**Self-Assessment Tool: Policy & Curriculum**

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| Document | Key Concepts | Achieving | Evidence |
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| School Strategic Directions | SD 1 |  |  | School Plan and Milestones |
| SD 2 |  |  |
| SD 3 |  |  |
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| Wellbeing Framework | Connect | Students are connected to their learning and their community |  | Health and Wellbeing included in Teaching and Learning ProgramsPersonalised Learning and Support Plans addressing Health and Wellbeing |
| Succeed | Students are respected, valued, encouraged, supported and empowered |  |
| Thrive | Students will grow, flourish, do well and prosper |  |
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| Great Teaching, Inspired Learning | Professional Practice | Accreditation |  | Australian Professional Standards for Teachers Tracking Sheet - AccreditationRecord of Professional DevelopmentTeaching and Learning ProgramsInduction PackageInduction Reflection Sheets |
| Support and development of teachers |  |
| Recognising and sharing outstanding practice |  |
| Quality Teaching Framework | Intellectual Quality |  |
| Quality Learning Environment |  |
| Significance |  |
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| OCHRE Plan | Opportunity | Linking education and employment |  | Incorporation of the 8 Ways in Teaching and Learning Programs |
| Choice | Local decision making |  |
| Healing | Language and Culture |  |
| Responsibility &Empowerment | Programs to support Aboriginal people |  |
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| Local Schools, Local Decisions | Managing Resources | Resources accessed or designed to suit student needs |  | BudgetRequest to purchase formsRecord of Professional DevelopmentAustralian Professional Standards for Teachers Tracking Sheet |
| Staff in Our Schools | Commitment to school priorities |  |
| Working Locally | Developing strong relationship s with school, teachers and community |  |
| Reducing Red Tape | Focus on teaching and learning |  |
| Making Decisions | Accountability |  |
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| Transition | Education | School, TAFE, University, Apprenticeship |  | Transition PlansPersonalised Learning and Support PlansIndependent Living Skills Teaching and Learning Programs |
| Employment | Casual, Part-time, Full-time, Work Experience |  |
| Essentials | Access to Organisations, Centrelink, Tax File Number, Bank Account |  |
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| Positive Education | Positive **H**ealth |  | Health and Wellbeing Teaching and Learning ProgramsTeaching and Learning Program Evaluations |
| Positive **A**ccomplishment |  |
| Positive **P**urpose |  |
| Positive **E**motions |  |
| Positive **E**ngagement |  |
| Positive **R**elationship |  |
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| Continuums | Literacy | Reading Texts |  | Literacy PillarTeaching and Learning ProgramsPersonalised Learning and Support Plans |
| Comprehension |  |
| Vocabulary Knowledge |  |
| Aspects of Writing |  |
| Aspects of Speaking |  |
| Phonics |  |
| Phonemic Awareness |  |
| Concepts About Print |  |
| Numeracy | Counting Sequences |  | Numeracy PillarTeaching and Learning ProgramsPersonalised Learning and Support Plans |
| Problem Solving Process |  |
| Pattern and Number Structure |  |
| Place Value |  |
| Multiplication and Division |  |
| Fraction Units |  |
| Length, Area and Volume |  |
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| Australian Curriculum | General Capabilities | Literacy |  | Teaching and Learning ProgramsElements Pillars |
| Numeracy |  |
| ICT Capability |  |
| Critical and Creative Thinking |  |
| Ethical Understanding |  |
| Personal and Social Capability |  |