Strathfieldsaye Primary School

Teaching and Learning Handbook

Table of Contents

Overview

This teaching and learning handbook is a guide to the culture, curriculum and classroom practices at Strathfieldsaye Primary School. At SPS we want to guarantee challenging and intentional instruction for all students whilst raising the quality of teaching and reducing variability between classes. Our expectations are that all staff will follow the guidelines set out in this handbook and will be supported by the leadership of the school to do so. Further documentation supporting items outlined in this handbook can be located on the Strathfieldsaye One Note or school sever.

We hope you have a great year,

Cindi, Bree, Cherie, Nic, Luke and Erin.

Framework for Improving Student Outcomes FISO 2.0

FISO 2.0 is the Victorian Government's framework for improvement and was developed to increase the focus on student learning and student wellbeing within schools.

The FISO 2.0 sets out 5 core elements that together realise the goals of excellence and equity through developing the learning and wellbeing of every Victorian student.

When integrated, these elements build a positive environment through strong relationships that enables all students to become:

- happy, healthy, and resilient
- successful lifelong learners
- active, informed members of just and sustainable communities.

The FISO Improvement Cycle supports teachers, school leadership teams and school improvement teams to focus on better outcomes for our students. Improvements to teaching practice and student learning are strongly dependent on effective implementation within this evidence-based improvement cycle.

The cycle can be used over different time periods, from four-week cycles to annual cycles. At SPS, we use the Improvement Cycle as the basis for our PLC and SIT cycles as well as the creation and implementation of our Strategic Plan and Annual implementation Plans.

Building a Safe and Collaborative Culture

Empowering Students and Building School Pride

Our Vision

At Strathfieldsaye Primary School, our vision is to empower everyone to learn and grow in an inclusive community.

Our Values

The core of our shared expectations at Strathfieldsaye Primary School is our four values that drive our actions, behaviour and attitudes. They are the 'core' of who we are. They help us to be our very best.

Caring
We look after our environment and we show kindness to other people and to ourselves.

Optimism
We are grateful for what we have and believe that we can make good things happen. We choose to be positive.

Respect
We have integrity and we understand that everyone has different feelings and different approaches to life.

Excellence
We set high standards and we persist until we have done our best.

Our Goals

Our four-year goals (2020-2024) are to:

- Improve growth and achievement for all students in Literacy.
- Improve student leadership, voice and agency in learning.
- Improve the wellbeing of all students.

Student Leadership, Voice and Agency

At SPS, we commit to the pedagogical practice principle, 'Student leadership, voice and agency empower students and build school pride.' We implement the following actions:

Teachers empower students to have democratic voice in the running of the communities in which they learn:

- Student feedback surveys (3-6)
- Attitude to School Survey (4-6)
- Class discussions and meetings
- 'Come and Have Your Say' Days

Teachers co-design opportunities for students to exercise authentic agency in their own learning:

- Conferences in which Learning Goals are negotiated
- Choice within learning activities when applicable

Teachers co-design student leadership opportunities:

- School Captains
- House Captains
- Junior School Captains
- Student Wellbeing Team
- Aboriginal Young Leaders

Teachers support students in building school pride and connectedness:

- CORE values day
- Healthy Active Happy Kids Hour (HAHKH)
- Representation at interschool sporting events
- Lunchtime clubs
- Student-led fundraising events
- Harmony Day events
- Gate greeters
- Yard buddies
- Community lunches
- Student-led school tours
- Participation in the 'National Day Against Bullying.'

Ways of Working Together

At SPS, when working collaboratively we agree to the following:

- Respect the need for confidentiality
- Adopt a shared sense of responsibility
- Listen with empathy and understanding
- Use constructive language
- Share ethically
- Adopt respectful collaboration
- Address problems constructively
- Defer judgements/ keep an open mind
- Acknowledge diversity and difference
- Assume and act with positive intent
- Create opportunities for enjoyment of work

Professional Learning Communities (PLCs)

Professional learning communities (PLCs) are an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes.

We start from a simple idea: students learn more when their teachers work and learn together. At Strathfieldsaye Primary School, our PLCs are made up of teachers in year level teams. Teams are guided by our school vision and AIP goals. We use the FISO Improvement Cycle as a basis to effectively link professional learning and instructional planning to the learning needs of our students. We have a collective approach to the development of all teachers to ensure quality teacher practice across all classrooms resulting in improved student outcomes.

The FISO Improvement Cycle guides school teams to follow an effective inquiry process that is informed by evidence. The recommended length of an Inquiry Cycle is about 8-10 weeks, which allows teachers time to effectively evaluate the impact of their interventions. Shorter inquiry cycles of less than 8 weeks may not allow sufficient time for interventions to be implemented.

IMPROVEMENT CYCLE

Evaluate and diagnose	Prioritise and set goals	Develop and plan	Implement and monitor
Assess performance and progress in student achievement, wellbeing, engagement and productivity:	Prioritise key focus area/s for improvement:	Plan and develop improvement initiatives with evidence base:	Implement, gather data and monitor:
• Evaluate the impact of prior effort	• Be clear about what success or impact looks like	• Develop whole-school teaching and learning program	• Professional learning
• Diagnose areas requiring attention	• Set goals and targets	• Determine specific actions and method	• Collaboration and consistency
• Record and report current status, resources and baseline	• Establish indicators to measure improvement	• Determine roles, responsibilities and timelines	• Resourcing
• Share successes and lessons with other schools		• Agree and communicate	• Community leverage
			• Curriculum and assessment
			• Programs
			• Student outcomes

Instructional Coaching

At SPS, our Leading Teacher and Learning Specialists provide instructional coaching by working one to one with a teacher, to model and observe classroom practice and to support professional conversation. The aim is to build a partnership to develop evidence-based teaching practice in line with our school and DET priorities.

Peer Observations

At SPS, we use peer observations to observe each other's practice and learn from one another in an area that aligns with our Professional Development Plans (PDP) or an area of professional interest.

Peer Observations are scheduled during class time, for a whole session or a part of a session. Teachers are supported to conduct at least 2 visits (Term 2 and 3), however additional visits are encouraged.

An identified focus is communicated during a pre- observation conversation with both teachers. An observation template is used to take notes and reflect on the lesson. After the visit, a post observation conversation is held between both teachers to discuss new learning. The template can be saved and used as evidence when discussing your PDP in a Performance Review.

SPS has further documentation on Peer Observations at SPS, outlining the cycle of peer observation, protocols, and procedures.

Learning Walks

At SPS, we conduct learning walks to increase teachers' awareness of practices occurring within our school. This process builds whole-school sense of accountability for the quality of teaching and learning and encourages improvement through openness and sharing of practice. Learning walks at SPS support teachers to refine their current practice by implementing strategies and effective practices observed in other classrooms.

They are short, observational visits followed by conversations using group-established agreements and protocols. The observers in the learning walk are receptive to learning and gaining insights into their own professional practice as well as school-wide practices through observing others.

Staff Meeting Norms

Our Staff Norms are agreed guidelines we follow when interacting with each other, specifically in meetings:

1. We will arrive prepared and on time; and we will follow agendas to ensure purposeful and focused discussion on student learning.
2. Agendas will be sent before all meetings. Recorded comments will be posed constructively and respectfully. Minutes will be distributed in a timely manner.
3. We will use the inquiry cycle process to guide our PLC discussions: Evaluate and Diagnose, Prioritise and Set Goals, Develop and Plan, Implement and Monitor.
4. Confidentiality will be maintained by all team members. We will show integrity and impartiality at all times.
5. Everyone will be actively involved in meetings and take initiative. We will share the workload and support our team members.
6. All team members will be treated equally and respectfully. We value everyone's input; therefore, we will listen intently and ensure conversation is shared.
7. We trust and are accountable to all members of the team and we follow through with what we have agreed to do.
8. We remain focused and engaged during meetings and refrain from using technology other than that needed for specific purposes.
9. We will actively engage with colleagues during professional learning sessions to extend our learning and improve our practice.
10. We will model the school values in all interactions with other staff, students, parents and the school community.

Setting Expectations

Start-Up Program

At the beginning of each year, all students participate in our 'Start-up' program. This runs for approximately two weeks and involves setting up the classroom and school environment as a safe, inclusive and optimal learning environment. The program includes sessions on revisiting our school values, behaviour charts and classroom protocols.

We also run whole school start up programs in the first few weeks of each year. Students participate in the 'Let's Get Moving' dance program every second year which focuses on building confidence, resilience and having fun, and includes a special after school presentation for family members. On the alternate year, we source other engaging programs to help our students connect with their teachers and peers to ensure they have a positive and fun-filled start to the year.

Details regarding our whole school start up initiatives are provided at the beginning of each year.

School Wide Positive Behaviour Support (SWPBS)

School-Wide Positive Behaviour Support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures. Our school adopts this framework, which assists us to improve social, emotional, behavioural and academic outcomes for children and young people.

As a part of the SWPBS framework, students, parents and teachers use the common language of our Expected Behaviour Matrix to discuss and explicitly teach and learn positive or expected behaviours. We have a clear behaviour chart, which outlines our expectations that apply at all times.

Clear, positively stated examples are displayed in different school settings and taught to all students, by all staff. A positive recognition system is used consistently across the school in the form of 'green card' behaviours. Additionally, we have a consistent school wide process for dealing with inappropriate and unacceptable behaviours. We record these behaviour reminders on Compass, to help students, teachers and family members monitor and review behaviour choices and inform supportive conversations.

Strathfieldsaye Primary School **Expected Behaviours**	**Caring**	**Optimism**	**Respect**	**Excellence**
Across Our Whole School	• We put rubbish in the bin • We move safely	• We keep trying in difficult situations • We try to sort our problems out • We try to find a way to bounce back when we are upset	• We use our manners • We listen when someone is speaking • We keep our hands and feet to ourselves	• We return to class from play breaks when the music begins • We follow instructions given by teachers
In Our Learning Spaces	• We listen to other people's ideas • We keep our area clean and tidy	• We keep trying when we don't understand something • We ask for help when we need it and accept feedback	• We raise our hands when we want to speak during learning time	• We are organised for learning • We find a successful place to work and maintain stamina
In Our Play Areas	• We play safely • We only eat in the eating area • We always share equipment	• We play fairly • We own our behaviour	• We include other people in our games • We return sports equipment after using it	• We show sportsmanship at all times
Around Our Toilets and Taps	• We use taps appropriately • We tell a teacher if we see something wrong or if anyone needs help in the toilet	• We know that sometimes accidents happen • We bounce back when things don't go the way we thought	• We respect others' privacy • We use toilet paper appropriately. • We return to class quickly	• We use the toilet during break times
In the Community	• We look after ourselves and others • We consider others personal space • We thank people on behalf of our school	• We use kind words and actions	• We line up when waiting	• We stay with our group

Student Engagement, Wellbeing and Inclusion

Student Engagement and Wellbeing

Strathfieldsaye has a well-documented policy covering elements of student welfare, discipline and wellbeing. This includes programs including Respectful Relationships, Berry Street initiatives and our HAHK program.

Individual Education Plans

An Individual Education Plan (IEP) is a document utilised alongside the Victorian Curriculum to support individual learning. At SPS, we identify students requiring an IEP and in collaboration with parents, caregivers and the student, set explicit goals to ensure accountability and to enhance the likelihood of student success and improvement.
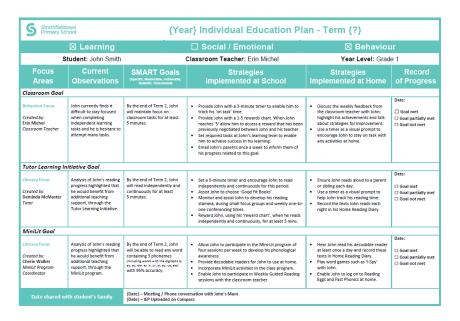
An individual learning plan is generally used when there is an area of learning that requires extra support and monitoring in the classroom. An IEP may be applied for a term, a semester or for a year and can include both academic, social and/or behavioural goals. Each plan is reviewed at the end of each term and generally involves a short meeting with both teachers and parents to set new goals.

Individual Learning Plans may have one or more focus areas: Learning, Social/Emotional, or Behaviour. Transition Plans, Safety Plans and Return to Learning Plans are sometimes used in addition to IEPs at point of need. Templates for all plans can be found on the server and SharePoint.

The Department of Education (DET) requires plans for Out-of-Home Care and Koorie students. Schools are also required to establish educational goals for students that receive funding under the Disability Inclusion funding (previously known as Program for Students with Disabilities) and are to report on student progress towards these goals.

At SPS, we recognise the importance of consistency when it comes to providing our students and families with IEPs. Therefore, all students who are 6 months bellow the expected level (F-2), 12 months below (3-6) or 12 months above the expected level of achievement in any curriculum area, require an IEP.

Further details regarding consistent process and proformas can be found in our 'Individual Education Plan Guidelines' in the Individual Education Plans folder on the SPS SharePoint.
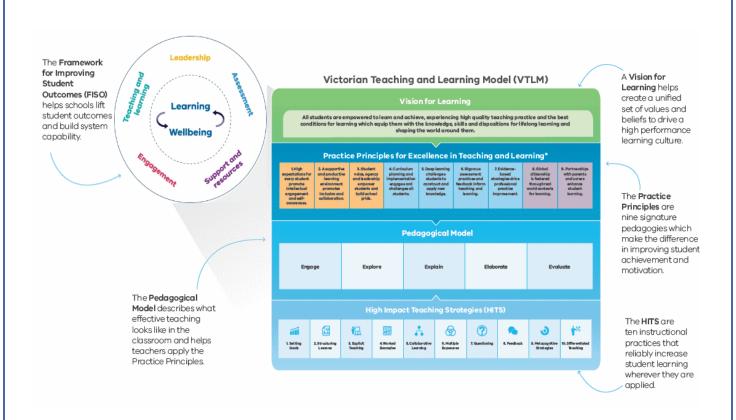
Guaranteeing Effective Teaching in Every Classroom

Teaching and Learning Model

As teachers at Strathfieldsaye Primary School, we base our Teaching and Learning on the Victorian Teaching and Learning Model. The model includes:

- **A vision for learning** that helps create a unified set of values and beliefs to drive a high-performance learning culture.
- **The practice principles** which are nine signature pedagogies which make the difference in improving student achievement and motivation.
- **The pedagogical model** that describes what effective teaching looks like in the classroom and helps teachers apply the practice principles.
- **The high impact teaching strategies (HITS)** which are ten instructional practices that reliably increase student learning wherever they are applied.

Instructional Models

Our school has implemented a whole-school approach to the teaching of literacy and numeracy skills. Our instructional/workshop models are based on researched methods and the HITS. We expect these models to be consistently implemented across all year levels at our school.
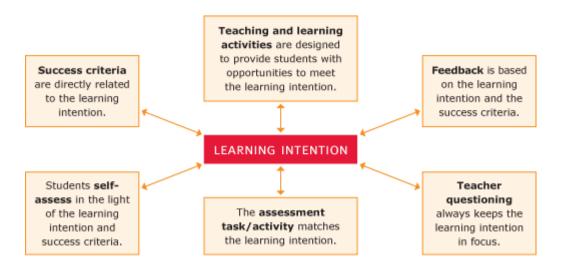
SPS has further documentation on each instructional model, supporting resources can be found on the Strathfieldsaye One Note.

Planning

Each department completes team planning, where different subject areas are divided up between members, so that all students in each year level are receiving a consistent program. We have agreed planning templates for literacy and numeracy and agreed planning documentation checklists that are expected to be used consistently across the school. All planning is to be housed on our Strathfieldsaye Department Planners OneNote.

Learning Intentions and Success Criteria

Learning Intentions (L.I) and Success Criteria (S.C) are essential elements of our Instructional Models. They are central to the whole lesson, Learning Intentions and Success Criteria are to be included in all planning documents and established with students in each lesson.

Learning Intentions: Where am I going? (Result) A brief statement that explicitly describes what students should, know, understand or do, as a result of their learning.

Success Criteria: How am I going? (Journey to the result) Key steps students need to focus on to achieve the learning intention. They are a tool to self-monitor progress towards the learning intentions. How do I know I have met the learning intention?

Reading Instructional Model

Reading Workshop Model

Intro
- L.I.
- S.C.

(2 - 5 minutes)

Explicit teaching with quality mentor text
- Modelled Reading
- Shared Reading
- Interactive Read Aloud

(10 - 15 minutes)

Reflection
- Revisit L.I. and S.C.
- Sharing of learning
- Feedback
- Students could reflect on success criteria individually, in pairs or to the whole group

(5 min)

Work Time #2

Teacher's Role
- Conferencing / benchmarking

Student's Role
- Teacher conference
- Read, write, and/or talk in response to the learning intention

(15 - 20 minutes)

Check In
(optional)
- Revisit L.I. and S.C.
- Strategy reflection
- Clarify confusions, misconceptions or share thinking

Work Time #1

Teacher's Role
- Guided Reading
- Reciprocal Teaching
- Literature Circles

Student's Role
- Participation in teaching group
- Read, write, and/or talk in response to the learning intention

(20 - 25 minutes)

We follow a whole school approach to Reading and Viewing. We use the Fountas and Pinnell Benchmark Assessment System (BAS) to find our students' instructional and independent reading levels in order to group our students for group instruction, to set goals and learning intentions. All classes use independent work time to make connections with the strategies explicitly taught within the mini lesson.

Reading workshop lessons include; explicit modelling of the reading strategies, time for independent reading and time for teachers to confer with their students.
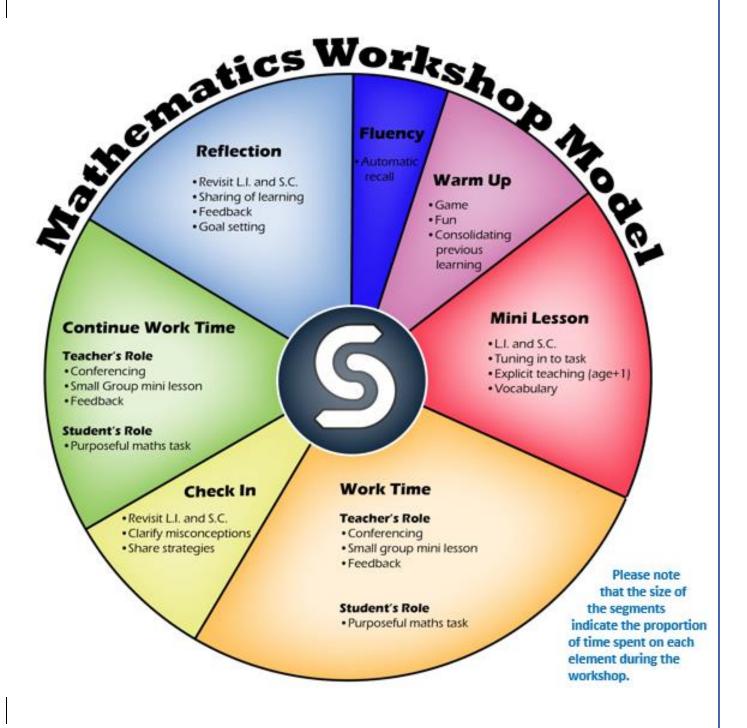
Writing Instructional Model

Writing Workshop Model

Intro
- L.I.
- S.C.

(2 - 5 minutes)

Mini Lesson
- VCOP Warm Up (if appropriate)
- Modelled Writing
- Shared Writing
- Interactive Writing
- Student Talk

(10 - 15 minutes)

Reflection
- Revisit L.I. and S.C.
- Sharing of learning
- Feedback
- Students could reflect on success criteria individually, in pairs or to the whole group

(5 min)

Work Time #2

Teacher's Role
- Conferencing
- Guided Writing

Student's Role
- Participation in teaching group
- Write or talk in response to the learning intention

(15 - 20 minutes)

Check In
(optional)
- Revisit L.I. and S.C.
- Clarify confusions, misconceptions or share thinking

Work Time #1

Teacher's Role
- Conferencing
- Guided Writing

Student's Role
- Participation in teaching group
- Write or talk in response to the learning intention

(20 - 25 minutes)

Our writing framework consists of a range of proven elements that when combined, create a rigorous and engaging foundation for the teaching of writing. The building blocks of our approach consist of Big Write and VCOP, as well as the 6 Traits of Writing.

Writing workshop lessons include; explicit modelling of the writing traits, time for independent writing and time for teachers to confer with their students.

Mathematics Instructional Model

Mathematics Workshop Model

Fluency
- Automatic recall

Warm Up
- Game
- Fun
- Consolidating previous learning

Mini Lesson
- L.I. and S.C.
- Tuning in to task
- Explicit teaching (age+1)
- Vocabulary

Work Time

Teacher's Role
- Conferencing
- Small group mini lesson
- Feedback

Student's Role
- Purposeful maths task

Check In
- Revisit L.I. and S.C.
- Clarify misconceptions
- Share strategies

Continue Work Time

Teacher's Role
- Conferencing
- Small Group mini lesson
- Feedback

Student's Role
- Purposeful maths task

Reflection
- Revisit L.I. and S.C.
- Sharing of learning
- Feedback
- Goal setting

Please note that the size of the segments indicate the proportion of time spent on each element during the workshop.

Planning Documentation Checklist

Strathfieldsaye Primary School

Year Level:

Term:

Week:

	Reading			Writing			Maths			Comment
	Evident	Partly Evident	Needs Attention	Evident	Partly Evident	Needs Attention	Evident	Partly Evident	Needs Attention	
5 X 60-minute lessons per week										
Victorian Curriculum links evident										
Planning reflects SPS Instructional Models										
SPS 2021 OneNote Planning template used.										
All sections of the planner are filled in.										
Gradual release of responsibility clear within planning documentation (I do, we do, you do)										
Content of lessons succinct and easy to follow by all staff (classroom teachers, CRTs, graduate teachers and ES staff.										
Short, direct instructions (not too detailed).										
Embed the 'I Can' statements into planning documentation and refer to these during the 'check in' and reflection phase of the lesson.										
Provide prompts within the reflection to assist teachers to reflect on the lesson's LI/SC and to provide feedback and set relevant goals.										
Include worked examples and Think Aloud prompts (if required for the lesson). These can be inserted as separate attachments so not to overload the planner (resources).										
Planning must be reflective of the suggested time fractions as outlined in the workshop models.										
The connection between LI/SC (mini lesson) is clear and flows into work time 1 and work time 2 (independent and small group activities).										
Check in to be included within all planners. Pre-plan if appropriate (add prompts to planner) or leave generic prompts to guide teachers.										
High Impact Teaching Strategies evident in all planning documentation.										

Specialist Planning Documentation Checklist

Specialists Planning Documentation Checklist
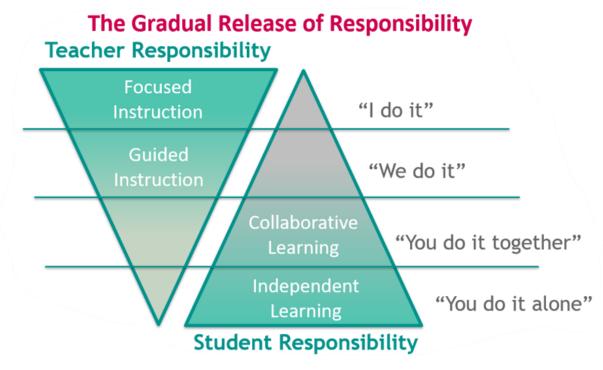
	Performing Arts			Comment
	Evident	Partly Evident	Needs Attention	
Victorian Curriculum links evident				
Planning reflects SPS Specialist Instructional Model				
SPS 2021 OneNote Planning template used.				
All sections of the planner are filled in.				
Gradual release of responsibility clear within planning documentation (I do, we do, you do) where appropriate.				
Content of lessons succinct and easy to follow by all staff (classroom teachers, CRTs, graduate teachers and ES staff.				
Short, direct instructions (not too detailed).				
Embed the 'I Can' statements into planning documentation and refer to these during the 'check in' and reflection phase of the lesson.				
Provide prompts within the reflection to assist teachers to reflect on the lesson's LI/SC and to provide feedback and set relevant goals.				
Include worked examples and Think Aloud prompts (if required for the lesson). These can be inserted as separate attachments so not to overload the planner (resources).				
The connection between LI/SC (mini lesson) is clear and flows into work time.				
Check in to be included within all planners. Pre-plan if appropriate (add prompts to planner) or leave generic prompts to guide teachers.				
High Impact Teaching Strategies evident in all planning documentation.				

Guaranteed and Viable Curriculum

The Victorian Curriculum F-10 is implemented from Foundation to Grade 6 at SPS. The content of the Victorian Curriculum F-10 includes both knowledge and skills. These are defined by learning areas and capabilities.

Teaching English at SPS

At SPS we have agreed practices for delivering the English curriculum. Our school uses the Workshop Model and Fisher and Frey Gradual Release of Responsibility Model to deliver high quality literacy instruction.

Reading and Viewing

We use the Fountas and Pinnell Continuum and Assessment Benchmarks to decide learning intentions for both whole and small group instruction. We find the instructional level of students to group them for guided instruction, set goals and provide feedback. All classes teach reading behaviours including; Read to Self, Read to Someone, Listen to Reading and focus on building reading stamina. Using these reading behaviours, students focus on the explicitly taught reading strategies during the student work time components of the lesson. During regular planned student- teacher conferences, each student and their teacher collaboratively set individual learning goals to work towards at school and at home. These goals are recorded in the students take home reader log for parents to reinforce these skills while listening to them read at home.

Reading Intervention

At SPS, we use MultiLit's intervention programs, MiniLit and MacqLit, to improve the literacy skills of 'at-risk' readers.

MiniLit is an evidence-based, explicit and effective early literacy intervention program for teaching reading skills to children who are in the bottom 25% of the expected range for their age group in Year 1 or 2. Students focus on learning the basics of letter/sound knowledge, decoding skills for Consonant, Vowel, Consonant (CVC) words and word attack knowledge of commonly used digraphs.

MacqLit is for older low-progress readers that need to develop rapid, automatic and efficient word recognition strategies. The primary focus of MacqLit is on phonics, sight word recognition and is supported by connected text reading to ensure skills are generalised to authentic reading experiences.
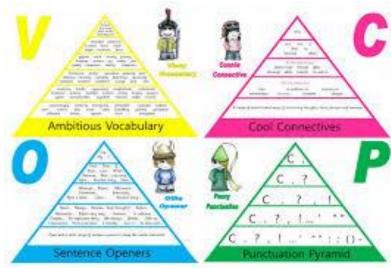
Spelling

At SPS, we teach vocabulary, oral language and listening through quality children's literature. In the Foundation years, we use the InitiaLit program to deliver a synthetic phonics approach that systematically and explicitly teaches children the basic alphabet code in a set sequence. Years 1-6 use the SMART Spelling approach which incorporates both the systematic teaching of spelling each week and personal words. We teach in patterns as much as possible, so teachers choose a range of words (from simple to complex) from a suggested list in the manual. Students are then guided to choose from that list, to meet different needs.

Writing

Our writing framework consists of a range of proven elements that when combined, create a rigorous and engaging foundation for the teaching of writing. The building blocks of our approach consist of Big Write and VCOP. In 2022, our focus will be to develop our knowledge of the 6+1 Traits of writing.

Through the previous teaching of VCOP students have developed 4 main aspects of their writing

V- Vocabulary- Words that make you go 'WOW'

C- Connectives- Words that connect sentences together

O- Openers- Effective ways to begin sentences

P- Punctuation- Power Punctuation

6+1 TRAITS OF WRITING

The 6+1 Traits of writing outlines a set of characteristics which are inherent in high quality writing of all text types. Knowing and recognising the Traits assist teachers to pinpoint students' strengths and weaknesses in ideas, organisation, voice, word choice, sentence fluency, conventions, and presentation, which are skills and content that students must acquire to develop proficiency as writers.

BIG WRITE:

Big Write is a celebration of students' learning and are conducted at regular intervals throughout the year (2-4 times each term). The biggest difference between Big Write and the 'everyday' writing session is the environment. Teachers use the Big Write to conference with students one to one and look at their individual goals. 'Home Talk' is sent home before the Big Write session to allow the students opportunities to talk about their upcoming writing and generate ideas with their family and friends.

COLD WRITE:

A Cold Write is where the students are not given the opportunity to talk about the topic before writing and the learning aides are removed. This is an opportunity for students to display what they know without the assistance from external resources.

Please see the **Strathfieldsaye Primary School Staff One Note Notebook** or the **Strathfieldsaye PS Department Planner OneNote Notebook** for a copy of the **Cold Write Schedule** as well as the **VCOP & Big Write Introduction Flow Chart.**

Teaching Mathematics at SPS

Based on the Victorian Curriculum, in Mathematics, we have developed **Essential Learnings** for all year levels. Our 'Essential Learnings' which are based on the proficiencies of Understanding, Fluency, Problem Solving and Reasoning, are fundamental to learning mathematics and are applied across all three strands Number and Algebra, Measurement and Geometry, and Statistics and Probability.

We have kept the number of Essential Learnings between 8-10 per level. We commit to assessing students for these, not just to see if they have been taught, but that they have been learnt and retained as well. We also teach the rest of the curriculum, however our program reflects emphasis on the Essential Learnings to ensure all students learn what we deem 'essential'. These Essential Learnings account for what all students must be able to do in Maths as a minimum for each year level.

Essential Learning Maps have been created for each Essential Learning in Maths. This Guaranteed and Viable Curriculum provides teachers with information on where and how to extend and remediate teaching to support all students. Each of the maps encompass the learning objectives, essential vocabulary and a learning continuum. These have been designed to be shared and discussed with students in order for them to set goals for their learning.

The Essential Learning statement can be used as the learning intentions. The 'I can' statements can be used as the differentiated success criteria to fulfil the learning intention at different stages of learning. Alternatively, the 'I can' statements can be more specific learning intentions/goals and further success criteria developed.

The full list of Essential Learnings are located in the Appendix. The full collection of Learning Maps is located on the server.

T:\Curriculum\Maths\Essential Learnings\Learning Maps\Learning Maps-Year Levels

Teaching Digital Technology at SPS

All classes in years F-3 have access to a shared class set of laptops. All classrooms have an interactive TV. In year 4-6 we have a 1:1 laptop program, which means each student has their own laptop for use at school and home.

Students in year 4-6 have a digital portfolio in the form of Learning Tasks on Compass, where they submit tasks and receive teacher feedback. Digital Technology skills are taught in an explicit hour each week as well as integrated into all learning areas.

Our school and families pay for yearly subscriptions to Mathletics, Essential Assessment and Reading Eggs. These are expected to be used regularly in the classroom and are encouraged to be used at home with parents to support their child/ren with their learning.

Teaching the other curriculum learning areas at SPS

Integrated Whole School Planner

We have developed a Scope and Sequence for F-6 that includes units of work derived from the learning areas: Science, Health, Humanities, Design Technology and the Capabilities. Some year levels already choose to deliver these units using an 'inquiry' approach. Within the next few years, all staff will participate in targeted professional learning around the development and implementation of authentic student-led inquires.

Further details regarding our Whole School Planner can be found in our Curriculum – Planning Overviews folder on the SPS SharePoint.

Specialist Subjects

Our Specialist Subjects include Physical Education, Performing Arts, Visual Arts and Chinese. Library is offered to Prep students as a specialist subject. Teachers of year 1-6 classes will be required to roster themselves in a time slot to allow their students to borrow.

Assessment and Reporting

Assessment

Students' learning is assessed according to the Victorian Curriculum and the school's Assessment Schedule through informal and formal methods.

Whether collecting formative or summative assessment, teachers must have sufficient proof of a students' learning. By using a process known as underline triangulation, teachers obtain data of student learning from three sources thereby ensuring sufficient data is collected in order to most accurately evaluate student learning. By collecting data from multiple sources, teachers are able to verify the data source against each other, allowing teachers to gain an accurate portrayal of student progress.

These can include:

- Student-teacher conferences
- Running records
- Observations and checklists
- Fountas and Pinnell Benchmark assessments
- Australian Criterion Scale
- Student Friendly Criterion Scale with Cold and Big Writes
- Essential Assessments
- Mathletics testing
- NAPLAN
- Rich learning tasks
- MacqLit and MiniLIt assessments

Data collected during some of the assessments will be required to be recorded and kept up to date on our school's Online Excel spreadsheet. Other samples are to be retained in the student's school file that travel with the students through their primary years.

Staff will participate in moderation sessions and professional development; involving assessment and annotated work samples so that they can apply consistent judgements of student progress against the Victorian Curriculum Standards.

Further details regarding specific assessments and timing can be found in our 'Assessment Schedule' in the Curriculum – Assessment Schedule folder on the SPS SharePoint.

Reporting

Semester Reports

The school uses the Compass Portal to provide the school community with ongoing online access to a) semester reports and b) learning tasks, enhancing increased opportunity for communication and feedback.

- Semester Reports are made available to parents/carers at the end of Term 2 and 4 and a face-to-face interview to discuss student progress takes place in Term 1 and 3.
- Semester reports will include:
  - Reporting on Victorian Curriculum standard 'Dots'
  - Reporting on Attitudes and Behaviour
  - Record of all written comments on Learning Tasks from the semester
  - Record of attendance
  - Personalised general comment (Term 4)

Further details regarding Reporting can be found in our ['Reporting Policy'](#) in the Admin – Policies folder on the SPS SharePoint.

Learning Tasks

At SPS, we use Learning Tasks as a record of formative assessment and ongoing reporting. Tasks are created to gather evidence about student learning, provide feedback, and to make decisions about the next step in instruction. The format of Learning Tasks on Compass allows communication of student's learning with the students and parents at the relevant time, so they gain an understanding of what they have achieved and what is required to move forward.

Further details regarding formatting, timing, and content of Learning Tasks can be found in our ['Learning Task Guidelines'](#) in the Admin – Policies folder on the SPS SharePoint