AL HIKMA COLLEGE

QUALITY OF TEACHING AND STUDENT LEARNING POLICY

Revised and updated March 2023

This policy addresses issues in relation to:
Teacher and Student Learning – Policy Requirement 3.3.1.1
Policy for pastoral care with specific reference to identification of and provision of support for students with special needs, policy requirement 3.6.2

Rationale

The standard of teaching and student learning and student engagement at Al Hikma College is of paramount importance. The school's strategic plan focuses specifically on student learning achievement and teacher professional development so that quality teaching and student learning remain at our forefront.

Al Hikma College is a school that promotes academic achievement across the key learning areas. High academic standards combined with open communication and commitment within a shared learning environment has been the key to our success. Furthermore, we examine our pedagogy in light of our students' needs and evaluate our teaching and learning programs to guide our future practice.

The school's expectations are clear and we expect nothing less than a high standard of teaching. The teaching programs are closely monitored by the coordinator to ensure quality teaching and learning sequences / content are planned for and implemented. Teacher diaries are also kept by all teaching staff. This serves two purposes. Firstly, it ensures there is greater accountability and second, student engagement and teaching and learning are evaluated and monitored. These schedules remain in the classroom and are cross checked by the coordinator to ensure quality remains paramount at Al Hikma College.

Formative and summative assessment practices across the KLAs are used at Al Hikma College to assess student progress and subsequently, allow the teachers to modify the teaching and learning sequences to improve student learning and engagement. All records are kept up to date and remain with the classroom teachers for inspection by the principal or coordinator.

POLICY

NSW Educational Standards Authority (NESA) states that "students have a variety of interests, needs, abilities, backgrounds and learning preferences" and they promote an inclusive curriculum, one which "accommodate[s] teaching approaches that support student diversity."

NSW Educational Standards Authority 2021

Al Hikma College is a two/three stream primary school. Our teaching programs are periodically and closely monitored by the Curriculum Coordinator, to guarantee the expected standard and quality of all teaching and learning experiences. These programs are supervised to ensure mandatory stage outcomes are met, and the varying needs of the students are catered for. Suitable content, application of engaging and relevant resources and maintenance of Islamic pedagogical principles and are also monitored. All programs adhere to the 'Al Hikma College Time Allocations of Key Learning Areas' document (see below).
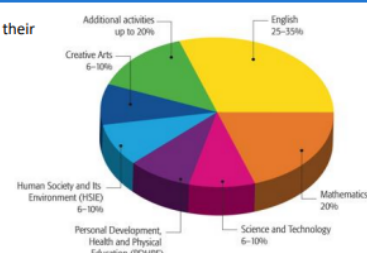
2023 | AL HIKMA COLLEGE | K – 6 | KEY LEARNING AREA (KLA) TIME ALLOCATIONS (V1)

NESA provides the following as a guide for K–6 time allocations. Schools should use this guide in accordance with the policies of their school authority which may be additional to those identified by NESA.

Extracted from NSW Education Standards Authority (NESA).
https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/k-6-curriculum-requirements

KINDERGARTEN

KEY LEARNING AREA (KLA)	TIME	%
MATHEMATICS	5 HOURS	20%
CREATING WRITTEN TEXTS	2 HOURS	8%
SPELLING + VOCABULARY	1 HOUR	4%
PHONOLOGICAL AWARENESS + PHONIC KNOWLEDGE	1 HOUR	4%
HANDWRITING	30 MINUTES	2%
READING FLUENCY + READING COMPREHENSIONS + PRINT CONVENTIONS	1 HOUR	4%
UNDERSTANDING & RESPONDING TO LITERATURE + LIBRARY	2 HOURS	8%
ORAL LANGUAGE & COMMUNICATION	30 MINUTES	2%
SCIENCE & TECHNOLOGY	2 HOURS	8%
HSIE	1 HOUR 30 MINTUES	6%
CREATIVE ARTS	1 HOUR 30 MINTUES	6%
PERSONAL DEVELOPMENT HEALTH + PHYSICAL EDUCATION	2 HOURS	8%
LANGUAGES & RELIGIOUS EDUCATION	5 HOURS	20%
TOTAL	25 HOURS	100%

YEARS 1 & 2

KEY LEARNING AREA (KLA)	TIME	%
MATHEMATICS	5 HOURS	20%
CREATING WRITTEN TEXTS	2 HOURS	8%
SPELLING + VOCABULARY	1 HOUR	4%
PHONIC KNOWLEDGE	1 HOUR	4%
HANDWRITING	30 MINUTES	2%
READING FLUENCY + READING COMPREHENSIONS	1 HOUR	4%
UNDERSTANDING AND RESPONDING TO LITERATURE + LIBRARY	2 HOURS	8%
ORAL LANGUAGE & COMMUNICATION	30 MINUTES	2%
SCIENCE & TECHNOLOGY	2 HOURS	8%
HSIE	1 HOUR 30 MINTUES	6%
CREATIVE ARTS	1 HOUR 30 MINTUES	6%
PERSONAL DEVELOPMENT HEALTH + PHYSICAL EDUCATION	2 HOURS	8%
LANGUAGES & RELIGIOUS EDUCATION	5 HOURS	20%
TOTAL	25 HOURS	100%

YEARS 3 – 6

KEY LEARNING AREA (KLA)	TIME	%
MATHEMATICS	5 HOURS	20%
WRITING	2 HOURS 30 MINUTES	10%
SPELLING	1 HOUR	4%
GRAMMAR	1 HOUR	4%
HANDWRITING	30 MINUTES	2%
READING & VIEWING + LIBRARY	2 HOURS 30 MINUTES	10%
SPEAKING & LISTENING	30 MINUTES	2%
SCIENCE & TECHNOLOGY	2 HOURS	8%
HSIE	1 HOUR 30 MINTUES	6%
CREATIVE ARTS	1 HOUR 30 MINTUES	6%
PERSONAL DEVELOPMENT HEALTH + PHYSICAL EDUCATION	2 HOURS	8%
LANGUAGES & RELIGIOUS EDUCATION	5 HOURS	20%
TOTAL	25 HOURS	100%

Teaching programs are annotated and evaluated to monitor the teaching and learning outcomes, the teaching content and student assessment.

Program annotations & evaluations may include:

- level of student achievement based on student assessment (summative/formative)
- effectiveness of resources and teaching materials
- teachers' critical reflection and ongoing evaluation on teaching pedagogy and practices
- adjustments to student learning
- meetings and discussion with Co-ordinator/Principal
- colleague collaboration
- curriculum meetings
- teacher appraisals
- professional development

This process will assist the teachers in determining:

- the appropriateness of the program and whether additional work needs to be planned for
- whether the learning outcomes have been covered within the program
- whether resources were adequate
- the suitability of assessments
- the progress of students (including reporting on student progress)

Teacher diaries are also implemented and kept by teaching staff. This serves our purposes two-fold. Firstly, it ensures there is greater accountability and secondly, student engagement and teaching and learning are evaluated and monitored. These are cross checked by the executive staff to ensure quality remains paramount at Al Hikma College.

Monitoring and Reporting

Student progress is monitored through ongoing assessments, in which teachers maintain their own recording of student progress. Students' assessment records are used to give students feedback on their progress and provide additional assistance and constructive feedback for those who require it. Records are also used to report to parents via parent teacher interviews and end of term report cards.

Formative Assessment

During day-to-day classroom activities, the informal interactions, discussions, questioning, systematic observation and anecdotal notes of students will assist the teacher in building the cumulative profile of student achievement.

Summative Assessment

This will include making judgements about students' knowledge, understanding and skills.

Formal assessment activities may include:

- End of Term/End of Unit assessment for all key learning areas
- Quizzes
- Oral Presentations
- Writing samples
- Running Records to assess students' reading abilities
- Pre and Post tests for 6 Steps to Comprehension
- Analysis of student book work and Textbook work
- Analysis of work samples
- Student presentations
- Peer-peer and student- teacher conferences and feedback
- Individual self- reflections
- Observation of students during learning activities
- Observation of students' participation
- Whole class and group discussions

Identifying Students Requiring Support

Assessment procedures should lead to the provision of quality teaching programs for all students, as well as assist in the identification of students experiencing difficulties in learning.

There are a wide range of techniques and procedures for assessing students who are experiencing learning difficulties. Although such techniques and procedures may vary according to the difficulties

experienced, they should include skilled observation and anecdotal notes, and/or application of appropriate test materials, including, but not limited to PM benchmarking, WARP, WARL, oral/written phonogram reviews, ongoing and cumulative sight word recognition, reading records and writing records. Assessment should be conducted by class and/or support teachers. Assessments are an ongoing process; all information collected is to be filed with the class and/or support teachers.

Assessment Procedure:

Step 1
Teacher identifies concerns with students academic performance

Step 2
Teacher addresses concerns with child and works towards an informal action plan

Step 3
Teacher conducts assessment of student | Results discussed with coordinator

Step 4
Coordinator advises of support needs based on further assessment

Step 5
Support staff intervene and provide further assessment

Step 6
Student support needs addressed

The Role of the Support Teacher

1. Overview

The Support Teacher assists schools to cater for those students in regular classes, who are experiencing require additional support or in basic areas of learning or to be extended.

In carrying out this role, the Support Teacher will:

- assist in the identification and assessment of students with learning difficulties.
- extend learners who find the learning too simple.

- work with school executives, teachers, and parents to plan and design appropriate programs for students.
- work with regular class teachers on the implementation of programs for students.
- assist school executive and class teachers to monitor and evaluate programs for students.

Student Support Services Directorate New South Wales Department of Education Sydney

2. **Assessment**

Initial assessment occurs after concerns have been communicated by the class teacher and coordinator. Ongoing assessments occur during the support sessions. Students are assessed on identified areas of difficulty, as well as current mainstream content taught. Support teachers utilise various assessment methods, including:

- targeted testing,
- observation supported by anecdotal notes,
- surveys,
- interviews/ discussion, etc.

Support teachers are required to communicate results to the relevant class teachers and determine whether particular students no longer require support or require more intense support.

3. **Developing Programs**

To effectively meet the needs of support students, it is essential to develop individualised and/or small group programs.

Programs should:

- build on information gained from assessment of each student's individual learning needs.
- acknowledge that students with learning difficulties, like all students, need to learn at a pace and in a style which is both appropriate and challenging for them.
- recognise that many learning difficulties experienced by individuals may be overcome by only slight modification to regular class programs while more complex problems will require comprehensive planning and provision.
- provide for differences in the duration of programs, depending on the individual needs of the student.
- Establish and continue to evaluate curriculum and programs

Program Evaluation

Support teachers evaluate their teaching and learning sessions on an ongoing basis, and reflect on teaching strategies used, individual student progress, use of resources, support session timings, follow up required, etc. These are to be communicated with the class teacher if applicable and when necessary.

Monitoring support programs:

The school principal and school executives are responsible for the monitoring of support sessions, program development and progress of students. Support teachers will need to submit programs, evaluations, and resource request, etc to school executives.

Executives will monitor the effectiveness of support sessions by conducting observations of the different support sessions, including individual, small group and team teaching. Executives will meet with support teachers after the observations occur and discuss the organisation of the support session with the support teacher. Programs developed by support teachers will be appraised by school executives.

4. **Teaching**

The support teacher implements all developed programs during timetabled support sessions. The organisation of the support session is individualised to meet the needs of each class. The support teacher will assist students in two contexts.

Support Types:

Group Support:

This process involves a small support group through MiniLit, Multilit, PM Benchmarking and Mainstream Support sessions, engagement in learning. The teaching and learning variation may be:

- more appropriate pacing of syllabus outcomes to meet the need of support students; and/or
- implementing outcomes from earlier stages on the continuum of learning in order to address specific academic needs.

Individual Support:

This process involves the support teacher working on a one-to-one basis with students who have been identified as at risk with higher learning difficulties or as Gifted and Talented. During support sessions, teachers are expected to actively implement explicit teaching methods; modelling should be utilised in all speaking and listening, reading, writing and numeracy opportunities.

Record keeping

Support teachers are responsible for establishing a support daybook documenting and tracking student work and performance. A file should be established for students' work samples, assessments, and progress reports. These files are stored with the support teacher, with access rights restricted to the class teacher, coordinator, principal, and parents, where necessary.

5. Communication

Working with Other Teachers

The support teacher should utilise the first week of each term to meet with class teachers, identify target students, and discuss the plans and programs for the students' needs. During these meetings, teachers will form an agreement about forms of assessment which will be used to identify students who are experiencing difficulty or need to be extended, and their individual areas of weaknesses or strengths.

Support teachers attend meetings to discuss the support timetables, future plans and programs. Students' progress will also be discussed, and the support teacher is required to provide ongoing information.

Working with other staff

Students identified with severe learning difficulties or strengths require more intensive levels of support. Support teachers are required to be in liaison with the school Principal. Support teachers may also need to work with Special Needs Consultants who will help teachers establish better means of assessing and supporting the needs of students experiencing difficulty or requiring extension.

Working with the Community

Support teachers may also be in contact with other professionals involved in the life of students. Professional such as doctors, speech therapists, optometrists, and audiologist, may contact the school seeking information about the progress of particular students.

Communicating with Parents

Support teachers are available via appointments to meet with parents concerning the progress of their child. Support teacher/s may also be asked to attend parent/ teacher interviews to assist class teachers in delivering accurate information to parents about support students' strengths and weaknesses.

Professional Development of Teachers

At Al Hikma College, we value our staff. They play a central role within the school individually and collectively. It is our philosophy that a well-informed teacher is the most important school related factor influencing student achievement, therefore, it is imperative to us that our teachers engage in ongoing professional development that will keep them up to date with new curriculum, pedagogy on how students learn, innovative practices and emerging technology.

Professional Development could be delivered by the school's principal or coordinator, through colleagues or external providers. The professional development could be delivered to the whole school or to individual teachers based on their areas of interest or weakness.

Improvement Plan for 2022-2023

- Revamp the Language and Religious Education Department teaching programs and resources for Arabic, Quran and Islamic Studies

- Provide support classes for students in Arabic, Quran and Islamic Studies

- Fully implement the Discipline Policy

- Continue regular peer observations and mentoring of colleagues to offer constructive criticism feedback

- Increase teacher's knowledge of NAPLAN marking by having at least one teacher per stage complete the *NAPLAN Narrative Writing Marker Online Course* and the *NAPLAN Persuasive Writing Marker Online Course*

- Monitor and track progress of all students, particularly in STEM

- Continue implementing a K-6 ILP/enrichment program to provide additional support

- Purchase resources to occupy students during recess and lunch times, with an emphasis on those who aren't interested in sports

- Allow the library to be open at recess and lunch for those students who would like to read or do further study

- Allocate the SRC to be responsible for a gardening initiative that includes planting herbs and vegetables

- Continue contributing towards charitable organisations

- Collaborate with other schools for sporting or academic competitions

- Plan, program and implement new English and Mathematics syllabuses

- Provide resource boxes for each grade to facilitate Mathematics and Science & Technology lessons

- Install computers in the staffroom to allow teachers to work during their RFFs

- Continuously support the wellbeing of teachers

Conclusion

The school (including all stakeholders) expects a significant contribution from its staff. The high standard of teaching remains at the forefront of our practices. Student results are recorded and monitored for progression. Furthermore, strategies are implemented into our programs to address any potential weaknesses. The collaboration and discussion combined with the abovementioned practices has continually seen an improvement in the standard of teaching, student engagement and student results.