



Strathfieldsaye  
Primary School



Teaching and  
Learning Handbook

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# 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 Google Drive or school server.

We hope you have a great year,

Cindi, Cherie, James, Luke and Nic.

## Framework for Improving Student Outcomes - FISO 2.0

FISO 2.0 is the Victorian Government's revised Framework for Improving Student Outcomes, which is the continuous improvement framework for all Victorian government schools.

FISO 2.0 has been redesigned to place learning and wellbeing at the centre of school improvement and is a direct response to the findings of the Royal Commission into Victoria's Mental Health System and advice from the profession.

The FISO 2.0 comprises of:

- the 2 outcomes of learning and wellbeing
- the 5 core elements of leadership, teaching and learning, assessment, engagement, and support and resources
- the 10 dimensions that underpin the elements and indicate priority areas of practice to improve students' learning and wellbeing.

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



# Building a Safe and Collaborative Culture

## Empowering Students and Building School Pride

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### 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 Voice, Agency and Leadership

At SPS, we commit to the pedagogical practice principle, 'Student voice, agency and leadership 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:

- Attitude to School Survey (4-6)
- Class discussions and meetings

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 leadership opportunities:

- School Captains
- House Captains
- Junior School Captains
- Happy Active Healthy Kids Leaders
- Aboriginal Young Leaders

Teachers build school pride and connectedness

- Healthy Active Happy Hour
- Representation at interschool sporting events
- Lunchtime clubs
- Student- led fundraising events
- Harmony day events
- Gate greeters
- Student-led school tours
- Participation in the 'National Day Against Bullying.'

## Ways of working together

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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

## 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.

## 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 our 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.

## 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 organised during class time, for a whole session or a part of a session. Teachers are encouraged 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 the 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.

# Setting Expectations

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## 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.

In 2024, Start-up will be a single day of activities around Team building, Respectful Relationships, Building Resilience and Being Active for Life run by Proactivity. These sessions will take place on Friday 9<sup>th</sup> February 2024. The day will be split into 3 x 1.5 hour sessions with all classes attending one session.

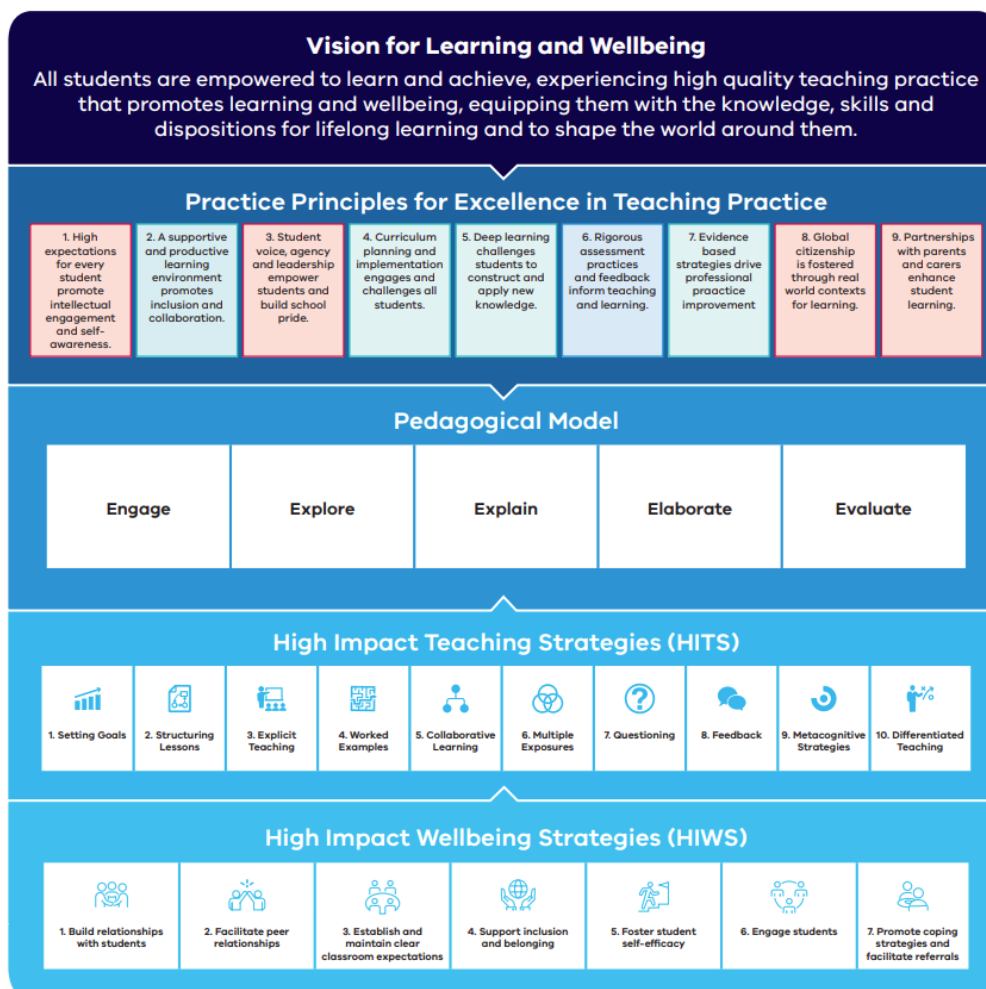
Detailed plans for our start up program will be provided at the beginning of the year.

# 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:

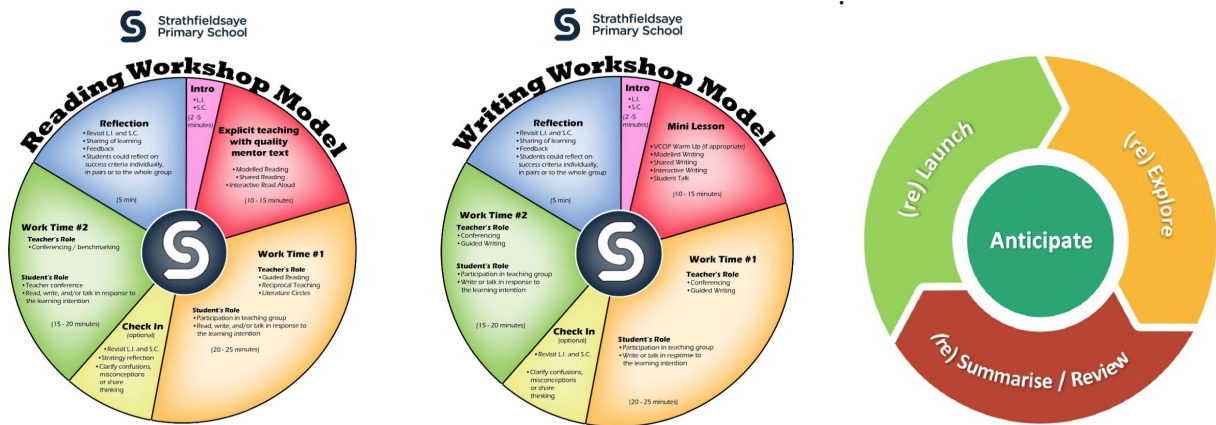
- **A Vision for Learning and Wellbeing** that helps create a unified set of values and beliefs to drive a high performance learning culture.
- **The Practice Principles** which are nine signature pedagogies which make the difference in improving student achievement and motivation.
- **The Pedagogical 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.
- The **High Impact Wellbeing Strategies (HIWS)** which are seven practical, evidence based strategies that have a significant effect on student wellbeing.





# Instructional Models

Our school has implemented a whole-school approach to the teaching of literacy and numeracy. 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 Google Drive

## Planning

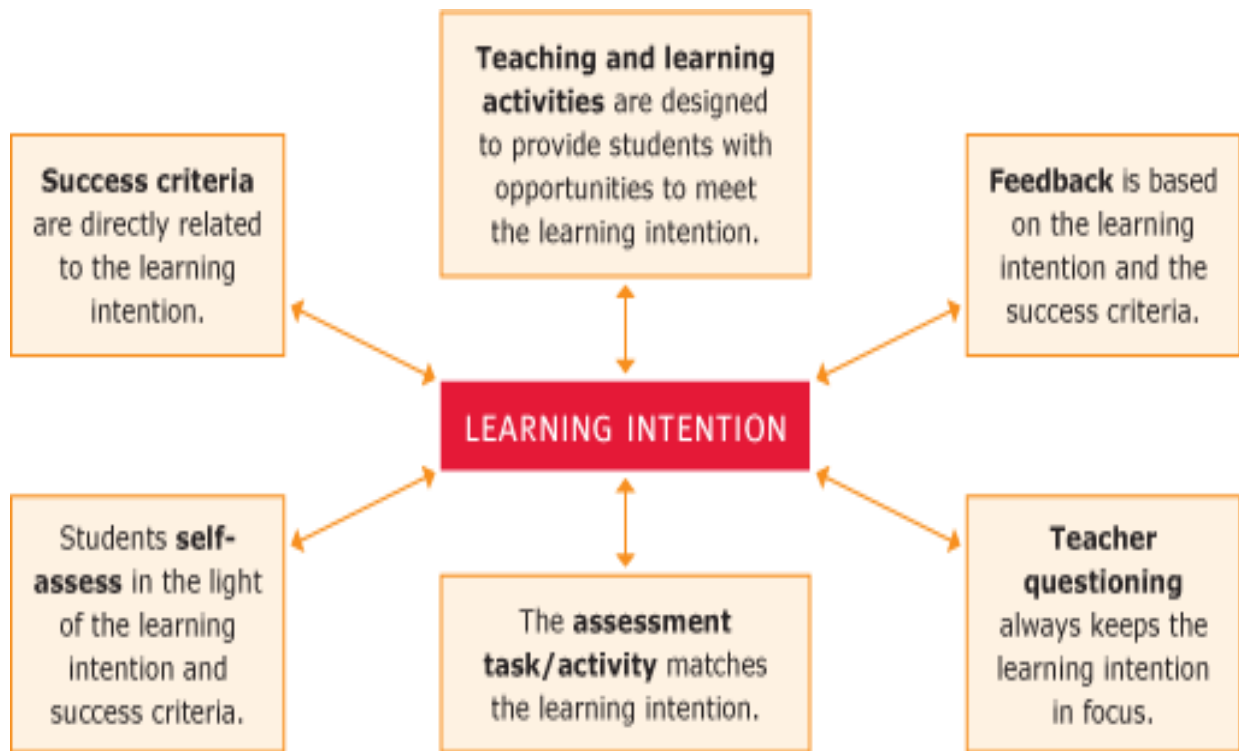
Each department completes team planning, where different subject areas are divided up between members, so that all students in each year level are receiving a consistent program.

We have agreed planning templates for literacy and numeracy that are expected to be used consistently across the school. All planning is to be saved to our shared Google Planning Drive in the 2024 Planning Folders by 9am on the Friday before scheduled lessons.

## Learning Intentions and Success Criteria

The most essential element of our Instructional Models is Learning Intentions (L.I) and Success Criteria (S.C).

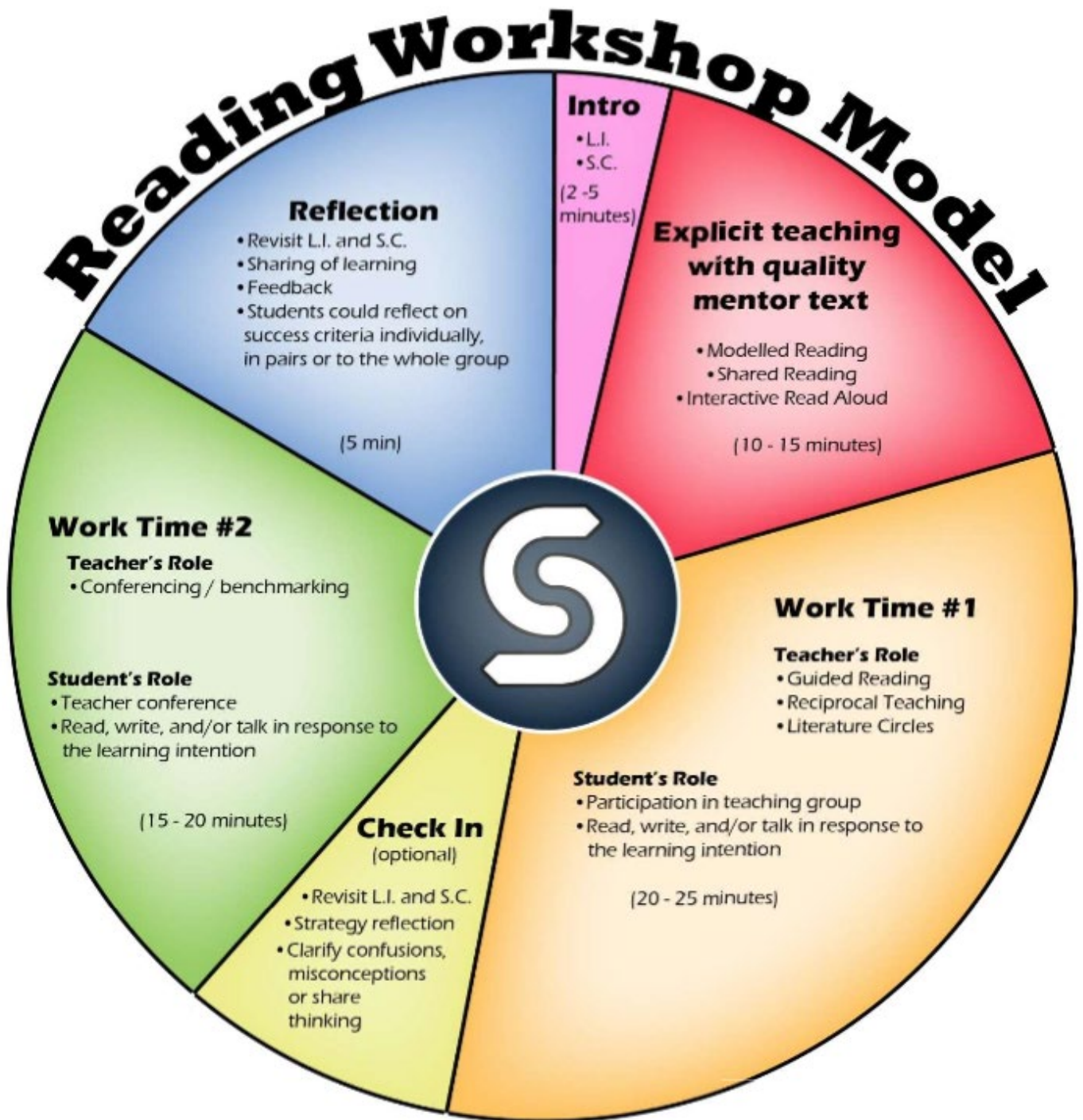
They are central to the whole lesson, Learning Intentions and Success Criteria are to be included in all planning documents and establish with students in each lesson.



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



# Writing Workshop Model



# Mathematics Instructional Model

## 1. Anticipate the lesson

- Identify specific learning goals, ways of prompting that learning and specific questions
- Choose tasks based on mathematics learning goals, the curriculum, and prior knowledge of students
- Select resources, materials, and ways for students to represent their thinking
- Anticipate students' solutions and strategies
- Plan enabling and extending prompts



## 2. Launch

- Lead a preliminary activity which can be a fluency exercise related to the content of the lesson or a discussion to familiarise students with the lesson context
- Pose the main task, with students reading the question for themselves where possible, without instructing students on solution path or method
- Invite questions to clarify language, materials and representation

## 3. Explore

- Allow individual think time after which students might work collaboratively
- Interact with students, observing and monitoring how they are responding
- Offer enabling prompts to students who are stuck and extending prompts to students who have finished
- Select student work samples for subsequent sharing
- After around 10 minutes, if many students are not progressing, encourage sharing of partial solutions and/or discuss misconceptions that have arisen

## 4. Summarise / Review

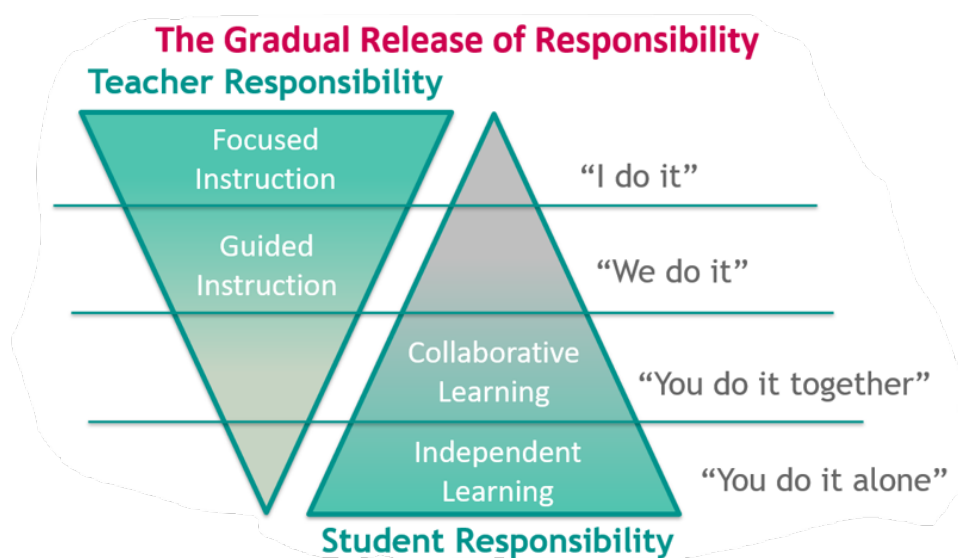
- Sequence the selected work samples
- Support students in articulating solutions and strategies by revoicing when necessary.
- Pose questions to stimulate student thinking, connect mathematical ideas and build understandings
- Synthesise, emphasise and record key mathematics points building on student contributions

# 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

Reading is a multifaceted skill, gradually acquired over years of instruction and practice (Scarborough's Reading Rope 2001).

Skilled readers display fluent execution and coordination of word recognition and text comprehension. Language comprehension becomes increasingly strategic as readers acquire more skills and word recognition becomes increasingly automatic.

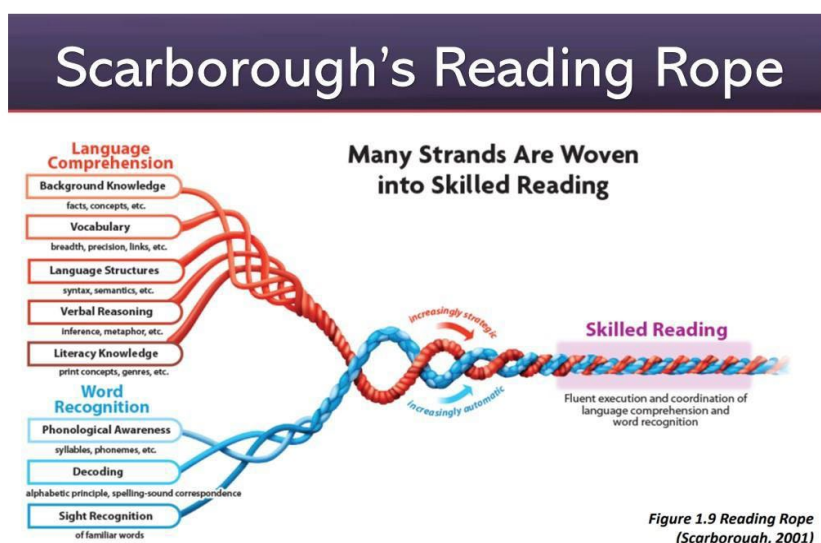


Figure 1.9 Reading Rope (Scarborough, 2001)

Literacy instruction at Strathfieldsaye Primary School is based on the Science of Reading (SOR). Science of Reading refers to the body of knowledge and research that has been conducted over many years on how students learn to read and the types of instruction that work the best for most students.

Our program promotes development in key areas of reading and viewing, writing, speaking and listening as outlined in the Victorian Curriculum. We are working towards embedding best practices in literacy instruction. Literacy skills are taught daily and during this time students are exposed to a wide range of knowledge rich texts and vocabulary.

As explained by the Simple View of Reading, learning to read requires two overarching abilities – correctly identifying words (decoding) and understanding their meaning (comprehension). Acquisition of these two broad abilities requires the development of more specific skills.

### The Simple View of Reading

#### Decoding

Ability to apply sound-symbol relationships to read words.

#### Language Comprehension

Ability to understand spoken language

#### Reading Comprehension

(Gough & Tunmer, 1986; Hoover & Gough, 1990)

An extensive body of research on reading instruction shows that there are five essential skills for reading and that a high quality literacy program should include all five components. These five components need to be explicitly taught, in addition to providing a strong foundation in oral language and a knowledge-rich curriculum.

### Five essential skills for reading:

1. **Phonemic Awareness:** The ability to identify and manipulate the distinct individual sounds in spoken words
2. **Phonics:** The ability to decode words using knowledge of letter-sound relationships
3. **Fluency:** Reading with accuracy, speed and expression.
4. **Vocabulary:** Knowing the meaning of a wide variety of words and the structure of written language
5. **Comprehension:** Understanding the meaning and intent of the text

## Foundation - Year 2

Our Foundation to Year 2 classes will be following the InitialLit program in 2024. InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers.

### InitialLit F

InitialLit–Foundation (InitialLit–F) offers an explicit and effective model for teaching reading and related skills to children in their first year of school in a fun and engaging way. InitialLit–F focuses on two main components:

1. Phonics, to systematically and explicitly teach the basic alphabetic code in a set sequence. In addition to learning letter-sound correspondences and how these are applied to reading and spelling, children will be introduced to common morphemes and simple grammatical concepts.
2. Vocabulary, oral language and listening comprehension through quality children's literature.

### **InitialLit-1**

InitialLit-1 continues on from InitialLit-Foundation in providing an explicit and effective model for teaching reading, spelling and related skills to children in their second year of school. As in InitialLit-F, InitialLit-1 focuses on the two main components of:

1. Phonics, to systematically and explicitly teach the basic and advanced alphabetic code in a set sequence. In addition to learning letter-sound correspondences and how these are applied to reading and spelling, children will be introduced to common morphemes and simple grammatical concepts.
2. Vocabulary, oral language and listening comprehension through quality children's literature.

### **InitialLit-2**

By Year 2, most children will be well on their way to reading independence. The program builds on the skills taught in InitialLit-F and InitialLit-1, with the focus shifting now to consolidating children's reading and spelling skills, working specifically on reading comprehension, fluency, spelling and vocabulary.

InitialLit-2 has four main components:

1. Spelling. This component reviews phoneme-grapheme correspondences and spelling concepts taught in InitialLit-1 and teaches the remainder of the advanced alphabetic code systematically and explicitly. Children will also learn new spelling rules and morphological concepts.
2. Reading comprehension and fluency. In this component, children will be taught comprehension strategies explicitly and how to apply them to different types of text.
3. Grammar. Children will be explicitly taught key grammatical features and how to apply them to a writing task.
4. Vocabulary, oral language and comprehension through children's literature.

## **Years 3 - 6**

From Year 3 to Year 6, we focus on the four components of successful reading: Comprehension, Accuracy, Fluency and Expanding Vocabulary.

During independent work time, students may take part in literature circles (book club), reciprocal or guided reading sessions with a teacher, independent reading or complete activities linked to the Learning Intention for that week or day, all based on learning outcomes from the Victorian Curriculum. Teachers and students work together to set goals and to build reading stamina, foster independence and develop a love of reading.

## **DIBELS**

We began using **DIBELS** (Dynamic Indicators of Basic Early Literacy Skills) in 2023 to measure the foundational reading skills of students from F-6. It evaluates various aspects of literacy, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

DIBELS consists of multiple short, timed assessments designed to quickly identify students who may be at risk for reading difficulties. The assessments can be used by teachers to monitor students' progress in reading and to inform instructional decisions.



## 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, or word identification, supported by connected text reading to ensure skills are generalised to authentic reading experiences.

## Spelling

While our F-2 classrooms use a synthetic phonics approach to systematically and explicitly teach children the basic alphabet code in a set sequence, our Grades 3-6 classrooms follow the **SMART Spelling** approach.

There is a clear Grade 3– 6 scope and sequence that is well established at Strathfieldsaye Primary School. In a SMART Spelling classroom, students are explicitly taught spelling patterns, one at a time. 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. Personal words are also a focus in SMART Spelling.

Teachers use their strong professional knowledge gained through the completion of the SMART Spelling course, to give meaningful feedback to students about their spelling in writing, teaching at the point of need.

## Writing

We encourage our students to become fluent and expressive writers by exploring a diverse range of text types and purposes for writing. Across the school, we incorporate **'The 6+1 Traits of Writing'** to teach the most important qualities of good writing - **Organisation, Ideas, Voice, Word Choice, Sentence Fluency, Conventions** and **Presentation**.

### Ideas

Ideas are the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop that theme. It includes being able to find a topic, focus the topic, develop the topic and use details to support the content.

### Organisation

Organisation is the logical structure and pattern of ideas within a piece of writing. It refers to the order of ideas and the way the writer moves from one idea to the next.

## Voice

Voice is the 'soul' of the piece and what makes the writer's style distinctive. It is the expression of the writer's personality through words.

## Word Choice

Word choice involves the use of rich, colourful and precise language. Authors will make particular choices of vocabulary to suit their purpose/genre.

## Sentence Fluency

Sentence fluency is the rhythm and flow of language, the sound of word patterns, the way the writing plays to the ear – not just the eye. It includes sentences which vary in length, beginnings, structure and style.

## Conventions

The Conventions trait is the mechanical correctness of the piece and includes five elements: spelling, punctuation, capitalisation, grammar/usage and paragraphing.

## Presentation

This is the '+1' trait which simply refers to the fact it was introduced after the first 6 were identified. Presentation combines both visual and textual elements. It is the way we exhibit or present our message on paper. It includes balance of white space with visuals and text, graphics, neatness, handwriting, font selection, borders and overall appearance.



## 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.

Cold Write assessments are administered across the school in Terms 2 and 4.

## Teaching Mathematics at SPS

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### Primary Maths Science Specialists Initiative (PMSS)

The Primary Mathematics and Science Specialists (PMSS) initiative is a 2 year program designed to drive whole school change. We have 3 teachers participating in the initiative for their second year in 2024.

### Vision

Our vision for Maths at Strathfieldsaye Primary School is that staff and students will value and enjoy mathematics, and that students will be curious, flexible thinkers, equipped with problem-solving and reasoning skills that will allow them to successfully navigate unfamiliar problems in the future.

### Learning in Mathematics Version 2.0

In 2024, we will be planning using the Victorian Mathematics Curriculum Version 2.0. Learning in Mathematics emphasises the importance of providing opportunities for students to develop proficiency in mathematics. This development of proficiency is achieved in how content is explored or developed, that is, how students experience the thinking and doing of mathematics.

### Proficiencies

The proficiencies of Problem Solving, Reasoning, Understanding and Fluency are fundamental to learning maths and working mathematically. The four proficiencies are closely intertwined, each one made stronger by the others. Teachers ensure that these four proficiencies are developed and evident throughout learning activities.



## Instructional Model/ Approach

Strathfieldsaye Primary School is transitioning to using a student-centred, structured inquiry approach which incorporates sequences of challenging tasks.

The research behind this approach, states that 'students benefit when they persist, which includes them concentrating, applying themselves, believing that they can succeed and making an effort to learn. The tasks and lessons that are likely to foster such actions are termed challenging, in that they allow the possibility of sustained thinking, decision making, and some risk taking by students.'

This approach allows for differentiation through open-ended tasks, including enabling and extending prompts to accommodate a range of entry and exit points. A range of assessment is used throughout units of work to inform future teaching and differentiation to meet students at their point of need.

This instructional model consists of a cycle of three main phases- Launch, Explore, Summarise. The fourth element of this instructional model is the Anticipate phase, which occurs prior to the lesson and takes place in the planning stage.

### 1. Anticipate the lesson

- Identify specific learning goals, ways of prompting that learning and specific questions
- Choose tasks based on mathematics learning goals, the curriculum, and prior knowledge of students
- Select resources, materials, and ways for students to represent their thinking
- Anticipate students' solutions and strategies
- Plan enabling and extending prompts



### 2. Launch

- Lead a preliminary activity which can be a fluency exercise related to the content of the lesson or a discussion to familiarise students with the lesson context
- Pose the main task, with students reading the question for themselves where possible, without instructing students on solution path or method
- Invite questions to clarify language, materials and representation

### 3. Explore

- Allow individual think time after which students might work collaboratively
- Interact with students, observing and monitoring how they are responding
- Offer enabling prompts to students who are stuck and extending prompts to students who have finished
- Select student work samples for subsequent sharing
- After around 10 minutes, if many students are not progressing, encourage sharing of partial solutions and/or discuss misconceptions that have arisen

### 4. Summarise / Review

- Sequence the selected work samples
- Support students in articulating solutions and strategies by revoicing when necessary.
- Pose questions to stimulate student thinking, connect mathematical ideas and build understandings
- Synthesise, emphasise and record key mathematics points building on student contributions

## Teaching Digital Technology at SPS

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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 BYOD 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 explicitly each week as well as integrated into all learning areas. In 2024, Digi Tech will also be one of our specialist subjects where each class attends one 40 minute session throughout the week.

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.

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## Teaching the other curriculum learning areas at SPS

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### 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 deliver these units using an 'inquiry' approach. With the introduction of two new specialist subjects STEM and Digi Tech it will be necessary to review this Scope and Sequence in 2024.

### Specialist Subjects

Our Specialist Subjects include: Physical Education, Performing Arts, Visual Arts, STEM, Digital Technologies and Chinese. Library is offered to Foundation and Grade 1 students as a specialist subject. Teachers of year 2-6 classes will be required to roster themselves in a time slot to allow their students to borrow.

# Assessment and Reporting

## Assessment

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

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

These can include:

- Student-teacher conferences
- Running records
- Observations and checklists
- DIBELS
- Australian Criterion Scale and Student Friendly Criterion Scale with Cold and Big Writes
- InitialLit Lit Progress Monitoring and Cumulative Reviews
- WARP, WARN, WARL
- Essential Assessments
- Mathematics testing
- NAPLAN
- Rich learning tasks

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.

## Reporting

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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

## 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.

## 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, care-givers 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.

IEP plans may take the form of: Learning Plans, Positive Behaviour Management Plans, Transition Plans or Safety Plans. Templates for all plans can be found on the server.

The Department 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 Program for Students with Disabilities and are to report on student progress towards these goals.