**Introduction**

To develop this document the Writing, Reading, Oral Language and Spelling Curricula and The Handwriting Policy have been collaboratively planned by staff across year levels and as a whole school team. Collaboration was essential to specifically address the needs of the individual students and to meet our school community’s needs. On-going responsive planning, both long-term and short-term and professional collaboration will continue to be used by staff to meet the needs of individual students and the school community.

**Foreword**

♦ **Curriculum**

Based upon the needs of the students and the whole school community this diverse curriculum will continue to be reviewed, implemented and evaluated. The curriculum will include consideration of students’ interests, prior experiences and achievements and acknowledge current learning theory and methodological practice.

♦ **Environment**

The school’s learning environment is nurturing, supportive and safe and contributes to the development of the students’ self-esteem, self-efficacy, optimism and enthusiasm for ongoing learning. The student’s spiritual, social, physical, intellectual, moral and aesthetic development will be facilitated acknowledging the capacity of all students to learn and develop.

The school’s learning community is strengthened by collaborative partnerships involving the wider community, families, students, specialist consultants and educators.

The school’s learning environment acknowledges individual differences and is free from negative forms of discrimination based on culture, ethnicity, sex, language, religion, disability, socioeconomic background or geographic location.

Programs are developed using information about students’ needs and learning styles. Student achievement and progress will be regularly assessed and monitored with programs being evaluated and modified to meet identified needs.
Foreword (continued)

♦ Assessment and Learner Profiles

Students will be assessed using formal and informal assessments and records of their achievement and progress. (see Assessment Policy)

♦ Data Sources

Student data will be collected using a variety of tools which may include:

- Observations
- Running records
- ESL Scales
- School Entry Assessment
- SACSA Framework
- WALNA basic skills tests and other standardised assessment tools
- Other appropriate tools, mechanisms and assessments (both formal and informal).

Assessment methods will be devised and compiled to meet the specific needs of students and staff. Monitoring of the success of specifically developed programs and assessment methods will be ongoing.

♦ Feedback

Students will be provided with ongoing feedback on their progress based upon a range of assessment strategies, methods and techniques.

Formal written reports are provided twice yearly to families.

♦ English as Second Language Students

Curriculum provision and student assessment for students with English as a second language will be assisted through the use of appropriate tools. These may include the ESL Scales and ESL Scope (SACSA. framework).
Foreword (continued)

Accountability

Curriculum accountability is the joint responsibility of teaching staff, Head of the Junior School and Deputy Head of the Junior School. Independent advisers and AISSA personnel may be involved.

Consistency of judgements of student achievements will be achieved through professional collaboration and consultation.

The Head of the Junior School will:
- Analyse and monitor the recording of student profile data
- Evaluate, collaboratively plan and monitor policies and practices and assist in their development and implementation
- Consider student achievement data
- Ensure consistency of the judgements of staff of student progress through facilitation of professional collaboration and consultation
- Assess school curriculum outcomes using learner achievement data
- Make available an analysis of learning achievement data to be used for staff planning and practice
- Facilitate the involvement of families, specialist personnel and students (where appropriate) during the development of intervention and support strategies.
- Use student profiles and assessment data to collaboratively:
  - Provide relevant intervention and support programs
  - Identify staff development needs
  - Critically reflect on practice
  - Provide student learning outcome reports

Intervention and Support Programs

Intervention and Support Programs will be based on analysis of student achievement data with provisions and accommodations being made to meet the individual requirements of each student.

The student’s achievements and progress will be regularly assessed and monitored with programs being evaluated and modified to meet specific learning needs. Special Education and Literacy Support (Second Wave) and Special Education and Tutorial Centre (Third Wave) support programs will be provided for students requiring more than classroom instruction (First Wave).

Teaching Techniques

Activities incorporating different teaching techniques will be included to provide different opportunities for students in their learning.