Assessment

School
- MGSS – *Using Data @ MGSS*
- Quality assured assessment tasks and marking guides – C2C units, cluster units and MGSS units
- Reading assessments (Sparkles, Fountas & Pinnell, Probe)
- Writing assessment (marking rubrics)
- FNQ Mathematics assessments (formative / diagnostic)
- Folios contain summative assessment tasks, including:
  - tasks & investigations / tests / assignments
  - observation & anecdotal records (where required)
- EAL/D Bandscales
- Literacy continuum
- Early Start

Cluster
- Planning and moderation of English units (using work samples)

Federal
- NAPLAN

Pedagogy

- Explicit teaching, direct teaching, intensive teaching, structured review drill and practice
- Gradual Release of Responsibility Model used across units, lesson and activities
- Target setting - individualised and group basis / learning goals
- Differentiation – meeting the needs of learners
- Adjustments - students with disability and high-achieving students
- Targeted use of Learning Walls
- Provision of learning that is intellectually challenging and meaningful to the student
- Use of ICTs in range of learning experiences
- Prep: Intentional teaching via active learning, explicit teaching and play-based activities (age-appropriate pedagogies)
- Intensive teaching: warm-up, plough back, intensive intervention
- Interactive Teaching: whole class discussion, cooperative learning, peer-partner learning, guided instruction
- Indirect Teaching: problem-based learning, independent learning
- Professional Development for teachers that examines how students learn and how we need to teach
- Local community partnerships enhancing the learning process

Curriculum Intent

- AC – English – C2C units (adapted and adjusted) + Cluster English units + MGSS units
- AC – Mathematics – C2C units – FNQ assessments
- AC – Science – C2C units + MGSS units
- AC – HASS - C2C units + MGSS units
- AC - The Arts - C2C units + QSA units + MGSS units
- AC - Technology - C2C units + MGSS units
- AC - HPE - C2C units + MGSS sport program
- AC - Japanese - C2C units + MGSS units
- Spelling – Words Their Way
- Reading – Super 6 and Nifty 9
- Prep literacy and oracy programs
- Lower school - SSP synthetic phonics program
- Writing – elements of Seven Steps program
- MGSS Code of Conduct (behaviour)
- MGSS Social Skills programs, including Daniel Morcombe, Respectful Relationships, Pause, anti-bullying, E-smart
- Instrumental Music program – strings
- MGSS STEM, coding & robotics program
- MGSS excursion / incursion program
- Focus areas for 2023:
  - Mathematics
  - Writing
  - Reading

Learning Culture

- High Expectations
- Academic Rigour
- Self-motivated Learners
- Happy & Engaged Learners
- Embracing Diversity
- Problem Solving & Creative Thinking
- Consistency of Practice
- Opportunities for success

Reporting

Informal feedback to students and families is an ongoing process that is linked with target setting, Prep to Year 6

Formal written reports distributed twice yearly. Precise format mandated. Reports individualised with personalised comments linked to evidence of student performance.

Parent-Teacher interviews twice a year plus invitations for ongoing communication (via emails, visits and phone calls). 'Meet the Teacher' event in Term One.

Mandated yearly reporting of student performance for NAPLAN.

Internal monitoring, case management and analysis of data (Professional Learning Teams)

Conversations involving teachers and school leadership team occur each term to standardise curriculum intent and personalise teaching & learning to student needs.

Cluster moderation processes support standardising teaching & learning and provides feedback to teachers and to the school on the quality and standard of curriculum intent.

Intervention and Support – "The BEST"

B – Best quality teaching for all
E – Everyone learns – everyday adjustments and Differentiation
S – Specialised learning – identified students receive additional support -adjustments detailed in support plan (Personalised Learning Program)
T – Targeted Learning – students with high needs have individual plans written (e.g. Individual Curriculum Plan)

Programs

- Special Needs Committee
- Individualised support for students with disabilities
- Screening programs
- Guidance Officer / Speech Pathologist / other specialists / external agencies