

Schools Plus Teaching and Learning Showcase: Webinar 1

Welcome!

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Bonnyrigg PS

Enhancing Consistent Teacher Judgement in Writing



Teaching Standards (Proficient)

6.1.2 Identify and plan professional learning needs

Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.

6.2.2 Engage in professional learning and improve practice

Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

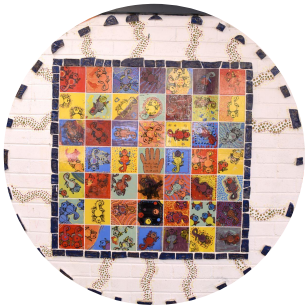
6.3.2 Engage with colleagues and improve practice

Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

6.4.2 Apply professional learning and improve student learning

Undertake professional learning programs designed to address identified student learning needs.

Welcome to Bonnyrigg Public School

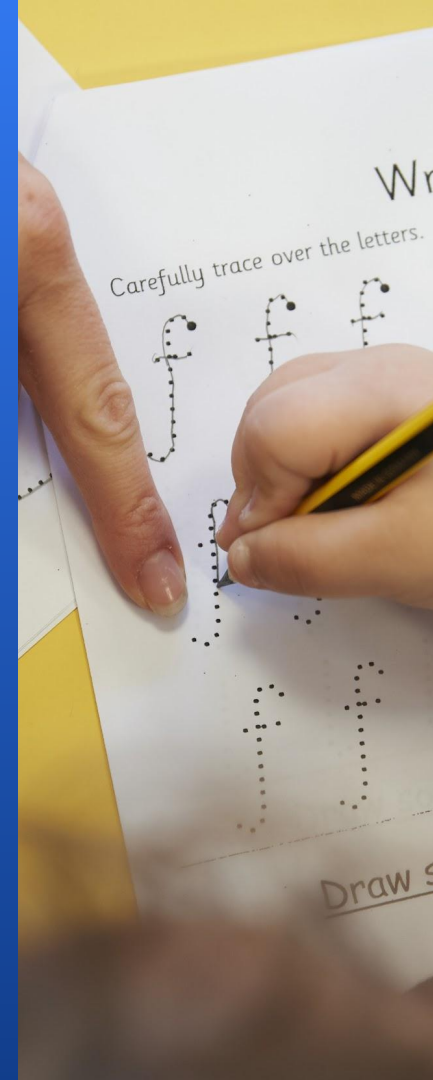


Bonnyrigg PS has approx. 279 students K-6 and 40 preschool students on a partial program. We are in South-Western Sydney, on Dharug land, where the traditional custodians are the Cabrogal people. Bonnyrigg PS serves a low socioeconomic and highly multicultural community with almost 70% EAL/D students and 17% Aboriginal and Torres Strait Islander students. Cultural backgrounds include Samoan, Thai, Cambodian, Vietnamese, and Arabic-speaking. We embrace flexible and differentiated learning to create a diverse and vibrant environment where everyone can flourish. We believe all students, teachers, leaders, and community will achieve their personal best. We embed holistic, trauma-informed, evidence-based practices.



Whatever may be our natural talents, the art of writing is not acquired all at once.”


- Jean-Jacques Rousseau.



Assessment practices at Bonnyrigg PS are validated with a rating of 'Excelling'.


In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

- Schools Excellence Framework (SEF)



Bonnyrigg Public School

Assessment and Data Practices



Assessment Schedule incorporates improvement measures from the SIP in SD1 & SD2 – located in staff OneNote

Executive responsibilities:

- Utilise the Schools Excellence Framework to provide school wide systematic and reliable assessment practices
- Monitor assessment in line with NESA requirements, Data Policy, the Strategic Improvement Plan and Improvement Measures
- Provide resources and supports to teams and whole school to ensure formative and summative assessment is integrated into teaching practice


Support Measures

- LAST to support with assessment differentiation/modification for identified students
- Students on the COVID ISLP can support with assessment practices as appropriate to the program the student is participating in i.e. if it is numeracy support then support with numeracy assessment is appropriate
- Additional release time where needed

Teachers responsibilities:

- Complete assessments as per the schedule – recent modifications as needed
- Upload data to OneNote as per the schedule
- Upload tiered interventions charts using data to inform focus areas and strategies for differentiation
- Plan for assessment when planning for programming
- Embed assessment practices into teaching and learning
- Work with supervisor and APCI to analyse data and identify areas for improvement
- Refer students of concern to LST as an appropriate timeframe where data indicates the need
- Seek support from supervisor or APCI when necessary if having difficulty with assessments – additional release time may be provided if funding and staff availability allows
- Access appropriate PL to support with assessment implementation, documentation or analysis

Literacy & Numeracy (Internal Analysis)




Class data uploaded to whole school documentation. Student tiers highlighted by APCI and uploaded into OneNote collaboration.


Literacy & Numeracy (External Analysis)

Accessed via Scout or ACER (PAT)

Assistant Principal C&I (used in data talks, CIT and planning)



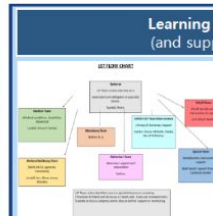
Literacy & Numeracy (PL & Resources)




Professional Learning Yearly Overview PL mapped to the DIP, SEF and HPL model.

Resources: Goal to utilise the IL or MyPL, the learning to What Works Best and access the Universal Hub for resources support.

Learning Support Team (and support programs)



Learning Support Team (LST) Triage
LST analyse referrals and triage to support programs to best meet student needs – based on data presented




Personalised learning
Personalised plans developed for identified students including PLuPs, PLPs, Behaviour Plans, attendance etc.

Assessment at BPS is currently rated as 'Excelling' as per 2021 External Validation

Improvement Measures

- QDAI regularly updated by executive team.
- Data charts, reports and analysis is uploaded into IPM Evidence Bank.



Data collection

EALD	PM T4 Wk 5	PM T4 Wk 10	Writing T2	Writing T4	SA Spelling T1	PLAN 2 T2	TEN T4 Wk 8	PLAN 2 T2
								4.9
Emer	14	15	12	15	11	2	Figurative	2
Dev	9	9	12	15	0	1?	Count O/B	5
Dev	22	22	14	14	7	5?	Count O/B	5
Dev	22	23		15		3?	Count O/B	5
N/A	11	11	11	9	7	2	Perceptual	2
Dev	24	24	18	19	26	5	Count O/B	5
Cons	29	30	24	24	36	7	Count O/B	5
N/A	24	24	21	18	24	5	Count O/B	5
Cons	25	25	19	18	32	7	Count O/B	6
Dev	21	22	18	18	-	5	Count O/B	5
Cons	29	29	18	23	28	7	Facile	6
Dev	26	26	17	19	37	7	Count O/B	5
N/A	24	24	15	16	11	4	Facile	5
Dev	25	25	18	23	24	6	Facile	6
Cons	29	30	25	27	38	8	Count O/B	5
Cons	29	30	25	27	36	8	Count O/B	6
N/A	29	30	19	21	38	8	Facile	6
Dev	22	22	16	19	11	5	Count O/B	5
Dev	27	27	17	a	34	6	Count O/B	5

→ Red = well below expectation

→ Yellow = below expectation

→ Green = at expectation

→ Blue = above expectation

Monitoring data trends

Internal 2021 assessment data:

- 26.1% K-6 at expectation
- 53% “on track”

NAPLAN data:

- average of 20% Year 3 students below NMS
- 0% in Year 5 students below NMS since 2016

Inconsistent judgements against state expectations.



Why?

THAT'S A BIT HARSH



IS IT NO?



Breaking the bubble

Shifting from practice in isolation to collaboration and dialogue

CTJ Meetings

Consistency of judgement is achieved when teachers have opportunities to engage in moderation of samples of students' work, including the work of their own students and of other students. Consistent teacher judgement (CTJ) is supported by collaborative planning of teaching and learning activities, and of assessment tasks.

- Australian Council for Educational Research (ACER)



Teaching Standards (Proficient)

When teachers engage in consistent teacher judgement meetings they:

2.5.2 Literacy and numeracy strategies

Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

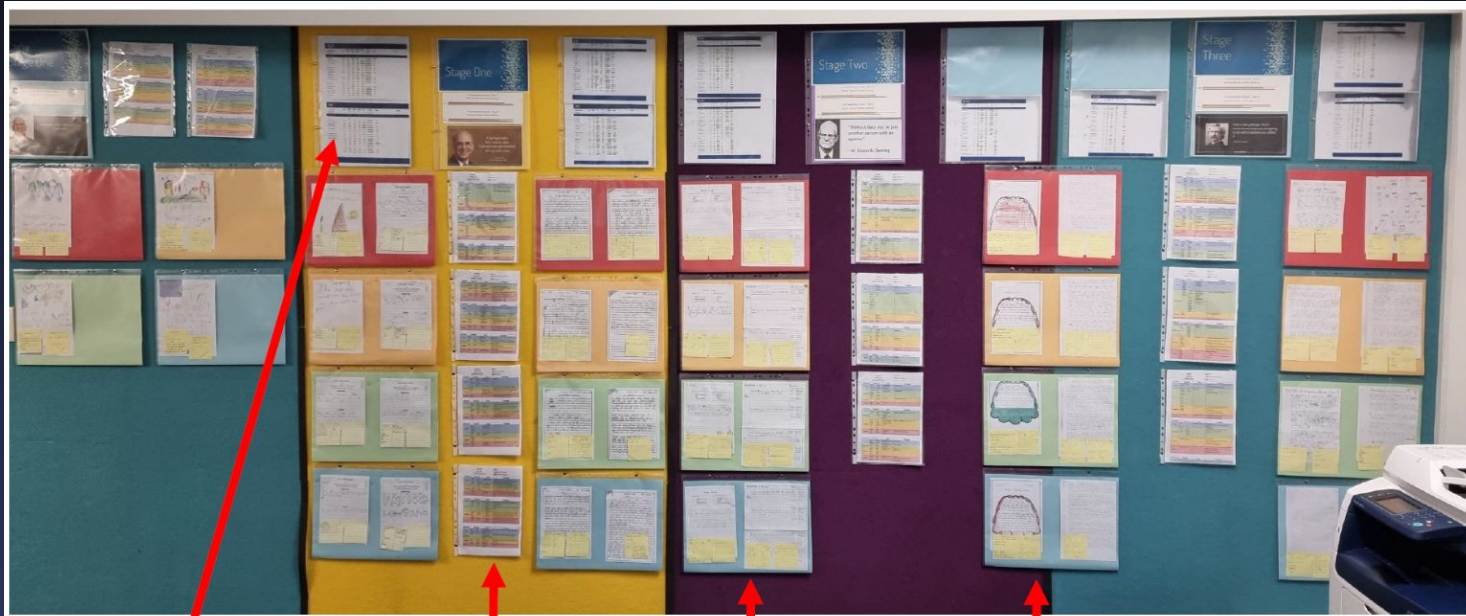
5.3.2 Make consistent and comparable judgements

Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.

5.4.2 Interpret student data

Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

Writing sample wall



Whole class data charts with term overview in all areas.

Students allocated to tiered 1, 2, 3 as well as students working above expectation. Focus areas are identified and strategies to be implemented over the 5 week cycle.

Writing work samples from each class allocated to their colour section.

Sample analysis

The canteen should not sell junk food
I definitely believe the canteen should not sell junk food. If you consume too much junk food you will get health problems and you will get cavities and it will hurt your teeth will. If you eat too much junk food you can't focus in class.

Firstly the canteen should not sell junk food. You shouldn't be eating too much junk food. Even if you eat too much junk food you will get health problems and health problems don't feel good. You can get a heart attack if you don't want that then eat healthy and like a ~~getac~~ like.

Secondly if you eat too much junk food you can't focus in class then you get in trouble then you have to do your work when every one is gone.

CRT

Crafting ideas: 1, 2, 3

Text forms: 1, 3, 4, 6, 8
Needs: 5, 7

Vocab: 1, 3, 4, 5

Vocab!

Synonyms

logical sentences

The canteen should not sell junk food

I definitely believe that the canteen should not sell junk food. Junk food ^{make} you have health problems, teeth cavities and can't focus in class.

Firstly, the canteen should not sell junk food because it can cause health problems and can cause ^{make} cavities. And there are bad sugars and fats eating too much can ^{make} you obese and sick.

Secondly the canteen should not sell junk food because you can get cavities and trust me you don't want them. If you do get them, it hurts and you feel painful. You have to go to the dentist ^{with} ^{make} ^{from} ^{strong} ^{and} ^{expensive} to get but you have felt it's strong and expensive.

Lastly, the canteen should not sell junk food because people can't focus in class and you will get in big trouble ^{if} you don't get your work done. You can't focus in class, you feel tired.

In conclusion, it is for certain that the canteen

CRT

Crafting ideas: 1, 2, 3

Text forms: 1, 2, 4, 5, 6, 7, 8
Vocab: more work needed.

Needs: spelling

(Green)

Working towards

CRT

Creative wordplay

Synonyms

(images)

→ Red

= well below expectation

→ Yellow

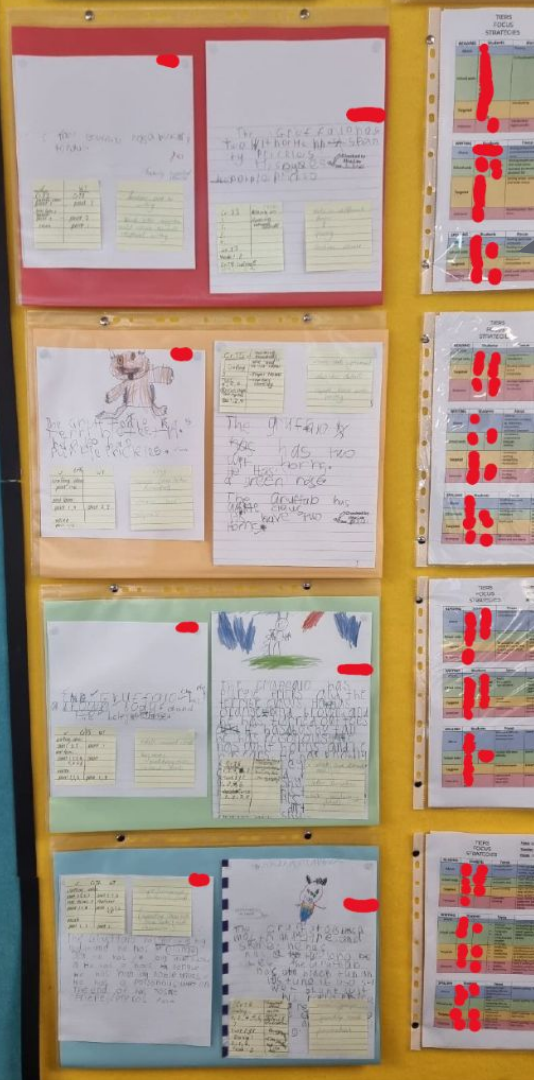
= below expectation

→ Green

= at expectation

→ Blue

= above expectation



Tiered Intervention Charts

WRITING	Students	Focus	Strategies
Above			
School wide		Experimenting with different language features.	Incorporating punctuation/grammar tasks into morning routine Building technical vocab and precise words during the planning and drafting process. Students referring to SMART Spelling Specific language features to improve writing quality.
Targeted		Vocabulary Sentence structure	Incorporating punctuations/grammar tasks into morning routine, spelling and handwriting before commencing a scaffolded/differentiated task independently. EALD support with [redacted] COVID support with [redacted]
Intensive		Simple sentence structure	Guided writing explicit instruction EALD support with [redacted] COVID support with [redacted] phonological awareness Support from Speech Pathologist [redacted]

Refining the analysis process

Boo!!! as the box came to the door
I opened the box and there was a giant
goat goat monster. It was a fat
goat goat monster. I could see the goat
leg. I can hear the goat on the body.
I can smell the poop on the butt.
I can taste the body. I can
feel the slime on the body.

I was being super nice to the
fat big goat goat monster and
became friends with and played
to gether and eat to gether.

the box was a light as a feather

Creating Texts CrT S2		
	Crafting Ideas	Text forms and features
	<ul style="list-style-type: none"> • writes text for a familiar purpose (to recount a personal experience, to tell a story, to express thoughts and feelings, to give an opinion) • writes two or three related ideas which may include other unrelated ideas • uses ideas from informative and imaginative texts read or viewed for own writing 	<ul style="list-style-type: none"> • structures ideas into simple sentences made up of basic verb groups, noun groups and phrases (see Grammar) • uses adjectives to add meaning by describing qualities or features (red, small, long) (see Grammar) • expresses feelings and opinions about people and things (nice) • writes identifiable clauses often linked using 'and' (see Grammar) • uses logical word order in sentences (see Grammar) • makes plausible attempts to write unfamiliar words phonetically (enjin for engine) (see Spelling) • uses upper-case letters correctly to indicate proper nouns (see Punctuation) • uses capital letters and full stops correctly at the start and end of sentences (see Punctuation)
Stage 2	<ul style="list-style-type: none"> • writes for a range of purposes (to recount a personal experience, to tell a story, to express thoughts and feelings about a topic) • writes two or three related ideas which may include other unrelated ideas • uses ideas from informative and imaginative texts read or viewed for own writing 	<ul style="list-style-type: none"> • writes simple and compound sentences related to a topic using conjunctions (and, but, so, because, when) (see Grammar) • maintains tense within a sentence (see Grammar) • selects images to complement writing • spells simple and many high-frequency words correctly (see Spelling) • intentionally uses simple punctuation (1, 2) (see Punctuation) • uses noun groups to develop ideas (new baby chicken) (see Grammar) • uses simple cohesive language (then, after, and) • uses adverbs to give precise meaning to verbs (talking loudly) (see Grammar)
CrT 5	<ul style="list-style-type: none"> • writes for a range of purposes (to recount a personal experience, to tell a story, to express thoughts and feelings about a topic) • writes two or three related ideas which may include other unrelated ideas • uses ideas from informative and imaginative texts read or viewed for own writing 	<ul style="list-style-type: none"> • uses words to indicate quantity (few, some, a few) • uses specific learning area topic vocabulary • uses common homophones correctly (two, to)

the box
I opened the box and there was a giant
goat goat monster. It was a fat
goat goat monster. I could see the goat
leg. I can hear the goat on the body.
I can smell the poop on the butt.
I can taste the body. I can
feel the slime on the body.

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CrT 6	<ul style="list-style-type: none"> • writes for a range of purposes (to recount a personal experience, to tell a story, to express thoughts and feelings about a topic) • writes two or three related ideas which may include other unrelated ideas • uses ideas from informative and imaginative texts read or viewed for own writing 	<ul style="list-style-type: none"> • uses words to indicate quantity (few, some, a few) • uses specific learning area topic vocabulary • uses common homophones correctly (two, to)

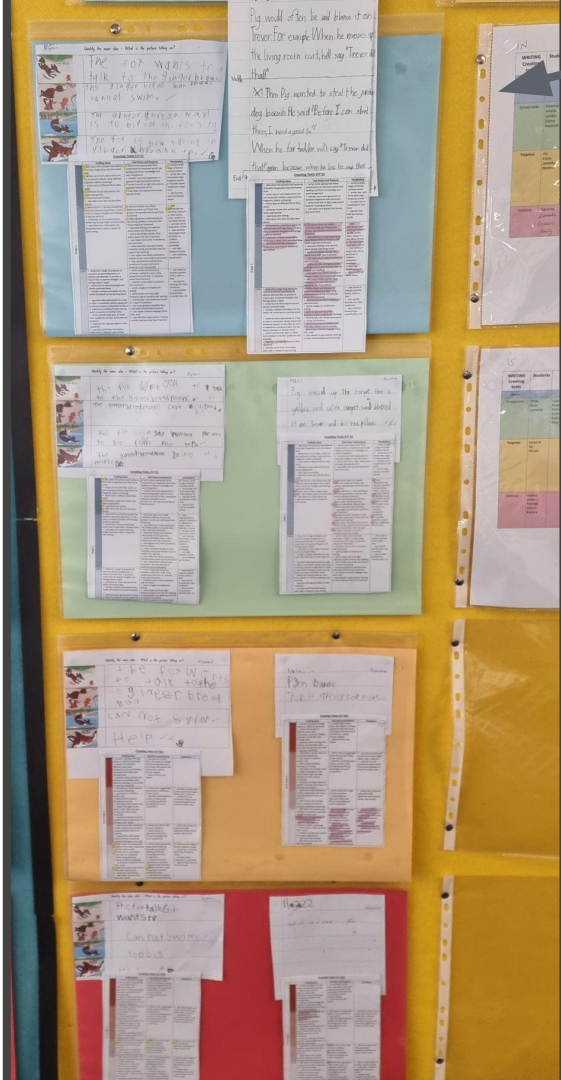
Creating Texts CrT S2			
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CrT 6	<ul style="list-style-type: none"> • writes for a range of purposes (to recount a personal experience, to observe and describe, to provide a reason why, to express thoughts and feelings about a topic) • writes four or more sequenced and clearly connected ideas • includes a simple orientation for the reader (At school we are learning about...) • expresses ideas appropriate to a task or topic in connected, clearly sequenced sentences (reports or describes an event or experience including at least one key detail; innovates on familiar texts) • selects and discards ideas to make texts suitable for familiar audiences and purposes • organises text logically (ideas in time sequence) 	<ul style="list-style-type: none"> • writes simple and compound sentences related to a topic using conjunctions (and, but, so, because, when) (see Grammar) • maintains tense within a sentence (see Grammar) • selects images to complement writing • spells simple and many high-frequency words correctly (see Spelling) • intentionally uses simple punctuation (1, 2) (see Punctuation) • uses noun groups to develop ideas (new baby chicken) (see Grammar) • uses simple cohesive language (then, after, and) • uses adverbs to give precise meaning to verbs (talking loudly) (see Grammar) 	<ul style="list-style-type: none"> • uses words to indicate quantity (few, some, a few) • uses specific learning area topic vocabulary • uses common homophones correctly (two, to)
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CrT 7	<ul style="list-style-type: none"> • writes for a range of purposes (to recount a personal experience, to observe and describe, to provide a reason why, to express thoughts and feelings about a topic) • writes using learnt ideas on a range of topics from learning areas • supports ideas with some detail and elaboration • uses sources to refine ideas (ideas introduced from a shared text to add detail and engage the reader) 	<ul style="list-style-type: none"> • expands ideas through intentional use of simple and compound and occasional complex sentences (see Grammar) • uses pronouns correctly to link to an object or person across the text (see Grammar) • uses images to reinforce ideas in written text • maintains consistent tense within and between sentences (see Grammar) • organises ideas coherently (rudimentary paragraphing structure) • uses cohesive vocabulary to indicate order, cause and effect (next, since) • uses some irregular spelling patterns (cough) (see Spelling) • applies learnt spelling generalisations • accurately spells most high-frequency words (see Spelling) • consistently uses correct simple punctuation (separates two adjectives before a noun with a comma - old, broken bike) (see Punctuation) 	<ul style="list-style-type: none"> • uses expressive words to describe action and affect the reader (tiptoed, instead of walked) • uses images to reinforce ideas in written text • maintains consistent tense within and between sentences (see Grammar) • organises ideas coherently (rudimentary paragraphing structure) • uses cohesive vocabulary to indicate order, cause and effect (next, since) • uses some irregular spelling patterns (cough) (see Spelling) • applies learnt spelling generalisations • accurately spells most high-frequency words (see Spelling) • consistently uses correct simple punctuation (separates two adjectives before a noun with a comma - old, broken bike) (see Punctuation)

→ Blue
= above expectation

→ Green
= at expectation

→ Yellow
= below expectation

→ Red
= well below expectation



Tiered Intervention Chart

Class:

Teacher:

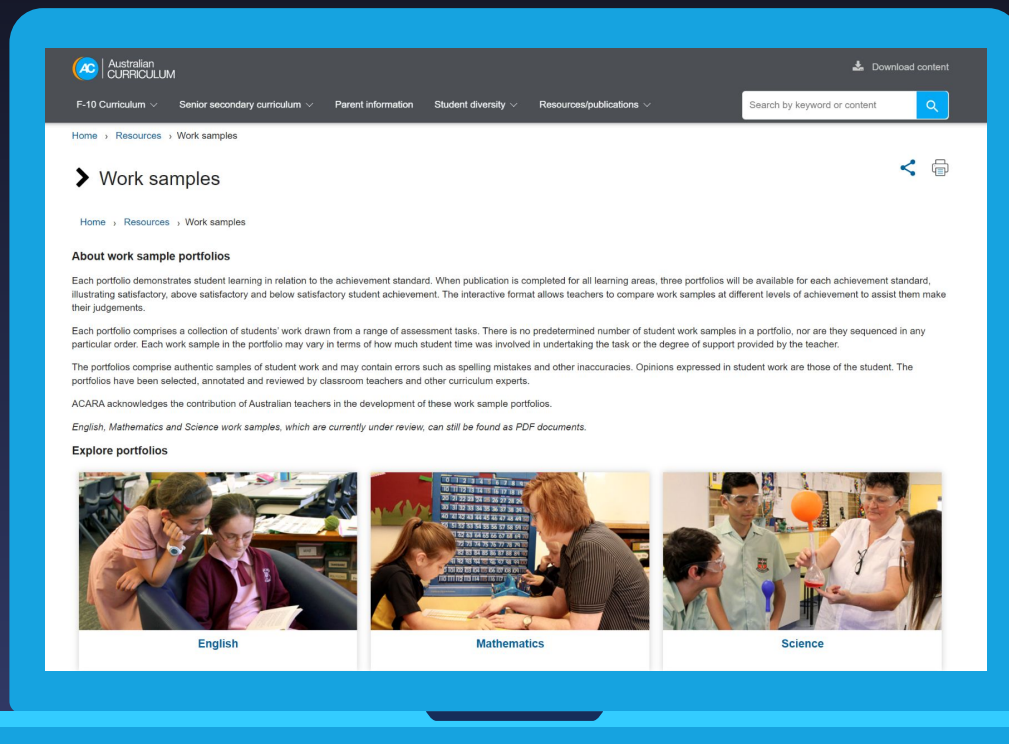
Week: (Term1 – weeks 5-10)

Creating texts (CrT7-8)	Focus	Strategies
Above CrT8 	<p>Crafting ideas presents a position and supports it with one or two simply stated arguments</p> <p>Grammar uses simple modal verbs and adverbs (should, will, quickly)</p> <p>Spelling spells some complex words correctly</p> <p>Vocabulary uses a range of learnt topic words to add credibility to arguments</p>	<p>Explicit modelling of planning Scaffolds provided.</p> <p>Explicit modelling of drafting. Editing skills – revising strategy</p> <p>SMART spelling – personal dictionaries/ word walls</p> <p>Thesaurus work Editing - revision focus</p>
School wide CrT7 Bryan	<p>Planning- Crafting ideas supports ideas with some detail & elaboration</p> <p>Grammar organises ideas coherently (rudimentary paragraphing structure)</p> <p>Spelling accurately spells most high-frequency words</p> <p>Vocabulary intentionally substitutes common or generic words with synonyms (excited for happy)</p>	<p>Explicit modelling of planning Scaffolds provided.</p> <p>Explicit modelling of planning and drafting. Editing skills – revising strategy</p> <p>SMART spelling – personal dictionaries/ word walls</p> <p>Thesaurus work Editing - revision focus</p>
Targeted CrT6 	<p>Planning- Crafting ideas organises text logically (ideas in time sequence)</p> <p>Grammar CrT7 organises ideas coherently (rudimentary paragraphing structure)</p> <p>Spelling spells simple & many high-frequency words correctly</p> <p>Vocabulary uses specific learning area topic vocabulary</p>	<p>Small group work with CRT at intensive learning table after modelling.</p> <p>Explicit modelling of planning and drafting. Editing skills – rising strategy</p> <p>SMART spelling – personal dictionaries/ word walls</p> <p>Word walls/ retrieval charts Modelling of Literary devices</p>
Intensive CrT6 	<p>As for target group above</p>	<p>LST support with writing focus this term</p> <p>Strategies as above</p>

ACARA Student Work Samples

“Each portfolio comprises a collection of students’ work drawn from a range of assessment tasks.”

<https://www.australiancurriculum.edu.au/resources/work-samples/>




English work samples portfolios

Home > Resources > Work samples > English work samples portfolios

Foundation Year

Year 1

 Above satisfactory

 Satisfactory

 Below satisfactory

Reading Response: *Dunbi the Owl*

Reading Response



I felt sad when
the kids put
spikes in the
owl and
froed him up.
I didnt
like it and
it mad me sad.

Name _____ Date _____

Annotations

Makes meaning from texts listened to in class.

Uses known letters of the alphabet and sounds out words to attempt spelling, for example, 'poof' (put).

Recalls characters and events from a text.

Writes common sight words, for example, 'when', 'like', 'me'.

Correctly forms both lower- and upper-case letters.

Understands that a text can reflect own experiences and identifies connections between a text and own feelings.

Creates a short multimodal text to respond to a story.

Demonstrates understanding of the events and characters in the text and presents a personal response.

English

Year 1
Satisfactory

Text response: Illustrations



Which character did you choose to make? Why?
I chose the very hungry caterpillar because I like 'early caterpillars'.

How did you use Eric Carle's techniques to create your character?
I painted my papper green because the very hungry caterpillar is green. I was hard to draw the little shaps. I had to overlap the papper on. Each other. I mixed white and dark green to gether to make liht green.

Annotations

Creates an image to depict a character showing understanding of an illustrator's technique.

Makes connections to personal experience when explaining preference for a character.

Creates a short informative text for a specific purpose.

Uses full stops and capital letters for sentence boundary punctuation.

Produces a series of accurate sentences to present information.

Writes legibly using correctly formed upper- and lower-case letters.

Spells words with regular spelling patterns accurately, for example, 'green', 'dark', 'make'.

English

Year 1
Satisfactory

Information text: Koalas

Koalas
Koalas are marsupials and they have paws to carry them. Koalas are gum leaves. They like climbing trees and their babies stay in their pouches for weeks.
they have long ears and they have long tails.

Annotations

Creates a short informative text to present researched information about a topic.

Uses some technical vocabulary, for example, 'pouch', 'gum leaves', 'marsupial'.

Uses simple and compound sentences to record details and connect information.

Uses capital letters and full stops for sentence boundary punctuation.

Writes legibly using unjoined upper- and lower-case letters.

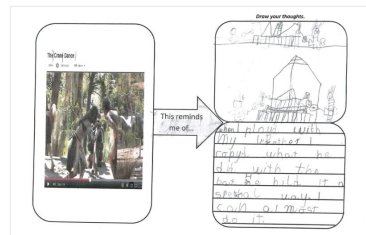
Spells familiar words correctly and uses sound and letter knowledge to attempt unfamiliar words, for example, 'pouch', 'leaves', 'climbing'.

Uses a labelled diagram to expand information in the written text.

English

Year 1
Satisfactory

Personal connection to text: Reflecting on learning



Annotations

Creates a relevant illustration that supports the text.

Creates a short text for a specific purpose.

Uses capital letters and full stops for sentence boundary punctuation.

Makes a personal connection to a main idea from a text viewed.

Spells familiar words correctly, for example, 'what', 'when', 'where', and uses sound and letter knowledge to attempt unfamiliar words, for example, 'house', 'chimney', 'bird'.

Incorporates some editing changes.

Produces a sequence of accurate sentences to provide details about an idea.

Writes legibly using unjoined lower-case letters correctly.

Reading Response: *Dunbi the Owl*

Reading Response



I felt sad when
the kids put
spikes in the
owl and
froed him up.
I didnt
like it and
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Name _____ Date _____

Annotations

Makes meaning from texts listened to in class.

Uses known letters of the alphabet and sounds out words to attempt spelling, for example, 'poof' (put).

Recalls characters and events from a text.

Writes common sight words, for example, 'when', 'like', 'me'.

Correctly forms both lower- and upper-case letters.

Understands that a text can reflect own experiences and identifies connections between a text and own feelings.

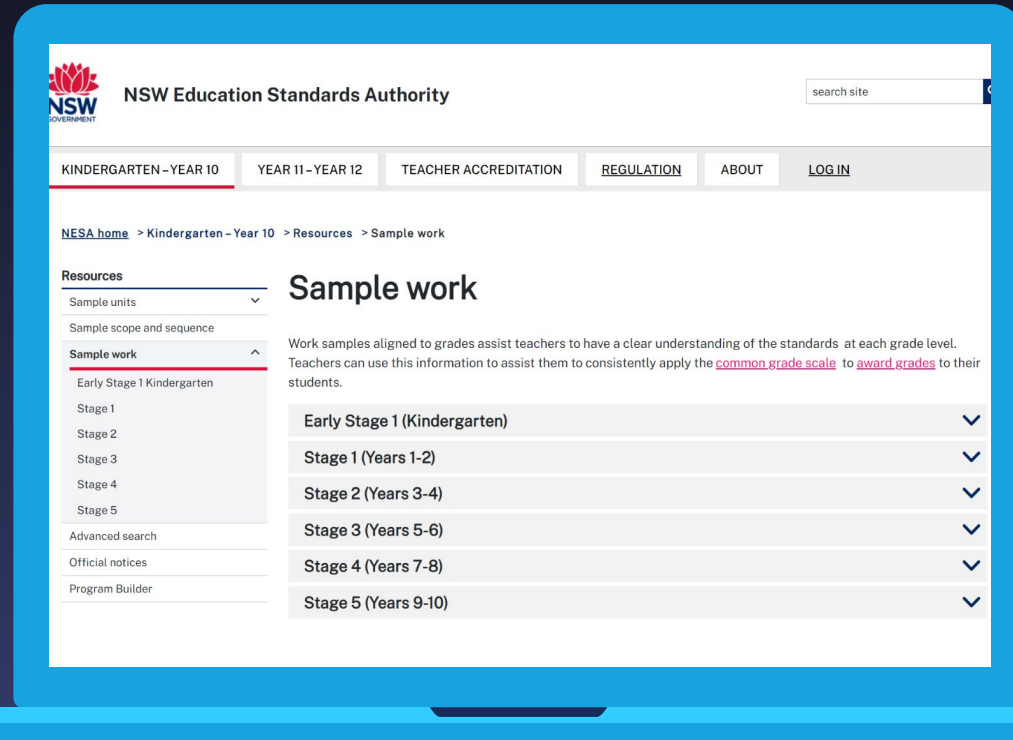
Creates a short multimodal text to respond to a story.

Demonstrates understanding of the events and characters in the text and presents a personal response.

NESA Student Work Samples

“Work samples aligned to grades assist teachers to have a clear understanding of the standards at each grade level.”

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/resources/sample-work>



Stage 1 (Years 1-2) English

- Sample work English K-10 Stage 1: Activity 1 – Informative Text
- Sample work English K-10 Stage 1: Activity 2 – Informative Text Description
- Sample work English K-10 Stage 1: Activity 3 – Informative Text
- Sample work English K-10 Stage 1: Activity 4 – Informative Text Recount
- Sample work English K-10 Stage 1: Activity 5 – Informative Text

Graded Students Work Samples

- Grade B
- Activity 1- Informative text - Riley - mid stage (Grade B)
277 KB, 1 Pages
 - Activity 1- Informative text - Kerry - mid stage (Grade B)
533 KB, 2 Pages
 - Activity 1- Informative text - Darcy - end stage (Grade B)
261 KB, 3 Pages
- Grade C
- Activity 1- Informative text - Pat - end stage (Grade C)
113 KB, 1 Pages
 - Activity 1- Informative text - Lee - mid stage (Grade C)
166 KB, 1 Pages
 - Activity 1- Informative text - Jessie - end stage (Grade C)
115 KB, 1 Pages
 - Activity 1- Informative text - Indra - end stage (Grade C)
234 KB, 2 Pages
 - Activity 1- Informative text - Harley - mid stage (Grade C)
110 KB, 1 Pages
 - Activity 1- Informative text - Eden - mid stage (Grade C)
201 KB, 1 Pages
 - Activity 1- Informative text - Chris - end stage (Grade C)
105 KB, 1 Pages
- Grade D
- Activity 1- Informative text - Morgan - mid stage (Grade D)
101 KB, 1 Pages
 - Activity 1- Informative text - Kim - end stage (Grade D)
127 KB, 1 Pages
 - Activity 1- Informative text - Bailey - mid stage (Grade D)
106 KB, 1 Pages
 - Activity 1- Informative text - Alex - end stage (Grade D)
98 KB, 1 Pages

Grade C

Activity 1- Informative text - Pat - end stage (Grade C)

113 KB, 1 Pages

Activity 1- Informative text - Lee - mid stage (Grade C)

166 KB, 1 Pages

Activity 1- Informative text - Jessie - end stage (Grade C)

115 KB, 1 Pages

English

ARC Work Sample

Lee

Mid Stage 1 English – Excursion Recount – Grade C

ON Wednesday We WENT TO
The duck pond. First we fed
the ducks. Next we went to the
bos. We saw some little trees.
Next we played in the playground.
Last of all we went to school.
Before we went to school we had
a game.

Sound knowledge and understanding of the structure of a recount has been demonstrated

Events well sequenced, and full stops have been appropriately used but there is some inappropriate use of capital letters

Grade Commentary

Lee has demonstrated a sound understanding of the structure of a recount. Events have been chronologically sequenced and past tense has been consistently used. Simple sentences have been used but the sentence beginnings are varied. Time connectives have been incorporated. An adequate range of strategies has been used to spell words but there are errors in some common sight words despite more challenging words being correctly spelt. The handwriting is generally consistent in size and slope.

Lee's response demonstrates characteristics of work typically produced by a student performing at a grade C standard.

English

ARC Work Sample

Pat

End Stage 1 English student work sample – Grade C

Our Fantastic day at the pool

yesterday which was Thursday or
corse. kinder and stage 1 we went
to the pool. we went
to the pool. we went
my legs got tired. we went
to the pool. we went
fantastic day to have a
to the pool. I went
played games. I went
in the olympic pools.
to do relays we had
lunch go in the pool
we went off a meter
diving board I went
in the olympic pool.
and did what
then even I had to help
I had the best day

The topic has been stated and the recount flows using correct time order

Grade Commentary

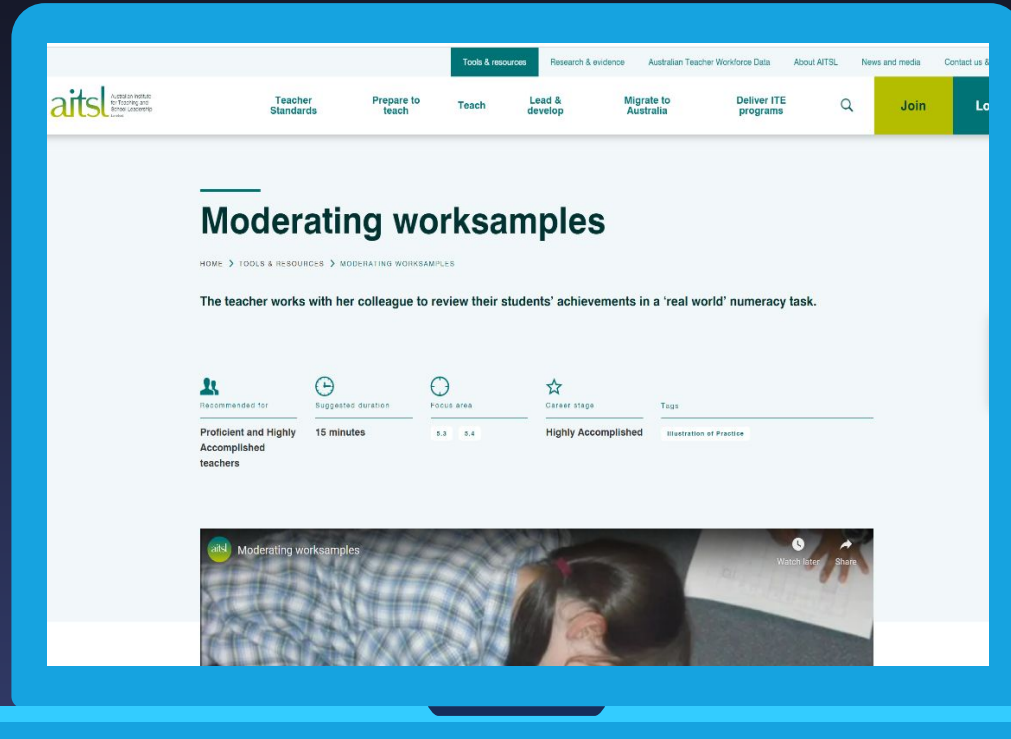
Pat has demonstrated sound knowledge and understanding of the structure and features of the recount. There is evidence of reviewing and good use of technical language. Sentence structure could be better suited to this form. Punctuation is inconsistent and there is some confusion of tenses.

Pat's response demonstrates characteristics of work typically produced by a student performing at a grade C standard.

Recommended Resources

Australian Institute for Teaching and School Leadership (AITSL) 'Moderating worksamples' provides a video of a school example of teacher moderation and includes resources, including discussion questions.

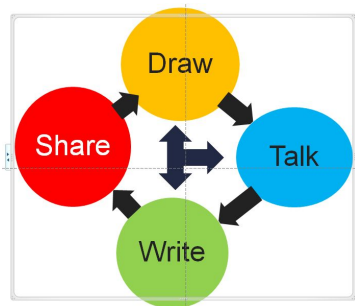
<https://www.aitsl.edu.au/tools-resources/resource/moderating-worksamples-illustration-of-practice#tab-panel-2>



Professional Learning

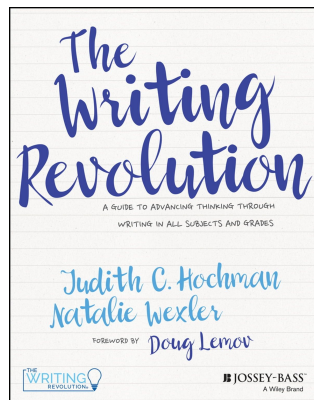
Kindergarten

'Draw, Talk, Write, Share' and Guided Writing.



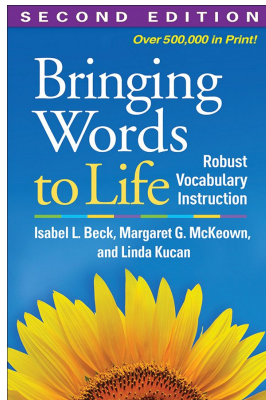
Year 1-3

'The Writing Revolution'.

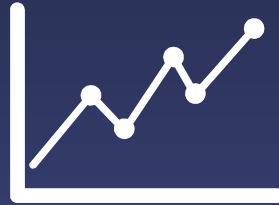


Year 4-6

Action research project on Vocabulary.



Summative Monitoring



Consistent, not the same

The intent of consistent teacher judgement sessions is not to make each teacher think and judge the exact same way. Instead it is to ensure our judgement of demonstrated learning is in line with the expectations of our syllabus and the progression of learning.

Schoolteacher wears the exact same outfit for
the yearbook picture forty years in a row...



Thank you!

Any questions?

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