

I demonstrated my capability to collate student data from a diagnostic assessment in preparation to design a learning sequence (APST 2.3).

Student	Year Level	Literacy capabilities			Digital Literacy capabilities			Personal & Social Capabilities		Disability, learning difficulty or required adjustment	Comments (if needed)
		Reading accuracy	Comprehending texts through reading	Composing text through writing (information text)	Creating with ICT - simple PPTs with images (some text)	Navigate simple websites (link provided)	Takes photos and videos on iPad	Has experience with zoom	Works independently		
A	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard		Leadership skills
B	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard		
C	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	Visual impairment	Seating close to displays, text size and time on screen needs to be interspersed with breaks
D	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard		Leadership skills
E	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard		
F	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard		
G	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard		Leadership skills
H	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard		
I	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard		
J	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard		
K	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard		
L	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard		
M	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard		
N	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard		
O	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard		Leadership skills
P	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	Diagnosed ASD	Triggered by excessive noise. Requires additional check-ins to ensure understanding and on task.
Q	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard		
R	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	Pediatric paralysis	In wheelchair at school, limited use of legs, space to manoeuvre and work collaboratively with peers, access
S	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard		
T	3	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard	At Standard		Requires additional check-ins to ensure understanding and on task.

Above Standard	Confident
At Standard	Some support needed
Below Standard	Significant support required
Well Below Standard	

I analysed these student data results and organised the information to determine the whole class', small groups', and individuals' learning needs and strengths (APST 2.3; 2.2).

Student data analysis			
	What?	So what?	
	Needs	Strengths	
	What might this mean about your upcoming planning?		
<i>Whole class</i>	As a majority, there are no needs that have been specified for the whole class. There are a small group of students who do have specific needs which have been identified below.	The majority of students: <ul style="list-style-type: none"> are at/above standard for writing (information texts) and reading accuracy and comprehension. can create simple PPTs and Canva projects. can take photos/videos on iPad. can navigate simple websites when a link is provided. have experience communicating on Zoom and Google Docs. 	In my upcoming planning, activities will be created that promote the whole class's strengths: <ul style="list-style-type: none"> Use technology to investigate the topic, communicate with the community and create resources. Challenge the students with new programs and websites to explore the topic in depth. Incorporate opportunities and experiences to challenge students writing and reading such as the summative assessment task.
<i>Small groups with like needs/strengths</i>	<p>Reading accuracy and comprehension: B, M, N, T are below or well below standard.</p> <p>Writing information texts: B, M, T are below standard.</p> <p>Communicating (Google Docs) and investigating (websites) with ICT: B, M, N, T require some support.</p> <p>Independent work: B, J, M, N, P, T require some support.</p> <p>Collaborative work: H, I, K, L, P, T require some support.</p>	<p>Reading accuracy and comprehension: Students A, D, J, K, L, O are at or above standard.</p> <p>Writing information texts: Students C, D, E, J, L, O, Q, R are at or above standard.</p>	<p>Independent work: The teacher will move around the classroom and monitor those students who require support more frequently and check for their understanding.</p> <p>Collaborative work: Group those students who require support together. The teacher will sit with this group, provide assist when required and prompt the conversation. During cooperative learning, roles will be allocated to consider social capabilities.</p> <p>Communicating (Google Docs) and investigating (websites) with ICT: Provide this group of students with further direct instruction to learn these ICT skills. Group students of mixed ability together to model and share ICT skills amongst peers.</p> <p>Writing information texts: Group students of same and mixed ability. Provide the choice of typing or handwriting when suitable. Challenge those above standard students to write more complex sentences.</p> <p>Reading accuracy and comprehension: Group students of same and mixed ability. Use a variety of media to communicate information. Challenge those above standard students by engaging in higher reading levels.</p>
<i>Specific students</i>	<p>Student B requires some support when creating with ICT.</p> <p>Student T requires some support when communicating with ICT.</p> <p>Student G has a visual impairment.</p> <p>Student P is diagnosed with ASD and is triggered by excessive noise. They require some support when working independently or collaboratively.</p> <p>Student R has paediatric paralysis and relies on a wheelchair.</p>	<p>Student G is at standard and confident in all learning areas.</p> <p>Student P is at standard in both literacy learning areas and confident with ICT.</p> <p>Student R is at standard and confident in all learning areas and is above standard in writing.</p> <p>Student D and O have no learning weakness, with a strong understanding of all topics, in particularly literacy, which they are above standard.</p>	<p>Student B: Position with a student who can model and provide support when creating with ICT using simple programs such as PowerPoint or Canva.</p> <p>Student T: Position with a student who can model and provide support when communicating with ICT using Zoom.</p> <p>Student G: Allocate a seat close to displays, create resources with an easily readable text size and plan for frequent breaks from screen time when using ICT.</p> <p>Student P: Ensure ICT resources are at a suitable volume, create a quiet space they can access for self-regulation, and manage the classroom environment to maintain noise levels when students are working independently or collaboratively in groups.</p> <p>Student R: Ensure the physical environment is accessible, with space to manoeuvre around with ease and participate in collaborative work with peers.</p> <p>Student D and O: Each of these students will benefit greatly from extension work, that will continue to develop their learning at a high standard.</p>

I utilised the reported student data to organise a plan to effectively design a teaching and learning sequence that is appropriately challenging for all students' learning capabilities and requirements (APST 2.3; 2.2).