What we value and how we operate in our classrooms
Mission Statement:

At Ararat North Primary School our mission is to provide every student with rich learning opportunities in a happy, safe and inclusive educational community.
Model for Curriculum Development, Instruction & Assessment

What we teach

Our Curriculum – a guaranteed learning experience

Curriculum documentation
Our curriculum has a 4 level documentation process: whole school guaranteed and viable curriculum, subject maps, unit plans and daily planners

The GANAG Framework incorporating Marzano strategies

Theories of Action
• Strong teacher-student relationships
• High expectations for each student
• Clear learning intentions
• Assessment for Learning
• Effective feedback
• Vocabulary Development in all subjects
• Using Effective Instructional Strategies

School Focus
• Instruction and Delivery
  o Common Instructional Practices – GANAG Instructional Model
• Knowing our students / Extending Each Student
  o Accessing student data and adapting curriculum accordingly
  o Use of explicit learning intentions, success criteria and differentiated tasks
• Stimulating Learning
  o Providing for student choice within the curriculum
  o Variety of instruction
• Assessment and Feedback
  o Assessment for learning – self and teacher feedback that identifies the next step

ANPS Instructional Model

How we teach it

How learning is assessed

Formative Assessment
Ongoing timely feedback to students from self and teacher that identifies the next steps for learning

Summative Assessment
Regular assessments aligned with the Ararat North Assessment Schedule used to inform reporting and to measure student growth

Achievement reported to parents and students
An Overview

At Ararat North Primary School, teachers work as a Professional Learning Team to design learning experiences that develop skills, enhance understanding and support and extend students. Students are introduced to key concepts through explicit teaching and provided with opportunities to learn individually, and collaboratively with their peers, in student centred classrooms. Teachers at Ararat North Primary School are mindful that twenty-first century learners require skills, dispositions and knowledge to contribute as successful citizens in an increasingly globalised world. Because of this, teachers design opportunities for students to see the applicability of their learning within our world.

Curriculum Documentation

- Every subject at every year level has documented content which has been developed to align with the Victorian Curriculum
- The school has documented, sequential programs for the teaching of English and Mathematics – all classes implement VCOP, Big Write, the ANPS Spelling and Grammar Program, Guided Reading and iMaths
- Teachers are responsible for the development and publication of other curriculum material.
- Curriculum documentation is reviewed annually and adapted to meet changing needs
- Curriculum documentation is published to Staff Public (on our central server) within relevant teacher-named folders

Pedagogical Approach

- Our School has articulated a GANAG Instructional Model that forms the basis for teaching in our classrooms
- Teachers work within the GANAG framework to implement 9 essential strategies which reflect evidence-based best teaching practise
- Professional development to support these instructional practices is provided
Ararat North Primary School values the following in the process of Teaching and Learning:

**Credible Teachers**
- Foster trust by genuinely caring about students’ academic and personal development
- Display competence by being well-prepared, organized and structured
- Are dynamic and show passion for what they are teaching
- Exhibit immediacy by being involved with students as they are working

**Documented Curriculum**
- Is sequential and aligned to the Victorian Curriculum
- Follows our Unit Planner (Backward Design) template
- Is engaging and accessible for students through use of GANAG lessons incorporating 9 essential teaching strategies
- Is available on our school’s central server
- Is common across all classes

**High Expectations**
- Are articulated as a belief that all students can progress
- Are imbedded in clear Learning Intentions
- Use Success Criteria to celebrate development
- Build on individual student abilities with the provision of effective feedback
- Encourage all students to set high personal goals and progressively take responsibility for their own learning

**Reflective Practise**
- Develop, implement and evaluate curriculum
- Share ideas
- Set goals for continual improvement
- Access professional learning
### Conditions for highly effective teaching in Every Classroom, Every day:

<table>
<thead>
<tr>
<th>Teacher action</th>
<th>Teachable idea or skill</th>
<th>Co-construction &amp; teacher &amp; student</th>
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<tbody>
<tr>
<td><strong>✓</strong></td>
<td><strong>Knowing our students.</strong> Teachers have learnt about their students using a variety of data and interpersonal communications that show an interest in the student as a person and a learner.</td>
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<td><strong>✓</strong></td>
<td><strong>Connecting with students.</strong> Teachers have made a connection with each student on a personal level so that the child feels known, safe to ask questions, connected to the teacher</td>
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<tr>
<td><strong>✓</strong></td>
<td><strong>Connecting the class.</strong> A sense of ‘group’ has been formed. Eg “We are a group who will be learning together”</td>
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<td><strong>✓</strong></td>
<td><strong>Relational and Positive Behaviour Norms:</strong> Shared values and expectations have been established and articulated and are actively taught (recognizing that these are learned behaviours and can be taught and missteps can be acknowledged). Eg: “We treat each other’s ideas with respect and interest and engage with them.” “We come prepared.” “We respond to feedback.” “We return work on time.” “We are on time to class”.</td>
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<td><strong>✓</strong></td>
<td><strong>Learning and Teaching Behaviour Norms:</strong> Organisational norms and routines for the classroom that enable efficient use of learning time have been established in line with school-wide agreements. Eg. teaching students how to organize their books, represent ideas, follow a structure, write legibly, track corrections and changes, track questions”, etc. “We are careful with mathematical ideas and are curious about patterns and problems.” “We will write every day using the language of our subject.” “We experiment with possibilities.” “We analyze errors and missteps.” “We ask questions.”</td>
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<tr>
<td>Stage of Lesson</td>
<td>Evidence based Frameworks</td>
<td>Questions</td>
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<tr>
<td>Learning Intention and Success Criteria</td>
<td>Goals: Students should have the same idea as the teacher about what is going on in the classroom. Where am I going? How am I going? Where to next? Hattie Visible Learning</td>
<td>Where are the students at? What will the students learn? What Vic. Curric. skill or knowledge is it connected to? Can feedback be provided here (from previous lessons)?</td>
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<tr>
<td>Engagement</td>
<td>Access Prior Knowledge: You need to have surface and deep knowledge. If you want to promote deep learning, you must access your students’ foundational knowledge and build on that. Hattie Visible Learning</td>
<td>How can I activate prior knowledge? What will stimulate their interest? Are the concepts challenging enough to generate curiosity?</td>
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<tr>
<td>Present New Content</td>
<td>New Information</td>
<td>What concepts or vocabulary do they need? How will I challenge individuals or groups to be extended beyond their current level of knowledge?</td>
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<tr>
<td>Activity</td>
<td>Apply: Cultivate higher order thinking Monitor progress Set challenging learning tasks Frame higher order questions Implement cooperative groups</td>
<td>How does the activity relate back to the learning intention? Do all students know what they have to do? Is the activity too easy or too hard for anyone – differentiated for groups/individuals? Are there opportunities for student choice / agency?</td>
</tr>
<tr>
<td>Review Reflect</td>
<td>Goal Review and Summarize Assess performance against success criteria Recognize effort and provide feedback Set objectives</td>
<td>Has the Learning Intention been met? Has everyone understood and progressed as expected? Where to next?</td>
</tr>
</tbody>
</table>
## Post-lesson:

<table>
<thead>
<tr>
<th>Teacher action</th>
<th>Student action</th>
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<tbody>
<tr>
<td>✔️</td>
<td>Engage in reflection on what went well.</td>
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<td>✔️</td>
<td>Respond to work submissions/corrections in a timely manner.</td>
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<tr>
<td>✔️</td>
<td>Reflect on where students / groups of students got to in a sequence of learning. Prepare for the next stage of the sequence of learning for those students.</td>
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<td>✔️</td>
<td>Engage with colleagues around what is working. Collectively agree on any refinements needed to the curriculum for next time this unit is taught.</td>
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## Our Guides:

- Professor John Hattie – Visible Learning
- Robert J. Marzano – Instructional Strategies That Work
- Dr. Jane Pollock – GANAG Lesson Planning
- Bloom’s Revised Taxonomy of Thinking
- VCAA – The Victorian Curriculum F-10