Wilmot Road
Primary School
Teaching and Learning Plan
2017

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WILMOT ROAD PRIMARY SCHOOL – TEACHING AND LEARNING PLAN 2017

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FRAMEWORK FOR IMPROVING STUDENT OUTCOMES

IMPROVEMENT CYCLE

Evaluate and diagnose
Assess performance and progress in student achievement, wellbeing, engagement and productivity:
- Evaluate the impact of prior effort
- Diagnose areas requiring attention
- Record and report current status, resources and baseline
- Share successes and lessons with other schools

Prioritise and set goals
Prioritise key focus area/s for improvement:
- Be clear about what success or impact looks like
- Set goals and targets
- Establish indicators to measure improvement

Develop and plan
Plan and develop improvement initiatives with evidence base:
- Develop whole-school teaching and learning program
- Determine specific actions and method
- Determine roles, responsibilities and timelines
- Agree and communicate

Implement and monitor
Implement, gather data and monitor:
- Professional learning
- Collaboration and consistency
- Resourcing
- Community leverage
- Curriculum and assessment
- Programs
- Student outcomes

Excellent in teaching and learning

Empowering students and building school pride
Health and wellbeing
Setting expectations and promoting inclusion
Intellectual engagement and self-awareness
Building leadership teams

Positive climate for learning

Student achievement, engagement and wellbeing

Community engagement in learning

Parents and carers as partners
Global citizenship
Networks with schools, services and agencies
Building communities

Professional leadership

Strategic resource management

Instructional and shared leadership

Vision, values and culture

Evidence-based, high impact teaching strategies
Curriculum planning and assessment
Building practice excellence
Evaluating impact on learning

THE EDUCATION STATE

VICTORIA State Government
Education and Training
Note: This document is based upon our more detailed Victorian Curriculum, assessment and reporting policy statement prepared by Wilmot Rd PS.

The core purpose of Wilmot Rd PS as defined in the 2014-2018 Strategic Plan is to set high expectations and improve outcomes for all students who are enabled to reach their full potential academically as life-long learners through a safe, caring and inclusive learning environment, built within a home, school and community partnership of mutual respect, cooperation and accountability in a systematic and targeted way.

Wilmot Road PS provides a comprehensive curriculum with a strong focus on literacy and numeracy through the collaborative Victorian Curriculum. Curriculum initiatives include Intervention, acceleration and tutoring programs and EAL support. In addition to the comprehensive classroom programs offered in English (literacy) and Mathematics (numeracy), a two year plan addresses the learning areas of Science, Humanities, Health and Physical Education, The Arts, Languages and Technologies as well as the capabilities. Our Foundation and Grade 2 students participate in early literacy and numeracy skill development over the week and specialist teachers provide instruction in Physical Education, The Arts, Italian language and Technology within these domains. Our camps and excursion initiatives focus on personal learning and improving student outcomes. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music through a grades 3-6 ukulele program. An XO computer program for Foundation to Grade 2 students and a lease netbook program for grade 4 to 6 students enhance learning opportunities. Well-being initiatives such as Family Liaison Officers, Multi-cultural aides, a Paediatric clinic, Play Therapist and Multi-disciplinary team approach, business and community partnerships, playgroups and parent learning programs ensure students and families are empowered to access education opportunities and services.

Literacy and Numeracy teaching and learning leaders ensure scope and sequences and curriculum coverage is monitored closely across the school. These teaching and learning leaders are currently responsible for agreed core curriculum development and delivery in literacy and numeracy, utilizing the school-based Dr John Munro and Professor Peter Sullivan strategies, through a shared Neighbourhood and PLT approach. Our school has built a community of practice to ensure sustainable growth in student outcomes. Our key leaders also facilitate planning sessions in the key areas of Literacy and Numeracy on a weekly cycle as part of the ‘plan, do, study, act’ planning cycle. Supportive curriculum initiatives and programs include Literacy and Numeracy intervention, acceleration. Data drives all student learning programs.

Further, Wilmot Rd PS has Curriculum teams with a key leader and teacher membership from each department of the school. These teams focus on ICT, Humanities, Science, Well-being, and OH&S.

The School Improvement Team (SIT) is focused on 4 year planning cycles and continuous analysis of a range of data around school improvement. There is an integration of long term planning around fiscal management, workforce planning and school structures to meet school community needs. There is a high level of targeted professional development and the promotion of agreed whole school alignment processes and practises through professional participation in our school improvement teaching and learning teams and community and business partnerships for key initiatives.

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation, common language and common understanding of the whole-school curriculum by teachers and parents. Our data is analysed regularly by teachers in their PLTs and our SIT and includes a schedule of year level assessments including NAPLAN, On Demand, EOL, NFA and other school based agreed assessment. We analyse school performance data including student, staff and parent surveys and use this to reflect on and further build on the strong processes that are in place.
WILMOT ROAD PRIMARY SCHOOL
MODEL OF DISTRIBUTIVE & CONNECTED LEADERSHIP

- Leads the school community with vision and high expectations, building trust and a culture of shared partnership towards excellence in teaching and learning; striving for collective capacity to drive improvement for all.

- Supports above and drives the focus of Student Learning, Wellbeing and Engagement.

- Oversees school improvement initiatives, resourcing allocation, budgets, analyses data, monitors and evaluates outcomes and forward plans.

- Lead learning improvement through embracing up to date research and best practice; model, trial, evaluate to continually improve performance and student outcomes.

- Transform the professional learning around student outcomes into explicit teaching and learning practices; use data to inform their work & give students relevant feedback; strive to create strong family and community partnerships.

- Develops strong school, family and community partnerships & capacity to build positive relationships to enhance student outcomes.

- Empowers families and students building health, social and emotional supports; allowing every child to learn and feel safe and happy

“Coming together is a beginning. Keeping together is progress. Working together is success” Henry Ford
Wilmot Road Primary School – Agreed Professional Practice - Literacy

Excellent teachers of literacy regularly assess and report student learning outcomes, both cognitive and affective, with respect to skills, content, processes and attitudes. They use a range of assessment strategies that are fair, inclusive and appropriate to both the students and the learning context. They maintain on-going, informative records of students’ learning outcomes that are used to map student progress and to plan future learning experiences. The excellent teacher of literacy provides constructive, purposeful and timely feedback to students and their parents, and to school authorities as required.

High Reliability Literacy Teaching Practices
At Wilmot Road Primary School Dr John Munro’s High Reliability Literacy Teaching Practices are explicitly taught to all students. Teachers use the strategies to deliver curriculum that builds group knowledge, teaches self-talk and give students the skills to be independent thinkers and learners.

Explicit Teaching
At Wilmot Road Primary School a strong emphasis is placed on the teaching and learning of literacy to all students. Teachers must plan for and implement a structured literacy program of 10 hours per week, with explicit whole class and small group instruction daily. Lessons provide opportunities for students to practise and consolidate their knowledge to develop fluency in their literacy skills. Students will be provided with tasks that challenge their thinking and enable them opportunities to collaborate with their peers.

Planning
Teachers will use the Victorian Curriculum and be involved in the ‘Plan, Do, Study, Act’ cycle of planning every 2nd week, working alongside the school’s Literacy Leaders. Staff will use their ongoing formal and informal assessments as per the school’s Assessment Schedule to plan differentiated lessons to meet and extend the learning needs of their students using the school based proformas. Staff will use the WRPS Literacy Placemats in the areas of Reading, Writing and Spelling to also support their planning. Planners are uploaded to the school’s network for staff to access and build upon.

Weekly planners reflect Wilmot Road’s key elements for effective daily literacy teaching:
- Explicit focus for whole class mini lesson and maintaining a weekly focus
- Explicit focus for each group’s task
- Elements from language, literature and literacy strands evident
- Differentiation of tasks to suit individual needs
- Students’ names and levels (reading) to be indicated
- Short explicit description of each task and naming of resources used
- HRLTP teaching focus points indicated
- Rich, open ended tasks
- Dedicated reflection time
- Learning Intentions and Success criteria articulated/displayed

Professional Learning
All staff attend Literacy professional learning as every teacher is a teacher of literacy. Staff will participate in school and Neighbourhood based professional learning each term as per the professional learning calendar. Dr John Munro will facilitate professional learning sessions each semester as per our professional learning timetable.

Data
Wilmot Road Primary Teachers have the opportunity, through discussion with the Literacy Leader in department teams and in PLTs, to analyse assessment data. Data is used to determine class literacy groupings, reporting information to parents and identification of students for small group and 1:1 intervention/acceleration/tutoring sessions with trained and experienced teachers.
Intervention Programs
Wilmot Road believes that intervention should be delivered to students from experienced teachers with a very good understanding of the way students learn and the ability to implement a targeted and planned intervention program.

Observation Proformas
Literacy Observation proformas are to be used as a tool for identifying best practice during peer observations. This will form the basis of discussion/reflection after the peer observation.

Individual Learning Plans (ILPs)
Every student will have a literacy goal, which will be monitored and reviewed at the end of each term and communicated with parents.
<table>
<thead>
<tr>
<th>Classroom Teacher/s:</th>
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<tr>
<td>Date:</td>
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- Scaffold and expect students to answer in complete sentences at all times.
- Develop self-efficacy in students by acknowledging the positive actions the students are using.
- Students use self-talk to say what they do as they write.
- Clearly articulate and display the learning intention and success criteria and ensure it is visible throughout the lesson.
- An explicit learning intention based on an authorial or secretarial aspect of writing is articulated, displayed and demonstrated.
- The learning intention should teach the students how to uplift their writing to the next level.
- Ensure that the focus is on using the skill to create an effect and construct meaning rather than just trying to recall the name of the skill
- Link reading and writing text types where possible.
- Use models just above the level of the students’ writing.
- Shared writing is a vital daily activity.

1. **Whole Class Creative Warm (5 – 10 minutes)**
   Key references: Jumpstart for Story Making, Jumpstart Grammar
   - Students are lead through an activity which develops spelling or their ability to manipulate sentences.
   - These games are just to warm up thinking, creating a lively atmosphere with everyone engaged.

2. **Sentence Activities (10 minutes)**
   - Teach grammatical skills when they are needed for the text type
   - Rapidly construct and build varied sentences.
   - Start new sentence patterns orally prior to writing.
   - Keep session speedy – writing is automatic, not laboured.
   - Students are to THINK, WRITE and REREAD, checking for quality and accuracy.
   - Start with simple one event sentence then ensure a compound sentence has been achieved. Next step is complex sentence.
   - Model the sentence game to students before they do the task.
   - Choose sentence games that relate to text types features being taught. eg. Noun & Verb Game Page 21 Jumpstart Story games.

3. **Explicit Teaching**
   (including Independent Practise 35-40 minutes)
   - This section of the lesson is about modelling by the teacher where the teacher thinks aloud as a writer by giving a writing commentary as you write, explaining what you are doing.
   - This modelling could involve:
     - how to innovate a story
     - how to write dialogue
     - how to use paragraph/sentence starters
     - how to plan using a storyboard/boxing up template

   Key references:
   - How to teach Story Writing/Fiction Writing at Key Stage 1 & 2
   - Talk for Writing across the Curriculum
   - Talk for Writing in the Early Years
By using the Talk 4 Writing approach, students are able to internalise the language, features and structure of different text types.

**Imitation – familiarisation**
- Listening to the teacher telling a tale
- Joining in – increasingly saying more and more
- Imitate – be able to reread/retell the tale independently
- Focus students’ attention on the key connectives and signposts you wish them to use in their writing

**Innovation – reusing a well-known text**
- Substitution
- Addition
- Alteration
- Change of View Point
- Using the basic story pattern

After a student has planned their innovation it is vital they tell their story aloud prior to writing (can use hand actions for the key vocabulary).
When confident in re-telling orally the student can then write their story.

**Invention – making up a text calling upon known text.**
- Building up a story – stimulus such as drawing, drama, images, video, first-hand experience, location, quality reading etc.
- Talk and drawing before writing
- Applying the writing skills from Imitation and Innovation stages to their writing.

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**Independent Practice**

Teachers work with at least one group per day based on point of need. e.g using connectives in a sentence.

**Independent Writing**
- Students create individual writing pieces based on the learning intention.

**Teacher Conferences**
- Teacher listens, asks questions and assists students to edit their own writing critically.
- Teacher roves and confers with individual students.
- Student seeks specific assistance and feedback related to their personal writing.

**Peer Conferences**
- Students respond to and provide feedback to their peers on a selected piece of writing. E.g. using success criteria or checklists

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**4. Whole Class Reflections**

- Students make connections to the explicit learning intention articulated at the start of the lesson.
- Students articulate what they are learning about writing and the actions they used.
- Students say their new Writing goal.
- Students provide feedback about the teaching. “How did I help you learn?”
### Classroom management

- Routines established e.g. pencils sharpened, materials on tables ready to use.
- Smooth transitions between activities
- Positive language used
- Tasks/learning activities prepared and ready for use
- Use of wait time for student response
- Established protocols for whole class and group work
- Supportive classroom environment with individual charts, word walls, etc. to scaffold students

### Modelling and Teaching Approaches

#### Language Experience (Foundation)
- Teacher makes explicit the process of how we turn ideas into words i.e. ideas can be said, what is said can be written, what is written can be read.
- Teacher scaffolds and records ideas verbalised by students related to their interests and experiences.

#### Modelled Writing
- Teacher thinks aloud to model what actions they are using as they write.
- Teacher articulates their thinking.
- Students observe, listen to and learn new skills modelled by the teacher.

#### Shared Writing
- Teacher and student collaboratively compose text together.
- Teacher scribes and students contribute to the composing process.

#### Interactive Writing (F-Yr 1)
- Students and teacher share the pen to plan and jointly construct a common text.
- Interactive writing can be used to demonstrate concepts about print, develop strategies, and how words work.
- Students practise the skills of recording i.e. handwriting, spelling, grammar and punctuation.

#### Guided Writing
- Teacher works with a small group on the skills and process of writing i.e. planning, composing, revising, proofreading and publishing, after which they work independently.
Writing

Authorial - Deals with the organisation of ideas and information

Being an author requires:
- Communicating ideas, feelings or information
- Identifying an audience
- Knowing how to use writing to reflect ideas and experiences
- Acknowledging the need to edit or modify the original text in order to clarify ideas

Planning which involves the generation of ideas. During this phase, writers consider the purpose of the text, the intended audience and the most appropriate text type. Not every writing task requires formal planning. Teachers need to model a range of planning approaches, such as brainstorming, creating lists, graphic organisers and so on.

Composing requires writers to go from an idea to a message. This is done through a series of actions: selecting an image or a message, developing a clear sense of purpose, ordering thoughts and ideas, anticipating the needs of the audience and choosing words.

Revising is the process through which writers improve and extend their texts. During this phase, writers have an opportunity to reflect on and modify their writing. This phase may also include revising the original purpose. Competent writers revise as they write. The extent to which a writer revises a text depends upon his or her ability to analyse how successfully the piece conveys the intended message. As writers become more competent at revising and refining their work, they become increasingly adept at moving between the various phases of the authorial process.

Secretarial – Deals with surface features of writing

- Perceiving the needs of the reader
- Having the skills to present the writing to an audience
- Recognising that a text must be understood by others
- Being able to identify spelling mistakes
- Having a process for successfully learning correct spelling
- Knowing that punctuation helps a reader make sense of the writing

Recording requires that writers learn to use conventions such as spelling, punctuation and grammar effectively, so the text can be understood.

Publishing allows writers to demonstrate their skills in spelling, grammar, legibility, text layout and presentation. It also involves receiving the response of the audience or reader for whom the piece was intended and provides motivation for further writing.
Classroom Teacher/s:  
Date:  

- Task board showing group organisation and leaders for the day.  
- Group tasks prepared, organised in tubs/boxes ready for leaders to collect.  
- Scaffold and expect students to answer in complete sentences at all times.  
- Develop self-efficacy in students by acknowledging the positive actions the students are using.  
- Students use self-talk actions to say what they do as they read.  

5. Whole Class focus (10 – 15 minutes)  

- Clearly articulate and display the **learning intention** and **success criteria** and ensure it is visible throughout the lesson.  

  Teacher models self-talk actions based on the High Reliability Literacy Teaching Procedures and current literacy focus:  
  - Getting Knowledge Ready  
  - Vocabulary  
  - Read Aloud  
  - Paraphrasing and visualising  
  - Questions the text might answer  
  - Summarising  
  - Reviewing  

  **Success criteria based on learning intention is developed, articulated and displayed.**  

**Teaching Approach (one used)**  

Teacher talk is explicit and makes connections with prior learning.  

**Language Experience**  
- Teacher creates opportunities to use student experiences and their oral language as the basis for constructing a written text.  
- Students read texts that they have created using their own language.  

**Modelled Reading**  
- Teacher models an explicit skill e.g. word meanings in context.  
- Students observe, listen and respond.  

**Shared Reading**  
- Teacher ensures that all students can access the text e.g. big books, IWB  
- Students activate their prior knowledge and build vocabulary.  

**Read Aloud**  
- Teacher reads aloud to students for a sustained read (no interruptions).  
- Teacher demonstrates skilled reading behaviour i.e. fluency, phrasing and intonation.  
- Students actively listen and respond to text.  
- Students visualise and construct questions related to the text.  

**Think Aloud**  
- Teacher self-verbalises on a regular basis to model what a good reader does when they are reading.  
- Students listen and make connections to their own reading practice.  

6. Explicit Teaching Groups (30 minutes)  

- Students are selected for the instructional group according to learning needs.  
- Recommended group size is 4-6 students.  
- Teacher works with **Guided Reading** group and then roves towards targeted students.  

**Teaching Approaches Small Group**  

**Guided Reading/Reciprocal Teaching**  
- Teacher explicitly teaches cognitive strategies such as getting knowledge ready, vocabulary, paraphrasing, visualising, predicting, questions the text answers and summarising.  
- Students read common texts when in a small teaching group with a specific focus.
- Teacher roves, listening to individuals, using prompts in relation to the explicit learning intention.  
  **Literature Circles**  
- Students work in small discussion groups reading the same text.  
  **Read Aloud**  
- As above  
  **Shared Reading**  
- As above  

### Independent Practice

- Students undertake sustained independent reading linked to the learning intention.  
- Students practise reading skills, reinforced by reading and responding to texts.  
- Tasks are reading focused  
- Independent learning tasks  
- Sustained and purposeful independent reading  
- Students complete independent, differentiated and rich reading tasks matched to learning intention.  

*Possible activities:*

- Vocabulary work – synonyms  
- Phonemic awareness  
  - Letter sound activities  
  - Phonemes  
  - Onset/rimes  
  - Blending, segmenting and manipulating  
- Paraphrasing texts  
  - Matching like sentences  
- Questions text might answer  
  - Matching sentences to questions  
- Read and visualise  
  - Read and draw  
  - Cut up sentence  
  - Make and do  
- Buddy /independent reading  
- Read aloud using audacity / readers theatre  
  - Book Boxes  
- Sequencing events in story  
- Re assemble text types in correct structure eg. recount, narrative, report  
- Retell of a story  
- Research for information  
- Following instructions in the text  
- Story Maps  
- Cloze  
- Comprehension task  
- Character profile  
- Book report  
- Listening post  
- Readers’ Theatre

7. **Whole Class Reflection (5 minutes)**

- Students say what they have learnt and actions they used while reading.  
- Task board sharer from each group (rotating).  
- Students reflect on their learning in relation to learning intention and can identify if they met the success criteria
- Students provide feedback to teacher about their teaching.

**Classroom management**
- Routines established
- Smooth transitions between activities
- Positive language used eg. 6:1 (6 positives for each negative)
- Tasks prepared and ready for use
- Use of wait time for student response
- Established protocols for whole class and group work
- Supportive classroom environment with charts, resources to scaffold students
Clearly articulate and display the learning intention and success criteria and ensure it is visible throughout the lesson.
- Scaffold and expect students to answer in complete sentences at all times.
- Develop self-efficacy in students by acknowledging the positive actions the students are using.
- Students use self-talk actions to say what they do as they spell, e.g., chunking the word to hear sound/s, noticing an unstressed vowel (schwa).

### Getting Ready Phase

**Teacher:**
- Selects 10 words from Spelling Sequence Word List and/or M200W list based on student point of need (Yr3-6)
- Selects 5-8 words from onset and rime, M100W and Spelling Sequence Word list based on student point of need (Yr 1-2)
- Selects individual sounds based on the letters in Spelling Sequence Word Lists and M100W (Foundation)

**Students:**
- Learn and automatise the relevant phonological knowledge. E.g., syllables, rhyme, onset/rime, initial/medial/final sounds, segmenting, blending
- Learn/review the meanings of target words, for example, they use each word in a sentence that illustrates its meaning
- Learn and automatise the relevant phonemic knowledge (hear, identify and manipulate individual sounds in words.)

#### Learn to Read and Spell new letter cluster patterns

**Read each word and analyse it**
Reading each target word with support 2 or 3 times, read each word in segments by saying each functional part and blending, say the letter cluster sound pattern that all the list words have.

**Read each word in segments/syllables**
Readers say the onset and rime of each word separately, pointing to each letter cluster as they say it, for example, for ‘town’ say ‘t’ and ‘own’. Break up multisyllabic words.

**Blending Letter Clusters**
Teach students to read letter clusters by saying each part and blending
- onsets and rimes into 1-syllable words eg. c-at
- two letter clusters into a 1-syllable word eg. sh-ip

**Pay attention to morphemes**
Identify base words, prefixes and suffixes e.g. ment, ness, ly, sub, dis, re.

**Identify how the words in the list are similar**
The readers read each word again and say
- the rimes of the words in each category, for example, -own and clown
- what all members of the list share, both letter clusters and shared sounds

**Visualise each word and aspects of the pattern**
Readers read each word, close their eyes, make a picture of it and write it. They
- look at 2 or 3 instances, close their eyes, ‘see’ the words, imagine writing them and discuss how they are similar
- visualise the letter cluster in a word that has the sound, eg, the 'ow' in an image of a crown
- move the letter-sound cluster to other words.

**Spell the word by developing a strategy to remember it**
Develop writing and spelling in parallel with reading. Show the letters that are in the correct sequential positions by ticking. Reinforce learning a string of letters will not put a word into long-term memory.
Transfer rime units to other words
Select other words that have the same rime but that you haven’t taught. Use nonsense words with the rime, letter and rime cards to make up words that readers need to say as quickly as they can. Encourage readers to predict how to say unfamiliar words.

Write a sentence
Readers make up a sentence about each word that illustrates its meaning.

Discriminate the word type from similar words.
Students learning ‘-own’ rime could read the following:

frown torn town fort clot clow moo tone town trod thrown crown nod now brown slow

Reading prose
Transfer the letter cluster to prose. The readers and/or the teacher can
• invent and write short stories that contain the words. They read them.
• read sentences containing some of the words.
• read words containing the unit in prose.
• scan prose they are reading for other words that have the letter cluster and list them.

Dictation for sentences
Provide dictation for sentences containing the words with the pattern.

Teach meta-phonemic knowledge directly.
For the ‘-own’ pattern, they discuss:
• what they know about letter cluster patterns
• how they can use what they know about some words to read others
• how they could make bigger words from the smaller words.
• how they segment words, why segmenting words into 2 or 3 parts is useful.
• talk about their developing knowledge of word patterns, see themselves as ‘self teachers’.
recognition familiar letter cluster patterns in unfamiliar words.

Learn to recognise the letter pattern automatically.
• applying it in games such as categorising, sorting, matching activities.
• reading unfamiliar words by analogy, teaching segmenting or chunking.
• discussing aspects of the pattern and memory activities.
• increase awareness of word structures.
Review new knowledge to make links to prior knowledge.

Whole Class Reflections:
• Students can identify the new spelling pattern/knowledge/words/rules.
  Students can apply the new knowledge independently.
**Guided Reading Observation Form**

**Year Group/s_________**  **Teacher____________________

<table>
<thead>
<tr>
<th>Generic Sequence of Guided Reading Lesson</th>
<th>Observations</th>
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<tbody>
<tr>
<td>1. Getting Knowledge Ready (or recap)</td>
<td>Are pupils asked to:</td>
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<tr>
<td></td>
<td>• Comment on their prior knowledge of the topic/author/similar books?</td>
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<td></td>
<td>• Suggest words that may be found in the text</td>
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<td></td>
<td>• Make predictions about the content based on title what they see on the front cover.</td>
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<tr>
<td></td>
<td>• Say questions the text may answer</td>
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<tr>
<td></td>
<td>• Share thoughts/responses to a previously set task (if reading a book over a series of sessions)?</td>
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<tr>
<td>2. Strategy check</td>
<td>When asked by the adult ‘What could you do if you get stuck on a word/aren’t sure what the author’s saying?’, are the children able to:</td>
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<td></td>
<td>• suggest a range of strategies (e.g. read on to the end of the sentence, re run the sentence, look at the prefixes and suffixes)?</td>
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<td></td>
<td>Is the reading objective shared with the children?</td>
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<tr>
<td>3. Independent reading</td>
<td>Do the children:</td>
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<td></td>
<td>• read to themselves, at their own pace (silently or using a ‘private voice’) ?</td>
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<td></td>
<td>Does the adult:</td>
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<td></td>
<td>• give some or all pupils in the group some focused attention to monitor accuracy, fluency and comprehension?</td>
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<tr>
<td>4. Returning to the text – discussion</td>
<td>Does the adult:</td>
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<tr>
<td></td>
<td>• identify, and discuss with the children, elements which may require clarification?</td>
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<td></td>
<td>• Promote pupil interaction, e.g. discussion in pairs, group discussion where pupils build on contributions of others?</td>
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<td></td>
<td>• Revisit the key objective and exemplify through teacher modelling/peer demonstration?</td>
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<tr>
<td>5. Response</td>
<td>Does the adult:</td>
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<td></td>
<td>• Use a variety of teaching strategies to engage all learners in responding to texts, e.g. drama techniques such as hot seating, written responses in reading journals?</td>
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<tr>
<td></td>
<td>• Listen and respond to children’s responses?</td>
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<tr>
<td>6. Next Steps</td>
<td>Does the adult make a link into other sessions by asking the children to:</td>
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<tr>
<td></td>
<td>• Revisit the text (e.g. re-read for homework, respond to it in their reading journal)?</td>
</tr>
<tr>
<td></td>
<td>• Undertake further reading in preparation for the next GR session?</td>
</tr>
<tr>
<td></td>
<td>Is the learning objective reinforced?</td>
</tr>
</tbody>
</table>
**Additional comments**

**Does the plan:**

- Identify group, text and specific reading objective for each group?
Excellent teachers of mathematics regularly assess and report student learning outcomes, both cognitive and affective, with respect to skills, content, processes and attitudes. They use a range of assessment strategies that are fair, inclusive and appropriate to both the students and the learning context. They maintain on-going, informative records of students’ learning outcomes that are used to map student progress and to plan future learning experiences. The excellent teacher of mathematics provides constructive, purposeful and timely feedback to students and their parents and to school authorities as required.

Explicit Teaching
At Wilmot Road Primary School a strong emphasis is placed on the teaching and learning of mathematics to all students. Teachers must plan for and implement a structured mathematics program of 7.5 hours per week, incorporating differentiated opportunities for students to acquire and practise skills and apply them to everyday life.

Planning
Teachers will be involved in the ‘Plan, Do, Study, Act’ cycle of planning every forthnight, working alongside the school’s Numeracy Leader. Staff will use their ongoing formal and informal assessments as per the school’s assessment schedule to plan differentiated lessons and activities to meet and extend the learning needs of their students using the agreed upon proformas. Staff will use the Neighbourhood Maths Curriculum documents to support their planning. Planners are uploaded to the school’s network for staff to access and build upon.

Mathematics lessons will be planned for and structured to allow the teaching and learning of new skills, with opportunities for students to practise and consolidate their knowledge. Daily opportunities will be provided for students to develop fluency in their automatic recall of number facts and problems. Students will be provided with tasks that challenge their thinking and collaboration for learning with their peers.

Weekly Planners will include:

- Explicit focus for whole class mini lesson and maintaining a weekly focus
- Differentiation of tasks to suit individual needs/Challenging whole class task as per Peter Sullivan model
- Students’ names and levels to be indicated – as appropriate
- Short explicit description of each task and naming of resources used
- Rich, open ended tasks, challenging tasks
- Dedicated reflection time – during and at the end of the lesson
- Learning Intention and Success criteria articulated and displayed.

Professional Learning
All staff will participate in school and Neighbourhood based professional learning in the area of Maths each term as per the professional learning calendar. Professor Peter Sullivan will facilitate professional learning sessions with all staff as per our professional learning timetable.

Data
Wilmot Road Primary Teachers have the opportunity through discussion with the Numeracy Leader, in department teams and in PLTs to analyse assessment data. Data is used to determine class numeracy groupings, reporting information to parents and identification of students for small group and 1:1 intervention/acceleration/tutoring sessions with trained and experienced teachers.

Intervention
Wilmot Road believes that intervention should be provided to students from strong teachers with a very good understanding of the way students learn. Acceleration and remediation sessions will be implemented as part of a targeted and planned intervention program.

Observation Proformas
Numeracy Observation proformas are to be used as a tool for identifying best practice during peer observations. This will form the basis of discussion/reflection after the peer observation.

Individual Learning Plans (ILP’s)
Every student will have a numeracy goal, which will be monitored and reviewed at the end of each term.
## WRPS Focused Classroom Observation: Numeracy – Explicit teaching lesson

<table>
<thead>
<tr>
<th>Classroom Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Focus:</td>
<td></td>
</tr>
<tr>
<td>Task Summary:</td>
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</tr>
</tbody>
</table>

### Whole class mini lesson (10-15 minutes)

**Teacher will:**
- Clearly articulate and display the learning intention and success criteria and ensure it is visible throughout the lesson
- Have ready the resources needed in the lesson
- Adopt the **in front, beside, behind** teaching approach
- In the **in front** stage - Review and consolidate what has been learnt – making connections to prior learning / experiences, building on what is already known in specific situations
- Strategically use materials or visual supports to assist students to link learning to real life situations
- Think aloud, connecting to quantities in real life situations
- Say and paraphrase relevant maths information such as tasks, number sentences and maths ideas
- Apply the procedure in symbolic examples and reduce use of pictures or quantities
- In the **beside** stage – support students to work through problems and think-aloud, who are modelling to the class
- In the **behind** stage – allow students to work independently through problems and think-aloud, who are modelling to the class
- Review and consolidate what has been learnt and strategies students may apply in independent tasks
- Develop, encourage, promote, support, scaffold, model and expect students to show the behaviours, skills, etc. below –

**Students will:**
- Answer in complete sentences at all times.
- Identify patterns / rules in the ideas
- In the **beside** and **behind** stages - Practise applying the procedure in symbolic examples and reduce use of pictures or quantities
- Say what happened, to build their self-talk (think aloud)

### Independent/Group Learning (40 minutes)

**Teacher will:**
- Provide differentiated learning opportunities for students to engage with the content
- Provide tasks that are rich / open-ended
- Allow for extensive ‘student activity / work time’ (time on task)
- Target extra support to individuals and small groups - small teaching group with similar learning needs
- Scaffold the learning to support the use of resources, visualisation, paraphrasing to develop mental strategies
- Actively rove to assist students
- Document formative assessment
- Develop, encourage, promote, support, scaffold, model and expect students to show the behaviours, skills, etc. below –

**Students will:**
- Engage in the task, persist through difficulties
- Independently select resources to assist them (as appropriate)
- Self-verbalise and self-monitor for accuracy and understanding
- Think aloud, solve and write solutions to their own examples at their own level of understanding
### Whole Class Reflection (5-10 minutes)

**Teacher will:**
- Restate the learning intention and success criteria.
- Stimulate & guide the discussion of the new learning / *proficiencies* – *understanding* (concepts, connections, interpret), *fluency* (skills, calculations), *problem solving* (strategies / tools), *modelling* (representing in different ways), *reasoning* (explain, justify, transfer learning, infer, compare & contrast)
- Review and consolidate what has been learnt – making connections to prior / future learning / experiences
- Develop, encourage, promote, support, scaffold, model and expect students to show the behaviours, skills, etc. below –

**Students will:**
- Say what they have learnt and the actions they used
- Reflect on their learning in relation to learning intention and can identify if they met the success criteria
- Link positive feelings to the new ideas and themselves as learners
- Identify patterns / rules in the ideas
- Discuss their self-talk and their self-efficacy
- Provide feedback about the teaching.

### Classroom management

**Teacher will:**
- Establish routines
- Implement smooth transitions between activities
- Use positive language e.g. 6:1
- Use wait time for student response
- Establish protocols for whole class and group work

### Feedback:
### WRPS Focused Classroom Observation: Numeracy – Fluency lesson

<table>
<thead>
<tr>
<th>Classroom Teacher:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Fluency Tasks:</td>
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</table>

<table>
<thead>
<tr>
<th>Numeracy – Fluency lesson (30 minutes)</th>
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</thead>
</table>

**Teacher will:**
- Clearly articulate and display the learning intention and success criteria and ensure it is visible throughout the lesson
- Have ready the resources needed in the lesson
- Differentiate the tasks so they are matched to students’ learning needs
- Use engaging tasks
- Adopt the *in front, beside, behind* teaching approach when introducing tasks
- Allow for extensive ‘student activity / work time’ (time on task)
- Actively rove to assist students
- Document formative assessment
- Develop, encourage, promote, support, scaffold, model and expect students to show the behaviours, skills, etc. below -

**Students will:**
- Engage independently in the task, persist through difficulties
- Answer in complete sentences at all times
- Identify patterns / rules in the ideas
- Say what happened, to build their self-talk (think aloud)
- Self-monitor in some way e.g. calculator, counting chart

**Classroom management**
- Routines established
- Smooth transitions between activities
- Positive language used e.g. 6:1
- Established protocols for individual work

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**Feedback:**

WRPS Focused Classroom Observation: Numeracy – Peter Sullivan lesson

<table>
<thead>
<tr>
<th>Classroom Teacher:</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Content Focus:</td>
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<tr>
<td>Task Summary:</td>
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</tbody>
</table>

**Numeracy – Peter S lesson – Learning / Consolidating tasks**

***Cognitive activation is, “You do, we do, you do”. (Explicit instruction leads to dependence.)***

‘Learning’ tasks followed by ‘consolidating’ tasks – review in the middle of the lesson between the two tasks (or reviewing and continuing ‘learning’ task) (Peter S Strategy 3)

Where the prerequisite experience is part of the task (Peter S Strategy 4)

**Whole class - Launch Phase (1-5 minutes, but can vary) – Introduction task**

Teacher will:
- Clearly articulate and display the learning intention and success criteria and ensure it is visible throughout the lesson (this will be brief and undetailed) (Peter S Principle 1)
- Articulate expectations (refer to Peter S poster displayed).
- Clarify any maths language for those who request it
- Have ready the resources needed in the lesson
- Speak / teach as little as possible
- Briefly make a connection (if required) (Peter S Principle 2)
- Develop, encourage, promote, support, scaffold, model and expect students to show the behaviours, skills, etc. below -

Students will:
- Read & think about the problem
- (may) Paraphrase the problem
- Think about questions they may have
- Answer in complete sentences at all times

**Independent - Explore Phase (approx. 35 minutes, but can vary & move in & out of Explore / Summary Phases) – Learning (Activate cognition) / Consolidating task (Nail the learning)**

Teacher will:
- Engage students by providing tasks that are rich / open-ended / challenging (Peter S Principle 3)
- Posing questions with multiple entry and exit points (Peter S Strategy 1)
- ‘Realistic’ investigations (as appropriate) (Peter S Strategy 6)
- Allow for extensive ‘student activity / work time’ (time on task)
- Let students struggle & persist
- Provide differentiated learning opportunities for students to engage with the content by having enabling & extending prompts ready (Peter S Principle 4) (Peter S Strategy 2)
- Wait before giving enabling prompts
- Give extension prompt (if applicable)
- Roam to ‘assess’ and look for work samples to share
- Document formative assessment
- Develop, encourage, promote, support, scaffold, model and expect students to show the behaviours, skills, etc. below -

Students will:
- Enter the ‘zone of confusion’
- Make their own decisions (Peter S Principle 3)
- Try different strategies / methods / representations (Peter S Principle 3)
- Independently select & use resources
- Explain / justify / reason
**Whole Class - Summary Phase (approx. 15 minutes, but can vary & move in & out of Explore / Summary Phases) – Learning / Consolidating task**

**Teacher will:**
- Draw the learning together, make connections (Peter S Principle 2)
- Focus on the maths ideas
- Review the learning intention
- Foster communication, mutual responsibilities, use reporting to the class by students as a learning opportunity (Peter S Principle 5)
- Use consolidating task (when appropriate) (Fluency by practice, reinforcement and prompting transfer of learnt skills (Peter S Principle 6))
- Develop, encourage, promote, support, scaffold, model and expect students to show the behaviours, skills, etc. below -

**Students will:**
- Learn from one another
- Share / model their work, ideas, strategies
- Discuss their self-talk
- Explain / justify / reason
- Invite questions from other students

**Whole Class Reflection (1-5 minutes, may be done as part of the final Summary Phase)**

*(Rule of thumb is, if 1/3 of the class now know something they didn’t know before, then that is a success. E.g. In comparing learning task results with consolidating task results.)*

**Teacher will:**
- Restate the learning intention and success criteria.
- Stimulate & guide the discussion of the new learning / proficiencies – understanding (concepts, connections, interpret), fluency (skills, calculations), problem solving (strategies / tools), modelling (representing in different ways), reasoning (explain, justify, transfer learning, infer, compare & contrast)
- Scaffold students to identify patterns / rules in the ideas
- Review and consolidate what has been learnt – making connections to prior / future learning / experiences
- Develop, encourage, promote, support, scaffold, model and expect students to show the behaviours, skills, etc. below -

**Students will:**
- Say what they have learnt and the actions they used
- Reflect on their learning in relation to learning intention and can identify if they met the success criteria
- Link positive feelings to the new ideas and themselves as learners
- Identify patterns/ rules in the ideas
- Discuss their self-talk and their self-efficacy (they have moved from the ‘not knowing’ ‘hard’ maths to the ‘knowing’ how to do it)
- Provide feedback about the teaching.

**Classroom management**

**Teacher will:**
- Establish routines
- Implement smooth transitions between activities
- Use positive language e.g. 6:1
- Use wait time for student response
- Establish protocols for individual work

**Feedback:**
Excellent teachers of literacy and numeracy intervention regularly assess and report / discuss progress made with student learning outcomes, both cognitive and affective, with respect to skills, content, processes, and attitudes to classroom teachers, leadership and parents. They constantly use a range of assessment strategies that are fair, inclusive and appropriate to both the students and the learning context. They maintain on-going, informative records of students learning outcomes that are used to map student progress in intervention and to plan future learning experiences.

**Intervention/ Acceleration Programs in Literacy and Numeracy**

Wilmot Road believes that intervention should be delivered to students from experienced teachers with a sound understanding of the way students learn, implementing a targeted and planned intervention program. The programs offered in Literacy have a focus on: Phonological Knowledge, Reading Comprehension and Writing. The programs offered in Numeracy have a focus on: Number and relate to teaching strategies and ideas presented by Peter Sullivan during his visits to our school to provide us with Professional Development. The breadth of the program is seen as a key priority for the school and additional D.E.E.C.D funding, when available, provides opportunities to expand the programs.

**Data**

Wilmot Road Primary Intervention Teachers have focussed discussions with Leadership and classroom teachers. They work alongside department teams to analyse data of students to determine individuals for intervention whether that be a catch up or acceleration type program.

**Individual Learning Plans**

Wilmot Rd believes that the development of Individual Learning Plans in partnership with the student form a vital component of the Intervention Program. Students develop goals and focus areas for improvement to provide a well-defined learning pathway and link with the parent.

**Explicit Teaching in these Programs**

At Wilmot Road Primary School a strong emphasis is placed on the teaching and learning of literacy and numeracy to all students. Intervention teachers must plan for and implement a structured program for small group instruction daily. Lessons provide opportunities for students to practise and consolidate their knowledge to develop fluency in their literacy and numeracy skills. Students will be provided with tasks that challenge their thinking and collaboration for learning with their peers.

**Professional Learning**

Intervention teachers attend Literacy and Numeracy professional learning as per the professional learning calendar.

**LITERACY -HRLTP**

At Wilmot Road Primary School Dr John Munro’s High Reliability Literacy Teaching Practices are explicitly taught to all students. Peter Sullivan’s strategies in Numeracy are also used strongly by Intervention / Acceleration Teachers to deliver curriculum that builds individual and small group knowledge, teaches self-talk and give students the skills to be independent thinkers and learners.
Planning
Pie Corbett’s approach – ‘Talk for Writing’ is explicitly taught in the teaching of writing to intervention students if needed.

Intervention teachers are able to access the planning documents of each department’s: Plan, Do, Study, Act’ cycle of planning. Intervention staff use this information to align their program learning with classroom learning. Intervention Staff maintain individual student record of progress and planning documents which are communicated with the classroom teacher.

INTENSIVE PROGRAMS-

Intensive programs in both Literacy and Numeracy now form an integral part of the Intervention Program at Wilmot Road P.S. These programs involve a group of staff members going into a classroom and working with small groups on specific concepts explicitly for a short amount of time. During these sessions children rotate around different teaching centres and experience a variety of learning experiences. Students are grouped according to their abilities and tasks are differentiated to meet the needs of all learners. Classroom teachers and Intervention staff are responsible for planning the activities that are undertaken in these sessions and Educational Support staff help these teachers with the delivery of the programs. Intensive programs in Foundation, One, Two and Three consist of three one hour sessions each week and Numeracy sessions in Years three and four will be conducted for one hour each week.

Content of Intensive Programs-

**Foundation/One** - Activities undertaken at this level have included- Phonological Knowledge, Numeracy activities, Handwriting, Boehm Concepts, Literal and Inferential comprehension, RAN boards, Oral Language, Phonics, Italian and Sentence Writing and Structure. Children rotated around 5 different activities each session.

**Years One/Two/Three** - Children working in this area have participated in – Numeracy activities, Phonics, RAN boards, Sentence Writing and Structure, Italian, Phonological Knowledge, Handwriting, XO tuition, Literal and Inferential comprehension and Oral Language activities. Children rotated around 4 different activities each session.

**Numeracy Activities in Years Three/Four**-Children participating in this program rotated around four different activities that all related to number. The groups consisted of Counting, Place Value, Addition and Subtraction and Multiplication and Division. Again children are grouped according to ability and activities are differentiated to cater for the needs of all students.
Families at Wilmot Road Primary School who speak a language other than English as their main language at home require additional support. Support of these families is multilayered and addresses the needs of the parents, students, community and the school.

Strategies to support families:

- Shepparton English Language Centre (SELC)
- Family forums with interpreters
- Opportunity for school reports to be discussed with interpreters
- Cultural festivals attended by staff in the community
- Religious festivals recognised
- Students catered for during Ramadan
- Family Liaison Officers to support home-school engagement
- Multicultural interviews held on a designated night with interpreters
- Interpreters used during enrolment process
- In class support for students
- Phone calls to parents regarding school matters/reminders by FLOs
- Support for Refugee families through State Schools Relief, second hand uniforms
- Emergency lunches
- Breakfast program
- Playgroup
- Supervised eating of playlunch and lunch
- MEAs in classrooms
- Transition programs, into school, between year levels – for parents and children
- Parent programs - learning English, how to use technology

Student reporting:

It has long been established through research by Cummins (1996) and others that an EAL student starting primary school with little or no English can take from 5–7 years to reach the same level of English as his or her age-equivalent peers.

Using the English Victorian Curriculum alone will not be an accurate reflection of an EAL student’s learning, and can indicate that there are problems in the student’s learning progress, when in fact the student is actually making adequate progress learning English as their second or subsequent language.

As EAL students learn more English, their learning begins to correspond to the English Victorian Curriculum Pathway. If an assessment of an EAL student on the English Victorian Curriculum is within acceptable year level parameters, then it is time to start using this for assessing and reporting progress. If not, then the EAL Standards Pathway should continue to be used.

At Wilmot Road, staff report using the EAL Pathway until such time that it is deemed that the student is ready to move across to English Victorian Curriculum. Professional learning and discussion around a pathway change occurs and data is examined to determine when it is appropriate to do so.
Learning pathway for New Arrivals students:
Wilmot Road supports New Arrival students through a gradual release of support model. All students attend the Shepparton English Language Centre Outpost at Wilmot Road for ten hours per week. Once exited from SELC, the students are supported by the EAL aide, then finally support is reduced to that within mainstream classrooms.
**Programming pathway for EAL students:**
Wilmot Road acknowledges the different learning needs of EAL learners. To address this the school has put in place a process whereby these students are identified and monitored. A dedicated co-ordinator position oversees a team that support EAL learners.

Staff are up skilled in the areas of planning for EAL students, understanding cultural diversity and reporting using the EAL Pathway. Professional learning opportunities are offered to staff and professional conversations about best practice are undertaken.

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**EAL Co-ordinator**
Oversees:
- SELC outpost
- EAL aide
- Upskilling of MEAs
- Cultural Diversity
- EAL reporting
- Professional learning

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**EAL aide**
- Small group withdrawal
- 1:1 tuition
- In class support

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**Classroom Teachers**
- Opportunities for professional learning
- Support from EAL co-ordinator

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**Learning undertaken over a number of years**
- Teachers have attended ESL in the Mainstream
- Teachers have attended DEEPAR
- Teachers have been upskilled in EAL pathways and reporting
- MEAs have attended MEA conference
- ES staff have been upskilled by EAL co-ordinator in literacy practices
- Teachers have been part of LEAD project
- Teachers have attended Foundation House RAN in Shepparton
- Teachers attend EAL professional learning when available and appropriate to their needs
- RESP training
Wilmot Road Primary School – Professional Learning Statement of Practice, including PLTs and Professional Learning Opportunities

A central part of the practice of improvement should be to make the connection between teaching practice and student learning more direct and clear. The present generation of students deserve the best practice we can give them and their learning should not be mortgaged against the probability that something good will happen for future generations. Improvement should be focused directly on the classroom experience of today’s students (Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education, Richard Elmore 2002, p. 31).

Rationale:
At Wilmot Road Primary School a strong emphasis is placed on the targeted teaching and learning of all students. Teachers must plan for and implement a rigorous and structured learning program incorporating differentiated opportunities for students to acquire and practise skills and apply them to everyday life.

Aim:
To provide a strong emphasis and focus on Literacy and Numeracy practices across the school. To continue to build on the knowledge of all staff to ensure the pedagogy and teaching practices are aligned across the school.

Implementation:
School Improvement Team (SIT):
- Senior leadership, including the Business Manager, overview all professional learning and allocation of related resources to ensure a focus on building staff capacity and improvement in student learning outcomes.

Professional Learning: Teachers
- A timetable for professional learning is collated for each term by the school’s Literacy and Numeracy Leaders, in conjunction with the Principal.
- The timetable is shared with all staff.
- Staff engage in 2 hours of professional learning each week, which consist of:
  - The sharing of strategies
  - Looking at student data – as an individual class teacher, in departments and across the whole school
  - Using the data to plan for individual and group teaching and learning opportunities
  - Designing and sharing documents to support the teaching and learning
  - Building on the professional learning as provided by Professor Peter Sullivan in the area of Mathematics and Dr John Munro in the area of Literacy
- Staff participate in the weekly Plan, Study, Do, Act cycle with the Literacy and Numeracy Leaders to look at student data and plan for the coming fortnight.
- Delivery of school based professional learning that is facilitated by the Literacy and Numeracy Leaders is a shared and collective responsibility.

Professional Learning: Education Support
- ES Staff have 2 designated PLTs each term – 1 each in the areas of Literacy and Numeracy to share the key teaching and learning strategies being implemented by the teachers.
- ES staff participate in Speech and Occupational Therapy sessions as appropriate to support their learning and understanding of the strategies that are to be followed up in the classroom.
- The Intervention Coordinator meets with the teachers involved in the Intensive Program once each term to discuss and plan for the implementation of a targeted Intensive program.

Peer Observations: Teachers
- Staff have the opportunity to observe others to build their capacity and to align whole school practice.
- A reflective and supportive process is fostered by strong focus for observations, templates and a co-observer to discuss and reflect on embedding new practise.

Coaching & Mentoring: Teacher & ES
- Allocation of mentors occurs for all new and beginning teachers and ES.
- Coaching occurs linked to staff point of need and the SIT allocate this resource.
- Data and Student point of need linked to teaching & learning practice is the focus.
- Reflection sessions are embedded to support coach and coachee discussion.
Performance & Development Process (PDP): Teachers & ES

- Every staff member has a PDP and is allocated time to develop a plan (goals, targets, agreed evidence and supports) with a mentor.
- Teachers meet with the Principal and ES with a senior leader.
- Meetings occur each semester as per the DET PDP timelines and expectations.
- Staff are encouraged to bring evidence that indicate their professional growth including student data, work samples, peer observations, presentations at PLTs, curriculum development/implementation, planning, etc.

Reflection/Evaluation:

- SIT oversees the total process linked to the School Strategic Plan and Annual Implementation Plan- Priorities, Goals, Targets, Key improvement Strategies and allocated resources.
<table>
<thead>
<tr>
<th>Year Level</th>
<th>Even Year</th>
<th>Odd Year</th>
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<tbody>
<tr>
<td><strong>F</strong></td>
<td>Physical Sciences - Light and sound are produced by a range of sources and can be sensed (VCSSU049)</td>
<td>Earth &amp; Space Sciences - Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life (VCSSU046)</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>Physical Sciences - The way objects move depends on a variety of factors including their size and shape: a push or a pull affects how an object moves or changes shape (VCSSU047)</td>
<td>Earth &amp; Space Sciences - Earth’s resources are used in a variety of ways (VCSSU061)</td>
</tr>
<tr>
<td>3</td>
<td>Physical Sciences - Heat can be produced in many ways and can move from one object to another; a change in the temperature of an object is related to the gain or loss of heat by the object (VCSSU063)</td>
<td>Earth &amp; Space Sciences - Earth’s rotation on its axis causes regular changes, including night and day (VCSSU061)</td>
</tr>
<tr>
<td>4</td>
<td>Physical Sciences - Forces can be exerted by one object on another through direct contact or from a distance (VCSSU064)</td>
<td>Earth &amp; Space Sciences - Earth’s surface changes over time as a result of natural processes and human activity (VCSSU062)</td>
</tr>
<tr>
<td>5</td>
<td>Physical Sciences - Light from a source forms shadows and can be absorbed, reflected and refracted (VCSSU080)</td>
<td>Earth &amp; Space Sciences - Earth is part of a system of planets orbiting around a star (the Sun) (VCSSU078)</td>
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<tr>
<td>6</td>
<td>Physical Sciences - Energy from a variety of sources can be used to generate electricity; electric circuits enable this energy to be transferred to another place and then to be transformed into another form of energy (VCSSU081)</td>
<td>Earth &amp; Space Sciences - Sudden geological changes or extreme weather conditions can affect Earth’s surface (VCSSU079)</td>
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# Humanities – Victorian Curriculum – 2 Year Planner

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Odd Year 2017</th>
<th>Even Year 2018</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Semester 1 TERM 1</td>
<td>Semester 1 TERM 2</td>
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<td>Semester 2 TERM 3</td>
<td>Semester 2 TERM 4</td>
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<td></td>
<td>Semester 2 TERM 3</td>
<td>Semester 2 TERM 4</td>
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<tr>
<td>F</td>
<td>Geography Personal &amp; Social Capability</td>
<td>Biological Sciences</td>
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<tr>
<td></td>
<td>History Creative &amp; Critical Thinking</td>
<td>Chemical Sciences</td>
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<tr>
<td></td>
<td>Geography Personal &amp; Social Capability Intercultural</td>
<td>Physical Sciences</td>
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<tr>
<td></td>
<td>History Creative &amp; Critical Thinking</td>
<td>Earth and Space Sciences</td>
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<tr>
<td>1</td>
<td>Geography Personal &amp; Social Capability</td>
<td>Biological Sciences</td>
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<td></td>
<td>History Creative &amp; Critical Thinking</td>
<td>Chemical Sciences</td>
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<tr>
<td></td>
<td>Geography Personal &amp; Social Capability Intercultural</td>
<td>Physical Sciences</td>
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<td></td>
<td>History Creative &amp; Critical Thinking</td>
<td>Earth and Space Sciences</td>
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<td>2</td>
<td>Geography Personal &amp; Social Capability</td>
<td>Biological Sciences</td>
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<td></td>
<td>History Creative &amp; Critical Thinking</td>
<td>Chemical Sciences</td>
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<td>Geography Personal &amp; Social Capability</td>
<td>Biological Sciences</td>
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<td></td>
<td>History Creative &amp; Critical Thinking Civics and Citizenship</td>
<td>Chemical Sciences</td>
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<td>Geography Personal &amp; Social Capability Intercultural</td>
<td>Physical Sciences</td>
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<tr>
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<td>History Creative &amp; Critical Thinking</td>
<td>Earth and Space Sciences</td>
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<td>Biological Sciences</td>
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<td>Biological Sciences</td>
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<td>Earth and Space Sciences</td>
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# Humanities Victoriant F-10 Curriculum 2017 Commencement

<table>
<thead>
<tr>
<th>Odd Year</th>
<th>Even Year</th>
</tr>
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<tbody>
<tr>
<td><strong>HUMANITIES – 2 YEAR PLANNER</strong></td>
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</tr>
<tr>
<td><strong>Semester 1 Odd Year</strong></td>
<td><strong>Semester 2 Odd Year</strong></td>
</tr>
<tr>
<td><strong>Geography - Investigate places in which we live</strong></td>
<td><strong>Personal Histories - Me and My Family</strong></td>
</tr>
<tr>
<td>Representation of the location of places and their features on maps and models, including a globe, and the location of the major geographical divisions of the world in relation to Australia (VCGGK063)</td>
<td>Differences and similarities between students’ daily lives and perspectives of life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications (VCHHK061)</td>
</tr>
<tr>
<td>Definition of places as parts of the Earth’s surface that have been given meaning by people, and how places can be defined at a variety of scales (VCGGK064) History –</td>
<td>Sequence significant events about personal and family history to create a chronological narrative (VCHHC053)</td>
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<tr>
<td><strong>Semester 2 Even Year</strong></td>
<td><strong>Semester 2 Even Year</strong></td>
</tr>
<tr>
<td><strong>Geography - Life Through The Seasons</strong></td>
<td><strong>History Community histories – Significant Family Events /Economy</strong></td>
</tr>
<tr>
<td>Weather and seasons and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them (VCGGK067)</td>
<td>How they, their family, friends and communities commemorate past events that are important to them (VCHHK062)</td>
</tr>
<tr>
<td>Reasons why some places are special and some places are important to people and how they can be looked after (VCGGK069)</td>
<td>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (VCHHK063)</td>
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<tr>
<td>Connections of people in Australia to other places in Australia and across the world (VCGGK065)</td>
<td><strong>History – Personal and Community Histories</strong></td>
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<tr>
<td><strong>History – Me and My Family</strong></td>
<td><strong>Past and Present – Significant Family Events /Economy</strong></td>
</tr>
<tr>
<td>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (VCHHK063)</td>
<td>Connections of people in Australia to other places in Australia and across the world (VCGGK065)</td>
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<tr>
<td>The significance today of an historical site of cultural or spiritual importance (VCHHK064)</td>
<td>Differences and similarities between students’ daily lives and perspectives of life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications (VCHHK061)</td>
</tr>
<tr>
<td>The effect of changing technology on people’s lives and their perspectives on the significance of that change (VCHHK065)</td>
<td><strong>Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066)</strong></td>
</tr>
<tr>
<td>Odd Year Semester 1</td>
<td>Even Year Semester 1</td>
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<tr>
<td>---------------------</td>
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</tr>
<tr>
<td><strong>Geography</strong></td>
<td><strong>History</strong></td>
</tr>
<tr>
<td>Investigate Places In Which We Live - Geographical Concepts and Skills</td>
<td>Me and My Family - Community histories</td>
</tr>
<tr>
<td>Place, space and interconnection Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (VCGGC057) Describe and explain where places and activities are located (VCGGC058) Identify how people are connected to different places (VCGGC059)</td>
<td>How they, their family, friends and communities commemorate past events that are important to them (VCHHK062) The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (VCHHK063) The significance today of an historical site of cultural or spiritual importance (VCHHK064) The effect of changing technology on people’s lives and their perspectives on the significance of that change (VCHHK065)</td>
</tr>
<tr>
<td><strong>2</strong></td>
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</tr>
<tr>
<td>Geography - Mapping - Basic Vegetation Regions of the World</td>
<td>History - Explorers and the First Fleet</td>
</tr>
<tr>
<td>Main climates of the world and the similarities and differences between the climates of different places (VCGGK081) Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably (VCGGK082) Location of Australia’s neighbouring countries and the</td>
<td>The journey(s) of a significant world navigator, explorer or trader up to the late eighteenth century, including their contacts with and effects on other societies (VCHHK079) Stories of the First Fleet, including causes and reasons for the journey, who travelled to Australia, and their experiences and perspectives following arrival (VCHHK080) The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)</td>
</tr>
<tr>
<td>Semester 1 Odd Year</td>
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<td>Location of major countries of Africa and South America in relation to Australia and their major characteristics including the types of vegetation and native animals in at least two countries for both continents (VCGGK077) Location of Australia’s neighbouring countries and the diverse characteristics of their places (VCGGK078) Representation of Australia as states and territories, and Australia’s major natural and human characteristics (VCGGK079)</td>
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<tr>
<td>Semester 1 Odd Year</td>
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<tr>
<td><strong>Geography – Study of Continents</strong></td>
<td><strong>History – Federation / The Australian Colonies</strong></td>
</tr>
<tr>
<td>Location of the major countries of Europe and North America, in relation to Australia and their major characteristics including the influence of people on the environmental characteristics of places in at least two countries (VCGGK091)</td>
<td>Sequence significant events and lifetimes of people in chronological order to create a narrative to explain the developments in Australia’s colonial past and the causes and effects of Federation on its people (VCHHC082) Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (VCHHC086)</td>
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<tr>
<td>Location of the major countries of the Asian region in relation to Australia and the geographical diversity within the region (VCGGK092) Differences in the demographic, economic, social and cultural characteristics of countries across the world (VCGGK093) Intercultural Capability - Identify barriers to and the diverse groups (VCICCD011) ans of reaching understandings within and between culturally</td>
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</tr>
<tr>
<td>Government and Democracy</td>
<td><strong>Consumer and Financial Literacy</strong></td>
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<tr>
<td>Describe the roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia’s federal system (VCCCG009)</td>
<td><strong>Identify influences on consumer choices and explore strategies that can be used to help make informed personal consumer and financial choices (VCEBC004)</strong></td>
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<tr>
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<td>Explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation (VCHHC087)</td>
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<td>Civic knowledge and understanding At Level 6, students describe the nature of Australia’s democracy that developed as a result of Federation. They describe the three levels of government and some of the key functions of each level. They explain the basic elements of Australia’s federal parliamentary system and key democratic principles and values such as freedom of speech and equality before the law. (VCICCB010)</td>
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<td>The Australian Colonies – Migration to Australia History Continuity and change – The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children (VCHHK094) The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated (VCHHK095)</td>
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Kaiela Dhungala First Peoples Curriculum


Ab and Tor Str Isl Histories and Cultures

Kaiela Dhungala First Nations Curriculum Overview  http://www.kaieladhungala.com/
http://www.kaieladhungala.com/the-curriculum/

Grade Foundation -2 http://www.kaieladhungala.com/foundation-year-2/

Grade 3-4 http://www.kaieladhungala.com/years-3-4/

Grade 5-6 http://www.kaieladhungala.com/years-5-6/

## Curriculum Timetable

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Domain</th>
<th>Minutes per Week:</th>
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</thead>
<tbody>
<tr>
<td>Foundation to Grade 2</td>
<td>English</td>
<td>600</td>
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<tr>
<td></td>
<td>Mathematics</td>
<td>450</td>
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<td>ICT</td>
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<tr>
<td></td>
<td>P.E.</td>
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</tr>
<tr>
<td></td>
<td>The Arts/Italian</td>
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</tr>
<tr>
<td></td>
<td>Science/Humanities/Social Science</td>
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<tr>
<td></td>
<td>Intensive</td>
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<tr>
<td></td>
<td>Reading before school (8:45 – 9am)</td>
<td>75</td>
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<tr>
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<td><strong>Total Minutes:</strong></td>
<td><strong>1575=262.5 hours per term</strong></td>
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<tr>
<td>Grade 3 to Grade 6</td>
<td>English</td>
<td>600</td>
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<td>Mathematics</td>
<td>450</td>
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<td></td>
<td>Reading before school (8:45 – 9am)</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Humanities/Science/Social Skills</td>
<td>240</td>
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