SUBIACO PRIMARY SCHOOL

AN INDEPENDENT PUBLIC SCHOOL

Operational Plans
2016 - 2017

Giving it … Our Best   since 1897

At Subiaco Primary we strive for:

Educational Excellence: Teaching that is reflective, responsive and enables all students to reach their full potential.

Leadership: A culture of shared, affirmative school leadership that empowers others.

Collaboration: Collaboration that optimises harmonious, respectful relationships.

OUR BEST – A Vision Statement for Subiaco Primary School

A DYNAMIC LEARNING COMMUNITY

Subiaco Primary School is a dynamic learning community where members work collaboratively through our shared vision to assist children to realise their potential. Staff work together with parents and community towards attaining common goals for our students; developing responsible and resilient learners, promoting a culture that develops leadership across all levels of staff and students, implementing structures to support continuous improvement and celebrating our diversity.

A PROFESSIONAL AND POSITIVE ENVIRONMENT

Subiaco Primary School staff have developed a professional and positive environment in which the teaching and learning process can thrive. There is a real sense of optimism and well-being in our school community generated by a shared vision, guided by affirmative leadership. We aim to develop a harmonious, respectful, courteous and friendly relationship between staff, students and parents. Visitors recognise the positive relationships and a spirit of community.

A CENTRE OF EDUCATIONAL EXCELLENCE

To progress our school as a centre of educational excellence, staff demonstrate their professionalism by openly collaborating, sharing individual expertise and best practice initiatives. Original thinking is highly valued and encouraged while new and innovative ideas are sought through appropriate professional learning. Knowledge will be communicated openly as all stakeholders work towards a shared vision with a clear understanding of priorities and needs.

GOOD CITIZENS – STRONG VALUES

At Subiaco Primary School we aspire to develop qualities that contribute to the growth of resilient students, staff and caregivers, who are encouraged to actively demonstrate good citizenship and responsibility in their daily lives. Explicit teaching of values - including respect, assertiveness, positivity, kindness, empathy and fairness are inherent in all learning areas.

REGULAR FEEDBACK, REFLECTIVE IMPROVEMENT PLANNING

Commitment to ongoing growth is reflected in the manner in which timely, valid and empathetic feedback is given and received. This contributes to the overall wellbeing and progress of stakeholders. Policies and programs are regularly updated and prioritised to cater for individual and group support. Needs are identified through analysis of academic performance data from State and National assessments, detailed record keeping and professional judgements by teaching staff.

A COMMITMENT TO EVERY STUDENT

A cycle of whole school reflection and goal setting ensures teaching and learning programs reflect the current best practice aimed at raising the standards of achievement. Committed staff undertake to cater for talented and gifted students, students at educational risk and students with English as a Second Language. Where appropriate a range of programs including school based extension and support are offered. Assessment, data collection and teaching to the point of need allow students the best possible chance to demonstrate measurable improvement.
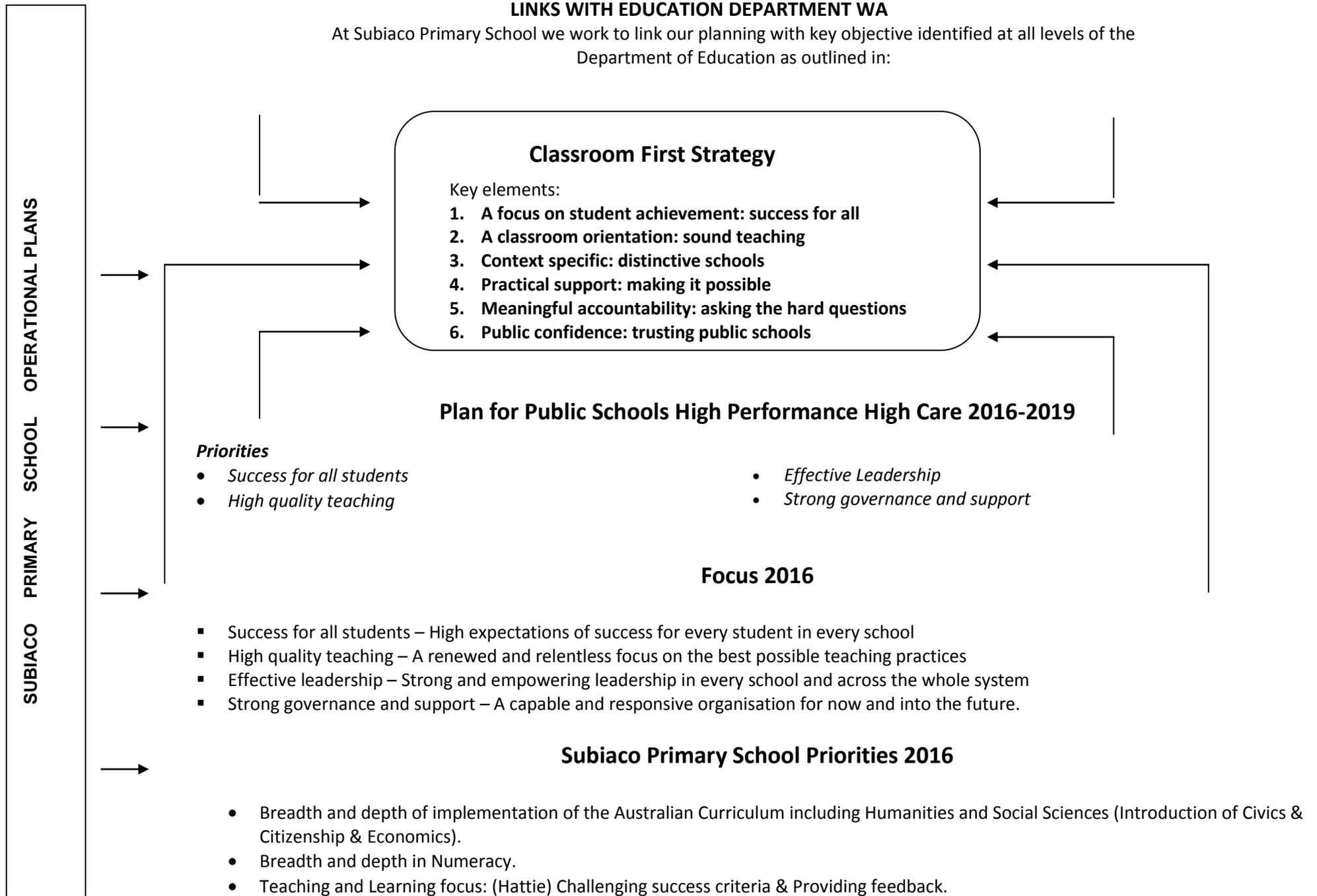
SHARED LEADERSHIP

Shared leadership is valued and implemented at all levels in our school with opportunities for staff and students to take on and share a variety of roles. Training and mentoring is implicit and student development is particularly nurtured and encouraged. The ethos of 'give it a go' is a community priority.

VALUING DIVERSITY

Our school values diversity and celebrates opportunities to acknowledge the differences of others. Programmed cultural activities promote the celebration of our Indigenous culture along with the rich culture of more recent Australians. Subiaco Primary School respects "it is okay to be different". Our inclusive environment encourages ongoing opportunity for us to be OUR BEST.

At Subiaco Primary School we work to link our planning with key objective identified at all levels of the Department of Education as outlined in:

SUBIACO PRIMARY SCHOOL OPERATIONAL PLANS

Classroom First Strategy

Key elements:
1. **A focus on student achievement: success for all**
2. **A classroom orientation: sound teaching**
3. **Context specific: distinctive schools**
4. **Practical support: making it possible**
5. **Meaningful accountability: asking the hard questions**
6. **Public confidence: trusting public schools**

Plan for Public Schools High Performance High Care 2016-2019

Priorities
- *Success for all students*
- *High quality teaching*

- *Effective Leadership*
- *Strong governance and support*

Focus 2016

- Success for all students – High expectations of success for every student in every school
- High quality teaching – A renewed and relentless focus on the best possible teaching practices
- Effective leadership – Strong and empowering leadership in every school and across the whole system
- Strong governance and support – A capable and responsive organisation for now and into the future.

Subiaco Primary School Priorities 2016

- Breadth and depth of implementation of the Australian Curriculum including Humanities and Social Sciences (Introduction of Civics & Citizenship & Economics).
- Breadth and depth in Numeracy.
- Teaching and Learning focus: (Hattie) Challenging success criteria & Providing feedback.

SCHOOL BOARD

PURPOSE

The Board is formed with the fundamental purpose of enabling parents and members of the community to engage in activities that are in the best interests of students and will enhance the education provided by the school.

FUNCTIONS OF THE BOARD

The Board has the powers and duties to make recommendations in the following:

- establishing and reviewing from time to time, the school's objectives, priorities and general policy directions;
- the planning of financial arrangements necessary to fund those objectives, priorities and directions;
- evaluating the school's performance in achieving them; and
- formulating codes of conduct for students at the school.
- charges and contributions for the provision of certain materials, services and facilities under section 99(4) of the School Education Act;
- any agreements or arrangements for advertising or sponsorship in relation to the school under section 216(5) of the School Education Act.

To provide advice to the principal of the school on:

- a general policy concerning the use in school activities of prayers, songs and material based on religious, spiritual or moral values being used in a school activity as part of religious education; and
- the implementation of special religious education under section 69(2) of the School Education Act.
- with the approval of the Minister or Director General, as the Minister's delegate, to take part in the selection of, but not the appointment of, the school principal or any other member of the teaching staff

School Improvement & Accountability

The Principal, in collaboration with school staff and School Board:

- Undertakes self assessment that results in judgements about the standard of student achievement and the effectiveness of school processes in maximising student achievement
- Undertakes school planning processes that include the development of a Business Plan, School Plan, operational planning and classroom planning.
- Publishes annually a School Report that describes the school's performance
- Participates in and actively respond to school review processes including IPS Review processes

School planning at Subiaco Primary School is an integral part of the improvement process involving four stages.
Gather and Analyse Data   **Plan for Improvement**   **Teaching and Learning**   **Assessment and Reporting**

1. **Gather and Analyse Data**: **Students' achievement and learning needs**

Needs are identified through the collection of student achievement information. Examination of student achievement information enables Subiaco Primary School staff to make judgements about whether our students are making sufficient progress with their learning in relation to relevant standards. Sources of information include:
- teachers' records of student assessment
- teacher moderation of student work
- system supported assessments eg. NAPLAN
- student/parent/teacher surveys

Administration, Executive and Learning Teams Leaders as appropriate analyse NAPLAN data using SAIS/First Cut, Schools Online, comparing with like schools over time, value adding by tracking matched cohorts and identifying target student groups.

Examination of academic and non-academic data at Subiaco Primary informs the selection of priority areas and operational plans within the *Business Plan,* and the *School Operational Plan.*

2. **Plan for Improvement**: **Breadth and balance in curriculum planning.**

When planning, Subiaco Primary School staff exercise professional judgements about the full range of learning, teaching and assessment programs that will meet the learning needs of our students. These judgements are made in the context of *our Operational Plans*, which takes into account DoE policy requirements and community expectations.

3. **Teaching and Learning**: **Learning outcomes and content.**

Every term, *Learning Team Plans* are written for priority areas. The plans include consideration of content descriptors within Australian Curriculum and the Achievement Standard, This enables staff to make informed decisions about the adequacy of current curriculum provision and whether modifications are required. It may result in curriculum modifications to ensure that students have adequate opportunities to make progress.

From NAPLAN analysis, a plan for improvement is developed and implemented for targeted students who achieve low value adding. Target setting assists teachers to develop and implement developmentally appropriate learning, teaching and assessment programs for students.

The focus of whole-school curriculum planning is the continued learning success of all students in the school. While the majority of students will continue to achieve within an expected range, some students will require learning and teaching adjustments to support their learning through Group and Individual Education Plans.

4. **Assessment and Reporting.**

Assessment is an integral part of learning and teaching and informs curriculum planning. Year level teachers collaboratively plan and moderate learning area assessment tasks in order to make consistent judgements.

MANAGING INFORMATION SYSTEM – DATA COLLECTION & ANALYSIS

Term 1

- School development day staff presentation on how data sets have informed school priorities. Inform staff how Business Plan and DoE priorities link to Operational Plans. Operational Plans are developed in Term 4 with input from key staff members. Key whole school targets are shared.
- Operational plans inform collaborative learning team plans and individual classroom planning.
- Year 3 & 5 students sit practice NAPLAN assessment. It is analysed and a semester teaching and learning program developed.
- Year 4 & 6 teachers are given NAPLAN data from previous year to inform planning.
- All teachers involved in collaborative planning. Year 3 & 5 teachers use NAPLAN planner and resources from the portal to inform their teaching and learning programs. Teachers refer to previous test items, analyse and teach to point of need.
- SAIS data Semester 2 previous year is analysed to compare teacher judgement with like schools.

Term 2

- Professional learning in priority areas, goal setting and planning form part of school development day
- Learning team plans and classroom plans align to priorities and targets. Teachers reflect on individual goals set in Term 1 and adjust in light of Term 2 expectations and professional learning.
- SAIS data from previous year is presented to staff to help inform moderation of grades for reporting.
- Students in Year 3 & 5 sit NAPLAN.

Term 3

- Professional learning in priority areas, goal setting and planning form part of school development day
- SAIS data Semester 1 is analysed to compare teacher judgement with like schools.
- Year 2 & 4 students sit practice NAPLAN assessment. It is analysed and a semester teaching and learning program developed.
- Receive NAPLAN results at end of Term 3 or beginning of Term 4. Once data is received, key staff analyse student distribution for NAPLAN and disaggregation of total cohort, female, male and LBOTE. Relative Assessment and Longitudinal Summaries are considered.
- First Cut data is analysed for value adding and comparing student achievement and progress in NAPLAN. Students deemed making limited progress are considered for IEP/GEP.
- All teachers complete surveys based on school priorities.

Term 4

- Data is analysed and presented to staff at school development day. Staff led through a process to inform priority selection for following year. Targets are set.
- Priority area committees are formed to develop operational plans for following year. Input considered from all stakeholders, research and DoE directions.
- NAPLAN results given to Year 3 & 5 teachers. Teachers analyse results.
- SAIS data from Semester 1 current year is presented to staff to help inform moderation of grades for reporting in Semester 2.

TEACHING AND LEARNING CYCLE

Gather Data

See MIS Schedule
- Teacher Judgements – Reports (SAIS) & Common Assessment Tasks
- NAPLAN
- SAER screening
- On entry assessment
- Attendance
- Student/Parent/Teacher Surveys
- Subiaco Primary Assessment K/PP document

Analyse Data

Review progress of:
- School priorities
- SAER
- ESL students
- Subgroups eg boys
- Special Needs students

Plan for Improvement
- School Plan – review organizational goals, determine priorities
- Target setting – academic & non academic
- Design operational plans
- Allocate resources

Analyse Data (Learning Teams)

Examine progress of:
- student groups
- individual students

Determine specific needs

Set targets

Teaching & Learning
- Teacher & Learning Team Planning
- Determine Strategies - embed cooperative learning, ICT, Values,
- Australian Curriculum
- Support for Collaborative Planning
- Align Professional Learning
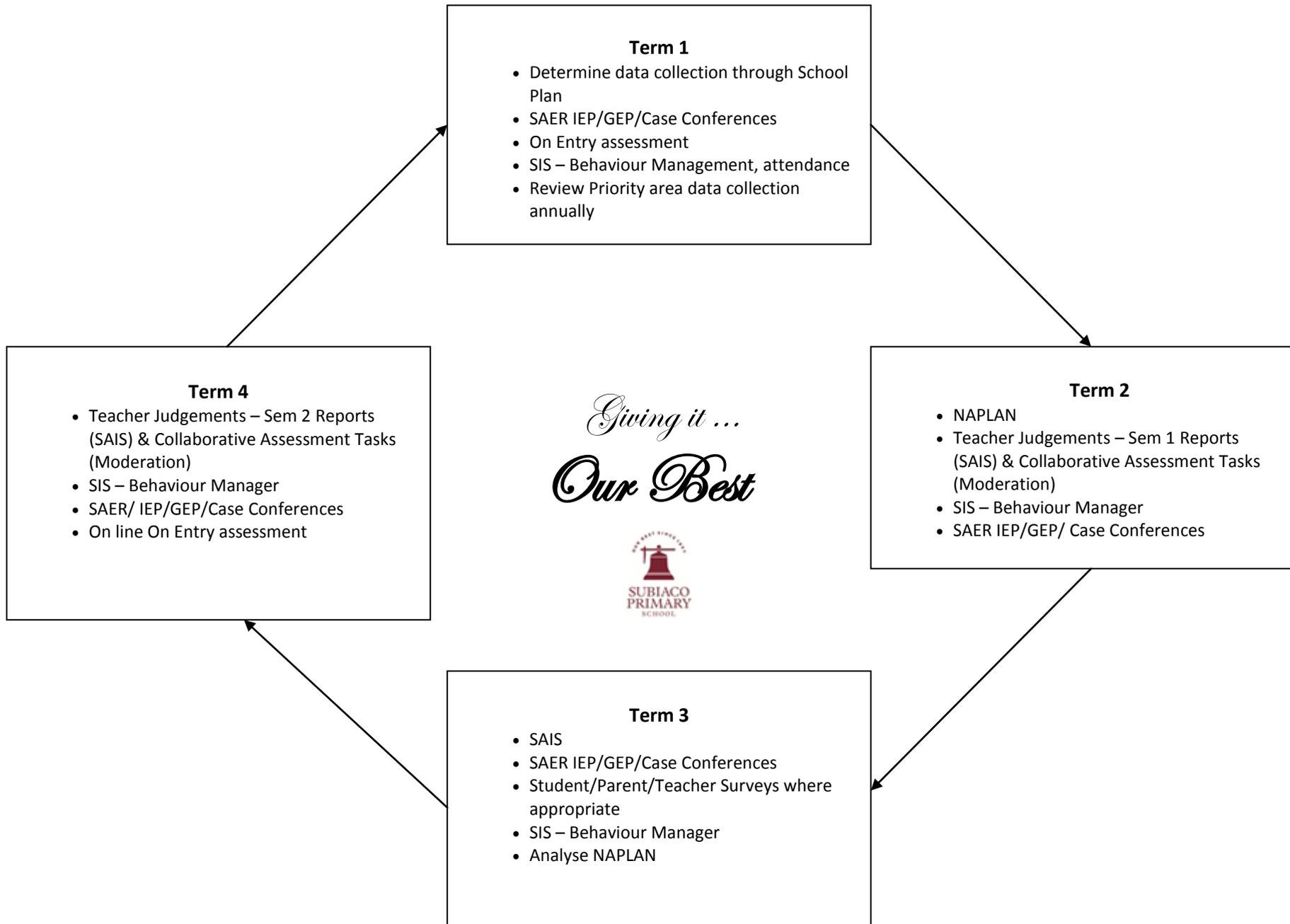- Align Performance and Development

Assessment & Reporting
- Teacher Judgements
- Collaborative Assessment Tasks
- SIS - Monitoring & Reporting, Behaviour Manager, SIS Activities
- C Grade descriptors
- Exemplars
- Achievement Standard Australian Curriculum
- Moderation

Giving it …

Our Best

SUBIACO PRIMARY SCHOOL

DATA COLLECTION & ANALYSIS

Term 1
- Determine data collection through School Plan
- SAER IEP/GEP/Case Conferences
- On Entry assessment
- SIS – Behaviour Management, attendance
- Review Priority area data collection annually

Term 2
- NAPLAN
- Teacher Judgements – Sem 1 Reports (SAIS) & Collaborative Assessment Tasks (Moderation)
- SIS – Behaviour Manager
- SAER IEP/GEP/ Case Conferences

Term 3
- SAIS
- SAER IEP/GEP/Case Conferences
- Student/Parent/Teacher Surveys where appropriate
- SIS – Behaviour Manager
- Analyse NAPLAN

Term 4
- Teacher Judgements – Sem 2 Reports (SAIS) & Collaborative Assessment Tasks (Moderation)
- SIS – Behaviour Manager
- SAER/ IEP/GEP/Case Conferences
- On line On Entry assessment

Giving it …

Our Best

SUBIACO PRIMARY SCHOOL

WHOLE SCHOOL TEACHING AND LEARNING PRINCIPLES AT SUBIACO PRIMARY

Teaching and Learning Principles at Subiaco Primary. To:
- Provide a happy, safe learning environment;
- Offer learning experiences that connect with and challenge existing skills and values;
- Encourage and support risk taking;
- Integrate critical and creative thinking in teaching and learning programs;
- Practice and model timely and constructive feedback;
- Respect and accommodate differences between learners;
- Participate in goal-setting and encourage action and reflection;
- Implement a balance of cooperative, group, partner and individual learning opportunities;
- Offer relevant learning experiences connecting to real life; and
- Promote self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

Values and Beliefs about Numeracy

"Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built." *ACARA 2011*

At Subiaco Primary School teachers:
- Enable students to develop increasingly sophisticated and refined mathematical **understanding, fluency, logical reasoning**, analytical thought and **problem-solving skills**;
- Provide opportunities for student to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently;
- Ensure all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently;
- Provide students with carefully paced, in-depth study of critical skills and concepts;
- Explicitly teach basic facts and mental combinations;
- Teach problem solving strategies and effective problem solving investigations; and
- Assist students to understand and applying mathematical language.

Values and Beliefs about Literacy

"The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them." *ACARA 2011*
Reference: 2011 ACARA 3.0 www.australiancurriculum.edu.au
At Subiaco Primary School teachers:
- Provide teaching and learning programs that balance and integrate the three strands **Language, Literature** and **Literacy;**
  - **Language:** knowing about the English language
  - **Literature:** understanding, appreciating, responding to, analysing and creating literature
  - **Literacy:**   expanding the repertoire of English usage
- Develop students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating;
- Help students to engage imaginatively and critically with literature;
- Create confident communicators, imaginative thinkers and informed citizens;
- Provide print rich environment including multimodal digital technologies;
- Source good models of literacy;
- Implement a Gradual Release of Responsibility model (modelling, sharing, practise, apply); & develop and practice opportunities for automaticity of print.

Who	What	When	Purpose
Years 3, 5	NAPLAN tests marked externally by EasyMark	T1, Week 3	Teachers analyse data to identify gaps and inform teaching. Inform planning for numeracy for the year. Summary of analysis to admin.
Years 3, 5	NAPLAN analysis	T3	Teachers analyse data to inform teaching & identify SAER & extension students and links with documented plans. SAIS grades/NAPLAN links Summary of analysis to admin.
Years 2, 4	NAPLAN tests marked externally by EasyMark	T3, Week 1	Teachers analyse data to identify gaps and inform teaching. Inform planning for numeracy for the year. Summary of analysis to admin.
Years K-6	Writing – Sample to be analysed K-2 Use Early Years Writing Rubric Semester 1 Year 1, 2, 4, & 6 Narrative, Year 3, 5 Persuasive Focus – Ideas, vocabulary, cohesion, spelling, punctuation and grammar.	T2 Week 5 T4 Week 3	Diagnostic purposes to target strengths and weaknesses within marking guide – Audience, Text Structure, Ideas, Persuasive Devices, Vocabulary, Cohesion, Paragraphing, Sentence structure, Punctuation and Spelling. Complete Pair Wise – consider 2 samples of work, place higher lower, continue process until all samples placed, diagnose characteristics and plan for improvement.
Years 3-6	*Words Their Way* for spelling	T1, Week 6 T4	Placement into spelling groups, diagnostic. Copy of results/analysis to admin. Term 4 Post test introduced 2016
K-2 Spell/Read	K-1 Letters and Sounds assessments, K/PP sight words (WAPPA or other), Year 1-3 Oxford words	ongoing	Diagnostic Analysis of data to identify gaps and inform teaching. Copy of results/analysis to admin.
K-6	Work samples demonstrating attainment of achievement standard. No pre-determined number, together they provide evidence of all aspects of the achievement standard. (ACARA Student Portfolio Summary) K/PP Assessment profiles	Semester 1 & 2	Summative Assessment. Evidence of student learning in relation to the Achievement Standard.
Year 2-6	Reading comprehension PATS testing	T1, Week 6 Term 4, Wk 2	Semester 1 – use as diagnostic to inform teaching Sem 2 Summative Assessment. Evidence of student learning in relation to the Achievement Standard. Diagnostic Analysis of data to identify gaps and inform teaching. Whole school reports to analyse year level and whole school trends over time.
Years 1 Year 2-6 Optional	Reading comprehension CARS	2 assessments per semester	Assessment of 12 comprehension strategies – diagnostic.
Year 1-3 SAER	Running records (comprehension, error count & self corrections) Yr 1/2 50% class, Year 3 SAER & Repeated Reading graphs (SAER)	first semester	Diagnostic Analysis of data to identify gaps and inform teaching. Year 1- Wings. Year 2 & Year 3 SAER Fountas & Pinnell Benchmark Assessment System.
Literacy & EAL/D Support	Work samples and teacher assessments demonstrating attainment of outcomes. Placement on EAL/D Progress Maps	Each semester	Diagnostic Analysis of data to identify gaps and inform teaching. Summative record of progress. Summary of analysis to admin with emphasis on value adding.

MATHEMATICS WHOLE SCHOOL FORMATIVE AND SUMMATIVE ASSESSMENT

Who	What	When	Purpose
Years 3, 5	NAPLAN tests marked externally by EasyMark	T1, Week 3	Teachers analyse data to identify gaps and inform teaching. Inform planning for numeracy for the year. Summary of analysis to admin.
Years 3, 5	NAPLAN analysis	T3	Teachers analyse data to inform teaching & identify SAER & extension students and links with documented plans. SAIS grades/NAPLAN links Summary of analysis to admin.
Years 2, 4	NAPLAN tests marked externally by EasyMark	T3, Week 1	Teachers analyse data to identify gaps and inform teaching. Inform planning for numeracy for the year. Summary of analysis to admin.
Years 1-6	Westwood One Minute Tests on number facts. To focus on Australian Curriculum Mathematics: Proficiency strand *Fluency*	T1, Week 5/6 T1, Week 2	Formative assessment to identify students critically low and also at high levels of fluency to inform teaching. Copy of results/analysis to admin. Term 4 Post test introduced 2016
Year 2-6	Numeracy/Maths PATS testing	T1, Week 6 Term 4, Wk 2	Semester 1 – use as diagnostic to inform teaching, whole class and year level trends Sem 2 Summative Assessment. Evidence of student learning in relation to the Achievement Standard. Diagnostic Analysis of data to identify gaps and inform teaching. Whole school reports to analyse year level and whole school trends over time.
Years 1-6	MTS online (Summative test from prior year level of current year – eg Year 4 2016 do the Year 3 summative test for 2016) Envision Maths – Concept Check in Envision pre and post assessments at teacher discretion	Ongoing	To identify students' individual strengths and weaknesses To inform teaching and learning program
K-6	Work samples demonstrating attainment of achievement standard. No pre-determined number, together they provide evidence of all aspects of the achievement standard. (ACARA Student Portfolios). K/PP Assessment profiles	Semester 1 & 2	Summative Assessment. Evidence of student learning in relation to the Achievement Standard.
Extension Maths students	Work samples and teacher assessments demonstrating attainment of outcomes.	Term 1 & Term 3	Formative assessment to establish baseline and inform teaching. Post test to determine achievement and progress. End of Term 3 results/analysis to admin with emphasis on value adding.

ICT WHOLE SCHOOL FORMATIVE AND SUMMATIVE ASSESSMENT

Who	What	When	Purpose
K-6	Evidence showing social & ethical protocols, investigating, Communicating, Creating and managing and operating aspects of ICT continua Teacher reflection against ICT continua	Ongoing	Evidence of student learning in the context of ICT General Capability. Identify individual and whole school focus.

CRITICAL AND CREATIVE THINKING WHOLE SCHOOL FORMATIVE AND SUMMATIVE ASSESSMENT

Who	What	When	Purpose
K-6 teachers	Habits of the Mind introduced in 2016. Integrated across learning areas as appropriate. Continua of teacher competence over time. Student reflection	Term 2 Term 4	Identify teacher competence, profession al learning requirements. To demonstrate impact of Habits of the mind on student learning
K-6	Evidence showing Inquiring, generating ideas, reflecting on thinking & Analysing, synthesising & evaluating aspects of Critical and Creative Learning Continua Teacher reflection against Critical & Creative continua	Ongoing	Evidence of student learning in the context of Critical and Creative thinking General Capability. Identify individual and whole school focus.

SCIENCE WHOLE SCHOOL FORMATIVE AND SUMMATIVE ASSESSMENT

Who	What	When	Purpose
PP-6	PAT (Progressive Achievement Tests)	March/Nov	Semester 1 – use as diagnostic to inform teaching Sem 2 Summative Assessment. Evidence of student learning in relation to the Achievement Standard.
PP-6	Work samples demonstrating attainment of achievement standard. No pre-determined number, together they provide evidence of all aspects of the achievement standard. (ACARA Student Portfolios)	Semester 1 & 2	Summative Assessment. Evidence of student learning in relation to the Achievement Standard.

HASS WHOLE SCHOOL FORMATIVE AND SUMMATIVE ASSESSMENT

Who	What	When	Purpose
PP-6	Work samples demonstrating attainment of achievement standard. No pre-determined number, together they provide evidence of all aspects of the achievement standard. Introduce Civics and Citizenship & Economics & Business in 2016. (ACARA Student Portfolios)	Semester 1 & 2	Summative Assessment. Evidence of student learning in relation to the Achievement Standard.

ART WHOLE SCHOOL FORMATIVE AND SUMMATIVE ASSESSMENT

Who	What	When	Purpose
Year 1 - 6	Examples of artwork demonstrating attainment of achievement standards appropriate to Visual Arts techniques and processes	ongoing	Evidence of student learning in relation to Achievement Standards.

FRENCH WHOLE SCHOOL FORMATIVE AND SUMMATIVE ASSESSMENT

Who	What	When	Purpose
Year 1 - 6	Range of assessment strategies to demonstrate attainment of achievement standards in listening, viewing and writing. Trialling SCASA language tasks.	ongoing	Summative assessment. Evidence of student learning in relation to Achievement Standards.

MUSIC WHOLE SCHOOL FORMATIVE AND SUMMATIVE ASSESSMENT

Who	What	When	Purpose
Year 1 - 6	Demonstrating attainment of achievement standards e.g. continuous assessment activities where developing performing, listening/appraising and composing skills are interconnected. A range of assessment strategies are used to ensure that information is being gathered regarding the knowledge and understanding that is being acquired (musical elements) and the musical skills that are being developed.	ongoing	Evidence of student learning in relation to Achievement Standards. Self-assessment/reflection to determine areas of improvement needed. Inform planning for future teaching.

PE WHOLE SCHOOL FORMATIVE AND SUMMATIVE ASSESSMENT

Who	What	When	Purpose
K	Uni Active Gross Motor Assessment	Term 1	Diagnostic Gross Motor analysis to inform teacher planning
Year 1-6	Students are assessed via an assortment of activities ranging from fitness, ball skills, gross motor through to participation and fair play. A variety of different assessment techniques are used on a regular basis including CATs for continuity across the year group levels	ongoing	Evidence of student learning in relation to Achievement Standards

MATHEMATICS

PROFICIENCY STRANDS	SUB STRAND	RESOURCES	MONITOR/EVALUATE
Understanding Students build a robust knowledge of mathematical concepts. They develop an understanding of the relationship between the 'why' and the 'how' of mathematics. **Big ideas/Trajectories** Counting Additive Thinking (+- linked), Multiplicative Thinking (x, div) Place value Maths literacy Fractions **Fluency** Students are fluent when they: • calculate answer efficiently • recognise robust ways of answering questions • choose appropriate methods and approximations • recall definitions and regularly use facts • manipulate expressions and equations to find solutions. **Problem Solving** Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. **Reasoning** Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising.	Children learn best in numeracy through: **F** fluency **R** reasoning and reflection **E** explicit teaching of mathematic concepts and skills **D** delivery of concrete to abstract, through games, investigations using digital technology. **Number and Algebra** Number and place value (F-Yr 8) Fractions and decimals (Yr 1-6) Money and financial mathematics (Yr 1-10) **Measurement and Geometry** Using units of measurement (F-Yr 10) Shape (F-Yr 7) Geometric reasoning (Yr 3-10) Location and transformation (F-Yr 7) **Statistics and Probability** Chance (Yr 1-10) Data representation and interpretation (F-Yr 10)	Australian Curriculum, ACARA including work sample packages Fluency and Problem Solving Paul Swan 's trajectories – Place Value, Multiplication http://drpaulswan.com.au/resources/freebies/ Glossary of Maths terms. Maths terms and tables, maths vocab book EnvisionMATHS (including digital platform in selected classes) Use of games/manipulatives, cards, dominoes, 100s chart First Steps Maths books (appendix 4) Subi Sums competition Collaborative planning time Digital Resources: Mathletics (Year 1-6), envisionMATHS digital, Maths Mentality, DoE portal (CONNECT resources), Nrich, iPad apps, RIC (fluency). Interactive whiteboards NAPLAN data. NAPLAN resources.	MTS Online Summative Assessment envisionMATHS concept check-in CATS (Common Assessment Tasks): Variety of assessment forms; interviews, open tasks, observations, problem solving, journals, checklists, work samples, tests Select assessments from Teacher Judgement against Achievement Standards SCASA A-E levels (student exemplars) SAIS data Reporting schedule NAPLAN data Westwood One Minute Maths Tests (fluency) PAT (Progress Achievement Test) Year 2-6 ***AT TEACHER DISCRETION:** envisionMATHS pre/post assessments MTS Online/Formative Assessments

STRATEGIES

1. Review NAPLAN data to inform planning

2. Teach **content descriptors** Australian Curriculum.

3. **'Topic' based planning** and organised within a Numeracy Block structure using the iStar Gradual Release model (WAPPA) and accompanying 'student speak' model (Eileen Burns 2014)

Numeracy Block teaching includes:
- Making connections to daily life, practical and relevant learning experiences
- Utilising a wide range of resources to support learning
- ELPS - Experience, Language, Pictures, Symbols (This may occur throughout one lesson or over an extended time period eg a week.)
- Authentic integration of ICT
- Explicit introduction to new topics and concepts
- Daily focus/ practise of explicit *mental maths* strategies (MathSmash)
- Key or focus concepts (topic teaching and learning)
- Guided maths teaching (iStar) that includes *open ended* questioning
- Students being provided with the opportunity to develop deep understanding of concepts through a range of experiences and approaches ie - **cooperative**, **group**, **partner** and **individual**
- Opportunities to develop a repertoire of Problem Solving Skills (Guess and Check, Make A Table, Draw A Diagram, Act Out, Find A Pattern, Find Smaller Parts of a Larger Problem, Make a List, Work Backwards).
- Student reflections/ reviews – Responding to questions to explore and illustrate learning, both oral and written such as in student learning journals

4. **Mental Maths(MathSmash) -** strategies and topic knowledge explicitly linked to the envisionMATHS program

5. **Questioning**

Open & Closed Questioning -
Teachers to regularly include a range of open-ended questioning across all topics. Changing a 'closed' or narrow question into an 'open' question *(eg. Are right angles important and why? What can you tell me about 12? How many different ways can you show 15?).*

6. **ICT -** *Using technology to provide opportunities for a shift of focus from the mechanics of action to a more problem solving approach (Resnick, 2006)*

- Teachers to consider the SAMAR model (Puentedura 2006) and whenever possible, aim to integrate technology at the Transformation/ Redefinition level:

Substitution *is when the use technology is used as a direct substitute for existing classroom practices. It is doing the same task with the introduction of technology but without any modification of the task.* ***Augmentation*** *involves some functional improvement but is still a direct tool substitute. The task has not changed but been enhanced slightly. If technology integration remains in the substitution and/or augmentation level, classroom workflows will only be slightly enhanced. Students may be engaged whilst using technology in the classroom but the use of the device remains defined and limited.* ***Modification*** *involves giving students a different kind of task. For example, using multimedia and adding sound and video.* ***Redefinition*** *is doing something that was inconceivable without technology and gives students a stage/ opportunity to problem solve and share.*

- Teachers to foster student awareness of the explicit purpose of an application they have been instructed or have selected to use.

- Information based
- Problem Solving
- Interactive
- Collaborative
- Drill and Practice
- Creating/producing

7. **Maths Extension –** Talented students identified for two x 40 minutes extension lessons per week with specialist teacher (Yrs 2-6). Problem solving aspects of current class topics form the basis of these lessons.

TEACHERS – REFLECTIVE PRACTICE

Teachers to use *Australian Professional Standards* as reflection tools for Performance and Development. Ongoing opportunities for conversations/ sharing/ planning with year level colleagues each semester.

ENGLISH

Reading and Viewing Outcomes	Links to:	Writing and Creating Outcomes	Links to
Students read a wide range of text with purpose, understanding and critical awareness. **Language: The Toolbox of English** Knowing about English **Literature: The Art of English** Understanding, appreciating, responding to, analysing and creating literature **Literacy: The Craft of English** Expanding the repertoire of the processes and strategies students employ in English. **Staff to continue to use and build upon 4 key strategies to raise the rigor of teaching reading:** 1. Use a range of different classroom procedures to allow for **differentiation** of practice **Reading to students, Modelled, Shared, Guided and Independent learning** opportunities in reading, the use of ICT. 2. Raise the cognitive challenge in reading by providing multiple opportunities for students to engage with high quality literature. Examine the text structure, language features of texts. Analyse and evaluate differences between texts and reflect and respond to texts. Facilitate discussion and talk around literature by employing book discussion/literature circles. Examine language features, literary devices and teach specific vocabulary using the three tiered approach. Encourage the understanding of intertextuality through the comparison of visual and written texts. 3. **Metacognition**- links to critical and creative thinking – students reflect on, represent & report their learning- set goals-use graphic organisers 4. **Comprehension** strategies: teach a metacognitive approach to comprehension strategies.	Whole School Literacy Planning Home Reading Policy Integrated use of ICT Use of CARS First Steps Reading Resource for text structure, vocabulary and comprehension strategies Blooms – questioning of texts to demonstrate comprehension. Anchor charts to reference learning Making Connections Bugclub/Pearson English Literature Circles/Book Discussion Classroom Management Procedures Range of high quality literature Graphic Organisers that support evaluation, comparison and analysis of text types.	Students write a wide range of text with purpose, understanding and critical awareness. **Language: The Toolbox of English** Knowing about English **Literature The Art of English** Understanding, appreciating, responding to, analysing and creating literature **Literacy: The Craft of English** Expanding the repertoire of the processes and strategies students employ in English. A successful writing program requires a daily block of time with time allocated for explicit instruction on selected aspects of writing (links to grammar), time to write independently and opportunities for students to receive and provide feedback. 1. **Key Classroom Procedures:** **Modelled writing** (teacher models a particular aspect of the text or uses a mentor text to teach particular aspects). Think whole-part-whole as a means of instruction . 2. **Guided** (small group focus) and **independent** practice 3**. Author's chair**- students' share and receive feedback from peers/teacher. 4. **Authentic writing** – search for issues that are pertinent to local environment/students' interest –opportunity for different audience – engage with the reader – key aspect of persuasive text. 5. Raising the rigor of teaching writing to make an impact on improving student progress and achievement in writing. **Focus on developing four key aspects of written text: Vocabulary; Connectives; Openers; Punctuation.** **Development of these key aspects enables students to reflect, evaluate and craft their written texts.**	Whole School Literacy Planning Integrated use of ICT Critical & Creative Thinking First Steps Writing Resource Anchor charts to reference learning

The following components described as the 'Big Six' are an essential part of reading programs at Subiaco Primary School.

- **Oral Language**

Teaching oral comprehension precedes reading comprehension and is developed from the early years. Barrier games, listening for specific information and developing active listening skills all support language development and reading comprehension.

- **Phonological awareness**

Phonological awareness is the ability to focus on the sounds of speech rather than the meaning. It has a number of different levels. The most crucial phonemic skills for reading and spelling is being able to blend and segment phonemes.

- **Phonics – see attached Letters & Sounds Scope and Sequence**

At Subiaco we focus on the explicit and systematic teaching of phonics through the Letters and Sounds program. It is understood that phonics instruction is not an entire reading program for young children. Listening to stories and information texts read aloud, reading texts aloud and writing letters, words and messages and stories through modelled, shared and guided instruction combine together to form a balanced reading program.

- **Vocabulary**

Vocabulary is the key component for reading for meaning as word knowledge contributes in a major way to reading comprehension. Introducing vocabulary prior to reading text is a supportive of all readers as they are able to make predictions and connections prior to reading the text.

- **Fluency**

Fluency is the ability to read connected text rapidly, smoothly, effortlessly and automatically. Fluency also includes appropriate phrasing and intonation, which reflect comprehension of the material being read. One way to improve fluency is to recognise more words by sight. A repeated reading program is conducted daily to build accuracy, speed and confidence in reading for SAER students.

- **Comprehension**

Teaching comprehension is really teaching thinking. We believe that comprehension is not just finding answers in a piece of text. It is an active process as the reader masters both 'learning to read' and 'reading to learn'. Teachers maximise comprehension of narrative or content material through activities undertaken before reading, during reading or after reading. Specific reading strategies are taught and consolidated at whole class, small group and individual level. Blooms Taxonomy provides very useful resources for differentiating the curriculum and providing multi-level questioning to develop literal and inferential understandings.

Literacy Blocks 100-120 minutes
Literacy Blocks give teachers scope to use ongoing assessment, targeted and differentiated instruction and student-based, open-ended activities that encourage higher order thinking.   At Subiaco Primary School, teachers use a balance of modelled, guided and independent reading as part of the instructional practice during the literacy block to support and extend student learning.

Modelled Reading – I do, you watch Teachers: read to show, demonstrate, explain, instruct, interpret student responses	**Students:** watch, engage, listen, follow, share, question, and participate.
Guided Reading – you do, I help Teachers: support, prompt, guide, question, instruct, assess and record	**Students:** try, explore, problem solve, take risks, predict, self correct, practise.
Independent Reading – you do, I watch Teachers: encourage, respond, question, observe, record	**Students:** select, use, practise, discuss, evaluate, justify, and record.

The ultimate aim of reading is to produce confident, competent and independent readers.

PP-Year 3
Early childhood classrooms are rich with instructional possibilities that can promote a love of reading. Effective reading instruction in Years 1–3 balances and blends the teaching of strategies, interactions around literary and non-literary texts, and writing. From the earliest stages, the teaching of reading focuses on skilled reading — a combination of higher-order process(comprehension) and lower-order process (decoding).

Teaching Focus
Effective reading instruction in Years 1-3 should balance and blend the teaching of strategies, discussions around literary and non-literary texts and writing.
A balanced program should include:
- Explicit teaching about decoding and comprehension
- Guided practice
- Independent exploration and practice of what has been taught
- Talking about texts.

Teaching reading involves developing students'
- Phonemic awareness
- Print awareness
- Phonic knowledge
- Fluency in decoding – accurate and automatic decoding
- Vocabulary
- Grammatical knowledge at word, sentence and text levels
- Reading comprehension strategies
- Textual knowledge: print, visual, multimodal, electronic

Planning reading lessons:

Teachers plan a range of activities across the curriculum to:

Build prerequisite prior knowledge

Introduce unfamiliar vocabulary before introducing a new text

Explicitly teach decoding and comprehension strategies at all stages of the reading lesson

Model thinking processes including

- predicting upcoming text content
- seeking clarification when meaning is not clear
- self correcting
- constructing mental images
- inferring
- summarising ensure that students operate in the four roles of the reader: code-breaker, meaning maker, text user and text analyst

In Year 4-6

In **Years 4–6**, teachers continue to structure learning experiences so that students acquire or refine prerequisite knowledge about purpose, text, audience and language before reading a new text. Prior knowledge of the topic and fluency in decoding frees working memory to connect new and known information, make inferences, and engage with texts at a deeper level. Teachers design learning experiences that include authentic purposes for reading. Students are taught to be strategic readers who operate in the four roles of the reader — code breaker, meaning maker, text user and text analyst — as they successfully read and view for learning and pleasure.

Four roles of a reader

To develop as effective readers, students learn to take on a set of roles for integrating with the text. Teachers integrate a reading journal as part of their book discussion group to enable students to goal set and keep a record of their responses to the range of text read and discussed.

Codebreaker	**Reader focus:**
How do I crack this code?	sounds, words, sentences, paragraphs, punctuation, grammatical information, word meaning.
Text-participant	**Reader focus:**
What is this text trying to say?	Understanding the meaning of the text – literal and figurative meanings of words & expressions
Text-user role	**Reader focus:**
What do I do with this text	Purpose of the text
	Where the text would be found
Text-analyst role	**Reader focus:**
What is this text trying to do to me?	Points of view, bias, opinion

Explicit reading instruction in the middle years aims to develop and consolidate a repertoire of strategies that lead to fluency in comprehension of increasingly complex narrative, informational and persuasive texts. These include a focus on:

- **Purpose, text and audience**
- **Language knowledge**
- Text structures
- Literary devices
- Literary language: sentences, words, grammar, punctuation
- Topic vocabulary
- Textual features of images and print
- Relationships among ideas
- **Metacognition**
- Active comprehension strategies synthesising information from written and visual modes

Texts & Resources:
Picture Books, Novel Study
Pearson English Digital Platforms - Years PP-2 Bug Club, Pearson English Years 3-6
Read Around, Write About
Letters & Sounds Program

COLLECTING EVIDENCE ASSESSMENT

Running Records
The information gained from Running Records can assist with planning for explicit, systematic teaching, based on the student needs. Teachers use running records to assess reading performance and group students for guided reading sessions. Running records are used more frequently to track the performance of SAER students. Teacher assistants support the teacher in gathering data from running records for both above and at class level students. The class teacher however is responsible for collecting data on reading performance for those students deemed below level (SAER students).

Other strategies
- Observing reading behaviours
- Using oral and written retells of text read
- Keeping records from guided reading
- Using comprehension responses during and after reading
- Analysing test results
- Using CARS: Comprehensive Assessment of Reading Strategies
- Examining responses in Read Around, Write About

ISTAR is whole school approach used at Subiaco Primary School to ensure consistency and coherence is achieved in teaching and learning practices.

PHONICS

Phonics is the study of the relationship between letters (graphemes) and sounds (phonemes). The acquisition of phonic knowledge is a **crucial first step** in learning to read and spell. Consistent, systematic and explicit high quality phonics instruction is ensured across all early childhood classes (K-2) at Subiaco Primary School through the Letters and Sounds Program. This program was devised under the Primary National Strategy in the United Kingdom in 2007 and comes highly recommended by experts in the field.

Letters and Sounds Scope and Sequence K-2

Following the sequence of phonic content consistently across the school is important. This guideline gives teachers an idea of the timing of the phases. However, students should not be held back, nor pressured to move on before they are ready to do so. It may be necessary to employ **differentiated practice** to cater for groups of students working in different phases.

Kindergarten

Phase 1: Regular, planned opportunities to listen carefully and talk extensively.

The development of children's speaking and listening skills paves the way for future success in phonics and ultimately literacy. This phase is fundamental and should not be rushed. The activities are intended to be embedded in a language rich environment. They are designed to help children listen attentively and speak confidently, as well as expand their vocabulary. The children discriminate between different phonemes and reproduce, in order, the phonemes they hear in spoken words. Finally, children are encouraged to use sound talk to segment spoken words into phonemes.

Phase 1 is divided into seven aspects. Each aspect covers
   1) Auditory discrimination – tuning into sounds
   2) Auditory memory and sequencing – listening and remembering sounds
   3) Vocabulary and language comprehension – talking about sounds

TERM 1
Aspect 1: General sound discrimination: environmental sounds
Aspect 2: General sound discrimination: instrumental sounds
Aspect 3: General sound discrimination: body sounds

TERM 2
Aspect 4: Rhythm and rhyme
Aspect 5: Alliteration

TERM 3
Aspect 6: Voice sounds
Aspect 7: Oral blending and segmenting

TERM 4
Continue Phase 1 and Expose to Phase 2: Some Kindergarten students will be ready to begin Phase 2, other students will benefit from further activities from Phase 1. Teachers employ differentiated teaching to cater for students working in different phases.

Orally blend and segment CVC (consonant, vowel, consonant) words.

Expose to:
s – snake
a – apple
t– torch
p – pig
i – igloo
n – nose

Give the sound when shown the grapheme.
Find the grapheme when given the sound.
Form these letters correctly in the air, in sand or using a paint brush.

Expose to blending for reading VC (vowel, consonant)and CVC words containing *s, a, t, p, i, n.*
Expose to segmenting for spelling VC and CVC words containing *s, a, t, p, i, n* (magnetic letters or writing if ready).

Expose to alphabet letter names.

NOTE: A large part of Kindergarten is devoted to developing phonological awareness and Phase 1 activities can continue in conjunction with other phases. There are, however, other areas of phonological awareness that **need to be addressed** that are not covered in Letters and Sounds, including word awareness and manipulating phonemes in spoken words:

	Word and Sentence Concepts	**Deletion Tasks**
Kindergarten	Long and short words Segmentation of words in a phrase or simple sentence with mostly single syllable words.	Deletion of part of a compound word e.g. rainbow – rain=bow
Pre-primary	Segmentation of words in a phrase or simple sentence that includes multisyllabic words.	Deletion of a syllable from a 2 syllable word e.g. seven-se=ven Deletion of onset from rime e.g. c-at=at
Year 1		Deletion of a syllable from a multisyllabic word e.g. cucumber-cu=cumber Deletion of a final sound Deletion of one sound from a blend e.g. spit-sit

Pre primary

Common Terminology Phoneme – smallest unit of sound in a word (spoken). Grapheme –a letter or group of letters representing a phoneme (written), may consist of 1, 2, 3 or 4 letters. Digraph – 2 letter grapheme e.g. *ee* Trigraph – 3 letter grapheme e.g. *igh* High Frequency words – words that occur often in early text, automatic recall is valuable. Tricky Words – high frequency words that cannot easily be decoded eg *the, was, said, you, some.* Sounding Out – saying the phonemes in a word one by one.	**Decodable texts** contain a high number of words that use the grapheme-phoneme correspondences that students have been taught, as well as a limited number of high frequency words. They allow students to practise sequential decoding and develop fluency and automaticity. **Phase 2 and 3 Graphemes** are introduced using mnemonic pictures to assist students to recall graphemes. This memory technique assists weaker students. Teachers use the same pictures to ensure continuity in practice.

	Phase 2 Graphemes	Phase 3 Graphemes
Phase 2: This is the beginning of systematic phonics instruction and is best taught in short daily sessions with ample opportunity for students to apply their phonic knowledge and skills across the curriculum throughout the day. Orally blend and segment CVC words. Blending (for reading) and segmenting (for spelling) using Phase 2 graphemes: Give the sound when shown any Phase 2 grapheme. Find any Phase 2 grapheme from a display, when given the sound. Read VC and CVC words containing Phase 2 graphemes (blending). Spell VC and CVC words containing Phase 2 graphemes (segmenting). Tricky Words: Read *the, to, I , no, go, into* *Phase 3: Completes the teaching of phonemes represented by single alphabet letters. Introduces phonemes represented by more than one letter.* Recognise alphabet letter names; upper and lower case. Expose to correct formation of alphabet letters. Print some lower case and upper case letters with correct formation. Print each letter correctly when shown a model. Blending (for reading) and segmenting (for spelling) using Phase 2 and 3 graphemes. Tricky Words: Read *he, she, we, me, be, was, my, you, her, they, all, are* Spell *the, to, I, no, go* Read and spell High Frequency two syllable words.	s – snake a – apple t– torch p – pig i – igloo n – nose m – moon d – dinosaur g – goat o – orange c– cat k – key ck – duck e – egg u – umbrella r – robot h- hand b – bird f – foot ff – puff l – leaf ll – bell ss – grass	j – jelly v – volcano w – window x – fox y– yo-yo z - zebra qu – queen ch – chicken sh – shoe th – thumb ng – ring ai – rain ee – tree igh – night oa – boat oo – hook oo – boot ar – car or – fork ur – turtle oi – coin ear – ear air – chair ure – treasure er – fern ow – cow

Year 1

	Common Terminology
Short daily sessions with ample opportunity for students to apply their phonic knowledge and skills across the curriculum throughout the day. **Review Phase 2** **Consolidate Phase 3, teach if necessary**	**Common Terminology** Four Letter grapheme -e.g. eigh eight Split digraph – has a letter that splits (comes between) the 2 letters in the digraph e.g. a-e as in m<u>ake.</u>

	Phase 5 New Graphemes for Reading	**Phase 5 Alt Spellings for Phonemes**
Print lower and upper case letters with correct formation and automaticity so that encoding can be the main focus in a spelling task.	ay-day	/c/ - k, ck, qu, x, ch
	oy-boy	/ch/ – tch
	wh-when	/f /– ph
Phase 4: Introduces the reading and spelling of words that contain adjacent consonants. No new phoneme / grapheme correspondences are taught in this phase. Skills taught in previous phases are practised so that they become automatic.	ou-out	/j/ – g, dge
	ir-girl	/m/ – mb
	ph-photo	/n/ – kn, gn
	ie-tie	/ng/ – n(k)
Consolidate knowledge of grapheme, phoneme correspondences.	ue-blue	/ r/ – wr
Blend and read, segment and spell words containing adjacent consonants (eg. te<u>nt</u>, <u>bl</u>ack, <u>spr</u>ing)	ew-new	/s/ – c
Read Tricky Words: *some, one, said, come, do, so, were, when, have, there, out, like, little, what*	ea-eat	/sh/ – ch, t(ion), ss(ion, ure),
Spell Tricky Words: *he, she, me, we, be, was, my, you, her, they, all, are*	aw-saw	s(ion, ure), c(ion, ious, ial)
	oe-toe	/v/ – ve
Commence Phase 5 (a, b) if ready: Most phonemes can be represented in more than one way and most graphemes can represent more than one phoneme. Alternative pronunciations and graphemes are introduced.	au-paul	/w/ – wh
	e-e these	/e /– ea
	a-e make	/i /– y, ey
	i-e like	/o/ – (w)a
Introduce further graphemes for reading and alternative pronunciations for reading.	o-e home	/u/ (south) - o
As well as alternative spellings for phonemes	u-e rule	/ai/ – ay, a-e, eigh, ey, ei
	Phase 5 Alternative Pronunciations for Reading:	/ee/ – ea, e-e, ie, y, ey, eo
For any given phoneme, write the common grapheme.	i - fin, find	/igh /– y, ie, i-e
Give the phoneme when shown any grapheme that has been taught	o - hot, cold	/oa /– ow, oe, o-e, o
	c - cat, cent	/oo/ – ew, ue, ui, ou
Develop automaticity when reading and spelling phonically decodable two-syllable and three syllable words.	g - got giant	/oo/ – u, oul, o (north)
	u - but put	/ar/ – a (south)
	ow - cow blow	/or/– aw, au, al, our
Read automatically all the words in the list of 100 High Frequency Words.	ie - tie, field	/ur/ – ir, er, ear,
Spell most words in the list of 100 High Frequency Words.	ea - eat, bread	/ow/ – ou
	er - farmer, her	/oi/ – oy
	a - hat, what	/ear/ – ere, eer
	y - yes, by, very	/air/– are, ear
	ch - chin, school, chef	/ure/ – our
	ou - out, shoulder, could, you	/er/ – our, e, u New phoneme – **/zh/** - vision

Year 2 (Year 3)

Short daily sessions with ample opportunity for students to apply their phonic knowledge and skills across the curriculum throughout the day.

Review printing lower and upper case letters with correct formation and automaticity so that encoding can be the main focus in a spelling task.

Review Phase 3 and 4 if necessary.
Teach, complete or review Phase 5:
Phase 6: Reading should become automatic. Word specific spellings and broad guidelines for making choices between spelling alternatives are explored.

Concentrate on increasing reading fluency and spelling accuracy.

Introduce the concept of past tense e.g. *I looked*
Spell simple past tense words.

Add suffixes to base words:
-s, -es, -ing, -ed, -er, est, -y, -en, -ful, -ly, -ment, -ness

Spell long words with prefixes and suffixes.

Word specific spelling
e.g sea/see
goal/pole/bowl/soul
zoo/clue/flew/you

Strategies for memorising high-frequency or topic words:
  Syllables
  Base word e.g. Smiling – smile +ing
  Analogy e.g. could, would, should
  Mnemonics
Spelling Guidelines /Rules

Shared writing: teacher demonstrates how to apply spelling strategies while writing.

Phase 6 Useful Spelling Guidelines (pp187-188)

1) The position of a phoneme in a word may rule out certain graphemes for that phoneme (e.g. **ai** and **oi** do not occur at the end of words)
2) When an /**o**/ sound follows a /**w**/ sound, it is frequently spelt with the letter **a** (e.g. was, wallet, swan)
3) When an /**ur**/ sound follows the letter w (but not qu) it is usually spelt **or** (e.g. word, worm, work) The important exception is were.
4) An / **or**/ sound before an /**l**/ sound is frequently spelled with the letter /**a**/ (e.g. all, ball, call, always)
5) English words do not end in the letter **v** unless they are abbreviations (e.g. rev) If a word ends in a /**v**/ sound, **e** must be added after the **v**. (e.g. give, have, live, love, above)
6) An apostrophe marks the place where letters are omitted. (e.g. I'm, let's, can't)
7) **There** is related in meaning and spelling to **here** and **where**.
   Their is related in meaning (plural person) and spelling to **they** and **them**.
   They, them , their share the same first three letters.
8) Giving vowel graphemes their full value in reading can help with the spelling of the schwa sound. For example, if children at first sound out the word **important** in their reading with a clear /**a**/ sound in the last syllable, this will help them to remember to spell the **schwa** sound in the syllable with the letter **a** rather than with any other vowel letter.
9) In deciding whether to use **ant** or **ent, ance** or **ence** at the end of a word, it is often helpful to consider whether there is a related word where the vowel sound is more clearly pronounced. When deciding, for example, between **occupant** or **occupent** the related word **occupation** shows that the vowel letter must be **a**.

Phase 6 Common Suffixes Added to Words (p189)
-**s** and –**es**: added to nouns and verbs, as in **cats, runs, bushes, catches**
-**ed** and –**ing**: added to verbs as in **hopped, hopping, hoped, hoping**
-**ful** added to nouns, as in **careful, painful, playful, restful, mouthful**
-**er**: added to verbs to denote the person doing the action and to adjectives to give the comparative form, as in **runner, reader, writer, bigger, slower**
-**est**: added to adjectives, as in **biggest, slowest, happiest, latest**
-**ly**: added to adjectives to form adverbs, as in **sadly, happily, brightly, lately**
-**ment**: added to verbs to form nouns, as in **payment, advertisement, development**
-**ness**: added to adjectives to form nouns, as in **darkness, happiness, sadness**
-**y**: added to nouns to form adjectives, as in **funny, smoky, sandy**

Adding –**s** and –**es** to nouns and verbs:
The suffix –**es** is used after words ending in **s(s), ch, sh** and **z(z),** and when **y** is replaced by **i**. e.g. **buses,**

Proof reading skills.
 	
Guided and independent writing: children apply what they have been taught and think about the whole writing process ie composition as well as spelling, handwriting and punctuation.
	passes, benches, catches, rushes, buzzes, babies. Words such as **knife, leaf** and **loaf** become **knives, leaves** and **loaves.**
	
	Phase 6 Adding Other Suffixes (p190)
	Adding a suffix may sometimes mean that the last letter of a base word needs to be dropped, changed or doubled. Only three kinds of base words need their last letters to be changed – those ending in:
	an –**e** that is part of a split digraph (e.g. **hope, safe, use**)
	a –**y** preceded by a consonant (e.g. **happy, baby, carry**)
	a single consonant letter preceded by a vowel letter (e.g. **hop, red, run**)
	
	Phase 6 General Guidelines for Adding other Suffixes (p190)
	  1) If a base word ends in **e** which is part of a split digraph, drop the e if the suffix begins with a vowel (e.g. **hope – hoping; like – liked**). Keep the **e** if the suffix begins with a consonant (e.g. **hope – hopeful**)
	  2) If a base word ends in **y** preceded by a consonant, change the **y** to **i** before all suffixes except those beginning with **i** (e.g. **happy – happiness, happier; baby – babyish; carry – carrying**) , **ii** is not permissible in English except in **taxiing** and **skiing**.
	  3) If a base word ends in a single consonant letter preceded by a single vowel letter and the suffix begins with a vowel, double the consonant letter (e.g. **hop- hopped, hopping; red – redder, reddest; run – running, runner)**

Phonics teaching, as a part of reading instruction, ends with the completion of Phase 6 when most students will have mastered decoding print. By reading extensively, students will continue to refine their decoding skills. Spelling, however, requires further teaching beyond Phase 6.

Grammar & Word Study	High Frequency Words & Strategies
Word and sentence level Explore nouns, verbs, adjectives and adverbs. Recognise different types of punctuation – full stops, exclamation marks, question marks Understand that sentences can • ask questions • give commands • express emotions Model re-reading text for spelling, punctuation and meaning changes. Re-read with student to discuss and improve student's own text. Refer to DATS while modelling the 'thinking' behind spelling a word.	**Spelling Strategies** Effective spellers use a variety of spelling strategies to spell and learn words: • Apply sound/symbol relationships • Remember visual patterns • Make connections to other words • Understand syllables • `Use meaning-base word, suffixes, suffixes • Build vocabulary-hunt, collect and store words • Use mnemonics or memory joggers • Ask an expert or use a reference book **High Frequency Words** **Oxford Word List** Learn how to spell 1-150 Look, say, name, cover, visualise, write check Employ an active word wall Use Dictation Purposeful writing to use words in context **Words Their Way sorts**

Grammar & Word Study	High Frequency Words & Strategies
Word and sentence level	**Spelling Strategies**
Teach nouns, articles and adjectives	Effective spellers use a variety of spelling strategies to
(anapple, a bike)	spell and learn words:
Examine capital letters used for proper nouns	• Apply sound/symbol relationships
Teach compound sentences – use of conjunctions to join 2 or more clauses	• Remember visual patterns
Teach and model re-reading text for proofing- sentence boundary punctuation, spelling,	• Make connections to other words
meaning	• Understand syllables
	• Use meaning-base word, suffixes, suffixes
Use DATS as cues to correcting spelling approximations.	• Build vocabulary-hunt, collect and store words
	• Use mnemonics or memory joggers
	• Ask an expert or use a reference book
	High Frequency Words
	Oxford Word List
	Learn how to spell 150-300
	Look, say, name, cover, visualise, write, check
	Employ an active word wall
	Use Dictation
	Drop everythings and write
	Build vocabulary
	Words Their Way sorts

Word Features	Grammar & Word Study	High Frequency Words & Strategies	Rules
Revise silent letters Revise long vowels Teach irregular long vowels Teach base word, prefix, suffix run – running; make-making, jump-jumping examine and teach – 'tion'(station) **Digraphs** ear(pear), ph(phone), wor(worm), ie(field), are(square), ore(score), ue(glue), igh(light), a(glass), stle(whistle), au(saucer), o(glove), augh(daughter), war(dwarf), oar(board), dge(bridge), ea(bread). **Uncommon long vowels**	**Word and sentence level** Revise nouns, articles and adjectives Revise capital letters used for proper nouns Revise compound sentences – use of conjunctions to join 2 or more clauses Examine and teach different verb groups Teach clauses Teach re-reading and editing writing – meaning, punctuation, spelling Use DATS as a means of correcting spelling approximations	**Spelling Strategies** Effective spellers use a variety of spelling strategies to spell and learn words: • Apply sound/symbol relationships • Remember visual patterns • Make connections to other words • Understand syllables • Use meaning-base word, suffixes, suffixes • Build vocabulary-hunt, collect and store words • Use mnemonics or memory joggers • Ask an expert or use a reference book **High Frequency Words** **Oxford Word List** Fluency with spelling high frequency words Teach Oxford Words 300-400 Look, say, name, visualise, cover, write, check. Employ an active word wall Use Dictation Drop everything and write **Words their Way app**	Revise making plurals – both regular and irregular Revise adding 'ing' and 'ed' to base words – making, running, jumping Teach contractions – two words become one with the use of an apostrophe. If a word begins with 'all' or 'well' and is followed by one syllable, it only has one 'l'. eg., already, almost When 'w' is followed by 'or', it usually says 'wer', worm, worst. When 'w' is followed by 'a', the 'a' is hardly ever pronounced as it is in in 'apple' e.g. want, water, wall If a word ends in 'l', add another 'l' before adding a suffix, eg. Travel, travelling, travelled, traveller. When adding 'full' and 'till' to another base word, drop one 'l', eg. useful, beautiful, wonderful.

English Guide – Spelling & Grammar Year Four

Word Features	Grammar & Word Study	High Frequency Words & Strategies	Rules
Use spelling rules, compound words, prefixes, suffixes, base words and less common letter patterns to spell words. **Build visual knowledge** – critical features Teach how to spell unknown words and how to learn words. **Teach homophones** **How to spell multisyllabic words** Examine what happens to the base word when prefixes/suffixes are added	**Word and sentence level** **Use words:** Adverbs and phrases to provide circumstantial details Noun groups and phrases to provide descriptions Verb groups and phrases to show certainty Adverbs and adjectives to intensify meanings **Write sentences that include:** Conjunctions Quoted speech and reported speech Language to show cause and effect. W**rite paragraphs:** Consistent tense Pronouns that refer forward and back to the noun Repeated or related words to refer to the content Sentences for problem and solution Proof read and edit own work – add, delete, move words to improve content and structure Employ DATS to correct spelling	**Spelling Strategies** Effective spellers use a variety of spelling strategies to spell and learn words: • Apply sound/symbol relationships • Remember visual patterns • Make connections to other words • Understand syllables • Use meaning-base word, suffixes, suffixes • Build vocabulary-hunt, collect and store words • Use mnemonics or memory joggers • Ask an expert or use a reference book **High Frequency Words** **Oxford Word List** 400 words should be fluent and correct. Employ a class list of errors from student writing. Look, say, name, visualise, cover, write, check Class lists of words based on common letter patterns Use of Dictation. Drop everything and write **Words Their Way sorts** **Words Their Way app**	Revise and check understanding of previous rules. When adding 'able' to a root word that ends in 'e', drop the 'e' e.g. desire, desirable When a word ends in 'our', change it to 'or' before adding 'ous' or 'ate'e.g humour, humorous. Use 'ice' on the end of words that are nouns and use 'ise' on the end of verbs. e.g., practice, practise, advice, advise When adding a suffix beginning with 'a' after a soft 'g' or soft 'c' always keep the 'e' to keep the soft sound. manageable, traceable. When adding 'y' to the end of a word that ends in 'e', drop the 'e' and add the 'y' – ease, easy, smoke, smoky

English Guide – Spelling & Grammar Year Five

Word Features	Grammar & Word Study	High Frequency Words & Strategies	Rules
Revise short/long irregular vowels examine the different letter patterns – build visual knowledge focus on critical features of each word **Teach uncommon plurals** **Learn how to spell multi-**syllable words revise syllable breaks Teach base word, suffix, prefix – focus on the changes to the base word when particular suffixes are added Move to etymology - Latin and Greek roots.	**Word and sentence level** Use sentence structures that include: Main and subordinate clauses , conjunctions to link clauses **Use words that include:** Extended noun groups, phrases and adjectives to extend ideas and information. Adverbs or phrases to add detail to actions and thoughts. Verbs to show certainty, probability or obligation. **Build meaning with paragraphs:** Pronouns to maintain cohesion within sentences and paragraphs Use sentences to sequence information and join main ideas and supporting ideas **Text Level** **Write paragraphs that use structures:** Problem or solution Cause or effect Compare and contrast Proof read and edit writing	**Spelling Strategies** Effective spellers use a variety of spelling strategies to spell and learn words: - Apply sound/symbol relationships - Remember visual patterns - Make connections to other words - Understand syllables - Use meaning-base word, suffixes, suffixes - Build vocabulary-hunt, collect and store words - Use mnemonics or memory joggers - Ask an expert or use a reference book **High Frequency Words** Use class list of words to learn from student writing. Personal lists to learn Look, say, name, visualise, cover, write, check. Employ an active word wall Use Dictation Purposeful writing to use words in context-drop everything and write Build and extend vocabulary knowledge **Words Their Way sorts** **Words Their Way app**	Revise and check previous rules. If a word end in 'l' and is preceded by a vowel, double the 'l' when adding a vowel suffix" cancel, cancelled

Word Features	Grammar & Word Study	High Frequency Words & Strategies	Rules
Revise irregular plurals Revise base word, suffix, prefix Use: Spelling patterns Etymology (knowledge of word origins and history) Technical words – developed from research Digital print and thesauruses	**Word and sentence level** **Use word groups:** Noun groups, phrases and adjectives to create effective, detailed and accurate descriptions. Adverbs and phrases to show time, place and cause Verbs and adverbs to intensify meanings, expand and sharpen ideas Select vocabulary that adds precision and enhances meaning Maintain meaning across paragraphs: Selecting connectives to link forward and back to ideas in text Complex sentences using punctuation conventions: commas, brackets, colons, and bullets	**Spelling Strategies** Effective spellers use a variety of spelling strategies to spell and learn words: • Apply sound/symbol relationships • Remember visual patterns • Make connections to other words • Understand syllables • Use meaning-base word, suffixes, suffixes • Build vocabulary-hunt, collect and store words • Use mnemonics or memory joggers • Ask an expert or use a reference book **High Frequency Words** Errors taken from student writing – personal words to learn Look, say, name, visualise, cover, write check. Use Dictation Purposeful writing to use words in context-drop everything and write Build vocabulary knowledge and word consciousness **Words Their Way sorts** **Words Their Way app**	Revise all rules

SCIENCE

Aims The Australian Curriculum: Science aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions

SCIENCE INQUIRY SKILLS	SCIENCE UNDERSTANDING (SU)	STRATEGIES	RESOURCES	MONITOR/EVALUATE

(SIS) Investigating Five Sub Strands:
 	
Questioning and predicting: Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.
 	
Planning and conducting: Making decisions regarding how to investigate or solve a problem and carrying out an
	Sub Strands:
	Biological sciences (Life and Living)
	Understanding living things. Students investigate living things, including animals, plants, and micro-organisms, and their interdependence and interactions within ecosystems.
	
	Chemical sciences (Natural and processed mat)
	Understanding the composition and behaviour of substances. Students classify substances such as solids, liquids and gases. They explore physical & chemical changes.
		Teach content descriptors from the Australian Curriculum.
		Plan lesson using Science Inquiry Skills.
		Focus:
		Questioning (Blooms Taxonomy linking with Critical & Creative Thinking)
		Predicting
		Planning & Conducting
		Processing & analysing data & information
		Evaluating
		Communicating
		
		Teach content from the 4 Sub Strands.
		
		 Working Scientifically: Model of investigation process
		• **5Es Instructional Model**
		• **Questioning**
		• **Planning & reporting sheets**
			Working Scientifically, DoE
			
			Consumable Equipment Organised into topic boxes matching Primary Connections Units.
			
			Primary Connections units contain;
			    A unit overview,
			    Unit outcomes
			    Lessons with step-by-
			       step instructions,
			    Lesson overview, and
			       science and literacy
			       outcomes,
			    Equipment requirements,
			    Planning information
			       with links to additional
				Collaborative Assessment Tasks (CATS) linking to content descriptors.
				
				Use questioning, investigation reporting frameworks as part of assessment.
				
				Year 3-6 PATS testing

investigation, including the collection of data.		• **Self evaluation checklists**	resources; Embedded and authentic assessment tasks,
Processing and analysing data and information: Representing data in meaningful and useful ways; identifying trends, patterns and relationships in data, justify conclusions.	**Earth and space sciences (Earth and Beyond)** Students view Earth as part of a solar system, which is part of a galaxy, which is one of many in the universe and explore the immense scales associated with space.	Continue to work through the appropriate units of Primary Connections. (Topics organised in Year groups so that units not repeated.) **Ensure content rigour and use Australian Curriculum content to supplement Primary Connections**.	Relevant literacy focuses, Opportunities to extend the students' learning, Science background information, Student resource sheets Resources available on the Primary Connections website.
Evaluating: Quality of available evidence and the merit of a conclusion with reference to that evidence.	**Physical sciences (Energy and Change)** Understanding the nature of forces and motion, and matter and energy. Students gain an understanding of how an object's motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces.	Development is guided by Primary Connections 5Es Instructional Model. Link Science with Literacy using related texts. Integrate use of ICT	Visits to Scitech Primary Connections on line support.
Communicating: Conveying ideas to others through appropriate represent, text types and modes	**SCIENCE AS A HUMAN ENDEAVOUR (SHE)** **Two Sub Strands:** **Nature and development of science**: An appreciation of the unique nature of science and scientific knowledge, including how current knowledge has developed over time. **Use and influence of science:** How science knowledge and applications affect peoples' lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.		

HUMANITIES AND SOCIAL SCIENCES

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business. Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate

	Pre Primary – Year 2	Years 3-4	Years 5-6
History	Humanities and Social Sciences	Humanities and Social Sciences	Humanities and Social Sciences
Geography			
Civics and Citizenship	N/A		

Outcome/Targets	Strategies	Assessment
Students achieve year level Achievement Standard in HASS or better Teachers become familiar with the WA HASS curriculum and implement within the classroom Teachers incorporate Cross Curricula perspectives in their teaching	Teachers plan and assess collaboratively in year groups for the teaching of *Western Australian Curriculum: HASS* Implement the *Western Australian Curriculum: HASS* Year level team meetings collaboratively plan, discuss strategies and plan assessment tasks Integrate HASS through the use of texts for guided, shared and class reading Plan excursions and incursions that further develop HASS Knowledge and Understandings and Skills, as appropriate Explicitly teach HASS skills and key concepts PL as required Use iPads and other technologies to enhance learning ***Cross Curricular Priorities*** ***Teachers promote sustainable practice with their students by:*** Continued promotion of environmental days, such as: World Environment Day, Keep Australia Beautiful Week, Walk Week, National Recycling Week. Membership of the REmida creative reuse centre and use of REmida materials by classes. Communication of sustainability – E News section of school newsletter with E tips and other relevant information. Conduct a Waste Wise Audit of the school as required, to determine actions Placement of paper recycling bins in every room. ***Teachers promote the development of Aboriginal Culture with their students by:*** Engaging students in Aboriginal perspectives when teaching the curriculum Using texts that promote knowledge and understandings of Aboriginal People for guided, shared and class reading *Acknowledgement of Country* at significant events ***Teachers promote the development of Asia with their students by:*** Engaging students in literacy activities that promote social inclusion and cohesion Participating in Harmony week activities Engaging students in Asian perspectives where appropriate when teaching the curriculum	HASS Common Assessment Tasks HASS work samples Semester Reporting process Moderation of assessment tasks with CCEN

Key Targets	Strategic Actions	Outcomes
STEM – Teacher Development School (TDS) STEM partnership Our 2016 STEM opportunities and partnerships link directly with our 1-1 iPad initiative and whole school priorities in Digital Technologies specifically: • Everyday opportunities for students in developing creativity, independent thinking, critical analysis, problem solving and team work. • To deepen knowledge, skills of teachers in STEM. • To widen our partnership team with dedicated expertise in STEM areas. Western Australian Curriculum Technologies, Digital Technologies and coding. *1-1 BYOD iPad Context* Consolidate and extend the rollout of the 1-1 iPad BYOD program The following priority areas are sourced from major recommendations in a 2015 study into ***Learning and iPads at Subiaco Primary School*** specifically: - Provide informed professional learning with a sharper focus on approaches optimising the iPad's use in the classroom. - Maintain a sharp focus on ethical protocols,	*Professional learning STEM* - STEM TDS Partnership and Professional learning for STEM Team- SDD each term - Coding in class - Coding mentoring (*Scratch, Coding.org*) - STEM Expo- Term 3 Artist In Residence with a coding focus (Spheros, engineering, electronics, coding, robotics "Little bits", LegoBricks 4 Kids). **STEM in the classroom** • Students apply their learning to STEM based challenges in practice. • Explicit linking to Problem Solving and Higher Order Metacognitive tasks and projects. • Higher Order Thinking and critical and creative thinking through creating with ICT. - Getting to know the Western Australian Curriculum (WAC), Technologies, Digital Technologies and coding – General Capabilities. - Getting ready for implementation. Curriculum vs tools. *1-1 BYOD iPad Context* The continued rollout of The BYOD 1-1 iPad program into year 4 and year 5 classes allows resource distribution across the school. -The K- 3 focus on differentiated learning in the classroom utilising digital technology and iPads. -The K-3 resourcing model was adapted to individual teacher use in each class. -K-3 teachers continue to utilise core APPS in their daily teaching & learning specifically: Book Creator, Popplet, Showbiz, Explain Everything.	TDS STEM monitoring and accountability framework. Teacher familiarity and application of STEM –evidenced across the Learning Areas through: • Integration of STEM curriculum and tools. • Planning documents. • Higher ratio of competent users in ICT as per ICT capability continuum. • Greater ICT resource utilisation authentically in classes specifically: -ICT digital platforms - Envision, Pearson English, Bug club, Mathletics, Spelling City -1-1 iPad rollout- -Core APPS -Data associated with this program, Growing familiarity with The Western Australian Curriculum (WAC) Digital Technologies Scope and sequence aligned to authentic Digital work. Assessment tasks incorporating the ICT capabilities in focus areas. Implement the Recommendations from *iPads and Learning Study*. Monitoring and feedback Feedback from current year 4 students and families on iPads and learning in 2016. Programmes & assessment tasks incorporate the ICT capabilities in the focus areas (Investigating,

		Communicating, Creating)

so that students develop a more comprehensive understanding of what an ethical digital user looks like.
 	
Continued focus on explicitly using technology for differentiation of teaching, learning and assessment.
 	
Utilise Ipads and ICT to extend or cater for SAER students weekly in class lessons.
	The Year 4 & Yr. 5 classes operate a 1-1 iPad learning environment.
	
	The Year 6 classes utilise MacBook Airs and iPads in daily learning.
	
	Teacher collaboration will be incorporated to enable peer mentoring to initiate/ consolidate ICT use aligned to STEM
	
	Differentiated, individualised learning opportunities
	Teachers continue to develop their skills using a range of ICT resources to enhance differentiation and extension practices specifically:
	
	- Classroom organisation – whole group, small group and individual groups to cater for differing needs
	- Individual profiling work across learning areas and goal setting
	- Individual educational plans and strategies
	- Individual contract work
	- STEM opportunities
	- Maths extension
	- Science work
	
	Continue with Students at Educational Risk (SAER) students allocated an iPad to assist with their Individual Education Plans (IEPs) within the classroom. These students continue to benefit rom special Apps to suit their leaning needs.
	
	The EAL/D program also utilises a pod of iPads to assist students in their specific EAL/D support time and in the context of the class.
	
	The Music Classes utilise a pod of iPads to support learning stations in the Music classes across the school.
		Teacher familiarity and application of ICT capabilities evidenced across the Learning Areas through:
		- Integration of ICT into School Priority areas
		- Extension /SAER Planning documents
		- Higher ratio of competent users in ICT as per ICT capability continuum.
		- Greater ICT resource utilisation specifically:
		    1-1 iPad rollout- relevant surveys associated with this program,
		    Scootle/ other platforms
		    Bug Club
		    Envision Maths- teacher feedback/Maths data
		    Pearson Digital Reading Early Literacy (eg letters and Sounds & first 100 words)
		
		Greater resource sharing amongst all staff.
		
		Increased use of technology in class and e-learning teaching opportunities.
		
		Programmes & assessment tasks incorporating ICT.
		
		Staff using Pearson Digital Platform, Envision Maths and authentic and integrated Literacy, Numeracy and Science resources.
		
		Collation of Digital User Agreement

Social and Ethical Protocols Continue to regularly explicitly teach and reinforce social and ethical protocols.	*Social and Ethical Protocols* Digital user Agreement – explicit classroom work around The	ACARA) General capabilities in Information and communication technology (ICT) and Critical and creative thinking are embedded in teaching and evident in student

Teachers explicitly integrate cyber safety strategies into their programs of work	Digital User Agreement and ethical protocols at Subiacp Priamry Schools aligned with The Behaviours management Plan. Specific Digital User Agreements in various class contexts:	learning.
Building staff capacity	Cyber safety focus areas highlighted at sub-assemblies – focussing on staying safe online **Distributed Leadership -ICT Teams** Distribute leadership in focus areas of ICT including Admin, teachers, students and parents. Classroom learning enhanced through use of technology for Priority areas, differentiated practice and management within the class. Building staff capacity – ICT teachers and Admin mentor teachers and students in class aligning classroom management and pedagogy with the use of technology Sharing of resources & on-line learning activities amongst staff • Regular Professional Learning sessions. • School Development Days (Term 1, 2,3,4)- focus on STEM • Staff meetings – explicit modelling core APPS, STEM Student leadership demonstrated through ICT with peer tutoring and class sharing. Lunch time Coding Clubs and ICT clubs Student ICT leaders	

Parent & Community Parent involvement & support of the 1-1 iPad program and ICT initiatives across The Learning Areas. Greater use of digital workflow involving students and parents Cyber safety education- between home and school	Parent and community sessions on 1-1 iPad BYOD program for current year 3 parents (year 4 2017) Digital workflow enagements – Google classrooms, Showbie Cyber safety in newsletters Cyber safety parent information session. Contemporary school website. Digital User Agreement s for K-3, 4-6 Year 4 – Digital User Agreement for 1-1 IPad Program. Families are aware of appropriate policy, use and procedures of Technology, including social media and mobile phones.	Fluid website developments with a focus on learning and improved communication. Showcasing innovation of iPads – "A Day in a 1-1 class" Target audiences - prospective year 4 parents and current year 4 parents. Parent support of technology Greater involvement in children's e-learning through iPad apps (Showbie, iTunes U), digital workflow, and class web work.
Governance & Resource Management ICT continues to be well resourced across the school. As the 1-1 iPad programs grows the number of MacBook laptop leases has reduced with a core number retained and renewed 1-1 iPad BYOD Rollout 2016 year 4 and year 5 classes 2017 year 4, year 5, year 6 classes ICT sustainability Plan to manage current and meet future needs Action Plan & Budgeting Lease Management Lease Replacement Plan	In 2016, The ICT Resources include: - 4 leases of MacBook Airs totalling 75 MacBook Air Laptops. - 9 iMacs - 110 iPads distributed across the school. The distribution of MacBook Airs is supported by the distribution of iPads and iPad Minis across the school. A number of iMacs (9) remain housed in the Mac Lab for coding purposes and research use. Additional iPads and iPad minis were purchased in 2015 and during 2016 with a specific focus in the junior classes, in conjunction with the Mac Air Laptops. A number of original iPads (iPad 2) will need to be recycled over the coming 12 month period. These have been supplemented with 45 mini iPad Airs. Sustainability and maintenance of Digital Resources aligned to Priority areas and profiling of staff and students.	Ensure that Subiaco Primary is well placed for the NAPLAN online learning environment required for our year 3 and year 5 students in 2017 and onwards. Project Device Program – 15 iPads Strategic plan for Lease replacement and ICT roll out over next 3 years. Increased staff based professional learning and collegial ICT processes will improve efficiency, increase productivity, and reduce the environmental impact of ICT operations.

	Dell Lease replaced May 2016 – Teacher and Admin desktops Cabling and Wireless infrastructure to support iPad rollout and growth into year 5 and Year 6. Sustainability of ICT resources Plan - Purchase of school hardware and software, MSA - Winthrop Australia Fortnightly technical support at Subiaco PS - Liaise with Winthrop technicians to ensure school needs are met.	Close liaison with Winthrop through Subiaco Primary School and Winthrop Australia Managed Service Agreement