

<http://www.clker.com/clipart-kids-stick-figures.html>

Term Four, 2015

PRIMARY NEWSLETTER

PROFESSIONAL DEVELOPMENT

REGIONAL PD

READING

WITH MICHELLE KING AND CARLY STEELE

INNISFAIL OCTOBER 20

ATHERTON OCTOBER 21

CES C1 OCTOBER 22

SRS SEMESTER 2 CLONING DATES

20TH OCT Silkwood

21ST OCT C3

22ND OCT C3

28TH OCT Atherton

30TH OCT C3

Please check when your Cloning day is?

The revised Foundation - Year 10 Australian Curriculum: English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies and Health and Physical Education has been endorsed.

Revisions have been made to previously available Australian Curriculum to make the curriculum easier to manage and strengthen the focus on literacy.

The Australian Curriculum does not specify how content must be taught. Schools and teachers have flexibility to make decisions about how they teach the curriculum in accordance with the needs of their students, the requirements of their school and the local diocese.

"The Australian Curriculum, along with ACARA's national assessment and reporting programs, are foundations for improving learning outcomes for all young Australians, regardless of where they live or the socio-educational advantages or disadvantages they may have".

Robert Randall Acara CEO

Updating school LAPs to reflect this will occur in 2016.



The best teachers are those who show you where to look, but don't tell you what to see.

Alexandra K. Trenfor

Gunaone.com,. (2015). Retrieved 24 September 2015, from <http://gunaone.com/wp-content/uploads/2014/06/motivationa>

THE DIOCESAN PICTURE OF NAPLAN 2015

Over the last 4 weeks of Term 3 and into Term 4, our Primary Curriculum team were on the road supporting schools with the analysis of student data from this years NAPLAN testing.

There are 3 levels to this analysis, which include:

- Individual student achievement data and growth trends
- School achievement data and growth trends
- Comparative data between the Diocese, the State, other Catholic Schools in Queensland and National results.



For each year level and test a national minimum standard or band is set. The number and percentage of questions a student needs to answer correctly to achieve the national minimum standard varies depending on the test domain and year level.

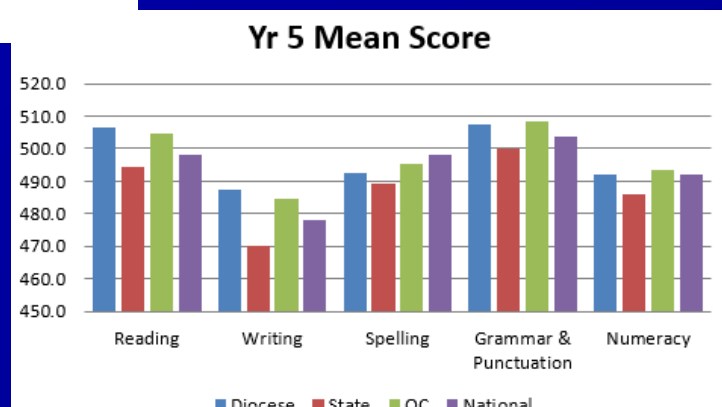
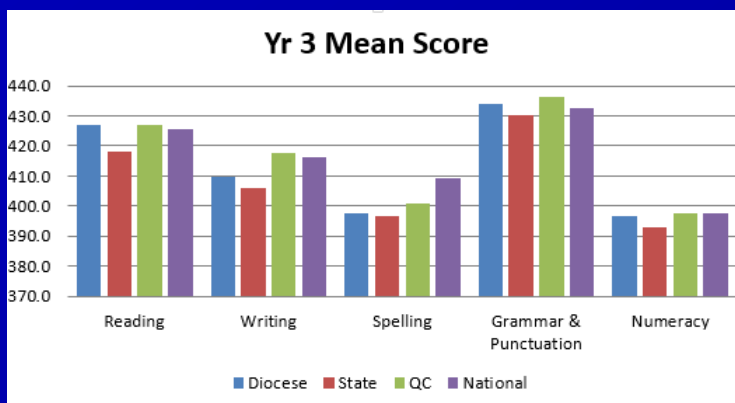
Bands for national minimum standard are set as

Year 3 Band 2

Year 5 Band 4

When looking at comparison of results over time, schools can utilise data for all tests , other than writing, since 2008 as they use the same scale.

The graphs below provide a snapshot for looking at where our Diocese sits in comparison with the other sectors across all 5 strands of NAPLAN testing.



KNOW, TEACH, LEARN - 2015



Dan Haesler
Educator | Writer | Speaker

Dan Haesler is an international keynote speaker, educator, writer & consultant. Described as engaging, thought provoking and someone who pushes the boundaries; Dan has presented as a conference keynote alongside some of the world's most well known educational thinkers including Sir Ken Robinson, Sugata Mitra and Stephen Heppell. As a consultant, Dan has developed a strong capability around leading positive change to support improved learning outcomes through his work on education initiatives with state governments, not-for-profit organisations, regional education offices, professional associations and individual schools. His work centres around the relationships between engagement, wellbeing, achievement and leadership. Dan empowers organisations, schools and individuals to lead educational change. Dan also runs workshops with K-12 and tertiary students.

Feedback about about Dan Haesler and the Know, Teach, Learn conference.

"More, more, more - we need more of this type of pd in our schools and our leadership needs to hear him talk".


"Could have stayed there for hours and worked with colleagues -- was a fantastic session! I'm actually sad that tomorrow isn't Monday -- I'd like to be getting back to school with my motivated self!"

"This session, alongside the keynote speech, contained some of the most pertinent points for anyone supporting 'learning'. Great discussion points for raising awareness and thinking about how/why we do things".

"I now know what mindset I want and what I want for my own children as well as the children that I teach".

"Was totally worth giving up Saturday to hear this man speak".

Bringing it all together. the knowledge, the pedagogy, the learners.

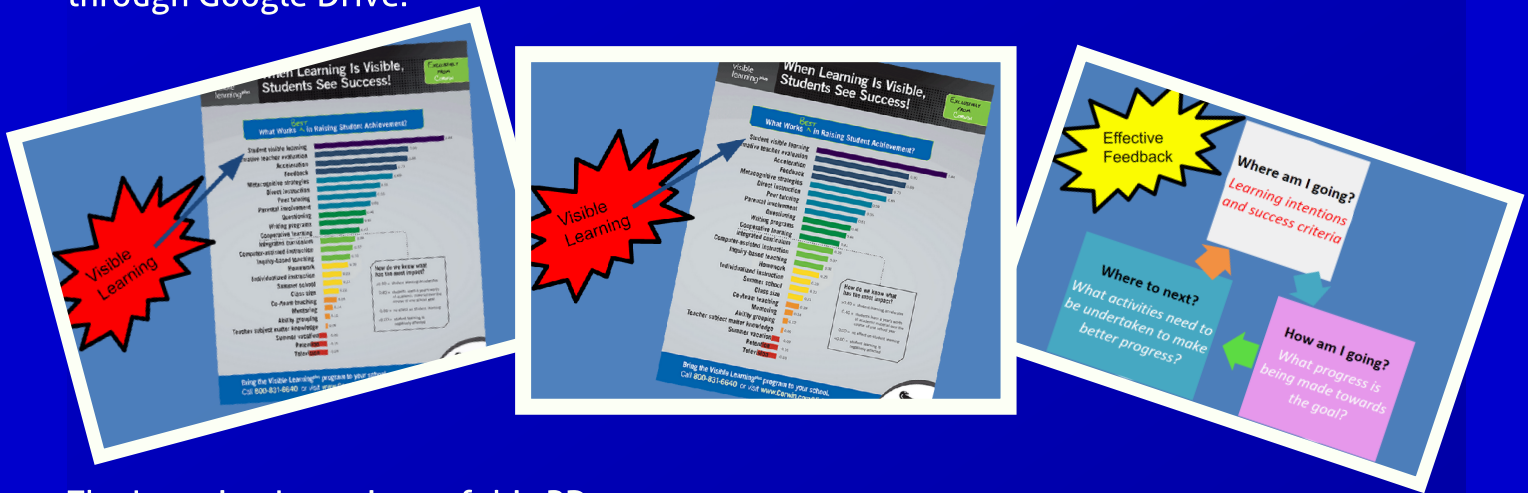
 **#KTL2015**
know.teach.learn
Curriculum Conference

VISIBLE LEARNING

'If learners are to take more responsibility for their own learning, then they need to know what they are going to learn, how they will recognise when they have succeeded and why they should learn it in the first place.'

(An Intro to AfL, Learning Unlimited, 2004)

During Term 4 schools will be exploring the concept of Visible Learning further. Google slides to support the delivery of information to your staff on Visible Learning is available through Google Drive.



The Learning Intentions of this PD are:

- **understand what Visible Learning is**
- **be able to identify and frame Learning Intentions and Success Criteria**
- **identify effective feedback strategies**

With the Success Criteria being:

- **I have a refreshed understanding of Visible Learning**
- **I can write appropriate Learning Intentions**
- **I can frame suitable Success Criteria**
- **I can identify 3 specific feedback strategies for implementation in my/the classroom**

The session explores the concept of Hattie's Effect Size, how to structure effective Learning Intentions and Success Criteria and the role of feedback within the classroom. Possible resource ideas for teacher-student and student-teacher feedback are also included.

Once the refresher has been delivered schools can access TRS to release all classroom teachers to observe a colleague teaching a 20 - 30 minute lesson focusing on learning intentions, success criteria and feedback. This could occur between colleagues teaching the same year level or colleagues in a different year level.

The focus on implementing Visible Learning will continue in 2016.

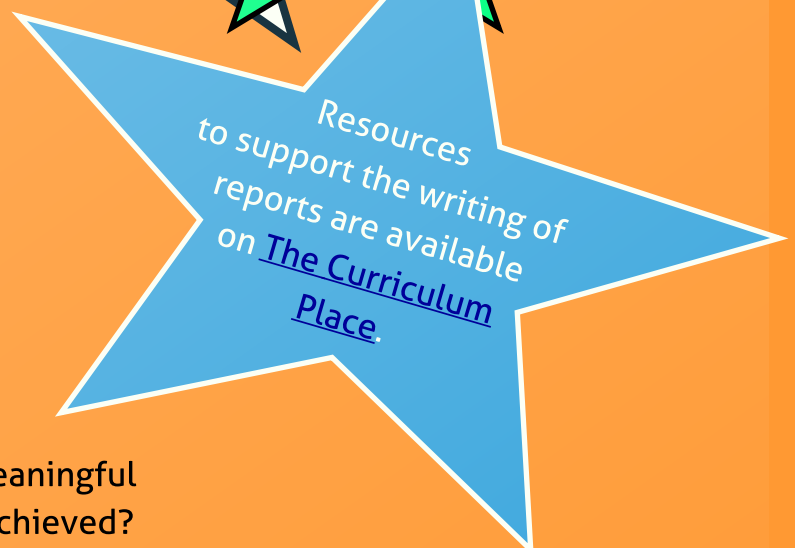
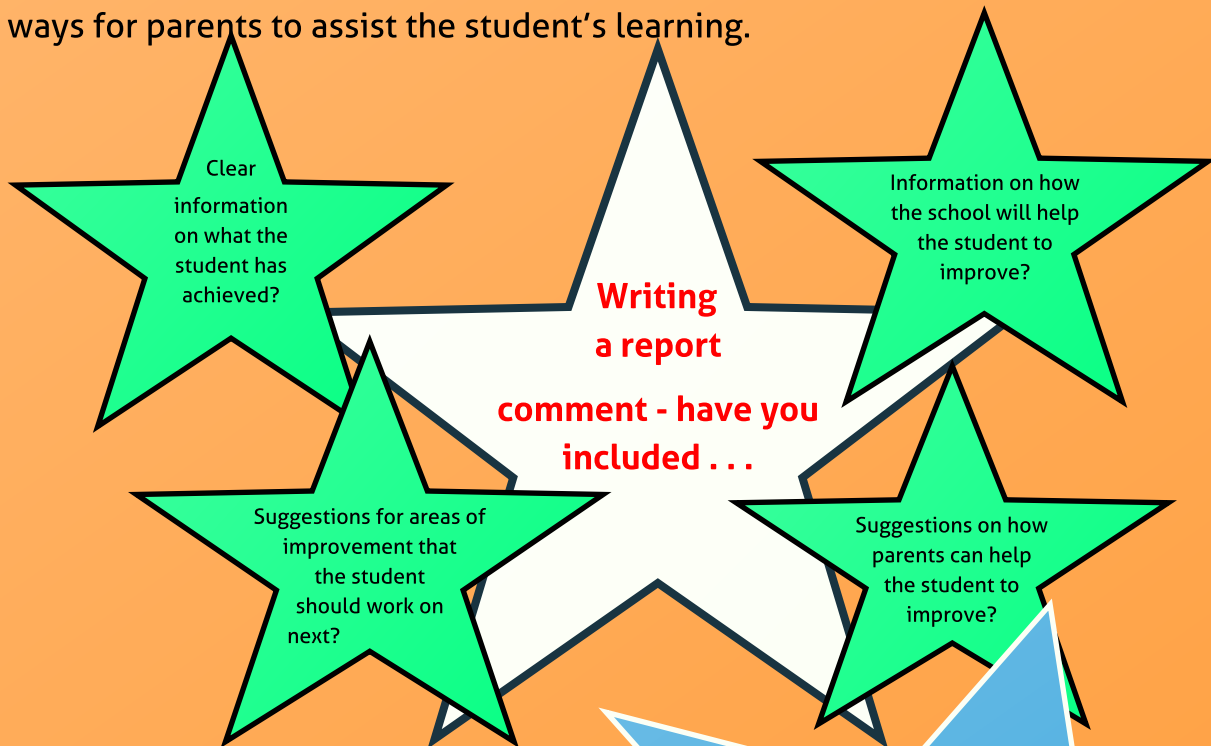


WRITING COMMENTS FOR REPORTING

It is that time of year again!

Reports contain judgements made about student achievement which must be based on quality **evidence** of what each student has actually achieved against curriculum standards. The evidence that sits behind the overall judgement and rating assigned provides the subject matter for the written comments to be specific about:

- areas of strength and specific areas for improvement
- ways to help the student continue to learn and develop future pathways
- ways for parents to assist the student's learning.



- Make comments clear, concise and meaningful
- Use evidence 'What has the student achieved?'
- Avoid unnecessary information, detailed curriculum descriptions or educational jargon
- Avoid comments that only refer to task completion as there is no indication of what has been achieved ie...*Sally completed an oral presentation.*
- Offer a pathway for improvement or suggestions to support learning

MAGS PROJECT

Fresh, hot off the press Year 6 MAGs are online and ready to use. A special thank you to Toowoomba Diocese for their support with the writing and creating process.

MAG Going Fishing 6.1.1
Draft MAG Project 2014

Australian Curriculum Year 6
The proficiency strands – Understanding, Fluency, Problem Solving and Reasoning.
• Reinforce working mathematically
• Language to build development aspects of mathematics

Key Idea – It is important to explicitly teach thinking skills as a means of equipping all students with important strategies that will assist students to be life-long learners.

By learning problem-solving in mathematics, students should acquire ways of thinking, habits of persistence and curiosity, and confidence in unfamiliar situations that will serve them well outside the mathematics classroom.

In everyday life and in the workplace, being a good problem solver can lead to great advantages.

Resources

- FISH Strategy Cards
- Learning Journal
- FISH pockets (optional)
- QR code reader

Introduction Activity Process: Revise FISH

- ◆ Why is problem solving important?
- ◆ What does the acronym mean?
- ◆ What are the stages of FISH activity?

Activity Process: FISH Strategies

Use an iPad using Inspirations or interactive whiteboard to create a concept map with a Red, Blue, Yellow and Green circles for the FISH. This map will continue to grow as the learners return to it after working with a variety of problems.

Ask learners to start an 'I can' strategies list in their learning journal as a two column guide.

Explain that problem solving is at the heart of Mathematics and is an essential life skill that we use everyday (intuitively) but not always efficiently.

Explain that problem solving is higher level thinking when we do it well. Each strategy (yellow cards) is a category of strategies and can have a number of variations.

Ask learners to think of Yellow FISH as reminders of possible strategies that they can use in different contexts for different purposes.

Two proficiency strands are supported the FISH process:

- **Problem Solving** includes formulating and solving authentic problems using whole numbers and measurement and creating financial plans.
- **Reasoning** includes investigating strategies to perform calculations efficiently, combining patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpretation data sets.

Application

Remember
Understand
Apply
Analyse
Evaluate
Create

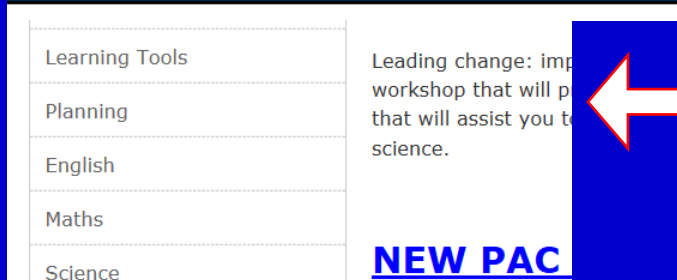
No Need to Re-invent the Wheel!!!

MAGs are a FREE resource available to all teachers of the Cairns Diocese. All MAGs are aligned to the Australian Curriculum Content Descriptors. This valuable resource allows teachers to deliver hands-on engaging lessons that are linked to the Fish Kits, Term Planning and are easy to follow. As a teacher you can build the MAGS into your current planning or use them as your principal resource.

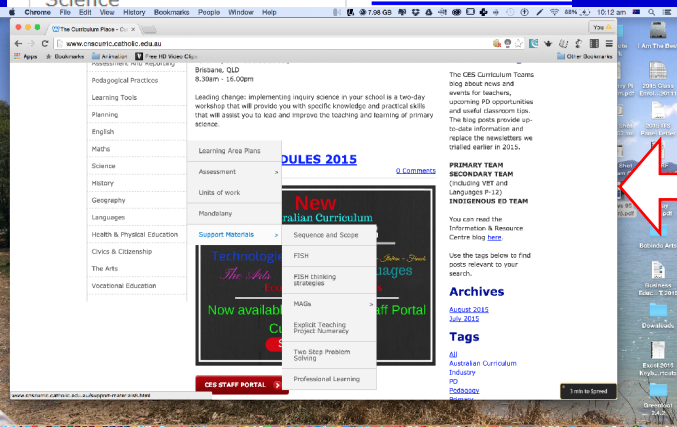
So where do you find this fabulous resource.....



Go to The Curriculum Place



Scroll down until you get to 'Maths'



Move your mouse over the 'Maths' Icon, then to 'Support Materials' and finally to 'MAGs'. Select the year level.

PRIMARY CURRICULUM INITIATIVES



<http://www.nctba.org/wp-content/uploads/2012/01/GreatNews-1.jpg>

ONLINE PAT TESTING HAPPENING TERM 4 FOR ALL SCHOOLS!

All students from Years 1-6 in all schools across our Diocese will complete the Reading and Maths tests ONLINE.

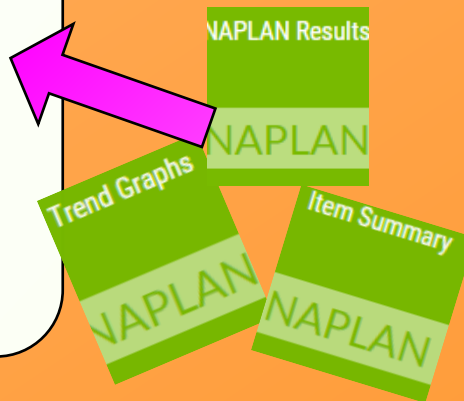
Results from these tests will be available for schools and teachers through BI.

Learning and Teaching



Did you know you can analyse your student NAPLAN data through the BI tool ?

Be sure to visit Online Services via the CES Staff Portal.



CURRICULUM SUPPORT TEACHERS

NORTHERN

NOVEMBER 10

SOUTHERN

NOVEMBER 11

WESTERN

NOVEMBER 12

ELEARNING FORUM

OCTOBER 15 2015

TEACHING AND TECHNOLOGY CONFERENCE

C1

9:00AM - 3:00PM

CONTACT US

MANDY SHEPHERD

SHEPHARD@CNS.CATHOLIC.EDU.AU

4050 9728

CHRIS MASTERS

CMASTERS@CNS.CATHOLIC.EDU.AU

4050 9769

Technology Unit Writing:

- ▶ Teaching and Technology Conference - Friday 15th October.
- ▶ Technology Unit Writing Day 1 - Friday 23rd October.
- ▶ Technology Unit Writing Day 2 - Tuesday 27th October.
- ▶ Technology Unit Writing Day 3 - Friday 30th October.



Catholic Education Services
Diocese of Cairns

Learning with Faith and Vision

130 Lake Street | PO Box 5296, Cairns Q 4870

Tel: (07) 4050 9700 | Fax: (07) 4051 2859

office@cns.catholic.edu.au

www.cns.catholic.edu.au