge in decision making. Conversations will be substantive and focused on the differences in the quality of performance. Decisions will be based on evidence in the work, not teacher knowledge of the student or his/her circumstances.
• When agreement cannot be reached the principal (or his delegate), as chief moderator, may make the decision.
• Teachers complete marking of common assessment task after moderation and enter into One School markbooks

Making judgements of a folio for reporting

For reporting purposes, teachers are required to make an on-balance judgment about the overall quality of a student’s work relating to the achievement standard. They take into account the most recent evidence of learning to account for progress. An on-balance judgment does not involve averaging a grade across different assessments. To make an on-balance judgment for reporting, teachers look at the evidence of student achievement and decide the best match to a level of achievement on a five-point scale.

Railway Estate is involved in Cluster Moderation with Aitkenvale and Central Schools to moderate a portfolio of work for reporting. The process involves moderating a semester’s unit of work samples using Queensland Curriculum and Assessment Authority’s (QCAA) Standard Elaborations. The QCAA Standard Elaborations provide additional clarity about using the Australian Curriculum Achievement Standards to make judgements on a 5-point scale.

For a thorough example of making a judgement on a portfolio of work using QCAA’s Standard Elaborations, please view the vignette at https://www.qcaa.qld.edu.au/27974.html
**Student folio (cluster school) moderation procedure:**

- Prior to moderating a student folio at cluster moderation, all individual assessments have been internally moderated at a school level.
- Teachers are required to bring along original work samples of a 'C' standard English portfolio. Year level Standard Elaborations will be distributed to teachers on the day.
- During moderation teachers will share their judgements based on the Standard Elaboration criteria to reach a holistic judgement. This is not a procedural approach, but one that involves teachers' professional knowledge in decision making. Conversations will be substantive and focused on the differences in the quality of performance. Decisions will be based on evidence in the work, not teacher knowledge of the student or his/her circumstances.
- When agreement cannot be reached the principal (or his delegate), as chief moderator, may make the decision.
- Teachers complete marking of common assessment task after moderation and enter results into One School report cards.

**Moderation Protocols**

- Commit to the purpose of the moderation process
- Adopt a sense of responsibility in and for the group
- Respect and listen to others openly
- Accept where others are at
- Cooperate in good faith
- Aim for consensus in decision making
- Address problems respectfully by seeking clarification and understanding, focussing on the student work and not the teacher who presents it
- Treat others as you would like to be treated
- Critique not criticise

**Role of a Facilitator**

The moderation of each year level will occur with the help of a facilitator. Facilitators in the school include STL&N, HOC, SAC and Principal.

**Before** the moderation session the facilitator will:

- Arrange the date, time and place (if necessary)

**During** the session the role of the facilitator may include:

- Establishing the moderation environment
- Identifying the curriculum intent
- Leading professional dialogue
- Facilitating conversations that support evidence-based teacher judgement (from the marking tool)
- Clarifying moderation protocols
- Monitor timing

**After** the session, the facilitator may liaise with Principal or delegate to decide on the rating of student samples that could not be agreed on in the session.

It is not expected that the facilitator act as an expert, but rather assist teachers to reach consensus through a shared understanding of the curriculum intent, evidence using the criteria and standards and the rating awarded.

**Adapted From:**

Policy Statement: Assessment

http://education.qld.gov.au/curriculum/framework/p-12/docs/p-12-policy.doc

Frequently Asked Questions: Assessment

REPORTING POLICY (2016-2017)

REPORTING STUDENT ACHIEVEMENT

The purpose of reporting is to provide parents and carers with information about where students are up to in their learning, what progress they have made over time and what they might do to support their children’s further learning.

Reporting is aligned to curriculum, pedagogy and assessment. It is the quality of the evidence gained from the assessment process that enables accurate reporting. Teachers use marking criteria based on the Assessable Elements for each KLA to make judgments about the evidence produced by the student. They use the results from various assessment tasks to come up with a professional decision on the overall level of achievement against the KLA Achievement Standard and report these results.

The following diagram shows this process.

STUDENT ASSESSMENT FOLIOS

The evidence of student achievement is collected using a range of assessments. This assessment folio holds a representative selection of evidence of each student’s learning in relation to the achievement standard for each learning area or subject. This evidence is used as the basis for reporting to parents. P-12 Policy Statement: Assessment

Work samples that have been used as evidence for report cards are kept for the current and previous year in classroom filing cabinets before being returned to the students. Other evidence of students' achievements will be recorded and returned to the students. Students will start a new folio each year. Other work samples including diagnostic assessments, checklists, observations and monitoring tasks are kept in a separate folder as they are used to inform teaching and learning NOT for reporting purposes.

As students are responsible for their own learning, they should become increasingly more responsible for their folios. Teachers provide students with their marked assessment items and written feedback on their strengths and areas to improve. Student feedback, based on the Australian Curriculum Achievement Standards and GTMJ, are filed as well as recorded in One School mark books for ease at reporting time. Students file their assessment items in labelled pockets and reflect on their strengths and areas to improve. Teachers keep these folders in a class filing cabinet. The student folios will assist students lead the conversation during three-way reporting.

REPORTING SCHEDULE

At Railway Estate State School reporting acknowledges student progress and achievement.

Compulsory Oral and Written Reporting Schedule

- Term 1 – Oral Reporting
- Term 2 – Written Reporting
- Term 3 – Oral Reporting
- Term 4 – Written Reporting

Railway Estate State School also conforms to State-Wide and National requirements for external reporting, including NAPLAN.

PARENT TEACHER CONFERENCES

Teachers will offer a formal face to face conference with parents and carers twice during the year. This interview occurs during Term 1 and 3.

Teachers are encouraged to contact parents and carers to personally invite them to the meeting to discuss their child's progress (academic and social). This is also an opportunity to clarify areas of concern (if necessary) and to outline future goals and strategies that will be implemented to further the child’s learning development.

It is expected that throughout the year, informal reporting will occur with parents and carers as the need or opportunity arises at mutually convenient times. This is to provide incidental feedback, strengthen school/community ties and to ensure that parents are well informed about their child's progress.
The purpose of parent teacher interviews is to provide parents with information about where their child is up to in their learning, what progress they have made, and what parents can do to support their child’s further learning.

**Three-Way Reporting**

Three-way reporting, between student, parent and teacher, is the philosophy that guides Railway Estate’s oral reporting process. The intent of three-way reporting is for the student to show ownership of their learning and be able to clearly articulate to their parents/carers, with some support from the teacher, where they are currently with their learning, and where and how they will progress.

Parent-teacher partnerships and communication is a critical component to improve student learning outcomes.

At Railway Estate State School, we highly value the role that parents and caregivers have in the education of their children.

Parents and caregivers can have a significant impact on student achievement. Research clearly shows that when parents have the same high expectations as the teacher, their child will increase their own expectations and learning will increase.

With this in mind, we encourage all parents and caregivers to take the opportunity to attend a parent-teacher interviews. This is an opportunity to formally discuss and celebrate academic progress, behaviour, effort and other general celebrations or concerns.

Students are also invited to participate in the interviews, known at 3-way reporting, as they are encouraged to celebrate their successes and own their learning.

**What is 3-Way Reporting?**

- A conversation between the student, their parents and their teacher.
- All three parties - student, parents and the teacher - sit together and talk about the student’s learning, with the student taking an equal role.
- In three way interviews students typically explain aspects of their learning as well as areas for further improvement.
- The conference gives students an opportunity to share with their parents their growth as a learner.
- Students accept accountability and responsibility for their progress and achievement, and demonstrate a growing understanding of their development as independent learners.
- The conferencing processes involves a portfolio of work that shows a range of evidence of learning that the student has demonstrated.

**Why is it important for students to be at the conference?**

- Children learn best when students, parents and teachers work together.
- Three Way Conferencing enables parents/carers, teachers and students to have an open and honest discussion.
- Students must learn to evaluate their own work, honestly and fairly. At Railway we have ‘Know and Do’ checklists and 5 Questions to support our students to regularly reflect on their learning and evaluate their progress. Three Way Conferencing requires self-assessment; which is an essential component of life-long learning.
- Three Way Conferencing holds students accountable and encourages them to accept responsibility for their performance.

**Teacher, Student and Parent Roles in 3-Way Reporting**

In 3-Way Conferences, students, parents and teachers have specific roles and responsibilities.

**Teachers:**

- Teachers help students develop the confidence to share their work and understandings effectively. They play a crucial role in preparing and planning the students’ work for presentation and discussion. Teachers will also provide other information for parents regarding their child’s learning.

**Students:**

- Students plan and prepare their work for presentation. During the conference they will attempt to demonstrate their understanding of the topics that they have completed through discussing and answering questions that may be posed. This enables students to share their work in a confident, assertive and articulate manner.

**Parents:**
In regard to helping to make the Three-Way reporting experience a useful one for your child, it is really important to be: patient; positive; encouraging and supportive of your child.

Parents take an active role in their child’s presentation by providing feedback, praise, encouragement and asking questions to find out more information about their child’s learning.

Please also remember that a child’s learning is a ‘work in progress’ and mistakes are all part of the learning process.

**Expectations:-**

- Parent teacher interviews should be used to build constructive partnerships with parents
- Parent teacher interviews should focus on the celebration of learning
- Parent teacher interviews are offered at the beginning of Term 2 and 4
- If parent select 3-way reporting, teachers must scaffold the students in preparation for the interview
- The previous Curriculum Term Overview must be provided to parents as an interim report
- Student assessment folders must be used to guide discussion about the evidence of student academic progress
- Specialist teachers must be flexible to accommodate parents who wish to discuss student progress

**Process:-**

- Generic Parent teacher interviews letter is sent home at the end of Term 1 and 3 in preparation for meetings at the beginning of Term 2 and 4. Teachers can black out the times that they are unavailable.
- Notes are returned and the teacher allocates a time, taking into consideration siblings and possibly alternate times not listed.
- Classroom teacher will notify the specialist teacher if request. Specialist teachers will contact the parents to arrange a time to meet.
- Meetings should be a celebration of learning. If a student is present, the teacher is a facilitator to guide conversation between the parent and child with a focus on learning successes and areas to improve. Term 1 and 3 overviews with student results should be provided to parents as an interim report. Student folios should be used to discuss evidence of student learning. Teachers should also provide some helpful information to parents in ways that they could assist to improve student learning.

**INDIVIDUAL CURRICULUM PLANS**

Students provided a different year level curriculum than their age cohort, for particular learning areas (as identified in their Individual Learning Plan) are assessed and reported against the achievement standards for the year level curriculum they are taught. [P – 12 Curriculum Framework Reporting to Parents](#)

**WRITTEN PROGRESS REPORTS**

All students in Years P to 7 receive a written Progress Report twice each year, at the conclusion of each semester in June and December. Report cards will include the following in order; a cover sheet, Achievement Standard Overview and One School Report.

Teachers use OneSchool to create a computer generated report based on student progress in the Essential Learnings and Content Descriptions using a five-point scale of A–E, VH-L or EX-AP. Specialist Teachers (Class Music, PE, Instrumental Music, LOTE, SWD, ESL and part-time teachers) are responsible for entering their own data on One School.

**Making Judgements**

The evidence of each student’s achievement is collected using a range of assessments aligned to the curriculum and is kept in student assessment folios. Teachers make an on-balance judgment about the overall quality of a student’s work relating to the achievement standard. They take into account the most recent evidence of learning to account for progress in the student’s understanding and skills.

An on-balance judgment does not involve averaging a grade across different assessments.

The on-balance decision is based on how well the evidence in the folio matches the two dimensions of understanding and skills in the achievement standard for the learning area on a five-point scale (A–E or equivalent). This process involves moderation among peers to strengthen comparability of teacher judgement.

Mid-year reporting represents the student’s achievement at the time of reporting. A mid-year on-balance decision involves making a judgment about how well the evidence of student achievement matches those aspects of the achievement standard that have been taught and assessed during the reporting period.

**FAQ: Assessment**
Report Card Comments

Comment banks for all KLAs are available on OneSchool to assist teachers to compose reports. For all learning areas, comments state student achievement against the Australian Curriculum Achievement Standard and identify student’s strengths and areas to improve based on the KLA’s Achievement Standard. Behaviour comments are also available.

Teachers are required to compose individualised general comments for each student. Comments should be professional, objective, in third person and in present tense without any predictive statements. All general comments must be reviewed by an admin member prior to being entered into OneSchool.

Grammatical notes:
- ‘Term 1’ and ‘Semester 1’ require capital letters. ‘This term’ and ‘this semester’ don’t.

Reporting Timeline

<table>
<thead>
<tr>
<th>Week</th>
<th>Reporting Timeline – End of Semester</th>
<th>Person Responsible</th>
</tr>
</thead>
</table>
| Week 1 | o HOC, STL&N, SWD & ESL: Set up and check ICPs and reportable goals  
|       | o Instrumental music: Add students to OLAs  
|       | o Extra-curricular activities: Add student names  
|       | o Report comments updated if required  
|       | o Part-time teachers: inform HOC what KLAs you will be reporting on | o SWD, STL&N, HOC & ESL Teacher  
|      | o HOC  
|      | o Teachers (see below)  
|      | o Part-time teachers | |
| Week 2 | o Report period: set up | o HOC |
| Week 5 - 8 | o Reporting period open: achievement and comments to be entered using comment bank codes and student portfolio of evidence  
|      | o STL&N, HOC SWD and ESL teachers to write personalised for their reportable goals  
|      | o General comments: emailed to admin for proof reading prior to being entered into One School | o Teachers  
|      | o Teachers and Principal | o SWD, STL&N, HOC & ESL Teacher |
| Week 8 | o Photocopying report attachments: using year level master attachments and/or access from GDrive (report cover and Achievement Standards) | o Teacher Aides |
| Week 9 | o Reporting period closed Monday 9.00am (second last week of school)  
|      | o Proofing reports on One School  
|      | o Proofing SWD reports  
|      | o Final proofing of reports and save on GDrive  
|      | o Consistent errors will be returned to teachers to fix  
|      | o Prepare class envelopes | o HOC  
|      | o Admin  
|      | o SWD teacher  
|      | o HOC  
|      | o Teachers  
|      | o Teacher Aides | |
| Week 10 | o Printing reports: Teacher Aides to print reports accessed from GDrive or One School.  
|      | o Report cards handed out to students Wednesday last week of school  
|      | o Copies of report cards can be found on GDrive if additional copies are requested by staff or parents | o Teacher Aides |

If you would like to enter any other extra-curricular activities that are not on the list, please see me so that I can set them up for you. An Extra-Curricular Help Sheet is available to assist you with the process.

Please refer to the following document for more information regarding the reporting expectations.

P – 12 Curriculum Framework Reporting to Parents

P-12 Policy Statement: Assessment

FAQ: Reporting
About Annual Performance Review:-
Managing and planning for Developing Performance is essential for individuals and teams to achieve their goals and contribute to the strategic priorities of the organisation.

Expectation:
- Electronic APR completed and signed by end of Week 3 Term 1
- Formal review with Leader in Term 3
- Final review in Term 4 with Principal and discussions for future APR

Annual Performance Review process:-
- Self-reflect to identify your strengths and areas for development by highlighting the Australian Professional Standards OR completing the online self-assessment tool [http://www.selfassessment.aitsl.edu.au/](http://www.selfassessment.aitsl.edu.au/)
- Complete page one of your Performance Development Plan
- Using your identified areas for development, choose 3 focus areas for improvement (preferably one from each of the domains of teaching, but not compulsory) and type these in page 2 of your Performance Development Plan. The rest of this section will be completed with your leader.
- You may wish to complete your career aspirations, however this is only optional
- Email your Performance Development Plan to your leader and make a time with them by the end of Week 3, Term 1, to complete your plan.
- Early Term 3 there will be a formal review with your leader
- Week 1-5 Term 4 will be the final review with the Principal

Resources:
- [Annual Performance Review](#)
- [Great teachers = Great results](#)
- [Education Queensland's Developing Performance Framework](#)
- [Australian Professional Standards for Teachers](#)
- [Railway Estate’s Annual Implementation Plan](#)
### Annual Development Plan timeline

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 3</strong></td>
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<tr>
<td>SFD</td>
<td>Self-reflecting using Australian Professional Standards for Teachers (APST)</td>
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<td>Week 1</td>
<td>Week 1</td>
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<td>Week 2</td>
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<td>Week 3</td>
<td>Finalise Annual Development Plan (APR) with your leader – all staff and ELT</td>
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<td>Week 9</td>
<td>Week 9</td>
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<td>Week 10</td>
<td>Self-reflecting using Australian Professional Standards for Teachers (APST)</td>
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<table>
<thead>
<tr>
<th>Term 2</th>
<th>Term 4</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>APR formal progress review with your leader – all staff and ELT</td>
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<tr>
<td>Week 2</td>
<td>APR review with HOC Week 1-3 – teacher aides</td>
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<td>Week 3</td>
<td>APR review with Admin officer – non-teaching staff</td>
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<td>Week 4</td>
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### Responsible Officers

<table>
<thead>
<tr>
<th>Staff members</th>
<th>Responsible officer</th>
<th>Number of staff</th>
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<tbody>
<tr>
<td>P-2</td>
<td>HOC</td>
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<tr>
<td>3-6 teachers</td>
<td>ST:QT&amp;L</td>
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<tr>
<td>Specialists</td>
<td>ST:QT&amp;L</td>
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<tr>
<td>DRT</td>
<td>HOC</td>
<td>2</td>
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<tr>
<td>Permanent teacher aides</td>
<td>STLN</td>
<td>4</td>
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<tr>
<td>Casual aides</td>
<td>STLN</td>
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<tr>
<td>SWD teacher aides</td>
<td>HOSES</td>
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<tr>
<td>Cleaners</td>
<td>Admin Officer</td>
<td>2</td>
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<tr>
<td>Groundsman</td>
<td>Admin Officer</td>
<td>1</td>
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<tr>
<td>HOC, STLN, Librarian, ST:QT&amp;L, Admin Officer</td>
<td>Principal</td>
<td>5</td>
</tr>
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</table>
T&L Expectations:  
Beginning of School Year: Day 8 Unit  
“The Railway Way”

About:-
The first few days of school is the ideal time to look at school values, school rules and expectations, school motto, school vision, goal setting and your own classroom expectations. ‘Getting to know you’ type activities are recommended to help build a positive class climate. A brief look at Australia Day, including our Flag and National Anthem, should also be taught.

Expectations to be taught:

Behaviour (see RESS Responsible Behaviour Plan – to be updated 2017 & Behaviour Management Teaching and Learning Expectation):

- Whole Body Listening
- 6 Pillars

Classroom Rules (Classroom Management Plan)
- Rules and expectations pertinent to your class
- Anchor chart
- Positive reinforcements
- Consequences

- Whole School Rules Poster
- School Behaviour Matrix
- Class Behaviour Plan (RESS Behaviour Steps)

Explicitly teach:
- Lining up
  - line up area
  - expectations – two lines, seated quietly, lunch away, lunchbox and hat on lap
- Transitions
  - two straight, quiet lines
  - left hand side of the path
  - teacher always present
- Toilets
  - appropriate behaviour to and from and in the toilets
  - go with a sensible partner (this is a school rule – students should never be sent alone)
- Lunchtime
  - eating time (seated the whole time, rubbish in the bin, wait for teacher)
  - playground rules and expectations

Also consider:
- Specialist lessons
- Parade
- Library
- Tuckshop
- Emergency procedures

Expectations to be developed and communicated explicitly:

Classroom Management and Expectations
- Bookwork, editing and handwriting expectations (RESS standards to be developed 2017)
• Begin teaching of Literacy Block elements including: Four Lesson Sequence (P-2), Read to Self, Word Work (WTW) (Optional: Listen to Reading and Read to Other) including anchor charts (see Teaching and Learning Expectation and for more information: Daily 5 and Café books)
• Homework
• Home readers
• Morning routine
• Equipment storage, book labels, spare equipment
• Parent Letter and Parent Information Night Week 3 (see Teaching and Learning Expectation)

**Generic class posters to be displayed:**
• School rules (and your own class rules)
• School vision
• Behaviour matrix and steps
• Lock down procedures
• Evacuation procedures
• Generic weekly timetable (clearly displayed for Relief Teachers)
• 6 Pillars
• Strategic Plan
• Gradual Release of Responsibility
• Classroom Management Plan
• Whole Body Listening

**Data Gathering:** *(Refer to Diagnostic Assessment Teaching and Learning Expectation and Diagnostic Assessment Folder)*
• Prep to Year 6 baseline data collection and target setting
  o WTW
  o Running Records/PROBE
  o Early Start testing (Prep)
  o Sight words (P-2)

**Curriculum and Pedagogy**
• Australia Day mini-unit including: National Anthem (first two verses), brief Australian history, Flag, Map and Traditional Owners

**Getting to Know Your Class and School:**
• Ice-breaker activities
• Team building
• Leadership activities
• Collaborative group skills
• Create anchor charts, photo wall or videos of students modelling your class and school expectations

• Literacy Block: See Teaching and Learning Expectation
  o Prepare for Week 4 Literacy Block start

• Consider the Units of Work you are teaching this term...ask yourself the 5 Questions for Teachers:
  • **What am I teaching?**
    • What is the curriculum intent?
    • What do students need to know and be able to do?
    • What are the reading and writing demands of the unit?
  • **Why am I teaching it?**
    • What do students already know
    • What can students already do?
    • What literacy skills do students already have?
  • **How will I teach it?**
    • What teaching strategies will engage the students?

Evidence Driven Instruction

Do you have Curriculum Clarity?
Consider....
what text are students reading (INPUT)
what text are students producing (OUTPUT)
• What literacy skills need to be explicitly modelled?
• What is the metalinguage students will need to use?
  - How will I know when students have learnt it?
• What evidence of learning will be collected?
• Are literacy skills improving?
• What instant, simple, usable data will be monitored?
  - What next?
• Is a new strategy required?
• What processes are there for students who are NOT improving?
• What is the next learning?

Evidence Driven Instruction
  - Complete term one English pre-task by end Week One
    • This data will inform your teaching and planning in English
    • Plan for mid-task moderation week 5

Gradual Release of Responsibility, explicitly teach teacher and student roles for each phase:
  - Modelled
  - Shared
  - Guided
  - Independent

Monitoring:
  - How will you check for student understanding at a lesson level? (using learning intentions and success criteria)
  - How will you and your students keep track of this?
  - Can your students answer the 5 Questions for Students?

Learning Wall display: (see Teaching and Learning Guidelines; Success Criteria)
  - Learning Walls can support the above Quality Teaching and Learning high yield strategies
  - Useful elements can include: GTMJ, Know and Do, Assessment Task, Pre-task, Analysed Modelled Response, Anchor charts

Process:
Please refer to the following documents and Teaching and Learning Expectations
  - RESS Responsible Behaviour Plan
  - Behaviour Management Teaching and Learning Expectation
  - Whole Body Listening resource folder
  - Whole School Rules poster
  - School Behaviour Matrix
  - Classroom Behaviour Steps
  - Classroom Management Plan
  - Learning Wall Success Criteria
  - Literacy Block Teaching and Learning Expectation (P-2 & 3-6)
  - Parent Night Teaching and Learning Expectation
  - Gradual Release Posters
  - Australia Day Mini-Unit
  - ‘Getting to Know You’ resources
**Example Whole Body Listening Lesson and Posters**

**Introduction:**
- Discuss: What do we already know about Whole Body Listening? How do we know if we are doing it/What does it look like? Why is it important for our learning?
- Contextualize to Railway Estate pillars and school rules
- Display Whole Body Listening poster – choose one below or even better create your own!

**Practice! Practice! Practice!**
- “Show me what whole body listening looks like” (students copy the poster showing eyes on the speaker, hands still (in laps or folded), legs crossed (or feet still), mouth is closed (silent), ears are ready to listen (whole body facing the right way). **PRAISE** appropriate demonstrations explicitly “I like how Dougie’s whole body is facing me.”
- Now ask students to show you what whole body listening does not look like.
- Ask students to turn to a partner. Have one student try to tell their partner a story about what they might do on the holidays. Tell the other student to show the opposite of whole body listening. Ask how did the speaker feel? Reverse. Discuss how it might be hard to learn/listen/teach when people are not showing whole body listening

**Teach:**
- Teacher to model signal to listen – eg: “When I want to see whole body listening I will do this.....” teacher puts hand up or on head, clap rhythm, count etc
- Teacher instructs students to continue activities, move or talk.
- Teacher to signal for students to listen and ensures that all students are attending AND showing whole body listening. **PRAISE** students that responded instantly (verbal or GOTCHAs). Continue with different movement or noise level. – eg: crawl, hop etc.
- Student need to remember to check teacher signal.
- Discuss why signal is important.
- Decide a classroom consequence for students who do not demonstrate Whole Body Listening

**Review:**
- Congratulate class on the completion of the lesson.
- Remind class that students demonstrating these expectations consistently throughout the week may be chosen for the Citizen of the Week
- Pre-correct: Teachers remind students of the Whole Body Listening expectation, before parade, carpet time and whenever someone is speaking.
The following Assessment and Reporting Framework will clearly identify the diagnostic assessment tools, benchmark standards.

(All documentation used in the recording of these assessments is to be clearly dated with the day, month and year and filed in the Diagnostic Assessment Folder)
## ASSESSMENT/TEST

<table>
<thead>
<tr>
<th>ASSESSMENT/TEST</th>
<th>USES/PURPOSES</th>
<th>Prep</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
<th>Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM Benchmark</td>
<td>Instructional levels and strategy use – groupings and individual focus for instruction. Type of formative assessment intended to diagnose areas of weakness and strength in reading and comprehension.</td>
<td>Below PM Level 20</td>
<td>Below PM Level 20</td>
<td>Below PM Level 20</td>
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</tr>
<tr>
<td>PROBE Term 2 and 4 Fiction texts</td>
<td>Evaluation of reading accuracy, reading behaviours and in-depth reading comprehension – groupings and individual focus for instruction. Type of formative assessment intended to diagnose areas of weakness and strength in reading and comprehension.</td>
<td>Above PM Level 24</td>
<td>Above PM Level 26</td>
<td>Above PM Level 30</td>
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<tr>
<td>TBC PAT R Comp</td>
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<td>TBC PAT R Vocab</td>
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</tr>
<tr>
<td>Phonological Awareness Screening Test Early Start</td>
<td>Evaluation of level of phonological skills used to guide groupings and individual focus for instruction. Type of formative assessment intended to diagnose areas of strength and weakness.</td>
<td>*</td>
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</tr>
<tr>
<td>Sight Words</td>
<td>Evaluation of recognition of high frequency words to identify students reading readiness. Type of formative assessment intended to diagnose sight word recognition.</td>
<td>*</td>
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</tr>
<tr>
<td>Words Their Way</td>
<td>Spelling ability – ‘distance travelled’- groupings and individual focus for instruction. Type of formative assessment intended to diagnose areas of weakness and strength in spelling ability</td>
<td>PSI</td>
<td>PSI</td>
<td>PSI</td>
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<tr>
<td>Primary Spelling Inventory</td>
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<tr>
<td>Elementary Spelling Inventory</td>
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<tr>
<td>Upper- Level Spelling Inventory</td>
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<tr>
<td>Maths</td>
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</tr>
</tbody>
</table>

*Identified students, who are not achieving current progression rates in reading.*

PM Sight Words

PM Benchmark

Below PM Level 20

Below PM Level 20

Below PM Level 20

**Screening Test Early Start**

**PM Sight Words**

**Supplementary before going to Green Book**

**USI USI**

**To be Developed.**
Railway Estate State School strives to provide quality learning experiences for all students through a balanced and structured literacy program. Railway Estate State School aims to improve literacy outcomes through consistent language of teachers and students and enriching programs specifically suited for all abilities from Prep to year six.

### Monitoring and Diagnostics

<table>
<thead>
<tr>
<th>Resource</th>
<th>Explanation</th>
<th>Minimum Expectation</th>
<th>Semester 1 Targets</th>
<th>Semester 2 Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PM Sight Words</strong></td>
<td>PM Sight Words are aligned with the PM reading levels. Prep students learn these 8 PM levels first. All prep teachers are to create learning experiences to engage students with these words.</td>
<td>1. Teachers monitor student’s progress through these levels. All PM Level 1-8 words will be premarked on PM100W record sheet that will be placed in Diagnostic Assessment Folder</td>
<td>Year Prep: Term 1: PM Level 1 and 2 Term 2: PM Level 3 and 4 Term 3: PM Level 5 and 6 Term 4: PM Level 7 and 8</td>
<td>If students reach PM Level 8 confidently during the Prep year students can switch to working through M100W colours, otherwise continue to teach sight words that match the levelled PM, or other, readers. All other Year Levels - if chn are below benchmark then continue with PM sight words</td>
</tr>
<tr>
<td><strong>M100W Sight Words</strong></td>
<td>In English there are 100 frequently occurring words that appear so often they make up on average, half of all the words we read. M100W is designed to be taught across the M100W “rainbow” and will therefore be used mainly as a Summative Assessment. Students who learn words easily may work their way through the colours.</td>
<td>All prep to year two teachers are to create learning experiences to engage students with these words. (Only begin in Prep once Level 8 has been reached confidently otherwise continue to teach sight words that match the levelled PM, or other, readers)</td>
<td>Year Prep: Year Prep</td>
<td>Year One: 25 words from M100W 50 words from M100W</td>
</tr>
<tr>
<td><strong>Phonological Awareness Early Start</strong></td>
<td>Rhyning – hearing and generating rhyme. Alliteration – no formal assessment (Syllables – A very early phonological skill. No formal assessment. If students cannot clap the syllables after working through WTW unit on syllables – record and monitor.)</td>
<td>STLN to do at beginning intervals. Teachers to check for progress using the Beginning results print outs.</td>
<td>Year Prep: On Entry Prep Early Start Literacy - PA and Phonics – Items 9 to 15 Beginning Term 1 End Term 2</td>
<td>Year Prep: End of Prep Early Start Literacy – PA and Phonics Items 1 and 2 Beginning Term 3 End Term 4</td>
</tr>
<tr>
<td><strong>Phonemic Awareness Early Start</strong></td>
<td>• Identifying beginning, middle and end sounds. • Segmenting and blending sounds to read and spell words. • Manipulations- Exchanging sounds.</td>
<td>STLN to do beginning T1 and End T3. Teachers to check for progress using the T1 and T3 results print out. End T2/4</td>
<td>Year Prep: On Entry Prep Early Start Literacy - PA and Phonics – Items 16 to 21 Beginning Term 1 End Term 2</td>
<td>Year Prep: End of Prep Early Start Literacy – PA and Phonics Items 3 to 14 End Term 3 End Term 4</td>
</tr>
</tbody>
</table>
### Year One
- Manipulate phonemes by addition, deletion
- Segmenting and blending sounds to read and spell words.

Use End of Prep data to begin teaching.

End of Year 1 Early Start Literacy – Items 9 to 22
End Term 2
End Term 3
End Term 4

### Year Two
- Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution

Use End of Year 1 data to begin teaching

End of Year 1 Early Start Literacy – Items 9 to 22
End Term 2
Retest for students not achieving End of Year 1 items.

### Preparatory Year
- Letters do not ‘make’ sounds. Letters, or a combination of letters, are used to represent speech sounds.
- RESS combines Jolly Phonics and SSP See RESS Green, Purple, Yellow and Blue Levels for teaching sequence
- Always introduce the sound first before introducing the letter or one of the letters that represent that sound.

RESS Green, Yellow, Purple sounds and letter representations. Monitor Sound/letter knowledge

### Year Prep
- RESS Blue Level Sounds and letter/letters
- Consolidate as above.

### Year One
- Level 2
- Level 4
- Level 6

### Year Two
- Level 10
- Level 12
- Level 14
- Level 16

### Year Three
- Level 21
- Level 22
- Level 23
- Level 24

---

**Phonemic Awareness Early Start continued..**

**Jolly Phonics**

Letters do not ‘make’ sounds. Letters, or a combination of letters, are used to represent speech sounds.

RESS combines Jolly Phonics and SSP See RESS Green, Purple, Yellow and Blue Levels for teaching sequence

Always introduce the sound first before introducing the letter or one of the letters that represent that sound.

**Jolly Phonics**

### Pm Benchmark Reading Assessment Resource

The PM Benchmark Reading Assessment Resources have been designed to explicitly assess students’ instructional and independent reading levels using unseen, meaningful texts. The PM Benchmark reading Assessment Resources provide accurately levelled fiction and non-fiction texts ranging progressively from emergent levels to reading age of 12.

*All teachers to administer throughout the year from Prep to Year Three.
*(Can also be used for students up to Year Six below PM 20)
*PROBE can be administered in Yr1 -3 if a student has achieved easily, confidently and with complete comprehension – Year 1 - above Level 24 PM Benchmark.

Year 2 - above Level 26 PM Benchmark.

Year 3 - above Level 30 PM Benchmark.
**PROBE Comprehension Assessment**

The PROBE works in determining a reading comprehension level and as a controlled in-depth interview to achieve greater understanding as to how readers engage with text and what specific teaching is required.

* Administered twice yearly by all teachers from Year Four to Six at the end of Term 2 and 4 (PM can also be used for students up to Year Six below PM 25)

*Can be administered in earlier years if a student has achieved easily, confidently and with complete comprehension - Year 1 - above Level 24 PM Benchmark. Year 2 - above Level 26 PM Benchmark. Year 3 - above Level 30 PM Benchmark.

RA matches CA (within 6 months) at times of testing 96% + decoding and 70% comprehension

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**Words Their Way Spelling Program**

Words Their Way is a teacher-directed, student-centred approach to vocabulary growth and spelling development whereby students engage in a variety of sound, pattern and meaning activities, sorting pictures and words. It caters for differentiated learning in the classroom, rather than a one-size fits all solution.

*All year levels to implement program over 3 days with support from teacher aides. This assessment uses an inventory for early, middle and upper year levels and is used 3 times in the year to monitor the progress spelling features learnt.

Test 1 – Beginning T1
Test 2 – End T2
Test 3 – End T4

**Year Prep**

<table>
<thead>
<tr>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>WWP Late</td>
<td>SA Middle</td>
<td>SA Late</td>
</tr>
<tr>
<td>WWP Late</td>
<td>SA Middle</td>
<td>DR Early</td>
</tr>
<tr>
<td>LNA Late</td>
<td>LNA Late/WWP Early</td>
<td>LNA Late</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>LNA Late</td>
<td>LNA Late/WWP Early</td>
</tr>
<tr>
<td>WWP Early to Mid</td>
<td>WWP Middle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR Middle</td>
</tr>
</tbody>
</table>

**Unit III Diagraphs and Blends Middle Letter Name Alphabet**

- LNA Late
- LNA Late/WWP Early
- WWP Early to Mid
- WWP Middle
- SA Early
- SA Middle
- DR Early
- DR Late
## Lesson Elements

### Opening the Lesson
- **Warm-ups**
  - Use warm-ups/automatic recall/skill and drill to focus students on learning required for this lesson
- **Revision**
  - Make links between this lesson and previous lessons to connect learning
  - Recall of previously taught essential concepts
  - Provides Lesson Intent – We are learning to (WALT)
    - Provide student friendly lesson intent aligned to the curriculum intent of the unit of work/assessment task
    - Students can answer “What are you learning?” by describing the lesson intent
    - Unit intent is visible to all students through the use of charts and visuals
    - Provides information about content and skills using measurable verbs
  - Provides Success Criteria – What I’m looking for (WILF)
    - Explain to students, in student friendly language, how to demonstrate their learning using measurable success criteria linked to lesson intent
    - Students can use the success criteria to answer the following four questions ‘How are you doing?’ ‘How do you know?’ ‘How can you improve?’ ‘Where do you go for help?’
  - Outlines a process or success criteria
    - Make links between the success criteria of this lesson and the assessment of the unit to show importance of learning
    - Co-constructed with students

### Gradual Release Model

#### I do – you learn
- **Routines and procedures are well established**
  - Eg. 100% student attention
  - Eg. Teacher constantly scans to maintain student engagement and understanding
  - Eg. Teacher (show, explain, teach) and student (watch, listen, learn) roles well defined

#### We do together
- **Content Delivery**
  - Lesson is delivered at a brisk pace
  - Content is focussed and aligned to WALT and WILF
  - Clear definition is provided
  - Complex content is segmented into smaller instructional units
  - Clear and concise language is used
  - Content is delivered by demonstrating (show using a physical object), explaining (telling), modelling (teach by thinking-aloud)
  - Examples and non-examples are used
  - Mnemonic and other devices used for students to remember process

#### You do together – I help
- **Routines and procedures are well established**
  - Eg. 100% of students focussed
  - Eg. Teacher constantly provides feedback to focus students and promote further learning
  - Roles well defined - Teacher (support, coach, ________). Student (__________)

#### You do – I help
- **Routines and procedures are well established**
  - Eg. 100% of students focussed
  - Eg. Teacher constantly provides feedback to focus students and promote further learning
  - Eg. Roles well defined - Teacher (Provide feedback to help your learning,) Student (take responsibility for your learning, listen to and provide feedback)

### Closing the Lesson
- **Makes links to the learning intentions (WALT)**
  - Leads reflection work against the success criteria (WILF)
  - Provides future learning objectives eg. a statement of where to next
  - Feedback to the teacher
  - Assign independent work eg. homework

RAILWAY ESTATE’S EXPLICIT TEACHING FLOW CHART

WALT and WILF
I do, you learn
Model, Explain, Think Aloud
Watch, Learn, Listen

We do together
Prompt, Question, Co-construct
Share, Respond, Co-construct

You do together, I help
Prompt, question, cue, facilitate
Collaborate, Listen, Clarify

You do, I help
Provide feedback to help your learning
Take responsibility for your learning
Provide multiple opportunities to apply and develop thinking
Listen to and provide feedback
Apply thinking

Reflection
Planning expectations:

One aspect of quality teaching and learning in classrooms requires the development of the documents below; particularly for audit purposes. It is expected that the following documents will be developed and ready to use prior to the commencement of each unit.

In all aspects of planning it is expected that teachers will demonstrate use of data, including internal school data (e.g. Running Records) and systemic data (e.g. NAPLAN), to inform planning.

<table>
<thead>
<tr>
<th>Generic (useful for TRS days)</th>
<th>Australian Curriculum</th>
<th>English</th>
<th>Students With Disabilities</th>
<th>Other KLA’s (Technology/Art)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic class timetable</td>
<td></td>
<td></td>
<td></td>
<td>*Unit Plan based on the Essential Learnings (EL’s) including student task sheet, exemplar and GTMJ</td>
</tr>
<tr>
<td>Generic student adjustment record</td>
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<td></td>
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</tr>
<tr>
<td>Weekly plan detailing WALT and WILF of lessons and activities to be taught each week</td>
<td>*Collaboratively identify salient features of the assessment task using the aligned mapping documents, GTMJ, Assessment task and modelled response</td>
<td>Term Literacy Block planning using CAFE, Strive, WTW, 7 Steps in writing, Daily 5</td>
<td>*Individual Curriculum Plan (ICP) (endorsed by parents) for students working above or below year level standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Elaborate on GTMJ using knowledge from the aligned mapping document, GTMJ, Assessment task and modelled response</td>
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<tr>
<td></td>
<td>*Create an A-C ‘Know and Do’ unit poster or student checklist based on assessment salient features</td>
<td></td>
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<tr>
<td></td>
<td>*Develop / modify assessment tasks, modelled response as required</td>
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<tr>
<td></td>
<td>*Create an aligned pre-task and scheduled monitoring opportunities that is used to inform teaching</td>
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<tr>
<td></td>
<td>Monitoring throughout units with feedback provided to assist students achieve assessment task standards</td>
<td>Individual student reading and spelling goals and targets with a system for students to know their targets and strategies to improve</td>
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<tr>
<td></td>
<td>Use Know and Do / salient features to plan explicit sequenced teaching and learning episodes using the Gradual Release Model and other school pedagogical approaches. WALT, WILF, simple lesson structure and differentiation should be evident</td>
<td>Salient features used to plan explicit sequenced teaching for classroom and Teacher Aide use</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Student differentiation specific to unit (noted in unit overview and/or weekly plans)</td>
<td>Cohort moderation of assessment task one week after completion</td>
<td></td>
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<tr>
<td></td>
<td>Visible learning resources available to promote Assessment Literate Learners eg. learning wall, anchor charts, analysed modelled response, 5 questions for students</td>
<td>Marked assessment task returned to students and placed in Assessment Folder with written feedback on GTMJ in preparation for parent-teacher-student interviews</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Cohort moderation of assessment task one week after completion</td>
<td>Assessment results and comment codes recorded on One School two weeks after assessment completion</td>
<td>Assessment results and comment codes recorded on One School two weeks after assessment completion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marked assessment task returned to students and placed in Assessment Folder with written feedback on GTMJ in preparation for parent-teacher-student interviews</td>
<td>*Reporting Alignment Document current with units</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Assessment results and comment codes recorded on One School two weeks after assessment completion</td>
<td>*Reporting Alignment Document current with units</td>
<td>*Individual Curriculum Plan (ICP) (endorsed by parents) for students working above or below year level standards</td>
<td></td>
</tr>
</tbody>
</table>

*Required prior to the teaching of each unit. Email a copy to HOC for inclusion in the Curriculum Plan.

*Bold items in regular font must be the same across all classes in the same year level and be available on the GDrive Curriculum Plan.

^Italicised items are required to be contextualised to your individual class and available upon request.
# T&L Expectations: Know and Do

## About
Know and Do tables/checklists/posters clearly identify what students need to Know and Do to be successful in their assessment tasks. Railway Estate checklists include A-C/D so that students know what is required to achieve each grade. However, it is still an expectation that we have high standards for our students and ensure that we teach to an ‘A’ standard.

Know and Do checklists can be used in a variety of ways including:

- Self-reflection
- Setting goals
- Peer feedback
- Lesson Intents (WALTs) reference
- Pre/mid task marking/feedback sheet
- Parent document outlining task requirements
- Checklist used for editing work
- To track progress

## Process to develop a Know and Do checklist

1. Gather appropriate curriculum documents:
   a. Mapping documents which include achievement standards, content descriptors, elaborations, assessment and monitoring tasks intent and identified area of GTMJ (or use relevant sections and attachments of unit plans)
   b. A-C Know and Do template to write/type in.
   c. Australian Curriculum website for use of glossary and elaboration
2. Highlight the aligned mapping document or relevant sections of the unit plan (Achievement Standard, Content Descriptions and Concepts/Elaborations) to identify the curriculum intent of the assessment task (the blue circles with the ‘A’ represent the assessment task/s). If more clarification is required, click on the hyperlink of the Content Descriptions to take you to the elaborations, or visit the Australian Curriculum website. Alternatively, this information can be found in the C2C unit plans.
3. Reflect on main intent/focus of the unit to develop/design pre-task
4. Look at GTMJ. Begin at the top and work down. If required, elaborate on the GTMJ using knowledge from the aligned mapping document to assist when making judgements in the future. Add details including ‘what’ and ‘why’ to the Know and Do table in the A-C columns.
5. Look at the assessment task, modelled response and text. If required, elaborate on the GTMJ using knowledge from the model response to assist when making judgements in the future. Add details to the Know and Do table.

## Expected Practice of Know and Do Checklists
Know and Do tables should be:

- used to support student learning and inform teaching
- purposeful for students to take ownership of their learning
- understandable for students eg. metalanguage explained and examples provided on learning wall
- differentiated in A,B,C expectations
- 100% aligned to Australian Curriculum and GTMJ
- measurable and demonstrable eg. A&B verbs demonstrate higher order thinking
- referred to at the beginning and end of every explicit lesson so that students understand the link between the lesson intent and the assessment task requirement
- visible and accessible to students eg. available on learning wall, in student books
# Railway Estate SS 2016 Priorities and Targets: Overview

- Improve achievement in the core areas of reading, writing and numeracy
- Build staff capacity to develop assessment literate learners by implementing high yield teaching and learning strategies, aligned with the school’s curriculum plan and the North Queensland Region Quality Teaching and Learning resources
- Develop a self-reflective professional learning and development culture with all staff

<table>
<thead>
<tr>
<th>AREA DESCRIPTION</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOA (level of achievement) data</td>
<td>'C and above' for all KLAs  Increase Achievement from 86.5% to 89%  Increase Effort from 93.4% to 95%  Increase Behaviour from 86.5% to 95%</td>
</tr>
<tr>
<td>LOA data</td>
<td>'C and above' for English, Mathematics and Science  Whole school  Increase Achievement from 82% to 84%  Prep  90%  Year 1  93%  Year 2  83%  Year 3  84%  Year 4  80%  Year 5  93%  Year 6  75%</td>
</tr>
<tr>
<td>Reading P- 3 School and Regional Reading Benchmarks –</td>
<td>Increase from 60% to 70% at or above benchmark in Years Prep – Yr 3</td>
</tr>
<tr>
<td>Reading NAPLAN – National Minimum Standard (NMS)</td>
<td>Increase the percentage of students meeting NAPLAN NMS in reading in Year 5 from 89% to 93%  Maintain the percentage of students meeting NAPLAN NMS in reading in Year 3 above 95%</td>
</tr>
<tr>
<td>Grammar NAPLAN National Minimum Standard (NMS) AND Mean Scale Score (MMS)</td>
<td>Increase the 2014 - 2016 relative gain to ‘similar’ or ‘above’ Similar Queensland State Schools  Increase the percentage of students meeting NAPLAN NMS in Year 5 from 74.1% to 85%</td>
</tr>
<tr>
<td>Attendance Whole School Attendance</td>
<td>Increase whole school attendance from 92.1% to 94%</td>
</tr>
</tbody>
</table>
At Railway Estate SS our **Assessment Literate Learners** know what they are learning, how to successfully demonstrate their learning and how to use feedback to improve and set learning goals.

**Timeframe**
- **Before the unit**: Teachers can articulate what students need to know and be able to do to be successful in the assessment task before they start teaching the unit of work.
- **Beginning of the unit**: Students can articulate what students need to know and be able to do to be successful in the assessment task before they start learning the unit of work.
- **Throughout the unit**: Classroom artefacts and displays are aligned to the curriculum being taught and make learning visible.
- **By the end of the unit**: It is a shared understanding of successful learning that builds successful learners.

**Success Criteria**
- Before the unit: Students can articulate what students need to know and be able to do to be successful in the assessment task before they start teaching the unit of work.
- Beginning of the unit: Students can articulate what students need to know and be able to do to be successful in the assessment task before they start learning the unit of work.
- Throughout the unit: Classroom artefacts and displays are aligned to the curriculum being taught and make learning visible.
- By the end of the unit: It is a shared understanding of successful learning that builds successful learners.

**Evidence**
- **Know and Do Chart**: Term Plan (incl WALTs and WILFs)
- **GTMJ**: Pre-task → planning adapted in response to student needs
- **Analysed Modelled Response**: GTMJ
- **Student goals based on pre task**: Pre-task graph (target setting)
- **Collaborative Know and DO**: Modelled and DO task sheet

**Considerations**
- Do you have **Curriculum Clarity?**
- Are you lessons clearly sequenced and aligned to assessment task?

**NQR Five questions for teachers**
1. What am I teaching?
2. Why am I teaching it?
3. How will I teach it?
4. How will I know when students have learned it?
5. What next?

**NQR Five questions for students**
1. What are you learning?
2. How are you doing?
3. How do you know?
4. How can you improve?
5. Where can you go for help?