



Aldinga
Payinthe
College.

Guideline
Curriculum Documentation & Reporting



Our college pillars: Inspire, Connect and Belong, shape our Way of Being and highlight how we relate to each other and our environment, respond to the aspirations of our community and design our learning. Our Curriculum Documentation and Reporting Expectations Guidelines reflect this context.

SCOPE

These guidelines apply to all educators b-12.

BACKGROUND

All educators at Aldinga Payinthe College (APC) have responsibility for accelerating learning for **all** learners by working collaboratively to design engaging, challenging, authentic and inclusive learning experiences, and to gather a range of evidence to provide accurate reporting against curriculum expectations.


Collective responsibility for learners' outcomes is enhanced through collaborative learning design, the co-teaching cycle, joint data analysis, assessment, moderation of learning, and shared reporting.

Cloud-based platforms are utilised for all planning to facilitate effective collaboration between multiple users and to enable efficient connections with teaching and learning resources.


PLANNING PROCESS

The following documents must be consulted:

- APC Pedagogical framework and accompanying documents; AND
- Early Years Learning Framework OR
- Australian Curriculum.

<p>Pedagogical approaches</p>	 <p>The diagram is titled 'PEDAGOGICAL FRAMEWORK' and is subtitled 'The Aldinga Payinthe College pedagogical framework is underpinned by our Way of Being - Inspire, Connect, Belong.' It is divided into three main columns: 'SAFE AND CHALLENGING LEARNING ENVIRONMENTS STIMULATE RIGOROUS LEARNING', 'LEARNING DESIGN DEVELOPS EXPERT LEARNERS', and 'LEARNING IS PERSONALISED AND CONNECTED'. Below these columns is a large banner for 'RELATIONSHIPS' with various icons representing pedagogical approaches: Dialogic, Inclusive, Authentic, Formative Assessment, Collaborative, Kaurua Ways of T & L, Playful, Co-teaching, Universal Design for Learning, and Integrative. A disclaimer at the bottom states: 'Our Pedagogical Framework is informed by the Department for Education Teaching for Effective Learning and Early Years Learning Framework. We understand each educator's personality, passion, experiences and talents shape their approaches and style. These individual strengths in our school and work learning experiences. While individual approaches are valued, it is vital for us to recognise there are some practices that have the greatest impact on learning which must be consistent across our B-12 site so that learner growth is maximised.'</p>	<p>A key characteristic of curriculum at APC is its integrative nature, complemented by inclusive pedagogies and a rigorous co-teaching cycle. Our pedagogical framework has been purposefully designed to reflect the needs, aspirations and learning styles of our community.</p>
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CURRICULUM

Kumangka	Kumangka	Learning areas are not taught in isolation, but rather integrated in kumangka (Kurna: together as one), whilst planning is based on broad concepts rather than themes or topics. All secondary learning takes place in kumangka format whilst primary learners may have one main inquiry integrating multiple learning areas at any one time.
	 Tamta	
	 Taamanti nurlurni	
	 Pilyapilya	
	 Puntuntu	

DOCUMENTATION

Teachers are allocated a co-teaching / kumangka group and are expected to collaboratively design unit plans, session plans, weekly overviews and assessment tasks using the templates and guidelines provided. These are living documents which are to be revisited, reviewed, reflected on, and amended in the process of teaching and learning.

Annotated planning templates provide guidance regarding what needs to be included in each section of the planning document and which documents can be consulted for more detailed information. Educators may adapt to meet their requirements, but all components must be represented.

Teachers of preschool learners use the [Preschool Planning Template](#) to design learning.

Whilst other planning templates included in this document do not specifically apply to the preschool context, teachers may modify them to suit their purposes.

Year overview	YEAR OVERVIEW										Level 0 – organisational context Teachers complete the year overview collaboratively to ensure coverage of all learning areas within kumangka.	
	YEAR	YEAR LEVEL/S	TEACHING STAFF									
	Plan units of inquiry to take place over the course of each term (generally 3 per term). Consider broad alignment of curriculum content across learning areas and year levels. Setting of significant events, and essential assessments. Consult Department curriculum and assessment or see in units of inquiry for guidance with sequencing and signing content. Department resources can be found under curriculum and assessment .											
	Term	English	Taananti Nurlurni	German	Mathematics	Science	Technology	The Arts	Pilyapilya	Health & PE		Puntuntu
	One											
Two												
Three												
Four												

Term overview

TERM PLANNER					
TERM	YEAR	YEAR LEVELS	TEACHING STAFF		
<small>Use this page of achievement standards unit content description or content: • when knowledge, skills and understanding will be needed • when content for multiple sessions will be used • when content will be used • when content will be used for general purposes of achievement standards unit in response to content area/curriculum in the next 2 years</small>					
Months	Learning Area	Year	Equipment needs	Subjects of Achievement Standards and Content Descriptions to be addressed	
TRAMANTI MARILUBU	English	1			
		2			
		3			
		4			
		5			
		6			
	Humanities and Social Sciences	7			
		8			
		9			
		10			
		11			
		12			
German	1				
	2				
	3				

Level 1 – process map

Teachers ensure the term overview provides further guidance for preparation and oversight of potential impacts to teaching and learning program i.e., college events and to map curriculum coverage in greater detail.

Unit plan

KUMANGKA UNIT PLAN				
Unit title		Learning areas	Unit duration <small>(number of lessons/weeks)</small>	<small>Up to 6 weeks</small>
Concept/s and sub-concepts	Hyperlink concepts doc	Year level/s	Teaching team	
Inquiry question/provocation	<small>The inquiry question/provocation is closely linked to the concept. It is an overarching question which could be broken down into smaller questions co-constructed by students or proposed and designed by students themselves. Inquiry questions should ideally pose 'how' or 'why' questions.</small>			
General capabilities <small>(Indicate which general capabilities from the AC will be emphasised in this unit. Provide more specific details for the one/s to be assessed. Emphasise no more than two capabilities, at least one of which will also be assessed. General capabilities continue will help with this.)</small>		Cross-curriculum priorities <small>(Select the cross-curriculum priority/ies from the AC to be addressed in this unit of work (one suffices). Briefly explain how they will be addressed. Hyperlink Sustainability concept continuum doc</small>		
Included in learning		Included in assessment		
<input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> ICT Capability <input type="checkbox"/> Critical and creative thinking <input type="checkbox"/> Personal and social capability <input type="checkbox"/> Ethical Understanding <input type="checkbox"/> Intercultural understanding		<input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> ICT Capability <input type="checkbox"/> Critical and creative thinking <input type="checkbox"/> Personal and social capability <input type="checkbox"/> Ethical Understanding <input type="checkbox"/> Intercultural understanding		
General capability/ies sub-element/s:		Cross-curriculum priorities organising ideas:		
Australian curriculum achievement standards <small>Paste relevant elements of the achievement standards to be assessed. Drop box to select learning areas below needs to be embedded.</small>				
Learning area 1 standard		Learning area 2 standard		Learning area 3 standard
Australian curriculum content descriptions				

Level 2 – process model

Teachers use the *unit plan* to collaboratively design integrative learning centred around authentic issues or ideas. Units are planned with “the end in mind.” The outcomes (understandings, knowledge, and skills that learners will develop and strengthen) are identified first so they guide learning experiences.

Weekly overview

WEEKLY OVERVIEW					
Term and week	Monday	Tuesday	Wednesday	Thursday	Friday
Co-Planning - 8:30-9:00					
Session 1 9:10-10:55	Learning intentions Hyperlink Session plan	Learning intentions Hyperlink Session plan	Learning intentions Hyperlink Session plan	Learning intentions Hyperlink Session plan	Learning intentions Hyperlink Session plan
Recess					
Session 2 11:25-1:10	Learning intentions	Learning intentions	Learning intentions	Learning intentions	Learning intentions
Lunch					
Session 3 1:40-3:25	Learning intentions	Learning intentions	Learning intentions	Learning intentions	Learning intentions
Reflection (teachers and LCOs) – against Co-teaching standards <small>Reflecting together to determine effectiveness and evaluate the co-teaching relationship. Determine if learning intentions were met through analysis of formative and summative</small>					
What went well? <small>Share observations of teaching and learning to complement each other's understanding</small>		What could have been done better? <small>Identify necessary refinements or new learning that will improve practice and learning outcomes.</small>		What are our next steps? <small>What do we need to do differently for learners who do not master the learning intentions? How will we enrich and extend the learning for those who met the learning intention/s to a high degree?</small>	

Level 3 – task overview

Teachers use the *Weekly overview* template to create a point of reference for teaching and learning each week. When separate session plan templates are used, teachers hyperlink them to their weekly overview. Learning intentions are listed in each session of the weekly overview as a quick guide.

SESSION PLAN		
Please note: Whilst this plan can be used as is, teachers may choose to reframe it in a creative manner incorporating the required elements (identified in a deeper tone).		
Please save a copy of this in your co-teaching folder and collaboratively fill it out.		
Term and week	Year level/s	
Nexus and learning areas	Teaching team	
Unit title	Concept	
Inquiry question/s		
Learning intentions		Success criteria
Hyperlink to relevant formative assessment accompanying doc		Hyperlink to relevant formative assessment accompanying doc
Learning experiences		
Consider:		
<ul style="list-style-type: none"> UDL principles Dialogic teaching strategies Opportunities for learners to collaborate Gradual release of responsibility Literacy demand of tasks and explicit teaching required (scaffolding) Designing key questions that move learning forward Selecting the co-teaching models 		
Formative assessment		
<ul style="list-style-type: none"> Determine learners' prior knowledge Select check-in and act strategies 		
Targeted support (differentiated approach)		
Consider:		
<ul style="list-style-type: none"> planning for station teaching or alternative teaching, OR responding to emerging needs (check-in strategies) conferencing (individual or small groups) 		
LCSO/s role		
Consider:		
<ul style="list-style-type: none"> individual or small group intervention (multiple exposure/repeated rehearsal of content) supervision of a group of learners in a different learning space supporting the class whilst the teacher is providing intervention responding to emerging social and emotional needs of learners 		
Resources		
Consider:		
<ul style="list-style-type: none"> Manipulatives, concrete materials, artefacts (object-oriented learning – Kaurna ways of teaching and learning) Presenting information in multiple ways (e.g. audio, video, text, multimodal) Community resources (human, environmental, physical) 		
Debrief (teachers and LCSOs) – against co-teaching framework (hyperlink)		
This could be done at the end of the day/week.		
Engage in courageous conversations, constructive dialogue and critical analysis of teaching		
Draw on descriptive data and evidence to determine if the teaching enabled all students to achieve the learning intention.		
What went well?	What could have been done better?	What are our next steps?

Session plan templates

Level 4 – task description

Session plan templates are used to document each 100 minutes of learning and to support a thorough learning design process. After becoming familiar with the annotated session plan, teachers may choose to document session plans within their weekly overview instead. When this approach is chosen, each session within a weekly overview plan must include: learning intention/s success criteria learning experiences formative assessment strategies differentiated approach LCSO/s role resources.

ASSESSMENT, MODERATION AND REPORTING

Learners are to be provided with multiple forms of assessment, both formative and summative, and are inspired and supported to co-construct their own tasks within the parameters of the assessment scope.

Assessment tasks are designed collaboratively by teams of teachers, and learners' work is assessed and moderated for consistency with grading and feedback. Feedback on learners' achievement and their next steps may also be constructed collaboratively. Grades are only reported on twice a year within the mandatory reporting cycle. At all other times, **learners receive feedback only**. Assessment is designed within the planning cycle.

Further information is available in [Curriculum, Pedagogy, Assessment and Reporting: Preschool to Year 12 Policy](#)

Kumangka assessment task sheet

Teacher's co-construct assessment tasks in collaboration with learners to provide for higher engagement and personalisation. On occasion, teachers may design assessment tasks however learners must be able to negotiate how their knowledge, understanding and skills will be demonstrated. Each assessment task must include opportunities for feedback (peer/teacher) and modification, prior to submission.

**Kumangka
assessment task**

KUMANGKA ASSESSMENT TASK SHEET

Please note: Whilst assessment tasks must be designed using this template (for planning purposes), they can be shared with learners either in this format or reframed in a creative manner incorporating the required elements (identified in a deeper tone).

Unit title		Year level/s	
Nexus and Learning areas		Due date	
Teaching team			
Inquiry question	From unit plan or learners' own (designed under the umbrella of the overarching inquiry question)		
Learning intentions		Success criteria	
Key learning intentions as identified in the Unit plan		Co-construct with learners	

Task requirements
<p>Include:</p> <ul style="list-style-type: none"> What learners are expected to do How <u>they are</u> demonstrating their learning? (Co-construct task with learners and ensure there are multiple ways to demonstrate required knowledge, understanding and skills) Opportunities for learners to be able to design their own assessment

AC Achievement standard	Include only the relevant aspect/s of the standard/s	
General capabilities	General capability/ies – assessment elaboration	
Whilst multiple general capabilities may be addressed in the task, identify only those which will be assessed		
<input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> ICT Capability <input type="checkbox"/> Critical and creative thinking <input type="checkbox"/> Personal and social capability <input type="checkbox"/> Ethical Understanding <input type="checkbox"/> Intercultural understanding	What specific aspect/s of the capability/ies, is/are being assessed and how?	

Learner reflection
Embed a guided reflection process. Include an element of self-reflection against the task specifically and elements of the learning process, what learners need to do next and how the teacher/s can support them.

Level 5 – assessment

Each kumangka assessment task sheet must include:
 inquiry question
 due date
 learning intentions
 success criteria
 task requirements
 learner reflection
 Whilst assessment tasks must be designed using this template (for planning purposes), they can be shared with learners either in this format or reframed in a creative manner incorporating the required elements (identified in a deeper tone).

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