

RATIONALE

The knowledge and skills that students learn during their school years equip them for the future and assist them in becoming happy and successful adults. It is necessary that a comprehensive curriculum be provided that allows the opportunity for all students to achieve success and to be engaged in learning. It is also vital that students take responsibility for their learning and are reflecting on their development.

AIM

- To develop whole school values about teaching and learning and a common and consistent delivery of agreed teaching practices while still allowing flexibility for innovation
- To provide a supportive and productive environment promoting independence, interdependence and self-motivation.
- To implement a variety of strategies to cater for differing abilities and learning styles.
- To implement a range of learning opportunities that reflects students' needs and interests.
- To provide both support and extension programs as necessary.

IMPLEMENTATION

- Provide a range of Professional Development opportunities that link directly to the Strategic Plan, Annual Implementation Plan and priority of Teaching and Learning. These Professional Development opportunities may be in or out of school programs.
- Allocate time in PLT and staff meetings to discuss and share best practice; working within the Professional Learning Team model
- Identify students with specific social, emotional and learning needs and prepare individual learning/behaviour management plans, along with implementation guidelines that are regularly shared with parents.
- Implement a whole school thinking curriculum approach, which includes the use of visual organisers to assist the focus of thinking, planning and organisation
- Teachers will provide a specific learning focus for each lesson and the students will have access to success criteria provided to ensure they know what 'best practice' looks like.
- Provide rubrics and samples of 'best' work to allow students to know what they are aiming for.
- Ensure Assessment practices reflect the full range of the learning program, which should be explicit, criteria driven, encourage reflection and uses evidence to inform planning and drive teaching. Assessment should cater for as, of and for learning.
- Teachers and teams should follow the KPS whole school Assessment Schedule to inform and drive teaching.
- Incorporate the use of various information technologies across the curriculum.
- Each child will have at least one individual SMART (specific, measurable, attainable, realistic and timely) goal for both literacy and numeracy. These goals are to be set by the teacher and the student. Goals, once achieved, should be reset to ensure success and continuing focus.

REVIEW

- The policy and program will be evaluated on an ongoing basis using:
- AusVELS (as a guide).
- Collection and analysis of student performance against previous results of the individual child
- AusVELS level results, state-wide benchmarks using NAPLAN results
- Attendance by staff at Professional Development
- Student self evaluation
- Student and parent opinion surveys
- Student results, especially in literacy and numeracy