Teaching Plan for Girraween Primary School

Girraween teachers work in professional learning teams to collaboratively plan, teach and assess the Australian Curriculum. In teams, teachers scope out the years learning starting with the Australian Curriculum achievement standards. Whole school events and assemblies are built into these plans.

Teachers use an inquiry pedagogy to design deep learning built around concept development. Big ideas are explored starting with a question. Student voice is built into the inquiry cycle. Most inquiries are guided and include scope for student led study within the cycle. There are two types of inquiries that occur: projected and emergent. Teams plan the projected inquiries but also stay alert to opportunities for inquiries to emerge as things happen in the school, the community or the world. They integrate learning areas, cross curriculum priorities and general capabilities. We aim to build assessment capable learners and plan assessments to consider how students can present learning using a range of means. Formative assessment is used to guide planned learning sequences.

PLC’s document the inquiries using the cycle found in power of inquiry by Kath Murdoch. Evidence of inquiries can be found in training room, shared spaces and on the website.

The explicit teaching of literacy and numeracy follow school wide pedagogical practices. Student progress is monitored through the collection of data at regular intervals. Teams examine data to inform intervention and extension programs.

Digital and information technologies are embedded through the curriculum. The general capabilities are included in planning and are included in the report comments to parents.

Specialist programs include a focus on general capabilities and cross curriculum priorities. IN 2021, the specialists will all focus on the general capability of Creative and Critical Thinking. Our world draws learning from the sustainability cross curriculum priority. Geography and Science concepts are explored with the farm and greenhouse being vehicles to drive learning further. Japanese language and culture lessons draws on the studies of Asia and the language curriculum. The Arts covers music, dance and drama. Physical Education is covered by a specialist and students have opportunities to represent the school through PARRS.

Students with additional needs are monitored by leadership and our special education teacher. Students with additional needs who are clients of student services are overseen by our Special Education Teacher (SET.) The SET:

* Works with students who require very specific literacy intervention
* Supports teachers to implement Educational Adjustments Plans (EAP)
* Liaises with Student Services
* Convenes parent meetings

The Assistant Principals oversee school managed students who are undergoing investigation or who are identified as requiring additional support. This involves

* Liaising with teachers to write student support plans (SSP) and learner profiles(LP)
* Overseeing letters written to specialists
* Convening case conferences

We value our reading culture and have a teacher librarian. In 2021, the teacher will also have a technology coaching role. These roles are not release, this teacher works alongside classroom teachers to put best fit books in student hands and to increase the capacity of teachers to integrate technology within programs.

We integrate curriculum so it is not always seen as discrete chunks of allocated time, teachers do need to be mindful that they explicitly teach English and Maths for the recommended times as a minimum. These subjects are also embedded across the curriculum and may take up a larger overall time allocation. The time spent on HASS, Science and Health are normally based on intensive work within a term or semester rather than a weekly allocation. From year 1-6, students will have the opportunity to engage in the Japanese program for one hour per week.

