

Traditional	New Normal (or next iteration)
<p>Literacy: Speaking and Listening, Reading and Viewing, Writing.</p> <p>Numeracy: Number & Algebra, Measurement and Geometry, Statistics and probability.</p> <p>Early Years Assessment</p>	<p>Literacy: Speaking and Listening, Reading and Viewing, Writing, Oral Literacy.</p> <p>Numeracy: Number, Measurement, Geometric Reasoning, Multiplicative Thinking, Reflection.</p> <p>EYA, AND, qualitative observations, assessment and feedback of social and emotional skills and student independence.</p>
<p>Literacy and Numeracy Assessments ongoing throughout K-9. Egs? Running Records purely to find a 'level'.</p>	<p>Literacy and Numeracy Assessments EG: assessments that purely drive learning/using the information to inform the teaching not just to have a 'grade' attached.</p>
<p>Assessment of learning outcomes informing to A to E reporting.</p> <p>A top down, crowded curriculum designed and centred around Key Learning Areas (KLAs).</p> <p>Moderated teacher assessment for student achievement measured against syllabus outcomes.</p>	<p>Assessment of learning outcomes to inform General Capabilities.</p> <p>A streamlined curriculum with core content, skills and knowledge driven by student interests and passions.</p> <p>Moderated teacher assessment, self assessment and peer assessment validated by teachers for syllabus outcomes, general capabilities and dispositions.</p>
<p>Exams and major works/projects to attract marks, bands and scores for university entry.</p> <p>Separate, disconnected services on different sites. eg. Early Learning separate from primary separate from Secondary, separate from High Needs School.</p>	<p>Major works, projects and folios of work showcasing individual skills informing multiple post school pathways. No exams.</p> <p>Connected aligned services merging together on one site which allows for 'funding continuity of learning' for students, supported by connection across the services.</p>
<p>Teacher wellbeing leaders of large cohorts (Pastoral Care Coordinators, Year Coordinators,</p>	<p>Learning Mentors based in smaller, family based groups supported by in-house allied health and wellbeing personnel such as speech</p>

House Coordinators) generally without health and wellbeing qualifications.

pathologists, occupational therapists, paediatricians, psychologists, etc.

Students' birth dates define the learner's journey...

Students are grouped based on:

- Literacy, numeracy and academic standards.
- self awareness of general capabilities.
- level of independence and ability to self-direct.
- ability to collaborate.

Learning revolves around curriculum (and mainly content) requirements...

Student learning involves real world challenges which contextualises cognitive skills, technical skills, character strengths, and subject-area content.

The school day is divided into subjects...

Subjects are integrated into self-interest projects. The school day is a balance between deep learning time for long-range projects, and time for self-paced mastering of core skills and content with 'opt in' small group workshops.

Static A-E grading and twice yearly reporting.

Students work folios reflective with a mastery transcript and evidence of learning, accessed 24/7 by parents. Learning Mentors communicate with post school industry and tertiary groups aligning student capability with direct entry post school pathway options.