

Launch

What can it look like?

- Share the Learning Intention and Success Criteria – displayed and referred to throughout the lesson.
- Explicit teaching of the skills and strategies as determined by formative assessment and/or cohort needs.
- Codevelop anchor charts are displayed in the learning space to support learning.
- Exposure to relevant vocabulary.

Independent / Collaborative Learning

What can it look like?

- The teacher facilitates and supports the learning process.
- Students independently or in small groups practise or apply the focus of the launch and/or their specific learning goals.
- Learning tasks and or goals are differentiated/open ended to support learning needs.
- Students utilise a variety of resources within the classroom.

Reflection

What can it look like?

- Opportunity to self-assess against the success criteria and identify direction for future learning.
- Students articulate what they have learnt and the strategies/processes they used.
- Recognise and celebrate student learning.
- Reflections strategies vary from lesson to lesson e.g. partner, individual, journal/diary entry, reflection strategies such as thinking routines.

Independent / Collaborative Learning

Launch
(5-10 Minutes)

Reflection
(5-10 Minutes)

Formative Assessment and Feedback

Examples: teacher questioning, observation/notes during turn and talk tasks, conferencing records, running records or standardised assessment, anecdotal records, collecting work samples, photographing or filming students, checklists, rubrics, journal/diary entries, exit strategies such as an exit pass, self and peer assessment tools, etc.

Given

Wellbeing at Carlton North Primary School

- Explicitly teach one Wellbeing lesson each week.
- The lessons are developed by Year Level Teams.
- Wellbeing is imbedded within all teaching and learning at CNPS and teachers take opportunities and teachable moments based on the current needs of the students.
- The lessons are developed to enable the Social Emotional Competencies to be taught consistently to all students.
- Incidentals – teachers may have small focus groups, however, not necessarily during learning time.
- CNPS Wellbeing Curriculum embeds the Victorian Curriculum Personal and Social Capability strands and sub strands. Refer to the scope and sequence and other resources such as Bounceback and smiling minds app.

SWPB

Schoolwide Positive Behaviour Support (SWPBS) framework helps schools to create positive learning environments by developing proactive whole-school systems to define, teach, and support appropriate student behaviours.

KidsMatter

KidsMatter is a framework that helps schools to take care of children's mental health needs by:

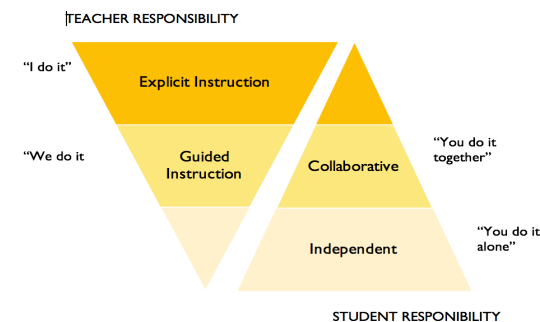
- Creating a positive school community.
- teaching children skills for good social and emotional development.
- working together with families.
- recognising and getting help for children with mental health problems.

Social Emotional Competencies

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making

School Values

Trust
Respect
Clear & High Expectations
Responsibility
Knowledge, Discovery,
Insight



At CNPS all staff acknowledge the importance of student voice and agency within their learning. Students are provided with opportunities to contribute to what they learn, how they learn and how they demonstrate their learning.

