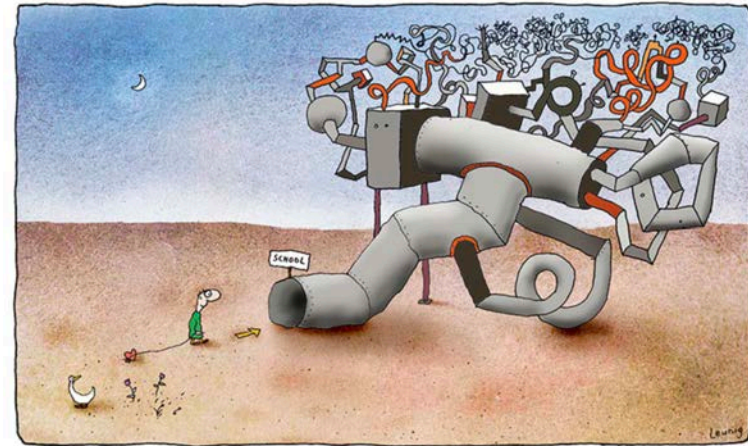




Christ Church
Grammar School
PERTH, WESTERN AUSTRALIA

Parent Forum - Term Three
2019

Reflection



Source: <https://www.leunig.com.au/works/cartoons>

Parent Forum

Updates
Q & A

Updates:

Deputy Head (Pastoral) - Kim Morcom
Year 6 Transition
Year 4 Teacher Pilot Group Nexus
Literacy Focus - Visiting author(s)
Apple Classroom



Don't forget to pack Crunch&Sip® every day...

Crunch&Sip® is a set time for your child to eat vegetables or fruit and drink water in the classroom.



Source: <http://crunchandsip.com.au>

Timetable

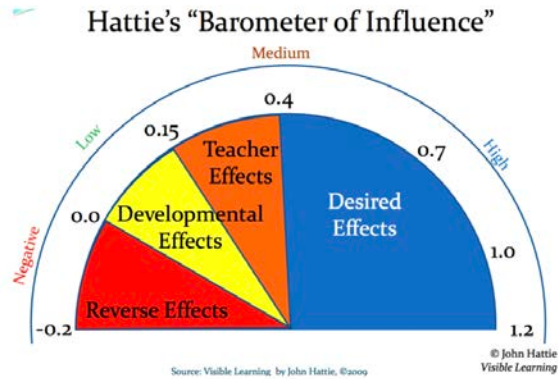
Year: 4 2019 Timetable						
Week A						
UNIFORM	PE	Stripes	Stripes	Sport	Formals T2 T3 T4	
Period	Monday	Tuesday	Wednesday	Thursday	Friday	
Form 8.30-8.50	CHAPEL			VHG	ASSEMBLY	
Period 1 8.50-9.45	Literacy	Literacy STARS	Literacy Philosophy	Maths	ASSEMBLY	
Period 2 9.50-10.40	Literacy	Literacy	Literacy	Literacy	Literacy	
Recess 10.40-11.00						
Period 3 11.00-11.50	Maths	Maths	Maths	MUSIC	Integrated Studies	
Period 4 11.55-12.45	Science	Integrated Studies	Dance & Drama Coord Mtg	Health	Maths	
Lunch 12.45-1.30						
Mindfulness 1.30-1.35						
Period 5 1.35-2.15	PE	LOTE	ART Yr 4 Mtg	SPORT	Integrated Studies	
Period 6 2.20-3.00	Science	ART	ART	SPORT Yr 3 Mtg	LIBRARY	
Home time 3.10						
Week B						
UNIFORM	Stripes	PE	Stripes (bring PE)	Sport	Formals T2 T3 T4	
Period	Monday	Tuesday	Wednesday	Thursday	Friday	
Form 8.30-8.50	CHAPEL			VHG	ASSEMBLY	
Period 1 8.50-9.45	Literacy	Literacy STARS	Literacy Philosophy	Literacy	ASSEMBLY	
Recess 10.40-11.00						

UNIFORM	PE	Stripes	Stripes	Sport	Formals T2 T3 T4
Period	Monday	Tuesday	Wednesday	Thursday	Friday
Form 8.30-8.50	CHAPEL			VHG	ASSEMBLY
Period 1 8.50-9.45	Literacy	Literacy STARS	Literacy Philosophy	Maths	ASSEMBLY
Period 2 9.50-10.40	Literacy	Literacy	Literacy	Literacy	Literacy
Recess					

The Champion Quest Positive Acknowledgements		
Acknowledgements	Behaviour	
Gold Level 15 Green Cards	<ul style="list-style-type: none"> Invitation to special Principal's Lunch Gold Pin Gold Level certificate 50 points allocated to your House 	Any of the following: <ul style="list-style-type: none"> Unblemished positive attitude in all learning areas reflected in Semester Report Unflinching positive attitude in learning throughout the term Consistently supports peers and demonstrates empathy for others Consistently demonstrates values of a good man
Silver Level 10 Green Cards	<ul style="list-style-type: none"> Silver Level certificate Silver Pin 30 points allocated to your House 	<ul style="list-style-type: none"> Consistently displays many of the behaviour listed below
Bronze	<ul style="list-style-type: none"> Bronze Level certificate 20 points allocated to your House 	<ul style="list-style-type: none"> Consistently displays many of the behaviour listed below

Streaming

Effect size: 0.12



An effect size is a standardised and scale-free measure of the relative size of the effect of an intervention.

SEL

Social & Emotional Learning

Source: <https://www.sweducation.org/?p=4829>

The purpose of assessment

“... the fundamental purpose of assessment is to establish where learners are in their learning at the time of the assessment.”

Masters, G. (2013). *Reforming educational assessment: Imperatives, principles and challenges*: Australian Education Review No. 57. Retrieved from <http://research.acer.edu.au/aer/12/>

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Year Level Achievement Approach

The traditional approach whereby:

- Focus is on curriculum expectations and normative comparisons
- Communication of learning progress tends to be discrete to year level.

How much of the curriculum has the student attained in a learning area?
Is the student 'falling' behind her classmates' attainment?



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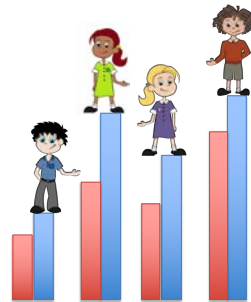
Progressive Achievement Approach

Professor Geoff Masters describes assessing growth over time as an approach that:

'...is focussed on establishing the points that individuals have reached in their learning, setting personal stretch targets for further learning, and monitoring the progress that individuals make over time.'

*[...]
'Rather than expecting all students of the same age to be at the same point in their learning at the same time, this approach expects every student to make excellent learning progress over the course of a school year, regardless of their starting point. In other words, this approach sets high expectations for every student's "growth".'*

Masters (2013). *Towards a growth mindset in assessment.*
https://research.acer.edu.au/ar_misc/17/



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Year level achievement approach to assessment emphasises

versus

A progressive achievement approach emphasises



evidence - using data to understand what students have attained in reference to the curriculum



supporting the next steps – informing teaching and learning by identifying areas in the curriculum where students need assistance



tracking attainment – monitoring students' trends in curriculum attainment over time.

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evidence - using data to understand where students are at in their learning



supporting the next steps - informing teaching and learning by identifying skills, knowledge and concepts in the learning area where students need assistance



tracking progression - monitoring growth in student achievement over time.

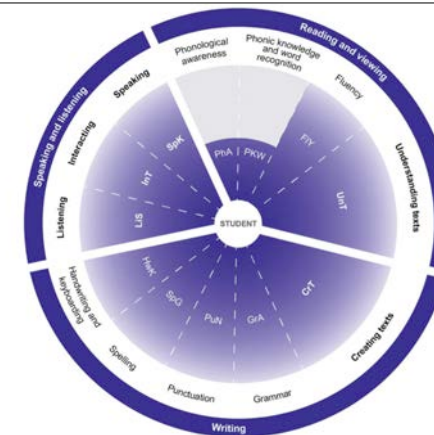
Education policy is recognising the importance of progressive achievement thinking

Through Growth to Achievement (a.k.a. Gonski 2.0)

Recommendation 1

Embed a focus on individual student achievement **through continuous learning progress** in the policies and practices of all schools and systems, with the expectation that **each student should achieve at least one year's growth throughout each year of schooling.**

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Source: <https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/>

Figure 1. Elements and sub-elements of the National Literacy Learning Progression

Learning Progressions

A learning progression describes what it typically looks like for learners to move from early knowledge, skills and understandings to more advanced knowledge, skills and understandings within a domain.

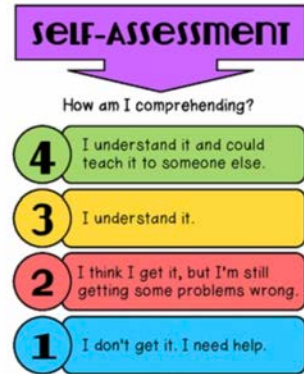
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Self-Reported Grades

Effect size: 1.33
avg 0.4

1. Students knowing about their chances of success
2. Awareness of what they know about a subject



Source: <https://www.teacherspayteachers.com/Product/FREE-Student-Self-Assessment-Levels-of-Understanding-1012020>

Thanks.