

# How our students learn at St Bede's



## How do we know what to teach?

### Curriculum

Documents that inform all planning processes at St Bede's include:

- Victorian Curriculum, state-wide curriculum
- CEM Religious Education Framework
- CEM Horizons of Hope
- St Bede's Curriculum maps



## Link to Victorian Curriculum & Religious Education Framework

<http://victoriancurriculum.vcaa.vic.edu.au/>

[bit.ly/REframework](http://bit.ly/REframework)

## **Assessment**

At St Bede's, teaching is informed by each student's point of need. This is ascertained by a variety of testing in order to gain data on student achievement and goals. Assessments are conducted at the beginning and end of the year and throughout the year in order to continually monitor student progress.

Assessments can include the following:

### **Online assessments**

Literacy Assessment Project (LAP Melbourne University Assessment)

PAT Maths & PAT Vocabulary (ACER online assessments)

Speak Up – Online French Vocab testing

### **Government Testing / System Testing**

Naplan

Running records (to determine text level)

Record of Oral Language

### **Ongoing classroom assessments**

Pre-assessment/post-assessment for all units of work

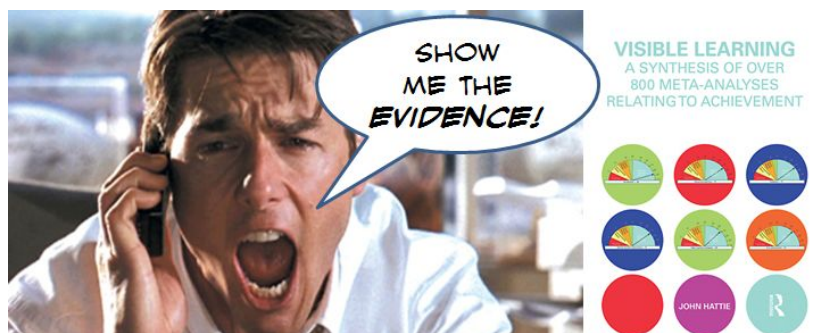
Running records

Anecdotal notes

Student work samples

Observations

Reviewed May 2017



## Planning Process

Prior to the beginning of each term, teachers follow a planning process to design a personalised curriculum. This planning process includes the following steps:

- Professional Learning Teams (PLT) exploring the Victorian Curriculum and mapping our next term's Inquiry. Creating rich questions, supporting questions and understandings for curriculum areas such as Science, History, Health, Civics and Citizenship and Geography
- A staff meeting exploring the links with the RE curriculum Framework and the mapped Inquiry
- A Planning day per level with Curriculum leaders planning the next term's inquiries and units (i.e. Maths / Literacy foci)
- Weekly team planning where planning is continually adjusted to meet the ongoing needs of the students
- Monthly French planning with support from Catholic Education Melbourne
- Weekly French PLTs conducted with the French language assistant where vocabulary is explored and teachers are supported with the French Victorian Curriculum.

*“Planning can be done in many ways, but the most powerful is when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborate on understanding their beliefs of challenge and progress, and work together to evaluate the impact of their planning on student outcomes.”*

*— John A.C. Hattie, Visible Learning for Teachers: Maximizing Impact on Learning*



## Explicit Learning Goals

Students are aware of the particular learning focus and where they are on their learning progression through the use of learning intentions, success criteria, teacher feedback and these then inform student goal setting. In the classroom this looks like:

- A Learning Intention set at the beginning of each lesson and visible to students
- Success Criteria (often co-created by the teacher and students) - a model of success that displays what a piece of work should look like and what it should contain
- Teachers often create a Model of Success which is then displayed (for example modelled writing) within the room for students to refer to
- During reflection time at the end of lessons, students are able to refer to the Success Criteria and the Model of Success in evaluating their own work
- Students create individual learning goals. These goals focus on areas of need that the student has recognised or has been received as feedback from the teacher. The goals set by students need to be measurable and achievable. These goals are displayed so that they are a visible reminder for students
- Goals are revisited and reset regularly so that they are kept up to date with each student's needs

*'Feedback is one of the most powerful influences on learning and achievement' -John Hattie*



## Personalised Learning

Throughout the year, the students are continually monitored and assessed to determine students' Zone of Proximal Development (ZPD). The curriculum is then designed and adjusted to meet children at their point of need.

*'The students' achievements today, inform tomorrow's teaching'*



## Staff Development

Teacher capacity is continually developed at St Bede's. Teacher capacity has one of the greatest impact on student learning.

This is done in a variety of ways.

These may include:

- On site coaching - educational consultants who work with the staff both during the planning process and on professional learning days
- Professional Learning Teams (PLT's) conducted weekly alternating between Curriculum/RE and Literacy. At these meetings best practice is studied and planned for as well as continually monitored by staff bringing samples of this from their classroom
- Weekly French PLT meetings – professional learning about vocabulary and gesture
- Teacher Learning about current practice is also conducted through staff meetings in areas that include mathematics, Digital Technologies and Wellbeing.

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*Teacher efficacy is the number one factor influencing student achievement (Hattie, 2016)*





## How do we communicate student learning?

### **Seesaw**

Student learning and progress is continually communicated from the classroom to families through the online portfolio 'Seesaw'. Each year students are enrolled in their class Seesaw portfolio and parents are invited to access their child's portfolio. Students and teachers can upload work samples, learning reflections and feedback. Parents can also comment on their child's work and /or leave a 'like'. Students can see when their parents have seen their work and read ongoing feedback from both teachers and parents.

Parents can download the free Seesaw app to their digital device and receive notifications when a piece of work is uploaded to their child's portfolio.

It is expected that each term, every child's portfolio will have a sample for:

- Writing
- Reading
- Maths
- Religion
- Inquiry
- French
- Specialists
- Students can also upload work they are proud of to their free choice folder



Over the term, samples will include learning reflections, teacher feedback and evaluations.

Parents are strongly encouraged to leave feedback for their children, as this has a great impact on the child's confidence and pride in their learning.



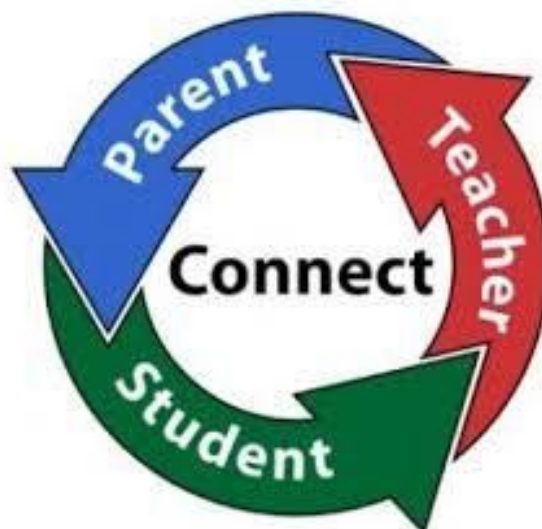
## **Semester Reports**

Each semester a formal standardised report is published for parents. At St Bede's we use the Nforma reporting package. This clearly communicates the level of achievement against the Victorian Curriculum and also breaks down each learning area in a rubric into a five point assessment scale (Not Yet Evident, With Teacher Support, Working Towards, Established, Beyond Expected Level).

## **Parent/Teacher/Student conferences**

At the beginning of the year, St Bede's hold parent/student/teacher 'Getting to Know You' learning conferences. At these conferences the focus is for families to share important knowledge of their child with their classroom teacher. Students share their initial goals that have been identified through assessment and teacher feedback.

At the end of Term Two, parent/student/teacher learning conferences are held. During these conferences teachers will provide an insight into each child's progress. Students discuss their achievements and their ongoing goals.



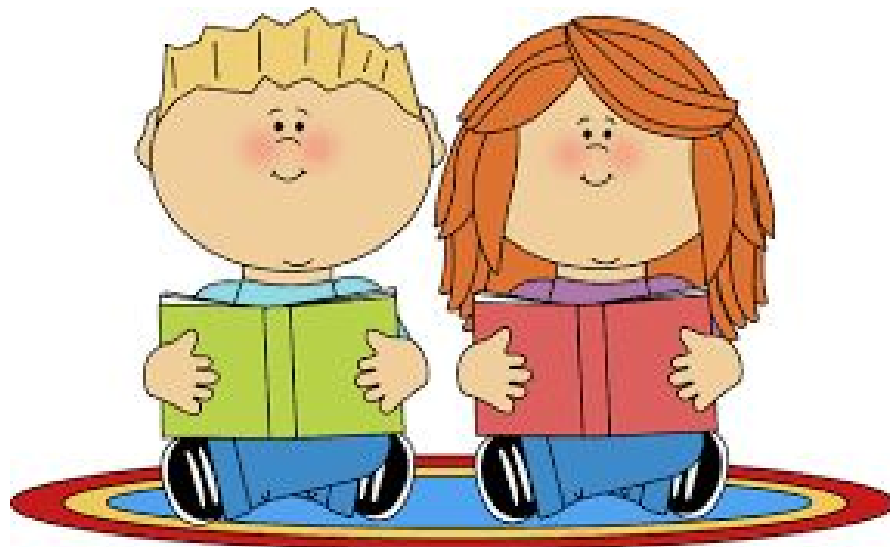
## What does teaching to the students' point of need look like in a multi-age classroom?

In all classrooms there is a range of learning achievements and needs. These variants occur in both straight and multi-age grades both of which can have children of different ages and learning abilities. The ongoing assessment that is conducted within a classroom informs teachers of every student's entry point to the learning. This then informs the design of learning and daily teaching foci.

*Multi-grade / age classes have a 0.04% effect on student achievement.*

Hattie:

<https://visible-learning.org/hattie-ranking-influences-effect-size-s-learning-achievement/>



## LOTE at St Bede's: Nous parle en Français

At St Bede's we have participated in system professional development exploring best practice language learning. We have embedded the pedagogy of language learning within the classroom using functional language every day. The language learning in our school looks like:

- All students are exposed to functional French language on a daily basis in the classroom
- The vocabulary is supported by gestures
- We have a French Language Assistant, Aurelie Alunni-Fegatelli, who supports all classroom teachers
- Students are engaged in activities to practise their vocabulary orally and through reading of our weekly French readers
- Students are engaged in activities to practise the writing of learnt French phrases and questions

These French readers can be accessed by everyone on the Student portal on our school website. Use the link below to view our readers and listen to them read them via the screencast.

[bit.ly/frenchsbbn](http://bit.ly/frenchsbbn)



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## Catholic Identity

At St Bede's our Catholic faith permeates all that we do. We inclusively celebrate our faith through our daily interactions with each other. With the children we explore what our faith asks us to be in our everyday – the face of Christ for those around us. We help the children to develop an understanding of the relevance of their faith in their world by making connections from their learning to their world.

Opportunities that are provided for members of our community to explore their faith:

- Whole school masses
- Class masses
- Morning and afternoon prayer
- Sacramental Programs
- Learning designed using the Renewed RE Framework and linked to the inquiries
- Mini Vinnies

*With Bede as our model  
and Christ as our everlasting light,  
we strive to build a Catholic school community  
where each is given time and support  
to learn to know, to do, to live together and to be.*

