SUBIACO PRIMARY SCHOOL

Operational Plans
2022-2023

Our Best since 1897

TABLE OF CONTENTS

ALIGNMENT OF SCHOOL AND DEPARTMENT OF EDUCATION WA PRIORITIES

STRATEGIC DIRECTIONS FOR PUBLIC SCHOOLS 2020-2024

Every student, every classroom, every day

1. Provide every student with a pathway to a successful future
2. Strengthen support for teaching and learning excellence in every classroom
3. Build capacity
4. Increased school autonomy within connected system
5. Partner with families
6. Use evidence to drive decision making

SUBIACO PRIMARY SCHOOL (SPS) STRATEGIC PLAN 2022

Data Informed Teaching

- Strengthen whole school approaches for teaching literacy and numeracy.
- Improve the teaching and learning of spelling and reading with consistent differentiated practice in every classroom.
- Follow guided reading as an instructional practise in every classroom.
- Improve Understanding, Problem Solving and Reasoning in Mathematics through consistent teaching of vocabulary and strategies.
- Use Daily Reviews to ensure explicit, consistent and regular practise of key curriculum concepts in every classroom.
- Have shoulder to shoulder coaching programs in literacy and numeracy to improve teaching practices across the school.
- Engage in disciplined dialogue around student data and the curriculum.
- Utilise Best Performance for targeted teaching and to measure effectiveness and impact for every student.
- Review and refine SAER processes.
- Link all performance and development to data informed, differentiated teaching.

Connected Curriculum

- Review whole school digital technology scope and sequence to plan, teach and assess digital technology with the aim of authentic use of digital technology across all learning areas.
- Review STEAM approach across the school.

Collaboration

- Strengthen the Curriculum Champions model with clear and consistent links to data informed teaching and long term direction.
- Review and enact protocols for collaborative DOTT, including admin support and strengthening the dialogue around data and the curriculum to ensure that year level teams are working interdependently to achieve common goals and members are mutually accountable.
- Refine the mentoring and coaching plan across the school taking into account student data, whole school priority areas and resources.
- Establish a plan for staff professional learning.

Student Voice

- Refine model and elect SRC for 2022.
- Investigate and trial ways to extend whole school and year level opportunities for age appropriate active citizenship.

Resilience

- Continue to implement whole school cycle of Bounce Back program.
- Implement school wide approach to growth mindset.

Community

- Engage in and trial STEAM and cultural partnerships with community organisations.
- Continue to support all staff to implement strategies to increase cultural responsiveness.

Home Learning (COVID-19)

In the event of school closures due to COVID-19, SPS is prepared to pivot to Home Learning in line with DoE expectations. The SPS Home Learning Policy documents contain detailed plans for Online Communication Platforms, Staff and Parent Roles and Responsibilities, Expectations (short and extended lockdowns) and a Suggested Weekly Timetable.

DATA INFORMED TEACHING FOCUS AREAS

- Student Data – Best Performance
- iStar Pedagogical Framework
- Whole School Instructional Strategy – Daily Reviews

Student Data – Best Performance

SPS utilises Best Performance EdCompanion software in order to effectively store and analyse student data. The software supports teachers to analyse school and systemic data to inform planning, targeted teaching and measure effectiveness and impact for every student.

Whole School Assessment Schedule of data provided to Best Performance.

Term 1	Year 1 -6 PAT Maths PP – On Entry Assessment
Term 2	Year 3 & 5 NAPLAN Year 4 Practice NAPLAN K-6 Common Assessment Tasks
Term 3	Year 1-6 PAT Maths
Term 4	K-6 Common Assessment Tasks

iStar Pedagogical Framework

At SPS, we use the iSTAR pedagogical framework to design our lessons. iStar is a progressive pedagogy or teaching framework, offering a common language of learning across our school.

iStar

Inform	Inspire
Show	Share
Try	Transfer
Apply	Action
Review	Revise.

I – Inform / Inspire – this is where our learning intentions are shared with the students through our lesson or unit. Teachers may also inspire the students through a 'hook' to introduce the topic.
Today we will learn, Today I am looking for, We will learn by

S – Show / Share – this is where the teacher will model a strategy and teach new learning.
Now I will show you how, I will share my thinking, I will explain

T – Try / Transfer – the students will have a 'try' at the activity in groups, pairs or individually whilst the teacher supports and scaffolds their learning.
In groups today you will practise, In pairs you will

A – Apply / Action – Now the student will work on an activity which will allow them to apply their learning independently.
Now is your chance to, Now we will all share what we have learnt

R – Review / Revise – At key points during the lesson and at the end of the lesson the learning will be reviewed and reflected upon using the success criteria.
What were our learning intentions today? How did we go? How do we know?

Whole School Instructional Strategy - Daily Reviews

Daily Reviews are a whole class 'warm-up' session to revise, practise and consolidate key concepts to help with long term retention. It is a warm-up activity intended for the beginning of a lesson, taking up no more than fifteen minutes of class time.

Purpose:

- Builds students' ability to focus.
- Increase student confidence by providing opportunities for repetition and practice.
- Develop automaticity with core skills to reduce cognitive load.
- Move student knowledge from short term to long term memory.
- Provides an opportunity to check for student understanding (formative assessment).
- Set routines increase learning time.

Daily Reviews are PowerPoint presentations (for consistency) based on previously taught content and prerequisites for the day's lesson. Key curriculum topics are continually revisited throughout the year (retrieval practice). Topics are interleaved (random order) and constantly varied based on formative assessment.

PowerPoint slides are structured around recite, recall and apply.

	What it is…	Literacy Examples	Numeracy Examples
Recite	**Students recite the content to review.** What this looks like: Teach First Listen Read/track with me Tell your partner Repeat to the class Full sentence answers	"A fragment is a group of words that is not a complete sentence. It usually lacks a subject (who), verb (what) or both." Look at examples and non-examples.	"Count with me. We are going to start at 235 and count in 5's to 300." "A triangle is a 2D shape with three sides and three vertices. Tell your partner what a triangle is."
Recall	**Students recall content that has just been recited.** What this looks like: Ask a question Whiteboards Pick a non-volunteer Repeat to the class Full sentence answers Teacher echoes answers	Are these passages fragments or sentences? Write your answer on your whiteboard. What are these fragments missing, the subject, verb or both?	On your whiteboard skip count in 5's from 200 to 250. Say the name of the shape that flashes on the screen.
Apply	**Students apply content to familiar and non-routine questions.** What this looks like: Ask a question Whiteboards Pick a non-volunteer Repeat to the class Full sentence answers Teacher echoes answers	Write a fragment about..	Write the missing numbers on the numberline. Draw the shape on your whiteboard that is named on the screen.

When implementing Daily Reviews teachers use the following instructional strategies and engagement norms:

Explicit Instruction (TAPPLE)	Student Engagement
• Teach First • Ask a Question • Pair-Share • Pick a non-volunteer • Listen • Effective Feedback	• Fast paced • Read/track with me • Full sentence answers (from students) • Teacher echoes answers • Whiteboards (chin it, park it) • Evidence of differentiation (30-40-30)

Literacy and numeracy daily reviews include key curriculum concepts:

Literacy	Numeracy
• Phonological & phonemic awareness • Letter-sound automaticity • Short & long vowels • Decoding • Blending, rhyming & segmenting • Reading fluency • High frequency words • Grammar • Parts of speech • Sentence types • Punctuation • Writing fluently • Plurals • Contractions • Syllable types • Spelling rules • Morphemes • Comprehension strategies • Figurative language • Vocabulary (Tier 2)	• Maths Vocabulary • Number recognition • Subitising • Number skills • Numblerlines • Place Value • Skip Counting • Operations • Fractions • Money • Time • Calendar • Shapes • Measurement • Angles • Perimeter and area • Symmetry • Maps and location • Data Interpretation • Probability

CONNECTED CURRICULUM FOCUS AREAS

- Digital Technology
- Cross Curricular Approach
- STEAM
- Aboriginal and Torres Strait Islander Histories and Cultures

Digital Technology

At SPS Digital technology is embedded in all learning areas. All students learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas. Students are encouraged to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Devices and Apps

All students in Year K-3 have access to iPads and Macbooks. Each classroom K – Year 3 has a set of 7 iPads. These are used for small group rotation activities. Each cohort of teachers will timetable access to a class set of iPads as required. A 1-1 iPad BYOD program is in place for Year 4 – Year 6. There are a number of Apps required for the program, these are listed on the SPS website.

Digital Workflow

Seesaw (Kindy – Year 6) and Google Classrooms (Year 4 – Year 6) are utilised for digital workflow engagements in alignment with the SPS Communication Plan.

User Agreements and Cyber Safety

Every student signs the SPS Digital User Agreement and ethical protocols which is aligned with the Behaviour Management Plan. Cyber safety focus areas are highlighted at sub-assemblies on an on-going basis focusing on:

- Staying safe online, apps students use and the information they are sharing.
- Online footprint – minimising risk.
- Website use, social networking and online gaming.

Parent and community sessions on cyber safety and on the 1-1 iPad BYOD program are held annually.

Cross Curricular Approach

When cross curricular learning is done well: 'Two things happen. First, young people are encouraged to integrate learning experiences into their schemes of meaning so as to broaden and deepen their understanding of themselves and their world. Second, they are engaged in seeking, acquiring, and using knowledge in an organic – not an artificial – way.' *(Curriculum Integration and the Disciplines of Knowledge Beane, 1995)*

In 2022, year level planning documents will be reviewed and revised to ensure where possible curriculum links are being utilised to plan integrated units of work that enrich student learning.

STEAM

STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving. In 2022, we will be reviewing cross curricular opportunities to integrate STEAM. Including reviewing the design process, develop staff understanding of STEAM lesson design, process and implementation. This will lead to the development of a whole school STEAM scope and sequence taking into account cross curricular links.

Aboriginal and Torres Strait Islander Histories and Cultures

Across the Western Australian Curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Through learning experiences, students at SPS understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

COLLABORATION FOCUS AREAS

- Instructional Coaching Model
- Curriculum Champions

Instructional Coaching Model

SPS follows a coaching model to support the professional growth of teachers and build capacity in evidence-based teaching practices. The coach and teacher work one-on-one to model and observe classroom practice and reflect through professional conversations.

Phase 1 - Goal Setting

Initial meeting to set goals, look at current practice and use evidence.

- Links to Business & Operational Plans
- Curriculum links
- Data-informed
- Timeline set
- 1 x 15-20 minute session

Phase 2 - Professional Practice and Learning

Coach modelling, teacher practice and observations.

- Evidence-based approach
- Lesson Intention
- Success criteria
- HIT Strategies
- Student engagement
- 1-3 x 30-40 minute sessions

Phase 3 - Reflection and Review

Feedback and reflection. Establish how evidence based practices will be maintained.

- Self-reflection
- Feedback
- How will this be maintained?
- What follow up support is required?
- Where to next?
- 1 x 15-30 minute session

Curriculum Champions

SPS follows a Curriculum Champions model as part of Staff Meeting and Collaborative DOTT hours as a way of increasing collaboration and upskilling staff in priority areas. Curriculum Champions teams align with Business Plan priorities: Literacy, Numeracy, Technologies and Cultural Responsiveness.

CURRICULUM CHAMPIONS

Business Plan Focus Areas:

Strengthen staff collaboration and accountability for sharing, mentoring and feedback.

Use evidence based approaches to teaching literacy and numeracy.

Integrate and embed purposeful use of digital technology.

Embrace diversity and cultural responsiveness.

Purpose

- increase collaboration
- whole-school approach
- leadership opportunities
- upskilling of all staff
- increase sharing & accountability

Meeting 1

Curriculum Champion Teams Meet

K-6 Curriculum Champion teams meet in staff meeting time facilitated by Champion Leaders.

An agenda is provided and minutes kept. At the end of these meetings the Champions will know and understand the year-level expectations for the term.

Meeting 2

Year Level Teams Meet

In this time Champions will share back explicit year-level expectations and plan coverage for the term to their year level colleagues.

Each Champion is responsible for supporting the other team members in their learning area journey.

Admin & Level 3 teachers attend to support. Minutes are kept and action items are noted.

Meeting 3

Year Level Teams Meet

Collaborative teams discuss how they went with Champions goals in classrooms. Reflection sheet is completed ready to share back to Champions teams.

Meeting 4

Curriculum Champion Teams Meet

Each Champion meets back with their K-6 Curriculum Champion team to share back from their year-level WWW, EBI, where to next.

The facilitators provide an agenda and minutes are kept.

STUDENT VOICE FOCUS AREAS

- Student Representative Council (SRC)
- Social Justice Group (SJG)

Student Representative Council

First established in 2019, the SRC represents student voice. The School Board had considerable input into developing and endorsing the SRC model in 2019. The SRC comprises students from Year 4 – Year 6, elected annually by their peers. These students meet with the Principal on a regular basis to discuss matters important to SPS students.

Social Justice Group

SJG participation is made available to students in Years 5 and 6. The group meet regularly at Tuesday lunchtime and continue to support a variety of groups including our sister school in Cambodia, through frozen fruit sales. The group run a number of events each year such as Winter Appeal, The Silver Coin Challenge and Care Bags for children going into foster care.

RESILIENCE FOCUS AREAS

- Mindfulness
- Growth Mindset

Mindfulness

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of selfworth, resolve conflict, engage in teamwork, and feel positive about themselves and the world around them. Compassion, care and individualised support at point of need is central to our way of being with staff and students. A whole school approach to health and wellbeing has included the implementation of Bounce Back, a positive education approach to wellbeing. Regular Mindfulness promotes the awareness of the present moment and calmly accepting one's thoughts and feelings.

Mindfulness is practised in every classroom at SPS on a daily basis utilising a variety of resources such as smilingmind.com.

Growth Mindset

Developing the right mindset early on is crucial for a successful, happy life. When kids learn putting forth effort and using the right strategies can help them get better at things, they feel empowered, and try harder. When they know their brains are capable of growing, they are more confident, resilient, and are not afraid to fail. At SPS the principles of having a growth mindset are explicitly taught in every classroom.

COMMUNITY FOCUS AREAS

- Reconciliation Action Plan (RAP)
- 125th Celebrations

Reconciliation Action Plan

SPS is committed to reconciliation and have created a RAP through the Narragunnawali platform. A RAP is a formal statement of commitment to reconciliation and outlines the school's vision and actions that it will take towards reconciliation. The RAP drives reconciliation in education by building relationships, respect and opportunities in the classroom, around the school and with the community. This plan is endorsed by the School Board, is driven by the RAP working group, and is carried out by the staff, students and community of SPS.

The RAP includes a range of actions, which are the commitments that the school is making towards reconciliation. It is a working document, with a time frame assigned to each action.

The following actions are included in our RAP:

Action	Elaboration
Welcome to Country	Where appropriate, commencing significant events at our school with a Welcome to Country.
Celebrate National Reconciliation Week	Celebrating with an assembly and other events during the week.
Build Relationships with the Community	Committing to building relationships with our local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness.
Teach about Reconciliation	Staff and students learning about reconciliation.
Explore Current Affairs and Issues	Raising awareness of current affairs and issues in the public domain that are of particular significance to Aboriginal and Torres Strait Islander peoples and the process of reconciliation.
Acknowledgement of Country	Recognising the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow.
Aboriginal and Torres Strait Islander Flags	Flying or displaying these at our school.
Physical Acknowledgement of Country	Displaying a physical acknowledgement of country, with the goal of renaming the Nature Play area to something in Noongar and erecting a sign.
Take Action Against Racism	Building awareness of what racism is, the impacts of racism and how to respond effectively when it occurs through an anti-racism strategy tailored to the needs of our school.
Curriculum Planning	Embedding Aboriginal and Torres Strait Islander histories and cultures in curriculum planning across all year levels and learning areas.
Inclusive Policies	Creating policies that refer specifically to improving educational outcomes for Aboriginal and Torres Strait Islander people and increasing knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia.
Staff Engagement with RAP	All staff will be involved in the ongoing development and implementation of our RAP through staff development opportunities facilitated by the RAP Working Group.
RAP Budget Allocation	Setting aside dedicated funds from within our budget to procure relevant goods and services that strengthen the sustainability of our RAP Actions.
Local Sites, Events and Excursions	Working with the local Aboriginal and Torres Strait Islander community to learn about events of historical and cultural significance and visit appropriate sites.
Celebrate RAP Progress	Tracking the progress of our RAP, continually revisiting our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our RAP into the future.

Whilst a large focus is on reconciliation with Aboriginal and Torres Strait Islander people, our school is also committed to acknowledging and celebrating the multi-cultural school community. This will continue to be through events such as Harmony Week, use of the Cultural Calendar and acknowledgment of significant cultural events and celebrations.

125th Celebrations

SPS was founded in 1897 and 2022 marks the schools 125th Birthday. In 2022 there will be a number of classroom, school and community celebrations to commemorate this milestone.

DATA COLLECTION, ANALYSIS & PLANNING YEARLY OVERVIEW

TERM 1	• Whole School Staff Development Days (SDD) • How data sets have informed school priorities • Links between DoE priorities, Business Plan and Operational Plans • Operational Plans are reviewed and key whole school targets are shared • Operational Plans inform collaborative and individual classroom planning • Best Performance data is utilised to inform Term and Yearly planning • PATS testing in English, Mathematics and Science • Annual NQS reflection and On Entry analysis
TERM 2	• SDD professional learning in priority areas, goal setting and planning • Collaborative and classroom plans align to priorities and targets • Students in Years 3 & 5 sit NAPLAN • Students in Year 4 sit practice NAPLAN • Student Perception surveys completed • Business Plan survey comparing baseline data and data over a 3 year period • Best Performance data is utilised to help inform moderation and reporting • Semester 1 SAER profiles compiled
TERM 3	• SDD professional learning in priority areas, goal setting and planning • 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. SAIS/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. Whole school priority areas are identified to inform Strategic Planning. • PATS testing in English and Mathematics • Biannual surveys – alternative 360 feedback and National School Opinion surveys for staff, parents and students
TERM 4	• SDD – NAPLAN/PAT data analysis presented to staff to inform priority selection for following year. Targets are set. • Teachers complete a survey based on school priorities to inform future directions. • Operational Plans are reviewed and revised by Curriculum Champion teams taking into account school data, current research DoE directions and the school Business Plan. • Best Performance data is utilised to help inform moderation and reporting • Semester 1 SAER profiles compiled

WHOLE SCHOOL CURRICULUM PLANNING PROCESS

School planning at SPS is an integral part of the improvement process involving four stages.

Gather and Analyse Data **Plan for Improvement** **Teaching and Learning** **Assessment and Reporting**

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 SPS staff to make judgements about whether our students are making sufficient progress with their learning in relation to relevant standards. Sources of information include:

- Whole school data eg: PATS, Best Performance
- Teachers' records of student assessment
  - teacher moderation of student work
  - system supported assessments eg. NAPLAN, On Entry, NQS reflections
  - 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 SPS informs the selection of priority areas and operational plans within the *Business Plan*, and the *Operational Plans*.

PLAN FOR IMPROVEMENT: Breadth and Balance in Curriculum Planning

When planning, SPS 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.

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, On Entry and whole school data 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.

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.

ENGLISH

In English, the curriculum content is explicitly taught to enable students to develop a deep understanding and the ability to flexibly apply their skills across a range of learning contexts. English is taught systematically, explicitly and in a differentiated manner to cater for the needs of students. Teachers follow a structured and sequential approach to the teaching of skills. Literacy Blocks follow the iStar instructional model, ensuring there is connected practice across the school. Lessons comprise of learning intent, success criteria and plenary, providing students with a clear understanding of what they are supposed to be learning and how they will know when they can do it.

ENGLISH FOCUS AREAS

1. Achievement Standards
2. Instructional Routines: Phonics, Phonemic Awareness, Spelling
3. Instructional Routines: Reading
4. Instructional Routines: Vocabulary
5. Instructional Routines: Writing
6. Instructional Routines: Handwriting
7. Assessment, Moderating & Reporting

ENGLISH ACHIEVEMENT STANDARDS

Western Australian Curriculum (WAC) and the Early Years Learning Framework (EYLF) is the foundation for all planning and teaching in English. Achievement Standards indicate the quality of learning students should typically demonstrate by a particular point in their schooling. Aspects of the Achievement Standards are explicitly referred to in learning intentions and reflections for each English lesson.

	Reading and Viewing	Writing and Creating	Speaking and Listening
Kindergarten	• Know that spoken and written language can be broken into smaller parts • Hear and clap syllables in simple words • Investigate, explore onset & rime in simple CVC words • Discriminate rhyme in words • Investigate and explore individual sounds and sounds in spoken words • Hear and begin to identify first and last sounds in simple words • Explore letter-sound relationships • Recognise familiar written symbols in context, such as road signs and their name • Recognise some letter names • Become aware that letters are different from numbers • Display reading/viewing like behaviours in play and experiences	• Verbalise ideas and simple concepts • Display writing like behaviours in play and experiences • Copy simple patterns • Retell a simple story • Engage in discussion about narratives and informational texts • Use imagination to recreate roles and experiences • Explore common language patterns in narratives • Use images, marks and approximations of letters and words to convey meaning. • Use symbols in play to represent and make meaning. • Show an awareness that print holds meaning. • Become aware that words are separated by spaces • Become aware that sentences are made up of words, that words are made up of sounds and sounds are represented by letters or groups of letters.	• Sustain conversations with others in different situations. • Use speech that can be understood by others • Act upon simple instructions and statements • Develop auditory discrimination • Modulate voice appropriate to the situation • Use simple sentences when speaking • Use turn-taking in conversations • Increase use of vocabulary by exploring meanings of new words and talk about language • Know that languages other than English are used in the home, school and community environment • Use simple non-verbal ways of communicating through gesture and signs.

	Reading and Viewing	Writing and Creating	Speaking and Listening
Pre-primary	• Use predicting and questioning strategies to make meaning from texts. • Recall one or two events from texts with familiar topics. • Understand that there are different types of texts and these can have similar characteristics. • Identify connections between texts and personal experiences. • Read short, decodable and predictable texts with familiar vocabulary and supportive images. • Draw upon knowledge of concepts of print, sounds and letters and decoding and self monitoring strategies to read texts. • Recognise letters of the English alphabet, in upper and lower case. • Know and use the most common sounds represented by most letters. • Read high frequency words and blends sounds orally to read consonant-vowel-consonant words.	• Understand texts reflect their own experiences. • Identify and describe likes and dislikes about familiar texts, objects, characters and events. • Use familiar words, phrases and images to convey ideas in writing. • Writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops.	• Use appropriate interaction skills to listen and respond to others in a familiar environment. • Listen for rhyme, letter patterns and sounds in words. • Understand that their texts can reflect their own experiences. • Identify and describes likes and dislikes about familiar texts, objects, characters and events. • Communicate clearly in informal and whole class settings. • Retell events and experiences with peers and known adults. • Identify and use rhyme. • Orally blend and segment.
Year 1	• Understand the different purposes of texts. • Make connections to personal experience when explaining information, characters and main events in short texts. • Identify that texts serve different purposes and are organised differently. • Understand how characters are developed and give reasons for personal preferences. • Describe characters, settings and events in different types of literature. • Read aloud with developing fluency. • Read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. • They use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning when reading. • Recall key ideas and recognise literal and implied meaning in texts.	• Create texts that show understanding of the connection between writing, speech and images. • Create short texts for a small range of purposes. • Provide details about ideas or events, and details about participants in events in their writing. • Accurately spell high-frequency words with regular spelling patterns. • Use capital letters and full stops.	• Listen to others when taking part in conversations, using appropriate language features and interaction skills. • Understand how characters in texts are developed and give reasons for personal preferences. • Create texts that show understanding of the connection between writing, speech and images. • Create short texts for a small range of purposes. • Interact in pair, group and class discussions. • Take turns when responding in pair, groups and class discussions. • Make short presentations on familiar topics.

	Reading and Viewing	Writing and Creating	Speaking and Listening
Year 2	• Understand how similar texts share characteristics by identifying text structures and language features, to describe characters/events or to communicate factual information. • Read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency words and images that provide extra information. • Monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. • Use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. • Identify literal and implied meaning, main ideas and supporting detail. • Make connections between texts by comparing content. • Explain their preferences for aspects of texts using other texts as comparisons.	• Create texts, drawing on own experiences, imagination and information they have learnt. • Create texts that show how images support the meaning of the text. • Accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. • Use punctuation accurately.	• Listen for particular purposes. • Listen for and manipulate sound combinations and rhythmic sound patterns. • Use everyday language features and topic-specific vocabulary to discuss ideas and experiences. • Explain their preferences for aspects of texts using other texts as comparisons. • Create texts that show how images support the meaning of the text. • Create texts, drawing on own experiences, imagination and information they have learnt. • Use a variety of strategies to engage in group and class discussions. • Make presentations.
Year 3	• Understand how content can be organised using different text structures depending on the purpose of the text. • Understand how language features, images and vocabulary choices are used for different effects. • Read texts that contain varied sentence structures, a range of punctuation and images that provide extra information. • Use phonics and word knowledge to fluently read more complex words. • Identify literal and implied meaning connecting ideas in different parts of a text. • Select information, ideas and events in texts that relate to their own lives and to other texts.	• Understand how language features are used to link and sequence ideas. • Understand how language can be used to express feeling and opinions on topics. • Create a range of texts for familiar and unfamiliar audiences. • Include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. • Demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. • Use knowledge of letter-sound relationships, consonant and vowel clusters and high-frequency words, to spell words accurately. • Re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning.	• Listen to others' views and respond appropriately using interaction skills. • Understand how language features are used to link and sequence ideas. • Understand how language can be used to express feelings and opinions on topics. • Create a range of texts for familiar and unfamiliar audiences. • Contribute actively to class, group discussions, asking questions, providing useful feedback. • Make presentations.

	Reading and Viewing	Writing and Creating	Speaking and Listening
Year 4	• Understand that texts have different text structures depending on purpose and context. • Explain how language features, images and vocabulary are used to engage the interest of audiences. • Describe literal and implied meaning, connecting ideas in different texts. • Express preferences for particular types of texts, and respond to others' viewpoints. • Read fluently texts that, include varied sentence structures and unfamiliar vocabulary, including multisyllabic words.	• Use language features to create coherence and add detail to their texts. • Understand how to express an opinion based on information in a text. • Create texts that show understanding of how images can be used to extend key ideas. • Create structured texts to explain ideas for different audiences. • Demonstrate understanding of grammar, • Select vocabulary from a range of resources and • Use accurate spelling and punctuation, editing their work to improve meaning.	• Listen for and share key points in discussions. • Use language features to create coherence and add detail to their texts. • Understand how to express an opinion based on information in a text. • Create texts that show understanding of how images and detail can be used to extend key ideas. • Create structured texts to explain ideas for different audiences. • Make presentations • Contribute actively to class and group discussions, varying language according to context.
Year 5	• Explain how text structures assist in understanding the text. • Understand how language features, images and vocabulary influence interpretations of characters, setting and events. • Analyse and explain literal and implied information from a variety of texts. • Describe how events, characters and settings in texts are depicted and explain their response to them. • Decode unfamiliar words using phonic, grammatical, sematic and contextual knowledge.	• Use language features to show how ideas can be extended. • Develop and explain a point of view, selecting information, ideas and images from a range of resources. • Create imaginative, informative and persuasive texts for different purposes and audiences. • Demonstrate understanding of grammar using a variety of sentence types. • Select specific vocabulary • Use accurate spelling and punctuation. • Edit their work for cohesive structure and meaning.	• Listen and ask questions to clarify content. • Use language features to show how ideas can be extended. • Develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. • Create imaginative, informative and persuasive texts for different purposes and audiences. • Make presentations, which include multimodal elements for defined purposes. • Contribute actively to class and group discussions, taking into account other perspectives.
Year 6	• Understand how the use of text structures can achieve particular effects. • Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events in texts. • Compare and analyse information in different and complex texts, explaining literal and implied meaning. • Select and use evidence from a text to explain their response to it.	• Understand how language features and language patterns can be used for emphasis. • Show how specific details can be used to support a point of view. • Explain how their choices of language features and images are used. • Create detailed texts elaborating on key ideas for a range of purposes and audiences. • Demonstrate understanding of grammar and make considered vocabulary choices to enhance cohesion and structure of their writing. • Use accurate spelling and punctuation for clarity. • Make and explain editorial choices based on criteria.	• Listen to discussions, clarifying content and challenging others' ideas. • Understand how language features and language patterns can be used for emphasis. • Show how specific details can be used to support a point of view. • Explain how their choices of language features and images are used. • Create detailed texts elaborating on key ideas for a range of purposes and audiences. • Make presentations • Contribute actively to class and group discussions, using a variety of strategies for effect.

INSTRUCTIONAL ROUTINES: PHONICS, PHONEMIC AWARENESS, SPELLING

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 SPS through the Heggerty Phonemic Awareness and Letters and Sounds Phonics Programs.

Heggerty Phonemic Awareness Programme – K-Year 2

The Heggerty Phonemic Awareness Programme will be implemented in 2022 in K-2 daily. The Heggerty Phonemic Awareness Curriculum is a systematic 35-week program of daily lesson plans that provide a high level of explicit modelling and student engagement. Each level of the Heggerty Phonemic Awareness Curriculum focuses on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, and language awareness.

The Heggerty Curriculum includes explicit instruction in the following phonological and phonemic awareness skills:

- Rhyming
- Onset Fluency
- Blending
- Isolating final and medial phonemes (sounds)
- Segmenting
- Adding Phonemes
- Deleting Phonemes
- Substituting Phonemes

All lessons are short and sharp, taking 10-12 minutes and are very easy to implement. The Heggerty Phonemic Awareness Curriculum works alongside the existing structured synthetic phonics program, Letters and Sounds' and it is an excellent way to build up the phonological skills of our early readers.
(See Scope & Sequence for further details)

Letters and Sounds Phonics Program – K-Year 2

Daily Sequence of Teaching:

1. **Introduction:** state learning intent and success criteria
2. **Revisit & Review:** practise previously learned graphemes & practice blending and segmentation
3. **Teach:** Teach new grapheme & teach tricky words
4. **Practise:** Blending and reading words with the new **G**(grapheme - letter) **P**(phoneme-sound) **C**(Correspondence); practise segmenting and spelling words with the new GPC.
5. **Apply:** read and write a sentence using one or more high-frequency words and words containing the new graphemes.

(See Scope & Sequence for further details).

Soundwaves - Years 3-6

Soundwaves incorporates a phonemic approach which focuses on the sounds of English and is recognised as one of the most effective ways to teach spelling.

The Soundwaves Spelling Program is a systematic, explicit whole school approach used at SPS for the teaching of spelling from Years 3-6. SoundWaves Spelling lessons are explicitly taught. Each lesson includes a clear learning intention, teacher explanation and modelling, opportunities to check for student understanding, plus independent student practice.

Sound Waves Spelling goes beyond phonics to include other essential knowledge students need to read and spell. As the years progress, a significant portion of teaching is dedicated to word study, including morphology (prefixes, suffixes and Greek and Latin roots), etymology (word origins) and language concepts like homophones and homographs.

Students participate in a range of activities to:

1. Explore and consolidate phoneme knowledge
2. Explore and consolidate grapheme knowledge
3. Build awareness of spelling patterns
4. Develop spelling strategies
5. Explore and extend vocabulary knowledge

Teachers prioritise the activities according to the needs of their students and include spelling concepts in their weekly program either as a whole class, small group or independent activities.

Weekly Routine

In a typical week, teachers will explicitly teach Sound Waves Spelling lessons from Monday to Thursday, which gives time for consolidation and remediation every Friday. Lesson duration is between 15-20 minutes.

Day 1: Explore the sound: identify and brainstorm the focus sound for the week
Day 2: Explore the list words – consolidate learning through student activities
Day 3: Working with the words – teach focus concepts and complete student activities
Day 4: Mark, discuss and review learning

Assessment

Teachers use the Spelling Diagnostic Test in Terms 1 and 3 for an overview of student ability. This assessment allows teachers to compare a student's general spelling ability against same-aged peers, as well as diagnose strengths and weaknesses for specific spelling concepts.

INSTRUCTIONAL ROUTINES - READING

Guided reading is a key strategy in curriculum differentiation at SPS. It is an evidence-based strategy that improves reading comprehension and leads to successful independent reading.

In Kindergarten, the emphasis is on building the oral and aural skills in readiness for formal instruction in guided reading. From Pre-Primary to Year 6, guided reading is used to scaffold and support a small group of students, with similar needs, as they read a common text. Teachers explicitly teach good reader strategies and support students as they practice the strategies to read successfully.

As students move from 'learning to read' to 'reading to learn', teachers will adapt their guided reading lessons to meet both the changing text demands and increased curriculum content. However, to ensure whole school connective practice and maintain shared understandings, guided reading lessons across the school will include the following four essential elements – Preview, Reason, Read and Return. For further details see the SPS Guided Reading Policy.

Multilit Reading Intervention

Multilit (Making Up for Lost Time in Literacy) includes the MacqLit and Minilit programmes. These are explicit and systematic reading intervention programs for small groups of low-progress readers. They are used at SPS to support students who are struggling to learn to read despite exposure to regular differentiated reading instruction within the classroom context. The program has been shown consistently to deliver significant and substantial gains in literacy performance. It provides teachers with a comprehensive sequence of lessons that include all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

(See Students at Educational Risk (SAER) on pages 45-46 for further details)

Guided Reading Lesson Format – 4 Essential Elements

1. PREVIEW	2. REASON	3. READ	4. RETURN
Preview the text and connect to students' prior understandings. Activate prior knowledge by cueing the readers into the concept or genre eg. This book is about, what do you know about? Picture flick. Examine features of the text (non-fiction texts).	Set the learning intention: We are learning to . . . What reading strategy is the session focus? How do we use the strategy? Why is it important?	Students read the text independently and silently. Depending on age and needs of students they may read aloud with teacher support. Reading may comprise a chapter, a couple of pages or the whole text. The teacher listens to individual students in turn to support the use of a strategy – useful time to collect ongoing information for running records.	Return to the text with purposeful questioning. Guided discussion with open-ended, focus questions that make explicit your teaching point. Teacher guides metacognition so students' problem-solving actions become clear to them. Drive children back into the text to express their understanding and the connections they make to the text.

INSTRUCTIONAL ROUTINES: VOCABULARY

Vocabulary supports both learning to read and reading to learn. Vocabulary knowledge is highly correlated with reading comprehension. Explicit teaching of vocabulary is effective and necessary. Students build their knowledge of words and meaning to go beyond the definition.

Vocabulary supports 'word consciousness' – knowledge and interest in words. Students who are word conscious enjoy learning new words and using them in different ways.

Teachers employ the *'Three Tiers Approach'*:
Tier 1 = Basic sight words
Tier 2 = Words essential for comprehension; take time to teach these words as they are words required for full understanding of the text
Tier 3 = Specific content area words – HASS, Science, Geography, Technology & Enterprise

Teachers teach students to use contextual strategies and help students pick up the clues embedded within the text. Discussion is a key part of learning vocabulary. New knowledge is connected, linked, classified and stored. Anchor charts and graphic organisers are useful for students to reference their learning for future use.

INSTRUCTIONAL ROUTINES: WRITING

Assessment

Use Formative Assessment to guide their writing instruction for each text type.

1. Assess - Employ a 'cold task' prior to teaching the specific text – find out what students know
2. Profile class and set class goals linked to text
3. Develop a Text Toolkit to guide instruction for students – language features/organisational features – used to give feedback to students
4. Employ a 'hot task' at the end of the teaching unit – monitor progress

Talk for Writing – K-Year 2

Talk for Writing is an evidence based explicit instruction approach that ensures children write independently for a variety of audiences and purposes. Key features are that children internalise the language features needed to write through 'talking the text'. This approach moves through the Gradual Release Model from dependence towards independent writing. This is taught though the 3 stages of Imitate, Innovate and Independent application. The teacher develops these stages through shared and guided instruction to develop the ability for children to write creatively with an emphasis on fluency through exposure and repetition. Children develop metacognitive strategies to facilitate the transfer of knowledge and skills through cumulative and sequential presentation of the content and skills over the course of a 4-5 week block.

Writing Model – Year 3-6

FAMILIARISING Modelled Text	ANALYSING Reading like a Writer	MODELLED WRITING Teacher Modelled	GUIDED WRITING Joint Constructions	INDEPENDENT WRITING
Students are involved in tasks in which they are required to discuss, read, listen to and view samples of the new text form.	Students analyse the mentor text and teacher explicitly 'thinks aloud' to highlight the key language features and organisational features of the text. Language Features – grammar at a word level. Orgainsational Features – how the information is organised within the text: sentences, paragraphs, heading.	Teacher thinks aloud and writes a section of texts; the teacher makes the writing decisions explicit for students.	Teacher and a small group of students talk, read and think their way through a text.	3 KEY STAGES OF WRITING - Planning, Drafting & Editing Draft writing: students apply thinking in writing of a specific text form. Journal Writing: promote writing fluency.

Writing Scope and Sequence

	Term 1			Term 2		Term 3		Term 4	
Kindy	Poetry	Narrative		Description	Narrative	Procedure	Narrative	Information Texts	Recount
Pre-Primary	Narrative (My Family)			Narrative (Fairy Tales)	Narrative (Zoo Animals)	Narrative (Australia)		Narrative (Minibeasts)	Non Fiction (Minibeasts
Year 1	Recount			Recount		Narrative	Information Report	Narrative	
Year 2	Imaginative Retellings	Recount	Poetry	Procedure	Narrative	Narrative	Report	Persuasive Texts	
Year 3	Narrative	Persuasive		Narrative	Poetry	Information Reports	Reviews	Narrative/Poetry	Procedure
Year 4	Recount	Information Report		Reviews	Poetry	Narrative		Persuasive	
Year 5	Narrative	Persuasive		Explanation	Narrative	Poetry	Persuasive	Reports	Reviews
Year 6	Newspaper Article	Persuasive		Narrative	Procedures & Explanation	Persuasive	Reviews	Poetry	Imaginative, Informative or Persuasive – Oral Presentation

SCSA Editing and Proofing Scope & Sequence

K	**PP**	**Year 1**	**Year 2**
Teacher models rereading writing for meaning.	Teacher models rereading writing for meaning. Students encouraged to re-read own writing for meaning.	Uses capital letters and full stops with some accuracy. Rereads own writing for meaning.	Consistently and with some accuracy uses capital letters and full stops. Rereads own writing for meaning.
Year 3	**Year 4**	**Year 5**	**Year 6**
Consistently rereads and edits their writing, checking their work frequently for vocabulary, structure and meaning.	Consistently and accurately uses punctuation, including quotation marks, to enhance meaning. Consistently re-reads and edits their work, checking their work frequently, to improve structure and meaning.	Uses boundary punctuation with consistency – more complex punctuation to support meaning. Develops criteria – structure and meaning to revise and edit their work.	Effectively uses punctuation for clarity and meaning. Consistently monitors writing, making editorial choices for text structure, language features, spelling and punctuation based on purpose and audience.

INSTRUCTIONAL ROUTINES: HANDWRITING

A systematic approach is employed to the teaching of handwriting where there is consistency in instructional practices to allow handwriting skills to build from year to year (**Font: New South Wales Foundation**).

	Expectations from WA Curriculum	Lesson Allocation
Kindergarten	Develop gross and fine motor coordination. Establish correct posture and pencil grip. Produce pre-writing patterns. If ready, begin to print own name using correct letter formations.	Informal activities planned daily, including name
Pre-Primary	Produce some lower case and upper case letters using learned letter formations.	1-2, X 20 minute formal lessons per week
Year 1	Write using un-joined lower case and upper case letters.	2 X 15 minute formal lessons per week
Year 2	Write legibly and with growing fluency using un-joined upper and lower case letters.	2 X 15 minute formal lessons per week
Year 3	Write joined letters that are clearly formed and consistent in size.	2 X 10-15 minute lessons per week
Year 4	Write using clearly formed joined letters and develop increased fluency and automaticity.	1 X 10-15 minute lessons per week
Year 5	Develop a handwriting style that is becoming legible, fluent and automatic.	Integrated practise within learning areas
Year 6	Develop gross and fine motor coordination. Establish correct posture and pencil grip. Produce pre-writing patterns. If ready, begin to print own name using correct letter formations.	Integrated practise within learning areas

MATHEMATICS

In Mathematics the curriculum content and proficiencies are explicitly taught to enable students to develop a deep understanding and flexibly apply their skills. All numeracy blocks follow the iStar Instructional model. Learning intentions and plenaries explicitly refer to proficiencies and achievement standards. All planning, teaching and assessment tasks are completed in collaborative teams. This ensures a whole-school approach to support student learning, students know what they need to learn and how they will know when they can do it.

MATHEMATICS FOCUS AREAS

1. Proficiency Strands
2. Achievement Standards
3. Instructional Routines – Daily Reviews
4. Instructional Routines – Concrete, Pictorial, Abstract
5. Instructional Routines – Vocabulary
6. Instructional Routines – Problem Solving
7. Scope and Sequence – Suggested Term Plan
8. Resources and Strategies
9. Assessment, Moderating and Reporting

PROFICIENCY STRANDS

All teachers explicitly teach and develop a deep understanding of the proficiency strands in students. There is evidence of intentional teaching of proficiency strands in each classroom (environmental print/anchor charts).

		What it looks like in F-2	What is looks like in 3-6
Fluency	**FLUENCY is building students' basic skills, speed and accuracy in routine questions.** Questions students been shown how to solve, they could be: - single step - multiple steps - remembering a formula applying a formula to solve a simple situation	• Develop skills in choosing appropriate procedures • Recall factual knowledge and concepts	• Choose appropriate procedures • Carry out procedures flexibly • Recall factual knowledge • Calculate answers efficiently • Recognise robust ways of answering questions • Recall definitions
Understanding	***UNDERSTANDING is building a deep understanding of the mathematical principles and patters through questions that require students to make connections and build patterns.*** Understanding requires students to do more than what they have seen before. For example: - non-standard problems - questions that start with a fairly simple scenario and then add additional complications - open-ended questions	• Make connections between related concepts • Apply the familiar to develop new ideas	• Make connections between related concepts • Apply the familiar to develop new ideas • Develop an understanding of the relationship between the 'why' and the 'how' of mathematics • Build understanding when they connect related ideas
Problem Solving	***PROBLEM SOLVING is attempting never-before tried problems.*** These need to be completely new to the students, not word problems written from what they have already been taught, or applications of their pre-existing content and skills to a real-life context.	• Use mathematics to represent unfamiliar or meaningful situations	• Use mathematics to represent unfamiliar or meaningful situations and plan their approaches
Reasoning	***REASONING is proving that mathematical thinking is valid.*** Students need to demonstrate the mathematical process that they used to obtain their answers. This can be: - orally - written (sentences or equations) - visual (diagrams, graphs, drawings) - concrete materials combined with explanation	• Explain thinking	• Explain thinking • Adapt the known to the unknown • Transfer learning from one context to another

*Adapted from Back to Front Maths, Tierney Kennedy 2015

ACHIEVEMENT STANDARDS

WAC and EYLF is the foundation for all planning and teaching in numeracy. Content/achievement standards for each year level are displayed in every classroom ('Big Ideas'). Students know the learning intentions/achievement standards across the Number and Algebra, Measurement, Geometry, Statistics and Probability strands. These are explicitly referred to in learning intention and reflection for each Maths lesson.

	Number and Algebra	Measurement and Geometry	Statistics and Probability
Kindergarten	• recite number names in order, initially to 5, then to 10 consistently • recall what number is missing in a number line 1 to 10 • recognise numerals initially to 5 and then to 10 and begin to order them • name the last number in the count that represents how many in the set (cardinal value) • count objects by using one to one correspondence up to 10 • know that numbers always happen in a conventional order (stable order) • begin to understand that the starting point and order in which you count them does not affect how many (order irrelevance) • begin to understand that the arrangement, size or differences of the objects doesn't affect how many (abstraction) • compare collections of objects and describe whether there is more, less, the same or not the same • subitise small quantities of objects or standard patterns on a die • partition small numbers (part, part, whole) to 6 • Copy and create simple two part patterns	• describe the sequence of familiar events and routines • use the everyday language of time such as morning, afternoon, daytime • use language words to describe duration and relative duration • use positional language • use the appropriate language of measurement to describe, compare and order • recognise names, sort and match basic two-dimensional shapes • sort, classify and match objects according to attributes, for example colours, sizes and shapes • order objects according to one attribute	• answer simple questions to collect information, such as using yes/no • group items in response to questions
Pre-Primary	• count to and from 20 • make connections between number names, numerals and quantities up to 10	• compare objects using mass, length and capacity • explain the order and duration of events • connect events and the days of the week • sort shapes and objects • use language to describe location	• answer simple questions to collect information • make simple inferences

	Number and Algebra	Measurement and Geometry	Statistics and Probability
Year One	• count to and from 100 • partition numbers using place value • use strategies to add and subtract • identify representations of one half • recognise Australian coins • continue simple patterns • skip count by 2s, 5s and 10s	• order objects based on lengths and capacities • tell time to the half hour • describe two-dimensional shapes • describe three-dimensional objects • use the language of direction	• classify outcomes of simple familiar events • collect data by asking questions • draw simple data displays • describe data displays
Year Two	• count to and from 1000 • add and subtract using a range of strategies • represent multiplication and division • divide collections into halves, quarters and eighths • associate collections of Australian coins with their value • recognise increasing and decreasing number sequences involving 2s, 3s and 5s • identify the missing element in a number sequence	• order shapes and objects • tell time to the quarter hour • use a calendar to identify the date • name and order months and seasons • recognise the features of three-dimensional objects • draw two-dimensional shapes • interpret simple maps • explain the effects of transformations	• describe outcomes for everyday events • collect, organise and represent data
Year Three	• count to and from 10 000 • classify numbers as either odd or even • recall addition and multiplication facts • recognise the connection between addition and subtraction • solve multiplication problems using efficient strategies • model and represent fractions • represent money values • count out change from financial transactions • continue number patterns involving addition and subtraction	• use metric units for length, mass and capacity • tell time to the nearest minute • make models of three-dimensional objects • match positions on maps with given information • identify symmetry • recognise angles	• conduct chance experiments and list possible outcomes • conduct simple data investigations • interpret and compare data displays
Year Four	• use the properties of odd and even numbers • recall multiplication facts to 10 x 10 and related division facts • continue number sequences involving multiples of numbers • choose strategies for calculations involving multiplication and division • locate fractions on a number line • recognise equivalent fractions • make connections between fraction and decimal notations • solve simple purchasing problems • describe number patterns resulting from multiplication • identify strategies for finding unknown quantities in number sentences	• use scaled instruments to measure temperatures, lengths, shapes and objects • compare areas of regular and irregular shapes using informal units • solve problems involving time duration • interpret information contained in maps • create symmetrical shapes and patterns • classify angles in relation to a right angle	• list the probabilities of events • identify dependent and independent events • describe different methods for data collection and representation construct data displays from given or collected data

	Number and Algebra	Measurement and Geometry	Statistics and Probability
Year Five	• identify and describe factors and multiples • solve problems involving the four operations using a range of strategies • check the reasonableness of answers using estimation and rounding • order decimals and fractions and locate them on number lines • add and subtract fractions with the same denominator • explain plans for simple budgets • continue patterns by adding and subtracting fractions and decimals • identify and explain strategies for finding unknown quantities in number sentences involving the four operations	• use units of measurement for length, area, volume, capacity and mass • calculate perimeter and area of rectangles • convert between 12 and 24 hour time • connect three-dimensional objects with two-dimensional representations • describe transformations of two-dimensional shapes • identify line and rotational symmetry • use a grid reference system • measure and construct different angles	• interpret different data sets • list outcomes of chance experiments and assign probabilities • pose questions to gather data • construct data displays
Year Six	• recognise the properties of prime, composite, square and triangular numbers • describe the use of integers • solve problems involving all four operations • locate fractions and integers on a number line • solve problems involving the addition and subtraction of fractions • calculate a simple fraction of a quantity • connect fractions, decimals and percentages as different representations of the same number • make connections between the powers of 10 and the multiplication and division of decimals • add, subtract and multiply decimals and divide decimals where the result is rational • calculate common percentage discounts on sale items • describe rules used in sequences involving whole numbers, fractions and decimals • write correct number sentences using brackets and order of operations	• connect decimal representations to the metric system and choose units of measurement to perform a calculation • make connections between capacity and volume • solve problems involving length and area • interpret timetables • construct simple prisms and pyramids • describe combinations of transformations • solve problems using the properties of angles • locate an ordered pair in any one of the four quadrants on the Cartesian plane	• compare observed and expected frequencies • describe probabilities using simple fractions, decimals and percentages • interpret and compare a variety of data displays including those displays for two categorical variables • interpret secondary data displayed in the media

INSTRUCTIONAL ROUTINES – DAILY REVIEW

All numeracy blocks at SPS begin with Daily Review (see page 3).

INSTRUCTIONAL ROUTINES – CONCRETE, REPRESENTATIONAL, ABSTRACT

All teachers use concrete manipulatives in numeracy blocks. The purpose of teaching through a concrete-to-representational-to-abstract sequence is to ensure students have a thorough understanding of the maths concepts/skills they are learning. When students are allowed to first develop a concrete understanding they are much more likely to understand concepts at the abstract level.

Concrete

- Teacher modelling of concepts with concrete materials (unifix cubes, base ten blocks etc)
- Students are given many opportunities to practise using concrete materials

Representational

- Involves drawing pictures that represent concrete objects previously used

Abstract

- Using only numbers and mathematical symbols
- As the teacher moves through this sequence the abstract numbers and symbols should be used in conjunction with the concrete materials and the representational drawings.

INSTRUCTIONAL ROUTINES – VOCABULARY

Students are explicitly taught and able to understand the appropriate meaning of a word in the context of a maths problem to develop mathematical proficiency. There is evidence of explicit teaching of Maths vocabulary in every classroom displayed as environmental print/word wall/anchor charts. "My Word Book: Mathematics" by Dr Paul Swan and David Dunstan provides the vocabulary lists taught for each year level. A variety of tasks are used to explicitly teach and consolidate mathematical vocabulary such as:

- Think boards
- Frayer Model
- Maths Talks
- Which One Doesn't Belong
- Barrier Games
- Mystery Bags
- Daily Reviews
- Word Walls
- Children's Literature
- Check the Clues

INSTRUCTIONAL ROUTINES – PROBLEM SOLVING

Problem solving strategies and processes are taught as part of each class' weekly maths routines. The whole-school approach to developing problem solving strategies is to explicitly teach simple strategies using common types of problems in the early years (PP to Year 2), then build and extend these strategies as students progress to the middle and upper years as outlined in the table below:

PP-Year 2	Year 2/3/4	Year 4/5/6
Focus on: • Mathematical Literacy • Structured Problems (Part/Part/Whole)	**1. Guess & Check** **2. Act it Out** - Use equipment - Make a model **3. Draw a Diagram** **4. Use a Bar Model** **5. Make a List** - List possibilities - Eliminate possibilities - Be systematic - Use a table	**6. Work Backwards** **7. Look for a Pattern** **8. Pause and Think** - Consider a similar problem - Simplify the problem - Look for irrelevant information

The following four-step problem solving framework (based on Polya's Problem Solving Process 1945) is explicitly taught across the school. There is evidence of intentional teaching of this process in every classroom (environmental print/anchor charts).

1. Understand the problem: Read and think about the words, graphics and symbols.
2. Devise a plan: Think logically and use strategies.
3. Do the maths: Follow the steps of the problem and do the maths.
4. Look back and reason: Check the maths. Have you answered the question? Does the answer make sense?

SCOPE AND SEQUENCE

The following Scope and Sequence has been developed collaboratively to provide a guide for the content focus each term. This is adjusted as required based on student data.

	Kindy	Pre-Primary	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Term 1	Numbers to 10 Shapes Positional language	Sorting & Classifying Numbers to 10 Length, Capacity, Mass Data	Number Place Value Addition Number Sequences Skip Counting Length, Capacity, Mass	Number Place Value Addition Subtraction Shapes (2D & 3D)	Number Place Value Angles Shapes Location & Transformation	Number Place Value Addition Subtraction	Number Place Value Addition Subtraction Multiplication Fractions Decimals	Number Place Value Operations
Term 2	Patterns Sorting & Classifying	Addition Concepts Time-Days of the Week Position and Location Shapes and Objects- 2D Data	Addition Shapes 3D and 2D Location	Addition Subtraction Patterns Length, Mass, Capacity, Area	Addition and Subtraction Length, Capacity, Mass Area	Angles Shapes Location & Transformation Multiplication/ Division	Division Angles Shapes Fractions	Fractions Angles Shapes Perimeter & Area
Term 3	Days of the week Counting backwards Measurement	Patterns Numbers to 20 Making & Sharing Groups Time-Connect Events Data	Subtraction Place Value to 100 Fractions Money Time	Fractions Making and sharing groups Time	Multiplication and Division Patterns & Algebra Time	Patterns & Algebra Fractions Decimals Time Temperature	Perimeter & Area Capacity, Mass & Volume Location & Transformation Patterns Algebra	Decimals Percentages Location & Transformation Data & Graphs Patterns
Term 4	Numbers to 20 Subitising Missing numbers Partitioning Yes and no questions	Subtraction Shapes and Objects- 3D Data	Data & graphs Chance Making and sharing groups Patterns	Money Chance and Data Location & Transformation	Fractions Money Data & Graphs Chance	Length & Area Capacity, Mass & Volume Data & graphs Probability	Time Data & Graphs Chance	Data & Graphs Probability Algebra Volume

CONCRETE AND DIGITAL RESOURCES

- West Australian Curriculum
- Back to Front Maths (Tierney Kennedy)
- Bebras – Computational Thinking (www.bebras.edu.au)
- Blake Education Problem Solving Strategy Books
- Concrete Manipulatives
- Education Perfect https://www.educationperfect.com/
- Envision Maths Program
- Firefly Education iMaths https://www.fireflyeducation.com.au/imaths
- First Steps: Mathematics
- Khan Academy (www.khanacademy.org)
- Mathletics (https://au.mathletics.com/)
- Math Playground ((www.mathplayground.com)
- MathsStarters Website - https://mathsstarters.net/numoftheday, https://mathsstarters.net/quickquiz
- MTS Online (www.K7maths.com)
- Nrich Website - https://nrich.maths.org/
- Past Naplan Papers
- Paul Swan books, manipulatives and online resources (https://www.drpaulswan.com.au/)
- reSolve –Inquiry Based Maths (www.resolve.edu.au)
- RIC Publications Minute Maths Books
- Study Ladder (www.studyladder.com.au)
- Top Drawer (MAWA Resource) (www.topdrawer.aamt.edu.au)

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, and science's contribution to our culture and society.

Science develops in students:

- 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, the Earth, and 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.
- An ability to communicate scientific understanding and findings to a range of audiences.
- An ability to solve problems and make decisions about applications of science while considering ethical and social implications of decisions.
- An understanding of historical and cultural contributions to science as well as contemporary science issues and activities.
- A solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences.

SCSA K-10 Outline Science

INTERRELATED STRANDS

Science has three interrelated strands: Science Understanding, Science as a Human Endeavour, and Science Inquiry Skills.

Science Understanding

Sub-strand	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Biological Sciences	Living things have basic needs, including food and water.	Living things have a variety of external features. Living things live in different places where their needs are met.	Living things grow, change and have offspring similar to themselves.	Living things can be grouped on the basis of observable features and can be distinguished from non-living things.	Living things have life cycles. Living things depend on each other and the environment to survive.	Living things have structural features and adaptations that help them to survive in their environment.	The growth and survival of living things are affected by physical conditions of their environment.
Chemical Sciences	Objects are made of materials that have observable properties.	Everyday materials can be physically changed in a variety of ways.	Different materials can be combined for a particular purpose.	A change of state between solid and liquid can be caused by adding or removing heat.	Natural and processed materials have a range of physical properties that can influence.	Solids, liquids and gases have different observable properties and behave in different ways.	Changes to materials can be reversible or irreversible.
Earth and Space Sciences	Daily and seasonal changes in our environment affect everyday life.	Observable changes occur in the sky and landscape.	Earth's resources are used in a variety of ways.	Earth's rotation on its axis causes regular changes, including night and day.	Earth's surface changes over time as a result of natural processes and human activity.	The Earth is part of a system of planets orbiting around a star (the sun).	Sudden geological changes and extreme weather events can affect Earth's surface.
Physical Sciences	The way objects move depends on a variety of factors, including their size and shape.	Light and sound are produced by a range of sources and can be sensed.	A push or a pull affects how an object moves or changes shape.	Heat can be produced in many ways and can move from one object to another.	Forces can be exerted by one object on another through direct contact or from a distance.	Light from a source forms shadows and can be absorbed, reflected and refracted.	Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources.

Science as a Human Endeavour

This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving.

Science Inquiry Skills

1. Questioning and predicting: Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.
2. Planning and conducting: Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.
3. Processing and analysing data and information: Representing data in meaningful and useful ways; identifying trends, patterns and relationships in data, justify conclusions.
4. Evaluating: Quality of available evidence and the merit of a conclusion with reference to that evidence.
5. Communicating: Conveying ideas to others through appropriate representation, text types and modes.

SCIENCE WEEK

In 2022 Students will participate in a range of activities over several days during National Science Week each year to further promote and encourage interest in science, engineering, mathematics, technology and innovation.

ASSESSMENT

PATS (To be reviewed in 2022)

PAT Science assess knowledge, scientific literacy, understanding and of scientific principles. PAT assessment will be undertaken by Foundation to Year 6 in Term 1 to inform planning.

Common Assessment Tasks

Common assessment tasks are completed for each sub-strand. These are stored on Google Drive.

RESOURCES

Inquisitive - https://www.inquisitive.com/
Primary Connections - https://primaryconnections.org.au/curriculum-resources
Scootle - https://www.scootle.edu.au/ec/p/home
ABC Splash - http://education.abc.net.au/home
Connect - https://connect.det.wa.edu.au/group/staff/ui/resources

HUMANITIES AND SOCIAL SCIENCES

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts.

HASS develops in students:

- A deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world.
- 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.
- A knowledge, understanding and an appreciation of the past and the forces that shape society.
- The ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues.
- 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.
- An understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice.
- A knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world.

SCSA K-10 Outline HASS

In Western Australia HASS is organised into two inter-related strands:

- Knowledge and understanding
- Humanities and social science skills

Knowledge and Understanding	Humanities and Social Science Skills
History (PP – Year 6) Geography (PP – Year 6) Civics & Citizenship (Year 3 – Year 6) Economics & Business (Year 5 – Year 6)	Questioning Researching Analysing Evaluating Reflecting Communicating

CONNECTED CURRICULUM

Where possible teachers integrate HASS knowledge and understanding and inquiry skills in order to enrich learning through a cross curricula approach. The cross curricula links and opportunities for integration are considered by collaborative year level teams in yearly planning.

RESOURCES

ABC Splash - http://education.abc.net.au/home
Connect - https://connect.det.wa.edu.au/group/staff/ui/resources
Day and Night World Map - www.timeanddate.com/worldclock/sunearth/
Discovering Geography - Pearson lower, middle and upper
Discovering History - Pearson lower, middle and upper
GeoGuessr Let's Explore the World! - www.geoguessr.com
History Mysteries (1–6) - https://www.australianhistorymysteries.info/
Subiaco6008 Password1
History Teachers Association of WA - http://htawa.net.au
Inquisitive – www.inquisitive.com
My Place – DVD series & website (Yrs 4-6)
OzBox - Oxford University Press Years 3-6
Scootle - https://www.scootle.edu.au/ec/p/home
'The Key to Your House' Parliament of Western Australia 13 episodes - http://www.parliament.wa.gov.au/intranet/libpages.nsf/WebPages/Keys+to+Your+House+Episodes

ASSESSMENT

	Semester 1	Semester 2
PP-Year 2	History	Geography
Year 3-4	Civics & Citizenship History	Geography
Year 5-6	Civics & Citizenship History	Geography Economics & Business

SCOPE AND SEQUENCE (KNOWLEDGE AND UNDERSTANDING)

	History	Geography	Civics & Citizenship	Economics & Business
Pre-Primary	**Personal and family histories** • My history • Stories about the past	**People live in places** • Where we live • What makes a place special? • Looking after places		
Year 1	**Present and past family life** • Describing the sequence of time • Changes in family life • Similarities and differences of past and present	**Places have distinctive features** • Our Earth • Features of places • Caring for places • Places and purpose		
Year 2	**The past in the present** • Changes in technology • Aspects of the past we can see today • Importance of past in local community	**People are connected to many places** • What is a place? • Connections to places		
Year 3	**Community and remembrance** • Recognising significant events of the past • Changes in the community • Contributions of groups and individuals to the community	**Places are both similar and different** • Similarities and differences of places • Life in neighbouring countries • Protecting places	**Communities** • Why do we make rules? • Democratic decisions • Community participation	
Year 4	**First Contacts** • Exploration • Aboriginal and Torres Strait Islander life before the arrival of the Europeans • European settlement • Contact between Aboriginal and Torres Strait Islander Peoples and early settlers	**The Earth's environment sustains all life** • Environment and life • Approaches to sustainability • Using places sustainably	**Government and society** • Difference between rules and laws • How identity is shaped • Community life and local government	
Year 5	**The Australian Colonies** • Colonial life • Development of a colony • Colonial settlement and the environment • Significant events and people that shaped Australian colonies	**Factors that shape the environmental characteristics of places** • People and environment • Impact of natural disasters	**Roles, responsibilities and participation** • Why do we make rules? • Democratic decisions • Community participation	**Wants, resources and choices** • Consumer choices • Making decisions
Year 6	**Australia as a nation** • Australia becoming a nation • What does it mean to be an Australian citizen? • Changes in society in 20th century • Australian immigration	**A diverse and connected world** • People, places and cultures differ across the world • Australia's global connections	**Australia's system of government and citizenship** • Roles and responsibilities of the different levels of government in Australia • How laws developed in Australia	**Trade-offs and impacts of consumer and financial decisions** • Making decisions • Consumer and financial choices • Goods and services

The WAC draws together the distinct but related subjects of Design and Technologies, and Digital Technologies.

DESIGN AND TECHNOLOGIES

Design and Technologies enables students to become creative and responsive designers. Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions.

In Western Australia Design and Technologies is organised into two inter-related strands:

Knowledge and Understanding	Processes and Production Skills
Technologies and society *How people use and develop technologies* Technologies contexts • *Engineering principles and systems* • *Food and fibre production* • *Food specialisations* • *Materials and technologies specialisations*	Major aspects of design thinking and processes • *Investigating and defining* • *Generating and designing* • *Producing and implementing* • *Evaluating* • *Collaborating and managing*

Knowledge and Understanding

	Technologies in Society	Technologies Contexts			
		Engineering Principles and Systems	**Food and Fibre Production**	**Materials and Technologies Specialisations**	**Food Specialisations**
Pre-Primary	***People that produce familiar objects within the community*** ***Simple stages of the production process***	Ways in which objects move: push, pull, bounce, slide, fall, spin, float	Plant and animal products are used in everyday life for food, clothing and shelter	Characteristics of materials can be explored using senses	
Year One	***People produce familiar products and services to meet personal and community needs***	Ways objects can be moved using technology	Plants and animals used for production have basic needs, such as food/nutrients, water, space, protection	Characteristics and behaviours of individual materials used in products	
Year Two	***People design and produce familiar products, services and environments to meet local and community needs***	Forces create movement in objects	Food and fibre choices for healthy living	Characteristics and properties of materials and individual components that are used to produce design solutions	

Year Three	***Role of people in design and technologies occupations*** ***Ways products, services and environments are designed to meet community needs***	Forces, and the properties of materials, affect the behaviour of objects	Types of food and fibre produced in different environments, cultures or time periods, including the equipment used to produce or prepare them	Suitability and safe practice when using materials, tools and equipment for a range of purposes	
Year Four	***Role of people in design and technologies occupations*** ***Ways products, services and environments are designed to meet community needs, including consideration of sustainability***	Forces, and the properties of materials, affect the behaviour of a product or system	Types of technologies used in food and fibre production or processing, including how they are used to help meet consumer needs	Suitability and safe practice when using materials, systems and components for a range of purposes	
Year Five	***How people address competing considerations when designing products, services and environments***	Forces can control movement, sound or light in a product or system	People in design and technologies occupations aim to increase efficiency of production systems, or consumer satisfaction of food and natural fibre products	Characteristics and properties of a range of materials and components, and the suitability and safe practice of their use	Food safety and hygiene practices
Year Six	***How people address competing considerations, including sustainability when designing products, services and environments for current and future use***	Electrical energy and forces can control movement, sound or light in a product or system	Past performance, and current and future needs are considered when designing sustainable food and fibre systems for products	Characteristics, properties and safe practice of a range of materials, systems, tools and equipment; and evaluate the suitability of their use	Principles of food preparation for healthy eating

Contexts Scope & Sequence

In each year level the students have the opportunity to create designed solutions in at least one of the contexts recommended in the following Scope and Sequence:

Year Levels	Contexts
Kindy Year 1 Year 3 Year 5	Engineering principles and systems Food Specialisations
Pre-Primary Year 2 Year 4 Year 6	Food and fibre production Materials and technologies specialisations

Processes and Production Skills

The Design and Technologies processes and production skills strand is based on the major aspects of design thinking, design processes and production processes. At SPS, the design process is explicitly taught using consistent language of Ask, Imagine, Plan, Create, Improve. This is displayed in every classroom.

Maker Drawers

Maker drawers have been set up in U4 allowing ease of access to a variety of materials for design projects.

DIGITAL TECHNOLOGIES

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems. The WAC is organised into two inter-related strands:

- Knowledge and understanding (The information system components of data and digital systems)
- Processes and production skills (Using digital systems to create ideas and information)

Knowledge and Understanding

	Pre Primary	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Knowledge and Understanding	• Label digital systems • Represent data using symbols, pictures, patterns • Follow safety strategies	• Identify features of digital systems • Represent data using symbols, pictures, diagrams • Follow safety strategies	• Use digital systems for specific purposes • Identify patterns within data • Select, represent and use data	• Digital systems and peripheral devices are used for different purposes • Present data in a variety of ways	• Digital systems and peripheral devices are used for different purposes and can store and transmit different types of data • Present data in a variety of ways	• Digital systems have components with basic functions that may connect together to form networks which transmit data • Data is represented using codes	• Digital systems have components with basic functions and interactions that may connect together to form networks which transmit data • Whole numbers are used to represent data in a digital system

Processes and Production Skills

Digital Technologies processes and production skills focus on developing skills to create digital solutions to problems and opportunities including:

- Collecting, managing and analysing data, which involves the nature and properties of data, how they are collected and interpreted using a range of digital systems and peripheral devices and interpreting data when creating information.
- Defining problems and designing digital solutions (Foundation – Year 2), which develops into defining problems and designing, implementing and evaluating solutions that have been developed by students, and evaluating how well existing information systems meet different needs (Year 3–6).
- Communicating ideas and information (Foundation – Year 4), which develops into managing, creating and communicating ideas and information (Year 5–6).

Connected Curriculum

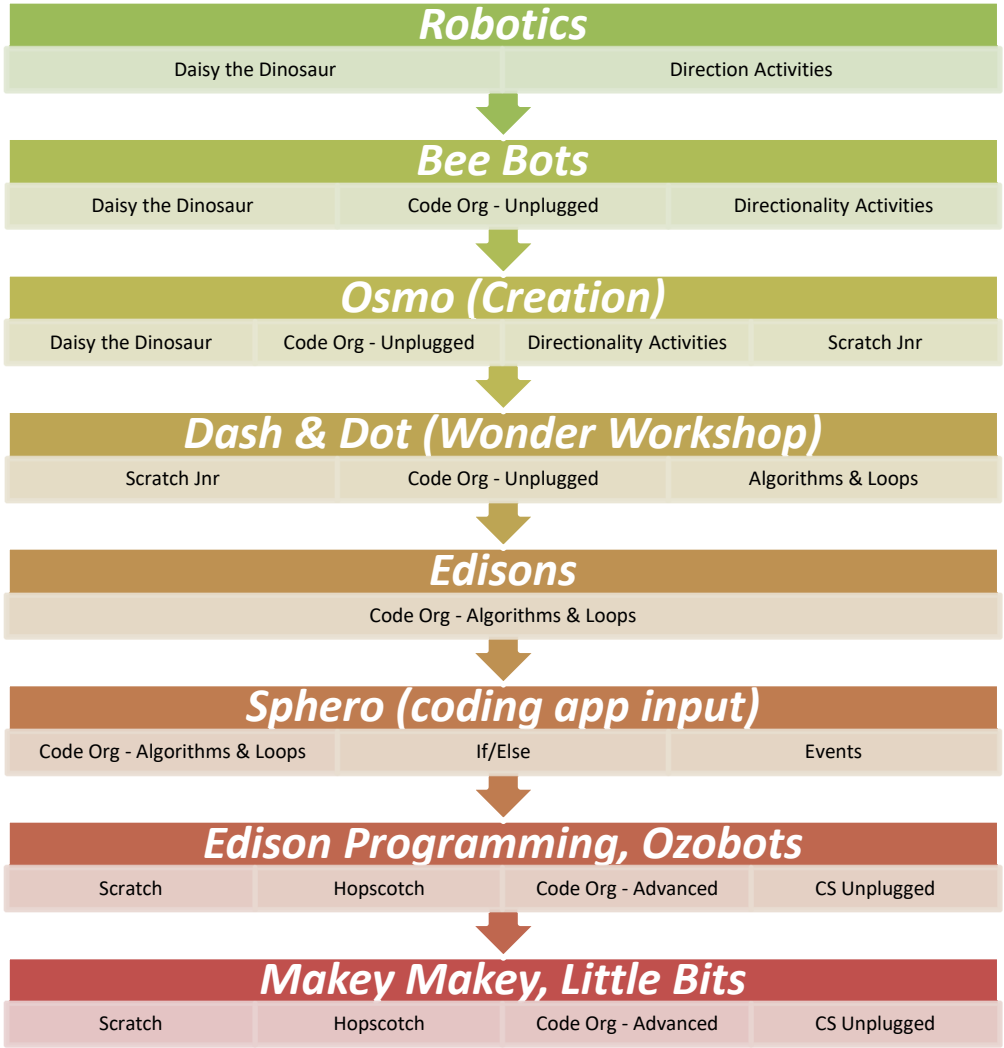
Digital technologies are purposefully embedded across the school in all learning areas. Where possible teachers integrate Technologies knowledge and understanding and inquiry skills in order to enrich learning through a cross curricula approach. The cross curricula links and opportunities for integration are considered by collaborative year level teams in yearly planning.

Specialist DOTT

Students in Year 1 to Year 6 are timetabled to have 5 hours per term with the specialist Digital Technologies teacher. These lessons cover the digital technologies curriculum content, integrate where possible and explicit teach software skills allowing teachers to integrate these tools into classroom learning

Focus Year Level Device, Robotics, Coding

Digital Devices listed below in increasing levels of complexity. Year groups are to use the device that is appropriate to the needs of the students and the purpose of the activity. Additional devices used as needed.



ASSESSMENT

Semester 1 – Design and Technologies

Semester 2 – Digital Technologies

HEALTH AND PHYSICAL EDUCATION

The WAC aims to develop the knowledge, understanding and skills to enable students to:

- Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan.
- Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships.
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings.
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Health and Physical Education is organised into two content strands:

Personal, Social and Community Health	Movement and Physical Activity
• Being healthy, safe and active • Communicating and interacting for health and wellbeing • Contributing to healthy and active communities	• Moving our body • Understanding movement • Learning through movement

HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARDS

	Health	Physical Education
Pre-Primary	• identify unsafe situations and ways they can be healthy and safe • simple actions that promote health, safety and wellbeing • identify different emotions people experience in response to certain situations	• perform fundamental movement skills(FMS) - body management, locomotor & object control skills • identify ways that being active can make you healthy and well • cooperate with others in structured movement activities follow simple rules, such as staying between set boundaries and responding to commands
Year 1	• identify what constitutes an emergency or unsafe situation and apply a range of appropriate strategies to access help • while interacting with others, students provide a suitable response to encourage positive behaviour - using manners, positive language or praise	• perform a number of FMS, including body management, locomotor and object control skills • apply FMS when participating in games or activities • describe the physical changes to their body when they are physically active • follow rules, participate cooperatively and demonstrate fair play
Year 2	• list appropriate strategies and behaviours, and outline how they promote health, safety and wellbeing related to personal health practices, such as drinking enough water and getting sufficient sleep each night • interpret the feelings of others and provide a suitable strategy to respond to them, such as including classmates in activities or games	• perform a number of FMS, including body management, locomotor and object control skills • apply a combination of FMS when they participate in games or activities • describe ways their body reacts and positive feelings they have when participating in physical activity • demonstrate positive ways to interact with others in games and describe why rules and fair play are important
Year 3	• identify appropriate actions and behaviours, including those used in daily routines that promote health, safety and wellbeing • describe how emotional responses vary in different situations, and behaviours that support positive relationships, such as the ability to show empathy and respect for others	• perform a variety of FMS, including locomotor and object control skills, and combine these with simple tactics when participating in physical activities • describe the benefits of regular physical activity and fitness to health and wellbeing, including maintenance of a healthy weight and prevention of some diseases • apply strategies for working cooperatively and follow basic rules to ensure activities are safe and fair
Year 4	• identify personal behaviours that promote health, safety and wellbeing in unsafe or uncomfortable situations • know where to go or who to speak with to get help in a variety of different environments, including at home and at school • explain behaviours which convey respect and empathy and contribute to positive relationships • interpret health information and messages, and discuss ways these can influence health decisions and behaviours	• perform a variety of FMS, including locomotor and object control skills, and combine them with simple tactics when participating in physical activities • improve their performance in a variety of contexts through the application of previously learned skills • describe the benefits of participating in regular physical activity, including improved sleep and social contact • apply strategies for working cooperatively and follow basic rules to ensure safety and fairness for all
Year 5	• identify practical strategies for promoting a healthy lifestyle and adapting to changing situations that occur as they grow and mature • identify emotional responses appropriate to different situations and apply skills and strategies to manage relationships over time	• perform a variety of refined FMS • implement simple tactics in physical activity and game contexts and respond to challenges involving people, objects and space to achieve an intended outcome • explain the benefits of regular physical activity and maintaining physical fitness in relation to physical, mental and emotional wellbeing • identify the effects on FMS when effort, space, time, objects and people are manipulated • demonstrate ethical behaviour when taking on the role of player, coach or referee
Year 6	• describe strategies that promote a healthy lifestyle and use in range of contexts • assess the credibility of different sources of health information • describe skills and strategies to establish and manage positive relationships, such as using active listening and accepting differences • identify emotions and how they impact on decision-making in various contexts, and provide appropriate strategies to manage these emotions	• perform a variety of refined FMS and adapt them to move effectively in physical activity • implement simple tactics in response to challenges involving people, objects and space to achieve an intended outcome • explain the benefits of regular physical activity and fitness to health and wellbeing • provide explanation of effects of manipulating effort, space, time, objects & people on performance • encourage others and are able to negotiate and deal with conflicts to achieve a positive outcome

PHYSICAL EDUCATION

Physical Education at SPS encompasses a wide-ranging list of Sports and provides highly engaging programs for students to participate in.

	Years Involved	Sport Item
Terms 1-4	All classes	Morning Fitness
	PP – Year 6	Weekly PE Lessons
Term 1	PP – Year 6	In Term Swimming Lessons
	Years 3-6	Swimming Training
	Years 3-6	Swimming Carnival Trials
	Years 1-6	Swimming Carnivals
	Years 3-6	Interschool Swimming Carnival
Term 2	Years 3-6	Cross Country
	Year 6	Interschool Sports (Winter Carnival)
Term 3	Years 1-6	Athletics Training
	K – Year 6	Athletics Carnivals
	Years 4-6	Interschool Cross Country
	Years 1-6	Interschool Athletics Carnival
Term 4	PP – Year 6	Chapathon (Chaplin coordinates)
	PP – Year 6	Edu Dance Lessons
	Years 5-6	Senior Sport
	Year 6	McGill Cup Cricket
	Year 4	Red Ball Tennis Tournament

Through funding from the Federal Government we are able to provide in-School sporting incursions. These include and are not limited to Tennis, Golf, Football, Soccer, Rugby, Modcross, Water Polo, Netball, Ultimate Frisbee and Basketball.

HEALTH EDUCATION

Health Education is integrated into all learning areas and all teachers regularly address key aspects of the Curriculum on a daily basis.

Teaching & Learning Priorities

- Friendship – social skills, problem solving
- Verbal Bullying – understanding definitions, strategies to address teasing
- Resilience – coping/bounce back strategies
- Growth Mindset
- Mindfulness
- RUOK check-in cards
- Protective Behaviours
- Student Voice – leadership and active citizenship

Whole School Approach - Bounce Back!

SPS utilises the Bounce Back! Program to support the teaching of wellbeing and resilience and further encourage our safe and supportive school community. It is a whole school social and emotional learning program that includes activities for teaching students evidence-informed coping skills which are based on cognitive behaviour therapy.

PP-6 Bounce Back Scope and Sequence

	Every Odd Year (2021, 2023, 2025)	Every Even Year (2022, 2024, 2026)
Term 1	Unit 1 : Core Values Unit 2 : Social Values	Unit 6 : Emotions Unit 10 : Success
Term 2	Unit 3 : People Bouncing Back	Unit 7 : Relationships
Term 3	Unit 4 : Courage	Unit 9 : Being Safe
Term 4	Unit 5 : Looking on the Bright Side	Unit 8 : Humour

Resources

https://www.bounceback-program.com/
https://beyou.edu.au/
https://www.smilingmind.com.au/
www.my.headspace.com
http://www.resilientyouth.org.au/
https://gdhr.wa.gov.au/-/protective-behaviours
https://gdhr.wa.gov.au/home
https://schooltv.me

Students learning Music listen, perform and compose. They learn about the elements of music comprising rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Aural skills, or ear training, are the particular listening skills students develop to identify and interpret the elements of music. Aural skills development is essential for making and responding to a range of music while listening, composing, and performing.

MAKING & RESPONDING

Making in Music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, comparing and contrasting, refining, interpreting, recording and notating, practising, rehearsing, presenting and performing.

Responding in Music involves students being audience members listening to, enjoying, reflecting on, analysing, appreciating and evaluating their own and others' musical works.

The Music Program at SPS encompasses a variety of engaging programs for students to participate in.

Year Involved	Items
Year 1-6	Weekly Music Lessons following the 'Making' and 'Responding' requirements of the Curriculum
Year 1-6	Sub-assembly community singing of songs and performances by instrumental groups
Year 3-6	IMSS – Selective Instrumental Program for Violin, Viola, Cello, Double Bass, Flute, Clarinet, Trumpet and Trombone
Year 4-6	SPS Choir
Year 2-3	Establish SPS Junior Choir
Year 4-6	String Orchestra

MUSIC ACHIEVEMENT STANDARDS

	Making	Responding
Pre-Primary	• improvise and share simple music ideas through singing, playing, moving and drawing • recognize beat, copy some modelled rhythms and identify some changes in tempo • recognise high, low and direction of pitch • sing simple pitch patterns across a narrow range of notes • recognise loud and soft and repeated musical patterns • identify familiar classroom instruments	• listen and respond to familiar music with appropriate movements, drawings or descriptions • associate music with familiar places and occasions
Year 1	• recognize beat and identify, copy and improvise short four beat rhythm patterns, and pitch patterns, across a familiar note range • recognise and use actions to represent wide pitch differences and pitch direction • sing in tune using a narrow range of notes • use stick or graphic notation • recognise obvious dynamics and some changes in dynamics • sing, move and play classroom instruments to known audiences	• listen and respond to music, usually identifying familiar instruments or sound sources • associate instruments with particular music ideas and recognise that music relates to a particular place or occasion • express a personal response to music, using everyday language
Year 2	• recognize beat and identify, imitate and improvise short rhythm patterns in simple time signatures • recognise, improvise, sing and play pitch patterns in tune within a pentatonic scale • use graphic and/or standard notation to represent music ideas • identify and incorporate tempo and some dynamics when composing and performing • select appropriate instruments or sound sources to communicate music ideas • sing in tune and play classroom instruments with correct timing and technique	• listen and respond to music, identifying instruments or sound sources • associate instruments with particular music ideas and recognise that music relates to a particular place, occasion or tradition • make a simple connection between an element of music when describing context or mood

Year 3	• improvise and organize rhythm patterns in simple time signatures • recognise the difference between duple and triple time, and use graphic and/or standard rhythmic notation • improvise and generally sing and play pentatonic pitch patterns in tune • identify and incorporate tempo and some dynamics when composing and performing, using some symbols or terminology • select appropriate instruments or sound sources to represent parts of their compositions, and identify some forms and structural sections • sing and play classroom instruments in tune, with correct timing and technique, incorporating some dynamics	• listen and respond to music, and provide a link between the use of a specific element of music to a particular context, mood or character • identify some instruments and associate music with a particular place, occasion or context
Year 4	• improvise and organize rhythm patterns in simple time signatures • recognise the difference between duple and triple time, and recognise some changes in time signatures and tempos • improvise and sing and play pentatonic and simple melodic patterns • use graphic and/or standard rhythmic and pitch notation • identify and incorporate tempo and some dynamics and expressive devices, using some appropriate symbols or terminology, when composing and performing • identify and describe some instruments and methods of sound production when listening or composing • identify some forms and sections within a form • sing and play with tuning, timing and technique, incorporating some dynamics and expression • use some teacher feedback to adapt their ideas when rehearsing and performing	• listen and respond to music, and identify instrument families or groups, and some individual instruments • provide a link between the use of some elements of music to the composer's purpose, or a particular culture, event or occasion
Year 5	• improvise and organize rhythm patterns in simple and compound time • identify metre and some metre changes in simple and compound time, and identify tempo and some tempo changes • improvise, identify, sing and play melodic patterns based on pentatonic and major scales • use graphic and standard rhythmic and pitch notation • improvise, select and organise some elements of music to represent a music idea, incorporating some known stylistic features • identify and describe some instruments and methods of sound production when listening or composing • identify some forms and musical structures • sing and play with tuning, timing and technique, incorporating some appropriate dynamics and expression • use some teacher and peer feedback to adapt ideas when rehearsing and performing	• listen and respond to music, and provide links between the use of some elements of music to the composer's purpose, or a particular time, culture, event or context • identify and describe some stylistic and musical characteristics, using some appropriate music terminology
Year 6	• improvise, select and organize rhythm patterns in simple and compound time • identify metre and some metre changes in simple and compound time, and identify tempo and some tempo changes • improvise, identify, sing and play melodic patterns based on pentatonic and major scales • identify pentatonic, major and minor tonalities, and use standard rhythmic and pitch notation • improvise, select and organise some elements of music to represent a music idea • experiment with an element of music in an attempt to provide contrast and incorporate some known expressive and stylistic features • identify and describe some instruments and methods of sound production, and identify some different parts within a composition identify some forms and musical structures • sing and play with tuning, timing and technique, incorporating some appropriate expression and stylistic features • use some peer feedback to adapt and refine ideas when rehearsing and performing	• listen and respond to music, and identify and describe links between the use of some elements of music to the composer's purpose, or a particular time, culture, event or context • identify and describe some stylistic and musical characteristics, using some appropriate music terminology

INSTRUCTIONAL PROGRAMS

Instructional programs are based on the Kodlay and Orff pedagogical methodologies.

INSTRUMENTS

During music lessons students are given the opportunity to use a variety of instruments to explore sounds, rhythm, beat, compose and perform. These include: tuned and un-tuned percussion, chimes, bars, xylophones, keyboards, ukulele and recorders.

MUSIC TECHNOLOGIES

Technology is used to enhance students learning and understanding of musical concepts. These include:

Tool	Purpose
Musical Software	Creating and notating music
Garage Band (iPad)	Creating music
Digital Books (iPad)	Organise musical ideas Evidence of achievement
Makey Makey	Creating music

INCURSIONS AND EXCURSIONS

Each year students have the opportunity to attend a variety of incursions/excursions by outside agencies eg. Kaboom Percussion, Western Australian Symphony Orchestra.

The Visual Arts program at SPS incorporates all three fields of art, craft and design. In each year level, students are provided with a range of Making and Responding opportunities, linked to the fields. Knowledge and skills in the Arts programs at SPS and The Arts syllabus are recurring, to provide ample opportunities through arts practice for revision and consolidation of previous learning and processes. Students create visual artworks that communicate, challenge, and express their own and others' ideas, both as artists and audience members.

In the WAC, Making and Responding are intrinsically connected in Visual Arts. Together they provide students with knowledge, understanding and skills as artists, performers and audience members and develop students' skills in critical and creative thinking. As students make in the Arts, they actively respond to their developing work and the works of others; as students respond in the Arts, they draw on the knowledge and skills acquired through their experience in making artworks.
The SPS Visual Arts program:

- engages students in a journey of discovery
- allows students to experiment and problem-solve
- develops students critical and creative thinking skills
- develops their understanding and use of visual techniques, technologies, practices and processes
- supports students' ability to recognise and develop cultural appreciation of visual arts in the past and contemporary contexts
- provides opportunities for students to explore and respond to artists and their artworks
- provides opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world.

VISUAL ARTS ACHIEVEMENT STANDARDS

WAC and the EYLF is the foundation for all planning and teaching in Visual Arts.

	MAKING *Through the artmaking process at Subiaco Primary School students demonstrate...*			**RESPONDING** *When responding to artwork students at Subiaco Primary School demonstrate...*
	Ideas	**Skills**	**Production**	
Pre-primary	Exploration of, and experimentation with, the visual art elements of shape, colour, line and texture Exploration of natural and man-made materials when creating artwork	Development of artistic skills through experimentation with: • shape (familiar shapes; simple 2D shapes) • colour (primary colours, secondary colours) • line (curved, straight, wavy, zigzag) • texture (familiar objects) to create artwork Exploration of tactile techniques, such as block printing, clay work or collage	Use of a variety of techniques, to create 2D and 3D artwork inspired by personal experiences, ready for display Sharing artwork with others	Appreciation of where and how artwork is displayed in the local community Personal responses and feelings about artwork they view and make

Year 1	Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture Exploration of different materials, media and/or technologies, when creating artwork	Development of artistic skills through experimentation with: • shape (geometric shapes) • colour (mixing primary colours to create secondary colours) • line (broken, jagged, dashed) • space (background, foreground) • texture (changes in texture; transfer of texture) to create artwork Exploration of techniques and art processes, such as mixed media, colour mixing or drawing	Use of visual art elements and techniques, to create 2D and 3D artwork, that communicate an idea to an audience Display of artwork	Appreciation of different types of artwork, and where and how it is displayed Personal opinions, feelings and ideas about artwork they view and make
Year 2	Exploration of, and experimentation with, the visual art elements of shape, line, colour, space and texture and how these are used in the environment Experimentation with, and use of materials, media and/or technologies when creating artwork	Development of artistic skills through experimentation with: • shape (symmetrical shapes; simple tessellating shapes) • colour (warm, cool colours) • line (horizontal, vertical, diagonal, spiral; lines that show motion) • space (overlapping to show depth; horizon line) • texture (different man-made and natural materials) to create artwork Experimentation with techniques and art processes such as painting, printmaking and mixed media	Use of visual art elements and techniques, to create 2D and 3D artwork, to communicate ideas and messages to an audience Presentation and display of artwork	Appreciation of the choices made when creating and displaying artwork Personal responses, identifying elements of shape, line, colour, space and texture in artwork they view and make
Year 3	Exploration of artwork from other cultures, such as styles and symbols of Indigenous Australian and Asian cultures Exploration of visual art elements, in conjunction with different materials, media and/or technologies, when creating artwork	Development of artistic processes and techniques to explore visual conventions through: • shape (asymmetrical shapes; composite shapes; space around shapes; organic) • colour (tints – mixing white; shades – adding black) • line (thick, thin, dashed, continuous, broken) • space (simple perspective – foreground, middle-ground, background) • texture (etching by scratching through surfaces; texture quality - matte, sheen) to create artwork Experimentation with a variety of techniques and use of art processes, such as weaving, photomontage or painting in artwork	Presentation of an idea to an audience and reflection of the visual art elements and materials used in artwork Presentation and consideration of where and how artwork is displayed	Appreciation and respect for a variety of artwork Personal responses discussing the use of visual art elements in their own and other's artwork, and identifying meaning in artwork from other cultures
Year 4	Exploration of artwork from varying times and cultures that represent different styles, such as realistic, narrative and abstract Use of visual art elements and selection of materials, media and/or technologies to create specific artwork	Development of artistic processes and techniques to explore visual conventions through: • shape (open, closed; abstract; view from top, side, bottom; positive, negative) • colour (monochromatic – all the colours of a single hue; colours of varying intensity) • line (shows an edge line to indicate emotion; lines of various weights) • space (geometric, organic; diminishing perspective) • texture (piercing, pinching, pressing, embossing, scoring) • value (mixing of shades) to create artwork Use of techniques, art processes and exploration of art forms such as monoprinting, sculpture or ceramics	Presentation of a message to an audience and reflection of the visual art elements and materials used in artwork Presentation and display of artwork with consideration of visual appeal/aesthetics	Appreciation and respect for a range of artwork from different social, cultural and historical contexts Responses to their own and others' artwork, reflecting on meaning using visual art terminology

Year 5	Exploration of artwork from various artists and different approaches used to communicate ideas, beliefs and opinions Exploration of the influences of other artists, and selection of visual art elements, materials, media and/or technologies, to enhance their own artwork	Development and application of artistic techniques and processes with: • shape (convex, concave) • colour (expressive colours, natural colours) • line (implied lines for movement and depth) • space (shading – creating illusion of depth) • texture (textures created with a variety of tools, materials and techniques; patterning) • value (gradations of value) to create artwork Use of techniques, art processes, and experimentation with art forms, such as digital imaging, screen printing or illustration	Presentation and reflection of ideas, feelings and opinions in artwork, including consideration of audience and feedback Presentation and display of artwork to enhance visual appeal/aesthetics	Appreciation of the role of art from different times and cultures, and consideration of how the artist's perspective is reflected in the artwork Responses that identify and describe, using visual art terminology, how visual art elements and techniques are used to communicate meaning and purpose in artwork
Year 6	Exploration of artwork inspired by observation or imagination from various artists and cultures that use materials and techniques to enhance the artist's belief or viewpoint Application of visual art elements and selection of materials, media and/or technologies, to communicate an idea, belief or viewpoint	Development and application of artistic techniques and processes with: • shape (exaggerated proportions; motifs; fonts) • colour (colour wheel; tertiary colour) • line (lines that create an illusion) • space (focal point and one-point perspective; basic facial proportions; horizontal and vertical symmetry) • texture (real and simulated) • value (highlights; shadows; form) to create artwork Use of a variety of techniques, art processes and art forms, such as digital imaging, lino printing or stencils to suit purpose	Presentation and reflection of ideas, feelings, beliefs and viewpoints expressed in artwork, including consideration of audience and feedback Consideration of how to display artwork to enhance visual appeal/aesthetics and meaning	Appreciation of diverse interpretations/readings of an artwork by different audiences Personal responses, using visual art terminology, about how visual art elements, techniques and symbolic meaning communicate ideas and messages; and identifying factors that influence artwork from different social, cultural and historical times

The French: Second Language subject provides students with essential communication skills in French, an intercultural capability, and an understanding of the role of language and culture in communication.

At SPS the aims of the French Language programme are for the students from Years 3-6 to enhance their literacy skills, to respect other cultures and to have the courage to try a new way of communicating. The programme is based on the WAC.

Year 3	Students are introduced to communicating in French, interacting with the teacher and peers to exchange information about themselves and family members.
Year 4	The program focuses on extending the oral and written communication skills of students, exchanging information about aspects of their personal worlds. Students become familiar with the systems of the French language, experimenting with the pronunciation of vowel sounds and intonation patterns. They begin to talk about language using terms similar to those used in English.
Year 5	Students build on their skills to communicate in the French language and to exchange information about their home, neighbourhood and local community.
Year 6	The program focuses on extending students' oral and written communication skills and their understandings of French language and culture. They also become more aware of the similarities and differences between the French language and culture and their own.

FRENCH: SECOND LANGUAGE OUTLINE

Year 3	Year 4	Year 5	Year 6
Communicating (Socialising, Informing, Creating, Translating)			
Routine greetings and asking each other how they are.eg. *Bonjour, comment ça va?* Share information about name, age and where they live. Exchange information about family members, their age and adjectives to describe their qualities. Respond to simple classroom instructions, eg *Ecoutez, Regardez* State the date using days, months and numbers to 31. Participate in action songs to reflect learning eg *Jean Petit Qui Danse, Tête, Epaules, Genoux et Pieds*	Use simple modelled language to exchange information about daily routines at home and school and their interests. eg *J'arrive à l'école à 8h 30*; *Le samedi, je fais du cheval et le dimanche je joue au netball*; *J'aime les sports et les voyages — mais mon ami adore la musique!* Contribute collaboratively to creating displays and participating in role plays and craft activities.	Exchange information about their home, neighbourhood and local community using prepositions and adjectives. Eg *J'habite dans une petite maison à East Fremantle, près de la rivière et un grand parc*; *Le week-end je vais au café ou je fais du shopping, avec mes amis*; *Je vais à l'école en bus.* Participate in roleplays completing transactions in the café or at the market. Locate Francophone countries in the world. Compare their homes and daily lives to others through 'emails' from students in various other countries.	Initiate interactions with others to exchange information about free time. Eg *Le soir, je fais les devoirs et je joue aux jeux vidéo ou je surfe sur Internet. Et toi?*; *Qu'est-ce que tu fais le soir?*; *Quand il fait beau, je vais à la plage* Role play shopping at the market using quantities, numbers to 100 and polite conversation. Discover popular leisure activities in Francophone countries of the world. Create a video to share information about family, pets, meals, home, school subjects, hobbies and leisure activities.

Year 3	Year 4	Year 5	Year 6
Understanding			
Reproduce the sounds and rhythms of spoken French, noticing similarities and differences to English. Experiment with pronunciation of common vowel sounds.	Recognise that the adjective agrees in gender with the noun and that the colour comes after the noun. Notice similarities and differences between French and English alphabet. Observe the relationship between subject pronouns *je/tu/il/elle* and present tense verb endings.	Express negation in simple sentences using ne and pas. eg *je ne sais pas, je n'aime pas.* Use an increasing range of adjectives including gender agreement. Eg *blanc/blanche, petit/petite.* Use additional prepositions to indicate direction or location *Eg à gauche, à droite, à côté de.*	Write high-frequency words and expressions in familiar contexts. Use the indicative plus the infinitive, *eg j'aime jouer au tennis.* Recognise that different forms of spoken and written French are used in other regions of the world. Understand that language and culture are integral to the nature of identity and communication.

GENERAL LANGUAGES RESOURCES

- DoE K-10 Scope and Sequence, SCSA - WA curriculum
- Connect - French Language Resource package.
- Classroom - word walls, posters, flashcards, students immersed in literacy rich environment.
- *Languagenut* -Years 3,4
- *Education Perfect* – Years 5,6.
- *Duolingo* and *French-games.net* – Years 3-6

COMMUNITY ACTIVITIES AND OPPORTUNITIES

- Education Perfect World Championships, WA State Championships
- Alliance Française poetry competition
- TOFA sticker competition

ASSESSMENT

- Assess student skills and progress within the strands of Communicating and Understanding

STUDENTS AT EDUCATIONAL RISK (SAER)

SPS identifies, responds to and supports the diverse needs of all students so that they are able to engage with the content and standards defined in the WAC and in accordance with the Western Australian Department of Education *Students at Educational Risk in Public Schools Policy and Procedures*.

Students at Educational Risk (SAER) are students whose academic, social and/or emotional attributes are a barrier to engagement with the content and standards defined in the WAC.

Documented Plan

This is an umbrella term used to describe a range of ways of catering for the educational needs of individual or smaller groups of students with identified needs. It is primarily a teaching and learning planning document and it identifies short to medium term educational outcomes. Documented plans may take a variety of forms including Individual Education Plans (IEP), Behaviour Management Plans (BMP) or Risk Management Plans (RMP).

Teaching and Learning Adjustment Proformas

SPS has developed Literacy and Numeracy Proformas. These resources are detailed checklists of the many strategies used to cater for students with low grades, that are part of regular programming and lesson planning. Teachers select the specific strategies they use to meet each particular student's needs. Proformas are communicated to parents each semester. In 2021, Social/Emotional Proformas were also developed.

NCCD (Nationally Consistent Collection of Data)

This is an annual collection of information about Australian School students with disability. It enables schools, education authorities and governments to better understand the needs of students with disability and how they can be supported at school. Using guidelines, schools decide if their students with disability require quality differentiated teaching, or if they require supplementary, substantial or extensive adjustments to the teaching and learning program.

Targets

- Documented Plans are prepared for students who are:
  - under the care of the *Department for Child Protection and Family Support*.
  - supported by Schools Plus funding.
  - identified as requiring substantial or extensive adjustments through the NCCD.
  - identified as requiring supplementary adjustments through the NCCD. (Subject to negotiation with line manager.)
- Teaching and Learning Adjustment Proformas are prepared for students who:
  - are working in D level in Maths and English.
  - are in need of social/emotional support.
- Students on documented plans are monitored and progress measured through assessments relevant to individual requirements, as well as the whole school SAER tracking profile.
- SAER students make measurable progress, determined by assessments relevant to their individual requirements.

Key Strategies

- Explicit, systematic teaching:
  - Introduce Heggerty Phonemic Awareness Program K-Year 2
  - MiniLit – Focus on Year 2/3 SAER in 2022
  - MacqLit – Focus on Year 4/5 SAER in 2022
- Data informed teaching in Maths and English.
- Investigate ongoing assessments, relevant to individual requirements, to show measurable progress.
- Student IEP Files: where appropriate, include a tracking and monitoring sheet, eg. ABLEWA, Phonics Scope and Sequence.

Ongoing Strategies

- Implementation of the SAER Policy: Improve and update as needed.
- Assistant Principal: Case conferences, transition and other support strategies, SEN reporting as required for certain SAER students, Disability Resourcing, School of Special Education Needs (Behaviour and Disability), Education Assistants, Handover files for special needs students.
- Learning Support Coordinator (LSC): Support teachers in writing Individual Education Plans (IEP), Whole School SAER Tracking Profile, Student IEP files, Handover Information, provide professional learning in SEN Planning and NCCD.
- Support programs: Maths Support Group, Repeated Reading.
- Integral Partnerships: School psychologist, school chaplain, visiting teachers, associations and health services.
- Teachers: Differentiated teaching, Documented Plans, Teaching and Learning Proformas.
- Education Assistants: ongoing provision of PL where needed.
- National Consistent Collection of Disability Data: update information, regular PL for staff to better understand the needs of students with disabilities and the collection of data.

SAER Tasks and Timeline

Documented Plans (Approximate Timeline)

Semester 1	
Week 1-4	Assessment and profiling
Week 5-6	Create Plans, support available from LSC
Week 6-7	Plans to be signed off by line manager
Week 8-9	Meet with parents
Week 10	Plans to be saved on the M Drive (Staff Information/IEPs)
Semester 2	
Week 1-4	Review Semester 1 Plans, create Semester 2 Plans, support available from LSC
Week 3-4	Finalise Plans and meet with parents
Week 5	Plans to be saved on the M Drive (Staff Information/IEPs)

Plans are to be created for:

1. Students under the care of the *Department for Child Protection and Family Support*.
2. Students supported by Schools Plus funding.
3. Students identified as requiring substantial or extensive adjustments through the Nationally Consistent Collection of Data on School Students with Disability (NCCD).
4. Students identified as requiring supplementary adjustments through the NCCD (subject to negotiation with line manager.)

Teaching and Learning Adjustment Proformas

Checklists are to be created for:

- Students working at D Level in Maths and English.
- Students needing social/emotional support.

Term 1 – Complete prior to and present at the Parent Interview in Week 9/10.

Term 3 – Complete to inform Semester 2 planning and teaching.

Save proformas to the M Drive (Staff Information/IEPs).

Case Conferences

Case conferences are organised each semester or more frequently if required.

SAER Profile

The SAER Profile is updated Semesters 1 and 2.

NCCD

The NCCD occurs in August each year.

Handover

Teachers complete handover information for all students at the end of each year. Handover discussions between teachers and Education Assistants are held at the beginning of each year. More extensive handover discussions and orientations are organised for students requiring extra support. Handover files are prepared for students with special needs.