CPS Curriculum Update

June 2024

PSR Recommendations

- Further develop the implementation of the Aboriginal Cultural Standards Framework to ensure sustainable levels of cultural competence.

- Building on the North Metropolitan Education Region Primary Extension and Challenge (PEAC) instructional coaching model, formalise an expectation of regular classroom observation and feedback processes.

- Engage in a local school network approach to further enhance moderation practices and alignment of teacher judgement.

- Continue to set whole-school aspirational targets and have high expectations of student achievement.

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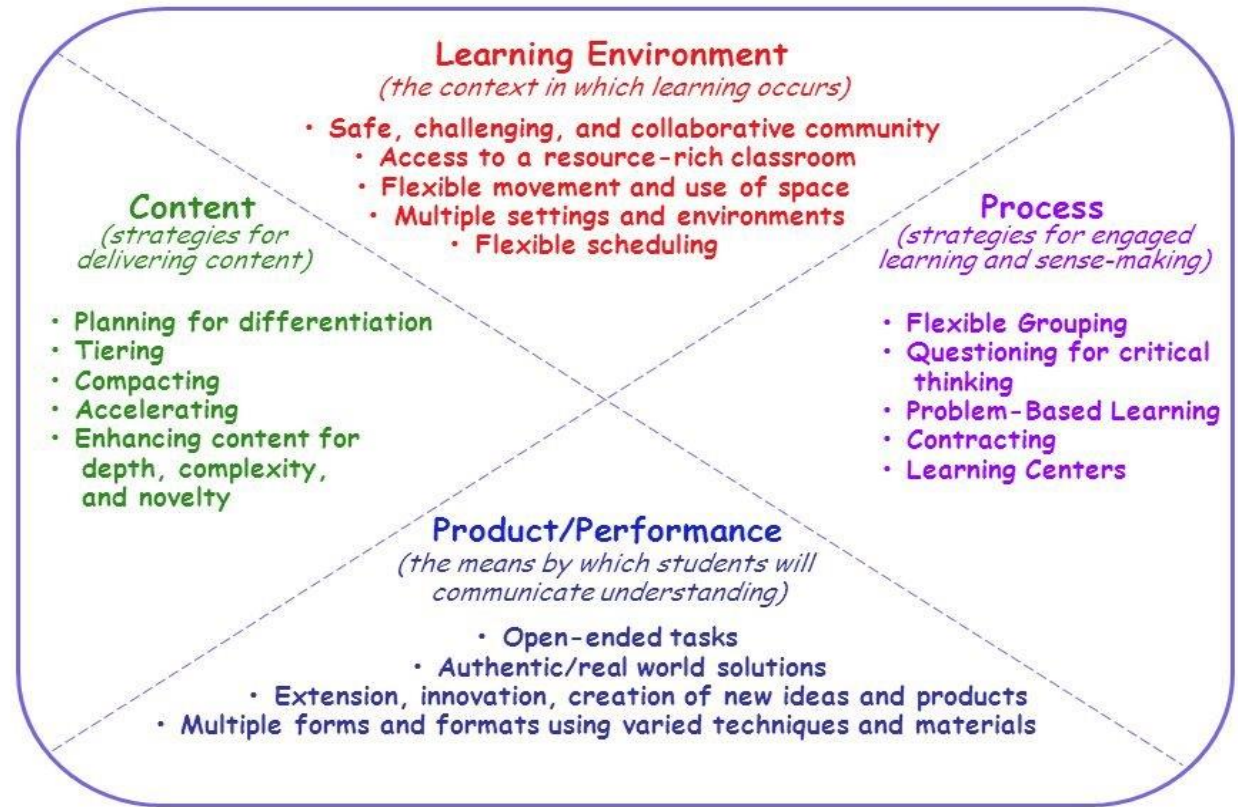- Continue to set whole-school aspirational targets and have high expectations of student achievement.

Recommendations

- Support ongoing CPS directions

PEAC Coaching

Elements and Characteristics of and Strategies for Differentiating Instruction

Learning Environment
(the context in which learning occurs)

- Safe, challenging, and collaborative community
- Access to a resource-rich classroom
- Flexible movement and use of space
- Multiple settings and environments
- Flexible scheduling

Content
(strategies for delivering content)

- Planning for differentiation
- Tiering
- Compacting
- Accelerating
- Enhancing content for depth, complexity, and novelty

Process
(strategies for engaged learning and sense-making)

- Flexible Grouping
- Questioning for critical thinking
- Problem-Based Learning
- Contracting
- Learning Centers

Product/Performance
(the means by which students will communicate understanding)

- Open-ended tasks
- Authentic/real world solutions
- Extension, innovation, creation of new ideas and products
- Multiple forms and formats using varied techniques and materials

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Differentiation Overview 50

Wednesday 28/2/2024

Time	Churchlands Staff Member	Year/Room/Area		
12.15 – 1.00	Melinda Cockerill	Art Specialist		
	Emma Cory	Yr 5 Room 10		
	Andree Austin	Yr 2 Room 3		
1:05-1:45	LUNCH			
1.45 – 2.45 pm	Clare Etherington	Yr 3/ 4 Room 14		
	Lucy Osterberg	Yr 1 Room 1		
	Rebecca Laing	Yr 2 Room 5	Nat (K/P)	8.55 – 9.50 (Payback)
Tues 29/2				
9.00 – 9.45	Barb Greyling	Yr PP ECE 1	Di Idle?	To sit in and watch?
9.45 – 10.30	Jen Leckey	French Year 3 /4 Room 14		

Inspirational Targets

Churchlands Primary School Targets											
70% of all students progress by **higher** than **national mean growth** each year (Annual Growth May to May).											

PAT Scaled Score National Mean Growth between years - READING											
Y1	**17.0**	**Y2**	**12.0**	**Y3**	**8.0**	**Y4**	**5.0**	**Y5**	**3.0**	**Y6**	

PAT Scaled Score National Mean Growth between years - NUMERACY											
Y1	**9.0**	**Y2**	**7.0**	**Y3**	**6.0**	**Y4**	**4.5**	**Y5**	**3.5**	**Y6**	

Data Next Steps

- Finalise, collate and report to staff & board

- Re-calibrate National Progress level if required (possible line of inquiry)

- Discipline Dialogue
  - what is the data suggesting,
  - how does this affect what we are doing,
 - what needs to change, if anything?

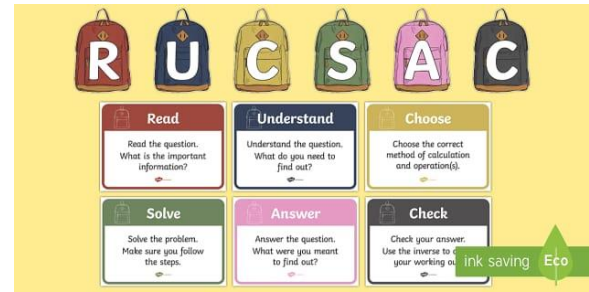# Curriculum Update - Reading

- Whole-school Reading rubric (grade alignment)
  - P-2 trialing semester 1
  - P-6 semester 2
- Literacy Pro, Lexile Reading Levels (Year 2 semester 2, 2-6 2025)
- Science of Reading teaching and learning strategies
- Measuring 'in-year' student progress with ACER PAT
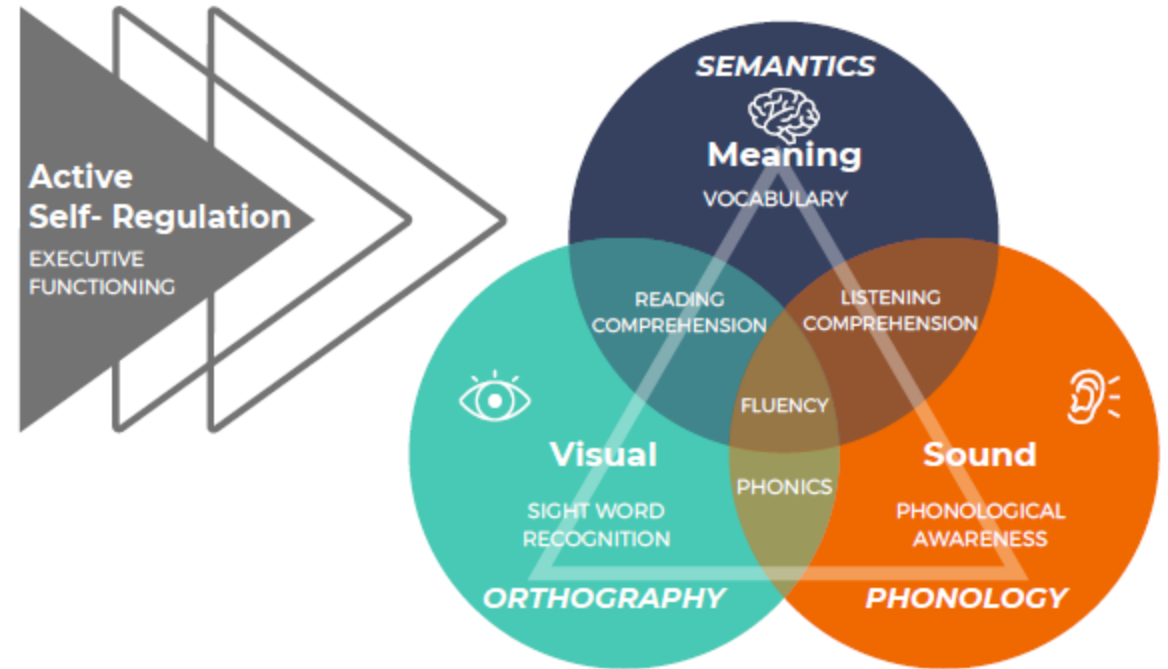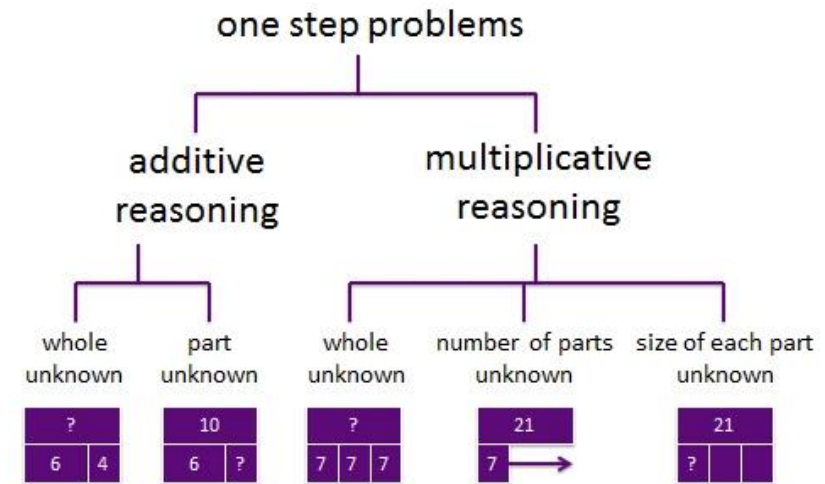
Curriculum Update - Writing

- All staff Brightpath moderation session (grade alignment)

- Talk for Writing explicit instruction coaching (P-6)

- Seven steps to effective writing

- Measuring 'in-year' student progress with Brightpath
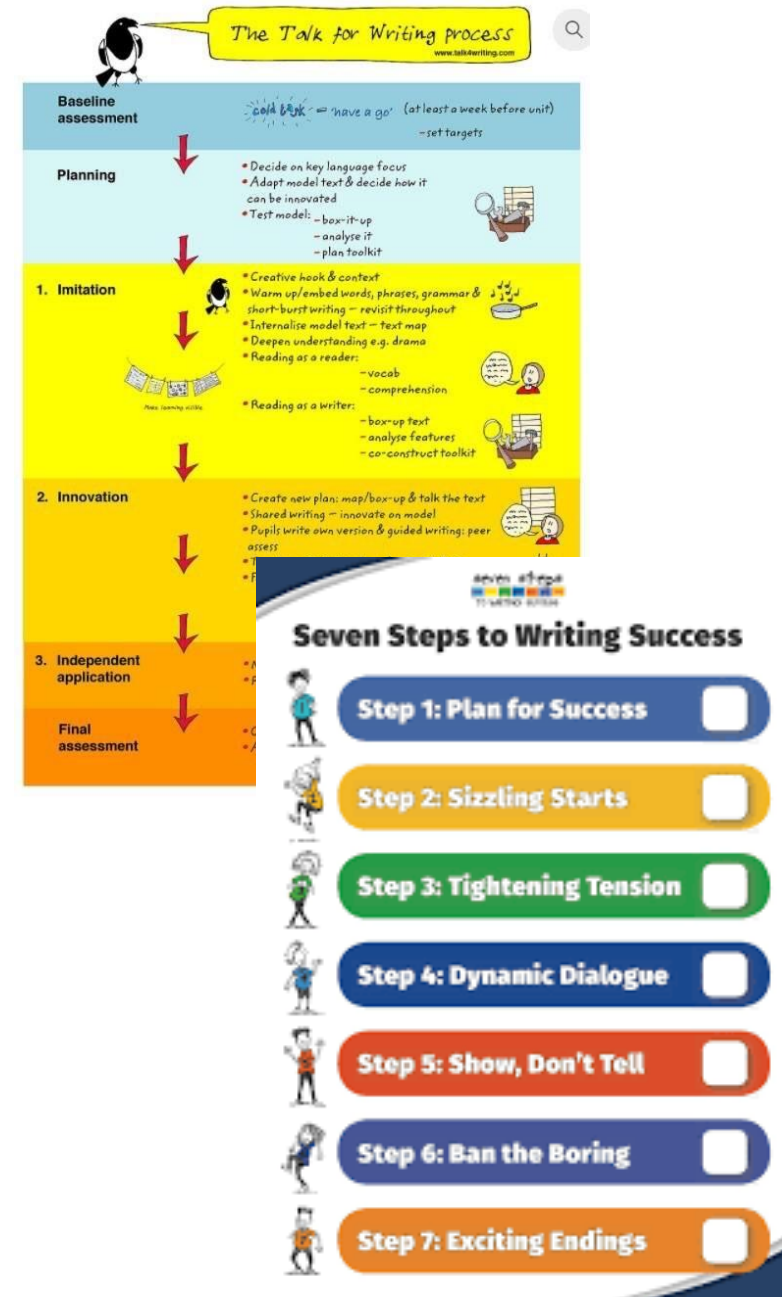
Curriculum Update - Numeracy

- Paul Swan Worded Problem Solving strategies (term 3 trial)

- Measuring 'in-year' student progress with ACER PAT

Type of reasoning	Underlying structure	What to do:
Additive reasoning	Whole unknown	Add the known parts
	Part unknown	Subtract the known part from the whole
Multiplicative reasoning	Whole unknown	Multiply the size of each part by the number of parts
	Number of parts unknown	Divide the whole by the size of each part
	Size of each part unknown	Divide the whole by the number of parts