SUBIACO PRIMARY SCHOOL
AN INDEPENDENT PUBLIC SCHOOL

Operational Plans
2018-2019

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.
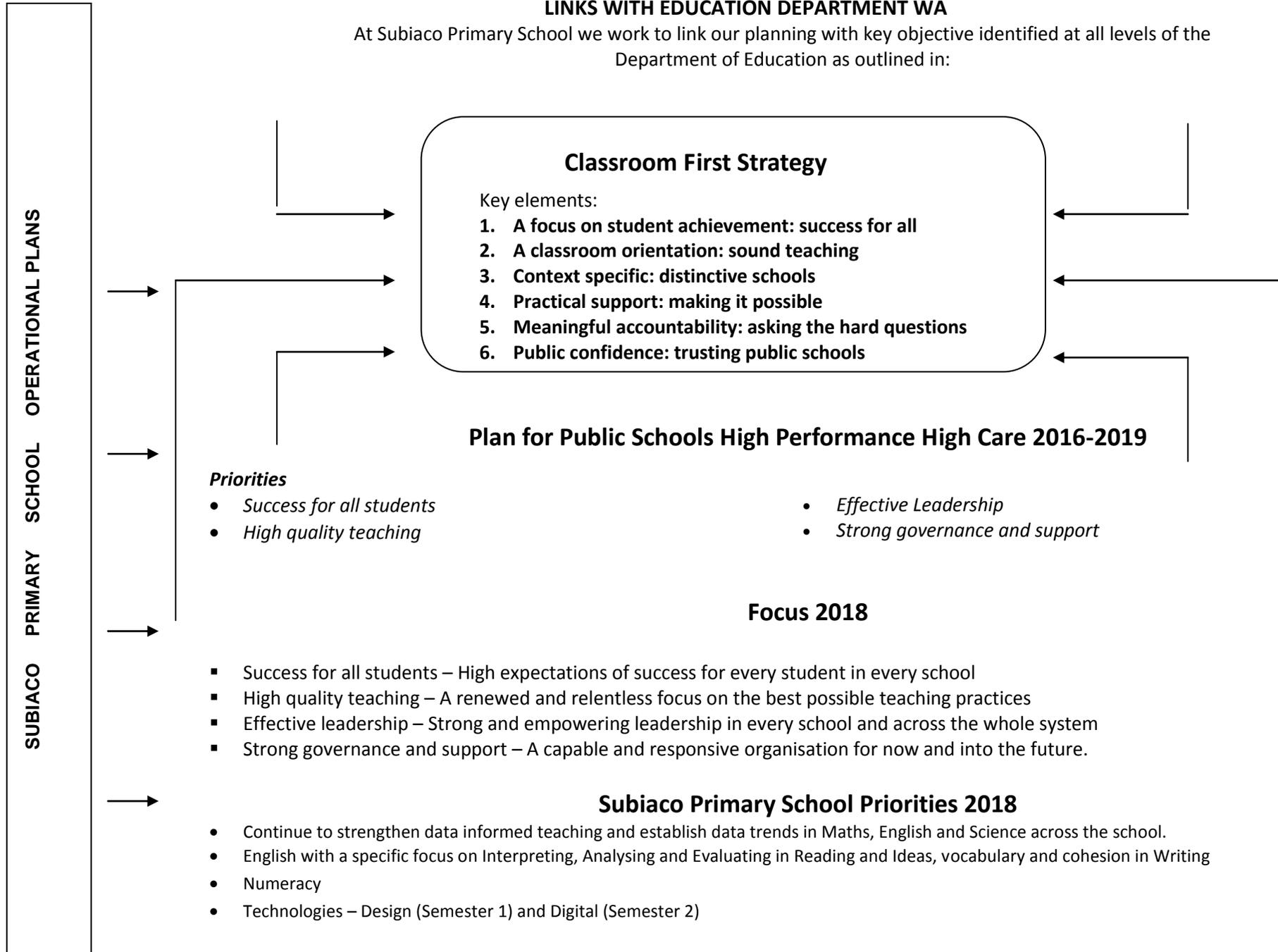
SHARED LEADERSHIP

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.

LINKS WITH EDUCATION DEPARTMENT WA

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 2018

- 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 2018

- Continue to strengthen data informed teaching and establish data trends in Maths, English and Science across the school.
- English with a specific focus on Interpreting, Analysing and Evaluating in Reading and Ideas, vocabulary and cohesion in Writing
- Numeracy
- Technologies – Design (Semester 1) and Digital (Semester 2)

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, Learning Teams and teachers 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. Other data sources are analysed as required eg. PATS (English, Maths, Science Term 1 & 4).

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.**

In year levels, *Learning Team Plans* are written for priority areas. The plans include consideration of content descriptors within Western 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 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.
- PATS testing in English, Maths
- Westwood Maths Fluency Test
- All teachers collaboratively plan.
- Annual NQS reflection

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. PATS Science
- SAIS data from previous year is presented to staff to help inform moderation of grades for reporting.
- Students in Year 3 & 5 sit NAPLAN.
- Student perception surveys completed
- Business Plan survey comparing baseline data and data over a 3 year period.
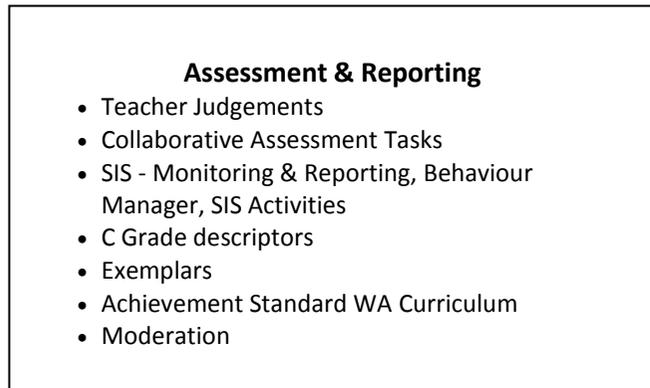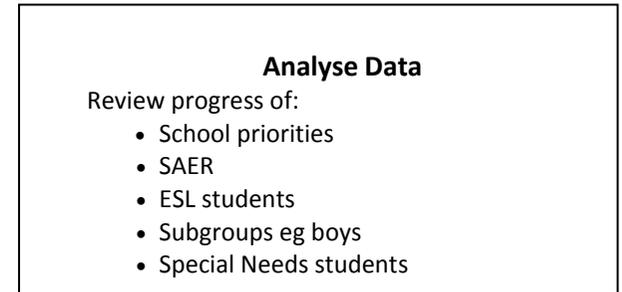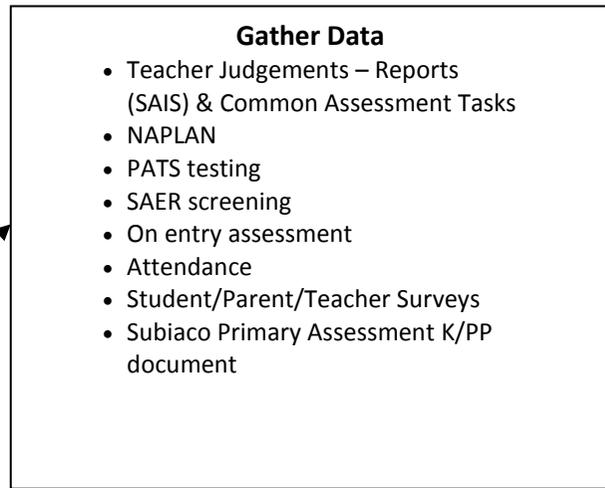- Semester 1 SAER profile compiled

Term 3

- Professional learning in priority areas, goal setting and planning form part of school development day
- Year 2 & 4 students sit practice NAPLAN assessment. It is analysed and a semester teaching and learning program developed.
- Receive NAPLAN results. 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. NAPLAN results given to Year 3 & 5 teachers. Teachers analyse results.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.
- Biannual surveys – alternative 360 feedback and National School Opinion surveys for staff, parents and students.
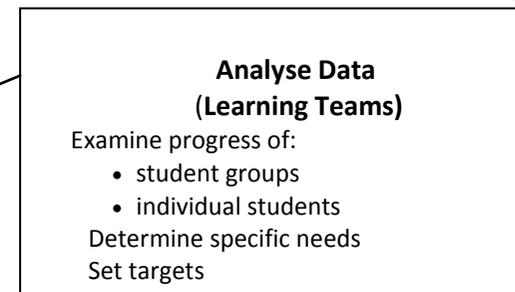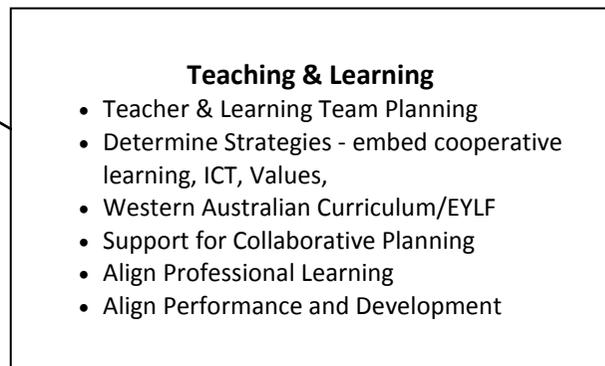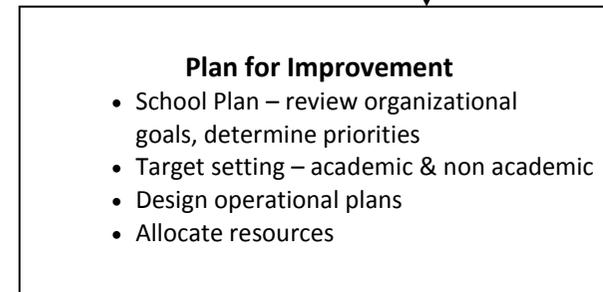
Term 4

- All teachers complete a comprehensive survey based on school priorities to inform future directions.
- Whole school 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.
- PATS testing to inform summative reporting
- Westwood Maths Fluency Test
- Semester 2 SAER profile compiled.
- SAIS data from Semester 1 current year is presented to staff to help inform moderation of grades for reporting in Semester 2.
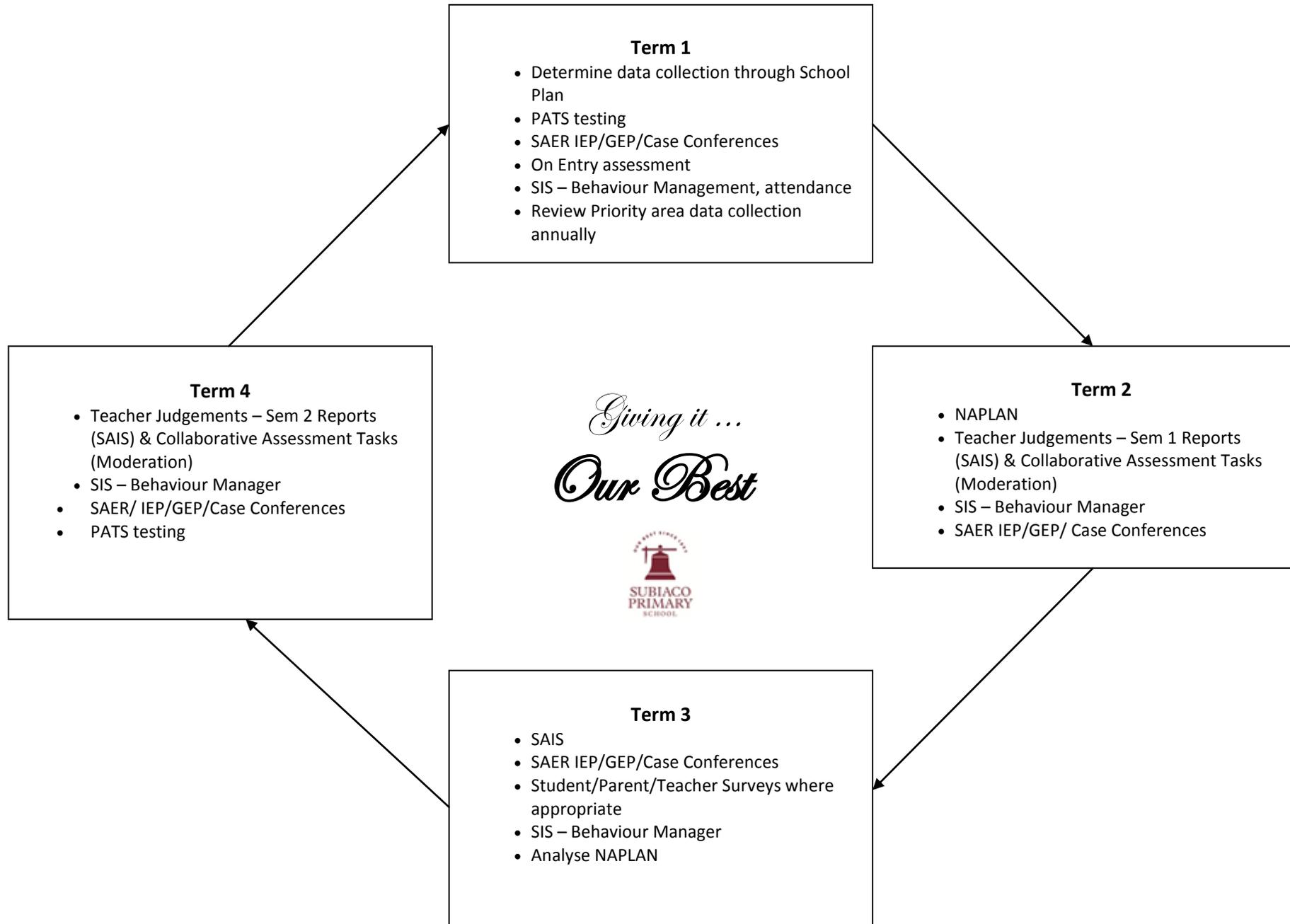
TEACHING AND LEARNING CYCLE

Gather Data
- Teacher Judgements – Reports (SAIS) & Common Assessment Tasks
- NAPLAN
- PATS testing
- 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,
- Western Australian Curriculum/EYLF
- 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 WA Curriculum
- Moderation

Giving it …

Our Best

SUBIACO PRIMARY SCHOOL

DATA COLLECTION & ANALYSIS

Term 1
- Determine data collection through School Plan
- PATS testing
- 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
- PATS testing

Giving it …

Our Best

SUBIACO PRIMARY SCHOOL

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; and
- Promote self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

Values and Beliefs about Numeracy

Schools plan curriculum in accordance with the *Western Australian Curriculum and Assessment Outline* (the *Outline*)*,* accessible via the School Curriculum and Standards Authority website (www.scsa.wa.edu.au).

The Western Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra, Measurement and Geometry, and Statistics and Probability*
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study
  School Curriculum and Standards Authority, 2018

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 appropriately paced and differentiated learning opportunities of critical skills and concepts;
- Explicitly teach basic facts and mental combinations;
- Teach problem solving strategies to effectively apply to solving investigations; and
- Assist students to understand and applying mathematical language.

Values and Beliefs about Literacy

"The study of English 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	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	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 to develop teacher knowledge = improved student achievement 4X across year K-2 Use Early Years Writing Rubric Semester 1 Year 1, 2, 4, & 6 Narrative, Year 3, 5 Persuasive & Narrative Focus on aspects of cohesion: use of conjunctions and text connectives, consistent use of verb tenses, noun to pronoun links, sentence structure, paragraphing. Checklist to be developed.	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	*Sound Waves Spelling Diagnostic Lower/Upper Test*	T1, Week 2 T4	Placement into spelling groups. Copy of results/analysis to admin.
Years K-6 Spell/Read	K-1 Letters and Sounds assessments, K/PP sight words (WAPPA or other), Year 1-3 Oxford words; Year 2 Use Sound Waves Diagnostic Lower Test for S2	ongoing	Diagnostic Analysis of data to identify gaps and inform teaching. Copy of results/analysis to admin. Errors on the Oxford Word List are listed as 'Personal Words' to learn and are part of daily spelling instruction.
K-6	Use SCASA Marking Guide and Student Portfolio Summary to plan work samples demonstrating attainment of achievement standard. No pre-determined number, together they provide evidence of all aspects of the achievement standard. K/PP Assessment profiles.	Semester 1 & 2	Summative Assessment. Evidence of student learning in relation to the Achievement Standard.
Year 2-6 Year 1 Term 4	Reading comprehension PATS testing eWrite PATS Year 4-6	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.
Year 1-3 SAER	Running records (comprehension, error count & self corrections) Yr 1/2 50% class, Year 3 SAER & Repeated Reading graphs (SAER), Year 4 -6 SAER Running Records	first semester	Diagnostic Analysis of data to identify gaps and inform teaching. Year 1- Wings. Year 1, Year 2, Year 3 Trial Oxford Literacy Assess Online Digital Tools to record student data from running records.
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

Student work samples play a key role in communicating expectations described in the achievement standards. Each work sample includes the relevant assessment task, the student's response, and annotations identifying the quality of learning evident in the student's response in relation to relevant parts of the achievement standard. *West Australian Curriculum*

Who	What	When	Purpose
Years 3, 5	NAPLAN tests marked externally	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	T2-3	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	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 Western Australian Curriculum Mathematics: Proficiency strand *Fluency*	T1, Week 5/6 T4, 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 Year 1 Term 4	Numeracy/Maths PATS testing	T1, Week 4-6 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	Envision Maths – Concept Check in at teacher discretion 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 against 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.

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 2016/17. (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)	West Australian Curriculum Envision Maths Program 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 Use of games/manipulatives, cards, dominoes, 100s chart First Steps Maths books (appendix 4) Collaborative planning time Digital Resources: Mathletics (Year 1-6),, Maths Mentality, DoE portal (CONNECT resources), Nrich, iPad apps, RIC (fluency). Interactive whiteboards NAPLAN data. NAPLAN resources.	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 1-6 ***At teacher discretion** envisionMATHS pre/post and check-in assessments MTS Online/Formative Assessments and summative assessments

STRATEGIES

1. Review NAPLAN data to inform planning

2. Teach **content descriptors** Western 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)

4. Focus on Visible Learning strategies (presented at Term 1 School Development Day)

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

5. **Mental Maths(MathSmash) -** strategies and topic knowledge explicitly linked to the envisionMATHS program. Teachers encouraged to prepare MathSmash question items using slides (Google Drive to enable efficient collaborative planning and consistency across year level classes).

6. **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?).*

7. **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 SAMR 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

8. **Maths Extension –** Teachers to consider/implement flexible model that meets a variety of learning needs/foci

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.

Reading and Viewing Outcomes	Links to:	Writing and Creating Outcomes	Links to

LANGUAGE LITERATURE LITERACY
SYSTEMATIC, EXPLICIT & DIFFERENTIATED READING INSTRUCTION
4 Key Intentional Teaching Procedures
Teacher Read Aloud – short, sharp & frequent – 10-15mins daily- invest the time/powerful returns
Shared Reading – teacher modelling, teacher and students reading together and focused discussion
Guided Reading – teachers and students talk, read and think their way through a text
   • Step 1: Set a purpose; Step 2: Read and think; Step 3: Think and talk
 	
Independent Reading – students read self-selected text
10 Instructional Routines for Teaching Comprehension Strategies
Predicting, Visualising, Connecting, Inferring, Summarising, Questioning
1. Teacher Think Aloud – modelling to students 'thinking like a reader'
2. Foot-printing – tracking thinking though the text using a post-it note – analysing and interpreting
3. Graphic Organisers (Thinking Wheels, Venn Diagrams) – used to support thinking – pictorial or written – used for figurative language, character development and ideas exploration
4. Sketch to Stretch - visualisation and sketching to develop inferring and reading between the lines – creating, exploring and justifying images helps readers process the text to a deeper level.
5. Blooms Questions for Guided Reading
6. QAR - Question Answer Relationship – Right There, Think and Search, On My Own, Author and Me
7. Reading Journal – assists the reader record ideas, reflections – promotes evidence based thinking with a text and accountable-talk.
8. Concept Mapping – helps readers explain relationships among concepts, ideas and questions.
9. Compare and contrast – use picture books for students to compare and contrast different authors,
	Whole School Literacy Planning
	
	Home Reading Policy
	
	Integrated use of ICT
	
	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.
		LANGUAGE LITERATURE LITERACY
		SYSTEMATIC, EXPLICIT & DIFFERENTIATED WRITING INSTRUCTION
		3 KEY PURPOSES
		Imaginative, Persuasive Informative – organisational, language and viewing features
		6 KEY INSTRUCTIONAL PROCEDURES
		The Reading/Writing Link - introducing and teaching a new form of writing
		1. Familiarising – students are involved in tasks in which they are required to discuss, read, listen to and view samples of the new text form.
		2. Analysing – students analyse a mentor text: teacher explicitly 'thinks aloud' to highlight key language features and organisational features of the text.
		   • **Organisational Features** – ways the ideas are organised, chunked and ordered at a paragraph and whole text level
		
		   • Use an enlarged copy of the text. Teacher explains the purpose of each paragraph or section. Students highlight or label their individual copy.
		
		   • **Language features** – evident at a word, sentence level and includes typical vocabulary, sentence structure and literary and non-literary devices.
		
		   • Teacher-lead session to explicitly identify the key language features (time connectives, past tense, first person pronouns, specific nouns, powerful action verbs, adjectives for description)
		
		3. Modelled Writing – teacher thinks aloud as s/he writes a text – make the decisions explicit
		4. Shared Writing – teacher and students writing together with focused discussion
		5. Guided Writing – teacher and a small group of students talk, read and think their way through a text
		   • Step 1: Set a purpose; Step 2: Think & write; Step 3: Write & share
		
		6. Independent Writing
		1. Mini Writing Journal to promote writing fluency- students create a range of imaginative, informative and persuasive texts – using written or visual prompts – minimum time: 30 minutes per week;
		2. Draft Writing Book to apply thinking in the writing of a specific text form;
			Whole School Literacy Planning
			
			Integrated use of ICT
			
			Critical & Creative Thinking
			
			First Steps Writing Resource
			
			Anchor charts to reference learning

different setting, character development, analyse the illustrations.

10. Using PAT/Pearson English/ picture books/novel study/book discussion

6 Key Vocabulary Instructional Strategies

Build knowledge of words and their meaning – Go beyond the definition

Vocabulary knowledge is highly correlated with reading comprehension.

Employ the 'Three Tiers of Vocabulary' Tier 1 – basic sight words,

Take time to Teach Tier 2 – words required to fully comprehend the text,

Tier 3 – specific content area words

1. List Group Label: students actively categorise a group of words and justify their thinking; new words plus known words

2. Stop and Jot – before reading introduce new words, students predict meaning, during reading 'stop and jot' – add to their ideas – revise and improve definitions

3. Frayer Model - four squares – focus word in the middle – illustration, what it is not, personal connections, symbol, and sentence work.

4. Anchor charts displayed to reference the thinking

5. Discussion is an important part of teaching vocabulary – new knowledge is connected, linked, classified and stored and filed away for future use.

6. Cooperative Strategies are useful to structure the talk opportunities

 'No hands up questioning', Be the expert, Hot seating, Pose, Pause, Pounce & Bounce, Numbered heads, Round robin, Placemat, Call a friend, Think pair share, Stay and stray.

6 Reminders for Successful Implementation of Routines

1. Learning intentions should be made clear. Refer back during the lesson.

2. Make time for a Plenary at the end of the lesson to bring students together to share learning and reflections about routines

3. Try to use the notes, charts or sketches that

mini lessons on sentences, paragraph development, word connections, planning techniques etc.

3 KEY STAGES IN WRITING

1. Planning – turn and talk, use if graphic organisers

2. Drafting – Opportunities for students to confer and refine the text.

Use a designated **Draft Writing Book** – dated to track progress

Success criteria added for students' reference – linked to the analysis of the text.

Editing & Proofing Considerations

1. Vocabulary Development – Student Vocabulary Book – encourage robust vocabulary – build a personal word bank

2. Have-a-go Book – used as a scaffold for thinking at the proofing stage – keep the writing fluent – during writing students underline word to come back to.

3. Targeted Feedback – Tickled Pink – let's celebrate the writing; Green for Growth – words, sentences to improve; focus on the Authorial then proceed to the Secretarial.

4. Editing Checklist: Year level agreements – consistency across the school
 P=punctuation; Sp=spelling; S/C=stray capital; O=omitted word;
H=homophone; Paragraph=Ⓟ; Reread=®

Insert the code into the margin and students are required to track and make the required corrections.

3. Publishing

10 KEY ELEMENTS NAPLAN MARKING GUIDE
USED TO PROFILE CLASS,
DIRECT TEACHING/LEARNING AND FOCUSES FEEDBACK.

Authorial	Secretarial
Adjusting language according to audience, purpose & context.	Aiming for correctness
1. **Audience**	**9. Punctuation**
2. **Text Structure**	**10. Spelling**
3. **Ideas**	
4. **Devices**	
5. **Vocabulary**	
6. **Cohesion**	
7. **Paragraphing**	
8. **Sentence structure**	

Assessment

Students complete a 'cold task' on the new text form. This task need not be 'freezing cold' – teacher set the students' up for success by discussing key points and reminding students about the purpose of the text.

'Hot Task': After instruction period is over, students again write the same text form. Note improvements.

		Writing journal/mini lessons on aspects of grammar/sentence work	
students develop for further discussion, presentation or writing. Using the product gives a real purpose and accountability to the work.			
4. The sticky notes, charts and sketches provide visible records of student thinking as they engaged with text – formative assessment opportunities.			
5. Establishing a new routine takes time - plan for several sessions over a number of weeks – model and explain; guide and coach; promote independence. Invest the time – it will make a difference with small group management.			
6. Use the power of 'No Hands Up Questioning' and 'Wait Time' – have a timer and a routine for randomly selecting students to answer questions. Improves engagement and prompts deeper thinking.			
Assessment: Running Records/Guided reading observations/reader response in reading journal Compare and Contrast – Two Text Types Character Profiles PAT Testing Results, NAPLAN results, Teacher Tests			

Reading Explicit, Differentiated and Systematic Classroom Practice

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

Sound Waves is systematic word study program designed to develop spelling, reading and writing skills using the phonemic approach. The skills and strategies of Sound Waves spelling align with the *Australian Curriculum.* The phonemic approach is recognised as one of the most effective ways to teach spelling and reading skills. Sound Waves encourages students to learn to spell using the four areas of spelling knowledge:

- phonological – using sound-letter relationships
- visual – using memory of the visual features of a word
- morphological – using parts of words to build word families
- etymological – using word origins and derivations.
-

The Sound Waves approach uses a sound-to-letter strategy, which acknowledges that sounds can be represented in more than one way in written form. The approach focuses first on the basic units of sound in language – phonemes. It then explores the letters that represent these sounds and how they can be put together to form the written words in our language. Key terms that teachers become conversant with are: phoneme, grapheme, phonological awareness, phonemic awareness and synthetic phonics.

The phonemic approach promotes deeper understanding by replacing rote learning with strategies for reading, writing and spelling. It includes clever ideas for direct instruction and play-based learning activities.

The Sound Waves Spelling Program builds and extends the knowledge, skills and understandings developed as part of the Letters & Sounds program, which is implemented in K, PP, Year I and Year 2. One of the key skills is the ability to segment words into their individual sound. Sound Waves provides tool and resources to support students master this important skill. The differentiated program includes the 43 sounds of our language, which have been put into 36 sound units, which fit neatly into the school year. Teachers differentiate their classroom spelling instruction by assessing students needs using the diagnostic test included as part of the program. Teachers can teach the focus sound to the whole class then direct students to work on the same Sound Unit, but with words and concepts appropriate to their level, using different books. The program including prefixes, suffixes, Latin and Greek roots, synonyms, homophones and more which provides a comprehensive approach to spelling and language.

Implementation will include the use of the following resources:

Teacher Book – comprehensive weekly program; explicit teaching directions; explanations for implementing the program

Sound Waves Online – many downloadable resources; interactive learning objects and games

Student Book – makes explicit links to phonemes and graphemes; learn spelling strategies; explore and extend vocabulary knowledge; build knowledge of spelling patterns

This system is based on these beliefs:
- Students learn to write by writing as well as reading
- All things improve with practice
- Regular and frequent feedback is crucial to efficient learning
- Students should have control over their goal setting and progress in writing
- Students love to share their writing with an audience
- Setting achievable goals results in achieved outcomes
- A great teaching tool
- A great way to communicate with the students in your class

The following guide is designed for Years 4-7 but can be easily adapted for Years 1-3.
K/PP= Modelled writing by teacher to begin then adapt format for use as writing learning centre.

Do

1. Set a timetabled 30 mins a week for Writing. Journal. Before lunch is a good time as it gives you a lever for those students who think if they sit doing nothing for long enough, they'll be told to pack up and it will be time to do something else. Using the writing time in a regular literacy block works well. Last thing in the day is not an ideal time.

2. Use half an exercise book to begin with. Decorate cover if wish. Instil a sense of pride.

3. Write on any topic. Planning is not necessary. Have two topics on the board for those who are stumped. Mix it up and use visual prompts as well as word prompts.
(Remember the Literacy Shed - a great source of short films)

3. Encourage the use of Tier Two vocabulary words. Draw attention to current and past vocabulary words and other environmental print around the room.

4. Pages are ruled up. You will need the margin for correcting spelling words. Insist that both sides of the page are used – left and right.

5. Keep reminding that sentences don't start with *then, and*, *but* or *so*. Be firm about encouraging better sentences structures than run on sentences that go t*hen*… *then*… t*hen*…
Have an anchor chart with sentence connectives for reference.

6. Insist on quiet. Sharing comes later. No interruptions so ideas flow.

7. After 5 minutes of writing time – check in to see if anyone needs some specific spelling help – words can be written on the whiteboard/journal. There is no point spending 30 minutes writing about a cousin and misspelling 'cousin' in every sentence.

8. Everyone must write at least a page. After they have written this amount, they can draw a illustrate – add symbols, mind map etc if they wish, although most will keep on writing.

9. After 30 minutes, ask if anyone would like to share what they have written. Before reading aloud, give time to reread the text to make any corrections. Respect the right to pass.

10. Collect after every session. Mark each week. A comment each time is the most important.

Students will immediately go your feedback before starting each session.

11. Marking – keep it positive! Celebrate the successes and work away gently on what they need to improve. Give a 'Read like a Reader' response first - short specific feedback about the content so they know you have read it and they have successfully communicated their ideas and thoughts. Then 'Read like a Writer' – apostrophes in contractions, paragraphs, imagery etc
Three or four spelling words can be picked up. Underlined with the correct spelling in the margin on the same line as the error. Words transferred to back page of the writing journal – *My Personal Spelling List* – learnt in Spelling.

12. Very common problems can be dealt with in a whole class session. A small group could be gathered together for Guided Writing session.

Don't
Don't allow lists or acrostic poems. Poetry can be allowed but the focus is on sentence and paragraphs. Stress this.
Don't allow names of classmates or teachers to be included in fiction. This can encourage silliness and people can be offended.

A Shared Experience
This is an opportunity for the teacher to model personal writing by participating at the same time. You might even be inspired to share your writing with the class. It becomes a shared experience rather than an exercise. It is a chance to model the types of writing that can be written in the journal – a recount, a persuasive opinion piece, a reflective piece about a world issue. Writing is about communicating ideas and information to other people.

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts.
In Western Australia HASS is a stand-alone curriculum which engages four disciplines of equal standing.

	Pre-primary – Year 2	Years 3-4	Years 5-6
History			
Geography			
Civics & Citizenship			
Economics & Business			

AIMS of the HASS Curriculum

The AIMS are fundamental to the purpose of HASS teaching. HASS develops in students:
1) A deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world.
2) A lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale.
3) A knowledge, understanding and an appreciation of the past and the forces that shape society.
4) The ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues.
5) Enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities.
6) An understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice.
7) A knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world.

SCSA K-10 Outline HASS

Cross Curriculum Priorities
➢ Aboriginal and Torres Strait Islander histories and cultures
➢ Asia and Australia's engagement with Asia
➢ Sustainability

In 2017 we aim to enhance the planning, teaching and learning of HASS by transitioning towards a guided inquiry process approach.
This is will achieved through staff information sessions at staff meetings and School Development Days in 2017.

Phase 2 learning areas of the Western Australian Curriculum, Humanities and Social Sciences (HaSS) and Health and Physical Education (HPE), are required to **be fully implemented in all schools by the end of Semester 1, 2017.**

Prioritise depth not breadth of learning. Although the mastery of factual and procedural knowledge is essential in all school subjects, this knowledge must be more than a list of facts and formulas; it must be organised around core concepts or 'big ideas' of the discipline.

HASS Skills	HASS Concepts	Resources	Monitor/Evaluate
HASS requires the skills to have the main teaching focus. It is through the skills that the students will be able to acquire the knowledge and understandings and key concepts. Students can apply these skills to all four disciplines of the HASS learning area. HASS skills are applied across the learning area from PP and need to be taught explicitly. - **Questioning and researching** - **Analysing** - **Evaluating** - **Communicating and reflecting** HASS Skills are banded together across a two-year period. Years 1-2 Years 3-4 Years 5-6 Students apply these skills to their everyday learning activities and to investigate historical and contemporary events, developments, issues and/or phenomena.	**Concepts for developing an understanding of History** Source Evidence Continuity and Change Cause and Effect Perspective Empathy Significance Contestability **Concepts for developing an understanding of Geography** Place Space Environment Interconnection Sustainability Scale Change **Concepts for developing an understanding of Civics and Citizenship** Democracy Democratic values The Westminster system Justice Participation Rights and Responsibilities **Concepts for developing an understanding of Business &Economics** Scarcity Making Choices Specialisation and trade Interdependence Allocation and markets Economic performance and living standards	**Online Resources** My WA Resources ABC Splash Geoguessr Earthcam Geospace GoogleEarth World Mapper My Place Australian Screen Plane Finder Gapminder Worldmapper National Trust Oresome Resources Global Resources Law Society of WA The Mint National Museum of Australia Parliamentary Education Office Australian History Mysteries (paid subscription) **Teacher Resources** Pearson Discovering History Lower, middle & upper Pearson Discovering Geography Lower, middle & upper Pearson Atlases Ozbox Oxford University Press Years 3-6 History & Geography	**'Ways of Assessing'** Assess HASS skills and content knowledge Achievement Standards Judging Standings Keep HASS assessments as stand alone tasks and not complicate with other learning areas. **ABLE***WA* **SENAT** uses Performance Descriptors to build a picture of what a student with special educational needs my know, understand and do. Term 1 Parent Meeting start of year Parent Interview Term 2 CAT work samples Refer to SCSA work samples Report against the Achievement Standard in formal report Term 3 Open Night Term 4 CAT work samples Refer to SCSA work samples Report against the Achievement Standard in formal report TBC: Work Samples for Civics and Citizenship and Economics and Business

Aims   The Western 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. (Scientific Literacy). Students recognise that things they read and see or are told may not necessarily be correct in relation to science. Misconceptions can be formed and stay with the child as long as they are proven incorrect.
- 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 investigation, including the collection of data. **Processing and analysing data and information**: Representing data	**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. **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	Pre-test current understanding to ascertain students understanding and misconceptions. **Engagement and scientific thought** Promote engagement in Science- Use teaching demonstration to engage in science thinking Teacher demonstrates- Promotes science thinking of students and presents misconceptions. Understand students science thinking of concepts. PATS testing- Identify concepts not addressed particularly concepts not addressed in Primary Connections. Review PATS data to inform school level, class level and lines of inquiry. Content descriptors from the Western Australian Curriculum. Plan lesson using Science Inquiry Skills. **Focus:** **Questioning** (Blooms Taxonomy linking with Critical & Creative Thinking) **Predicting** **Planning & Conducting**	Pre-test questions in relation to outcome for completion of Sub strands. For each year level. 3 levels of questioning. High- Working well above Medium- Working about Low level- working at level Working Scientifically, DoE Portal for resources Science as a Human endeavour- Identify scientist in relation to scientific concept to talk to students about. Create project. http://www.johnnosscience.com/science-as-a-human-endeavour.html **Different ways to start your lesson** https://www.teachingchannel.org/blog/2016/09/14/5-ways-to-start-your-lessons/?utm_source=newsletter20160917/ **Science site** https://education.usgs.gov/primary.html **Teaching Science Concepts in Primary Schools-Text** Years 3-6- use for misconceptions and questions and teaching program	Pre-tests diagnostic assessment Post tests used for CAT assessment Collaborative Assessment Tasks (CATS) linking to content descriptors. Use questioning, investigation reporting frameworks as part of assessment. Year 3-6 PATS testing SCSA Judging Standards

in meaningful and useful ways; identifying trends, patterns and relationships in data, justify conclusions.
 	
Evaluating: Quality of available evidence and the merit of a conclusion with reference to that evidence.
 	
Communicating: Conveying ideas to others through appropriate represent, text types and modes
	space.
	
	Physical sciences (Energy & 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.
	
	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.
		Processing & analysing data & information
		Evaluating
		Communicating
		
		Teach content from the 4 Sub Strands.
		
		Western Australian Curriculum content, Scope and Sequence, Judging Standards materials and examples are used for teaching, assessment and moderation
		
		Link Science with Literacy using related texts.
		
		Science in Residence Program in 2018, 4 lessons per Year 1-6 class in Chemical or Physical Science.
		
		Science Week and Open Night focus.
		
		Integrate use of ICT and STEM.
			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 resources;
			    Embedded and authentic assessment tasks,
			    Relevant literacy focuses,
			    Opportunities to extend the students' learning,
			    Science background information,
			    Student resource sheets
			    Resources available on the *Primary Connections* website.
			    Consumable Equipment
			      Organised into topic boxes matching Primary Connections Units.
			
			Primary Connections on line support.	

2018/2019 Design & Technologies
Digital Technologies and STEM

What is Design & Technologies?

The Technologies curriculum is written on the basis that all students will study both Technologies subjects from Pre-primary to end of Year 8. Students have the opportunity to study at least one of the following contexts within Design and Technologies:

- Engineering principles and systems – Reporting schedule 2018
- Food and fibre production;
- Food specialisations;
- Materials and technologies specialisations,

What are digital technologies?

Digital technologies are electronic tools, systems, devices and resources that generate, store or process data. These include social media, online games and applications, multimedia, productivity applications, cloud computing, interoperable systems and mobile devices

What is digital learning?

Digital learning is any type of learning that is facilitated by technology or by instructional practice that makes effective use of technology. Digital learning occurs across all learning areas and domains.

It encompasses the application of a wide spectrum of practices including:

- blended and virtual learning, game-based learning,   accessing digital content
- collaborating locally and globally
- assessment and reporting online
- active participation in online communities
- using technology to connect, collaborate, curate and create   (source *SCSA Digital Technologies Scope and sequence 2018)*

Key Targets	Strategic Actions	Monitor/ Assessment
Western Australian Curriculum – Design and Technologies Teacher implementation of the Western Australian Curriculum in -Design and Technologies and -Digital Technologies	**Western Australian Curriculum – Design and Technologies** **Design and Technologies** Teachers to align design units of work in their class to The Western Australian Curriculum (WAC) Design Technologies Scope and sequence.	**Western Australian Curriculum – Design and Technologies** **Design and Technologies** The Western Australian Curriculum (WAC) Digital Technologies Scope and sequence aligned to integrated units of work. -Assessment tasks incorporating key design processes and context - attainment with Scope and Sequence - Report in Semester 1 in Design and Technologies- Engineering

The Design and Technologies scope and sequence (K-6) will drive the integration of Design thinking, contexts and processes during 2018: **Design thinking** -a creative process where students generate new ideas for further development and evaluate these based on criteria to help them design meaningful solutions to problems posed. **Design process**. Stages of the Design process uniform across classes- magnets with process used across classes **Design Contexts** Engineering principles and systems – 2018 focus.	Design and Technologies Targeted professional learning using the WA Digital technologies curriculum and scope and sequence will occur during term 1 staff meetings – focus in engineering and integration. - **Design Glossary** - Classes implement a common Design glossary (SCSA) - **Design Thinking** methodology - **Design Process** – Common steps – teachers to utilize magnets for the design process: - **Design Contexts** Engineering principles and systems – 2018 focus. In this context the focus is on how forces can be used to create light, sound, heat, movement, control or support in systems	
Key Targets	**Strategic Actions**	**Monitor/ Assessment**
Western Australian Curriculum –Digital Technologies Teachers will utilise the key digital technologies to implement The Western Australian Curriculum (WAC) Report in Digital Technologies Semester 2, 2018	**Western Australian Curriculum –Digital Technologies** ▪ Develop an understanding of data, digital systems, audiences, procedures and computational thinking. ▪ Investigate, communicate and create digital solutions. ▪ Formulate problems, logically organise and analyse data and represent them in abstract forms. ▪ Decide the best combinations of data, procedures and human and physical resources to generate efficient and effective digital solutions. Create digital solutions that consider economic, environmental and social factors.	**Western Australian Curriculum –Digital Technologies** -Digital capabilities aligned to Scope and Sequence. -The Western Australian Curriculum (WAC) Digital Technologies Scope and sequence aligned to integrated units of work. -Assessment tasks incorporating key design processes and context - Report in Semester 2 in Digital Technologies -Google classrooms, core APPS, - Digital platforms utilised across learning areas - Pearson English, Soundwaves, Bug club, Mathletics,

NAPLAN ONLINE
NAPLAN moves online 2018.Our 2018 focus is to:
  -refine our computer-based environment to broaden the scope of the assessments.
  - meet the online assessment needs of students in relation to NAPLAN online.
	NAPLAN ONLINE
	Teachers will be supported through:
	-Professional learning SDD and NAPLAN collegial sessions
	-In class NAPLAN online support and teaching – Melinda Harris Term 1 year 3 classes
	- Opportunities to work with online testing formats alongside
		NAPLAN ONLINE
		Infrastructure and resourcing appropriate during testing period
		
		• Wireless Infill Program – ensuring ratio of WAPS's appropriate
		• Connectivity testing and Cabling across classes
		• Devices and room allocations

-prepare teachers and students for NAPLAN online testing formats processes, skills and environments.	paper based tests. -Professional learning and familiarity with online test demands and formats	• Student preparation in digital capabilities and familiarity with format (NAP online practice testing)
STEM STEM integration with Design in 2018 -Investigate Science Week focus – Stem Project based learning challenges/expo across the school. -Science Bites – Experts working across 3 classes in a specified focus area. Investigate Parents expertise involved in STEM -Staff based expertise working collaboratively using STEM and digital resources Our 2018 STEM opportunities and partnerships link directly with our 1-1 iPad initiative and whole school priorities in Design and Digital Technologies specifically: • Everyday opportunities for students in developing creativity, independent thinking, critical analysis, problem solving and team work.	*STEM Professional learning* - STEM school and expert Partnership and Professional learning for staff SDD - Integrated with Design Term 1 - staffmeeting each term **STEM in the classroom** • Students apply their learning to STEM based challenges in practice. • Links to School Priorities (Science, Design & Technologies, Literacy Block, Numeracy Block, Problem solving) • Use of Stem in Music, Art, • Explicit linking to Problem Solving and Higher Order Metacognitive tasks and projects. • Higher Order Thinking and critical and creative thinking through creating with ICT.	*STEM* Teacher familiarity and application of STEM –evidenced across the Learning Areas through: • Integration of STEM curriculum and tools. • Planning documents. • Maker Space options • Parent awareness of STEM use in classes • Higher ratio of competent users in ICT as per ICT capability continuum. • Greater ICT resource utilisation authentically in classes specifically: • Data associated with this program, Assessment tasks aligned with The WA Technologies Scope and Sequence
1-1 BYOD iPad Context The 2018 priority areas include: - Implement the recommendations from the Internal Audit findings on SPS 1-1 ByoD progam - NAPLAN online skills - Authentic use of iPads - Typing focus - Increased writing in the class - iPads to be used at point of need during the day – less whole class use - Maintain a sharp focus on ethical, responsible digital use.	*1-1 BYOD iPad Context* The continued rollout of The BYOD 1-1 iPad program into year 4 year 5 and year 6 classes allows resource distribution across the school. NAPLAN online readiness **K-3 FOCUS** -The K- 3 focus in 2017 includes: -differentiated learning in the classroom utilising digital technology and iPads. -Integration of STEM with iPads -Planning and using the WA Technologies Scope and sequence -The K-3 resourcing model is 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.	*1-1 BYOD iPad Context*. Implement specific recommendations from Dept Education Internal Audit findings Monitoring and feedback from 1-1 BYOD classes including: Parent, teacher and student online surveys. Programmes & assessment tasks incorporating the WA Technologies Scope and Sequence Teacher familiarity and application of ICT capabilities evidenced across the Learning Areas through: • Integration of ICT into School Priority areas • Use of iPad in Extension /SAER Planning documents • Higher ratio of competent users in ICT as per ICT capability continuum.

	Teacher collaboration will be incorporated to enable peer mentoring to initiate/ consolidate ICT use aligned to STEM	-Relevant surveys associated with this program -Integration of digital platforms – Khan Academy, Soundwaves, Bug Club, Pearson English. -Programmes & assessment tasks incorporating ICT.
Differentiated opportunities Teachers continue to develop their skills using a range of ICT resources to enhance differentiation and extension practices	**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 utilising an iPad to assist with their Individual Education Plans (IEPs) within the classroom. These students continue to benefit from special Apps to suit their leaning needs. The Music/Art Classes to utilise a pod of iPads to support learning stations in the Music classes across the school.	**Differentiated, individualised learning opportunities** The EAL/D program also utilises iPads to assist students in their specific EAL/D support time and in the context of the class.
Social and Ethical Protocols Parent and student familiarity with SPS Digital user Agreement The Digital User Agreement and ethical protocols at Subiaco Primary Schools aligned with Behaviour Management Plan. **Distributed Leadership** Building staff capacity – ICT teachers and Admin mentor teachers and students in class aligning classroom management and pedagogy with the use of technology	***Social and Ethical Protocols*** Digital user Agreement – explicit classroom work around The Digital User Agreement and ethical protocols at Subiaco Primary Schools aligned with The Behaviours management Plan. 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. Sharing of resources & on-line learning activities amongst staff	Collation of Digital User Agreements, social Media agreements

	• Regular Professional Learning sessions. • School Development Days -focus on WA Technologies • Staff meetings – explicit work in WA Technologies Scope and Sequence, 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 initiatives across The Learning Areas. Investigate Parent involvement in STEM activities Greater use of digital workflow involving students and parents Cyber safety education- between home and school -specific focus in Social media	**Parent & Community** Parent and community sessions on 1-1 iPad BYOD program for current and prospective year parents (year 4, 2019) Open mornings an Digital workflow engagements – Google classrooms, Showbie Cyber safety in newsletters Cyber safety parent information session. Contemporary school website. Digital User Agreement s for K-3, 4-6 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. Parent information on 1-1 classes Parent support of technology Greater involvement in children's e-learning through iPad apps (Google classrooms, Showbie, iTunes U), digital workflow, and class web work.
Governance & Resource Management	**Governance & Resource Management**	**Governance & Resource Management**
ICT continues to be well resourced across the school. The 1-1 iPad programs grows each year. MacBook laptop leases has increased due to NAPLAN online 2018 ICT sustainability Plan to manage current and meet future needs Action Plan & Budgeting Lease Management Lease Replacement Plan	In 2018, The ICT Resources include: **Owned** • 16 MacBook Airs **25 devices** • 9 iMacs – **Leased – MacBook Laptops 70 devices** • Lease 27 – 30 MacBooks Air (exp 2019) • Lease 29 – 40 MacBooks Airs (exp 2019) Total 70 MacBooks **Leased – windows machines 61 devices** • Lease 26 – 15 CDM desktops (exp 2018) • Lease 25 - 6 Dell Latitudes (exp 2019) • Lease 28 – 20 HP laptops (exp 2020)	Ensure that Subiaco Primary is well placed for the NAPLAN online learning environment required for our year 3 and year 5 students in 2018 and onwards including: • Wireless Infill Program – ensuring ratio of WAPS's appropriate • Project Device Program (20 new iPads in 2018) • Connectivity testing and Cabling across classes • Devices and room allocations Strategic plan for Lease replacement and ICT roll out over next 3 years. Increased NAPLAN online professional learning and collegial ICT

| Interactive Whiteboard Installation and Replacement Plan | •   Lease 31 - 20 HP laptops   (new lease 2018)
Total 61 windows devices

iPads in 2018 140 school owned iPads

- 140 iPads distributed across the school.
- 1 Lease of Dell laptops for each class linked to IWB
- 1 Lease of Desktops for Admin and some classes (exp 2018_
-STEM resourcing – spheros, Edisons, Little Bits, Maky Makey,

Additional 20 x iPads to be purchased in 2018

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.

Interactive Whiteboard installation and Replacement

Aging Promethean projectors and projectors have necessitated a replacement plan- Detailed below:

2017 – Installation of 4 Promethean panels in new Pre-Primary Build
-L2, L9, M3, M2, ART, U6, U4 new projectors

2018 – L1, L5, L6, U2 new projectors need to be installed

MSA - Winthrop Australia
Fortnightly technical support at Subiaco PS - Liaise with Winthrop technicians to ensure school needs are met. | processes will improve efficiency, increase productivity, and reduce the environmental impact of ICT operations.

Sustainability and maintenance of Digital Resources aligned to Priority areas and profiling of staff and students.

Close liaison with Winthrop through Subiaco Primary School and Winthrop Australia Managed Service Agreement |