Teacher Induction Booklet

Currambine Primary School
Whole School Instructional Model

Vision, Mission and Values

Our Motto
Together Towards Tomorrow

Our Vision
At Currambine Primary School, we are committed to ensuring that each child develops the breadth of capability that will allow them to face their future with confidence. Their 'tomorrow' depends on our today.

Our Mission
We work to reach each child so that they can reach their 'tomorrow' with confidence. It is our work to know our children's individual interests and capabilities. It is our work to provide them with the academic and social/emotional skills that stretch and strengthen them. It is our work to consider deeply the world that they will encounter, so that we are sure that what we teach is relevant to what they face. We walk together as staff and a wider community; remaining open, informed and positive.

Our Values
Our School's core values are captured as ERIK (Excellence, Respect, Integrity and Kindness). These operate in various ways to frame our relationships and work as staff, our growth and development as students and our partnership and connection to the school's parents and carers.

As staff, we understand these as individual values, which offer us guidance in the way we act as professional people at Currambine Primary School.

For us Excellence, the drive to grow and to achieve, is not purely understood as individual success. It is always moderated by a deep Respect for connection and for the value and capability of other people. Integrity, the standing up for what is worth standing up for regardless of the situation, is always moderated by a commitment to treat with true Kindness, the other people involved in any situation we face. Together, these four values work to support us to prepare our students for their 'tomorrow'. This is the Currambine way.

Excellence
We are passionate about establishing engaging, well-managed classroom environments focused on inspiring students to do their best. We work collaboratively with others; we lead by example, we are committed to modelling best practice and professional behaviours.

Respect
We work with flexibility and fairness to ensure others feel valued as members of the team, class, and community; demonstrating a willingness to change or find common ground. We choose our words, actions, and tone to build and maintain effective relationships.

Integrity
We act with integrity; honouring our commitments and delivering on our promises, being trustworthy and accountable. We are self-reflective and take responsibility for our actions and their impact.

Kindness
We work to create an inclusive environment; supporting others both personally and professionally. We value small, daily acts of kindness that build belonging. We bring humour to our work and we check in on each other regularly.

Staff Behavioural Norms

At Currambine Primary our staff will be guided by the following behavioural norms.

Integrity:
- Leading by example through trustworthiness and accountability, creating a safe environment for everybody.
- Taking responsibility for your actions and their impact; owning your mistakes and growing from them.
- Being an upstander, not a bystander.
- Putting the needs of everyone before the needs of self, when appropriate.
- Honouring your commitment, delivering on your responsibilities and promises.
- Contributing to the whole school agenda by following whole school plans and decisions.
- Maintaining confidentiality as an integral practice.
- Welcoming others in providing me with feedback and holding me to account in a positive and constructive manner.
- Having clear agendas and shared minutes at all key meetings of groups and staff.
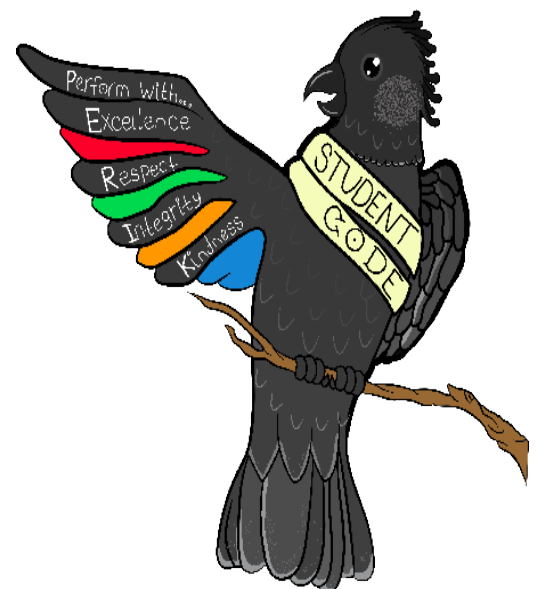
Excellence:
- Being knowledgeable, prepared and punctual.
- Acting with passion for our roles to inspire students to do their best.
- Having high expectations of self, team and students.
- Leading by example with a commitment to modelling best practice and professional behaviours.
- Recognising and responding appropriately to the needs of the whole child.
- Valuing and building strong and open relationships with all members of the school community.
- Reflecting on performance and outcomes to see what things can be improved.

Respect:
- Choosing our words, actions, and tone with consideration.
- Making the time for conversations and building relationships.
- Acknowledging the worth and successes of other people.
- Allowing and welcoming the diversity of other points of view.
- Starting fresh each day, being open to new possibilities for everyone.
- Showing a deep and practical care for others' social and emotional wellbeing.
- Making others feel valued as a member of the team, class, and community.

Kindness:
- Checking to see if someone is okay and then responding appropriately.
- Consciously offering simple gestures to show you have an awareness of those around you.
- Tuning in to others, knowing the little things and ways that make a big difference to them.
- Being flexible in our approach to each other; people experience care in different ways.
- Creating inclusion proactively and ensuring that others feel welcome.
- Communicating clearly and in a timely way to take unnecessary pressure off colleagues and students.
- Consistently treating others with care and compassion.
- Supporting each other both personally and professionally.

EXPLICIT DIRECT INSTRUCTION MODEL

Lesson Phase	Characteristics / Key Principles
Warm-Up	• Review of known content • 30 - 40 - 30 content management • Recall, Recite, Apply • Group Responses are preferred for efficiency, support and scaffolding and to maximise student engagement • Brisk presentation • 10 minutes
I DO (Model Practice)	• Lesson Goal – expressed as WALT WILF • Activate prior knowledge • Concept definition • Introduce key vocabulary • Explain, model, demonstrate – step by step • Think Alouds • Brisk presentation
WE DO (Shared / Guided Practice)	• Teacher Centred Guided Practice / Shared Practice • Think Alouds • Checking for Understanding • Feedback • Differentiate with varied examples as appropriate
YOU DO (Independent Practice)	• Independent Practice • Differentiated Instruction – mini lessons • Re-teaching • Individual and / or cooperative learning tasks • Application of skills and knowledge • Spaced and cumulative practice
Plenary	• Checking for Understanding • Feedback • Students demonstrating and articulating learning

WARM-UPS

• Warm-ups are mandated in all English and Mathematics blocks and should be the first activity undertaken.

• Warm-ups are briskly paced sessions to consolidate core content and skills.

• Warm-ups support the transfer of learning from short term to long term memory.

• Warm-ups revise and review what has been presently taught. They do not introduce new learning.

• Warm-up content, changes over time at the year level. Professional Learning Communities determine the content to be included.

• Warm-ups include tiered content - 30% targetting most able students, 40% targetting middle students, 30% targetting least able students.

• Warm-ups should include opportunities to recite lesson content, recall content and apply content.

• Group responses are encouraged so all leaners are supported and scaffolded and to maximise student engagement and participation.

I DO

- Each lesson has a clear learning intention clearly stated as a WALT (We are Learning Today).

- Each lesson intention should be supported with a WILF (What I am Looking For).

- The WILF should clearly articulate what success looks like.

- The explicit modelling of new concepts and skills should include activating prior knowledge, concept definition, introducing key vocabulary and step by step modelling.

- Teachers should script the modelling part of the lesson, making the internal thinking and self talk visible to the students.

WE DO

- This stage of the Instructional Model can include continued modelling by the teacher or shared practice with the teacher.

- Think Alouds or scripting should continue to be used.

- Constant checking for understanding and feedback to students is essential - TAPPLE is a useful model.

- Differentiated examples may be used to support students at different levels.

YOU DO

- Children move onto specific learning tasks at this stage of the instructional framework. This may be individual, paired or group work depending on the learning task.

- Small group mini lessons to assist children experiencing difficulty or to extend more capable children is encouraged. Mini lessons should be five to ten minutes.

- Constant checking for understanding and feedback is essential - TAPPLE is a useful model.

PLENARY

- Review key learning with the students - WALT.

- Encourage students to share and articulate their learning from the lesson.

- Checking for understanding and feedback is essential - TAPPLE is a useful model.

TAPPLE

T	-	Teach.
A	-	Ask.
P	-	Pause.
P	-	Pick a non volunteer.
L	-	Listen with care.
E	-	Effective feedback - echo response if correct, elaborate when the student reponse is tentative or partly correct, explain or re-explain when the student answer is not correct.

THE EXPLICIT CHARACTERISTICS OF EXPLICIT INSTRUCTION

1. **Focus instruction on critical content.** Teach skills, strategies, vocabulary terms/concepts, and rules that will empower students in the future and match the students' instructional needs.

2. **Sequence skills logically.** Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.

3. **Break down complex skills and strategies into smaller instructional units.** Teach in small steps. Segmenting complex skills into smaller instructional units of new material, addresses concerns about cognitive overloading, processing demands, and the capacity of students' working memory. Once mastered, units are **synthesized** (i.e. practiced as a whole).

4. **Design organised and focused lessons.** Make sure lessons are organised and focused in order to make optimal use of instructional time. Organised lessons are on topic, well sequenced, and contain no irrelevant digressions.

5. **Begin lessons with a clear statement of the lesson's goals and your expectations.** Tell learners clearly what is to be learned (WALT) and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.

6. **Review prior skills and knowledge before beginning instruction.** Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.

7. **Provide step-by-step demonstrations.** Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.

8. **Use clear and concise language**. Use consistent, unambiguous language and terminology. The complexity of your speed (e.g. vocabulary, sentence structure) should depend on students' receptive vocabulary to reduce possible confusion.

9. **Provide an adequate range of examples and non-examples.** In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not underuse it. Conversely, presenting a wide range of non examples reduces the possibility that students will use the skill inappropriately.

10. **Provide guided and supported practice.** In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.

11. **Require frequent responses.** Plan for a high level of student-teacher interaction via the use of questioning. Having the students respond frequently (i.e. oral responses, written responses, or action responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding, and keeps students active and attentive.

12. **Monitor student performance closely.** Carefully watch and listen to students' responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.

13. **Provide immediate affirmative and corrective feedback**. Follow up on students' responses as quickly as you can, immediate feedback to sudents about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practising errors.

14. **Deliver the lesson at a brisk pace.** Deliver instruction at an appropriate pace to optimise instructional time, the amount of content that can be presented, and on-task behaviour. Use a rate of presentation that is brisk but includes a reasonable amount of time for students' thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored, nor so quick that they can't keep up.

15. **Help students organise knowledge.** Many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well organised and connected information makes it easier for students to retrieve information and facilitate its integration with new material.

16. **Provide distributed and cumulative practise. Distributed** (vs. massed) **practice** refers to multiple opportunities to practise a skill over time. **Cumulative practice** is a method for providing distributed practise by including practise opportunities that address both previously and newly acquired skills. Provide students with mulitple practise attempts in order to address issues of retention as well as automaticity.

Theory of Learning - Daniel Willingham
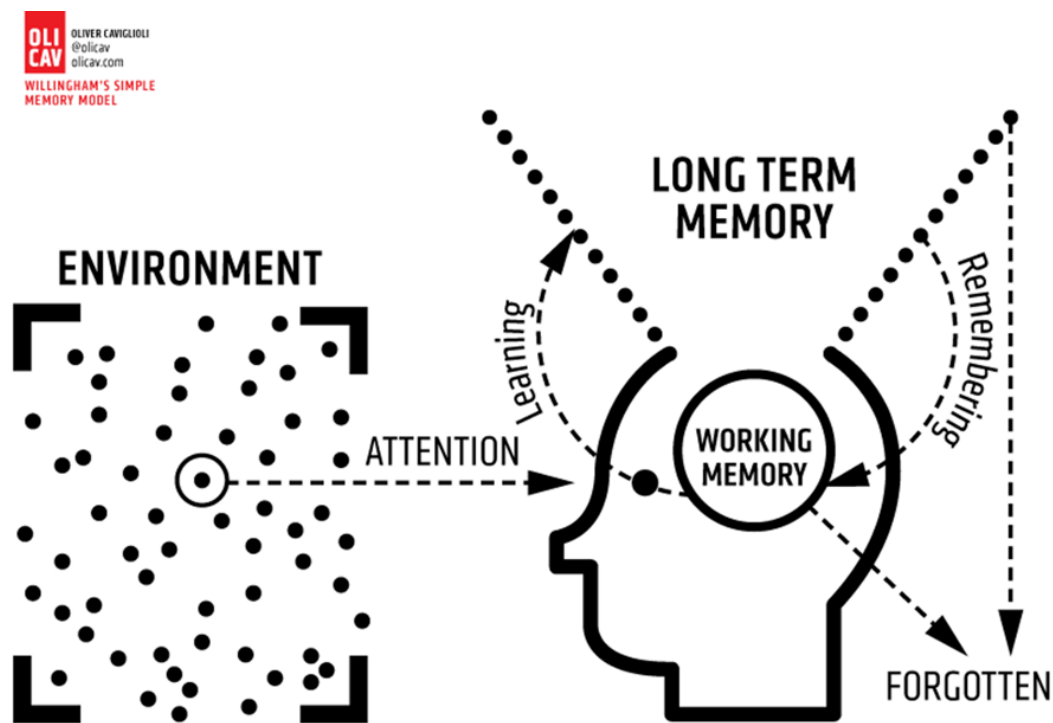
Willingham's model of learning notes that our environment provides unlimited stimuli for students to attend to. The first step to learning is to ensure children are attending to the learning stimuli. Ensuring every child in the class is focussed on instruction is the first step to successful learning. Engagement norms and routines are critical to achieving this.

Working Memory holds a limited number of concepts / pieces of information consciously (usially1 to 3 for children) and allows this material to be thought about and used. Learning is the art of consciously thinking and reasoning about concepts and skills to assist with the transition to long term memory or encoding knowledge.

Encoded information, that is knowledge and skills placed in long term memory, must be consolidated via remembering or retrieval practice. When remembering or referral practice does not occur this knowledge and/or skills are forgotten and lost.'

Therefore, engagement in learning firstly requires attending to the key stimuli (teacher instruction), engaging in rehearsal and thinking about the learning, to move to long term memory and retrieval practice such as warmups to embed knowledge and avoid forgetting.

Cognitive Load Theory

Sweller's Cognitive Load Theory (CLT) acknowledges the Willingham Learning Theory noting that the 'bottleneck' to learning is the limits of working memory (WM). Adults can hold between five and seven pieces of information while most children can hold only one to three pieces of information. CLT further notes that given working memory has a limited capacity, instructional methods should avoid overloading WM with additional information that does not contribute to the learning.

Cognitive Load Theory is supported by a robust evidence base which shows children learn best when they are given explicit instruction with clear demonstration, self-talk and scaffolding accompanied with specific feedback and practice.

Sweller notes that intrinsic load (the complexity of what is being taught) is best addressed by breaking skills and concepts into smaller units and teaching each unit to mastery.

Extraneous load refer to load created by poorly designed instruction, for example students being asked how to solve a question without significant instruction and scaffolding by the teacher. Anything that does not focus the child on the learning is extraneous and should be avoided.

The germane load refers to the design of instruction that focus the students significantly on what is to be learned and directly facilitates transition to long term memory, schema construction and information. This is where teachers need to focus the students' attention to.

It should be noted that once knowledge, skills and procedures are secure in long term memory that require no cognitive load to retrieve, they do not impact on working memory.

Some key strategies to support cognitive load theory include;

- Tailor lessons towards students existing knowledge and skills.

- Use worked examples to teach children new concepts and skills.

- Gradually invite independent practice as the children become more skilled.

- Cut out non-essential information i.e. visuals on slides not relevant to learning, children sharing information not relevant to the learning task.

- Present essential information together.

- Simplify complex information by presenting it both orally and visually.

- Encourage students to visualise concepts and procedures that they have learnt.

Retrieval, Spaced and Interleaved Practice

Retrieval Practice

Rosenshine (2012) described the importance of a daily review, a fast paced review of previously learned material. This ensures students efficiently acquire, rehearse and connect knowledge. This retrieval practice assists with transfer to long term memory. Daily review (warmups) should be used at the beginning of Maths, English and Science lessons. Other forms of retrieval practice, pop quizzes, retrieval charts, brain dumps etc. are encouraged in other subjects.

Spaced Practice

Learning should also be revised through spaced practice. When teachers space content for review or spread it out over time, the practice will result in cementing learning in long term memory. For example, if you teach addition with regrouping in Term One, it should be reviewed in the weeks immediately following instruction as well at spaced intervals in Term Two, Three and Four, so that the knowledge and skills are not forgotten.

Interleaved Practice

Retrieval practice should also include interleaved practice. This is the retrieval of different content, skills and procedures and applying these. So while retrieving the addition with regrouping process over times is desirable, it should be interleaved, or mixed, with the retrieval of other content such as time, subtraction or fractions.

DataWORKS Student
ENGAGEMENT NORMS

- **Pronounce With Me**
- **Track With Me**
- **Read With Me**
- **Gesture With Me**
- **Pair-Share**
  A→B, B→A
- **Attention Signal**
  Eyes Front, Back Straight
- **Whiteboards**
  Chin-it
- **Complete Sentences**
  Public Voice, Academic Vocabulary

TEACHING ENGLISH AND MATHEMATICS

The teaching of English and Mathematics at Currambine Primary School is based on Five Pillars - Three Waves.

THE FIVE PILLARS ARE;

Staff plan collaboratively within the context of their professional learning community using school based planning proformas (available from school intranet) with reference to the Western Australian Curriculum.

Plan and identify the content to explicitly teach, supported by school based scope and sequence documents that identify specific content and skills to be addressed. Scope and sequence documents include;

- -   Spelling
- -   Reading
- -   Writing
- -   Mental Maths
- -   Number

Teacher Expectation documents exist for each year level in English and across the whole school in Mathematics. These documents describe the expected practices for teaching in English and Mathematics and are to be implemented in all classes.

Explicit Direct Instruction, as described earlier, is used in all classrooms to support literacy and numeracy. Formative Assessment. Staff use school based assessment practices as described in the student assessment policy and the expectations documents noted in Pillar Four to monitor student achievement, inform future planning and review program effectiveness.

THE THREE WAVES ARE;

Tier One

Within Tier One, all students receive high quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioural baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on stage or district wide tests receive supplemental instruction during the school day in the regular classroom.

Tier Two

Students not making adequate progress in the regular classroom in Tier One are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small group settings in addition to instruction in the general curriculum. In the early years (Kindergarten to Year Three), interventions are usually in the areas of reading and maths.

Tier Three

At this level, students receive individualised, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for and considered for eligibility for special education services.

SPELLING - A WHOLE SCHOOL APPROACH

Spelling lessons should be conducted four times a week and follow the lesson structure below:

WARM UP: Metalanguage, fry words, revision / sound rules

WALT: Focus sounds / Spelling rules

WILF:
•   Listen
•   Say
•   Break up
•   Write
•   Check

I DO: Teacher self talk with examples and non-examples

WE DO: Practice together with whiteboards.

YOU DO: Independent task.

PLENARY: Have students achieved the WALT?

ASSESSMENT: Individual words/dictation, editing of focus sound/rules and Fry words.

Currambine Primary School

Kindergarten Literacy Expectations

Kindergarten teachers will:

- Provide a print rich classroom environment including displaying the alphabet, Fry word vocabulary and labels. Children should be encouraged to 'read the room'.

- Ensure the Literacy Block includes a **minimum of 2** literacy sessions a week with a focus on explicit /intentional instruction. All planning will follow the school's English Planning pro-forma and be completed cooperatively by year level colleagues.

- Ensure all Literacy sessions always contain; a Warm Up, an Introduction (WALT, WILF), I DO, We Do, You DO (including tiering/ differentiation), 4 timed rotations (related to WALT/WILF) and a Plenary (feedback on achievement of WALT). These should include pacing, repetition, checking for understanding and student engagement norms.

- Utilise the whole school Literacy Scope and Sequence documents with a focus on the explicit teaching of;
    - **Phonemic Awareness**
      - Heggerty (purple book) - minimum of **2 times** per week beginning Week 3, Term 1.

    - **Synthetic Phonics / Spelling** - minimum of **2 times** per week.
      - Minimum of **3 sounds** (phonemes) a week are to be covered beginning mid Term 2.
      - Must cover synthetic phonics, including; exposure to rhyme, songs and poems, syllables, rhyme, word awareness, manipulation of phonemes, segmenting and blending.
      - 5 fry words, Term 4

    - **Reading**
      - Shared reading - minimum of **3 times** per week.
      - Daily modelled reading - **2 times** per week.
      - Comprehension strategies (using 'I Get It' strategies) – explicitly teach.
      - High- frequency words (Fry Words) – explicitly teach (Term 4).
      - Kindy home reading packages – **1** per week (Term 2)

    - **Writing (semester 2)**
      - Modelled writing (using 'I Tell It visual prompts to support with oral retell and Recount) – minimum of **2 times** per week.
      - Explicitly teach: differences between letters/words/numbers, capital letters, spaces between words, concepts of print, sentence structure, vocabulary, grammar and punctuation using colourful semantics(oral).
      - Dictation sentence twice a week from Term 3.

    - **Speaking & listening** (news) – **2 speakers** per week.
      - Explicitly teach vocabulary through Joint Action Routine (JAR).

    - **Handwriting** (Peggy Lego script) – minimum **2 times** per week (each student twice per year)
      - Explicitly teach: pencil grip, posture and paper position, modelling of letters with an emphasis on starting points and use of verbal scripts.
      - Guided practice with individual modelling and feedback using whiteboards.
      - Instruction in South Australian Cursive and using a line to guide.

CURRAMBINE
PRIMARY SCHOOL
TOGETHER TOWARDS TOMORROW

KINDERGARTEN Assessment Schedule

Learning Area	Term One	Term Two	Term Three	Term Four
Literacy	Speech Screening KRAT Oral Language Checklist	KRAT Oral Language Checklist	KRAT Oral Language Checklist	KRAT Oral Language Checklist
Mathematics	Content Block Checklists (PLC)	Content Block Checklists (PLC)	Content Block Checklists (PLC)	Content Block Checklists (PLC)

Currambine Primary School

Pre-Primary Literacy Expectations

Pre-Primary teachers will:

- Provide a print rich classroom environment that displays appropriate charts including; alphabet, phoneme, digraphs, grapheme and high–frequency words. Children are encouraged to 'read the room'.

- Ensure the Literacy Block includes a **minimum of 5** literacy sessions a week with a focus on explicit /intentional instruction. All planning will follow the school's English Planning pro-forma and be completed collaboratively by year level colleagues. (T1= 8hrs) (T2-4 = 10hrs).

- Ensure all Literacy sessions always contain; a Warm Up, an Introduction (WALT, WILF), I DO, We Do, You Do (including tiering/ differentiation) and a Plenary (feedback on achievement of WALT). These should include pacing, repetition, checking for understanding and student engagement norms.

- Utilise the whole school Literacy Scope and Sequence documents with a focus on the explicit teaching of;
  - **Phonemic Awareness**
    - Heggerty (blue book) - minimum of **4 times** per week (10-15 mins per day)
  - **Synthetic Phonics / Spelling** - minimum of **4 times** per week.
    - Sound (phoneme) progression - Refer to Scope and Sequence.
    - Must cover synthetic phonics, digraphs, segmenting, blending and tracking using spelling script (chart) and whiteboards.
    - Spelling high frequency words (first 25 Fry Words) – Refer to Scope and Sequence for progression.
  - **Reading**
    - Shared Reading/Oral Retell – minimum of **1 hour** per week. (1 x text per fortnight)
    - Vocabulary (incorporated in shared reading warm up) – minimum **3 words** per text.
    - Repeated Reading (T3-4) – minimum of **3 times** per week. (15 mins per session)
    - Guided Reading (using decodable text) – minimum of **2 times** per week. (commencing T2)
    - Comprehension using 'I Get It' strategies.
    - Reading high- frequency words (first 50 Fry Words). Refer to Scope and Sequence for progression.
  - **Writing**
    - Modelled Writing- (dictation) - minimum **1 per week**.
    - Guided Writing/Colourful Semantics/I Tell it Sentence Building - minimum **1 time** per week (1hr total)
    - Genre Writing - minimum of **4 texts** from term 3.
  - **Explicitly teach;**
    - concepts of print, sentence structure, vocabulary, grammar (colourful semantics) and punctuation.
    - planning, editing (CHIMPS) and refining. (commencing T4)
    - 'I Tell It' visual prompts to support with written retell and recount
    - text structure and language conventions for genres (recount and retell).
  - **Speaking & Listening** (news) – minimum **1 session** per child per fortnight.
  - **Handwriting** (Peggy Lego script) – minimum **2 times** per week. Refer to Scope and Sequence for progression.
    - Explicit instruction in pencil grip, posture and paper position, modelling of letters with an emphasis on starting points and use of verbal scripts.
    - Guided practice with individual modelling and feedback
    - Instruction in **South Australian Cursive** and use 24mm dotted thirds in **Sem 2** using sky, grass ground**.**

Homework will be offered including; decodable passages, texts and predictable home readers (changed during library session each week) and high-frequency words (reading).

Literacy Block – 8 hours per week – Pre-Primary — TERM ONE

	Session 1	Session 2	Session 3	Session 4
15 mins	**Heggerty**	**Heggerty**	**Heggerty**	**Heggerty**
30 mins	**Spelling** Warm Up (10mins) As per Daily spelling plan I do/We do/You do (20min) Spelling script	**Spelling** Warm Up (10mins) As per Daily spelling plan I do/We do/You do (20min) Spelling script	**Spelling** Warm Up (10mins) As per Daily spelling plan I do/We do/You do (20min) Spelling script	**Spelling** Warm Up (10mins) As per Daily spelling plan I do/We do/You do (20min) Spelling script
20 mins	**Colourful Semantics- Grammar**	**Colourful Semantics- Grammar**		**Handwriting** As per handwriting program
40 mins	**Shared Book lesson 1** 1 book a fortnight/ same strategy I Do It – Comprehension strategy Vocabulary – 3 words a week Think/ pair/ share	**Phonemic Awareness** (Day 1/3) 2x Adult lead groups 2x Independent (iPad/spelling/Fry words)	**Phonemic Awareness** (Day 2/4) 2x Adult lead groups 2x Independent (iPad/spelling/Fry words)	**Shared Book lesson 2** Revisit the strategies and vocab from lesson 1
30 mins	**Writing** – Modelled Writing/ Dictation	**Writing** – Colourful semantics/ I tell it sentence building		**Fry Word Practice/ Literacy pick and play** Phonemic Awareness
15 mins (Oral retells)	**Speaking and Listening**	**Speaking and Listening**	**Speaking and Listening**	**Speaking and Listening**

Literacy Block – 10 hours per week – Pre Primary — TERM TWO

	Session 1	Session 2	Session 3	Session 4	Session 5
15 mins	**Heggerty**	**Heggerty**	**Heggerty**	**Heggerty**	
30 mins	**Spelling** Warm Up (10mins) As per Daily spelling plan I do/We do/You do (20min) Spelling script	**Spelling** Warm Up (10mins) As per Daily spelling plan I do/We do/You do (20min) Spelling script	**Spelling** Warm Up (10mins) As per Daily spelling plan I do/We do/You do (20min) Spelling script	**Spelling** Warm Up (10mins) As per Daily spelling plan I do/We do/You do (20min) Spelling script	
20 mins	**Colourful Semantics-Grammar**	**Colourful Semantics-Grammar**		**Handwriting** As per handwriting program	**Handwriting** As per handwriting program
40 mins	**Shared Book lesson 1** 1 book a fortnight/ same strategy I Do It – Comprehension Vocabulary – 3 words a week Think/ pair/ share	**Guided Reading** (Day 1/3) 2x Adult lead groups 2x Independent (iPad/spelling/fry words)	**Guided Reading** (Day 2/4) 2x Adult lead groups 2x Independent (iPad/spelling/fry words)	**Shared Book lesson 2** Revisit the strategies and vocab from lesson 1	
30 mins	**Writing** – Modelled Writing/ Dictation	**Writing** – Colourful semantics/ I tell it sentence building		**Fry Word Practice/ Literacy pick and play** Phonemic Awareness	**Fry Word Practice/ Literacy pick and play** Phonemic Awareness
15 mins (Oral retells)	**Speaking and Listening**	**Speaking and Listening**	**Speaking and Listening**	**Speaking and Listening**	**Speaking and Listening**

Literacy Block – 10 hours per week – Pre Primary					TERM THREE
	Session 1	Session 2	Session 3	Session 4	Session 5
10 mins	Heggerty	Heggerty	Heggerty	Heggerty	Heggerty
30 mins	Spelling Warm Up (10mins) As per Daily spelling plan I do/We do/You do (20min) Spelling script	Spelling Warm Up (10mins) As per Daily spelling plan I do/We do/You do (20min) Spelling script	Spelling Warm Up (10mins) As per Daily spelling plan I do/We do/You do (20min) Spelling script	Spelling Warm Up (10mins) As per Daily spelling plan I do/We do/You do (20min) Spelling script	(40 mins to other sessions)
15 mins	Repeated Reading - New Sentence, model/discuss	Repeated Reading - decode sentence, link to PA/ spelling	Repeated Reading - Read together	Handwriting As per handwriting program	Handwriting As per handwriting program
30 mins	Shared Book lesson 1 1 book a fortnight/ same strategy I Do It – Comprehension Vocabulary – 3 words a week Think/ pair/ share	Guided Reading (Day 1/3) 2x Adult lead groups 2x Independent (iPad/spelling/fry words)	Guided Reading (Day 2/4) 2x Adult lead groups 2x Independent (iPad/spelling/fry words)	Shared Book lesson 2 Revisit the strategies and vocab from lesson 1	Fry Word Practice/ Literacy pick and play
30 mins	Writing – Modelled Writing/ Dictation	Writing – Colourful semantics/ I tell it sentence building	Writing – Genre Writing, (Text structure-recounts/ narratives. I tell it structure)	Fry Word Practice/ Literacy pick and play	Writing – Genre Writing, (Text structure-recounts/ narratives. I tell it structure)
15 mins (Oral retells)	Speaking and Listening	Speaking and Listening	Speaking and Listening	Speaking and Listening	Speaking and Listening

Literacy Block – 10 hours per week – Pre Primary   TERM FOUR

	Session 1	Session 2	Session 3	Session 4	Session 5
10 mins	**Heggerty**	**Heggerty**	**Heggerty**	**Heggerty**	**FRY WORD SPELLING TEST**
30 mins	**Spelling** Warm Up (10mins) As per Daily spelling plan I do/We do/You do (20min) Spelling script	**Spelling** Warm Up (10mins) As per Daily spelling plan I do/We do/You do (20min) Spelling script	**Spelling** Warm Up (10mins) As per Daily spelling plan I do/We do/You do (20min) Spelling script	**Spelling** Warm Up (10mins) As per Daily spelling plan I do/We do/You do (20min) Spelling script	**Spelling** Warm Up (10mins) As per Daily spelling plan I do/We do/You do (20min) Spelling script
10 mins	**Repeated Reading** – New Sentence, model/discuss	**Repeated Reading** - decode sentence, link to PA/ spelling	**Repeated Reading** - Read together	**Handwriting** As per handwriting program	**Handwriting** As per handwriting program
30 mins	**Shared Book lesson 1** 1 book a fortnight/ same strategy I Do It – Comprehension Vocabulary – 3 words a week Think/ pair/ share	**Guided Reading** (Day 1/3) 2x Adult lead groups 2x Independent (iPad/spelling/fry words)	**Guided Reading** (Day 2/4) 2x Adult lead groups 2x Independent (iPad/spelling/fry words)	**Shared Book lesson 2** Revisit the strategies and vocab from lesson 1	**Fry Word Practice/ Literacy pick and play**
30 mins	**Writing** – Modelled Writing/ Dictation	**Writing** – Colourful semantics/ I tell it sentence building	**Writing** – Genre Writing, (Text structure-recounts/ narratives. I tell it structure)	**Writing** – Genre Writing, (Text structure-recounts/ narratives. I tell it structure)	**Writing** - CHIMPS, planning, editing and refining
10 mins	**Speaking and Listening** - News with I tell it prompts	**Speaking and Listening** - News with I tell it prompts	**Speaking and Listening** - News with I tell it prompts	**Speaking and Listening** - News with I tell it prompts	**Speaking and Listening** - News with I tell it prompts

PRE-PRIMARY Assessment Schedule

Learning Area	Term One	Term Two	Term Three	Term Four
Reading	On Entry Assessment Phonics Screen Week 2-3	Phonics Screen Week 1-3 BM < 15 single sounds Phonemic Awareness Assessment Week 1-3 BM not blending CV / CVC words Dandelion Reading Assessment	PAT Early Years Reading	Phonics Screen Week 1-3 Phonemic Awareness Assessment Wk 1-3 Dandelion Reading Assessment
Spelling	Spelling Inventory Week 2-3		Spelling Inventory Week 9-10	
Oral Language	Oral Language Checklist	Oral Language Checklist	Oral Language Checklist	
Mathematics	Content Block Checklists (PLC)	Content Block Checklists (PLC)	Content Block Checklists (PLC) EMTS Mathematics	Content Block Checklists (PLC)

	Semester One	Semester Two
Writing	Writing Checklist (Intranet)	Writing Checklist (Intranet)
Science	Curriculum Target Checklist (Intranet)	Curriculum Target Checklist (Intranet)
HaSS	Checklists (Intranet)	Checklists (Intranet)
Health	Checklists (PLC)	Checklists (PLC)
Design Technology	Checklists (Intranet)	Checklists (Intranet)

Currambine Primary School

Year One Literacy Expectations

Year One teachers will:

- Provide a print rich classroom environment including appropriate charts of digraphs / trigraphs and sight words

- Ensure the students complete sight words books 2 to 4 whilst in Year One. Book 1 to be revised at teacher's discretion

- Utilise the Whole School Spelling Scope and Sequence document with a focus on the explicit teaching of phonemic awareness and synthetic phonics. A focus on repetition, intensity and evaluation is essential. The coverage of three to six sounds a week is required. A spelling lessons should reflect the structure described in the Teacher Induction Booklet.

- Offer four literacy sessions a week with explicit/intentional instruction. Literacy sessions will always contain a warm up, an introduction, the body of the lesson and a plenary

- Reading lessons should be conducted four times a week and follow the lesson sequence on the following page.

- Warmups may focus on reading or writing and include explicit teaching in phonological awareness, synthetic phonics, digraphs, segmenting, blending, tracking, sight words, spelling, dictation, grammar

- Use the 'I Get It' comprehension package for guided and shared reading, listening and speaking. The use of 'I Get It' should be consistent with Reading Scope and Sequence.

- Provide vocabulary and fluency learning experiences consistent with the Reading Scope and Sequence Document.

- Use the 'I Tell It visual prompts to support students with written retell, recount and narrative

- Complete planning using the school's English Planning pro-forma working cooperatively with year level colleagues

- Offer a home reading program. Books are changed twice a week. Sight Words and Spelling Lists to be sent home from Term 1 Week 3

- Listen to each child read one on one once a week

- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining

- Explicitly model and teach writing strategies and knowledge including genre structure and characteristics, sentence structure and combining, vocabulary choice, grammar and punctuation as described in the Writing Scope and Sequence.

- Use the school editing guide – CHIMPS.

- Provide students collectively, and individually as required, specific product goals, to focus writing instruction, this can include the use of rubrics, checklists or guide documents

- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.

- Students are expected to complete six (6) complete texts per term. A complete text is defined as a writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.

- Provide explicit instruction in pencil grip, posture and paper position during three 15-minute handwriting lessons per week. Lessons should include warmups, explicit whole class modelling of letters with an emphasis on starting points and use of verbal scripts. Guided practice with individual modelling and feedback should be included in each lesson. Children should be provided instruction in Victorian Modern Cursive and use 24mm dotted thirds.

- Conduct assessments identified in the Literacy Profile/Assessment Policy
  - Dandelion Compression Assessment Term Two and Four
  - Phonics Reading Assessment Term 1 Wk 2-3 MB < 2 words Term Two Wk 9 &10 BM < 10 words and Term 3 (Wk 9-10) BM < 19 words
  - Writing Checklist Sem 1 & 2
  - Spelling Inventory Test Term 1(Wk2-3) & 3 (Wk 7-8)
  - Fortnightly Spelling Test / Dictation
  - Oral Language Assessment Checklist/ Rubric Term 1, 2 & 3

Literacy Block 1 hour and 50 minutes (3 days)

Spelling-20 minutes

Reading Warm up-10 minutes

Shared Book-10minutes

Comprehension Strategy (Explicitly teach I GET IT strategy)

Guided Reading– 30 minutes (crunch and sip)

Two groups 10-15 minutes each

Repeated Reading-15 minutes

(New program ODD weeks)

Grammar– 15 minutes

2x Mini Writing 1x Handwriting-15 minutes

Literacy Block 1 hour and 50 minutes (1 day)

Spelling-20 minutes

Vocabulary (star words)– 15 minutes

(New program ODD weeks)

Writing– 45 minutes

(Including Warm Up and CHIMPS)

Grammar– 15 minutes

Handwriting-15 minutes

Year One Week A

Time	Monday	Tuesday
20 minutes	**Spelling** · School warm up · Script · I do/ We do/ You do	**Spelling** · School warm up · Script · I do/ We do/ You do
10 minutes	Reading Warm up	Reading Warm up
10 minutes	**Shared Book** · I get it (comprehension strategy)	**Shared Book** · I get it (comprehension strategy) · picture talk
30 minutes	**Guided Reading** Teacher (Group 1 and 2) · Front load vocabulary · Preview the text · Read text (focus on decoding skills) **Independent Activity (whole class)** *see independent activity grid	**Guided Reading** Teacher (Group 3 and 4) · Front load vocabulary · Preview the text · Read text (focus on decoding skills) **Independent Activity (whole class)** *see independent activity grid
15 minutes	**Repeated Reading** Whole class text- Student engagement prior learning and background knowledge. **I read, we read and you read with me** *oral discussion- vocabulary related to the text	**Repeated Reading** PAVES– Accuracy Tool kit (highlighter, ruler and pencil) **I read, we read and you read with me** *oral discussion- vocabulary related to the text
15 minutes	**Grammar** 2x revise concepts 5 minutes timed grammar booklet	**Grammar** 2x revise concepts 5 minutes timed grammar booklet
15 minutes	Mini Writing	Handwriting

Time	Wednesday	Thursday
20 minutes	**Spelling** · School warm up · Script · I do/ We do/ You do	**Spelling** · School warm up · Script · I do/ We do/ You do
15 minutes	Reading Warm up	Vocabulary (star words)
45 minutes	**Shared Book** · I get it (comprehension strategy) · picture talk	Writing (including warm up and CHIMPS)
15 minutes	**Guided Reading** Teacher (Group 1 and 2) · Choral read · Review and retell the text · QAR– questions **Independent Activity (whole class)** *see independent activity grid	**New Grammar Focus**
15 minutes	**Repeated Reading** PAVES– Accuracy Tool kit (highlighter, ruler and pencil) **I read, we read and you read with me** *oral discussion	**Handwriting**
	Grammar 2x revise concepts 5 minutes timed grammar booklet	
	Mini Writing	

Year One Week B

Time	Monday	Tuesday	Wednesday	Time	Thursday
20 minutes	**Spelling** · School warm up · Script · I do/ We do/ You do	**Spelling** · School warm up · Script · I do/ We do/ You do	**Spelling** · School warm up · Script · I do/ We do/ You do	20 minutes	**Spelling** · School warm up · Script · I do/ We do/ You do
10 minutes	Reading Warm up	Reading Warm up	Reading Warm up	15 minutes	Vocabulary (star words)
10 minutes	**Shared Book** · I Get It	**Shared Book** · I get it (comprehension strategy)	**Shared Book** · I get it (comprehension strategy)	45 minutes	Writing
30 minutes	Guided Reading Teacher (Group 3 and 4) Choral read Review and retell the text QAR questions Independent Activity (whole class) *see independent activity grid	Guided Reading Teacher (Group 1 and 2) Retell the text Connect comprehension strategy to book. Preview QAR independent activity Independent Activity (whole class) *see independent activity grid	Guided Reading Teacher (Group 3 and 4) Retell the text Comprehension strategy connect to book Preview QAR independent activity Independent Activity (whole class) *see independent activity grid	15 minutes	**Warm-up and activity for grammar**
15 minutes	**Repeated Reading** · Fluency PAVES Tool kit (highlighter, ruler and pencil) · Students will work with a partner and give feedback on partner errors.	**Repeated Reading** PAVES– Accuracy Tool kit (highlighter, ruler and pencil) Students will work with a partner and give feedback on partner errors.	**Repeated Reading** PAVES– Accuracy Tool kit (highlighter, ruler and pencil) · Students will work with a partner and give feedback on expression and smoothness.	15 minutes	**Handwriting**
15 minutes	**Grammar** 2x revise concepts 5 minutes timed grammar booklet	**Grammar** 2x revise concepts 5 minutes timed grammar booklet	**Grammar** 2x revise concepts 5 minutes timed grammar booklet		
15 minutes	Mini Writing	Handwriting	Mini Writing		

YEAR ONE Assessment Schedule

Learning Area	Term One	Term Two	Term Three	Term Four
Reading	Phonics Screen Week 2-3 BM <2 words PAT Comprehension	Phonics Screen Week 9-10 BM <10 words Dandelion Assessment	Phonics Screen Week 9-10 BM <19 PAT Comprehension	Dandelion Assessment
Spelling	Spelling Inventory Week 2-3 Fortnightly test and dictation	Fortnightly test and dictation	Spelling Inventory Week 7-8 Fortnightly test and dictation EMTS Spelling	Fortnightly test and dictation
Oral Language	Speaking & listening checklist	Speaking & listening checklist	Speaking & listening checklist	
Writing			EMTS Grammar	
Mathematics	Content Block Checklists	Content Block Checklists	Content Block Checklists EMTS Mathematics	Content Block Checklists

	Semester One	Semester Two
Writing	Writing Checklist (Intranet)	Writing Checklist (Intranet)
Science	Curriculum Target Checklist (Intranet)	Curriculum Target Checklist (Intranet)
HaSS	Checklists (Intranet)	Checklists (Intranet)
Health	Checklists (PLC)	Checklists (PLC)
Design Technology	Checklists (Intranet)	Checklists (Intranet)

Currambine Primary School

Year Two Literacy Expectations

Year Two teachers will:

- Provide a print rich environment including displaying appropriate digraphs and trigraphs, and sight words

- Provide revision opportunities for students who do not have mastery of the Year 1 sight words.

- Expose children to vocabulary, including Tier 1,2 and 3 words as described in the Reading Scope and Sequence.

- Teach children the specific spoken texts identified in the genre guide including the front loading of tier two vocabulary.

- Implement the Whole School Spelling Scope and Sequence document. All spelling lessons should reflect the structure described in the Teacher Induction Booklet and be conducted four times a week.

- Offer four literacy blocks per week which include the Explicit Direct Instruction Model.

- Reading lessons should be conducted three times a week and follow the lesson sequence on the following page.

- Explicitly consolidate and provide opportunities for practise of the Reading strategies identified in the Reading Scope and Sequence.

- Provide vocabulary and fluency learning experiences consistent with the Reading Scope and Sequence Document.

- Plan collaboratively using the school's English Planning document

- Use an explicit teaching warm up at the commencement of each Literacy Block.

- Provide opportunities for students to read orally to a peer or adult every day at school

- Provide opportunities for students to read to the teacher fortnightly

- Implement a home reading program

- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining.

- Explicitly model and teach writing strategies and knowledge including genre structure and characteristics, sentence structure and combining, paragraphing, vocabulary choice, grammar and punctuation.

- Explicitly model and teacher the use of the school editing guide - CHIMPS and use the Writing Scope and Sequence to support writing instruction

- Provide students collectively, and individually as required, specific product goals, to focus writing instruction, this can include the use of rubrics, checklists or guide documents.

- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.

- Provide opportunities for writing on a daily basis.

- Provide opportunities for students to complete two (2) complete texts per term. A complete text is defined as an un-scaffolded writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.

- Provide explicit instruction in pencil grip, posture and paper position within 2 x 15-minute handwriting lessons per week. Lessons should include a warmup and explicit whole class modelling with an emphasis on starting points and the use of verbal scripts. Individual modelling and feedback should be provided. Year two students should use 18mm dotted lines. Implement NSW Cursive in 2024.

- Conduct assessments identified in the Literacy Profile/Assessment Policy
  - Repeated Reading Fluency Assessment - Term 1 Wks 4-5 Term 3 Wks 4-5 Text # 1, 18 & 47 BM T1 30 wpm T3 60wpm
  - Reading Comprehension Assessment Term 1 Wks 4-5 Term 4 3 & 4 – CARS
  - STARS Assessment Term 1-3 Wk 10 BM 2 or more per strategy
  - Phonics Screen in Term One (Wks 2-3) MB < 12 sounds Yr 1 / Term 3 (Wks 9-10) BM <12 sounds Yr 2
  - Writing Checklist Sem 1 & 2
  - Spelling Inventory Test Term 1(Wks 2-3) & 3 (Wks 7-8)
  - Fortnightly Spelling Test / Dictation
  - Oral Language Assessment Checklist/ Rubric Term 1, 2 & 3

Year Two – Literacy Block 2023

Fry Words Practise: 8:15-8:30
- Fry word booklet when students enter the classroom
- Get book, write words, read to teacher, partner testing
- Testing Fry Words on a Thursday

Day 1	Day 2	Day 3	Day 4
Grammar Revision – 2 elements from warm up 10 mins	Grammar Revision - 2 elements from warm up 10 mins	Grammar Revision - 2 elements from warm up 10 mins	Grammar – explicit teaching 30 mins
Spelling Warm Up & Explicit Instruction (activity if required) 25 mins	Spelling Warm Up & Explicit Instruction (activity if required) 25 mins	Spelling Warm Up & Explicit Instruction (activity if required) 25 mins	Spelling Warm Up & Explicit Instruction (activity if required) 25 mins
Star Words Sentence of the Day 10 mins	Star Words Sentence of the Day 10 mins	Star Words Sentence of the Day 10 mins	Dictation - fortnightly (No explicit spelling instruction) 10 mins
Writing 25 mins	Writing 25 mins	Writing 25 mins	Writing 25 mins
Reading Hierarchy Repeated Reading Vocabulary STARS 40 mins	Reading Hierarchy Repeated Reading Vocabulary STARS 40 mins	Reading Hierarchy Repeated Reading Vocabulary STARS 40 mins	Handwriting 25 mins
110 mins	110 mins	110 mins	115 mins

Monday- Week A	Tuesday- Week A	Wednesday- Week A
Reading Hierarchy (10 min)	**Reading Hierarchy** (10 min)	**Reading Hierarchy** (**10** min)
Repeated Reading (20min) **Tool Kit** (highlighter, pencil, ruler)	**Repeated Reading** (20min) **Tool Kit** (highlighter, pencil, ruler)	**Repeated Reading** (15min) **Tool Kit** (highlighter, pencil, ruler)
Track with me (*teacher **model** fluency - PAVES*)	**Read with me/Choral Read** (*focus on pace/accuracy*)	**Read with me/Choral Read** (*focus on pace/accuracy*)
<u>**Analyse Text**</u> • vocabulary (students highlight vocab words) • prior knowledge • author's purpose • punctuation • paragraphs • grammar	**Vocabulary** related to text (oral discussion)	**Vocabulary** related to text (oral discussion)
		Literal Questions **(oral)** (right there/think and search)
	Partner Reading – 1 min	**Partner Reading** – 1 min
Explicit Strategy Teaching (20min) STARS	**Explicit Strategy Teaching** (20min) STARS	**Explicit Strategy Teaching** (20min) STARS

Reading: (x3 sessions per week)

Monday – Week B	Tuesday – Week B	Wednesday – Week B
Reading Hierarchy (10 min)	**NO Reading Hierarchy**	**Reading Hierarchy** (10 min)
Repeated Reading (20min) **Tool Kit** (highlighter, pencil, ruler)	**Repeated Reading** (20min) **Tool Kit** (highlighter, pencil, ruler)	**Repeated Reading** (15min) **Tool Kit** (highlighter, pencil, ruler)
Read with me/Choral Read *(focus on PAVES)* *(pace, accuracy, volume, expression, smoothness)*	**Read with me/Choral Read** *(focus on PAVES)* *(pace, accuracy, volume, expression, smoothness)*	**Read with me/Choral Read** *(focus on PAVES)* *(pace, accuracy, volume, expression, smoothness)*
Vocabulary related to text	**Vocabulary** related to text	**Vocabulary** related to text
Inferential Questions (oral) (author and me/ on my own) **Partner Reading** – 1 min	**QAR Questions** (**written**/full answers) **Partner Reading** – 1 min	**QAR Questions** (**written**/full answers) **Partner Reading** – 1 min
Explicit Strategy Teaching STARS (20min)	**Explicit Strategy Teaching** STARS (20min)	**NO Explicit Strategy Teaching**

	Guided Reading (30 minutes)	**Guided Reading** (30 minutes)

	• 2 x15 minutes Reading with two groups
	
	• remainder of class do same activity
	
	  ➢ *QAR comprehension related to Repeated Reading text.*
	
	  ➢ Independent Comprehension
	(different text type every week)
	  ➢ *Short text focus on strategy for the week.*
	  ➢ *Grammar/Spelling/ Vocab activity*
		• 2 x15 minutes Reading with two groups
		
		• remainder of class do same activity
		
		  ➢ *QAR comprehension related to Repeated Reading text.*
		
		  ➢ Independent Comprehension
		(different text type every week)
		  ➢ *Short text focus on strategy for the week.*
		  ➢ *Grammar/Spelling/ Vocab activity*

YEAR TWO Assessment Schedule

Learning Area	Term One	Term Two	Term Three	Term Four
Reading	Phonics Week 2-3 CARS Assessment Week 4-5 Repeated Reading Fluency Week 4-5		Phonics Week 2-3	CARS Assessment Week 4-5 Repeated Reading Fluency Week 4-5
Writing			EMTS Grammar	
Spelling	Spelling Inventory Week 2-3 Fortnightly Test & Dictation	Fortnightly Test & Dictation	Spelling Inventory Week 7-8 Fortnightly Test & Dictation EMTS Spelling	Fortnightly Test & Dictation
Oral Language	Oral Language Checklist	Oral Language Checklist	Oral Language Checklist	Oral Language Checklist
Mathematics	Content Block Checklists (PLC) Westwood Assessment Feb	Content Block Checklists (PLC) Westwood Assessment May	Content Block Checklists (PLC) EMTS Mathematics	Content Block Checklists (PLC) Westwood Assessment Nov

	Semester One	Semester Two
Writing	Writing Checklist (Intranet)	Writing Checklist (Intranet)
Science	Curriculum Target Checklist (Intranet)	Curriculum Target Checklist (Intranet) PAT Science Term Three Week Two
HaSS	Checklists (Intranet)	Checklists (Intranet)
Design Technology	Checklists (Intranet)	Checklists (Intranet)
Health	Checklists (PLC)	Checklists (PLC)

Currambine Primary School

Year Three Literacy Expectations

Year Three teachers will:

- Provide a print rich environment including displaying appropriate digraphs, trigraphs and sight words

- Utilise the Whole School Spelling Scope and Sequence document to implement the classroom program including partner testing 4 times each week, using a spelling journal. A spelling lessons should reflect the structure described in the Teacher Induction Booklet and be conducted four times a week.

- Offer four literacy blocks per week consistent with the whole school literacy plan which include the use of the Explicit Direct Instruction Model.

- Reading lessons should be conducted four times a week and follow the lesson sequence on the following page.

- Plan collaboratively using the school's English Planning Document

- Teach children the specific spoken texts identified in the genre guide including the front loading of tier two vocabulary and specific skills for effective speaking.

- Reading lessons should be conducted four times a week and follow the lesson sequence on the following page.

- Include in the literacy blocks opportunities for guided and shared reading

- Explicitly consolidate, and provide opportunities for practise of, the reading Strategies identified in the Reading Scope and Sequence through the use of STARS.

- Provide fluency learning experiences consistent with the Reading Scope and Sequence Document.

- Expose children to vocabulary consistent with the Reading and Writing Scope and Sequence documents.

- Provide opportunities for students to read orally to a peer or adult at least 5 times per fortnight.

- Provide opportunities for students to read to the teacher at least once a week.

- Implement a home reading program

- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining.

- Explicitly model and teach writing strategies and knowledge including genre structure and characteristics, sentence structure and combining, paragraphing, vocabulary choice, grammar and punctuation as described in the Writing Scope and Sequence Document.

- Grammar skills to be consolidated with grammar booklets with application tasks.

- Model sentence writing daily.

- Explicitly model and teach the use of the school editing guide - CHIMPS.

- Provide students collectively, and individually as required, specific product goals, to focus writing instruction, this can include the use of rubrics, checklists or guide documents.

- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.

- Provide opportunities for writing on a daily basis.

- Provide opportunities for students to complete four (4) complete texts per term. A complete text is defined as an un-scaffolded writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.

- Provide 2 x 15-minute handwriting instruction per week with lessons including warmups and whole class modelling of lessons with an emphasis on starting points and the use of verbal scripts. Guided modelling with individual feedback should also be provided. Students should receive specific instruction in speed loops and joins. Students should use 14mm dotted thirds.

  - Conduct assessments identified in the Literacy Profile/Assessment Policy
    - Lexile assessment start of each term – review data term 2 < 200
    - Repeated reading Fluency Assessment-Term 1 Wk 4&5 Term Three
      Wk 4 & 5 Text #44 BM 90 wpm
    - Reading Comprehension Assessment Term 1 Wk: 4-5 Term 4: 3-4 – CARS
    - STARS Assessment Term 1-3 Wk 10 MB 2 or more per strategy
    - Writing Checklist Sem 1 & 2
    - Spelling Inventory Test Term 1(Wk2-3) & 3 (Wk 7-8)
    - Fortnightly Spelling Test / Dictation
    - Oral Language Assessment Checklist/ Rubric Term 1, 2 & 3

Year Three Literacy Block 2023

Morning Entry Routine: 8:15 – 8:30

- Spelling Journals
- Get book, write words, read to teacher, partner testing
- Salty Dog Words – challenge

Day 1	Day 2	Day 3	Day 4
Grammar Revision – 2 elements from warm up 10 mins	Grammar Revision - 2 elements from warm up 10 mins	Grammar Revision - 2 elements from warm up 10 mins	Grammar - 2 elements from warm up 10 mins
Spelling Warm Up & Explicit Instruction (activity if required) 20 mins	Spelling Warm Up & Explicit Instruction (activity if required) 20 mins	Spelling Warm Up & Explicit Instruction (activity if required) 20 mins	Spelling Warm Up & Explicit Instruction (activity if required) 20 mins or below
Sentence of the Day 10 mins	Sentence of the Day 10 mins	Sentence of the Day 10 mins	Spelling Test Dictation - fortnightly (No explicit spelling instruction) 20 mins
Writing 25 mins	Writing 25 mins	Writing 25 mins	Writing 30mins
Repeated Reading Vocabulary Explicit Grammar Teaching STARS 45 mins	Repeated Reading Vocabulary Explicit Grammar Teaching STARS 45 mins	Repeated Reading Vocabulary Explicit Grammar Teaching STARS 45 mins	Handwriting 30mins
			Reading – Guided Practice of comprehension strategies (completion of RR questions) 20 mins
110 mins	110 mins	110 mins	110 mins

Reading: (x3 sessions per week)

Monday- Week A	Tuesday- Week A	Wednesday- Week A
Repeated Reading **Tool Kit** (highlighter, pencil, ruler)	**Repeated Reading** **Tool Kit** (highlighter, pencil, ruler)	**Repeated Reading** **Tool Kit** (highlighter, pencil, ruler)
Track with me (*teacher **model** fluency - PAVES*)	**Read with me/Choral Read** (*focus on pace/accuracy*)	
Analyse Text • vocabulary (students highlight vocab words) • prior knowledge • author's purpose • punctuation • paragraphs • grammar	**Vocabulary** related to text (oral discussion)	**Vocabulary** related to text (oral discussion)
		Literal Questions **(oral)** (right there/think and search)
	Partner Reading – 1 min	**Partner Reading** – 1 min
Explicit Strategy Teaching STARS	**Explicit Strategy Teaching** STARS	**Explicit Strategy Teaching** STARS

Monday – Week B	Tuesday – Week B	Wednesday – Week B
Repeated Reading **Tool Kit** (highlighter, pencil, ruler)	**Repeated Reading** **Tool Kit** (highlighter, pencil, ruler)	**Repeated Reading** **Tool Kit** (highlighter, pencil, ruler)
Vocabulary related to text	**Vocabulary** related to text	**Vocabulary** related to text
Inferential Questions (oral) (author and me/ on my own) **Partner Reading** – 1 min	**QAR Questions** (**written**/full answers) **Partner Reading** – 1 min	**QAR Questions** (**written**/full answers) **Partner Reading** – 1 min
Explicit Strategy Teaching STARS	**Explicit Strategy Teaching** STARS	

	Guided Reading
	
	• 2 x15 minutes Reading with two groups
	
	• remainder of class do same activity
	
	   ➤ *QAR comprehension related to Repeated Reading text.*
	
	   ➤ Independent Comprehension
	(different text type every week)
	   ➤ *Short text focus on strategy for the week.*
	   ➤ *Grammar/Spelling/ Vocab activity*
		Guided Reading
		
		• 2 x15 minutes Reading with two groups
		
		• remainder of class do same activity
		
		   ➤ *QAR comprehension related to Repeated Reading text.*
		
		   ➤ Independent Comprehension
		(different text type every week)
		   ➤ *Short text focus on strategy for the week.*
		   ➤ *Grammar/Spelling/ Vocab activity*

YEAR THREE Assessment Schedule

Learning Area	Term One	Term Two	Term Three	Term Four
Reading	Lexile Score CARS Assessment Week 4-5 Repeated Reading Fluency Week 4-5	Lexile Score (PLC Review) NAPLAN	Lexile Score (PLC Review) PAT Reading	Lexile Score CARS Assessment Week 4-5 Repeated Reading Fluency Week 4-5
Writing			EMTS Grammar	
Spelling	Spelling Inventory Week 2-3 Fortnightly Test & Dictation	Fortnightly Test & Dictation NAPLAN	Spelling Inventory Week 7-8 Fortnightly Test & Dictation EMTS Spelling	Fortnightly Test & Dictation
Oral Language	Oral Language Checklist	Oral Language Checklist	Oral Language Checklist	
Mathematics	Content Block Checklists (PLC) Westwood Assessment Feb	Content Block Checklists (PLC) Westwood Assessment May NAPLAN	Content Block Checklists (PLC) EMTS Mathematics	Content Block Checklists (PLC) Westwood Assessment Nov

	Semester One	Semester Two
Writing	Writing Checklist (Intranet)	Writing Checklist (Intranet)
Science	Curriculum Target Checklist (Intranet)	Curriculum Target Checklist (Intranet) PAT Science Term Three Week Two
HaSS	Checklists (Intranet)	Checklists (Intranet)
Design Technology	Checklists (Intranet)	Checklists (Intranet)
Health	Checklists (PLC)	Checklists (PLC)

Currambine Primary School

Year Four Literacy Expectations

Year Four teachers will:

- Offer a print rich environment displaying appropriate phonic and spelling patterns, vocabulary, text forms and the reading comprehension strategies as described in the Reading Scope and Sequence Document.

- Offer four literacy blocks per week consistent with daily Spelling, Reading and Writing and Explicit Direct Instruction.

- Reading lessons should be conducted four times a week and follow the lesson sequence on the following page.

- Plan collaboratively using the Whole School English Planning document

- The English Block should include 4x 20 mins Spelling, 4x 30-40mins Reading, 4x 30 – 40 mins Writing and Grammar.

- Teach children the specific spoken texts identified in the genre guide including the front loading of tier two vocabulary and specific skills for effective speaking.

- Include in the literacy block opportunities for text engagement and repeated reading

- Explicitly teach a strategy to monitor comprehension and address the breakdown of comprehension

- Explicitly model and teach the strategies identified in the Reading Scope and Sequence document including the use of Cars and Stars.

- Explicitly teach children meta-linguistic concepts such as point of view, text features and literacy devices using the QAR process.

- Provide vocabulary and fluency learning experiences consistent with the Reading Scope and Sequence Document.

- Implement a home reading program utilising Literacy Pro.

- Utilise the Whole School Spelling Scope and Sequence document to implement the classroom program including daily partner testing using a spelling journal. A spelling lessons should reflect the structure described in the Teacher Induction Booklet and be conducted four times a week.

- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining.

- Explicitly model and teach writing strategies and knowledge including genre structure and characteristics, sentence structure and combining, paragraphing, vocabulary choice, grammar and punctuation as described in the Writing Scope and Sequence.

- Grammar skills to be consolidated with grammar booklets with application tasks.

- Use the school editing guide - CHIMPS.

- Provide students collectively, and individually as required, specific product goals, to focus writing instruction, this can include the use of rubrics, checklists or guide documents.

- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.

- Provide opportunities for writing on a daily basis including modelled sentence writing.

- Students are expected to complete three or four complete texts per term. A complete text is defined as an un-scaffolded writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.

- Provide 2 x 15-minute handwriting instruction per week with lessons including warm-ups and whole class modelling of lessons with an emphasis on starting points and the use of verbal scripts. Guided modelling with individual feedback should be provided. Students should receive specific instruction in speed loops and joins. Students should use 12mm dotted thirds

- Conduct assessments identified in the Literacy also Profile/Assessment policy;
    - Lexile assessment each term Review Term 1 200-400
    - Repeated reading Fluency Assessment-Term 1 Wk 4&5 Term Three
      Wk Four & Five Text # 39 BM T1 100wpm
    - Reading Comprehension Assessment Term 1 Wk 4-5 3&4 – CARS
    - STARS Assessment term 1-3 Wk 10 BM 2 or more per strategy
    - Writing Checklist Sem 1 & 2
    - Spelling Inventory Test Term 1(Wk2-3) & 3 (Wk 7-8)
    - Dictation x 2 per term
    - Oral Language Assessment Checklist/ Rubric Sem 1&2

YEAR FOUR Assessment Schedule

Learning Area	Term One	Term Two	Term Three	Term Four
Reading	Lexile Score BM 200-400 CARS Assessment (3) Week 4-5 STARS Assessment BM Wk 10 BM 2 or more strategies Repeated Reading Fluency Week 4-5 BM 100wpm	Lexile Score (PLC Review) STARS Assessment BM Wk 10 BM 2 or more strategies	Lexile Score (PLC Review) STARS Assessment BM Wk 10 BM 2 or more strategies PAT Reading	Lexile Score CARS Week 4-5 Repeated Reading Fluency Week 4-5
Writing			EMTS Grammar ACER EWrite	
Spelling	Spelling Inventory Week 2-3 Dictation fortnightly	Dictation fortnightly	Spelling Inventory Week 7-8 Dictation fortnightly EMTS Spelling	Dictation fortnightly
Mathematics	Content Block Checklists Westwood Assessment Feb	Content Block Checklists Westwood Assessment May	Content Block Checklists EMTS Mathematics	Content Block Checklists Westwood Assessment Nov

	Semester One	Semester Two
Oral Language	Oral Language Checklist	Oral Language Checklist
Writing	Writing Checklist (Intranet)	Writing Checklist (Intranet)
Science	Curriculum Target Checklist (Intranet)	Curriculum Target Checklist (Intranet) PAT Science Term Three Week Two
HaSS	Checklists (Intranet)	Checklists (Intranet)
Design Technology	Checklists (Intranet)	Checklists (Intranet)
Health	Checklists (PLC) Bullying Survey Term One, Wk Eight	Checklists (PLC)

Currambine Primary School

Year Five Literacy Expectations

Year Five teachers will:

- Offer a print rich environment displaying appropriate phonic patterns, vocabulary, text forms and the strategies of reading comprehension from the Reading Scope and Sequence Document.

- Offer four literacy blocks per week with daily Spelling, Reading and Writing and utilises the Explicit Direct Instructional Model.

- Reading lessons should be conducted four times a week and follow the lesson sequence on the following page.

- Complete planning using the Whole School English Planning Tool working cooperatively with year level colleagues

- The English Block should include 4x 20 mins Spelling, 4x 30-40mins Reading, 4x 30 – 40 mins Writing and Grammar.

- Teach children the specific spoken texts identified in the genre guide including the front loading of tier two vocabulary and specific skills for effective speaking.

- Include in the literacy block opportunities for text engagement and repeated reading.

- Explicitly teach a strategy to monitor comprehension and address the breakdown of comprehension

- Explicitly model and teach the reading strategies identified in the Reading Scope and Sequence including the use of Cars and Stars.

- Explicitly teach children meta-linguistic concepts such as point of view, linguistic features and structures, literacy devices and author craft.

- Provide vocabulary and fluency learning experiences consistent with the Reading Scope and Sequence Document.

- Offer a home reading program using Literacy Pro.

- Utilise the Whole School Spelling Scope and Sequence document to implement the classroom program including daily partner testing. A spelling lessons should reflect the structure described in the Teacher Induction Booklet and be conducted four times a week.

- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining.

- Explicitly model and teach writing strategies and knowledge including genre structure and characteristics, sentence structure and combining, paragraphing, vocabulary choice, grammar and punctuation as described in the Writing Scope and Sequence Document.

- Grammar skills to be consolidated with grammar booklets with application tasks.

- Use the school editing guide CHIMPS.

- Provide students collectively, and individually as required, specific product goals, to focus writing instruction, this can include the use of rubrics, checklists or guide documents.

- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.

- Provide opportunities for writing on a daily basis including sentence modelling – sentence of the day.

- Students are expected to complete eight (8) complete texts per term. A complete text is defined as an un-scaffolded writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.

- Provide 2 x 15-minute handwriting instruction per week with lessons including warm ups and whole class modelling of lessons with an emphasis on starting points and the use of verbal scripts. Guided Modelling with individual feedback should also be provided. Students should receive specific instruction in speed loops and joins. Students should use 9mm dotted thirds

- Conduct assessments identified in the Literacy Profile/Assessment policy;
    - Lexile assessment each term Review BM Term 1 200-400
    - Repeated Reading Fluency Assessment-Term 1 Wk 4&5 Term Three
      Wk Four & Five Text #52 BM T1 115wpm T4 150 wpm
    - Reading Comprehension Assessment Term 1 Wk 4-5 3&4 – CARS
    - STARS Assessment T1-3 Wk 10 BM 2-or more per strategy
    - Writing Checklist Sem 1 & 2
    - Spelling Inventory Test Term 1(Wk2-3) & 3 (Wk 7-8)
    - Dictation x 2 per term
    - Oral Language Assessment Checklist/ Rubric Sem 1 & 2

YEAR FIVE Assessment Schedule

Learning Area	Term One	Term Two	Term Three	Term Four
Reading	Lexile Score CARS Assessment (3) Week 4-5 STARS Assessment BM Wk 10 BM 2 or more strategies Repeated Reading Fluency Week 4-5 BM 115 wpm NAPLAN	Lexile Score (PLC Review) STARS Assessment BM Wk 10 BM 2 or more strategies	Lexile Score (PLC Review) STARS Assessment BM Wk 10 BM 2 or more strategies PAT Reading	Lexile Score CARS Assessment Week 4-5 Repeated Reading Fluency Week 4-5 BM 150 wpm
Writing	NAPLAN		EMTS Grammar	
Spelling	Spelling Inventory Week 2-3 Dictation x 2 NAPLAN	Dictation x 2	Spelling Inventory Week 7-8 Dictation x 2 EMTS Spelling	Dictation x 2
Mathematics	Content Block Checklists Westwood Assessment Feb NAPLAN	Content Block Checklists Westwood Assessment May	Content Block Checklists EMTS Mathematics	Content Block Checklists Westwood Assessment Nov

	Semester One	Semester Two
Oral Language	Oral Language Checklist	Oral Language Checklist
Writing	Writing Checklist (Intranet)	Writing Checklist (Intranet)
Science	Curriculum Target Checklist (Intranet)	Curriculum Target Checklist (Intranet) PAT Science Term Three Week Two
HaSS	Checklists (Intranet)	Checklists (Intranet)
Design Technology	Checklists (Intranet)	Checklists (Intranet)
Health	Checklists (PLC) Bullying Survey Term One, Wk Eight	Checklists (PLC)

Currambine Primary School

Year Six Literacy Expectations

Year Six teachers will:

- Offer a print rich environment displaying appropriate phonic patterns, vocabulary, text forms and the reading comprehension strategies from the Reading Scope and Sequence.

- The English Block should include 4x 20 mins Spelling, 4x 30-40mins Reading, 4x 30 – 40 mins Writing and Grammar.

- Complete planning using the Whole School English Planning Tool working cooperatively with year level colleagues

- Teach children the specific spoken texts identified in the genre guide including the front loading of tier two vocabulary and specific skills for effective speaking.

- Include in the literacy block opportunities for text engagement and repeated reading

- Explicitly teach a strategy to monitor comprehension and address the breakdown of comprehension

- Explicitly model and teach the Reading strategies identified in the reading Scope and Sequence including the Use of Cars and Stars.

- Explicitly teach children meta-linguistic concepts such as point of view, linguistic features and structures, literacy devices and author craft

- Provide vocabulary and fluency learning experiences consistent with the Reading Scope and Sequence Document.

- Offer a home reading program using Literacy Pro.

- Utilise the Whole School Spelling Scope and Sequence document to implement the classroom program including daily partner testing. A spelling lessons should reflect the structure described in the Teacher Induction Booklet and be conducted four times a week.

- Explicitly model and teach the strategies of writing – planning, drafting, editing and refining.

- Explicitly model and teach writing strategies and knowledge including genre structure and characteristics, sentence structure and combining, paragraphing, vocabulary choice, grammar and punctuation as described in the Writing Scope and Sequence.

- Grammar skills to be consolidated with grammar booklets with application tasks.

- Use the school editing guide CHIMPS.

- Provide students collectively, and individually as required, specific product goals, to focus writing instruction, this can include the use of rubrics, checklists or guide documents.

- Provide significant scaffolding during initial phase of writing instruction by modelling, pre-writing activities, graphic organisers, rubrics and specific and timely feedback.

- Provide opportunities for writing on a daily basis.

- Students are expected to complete eight (8) complete texts per term. A complete text is defined as an un-scaffolded writing task which can occur across the curriculum and include; genre writing, diary entries, and journals, reports in areas such as Science and History etc.

- Explicitly teach referencing and the use of bibliographies

- Provide handwriting instruction with an emphasis on speed loops and joins as required. Students should use 9mm ruled pages

- Conduct assessments identified in the Literacy Profile/Assessment policy;

  - Lexile assessment each term Review Term 2 & 3 BM T1 500 T4 800
  - Repeated reading Fluency Assessment-Term 1 Wk 4&5 Term Three
    Wk Four & Five Text # 6, 50 & 59 BM T1 130 wpm T3 165 wpm
  - STARS Assessment T1-T3 Wk 10 BM 2 or more correct per strategy
  - Reading Comprehension Assessment Term 1 Wk 4-5 3&4 – CARS
  - Vocab Assessment T1 – BM 4 or above
  - Writing Checklist Sem 1 & 2
  - Spelling Inventory Test Term 1(Wk2-3) & 3 (Wk 7-8)
  - Dictation x 2 per term
  - Oral Language Assessment Checklist/ Rubric Sem 1 & 2

Year Six Literacy Block 2023

Entry Routine + Fry Words Practise: 8.15 - 8.30

1. Spelling: (x4 sessions per week - 20 minutes)

- **Spelling Warm Up** (whole school warm up - (same metalanguage) - change slides for spelling rule, Fry words (week before and after), metalanguage from spelling scope and sequence.

- **Explicit Instruction** Spelling script - breaking up words into phonemes, syllables and morphographs

- **Spelling Activity** in books or whiteboards - 5 minutes

2. Reading: (x4 sessions per week - 20-30 minutes)

Session 1 Week A	Session 2 Week A	Session 3 Week A	Session 4 Week A
Reading Warm Up (10 mins)	**Reading Warm Up** (10 mins)	**Reading Warm Up** (10 mins)	**Reading Warm Up** (10 mins)
Repeated Reading *Toolkit - highlighter, pencil, pen, ruler) *Glue text in books * Initiate background/prior knowledge/Introduce text *Track With Me (teacher model fluency - PAVES) *Read With Me (choral read - PAVES) *Number paragraphs *Identify authors purpose/main idea	**Repeated Reading** *Toolkit - highlighter, pencil, pen, ruler) *Track With Me (teacher model fluency - PAVES) *Read With Me (choral read - PAVES) *I minute partner practise - (pace and accuracy focus) *Break down text into meaningful chunks/paragraphs and discuss fortnight focus	**Repeated Reading** *Toolkit - highlighter, pencil, pen, ruler) *Read With Me (choral read - PAVES) *I minute partner practise - (pace and accuracy focus) *Break down text into meaningful chunks/paragraphs and discuss fortnight focus	**Repeated Reading** *Toolkit - highlighter, pencil, pen, ruler) *Read With Me (choral read - PAVES) *I minute partner practise - (pace and accuracy focus) *Break down text into meaningful chunks/paragraphs and discuss fortnight focus
Guided Practice *Teacher guided group • Grammar task	**Guided Practice** *Teacher guided group • Comprehension task	**Guided Practice** *Teacher guided group • Reading task	**Guided Practice** *Teacher guided group • QAR

Session 1 Week B	Session 2 Week B	Session 3 Week B	Session 4 Week B
Reading Warm Up (10 mins)	**Reading Warm Up** (10 mins)	**Reading Warm Up** (10 mins)	**Reading Warm Up** (10 mins)
Repeated Reading *Toolkit - highlighter, pencil, pen, ruler) *Read With Me (choral read - PAVES) *I minute partner practise - (smoothness and expression focus)	**Repeated Reading** *Toolkit - highlighter, pencil, pen, ruler) *I minute partner practise - (smoothness and expression focus)	**Repeated Reading** *Toolkit - highlighter, pencil, pen, ruler) *I minute partner practise - (PAVES)	**Repeated Reading** *Toolkit - highlighter, pencil, pen, ruler) *I minute partner practise - (PAVES)
Guided practice *Teacher guided groups • Vocabulary activity	**Guided practice** *Teacher guided groups • Comprehension task	**Guided practice** *Teacher guided groups • Reading task	**Guided practice** *Teacher guided groups • QAR
Comprehension *QAR questions/Literal, inferential and evaluative questions			

STARS

- Explicit reading strategy teaching - whole class
- One strategy broken up over a fortnight

3. Writing: (x4 sessions per week - 20-30 minutes)

4. Grammar: (x4 sessions per week)

- Grammar focus and Sentence Of The Day

YEAR SIX Assessment Schedule

Learning Area	Term One	Term Two	Term Three	Term Four
Reading	Lexile Score CARS Assessment Week 4-5 Repeated Reading Fluency Week 4-5	Lexile Score (PLC Review)	Lexile Score (PLC Review) CARS Assessment Week 4-5 PAT Reading	Lexile Score CARS Assessment Week 4-5
Writing			EMTS Gramma ACER EWrite	
Spelling	Spelling Inventory Week 2-3 Dictation x 2	Dictation x 2	Spelling Inventory Week 7-8 Dictation x 2 EMTS Spelling	Dictation x 2
Mathematics	Content Block Checklists (PLC) Westwood Assessment Feb	Content Block Checklists (PLC) Westwood Assessment May	Content Block Checklists (PLC) EMTS Mathematics	Content Block Checklists (PLC) Westwood Assessment Nov

	Semester One	Semester Two
Oral Language	Oral Language Checklist	Oral Language Checklist
Writing	Writing Checklist (Intranet)	Writing Checklist (Intranet)
Science	Curriculum Target Checklists (Intranet)	Curriculum Target Checklists (Intranet) PAT Science Term Three, Week Two
HaSS	Checklists (Intranet)	Checklists (Intranet)
Design Technology	Checklists (Intranet)	Checklists (Intranet)
Health	Checklists (PLC) Bullying Survey Term One, Week Eight	Checklists (PLC)
LOTE		ALC French Assessment Term Three - August

NUMERACY EXPECTATIONS FOR TEACHERS AT CURRAMBINE PRIMARY SCHOOL

- Each Teacher will have access to the Mathematics website through the school intranet that will provide resources to support the delivery of best practice in mathematic teaching.

- All Staff will plan using the Currambine Primary School mathematics planning tool with links to the Western Australian Curriculum and the Mental Computation Scope and Sequence document. Planning will include;
  o Highlight the appropriate header boxes indicating what the program addresses including cross curricula competencies.
  o State mental computation strategies to be taught and the teaching strategies that will be used.
  o Document a series of lessons for the content block which include direction regarding Explicit Direct Teaching, Guided / Individual Practice and Plenary sessions. Staff members are encouraged to provide a time allocation for each section of the lesson.
  o State the proficiencies to be addressed in each lesson
  o Include specifically identified pre and post diagnostic tasks. A previous post diagnostic test can be used as a pre diagnostic task to inform planning.
  o State appropriate focus questions and key vocabulary to support the explicit teaching and plenary sections of the lesson.
  o State modifications to manage remediation and extension of selected students.

- Access to the First Steps in Mathematics resources are available to teachers through the school's Mathematics website.

- All Staff will deliver units of Mathematics through content blocks. When developing content blocks Staff will consider;
  o The breadth of curriculum to be covered over the year.
  o Opportunities for content to be revisited with some content to be revisited on numerous occasions. (The planning pro-forma provides a tool to support this process).
  o Identification of specific learning outcomes.
  o The use of pre and post diagnostic tasks.
  o The length of a content block (two to ten days).
  o Ensure that week ten in each term is available for review and re-teaching

- All Staff will use the Year Level A to E checklists attached to content blocks. This tool should be primarily used as a formative tool.

- Teachers will plan and moderate collaboratively with their year level colleagues on a termly basis.

- Teachers will utilise the Mental Mathematics Scope and Sequence to guide content and strategies to be treated. Teachers should also use a rational approach to teaching basic facts and combinations. Staff should refer to First Steps in Mathematics Book 2, pages 189 to 195 for clarification on a rational approach to teaching basic facts and combinations.

- Teaching Mental Strategies requires both explicit teaching; modelling/guided practices (Understanding Proficiency) and practice through a variety of relevant and appropriate activities (Fluency Proficiency) The balance of instruction should be weighted at 60% explicit teaching of strategies; while fluency activities should make up 40% of the program. The multiplication maps may be used to support this work. (Refer to resources).

- Specific instructional content for Number is documented in the Number Scope and Sequence. Children are expected to utilise algorithms and have both a conceptual and process understanding of the content.

- Specific instructional content regarding Probability and statistics with an emphasis of graphing and data representation is included in the Maths Scope and Sequence to inform planning.

- Numeracy blocks should reflect the structure of the Currambine Primary School Explicit Teaching Model with a strong focus on self-talk during instruction.

- All Numeracy blocks should include opportunities for the students to develop the mathematical proficiencies;
  - Understanding through warmups and explicit direct instruction,
  - Fluency through warmups and repeated practice,
  - Problem Solving through the use of the KSAR Model, and
  - Mathematical reasoning, through the Lesson Plenary

- Assessment in mathematics is conducted using checklists developed at the PLC level, Diagnostic tasks and the One Minute Mental Maths Assessment three a year. One Minute Mental Maths Assessments conducted in February, May and November.

OTHER AREAS OF THE CURRICULUM

SCIENCE

- Science plans are developed using the school based planning proforma available from the school intranet. Planning is to be consistent with the expectations of the Western Australian Curriculum including scientific understandings and inquiry skills.

- Pre-Primary to Year Two should teach 60 minutes of Science per week. Years Three to Six should teach 90 minutes of Science per week.

- Assessment in Science should be completed using the SCSA 'A to E' Rubrics and the Curriculum Target Checklists located on the intranet.

- Planning in Science reflects the SCKI Model with an initial focus on teaching skills, followed by explicit content information and a teacher controlled inquiry. This process is supported with a science skills scope and sequence document and an investigation planner.

HUMANITIES AND SOCIAL SCIENCES (HASS)

- HaSS plans will be developed using the school based planning proforma available from the school intranet. Planning is to be consistent with the Western Australian Curriculum noting:

History	-	Pre-Primary to Year Six
Geography	-	Pre-Primary to Year Six
Civics	-	Year Three to Year Six
Business and Economics	-	Year Five to Year Six

- Assessment in HaSS should be completed using the SCSA 'A to E' Rubrics and the Assessment Checklists located on the intranet.

HEALTH EDUCATION

- Health plans should be developed collaboratively using the school based planning tool and reflect the Health and Wellbeing Scope and Sequence.

- Specific programs to be conducted as part of our mental health and wellbeing strategy include;

I Do It	-	Kindergarten to Year One
Friendly Schools Plus	-	Year Two to Year Four
Mindfulness	-	Kindergarten to Year Six
Protective Behaviours	-	Pre-Primary, Year One, Year Three and Year Five
Aussie Optimism	-	Year Five and Six
WA Positive Behaviour Support	-	Kindergarten to Year Six

DESIGN AND TECHNOLOGIES

- The Design and Technologies planning is conducted collaboratively using school based proformas and should reflect the Western Australian Curriculum and the Whole School Scope and Sequence outlined below.

- Technologies will be delivered by a specialist teacher.

Year	Specialist Teacher Semester One / Two	Specialist Teacher Semester One/Two
1	Digital Technologies	Design Technologies
2	Digital Technologies	Design Technologies
3	Digital Techologies	Design Technologies
4	Digital Technologies	Design Technologies
5	Digital Technologies	Design Technologies
6	Digital Technologies	Design Technologies

- The iPad Skills Scope and Sequence supports planning and is located on the intranet.

- Assessment in Technologies is completed using the Currambine 'A - E' Rubrics located on the intranet.

DIGITAL TECHNOLOGY INTEGRATION

- All staff are expected to integrate digital technology into their learning programs including;
  - The use of eBoards, particularly for warm ups.
  - Integrating the use of iPads across the curriculum to support and accelerate learning.
  - Using robotic resources such as Bluebots, Spheros, Ollies, Makey Makey etc. when appropriate.

TEACHER SUPPORT

- The mastery of the Currambine Way will take considerable time and support for staff new to the school, new to a year level or returning from extended leave. This is to be expected and understood by your Professional Learning Community colleagues and the School Executive.

- To assist staff with transition to the Currambine Way, a range of options are in place including;
    - Performance Development, a copy of the policy is included with this document. This process invites you to reflect on the Currambine Way and identify areas of focus.
    - Peer observations on areas you wish to have support and feedback.
    - Performance manager observations and feedback on areas you wish to have support.
    - Collaborative planning and assessment within the context of the Professional Learning Community.
    - Instructional rounds within the context of the Professional Learning Community.
    - Opportunities for individual coaching and mentoring around key teaching practices and strategies.
    - Opportunities for higher frequency observation and feedback from peers, coaches and School Executive.
    - Opportunities to observe colleagues engaged in the use of the Currambine Way.
    - Opportunities to participate in targeted Professional Learning.
    - Opportunities to participate in an induction process for staff prior to the school year. The Teacher Induction Policy is located in the policy section of this handbook.
    - Impact Coaching opportunities.

PROFESSIONAL LEARNING COMMUNITIES

Each year level operates as a Professional Learning Community and meet once a week during shared DOTT to focus on implementing the learning programs for the students and the improvement agenda of the school.

Professional Learning Communities include an Associate Principal to support and guide the group and ensure a focus on key improvement strategies and actions.

The action of Professional Learning Communities are informed by;

- The School Business Plan.
- Operational Planning.
- Whole School Instructional Approaches.
- Student needs.

Professional Learning Communities focus on planning delivery of learning programs and monitoring student achievement and growth as well as the impact of their plans. Professional Learning Communities are collegiate and collaborative and support members to grow and enhance their teaching practices.

PROFESSIONAL LEARNING COMMUNITIES FOCUS ON THREE BIG IDEAS;

Big Idea One - Ensuring That Students Learn;

- What do we want each student to learn?
- What is the best way to deliver the content?
- How will we know each student has learnt it?

- How will we respond to the students experiencing difficulty?
- Responses to students should be timely, based on intervention rather than remediation.

Big Idea Two - A Culture of Collaboration;

- Collaboration not co-operation.
- Focus on working together, with trust, to improve classroom instruction and student achievement.
- Working together on assessment practice and analysis of results, pedagogy and teaching strategies, planning and differentiation.
- Remove barriers to successful collaboration.

Big Idea Three - A Focus on Results;

- Effectiveness is judged on the basis of student results.
- The effective use of formative assessment.
- Disciplined discussion and responses to results - focus on what is in the control of the teachers.

RECOMMENDED TIME ALLOCATIONS FOR TEACHING

Yr	English	Maths	Science	HaSS	Arts - Music	Arts – Visual Art	Health	PE	French	Technologies	Total Hours
K	4	3	0.5		0.5	0.5	1	0.5		0.5	10.5
PP	9	5	1	0.5	1	1	1	2	1	1	22.5
1	9	6	1	0.5	1	1	1	2	1	1	23.5
2	8	6	1	0.5	1	1	1	2	1	1	22.5
3	8	6	1.5	2	1	1	1	2	1	1	24.5
4	8	6	1.5	2	1	1	1	2	1	1	24.5
5	8	6	1.5	2	1	1	1	2	1	1	24.5
6	8	6	1.5	2	1	1	1	2	1	1	24.5

- Health includes a 40-minute lesson for curriculum and a 20-minute PBS lesson
- Units of work should be developed to reflect both the time allocation and an eight-week term for instruction.

CURRAMBINE PRIMARY SCHOOL
STUDENTS AT EDUCATIONAL RISK
POLICY AND PROCEDURE

DEFINITION

A Student at Educational Risk is any student who is not performing to their academic, emotional, social or behavioural potential.

RATIONALE

In order to successfully educate students at educational risk a formalised identification, tracking and monitoring process must be established and implemented across the school.

PURPOSE

To ensure that students at risk of not achieving their potential are identified and appropriate measures are implemented.

GUIDELINES

1. Identification – CPS has clearly identified processes for the early identification of Students at Educational Risk.

   - Achievement below the benchmark in the Whole School Literacy and/or Numeracy Assessments, NAPLAN, Kindy Screeners, On-entry Assessments
   - Teacher or parental concerns raised as per the SAER guidelines
   - The need to communicate information regarding a disability or medical condition
   - Other agencies
   - Students with an E Grade in English or Maths, with a disability, on the EALD Progress maps or with significant challenges with socialising, managing behaviour or attendance should have a case management plan.
   - Students identified as gifted and talented via a combination of teacher judgement and internal student data or via an external assessment.

2. Provision – CPS uses performance data and intended educational outcomes as the key elements of planning for Students at Educational Risk.

   - Case Management Plan
     - The students at Educational Risk Profile should be completed annually
     - The Students at Education Risk Record of on Intervention Should be completed annually
     - Meeting records sheets should be maintained including noting when records (emails) are placed on the child's record file or notes placed in Integris
     - Case Management Plans should have specific mastery goals and strategies to be reviewed in Week Eight of each term with an Associate Principal
   - Case Conference with School Psychologist
   - Positive Partnership Matrix

- In class assistance
- Modified programs
- Specialist Withdrawal Programs
- Student Needs Summary
- SSEN Planning via Reporting to Parents

3. Monitoring and Reporting - CPS collects and provides meaningful information to assist planning to improve learning outcomes and report on the progress of Students at Educational Risk.

- Review of Case Management Plans or Positive Partnership Matrix
- Review of student performance in Whole School Literacy and/or Numeracy Assessments and NAPLAN Assessments
- Teacher observations
- Parent conferencing
- Other agency reports
- Written reports
- Absentee tracking

4. Class Profiles - All classes will have a profile which provide information for the teacher the following year. Teachers will update the profiles with admin staff managing the transition process for the new class structure each year. The document will identify areas of concern including children on a CMP, interventions and Lexile and STARS Comprehension results.

5. Annual Handover Process - Staff will meet with colleagues to conduct a handover process during the school development days at the commencement of the school year. The following information will be provided to staff during the process;

- **Kindy** - Verbal Summary for each child / Letter-Sound Checklist / Case Management Plans - with evidence of achievement / Progress Maps

- **Pre-Primary** - Verbal Summary for each child / Letter-Sound / Case Management Plans - with evidence of achievement / Progress Maps

- **Year One** - Verbal Summary for each child / Letter-Sound Checklist / Final PM Benchmark Assessment / Case Management Plans - with evidence of achievement / Progress Maps

- **Year Two** - Verbal Summary for each child / Case Management Plans - with evidence of achievement / Progress Maps

- **Year Three** - Verbal Summary for each child / Case Management Plans - with evidence of achievement / Progress Maps

- **Years Four to Six** - Verbal Summary for each child / Case Management Plans - with evidence of achievement / Progress Maps

Associate Principals may identify students who require a specialised transition and manage such arrangements with the appropriate staff. This could include social stories, visiting the new teacher and class or parent meetings.

Updated Class Profiles will be given to teachers at the beginning of the year by Admin.

Teachers will be responsible for updating these at the conclusion of the year. Class profiles will include English and Maths grades, STARS levels (Years Three to Six), CARS results (Pre-Primary to Year Two) and Lexile scores (Years Three to Six).

Staff will be provided with the opportunity to conduct handover discussion during the staff meeting in Week Three of the new year to further clarify student needs.

Any students removed from Case Management Plans will be marked as Monitored on the Class Profile and relevant information filed in their Student File at the office.

Special Needs Students Transition Process

All PLC's in consultation with executive will determine which students require a formal transition and what level of transition will occur.

These transition levels are:

Level 1

A social story outlining who the year level teachers are, the classrooms and any other applicable areas.

A general tour of the year level areas including all classrooms and play areas.

Level 2

As per level 1 plus an invitation sent out on Friday the 27th January by relevant Associate Principal outlining the student's teacher and class with an invitation for a 5 minute meet and greet on the afternoon of Mon 30th or Tues 31st January.

Level 3

As per level 1 and 2 plus finding out who their teacher is in Week 10 of Term 4. A personalised social story if applicable.

CONCLUSION

This policy is to operate within the guidelines of other school policies. Meeting the needs of Students at Educational Risk is a whole school responsibility that is reflected in school planning.

CURRAMBINE PRIMARY SCHOOL
STUDENTS AT EDUCATIONAL RISK TIMELINE

Term	Week	Action	Comments
1	1-6	CMP	Teachers to develop and implement a CMP with reference to recommendations from previous years teachers.
	6-8	CMP	New CMPs developed for all identified SAER children, both existing and new students. Copies to Line Manager and saved on shared. Teachers to meet with parents to discuss and sign new CMP.
2	6-8	CMP Reviews	CMP reviewed for all identified SAER students. New students added as required. Copies to Line Manager, parents and saved on shared.
3	6-8	CMP Reviews	CMP reviewed for all identified SAER students. New students added as required. Copies to Line Manager, parents and saved on shared.
4	6-8	CMP Reviews	CMP Reviewed and recommendations created for the next teacher to consider the following year when developing a CMP.
	9 & 10		

Currambine Primary School
Students at Educational Risk Action Plan

Concerns identified by Staff Members, Parent, External Agency

Staff member to discuss intervention options with AP.

Option 1

- In class adjustment
- Small group withdrawal
- Monitor progress

Option 2

- Student Needs Summary
- Noted specific regular adjustments
- Monitor progress

Option 3

Case Management Plan

- Complete Learning Support Referral with AP
- Case Conference with School Psychologist
- Implement agreed Case Management strategies
- Monitor progress

Monitor for five weeks and review with AP or review at Week 8 Case Management Review

Continue intervention of cease adjustments when appropriate.

CURRAMBINE PRIMARY SCHOOL

Student Assessment Policy

Rationale

The primary purpose of assessment is to enhance student learning. Assessment practice has a powerful influence in both the quality of teaching and the quality of learning. Assessment should inform all stakeholders what knowledge, skills and attitudes students possess and those they do not.

Policy

All public school principals and teachers, as part of the planning for the school, regularly monitor, evaluate and report on each student's achievement.

Guidelines

Assessment practices should be consistent with the Assessment Principles and Practices of the Western Australian Curriculum and Assessment Outline (SCSA.wa.edu.au) including;

- **Assessment should be an integral part of teaching and learning** – Assessment should arise naturally out of the intended learning of the curriculum. Assessment should be constructed to enable judgements about students progress, what knowledge and skills they have and have not mastered and contribute to ongoing teaching and learning.

- **Assessment should be educative** – Assessment activities should encourage in depth and long term learning. They should also provide feedback that assists students with their learning and informs teachers planning. Assessment, where appropriate, should have explicit criteria which the students are aware of to focus their attention and to provide feedback on their progress.

- **Assessment should be fair** – Fair assessment practices consider the diverse needs of students and their backgrounds. Fair assessments also provide valid information on what is supposed to be assessed.

- **Assessments should be designed to meet their specific purposes** – Information collected to establish where students are in their learning can be used for summative and formative purposes.

- **Assessment should lead to informative reporting** – Reporting happens at the end of the teaching cycle and should provide accurate information to each student and the parent based on the formative and summative assessments conducted.

- **Assessment should lead to school wide evaluation processes** – Our staff need to understand current and past student achievement data, be explicit about targets for improvement and be explicit about how progress towards those targets will be monitored. School leaders need to plan for how they will evaluate the effectiveness of school initiatives and programs. Teachers should use assessment data to evaluate their teaching practices.

Staff will administer and use data from NAPLAN and school based normative testing to inform planning and evaluate school programs and practices.

Assessment of Case Management Plans should be based on specific learning targets that reflect the individual student's needs.

Learning Area	K	P	1	2	3	4	5	6
English Reading	Speech Screening Term One Kindergarten Assessment Task (KRAT) Each Term Wk 5-9	On Entry Assessment Term One Phonics Screening Term 2 & 4 (WK1-3)	Phonics Screening Term 1 Wk 2-3 Term 2 Wk 9 & 10 Term 3 Wk 9 -10	Phonics Screening Term 1 Wk 2-3 Term 3 Wk 9 - 10 CARS Assessment (3) Term One Wk 4-5, Term Four Wk 3&4 STARS Assessment Term 1-3 Wk 10 Repeated Reading Fluency Assessment- Term 1 Week 4&5 Term Three Week Four & Five	Lexile Reading Score each term PLC- PLC review T2 week 4, T3 Week 4 CARS Assessment (3) Term One Wk 4-5, Term Four Wk 3&4 STARS Assessment Term 1-3 Wk 10 Repeated Reading Fluency Assessment- Term 1 Week 4&5 Term Three Week Four & Five	Lexile Reading Score each term PLC review T2 week 4, T3 Week 4 CARS Assessment (3) Term One Wk 4-5, Term Four Wk 3&4 STARS Assessment Term 1-3 Wk 10 Repeated Reading Fluency Assessment-Term 1 Week 4&5 Term Three Week Four & Five	Lexile Reading Score each term PLC review T2 week 4, T3 Week 4 CARS Assessment (3) Term One Wk 4-5, Term Four Wk 3&4 STARS Assessment Term 1-3 Wk 10 Repeated Reading Fluency Assessment-Term 1 Week 4&5 Term Three Week Four & Five	Lexile Reading Score each term PLC review T2 week 4, T3 Week 4 CARS Assessment (3) Term One Wk 4-5, Term Four Wk 3&4 STARS Assessment Term 1-3 Wk 10 Repeated Reading Fluency Assessment-Term 1 Week 4&5 Term Three Week Four & Five Vocab Assessment Term 1
Writing		Writing Checklist Sem 1 & 2	Writing Checklist Sem 1 & 2	Writing Checklist Sem 1 & 2	Writing Checklist Sem 1 & 2	Writing Checklist Sem 1 & 2	Writing Checklist Sem 1 & 2	Writing Checklist Sem 1 & 2
Spelling		Spelling Inventory Term 1(Wk2-3) & 3 (Wk 7-8)	Spelling Inventory Assessment Term 1(Wk2-3) & 3 (Wk 7-8) / Fortnightly Test / dictation assessment	Spelling Inventory Assessment Term 1(Wk2-3) & 3 (Wk 7-8) / Fortnightly Test / dictation assessment	Spelling Inventory Assessment Term 1(Wk2-3) & 3 (Wk 7-8) / Fortnightly Test / dictation assessment	Spelling Inventory Assessment Term 1(Wk2-3) & 3 (Wk 7-8) / Dictation x 2 per term	Spelling Inventory Assessment Term 1(Wk2-3) & 3 (Wk 7-8) / Dictation x 2 per term	Spelling Inventory Assessment Term 1(Wk2-3) & 3 (Wk 7-8) / Dictation x 2 per term
Oral Language	Assess Term 1, 2 & 3 with rubric or checklists informed by WA Curriculum / Standard	Assess Term 1, 2 & 3 with rubric or checklists informed by WA Curriculum / Standard	Assess Term 1, 2 & 3 with rubric or checklists informed by WA Curriculum / Standard	Assess Term 1, 2 & 3 with rubric or checklists informed by WA Curriculum / Standard	Assess Term 1, 2 & 3 with rubric or checklists informed by WA Curriculum / Standard	Assess Sem 1 & 2 with rubric or checklists informed by WA Curriculum / Standard	Assess Sem 1 & 2 with rubric or checklists informed by WA Curriculum / Standard	Assess Sem 1 & 2 with Rubric or checklists informed by WA Curriculum / Standard
Mathematics	Mathematics Checklists Diagnostic Tasks	Mathematics Checklists Diagnostic Tasks	Mathematics Checklists Diagnostic Tasks	Mathematics Checklists Diagnostic Tasks One Minute Assessment + - x / (Feb, May, Nov)	Mathematics Checklists Diagnostic Tasks One Minute Assessment + - x / (Feb, May, Nov)	Mathematics Checklists Diagnostic Tasks One Minute Assessment + - x / (Feb, May, Nov)	Mathematics Checklists Diagnostic Tasks One Minute Assessment + - x / (Feb, May, Nov)	Mathematics Checklists Diagnostic Tasks One Minute Assessment + - x /(Feb, May, Nov)
Science	Curriculum Target Checklists	Curriculum Target Checklists	Curriculum Target Checklists	Curriculum Target Checklists	Curriculum Target Checklists	Curriculum Target Checklists	Curriculum Target Checklists	Curriculum Target Checklists
Humanities	HaSS Checklists	HaSS Checklists	HaSS Checklists	HaSS Checklists	HaSS Checklists	HaSS Checklists	HaSS Checklists	HaSS Checklists
Physical Education	FMS on entry checklist assessment	FMS on entry screen	SCSA assessment rubrics	SCSA assessment rubrics	SAQ Diagnostic Test SCSA assess rubrics	SAQ Formative Test SCSA assess rubrics	SAQ Formative Test SCSA assess rubrics	SAQ Formative Test SCSA assess rubrics
T & E			Technologies Checklist	Technologies Checklist	Technologies Checklist	Technologies Checklist	Technologies Checklist	Technologies Checklist
Health		PLC based checklists	PLC based checklists	PLC based checklists	PLC based checklists	PLC based checklists	PLC based checklists	PLC based checklists
LOTE								
Arts								

PERFORMANCE DEVELOPMENT

PERFORMANCE DEVELOPMENT POLICY

INTRODUCTION

All members of the school staff have a responsibility to be accountable for and actively seek to improve their performance in relation to organisational and workplace goals.

It is essential that staff members of the public education system are able to provide evidence that demonstrates their professionalism and commitment to improving the quality of student achievement. The performance management process seeks to meet this requirement and in so doing optimises the performance of each member of staff.

DEPARTMENT OF EDUCATION POLICY

Under governing legislation and common law, an employee is required to carry out duties and responsibilities with due competence and care, in accordance with the requirements of their role.

All employees will participate in a performance management process consistent with the Performance Management Standard where:

- Staff regularly demonstrate accountability for their performance;

- Staff have access to growth and development opportunities that allow for employee professional interests and role responsibilities ; and

- The process links to the intended outcomes of the Department's strategic directions.

All line managers will conduct and document performance management with staff.

THE PROCESS

The process of performance management comprises several elements including:

- **Self-Reflection** – It is valuable for any performance management meeting to be preceeded by self-reflection. Staff members are provided with tools to support their self-reflection (National Professional Standards for Teachers or Position Role). This process is designed to support you in role clarity, identifying strengths and areas for development.

- **Planning Meeting (Term One)** – The purpose of this meeting is to ensure both the staff member and performance manager:

    - develop clarity regarding Expectations / Roles / Responsibilities,

    - review previous performance management goals,

    - provide quality and timely feedback,

    - identify coaching and classroom observation opportunities,

    - identify opportunities for professional growth; and

    - demonstrate accountability.

The outcomes of this meeting should be the production of a performance management agreement which will include:

   - Agreed goals

   - Agreed strategies and actions

   - Agreed success indicators.

All staff will receive written feedback from a planning meeting.

- **Implementation / Ongoing Feedback / Support** – Line managers will work with staff to provide ongoing support which may include:

    - Formal and informal meetings to provide feedback.

    - Classroom observation visits by peers and performance managers (Term One & Three). Classroom observation visits should be followed up with a feedback meeting and written feedback.'

    - Peer observation visits are conducted via negotiation through the performance management process or on an ad-hoc basis as required to support teacher growth.

    - Education Assistants will have a line manager observation in Term Three with a follow up feedback meeting and written feedback; and

    - Discussions about further professional learning.

- **Review Meeting (Term Three / Four)** - The purpose of the review meeting is for the:

    - Employee to demonstrate accountability (All staff members are asked to provide evidence of their work at this meeting in the form of student works samples, planning documents, records of student achievement, case management plans that reflect their goals and areas of focus as determined by the Executive Team.

    - Employee to demonstrate achievement with their goals

    - Manager to provide quality feedback.`

All staff will receive written feedback from the review meeting.

Positive Behaviour Support Program

The aim of the Positive Behaviour Support Program is to create safe positive learning environments where students are engaged and successful.

The program recognises the importance of creating a culture of high academic engagement and a sense of belonging and wellbeing through a shared and integrated approach to behaviour, learning and teaching.

There are four key integrated elements to the PBS program;

- Data for discussion making

- Measurable outcomes supported by and evaluated by data

- Practices with achievable outcomes

- Systems that efficiently and effectively support implementation of those practices.

In our school PBS aims to develop;

- Consultative and collaborative processes which are facilitated through the PBS Leadership team

- A consistent whole school approach with common language in regard to positive behaviour expectations

- Procedures for responding to behavioural errors, with a focus on teaching and re-teaching expected behaviour

- Clearly defined teacher managed and office managed behaviour

- The use of data to help track and identify areas to target for intervention.

Our school values are;

Excellence: We are passionate about establishing engaging, well-managed classroom environments focused on inspiring students to do their best. We work collaboratively with others; we lead by example, we are committed to modelling best practice and professional behaviours.

Respect: We work with flexibility and fairness to ensure others feel valued as members of the team, class, and community; demonstrating a willingness to change or find common ground. We choose our words, actions, and tone to build and maintain effective relationships.

Integrity: We act with integrity; honouring our commitments and delivering on our promises, being trustworthy and accountable. We are self-reflective and take responsibility for our actions and their impact.

Kindness: We work to create an inclusive environment; supporting others both personally and professionally. We value small, daily acts of kindness that build belonging. We bring humour to our work and we check in on each other regularly.

Learning Areas

	Kindness	Excellence	Respect	Integrity
Outside areas (eating/ verandahs)	*Engage everyone in the group by taking turns and valuing all ideas. *Support your peers to succeed. *Speak kindly to everyone.	*Stay focused and on task. *Strive to do your best work at all times.	* Show consideration to other classes. * Use all equipment appropriately. *Be responsible for all personal equipment and learning.	* Follow adult instructions. *Only access equipment assigned for your task.
Classrooms (specialist rooms included)	*Co-operate with your class-mates. *Stay in your own personal space.	*Do your best work. *Work towards your personal goal. * Be ready to learn.	*Look after your own and others' belongings.	*Stay on task. *Take responsibility for your own actions.
Undercover Area	*Share the area. * Encourage others. *Stay in your own personal space.	* Engage in set activity. *Work collaboratively.	*Follow the teacher instructions. *Use whole body listening and appropriate volume. *Keep area tidy.	*Make safe choices. *Use equipment the way it's intended and put it away quietly.
Middle Areas	*Speak politely. *Help others who are in need. *Clean up.	*Stay on task. *Strive to do your best work. *Contribute to group tasks. * Seek help when needed.	*Appropriate noise levels. *Allow others' to continue to learn in the shared space. *Knock before entering.	*Be responsible for all personal equipment. *Follow adult instructions. *Only access equipment assigned for your task.
Oval	*Encourage others to do their best.	*Be prepared. *Try your best.	*Be involved. *Listen to instructions.	*Stay within the expected areas. *Follow instructions/ rules of the game.

Our School Community

	Kindness	Excellence	Respect	Integrity
Library	*Use manners. *Keep hands, feet and objects to ourselves. *Wait patiently and help others in the library.	*Use markers to hold the place when choosing a book. *Return borrowing card to the correct spot. *Choose appropriate book in a timely manner. *Know your library number (Lexile score for 3-6). *Read your book while you wait for the class.	*Use quiet a voice. * Push in chairs. *Take care of books and report any damage. * Walk and wait in a calm manner.	*Return books to the correct location when returning, choosing and borrowing. *Take overdue slips home. *Bring book and bag every week and take them back to class at the end of the Library session.
Office	*Wait quietly *Use your manners; say please, thank you	* Knock on the doors (before entering) of the Principal, Associates, PE and Chaplain. *Use titles	*Hold the door open for others. *Remove your hat before entering the office and walk in the office.	*Wait your turn *Visit with a purpose
Canteen	*Help others *Use manners.	*Walk to the canteen. *Leave the UCA after buying my food and sit down to eat it in the correct area.	*Use an indoor voice in the line	*Wait for your turn in the correct line. *Only line up if you have money to spend. *Spend your own money and hold it still.
Buses	*Be inclusive (let anyone sit with you). * Use manners when speaking to the driver.	*Walk to your seat and put your seatbelt on. *Partner talk (reasonable volume while travelling). *Line up quietly.	* Check that you have all of your belongings and clean up after yourself. *Keep your hands and feet to yourself. *Bus stops / voice stops.	*Face forward. *Stay seated until directed by the teacher. *If no partner, go to the back of the line.
Incursions/ Excursions	*Use manners. * Support your peers to do the right thing.	*Stay in line, follow the leaders' instructions. * Be prepared with all of the correct items and look after them. * Get involved appropriately.	*Use an appropriate level of noise. *Listen when the 'leader' is speaking and wait your turn to speak.	*Keep your hands and feet to yourself. *Stay with your group and complete the assigned task. *Make positive choices about who to sit with.

Our School Grounds

	Kindness	Excellence	Respect	Integrity
Transitions between classes	*Be mindful of others' safety by keeping my personal space.	*Walk on hard surfaces. * Walk together in lines with our class	*Listen to and follow teacher instructions when moving around the school. *Move around the school quietly.	*Stay in line and wait quietly for the teacher. * Wait to be asked by staff to enter a classroom.
Play Areas	*Include others and share. *Help those that are hurt or upset.	*Wear a hat. *Follow the rules of the games. *Play in the correct area.	*Use equipment correctly. *Follow agreed game rules. *Follow instructions.	*Tell a teacher if there is a problem. *Take responsibility for and be honest about my behaviour. *Choose to play in the correct areas.
Eating Area	*Welcome anybody to sit with me.	*Sit to eat. *Keep our eating area clean and tidy.	* Put rubbish in the bin. * Eat my own food. *Speak quietly to the people around me.	*Put my lunchbox in my bag and put my bag away. *Wait to be released by the teacher. *Speak up when something is not right.
Toilets	*Wait for your turn. *Be quiet in the toilets.	*Walk quickly and quietly to the toilets. *Wash your hands. * Only use what you need (toilet paper, soap, water).	*Remember personal space: keep your eyes to yourself. *Clean up after yourself and flush the toilet.	*Only go when you need to go to the toilet. *Report any problems / bad behaviour. *Do what you need and leave.
Before/ After School	*Help others who are in need or upset. *Greet and respond to others. *Encourage others to stay where you can see a teacher.	* Go straight home. *Pay attention	*Be safe in your actions toward yourself, others and the environment. *Take care of personal belongings.	*Stay sitting/standing quietly in the allocated area. *Walk (promptly), quietly and sensibly when leaving the area. *Stay within eyesight of parents/ caregivers.

Currambine Primary School
Teacher Induction Policy

Rationale

An effective induction program ensures new staff members gain an understanding of our School's ethos, goals, policies and procedures. The induction of new staff is essential to support the School's strategic direction, collaborative structure and pedagogical practices.

Policy

Currambine Primary School provides all newly appointed teachers with a formal induction that introduces them to the Education Department and School site.

Guidelines

- All staff will participate in an induction process with their team leader within the first three months of employment.

- Staff should be taken on a worksite orientation tour to:

    - Familiarise themselves with the grounds
    - Introduce themselves to work colleagues
    - Visit Library and resource store rooms
    - Familiarise themselves with teachers of specialist rooms/facilities

- A new staff member should be paired with a mentor colleague to support their transition into the school. The mentor will act as a supportive colleague and a 'go to' person for the new staff member.

- A meeting will be scheduled between the Associate Principal and the new staff member to discuss items listed on the Teacher Induction Checklist. Multiple meetings may be staggered over the term to address the items on the checklist. The new staff member and team leader should sign and date the document for storage on the inductee's personal file. All new staff will be provided with an Induction Booklet.

- New staff entering a new class should have pre-ordered stock and stationery available. This will be managed by the appropriate Associate Principal.

- It is recommended that all employees new to the Department of Education complete the following online training
    - Accountable and Ethical Decision Making
    - Child Protection and Abuse Prevention
    - Workforce Induction
    - Aboriginal Cultural Appreciation
    - Records Management

Currambine Primary School

Teacher Induction Checklist

Teacher: _____   **Date: _____**

Associate Principal **Name: _____**		**Mentor Teacher** **Name: _____**	
Week 1 – 2	**Tick**	**Week 1 – 2**	**Tick**

1.0 Appoint mentor teacher
2.0 Our Educator Values and Behavioural Norms
3.0 Communication
    3.1 Staff newsletter/Connect/email communication
    3.2 Nobody Told Me
    3.3 Term Planner
    3.4 Professional Learning Communities/ Staff Meetings/Committees
    3.5 PA Announcement Book
 4.0 Medication Policy
5.0 Sun Protection Policy
		1.0 School based policies practices
		    1.1 Photocopying
		    1.2 Teacher Relief / Schrole Cover
		    1.3 Student Attendance
		    1.4 Support Programs
		    1.5 Support Staff
		    1.6 DOTT
		    1.7 Diary
		    1.8 Social Issues
		2.0 School Tour	

Follow Up		Follow Up	

Associate Principal **Name: _____**		**Mentor Teacher** **Name: _____**	
Week 3 - 7	**Tick**	**Week 3 - 7**	**Tick**

3.0 School Based Curriculum & Pedagogies
    3.1 Business Plan
    3.2 Whole School Literacy Approach
    3.3 Whole School Numeracy Approach
    3.4 Planning Expectations/DWP
    3.5 Assessment Policy
    3.6 Reporting Policy
    3.7 Students at Educational Risk Policy
    3.8 Positive Behaviour Support
		3.0 School Based Curriculum & Pedagogies
		    3.1 Operational Plans
		    3.2 Literacy Resources - Intranet
		    3.3 Numeracy Resources - Intranet
		    3.4 Intranet - Resources
		    3.5 Assessment Tools – Intranet
		    3.6 SAER Processes – Intranet
		    3.7 Digital Learning
		    3.8 Positive Behaviour Support	

4.0   School Policy and Procedures
 	
    4.1 School Finance – Purchasing Requests
    4.2 Excursion Policy
    4.3 Crisis Management Policy
    4.4 Performance Management Policy
    4.5 Evacuation Policy
    4.6 Working Alone Policy
		4.0 School Policy and Procedures
		    4.1 Assemblies/Chronicle Articles
		    4.2 Class Notes
		    4.3 Excursion Policy
		    4.4 Reporting Policy	

Follow Up		Follow Up	

Associate Principal **Name: _____**		**Mentor Teacher** **Name: _____**	
Week 8 - 10	**Tick**	**Week 8 - 10**	**Tick**

5.0   Department Protocols
 	
    5.1 OSH Policy – note employee obligations in policy
    5.2 OSH Representative
    5.3 Staff Code of Conduct
    5.4 Employee Complaint Policy
    5.5 Grievance Procedure
    5.6 Graduate Allowances
		5.0 Provision of Ongoing Support as required	

Follow Up		Follow Up	

Associate Principal		**Mentor Teacher**	
Week Three Term Two		**Week Three Term Two**	
6.0 Final Check In		6.0 Final Check In	

Teacher: _____ Date: _____

Mentor Teacher: _____ Date: _____

Associate Principal: _____ Date: _____

THE FUNDAMENTALS OF COVER

Using Schrole Cover as a **Cover** (Relief) User.

The Basics

- How to accept a job
- Managing your profile
- How to upload documents
- Managing your availability
- Organisations

How to Accept a Job

- ♦ Tap or click the notification or e-mail link.
- ♦ Tap the Job Name to view the details.
- ♦ Tap the Accept button on the top right of the screen.
- ♦ You will receive an immediate successful message or if the job is already filled an unsuccessful message.
- ♦ To jobs that you've accepted, tap the Accepted tab in the lower navigation.
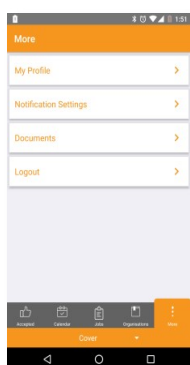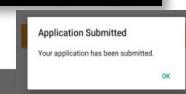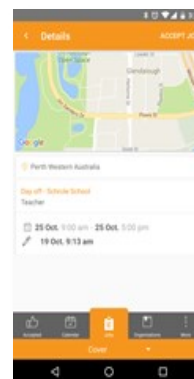
Managing your Profile

- ♦ To view your profile and other settings tap the More icon in the lower navigation.
- ♦ Tap any of the fields to update the details.
- ♦ If you wish to take a profile picture using your phone camera, tap your profile image.
- ♦ You can also change which notifications you wish to receive under Notification Settings
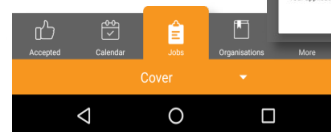
Uploading Documents

- ♦ From the More icon, tap on Documents
- ♦ Tap the Documents menu item
- ♦ To add a new document tap the icon in the top right
- ♦ Add the document details and tap to "Select Document."
- ♦ Tap "Submit" and the document will be saved.
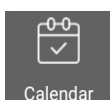
Managing Your Availability

- ♦ You can make yourself unavailable for work via the Calendar options.
- ♦ By default you are available, and if you accept a job in Schrole Cover you will be marked as unavailable for the duration of that job.

Viewing and Applying to Other Organisations'

- ♦ To apply to another organisation for Cover work, tap the Organisation tab in the navigation.
- ♦ To review an existing organisation tap its name.
- ♦ To search and add a new Organisation tap the + icon.
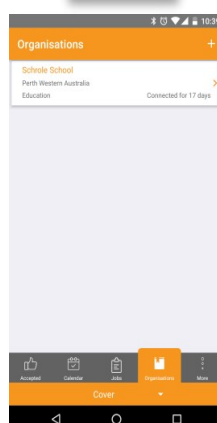
Quick FAQ

Q: I've got a notification for a job, but when I go to accept it the job is not there.

A: In this case another Cover user has already taken the job over 8 hours ago.

Q: How do I check I got a job?

A: You will receive a confirmation that you have accept a job within the App, you can also check the Accepted Jobs tab.

Q: I've accepted a job and am no longer available, how can I delete a job?

A: Cover users cannot delete jobs, you will need to contact the organization's staff coordinator.

Q: I'm not receiving any jobs for an organisation?

A: The prioritisation of Cover users and the job types that are setup are all configured by each organisation. Contact the organization's if you are not receiving any jobs.