

Teaching and Learning Key Process Statement

Overview

At Whyalla Secondary College, high quality teaching and learning underpins everything we do. We use evidence-based pedagogy and strategies to provide individualised learning for every student. As an ATRiUM school, we strive to equip our students with capabilities through quality teaching and learning, so that as graduates of Whyalla Secondary College have developed into global citizens.

Detail

Australian Curriculum and SACE

At Whyalla Secondary College, our teaching and learning for each subject is underpinned by the Australian Curriculum from Years 7-10, and SACE from Years 10-12.

Students in Years 7-10 will have every opportunity to access learning and subject content as determined by the Australian Curriculum, and will be assessed against the AC achievement standards. The AC General Capabilities and Cross-Curricular Priorities will be embedded in every subject to support students' development into well-rounded and work-ready citizens.

Students in Years 10-12 will work towards achieving their SACE through the completion of a range of compulsory and elective subjects. They will complete designated tasks and be assessed against the SACE Performance Standards for each subject. The use of Flexibilities in SACE will be targeted to support student achievement. Each student will achieve their SACE in conjunction with a pathways focused Graduate Profile.

Literacy and Numeracy development and improvement in student outcomes are priorities for Whyalla Secondary College and teaching and learning strategies will be explicitly included in every term plan for every subject.

Teaching and Learning Pedagogy

At Whyalla Secondary College, our teaching and learning pedagogy is aligned to our school values of Inclusion, Innovation and Integrity. The ATRiUM capabilities will be embedded into our teaching and learning programs and philosophy.

Teachers at Whyalla Secondary College will work collaboratively to support the inclusion of all learners and target learning to individualised needs in every lesson, every day.

The Curriculum Planning Development Guide provides teachers with the foundation and direction to work collaboratively and plan high quality and engaging lessons and tasks for their students. The Development Guide will include the tasks and documents teachers will need to complete, and the deadlines for teaching and learning items each term and semester. For more detail, see the Curriculum Planning Development Guide supporting document.

Inclusive education and learning

At Whyalla Secondary College one of our key values is Inclusion, which will be reflected in our approach to teaching and learning. Inclusion means that students can access and fully participate in their learning, regardless of ability, background, gender, culture, religion, sexual identity or any other factor.

Our Inclusive Education approach will provide students with targeted, deliberate interventions to support their learning and achievement in every facet of their education.

Students requiring more extensive adjustments may have access to the Spencer Gulf Learning Community to receive further targeted intervention in their learning.

Literacy and Numeracy Intervention will be a key improvement area for students at Whyalla Secondary College. This will be delivered in tiers of intervention dependent on student need. For more information, see the Literacy and Numeracy Intervention Policy.

Department for Education Australian Curriculum resources

The Department for Education scope and sequence, units of work and curriculum planning resources help teachers implement the Australian Curriculum from reception to year 10 in a South Australian context. Teachers at Whyalla Secondary College will be encouraged to utilise the resources to ensure they are providing relevant, localised content for their students.

Universal Design for Learning

At Whyalla Secondary College teachers use the principles of Universal Design for Learning (UDL) to plan an inclusive curriculum that caters for all students. UDL ensures that students are provided with multiple means of engagement, representation, action and expression. UDL is about being intentional at the planning stage to include a range of different quality teaching strategies. Teachers will work together to create quality curriculum that utilises these principles, so that from the beginning our students are provided with equitable opportunities to learn.

Differentiation

Teachers with a sound knowledge of the curriculum and high expectations of students develop a growing repertoire of practices that connect well with the evidence-based pedagogical practices described in the South Australian Teaching for Effective Learning Framework. At Whyalla Secondary College we use Tomlinson's model of differentiation in which teachers adapt and change the product, process, content or learning environment in response to students' readiness, interest, and learner profile.

Digital Learning

Digital learning will be a key aspect of how we deliver our teaching programs and store our evidence of learning. As we are a Microsoft Transformation School, we are committed to using Microsoft Teams as our digital platform for teaching and learning delivery. This is where students will interact with the app to retrieve resources, work collaboratively, and produce formative and summative assessments. Daymap will also be used as our primary mode of assessment and reporting. Once the assessment is finished in class, students will be required to submit the assessment to Daymap in which it can be reported on. This can then be transferred into reports that be used for Learner Review and Case Management Processes as well as reporting to parents/caregivers. This should also have the bonus of a seamless transition to complete online learning program in the event of a state-wide lockdown.

Work presentation standards

Well-presented work is an important part of the teaching and learning process. It reflects the students willingness to take responsibility for their own learning and it shows that they take pride in their education. Teachers at Whyalla Secondary College will promote neat and organised work presentation by providing feedback on their students work (digital and paper based) once a term using the work presentation rubric. Rubrics can be used as a peer review, self-review or teacher review of students work. Throughout the term teachers should also give regular verbal and written feedback addressing the organisation and condition of students work.

Scope and sequence

A scope and sequence is a summary of what is to be taught, the sequence in which it will be taught and the curriculum outcomes that may be addressed in the intended learning.

To be effective, curricula must be comprehensive in scope and provide learning experiences specifically designed to support children at various levels of development. At Whyalla Secondary College teachers will use a scope and sequence or topic overview to plan learning experiences tailored to student's ages and developmental levels. This will help staff look ahead to see where development is going, and intentionally scaffold their lesson planning for students learning. Staff can implement research-based teaching practices that support children as they move through the developmental progressions.

Flexibilities in SACE

In SACE subjects, teachers will utilise flexibilities in SACE to ensure that all students can be successful in attaining their SACE. Flexibilities can include converting a student from one SACE subject to a flexible SACE subject such as Integrated Learning, Scientific Studies, Essential English, or Community Connections. Students will remain in the same class and continue their learning with the same teacher. Teachers will follow the subject conversion procedure when making a subject conversion.

Interdisciplinary learning approaches

Interdisciplinary learning is when teachers of different content areas assigned to one group of students are encouraged to correlate some of their teaching. At Whyalla Secondary College, we will use this approach for certain aspects of each community. The middle school curriculum is built upon the understanding that the core subjects will work together to produce interdisciplinary learning opportunities for our students. The combinations of English and HASS and Science and Maths will be called Global Perspectives and Universal Reasoning respectively. In the Year 7/8 community, students will be exposed to three terms of Integrated Inquiry. Integrated Inquiry will look at projects in design thinking, STEM, and problems at both a local and a global level. Students will work through these themes and produce solutions. IPPs are programs within the Year 11/12 community that wraps around students' VET studies. It provides a comprehensive contextualised curriculum that relates to the industry.

Collaborative Planning

At Whyalla Secondary College, teachers will work in collaborative year level and subject teams to plan their curriculum each semester. In each teaching team, expert teachers in their curriculum area, including teachers accredited at Step 9, will take a lead role in delegating tasks and supporting new or inexperienced teachers.

The collaborative planning process will require teachers to complete and submit the following documents:

- UDL pre-planning template
- Term planner
- Task sheets and rubrics
- Substantial and extensive adjustments template
- SACE LAPs, if applicable

Teaching and learning resources, e.g., PowerPoints, worksheets, videos, etc., will be uploaded to the class Teams. Assessment tasks and deadlines will be uploaded to Daymap.

For more detail on the process and deadlines for submission of planning documents, and teaching and learning resources, see the Curriculum Planning Development Guide.

Curriculum leaders will provide timely and constructive feedback on the collaborative planning documents and resources to the teaching teams, using the Leader Feedback Template.

Co-Teaching

The coteaching considerations document further supplements the Collaborative Planning with a scaffold that promotes quality discussion between teachers. Without this, the collaborative planning template just works to silo the work out into different

sections. Natural coteaching approaches need to have constant communication and collaboration from all parties. This does not need to look identical for every teaching team. Therefore, the considerations document was constructed. It is a comprehensive document that encompasses every imaginable section that can cause conflict amongst colleagues. We want the staff to create their own partnership, using professional conduct. This should lead to buy in amongst staff and more authentic coteaching practices at Whyalla Secondary College.

Formative and summative assessment

Teachers will use a folio of formative and summative assessment tasks to grade students against the performance standards for their subject. Students will have many opportunities and methods of demonstrating their learning.

In designing tasks, teachers will use the Universal Design for Learning principles to ensure every student in their class will have meaningful access to the content and choice in demonstrating their learning.

Formative assessments will be designed and scheduled at least once per week for every subject. Teachers will collect a folio of formative work from each student, and may use it to determine the student's final grade for the subject in addition to summative tasks.

Teachers will create summative assessment task sheets for their subject, either AC or SACE, that provide clear steps for students to follow to demonstrate their learning. Students will have multiple entry and exit points for the task, and choice in how they present their learning to the teacher. The task sheets have been designed to be accessible and functional for all students.

Curriculum Area Meetings

Curriculum area meetings will be held three times per term, to support the collaboration of teaching staff and provide dedicated time to the development and review of the teaching and learning for each curriculum area.

Curriculum area groupings and schedule for meetings:

Week 1, 4, 7	A: English/HASS/Languages/Maths/Science
Week 2, 5, 8	B: PE/Outdoor Ed/Arts/Design and Tech/Home Ec/IPPs
Week 3, 6, 9	C: Research Project/PLP/Integrated Inquiry
Week 10/11	TBD

Structure of learning area meetings:

Meetings will be held at 4pm on Tuesday afternoons, after staff meeting and PD, and run for one hour maximum.

Meeting schedule per term:

1. Co-planning
2. Data and differentiation
3. Moderation

Curriculum leaders will use their three meetings per term to provide professional learning opportunities under those three headings, and any other items at their discretion.

Observations

To support and improve teacher practice, informal and formal observations will take place at various times throughout the year.

Early Career Teachers will be assigned a mentor, and observations will be conducted in support of their movement from graduate to proficient according to the AITSL Standards.

Observations will also form part of the PDP process between line managers and teachers. The types and frequency of the observations will be negotiated between the teacher and their line manager, and used to support the ongoing growth and development of teaching pedagogy and classroom practice.

Learning Conversations

Learning Conversations are student led discussions between students, parents/caregivers and teachers regarding a student's learning, pathways, and goals. Learning Conversations will take place in all three communities (years 7 – 12), twice per year in Terms 1 & 3. Learning Conversations are a student-centred approach to parent/teacher interviews. See the learning conversations supporting document for more information.

Relief Teaching

At times, teachers may need to take scheduled or unscheduled leave, meaning their classes will be covered by a relief teacher. Where leave is planned, the teachers should let their students know in advance that they will be absent and that a relief teacher will be taking their lesson on a designated day.

Teachers will upload their lesson plans to Daymap using the template provided, and upload learning resources for students on Teams. The relief teacher will provide feedback about the students' work and behaviour for the teacher to follow up on their return. For more detail on this, see the College Procedure – Relief Teaching.

Homework

At Whyalla Secondary College the purpose of homework is to have students practice material already presented in class as to reinforce learning and facilitate mastery of specific skills.

Whyalla Secondary College will offer a homework club where students across all year levels will be able to receive support to complete homework, projects and/or assignments and gain specialised assistance to help understand subject content. For more information on homework or Homework Club please see the Homework Guidelines.

Role	Responsibilities
Students	<ul style="list-style-type: none"> Attend lessons prepared with the tools for learning, and prepared to engage and participate in the teaching and learning of every class
Teachers	<ul style="list-style-type: none"> Take part in the collaborative planning process to plan high quality teaching and learning Submit their designated tasks for their subjects by the due date Seek support from subject experts or curriculum leaders as needed
Curriculum Leaders	<ul style="list-style-type: none"> Oversee the learning area and subject teams Provide feedback on collaborative teaching documents and resources Support individual teachers as required with the creation or review of teaching and learning documents
Assistant Principals	<ul style="list-style-type: none"> Oversee curriculum development in their learning communities Provide support to curriculum leaders or teachers as required

Deputy Principal	<ul style="list-style-type: none"> • Oversee the delivery of quality teaching and learning at all year levels • Provide support to curriculum leaders or teachers as required
Principal	<ul style="list-style-type: none"> • Oversee this process and undertake annual review of its operation.

Definitions

AC – Australian Curriculum

AITSL Standards – The Australian Professional Standards for Teachers that determine whether teachers are operating at graduate, proficient, highly accomplished or lead standard of teaching.

IPP – Industry Pathway Programs

PD – Professional Development

PDP – Performance and Development Plan

SACE – South Australian Certificate of Education

UDL – Universal Design for Learning

Supporting Information

[UDL pre-planning template](#)

Term planning template

[Collaborative planning template](#)

[Adjustments template](#)

[Task sheet template AC](#)

[Task sheet template SACE](#)

[Leader feedback template](#)

College Procedure – Relief teaching

Recognised Community-developed programs

[Work presentation standards rubric](#)

[Work Presentation Procedure](#)

[Homework Guidelines](#)

Learning Conversations supporting document

[Curriculum Planning Development Guide](#)

[Literacy and Numeracy Intervention Policy](#)