

# REDCLIFFE PRIMARY SCHOOL TEACHER HANDBOOK 2021



*ALL OUR ACTIONS AND BEHAVIOURS ARE FOCUSED  
ON STUDENT LEARNING*

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# REDCLIFFE TEACHERS

## REDCLIFFE PRIMARY SCHOOL TEACHERS

Effective teaching is the single biggest determinant of student improvement in school. Teachers not only have a direct impact on student achievement but also on student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital.

You are the ...

### THE DECISIVE ELEMENT

*“I have come to the terrifying conclusion. I am the **decisive element** in my classroom. It is my personal approach that creates the climate.*

*It is my daily mood that makes the weather.*

*As a teacher, I possess tremendous power to make a child's life miserable or joyous.*

*I have the tools to torture or inspire. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or de-humanised.”*

*Dr Haim Ginott*

## REDCLIFFE PRIMARY SCHOOL 2021

PRINCIPAL		Mark Hendon			
DEPUTY PRINCIPAL STUDENT SERVICES	Kirsten Sheard	DATA ANALYTICS COORDINATOR	Dean Sheffield	MANAGER CORPORATE SERVICES	Lyn Clark
ECE PHASE LEADER	Marnie Woodley	SENIOR PHASE LEADER	Murray Boyne		
MATHS CURRICULUM LEADER	Krystal Coldham	ENGLISH CURRICULUM LEADER	Kerrin Marginis		
HASS CURRICULUM LEADER	Coral Halliley	SCIENCE CURRICULUM LEADER	Murray Boyne		

## SCHOOL COMMITTEES

Staff are encouraged to participate in school committees which are open for membership and discussion at the beginning of each school year.

# REDCLIFFE COMMITTEES

## SCHOOL COMMITTEES

Staff are encouraged to participate in school committees which are open for membership and discussion at the beginning of each school year.

## SCHOOL COMMITTEES 2021

### ART

Sarah House  
Rebecca Laws  
Jennifer Afric  
Laureen Harvey  
Nerelle Mckinley  
Mei Tze

### ENGLISH

Kerrin Marginis  
Monique Herbst  
Sarah Druitt  
Alison Edginton  
Michaela Van Houwelingen

### HASS

Coral Halliley  
Rebecca Laws  
Amy Edgloe

### MATHS

Krystal Coldham  
Jackie Hosking  
Marnie Woodley  
Sarah House  
Michaela Van Houwelingen

### OSH

Lyn Clarke  
Murray Boyne  
Coral Halliley  
Tiffany Wylde

### SUSTAINABILITY

Louise Marchetti  
Monique Herbst  
Sarah House  
Rebecca Leigh  
Mei Tze

### EVENTS

Lyn Clarke  
Nerelle McKinley  
Jackie Hosking  
Marnie Woodley  
Michaela Van Houwelingen  
Louise Marchetti  
Serene Edwards  
Ricky King  
Taryn Cartwright  
Laureen Harvey

### SCIENCE/STEM

Kerrin Marginis  
Murray Boyne  
Dean Sheffield  
Jackie Hosking  
Michaela Van Houwelingen

### WORK ADVISORY

Lyn Clarke  
Murray Boyne  
Krystal Coldham  
Tiffany Wylde

### FINANCE

Lyn Clarke  
Laureen Harvey  
Marnie Woodley

### BOARD NOMINATIONS

Marnie Woodley  
Laureen Harvey

### SOCIAL

Ricky King  
Taryn Cartwright

# REDCLIFFE TEACHERS

## REDCLIFFE PRIMARY SCHOOL TEACHING STAFF 2021

Physical Education Teacher	Ricky King	
Music Teacher	Amy Shanks	
Digital Technologies Teacher	Dean Sheffield	
Chinese Teacher	Mei Tze Lo	
Kindergarten - Kookaburras (Mon Tues Wed) Kindergarten - Possums (Wed Thur Fri)	Marnie Woodley	ECE 1
Pre-Primary	Michaela Van Houwelingen	ECE 2
Pre-Primary /Year 1	Alicia Bennie	ECE 3
Year 1	Talicia Fazio / Natalie Maio	ECE 4
Year 1	Coral Halliley	ECE 5
Year 2	Alison Edginton ./ Louise Shedden	ECE 5
Year 2	Krystal Coldham / Mei Tze Lo	Room 12
Year 3 / 4	Sarah Druitt	Room 13
Year 3 /4	Kerrin Marginis	Room 14
Year 4 / 5	Rebecca Laws	Room 15
Year 5	Murray Boyne	Room 16
Year 6	Sarah House	Room 17

## REDCLIFFE PRIMARY SCHOOL TEACHING SUPPORT STAFF 2021

Aboriginal and Indigenous Education Officer	Nerelle McKinley
Administration Officer	Mary Baker
Administration Officer	Rebecca Leigh
Education Assistant/Librarian	Laureen Harvey
Education Assistant	Amy Edgeloe
Education Assistant	Sandhya Dinesh
Education Assistant	Serene Edwards
Education Assistant	Monique Herbst
Education Assistant	Jacqueline Hosking
Education Assistant	Louisse Marchetti
Education Assistant	Van Nguyen
Education Assistant	Premila Pereira
Education Assistant	Carin Eames
Education Assistant	Queli Augena
Education Assistant	Junior Pelesasa
Education Assistant	Taryn Cartwright

# REDCLIFFE TEACHERS

## REDCLIFFE PRIMARY SCHOOL TEACHING SUPPORT STAFF 2021

Education Assistant	Sangeetha Durgam
Education Assistant	Katie Mathews
Education Assistant	Siarn Morris
Education Assistant	Rachel Kosc
Education Assistant	Jennifer Afric


# NATIONAL ANTHEM

## SCHOOL ASSEMBLY

School Assemblies are held every three weeks and all students from K-6 attend. At each assembly a class is required to present an assembly item (please see staffroom notice board for allocated dates). In 2020 we will sing both verses of the Australian National Anthem. Teachers are expected to teach their students the National Anthem including the second verse and the Redcliffe School Song.

### AUSTRALIAN NATIONAL ANTHEM

Australians all let us rejoice,  
For we are young and free;  
We've golden soil and wealth for toil;  
Our home is girt by sea;  
Our land abounds in nature's gifts  
Of beauty rich and rare;  
In history's page, let every stage  
Advance Australia Fair.  
In joyful strains then let us sing,  
Advance Australia Fair.



Beneath our radiant Southern Cross  
We'll toil with hearts and hands;  
To make this Commonwealth of ours  
Renowned of all the lands;  
For those who've come across the seas  
We've boundless plains to share;  
With courage let us all combine  
To Advance Australia Fair.  
In joyful strains then let us sing,  
Advance Australia Fair.

### REDCLIFFE PRIMARY SCHOOL SONG

Welcome to Redcliffe  
We are the coolest kids around  
We each have a story  
And something amazing that we  
Bring to this school  
There's things we love to do;  
At Redcliffe Primary

It's so Exciting!  
At Redcliffe Primary  
We all belong here  
At our School! At our School  
At our School! At our School  
At Redcliffe Primary

We're ever onwards  
We work hard to reach our goals  
We're stronger together  
Helping each other's what we  
Do at this school  
There's things we love to do;  
At Redcliffe Primary

It's so Exciting!  
At Redcliffe Primary  
We all belong here  
At our School! At our School  
At our School! At our School  
At Redcliffe Primary

### NATIONAL ANTHEM:

<https://www.youtube.com/watch?v=3SmkW4fI9MI>

### REDCLIFFE PRIMARY SCHOOL SONG

<http://redcliffeprimaryschoolsong.weebly.com/>



# INTRODUCTION



## SCHOOL VISION:

### TO INSPIRE, NURTURE AND SUCCEED

At Redcliffe Primary School we aim to inspire our students and nurture them in achieving the skills and knowledge they need to be productive citizens and live a successful life.

## OUR MORAL PURPOSE

### ‘ALL OUR ACTIONS AND BEHAVIOURS ARE FOCUSED ON STUDENT LEARNING’

At Redcliffe Primary School our moral purpose stands at the core of all we do. We are committed to making a difference in the learning of our students and our moral purpose serves as a guide for all our decision making.

## EVIDENCE-BASED APPROACH

Redcliffe Primary School is committed to an evidence-based approach. This approach aims to maximise student outcomes by using available empirical evidence to support and inform all decision making. As a direct result of this approach the practices and programs being used at Redcliffe Primary School are strongly supported by evidence from well-conducted research studies.

## TEACHING AND LEARNING TOOLKIT

The Toolkit from Evidence for Learning is a free online summary of global educational research. The Toolkits are designed to support teachers, school leaders and early childhood education educators in making evidence-based decisions about how to improve learning outcomes and assist them in making decisions about approaches they’re considering implementing in their schools.

The Teaching and Learning Toolkit synthesises international and Australian research on different teaching and learning approaches in primary and secondary schools. The Toolkits are regularly updated as new studies are published in Australia and Internationally.

<https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/full-toolkit/>

# VISIBLE LEARNING

## VISIBLE LEARNING - KNOW THY IMPACT

Redcliffe utilises the research of Doctor John Hattie not only to increase the visibility with which students learn, but to measure the impact we have as teachers. Hattie's mantra; 'Know thy Impact', highlights that educators must know what effect their teaching is having on their students' results.

Just like Hattie, we hope that Redcliffe teachers will

*“explore different methods, collaborate with their peers and get ‘obsessed’ with their students’ results”.*

## HATTIE'S RESEARCH: TEACHER CONTROL

Hattie's research found a normal years growth had an effect size of 0.4. As a teacher some of the aspects of learning you have direct control over which have an effect size of more than 0.4 are:

<b>COLLECTIVE TEACHER EFFICACY</b> the collective belief of teachers in their ability to guide students to success	1.57
<b>TEACHER EXPECTATIONS</b>	1.29
<b>STRATEGY TO INTEGRATE WITH PRIOR KNOWLEDGE</b>	0.93
<b>MICRO TEACHING</b> Individual and small group	0.88
<b>CLASSROOM DISCUSSIONS</b>	0.82
<b>SCAFFOLDING</b>	0.82
<b>DELIBERATE PRACTICE</b>	0.79
<b>MNEMONICS</b> any learning technique that aids information retention eg lists, sounds, images, note-making or gestures	0.76
<b>TEACHER CLARITY</b> Involves clear objectives, clear explanations, clear demonstrations, clear practice, and clear questioning	0.75
<b>REHEARSAL AND MEMORISATION</b>	0.73
<b>POSITIVE TEACHER AND STUDENT RELATIONSHIPS</b>	0.72
<b>FEEDBACK</b> Telling students what they have done well and what they need to do to improve related to task, process, and self-regulation	0.70
<b>PHONICS INSTRUCTION</b>	0.70
<b>CLASSROOM BEHAVIOURAL</b> Enforce class rules /increasing students self control	0.63
<b>VOCABULARY PROGRAMS</b>	0.62

# VISIBLE LEARNING

## HATTIE'S RESEARCH: TEACHER CONTROL

<b>META-COGNITIVE STRATEGIES</b> Teaching students to think about their own thinking	0.60
<b>DIRECT INSTRUCTION</b>	0.60
<b>SPACED PRACTICE</b> Distributing practice across several days, and using different activities to vary the interactions learners have with the new knowledge.	0.60
<b>WORKED EXAMPLES</b> The teacher presents a worked example and explains each step.	0.57
<b>CHALLENGE OF GOALS</b> Students being given challenging but at least partially achievable goals	0.52
<b>PEER TUTORING</b> Students teaching each other, peer-explaining, peer-checking, peer-assessing etc	0.50

*SOURCE : J. HATTIE (DECEMBER 2017) VISIBLE LEARNINGPLUS.COM*

# TEACHER AND PLANNING EXPECTATIONS

## TEACHER EXPECTATIONS

- Ensure School-Wide Positive Behaviour Support drives classroom management
- Explicitly teach the Redcliffe STAR School Rules
- Follow and implement the Redcliffe Primary School Curriculum and associated programs
- Seeks to know every child, both personally and in terms of data about their learning
- Aim for school targets as outlined in the Redcliffe Teacher Handbook
- Collaborate with like year levels re: planning and assessments
- Assess and report according to the Redcliffe Primary School Assessment schedule
- Ensure differentiation for all students in planning and practice
- Follow prescribed lesson structures and allocated times for learning areas
- Plan, monitor, track and report on student progress
- Ensure Explicit Instruction is embedded across all learning areas
- Ensure, purposeful daily reviews sessions are planned to move students knowledge from short to long term retrievable memory
- Ensure classroom displays, bookwork and handwriting expectations are achieved
- Ensure the intentional teaching of vocabulary
- Keep accurate attendance records

## CURRICULUM AND PLANNING EXPECTATIONS

*Informed, knowledgeable and well-planned teachers get the most out of their students every day.*

- Teachers are to be conversant with the requirements of the Western Australian Curriculum and Judging Standards achievement expectations of the School Curriculum and Standards Authority for each year level in their class
- Teachers are to be familiar with Education Department documents that provide information and guidance regarding teaching practices and student learning
- Teachers are to implement the school curriculum programs
- Teachers are expected to collaborate with like year levels in regards to planning and assessment tasks
- Planning is to be aligned with the schedule of assessments and learning area implementation requirements
- Teachers are expected to regularly review and analyse student data to inform their planning
- Teachers are to be responsive to the needs, interests and previous achievements of all learners by providing opportunities to consolidate previous learning, extend, differentiate for, or support students as appropriate.
- All lessons are, to begin with a clear statement of the learning intention. In Early Childhood (K-2) these statements use a specific format and the character is referred to as WALT. The WALT posters can be found on COMPASS:

[School Resources/Curriculum Learning Areas/ECE WALT Posters](#)

# LEARNING ENVIRONMENT

## EVERY LEARNING ENVIRONMENT HAS:

### 1. STRONG RELATIONSHIPS

*Respect, collegiality, professionalism, partnerships.*

- Students are safe, have trust, respect and feel valued
- Students have work at their level
- Students have friends at school
- Parents feel welcome and informed
- We speak positively and focus on the great things happening
- Active participation and involvement in our school community
- Embrace cultural diversity
- Share ideas and work as a team
- Be empathetic and aware of personal issues that may affect the way we respond
- Make time for colleagues and yourself

### 2. HIGH EXPECTATIONS AND EXCELLENT CLASSROOM PRACTICE

*Pride, professionalism, consistency and presentation.*

- Every day matters – attendance 100%
- Students and staff on time and well prepared
- Borrow and return resources from the resource room at appropriate times
- Enforce school rules, routines and practices
- Students transition in an orderly, quiet manner and are supervised by teachers
- Demand the best from every student
- Expect and demand excellent behaviour
- Ensure a supportive school environment and differentiate for individual needs
- Learning intentions and success criteria are achievable and at a high standard
- Provide for students who may have alternative needs with regard to energy, concentration span, structure/routine, communication and sensory input
- Use the data to inform your teaching practice
- Ensure adequate resources to successfully complete lessons. Malfunctioning or broken equipment is to be reported
- Follow the timetable and school learning programs
- High quality, organised classroom displays that reflect current teaching and learning
- Excellent handwriting and presentation at all times

### 3. QUALITY FEEDBACK TO STUDENTS

*Professionalism, Improvement, Success*

- Effective feedback requires quality relationships, we 'touch base' with students whilst roaming
- Feedback is constructive, honest and always starts with a positive
- Clear expectations are provided prior to lessons – WALT (What we are learning today) and WILF (What I am looking for)
- Meaningful, written and verbal statements are provided to students
- Students set personal English and Maths goals in collaboration with the teacher
- Use of the whole school editing mark sheet

# LEARNING ENVIRONMENT

## EVERY LEARNING ENVIRONMENT HAS:

### 4. EXCELLENT BOOKWORK AND DAILY CORRECTIONS

#### *Pride, professionalism, consistency and presentation*

- A sharp lead HB pencil is used for writing
- Writing is neat, well-sized, close together and spaced correctly
- Posture for handwriting - *feet flat on the floor, back straight (leaning forward slightly), bottom pushed to the back of the chair and hand stabilising book or paper*
- Tripod pencil grip
- A single line is used to cross out mistakes
- Sheets are glued into books properly – the corners are not flapping, sheets are straight.
- Work is to be corrected regularly and feedback given
- Drawings and colouring to reflect best effort
- All work is dated
- From Semester 2 Year 4 students should be working towards a pen licence and all final Year 4 writing pieces should be in ink—no errors.
- Reinforce bookwork expectations

### 5. EXCELLENCE DISPLAY

#### *Pride, professionalism, presentation*

- Redcliffe Behaviour Matrix to be visible for students
- Desks are positioned so students can clearly see the board
- The Daily timetable is visible
- Learning spaces are clearly defined e.g. reading corner, group areas, carpet area
- Classroom, including outside of the classroom, is clean, free of rubbish and unnecessary storage of equipment that is not being used
- Display walls are to be attractive, have the whole school agreed items clearly on display and reflect current teaching and learning
- Learning Area displays are current ie (word walls—sound focus, sight words, theme/challenge words)
- Student work displayed is current and of a high standard
- Storage areas are clean, organised and uncluttered

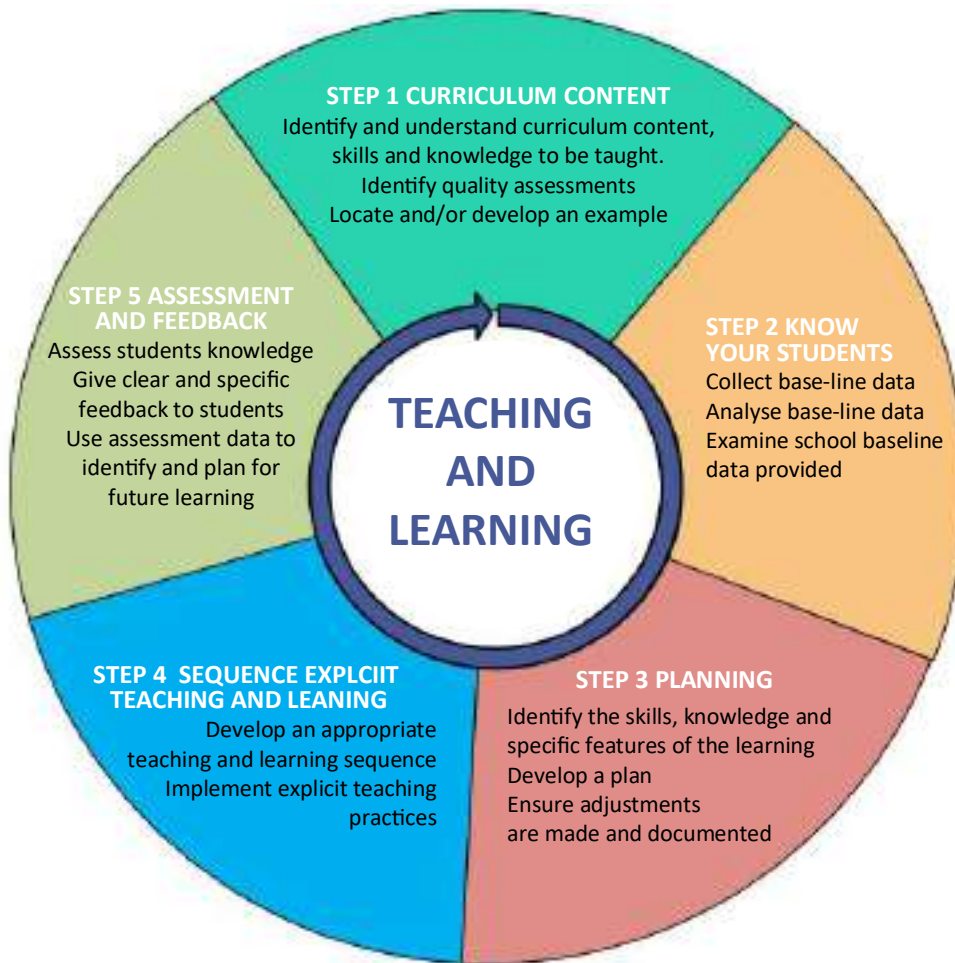
### 6. EXCELLENT CLASSROOM TONE

#### *Positive, powerful learning environment*

- Explicitly teach appropriate language, school and classroom behaviours in line with Redcliffe Primary School's Behaviour expectations
- Set consistent, clear classroom expectations and routines
- Greet students and parents, include and interact with everyone
- Recognise a student's arrival to the classroom in a friendly and calm manner
- Model respect, courtesy, manners and honesty
- Model enthusiasm and resilience
- Automatic response by all students to teacher directions and requests
- Give every student the opportunity to share their learning and experience success

# TEACHING AND LEARNING CYCLE

## TEACHING AND LEARNING CYCLE



## TYPES OF ASSESSMENT



### DIAGNOSTIC

Diagnostic assessment is used to identify student strengths and weaknesses. It may be used before or during a learning cycle to pinpoint where to provide support.



### FORMATIVE

Formative assessment is used to monitor student progress during a teaching and learning cycle. It can be used to give student feedback about how well they have performed or what they need to do to improve. It can also help a teacher judge how much students have learnt and whether all students are able to show their ability.



### SUMMATIVE

Summative assessment is used to make a “final” determination of student achievement. It usually comes at the end of a teaching and learning cycle. The length of a teaching and learning cycle may vary. Summative assessment should enable students to show their ability.

# EXPLICIT INSTRUCTIONAL MODEL

## EXPLICIT INSTRUCTIONAL MODEL

Redcliffe Primary School teachers implement an explicit instructional model from K-6 across all key learning areas, with a particular focus on English and Maths.

## DAILY REVIEW

A Daily Review occurs at the beginning of a lesson, providing children with an opportunity to review, activate and apply previous taught concepts and skills, in an effort to link it to new content and store it in long term memory.

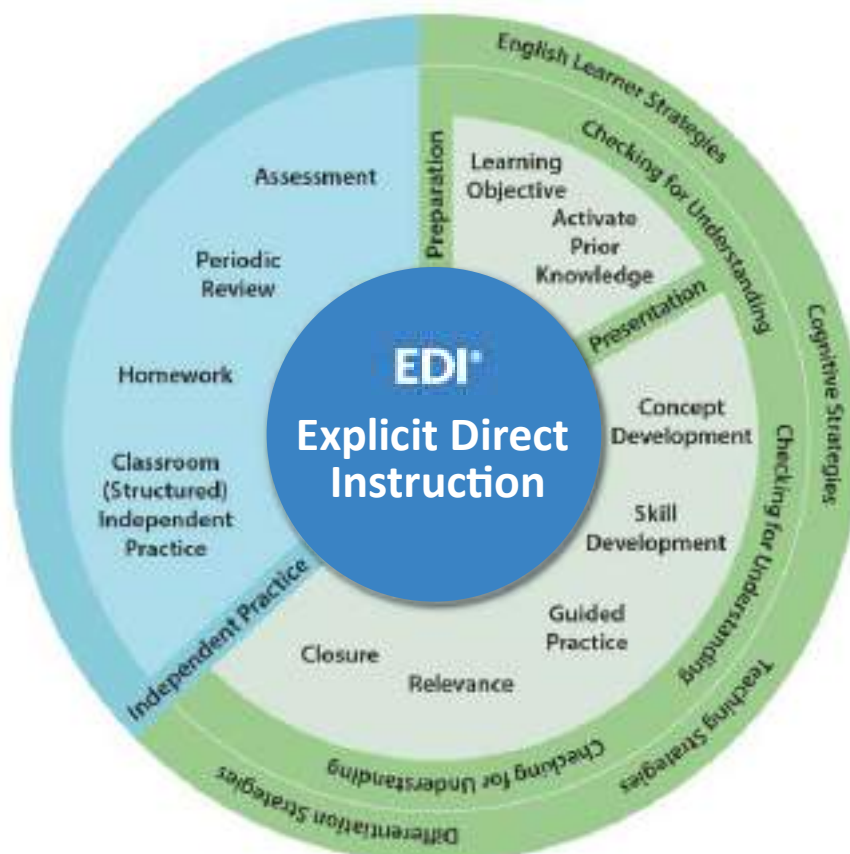
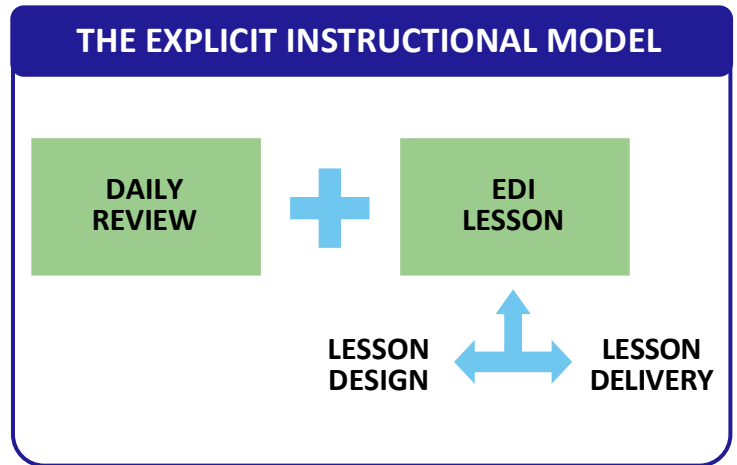
## EXPLICIT DIRECT INSTRUCTION LESSON

Explicit Direct Instruction (EDI) encompasses research-based instructional practices explored by cognitive and educational researchers. The education pedagogy combines a set of instructional practises with a well-crafted lesson design. It includes continuous “checking for understanding” until students master the skills being taught. It is based on the premise that all children can learn.

## TEACHER EXPECTATIONS

All literacy lessons delivered using an EDI model - Strongly recommended for all other learning areas. Teachers are required to incorporate a daily review in all English and Maths lessons. Explicit Instruction posters can be found on Compass:

[School Resources/Curriculum Learning Areas/EDI Posters](#)





# EXPLICIT INSTRUCTION

## EXPLICIT TEACHING LESSON DESIGN

INTRODUCTION	LEARNING OBJECTIVE	<p><b>INTRODUCE THE STRATEGY/ SKILL/ CONCEPT</b></p> <p>State the goal of the lesson / part of the lesson. WALT (we are learning to) WILF (what I am looking for). Quick review of prerequisite skills and knowledge - continually checking for understanding. Introduce the concept or skill to be explicitly taught and explain briefly why students need to master the concept or skill.</p>
	ACTIVATE PRIOR KNOWLEDGE	
LESSON BODY	CONCEPT DEVELOPMENT	<p><b>TEACHER MODELLING</b></p> <p>Present definitions and big ideas in small steps supported by examples and non-examples. Model procedural steps - thinking out aloud Use clear precise academic language and avoid digressions. Continually checking for understanding.</p>
	SKILL DEVELOPMENT	<p><b>GUIDED PRACTICE</b></p> <p>Guide students as they practice - you model one and then they do one. Continually checking for understanding - ensure high rates of success. Provide timely and explicit feedback, clues and promote. Have students continue to practice until they are fluent. Teacher circulates the room and monitors/ evaluates students' practice by observing, asking questions and engaging in focused talk. If students are not mastering the skill, return to <b>teacher modelling and re-</b></p>
		<p><b>INDEPENDENT PRACTICE</b></p> <p>Individual work, differentiation for student levels. Teacher circulates room and monitors individual student practice. Engage students in focused questioning and feedback, continually checking for understanding Students continue to practise until skills are automatic. Check/correct students' independent work to validate levels of mastery.</p>
CONCLUSION	RELEVANCE	<p><b>CLOSING OF EXPLICIT LESSON</b></p> <p>Have children explain/describe their learning Review key concepts and consolidate understanding. Check WALT/WILF. Explicitly teach the reasons why the learning is important (relevance). The relevance may be personal/academic or real life (related to an occupation or society at large.) Incorporate skill / knowledge content into daily review.</p>
	CLOSURE	

## CRITICAL ELEMENTS OF EXPLICIT INSTRUCTION (ARCHER & HUGHES 2001)

- Optimal use of instructional time – students engaged and on task at all times.
- Sequenced logically – breakdown complex skills and strategies into smaller steps.
- Supported practice.
- Focused on critical content matched to students' instructional needs.
- High levels of success at all stages.
- Timely feedback – immediate and affirmative.

# EXPLICIT INSTRUCTION

## EXPLICIT TEACHING BREAKDOWN (Based on Anita Archers 16 elements of EI)

The following elements of Explicit Instruction must be considered before, during and after each lesson.

### 1. Focus instruction on critical content

Teach skills, strategies and vocabulary terms, concepts and rules that will empower students in the future and match the students' instructional needs.

### 2. Sequence Skills logically

Consider several curricular variables, such as teaching easier skills before harder skills; teaching high-frequency skills then less frequent, ensuring mastery of prerequisites to a skill before teaching the skill itself; separating skills and strategies that are similar and thus may be confusing to students.

### 3. Break down complex skills and strategies into smaller instructional units.

Teach in small steps. Segmenting complex skills into smaller instructional units of new materials addresses concerns about cognitive overloading, processing demands and the capacity of students' working memory. Once mastered, units are synthesised (practised as a whole).

### 4. Design organised and focused lessons

Make sure lessons are organised and focused in order to make optimal use of instructional time. Organised lessons are on topic, well sequences and contain no irrelevant digressions.

### 5. Begin lessons with a clear statement of the lesson's goals and your expectations

Tell the students what they are going to learn today and why it is important (Learning Intention & Success Criteria). Students achieve much higher if they understand the instructional goals and outcomes expected, as well as how the information of skills presented will help them.

### 6. Review prior knowledge and skills before beginning the lesson

Provide a review of relevant information. Verify that students have the pre-requisite skills and knowledge to learn the new skill or concept about to be taught. This element provides the opportunity to link the new knowledge with related skills and knowledge.

### 7. Provide step by step demonstrations

Model the skill and clarify the decision making processes needed to complete the task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy in order to show the students a model of proficiency.

### 8. Use clear and concise language

Use consistent and ambiguous wording and terminology. The complexity of your speech (vocabulary, sentence structure) should depend on students' receptive vocabulary to reduce possible confusion.

### 9. Provide an adequate range of examples and non-examples

In order to establish the boundaries of when and when not to apply a skill, strategy, concept or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will or should be used or applied is necessary so that students do not under-use it. Conversely, presenting a wide range of non-examples reduces the possibility of students using the skill inappropriately.

# EXPLICIT INSTRUCTION

## EXPLICIT TEACHING BREAKDOWN (CONT)

### **10. Provide guided and supported practice**

In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase the task difficulty as you decrease the level of guidance.

### **11. Request frequent responses**

Plan for high levels of student to student and student to teacher interaction via the use of questioning. Allowing the students to respond frequently (oral, written or actions) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking for understanding and keeps students active and attentive.

### **12. Monitor student performance closely**

Carefully watch and listen to students' responses so that you can verify mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.

### **13. Provide immediate, affirmative and corrective feedback**

Follow up students' responses as quickly as you can. Immediate feedback to students about the accuracy of their responses will help ensure high rates of success and reduces the likelihood of practising errors.

### **14. Deliver the lesson at a brisk pace**

Deliver instruction at an appropriate pace to optimise instructional time. Use a rate of presentation that is brisk but includes a reasonable amount of time for students' thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can't keep up.

### **15. Help students organise knowledge**

Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well-organized and connected information makes it easier for students to retrieve information and facilitate its integration with new material.

### **16. Provide distributed and cumulative practice.**

Distributed (vs. massed) practice refers to multiple opportunities to practise a skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills.

# EXPLICIT INSTRUCTION DELIVERY

## EXPLICIT DIRECT INSTRUCTION DELIVERY

Explicit Direct Instruction lessons are taught using two major delivery strategies: Student Engagement Norms and Checking for understanding TAPPLE.

## CHECKING FOR UNDERSTANDING – TAPPLE

Checking for Understanding is the best way to verify that students are learning *while* you are teaching.

### **(T)EACH FIRST**

Teach before Checking for Understanding. Then, answers to questions come from the lesson, not background knowledge. This provides equal opportunity for all learners, which is extremely important for English Learners.

### **(A)SK A SPECIFIC QUESTION**

Ask a specific question about what students just learned. Don't use, "Does everyone understand?" as a question to measure student learning.

### **(P)AUSE, PAIR-SHARE, AND POINT**

Give students time to process and discuss information with their partner. Wait 3-5 seconds before asking for a response. This allows for longer, more thought-out responses from students, and increases participation from learners. Make sure students use complete sentences when answering.

### **(P)ICK A RANDOM NON-VOLUNTEER**

To make sure everyone is learning, call on students who have not raised their hands. A drawing system using "sticks" (each stick features a student name) can be used for non-volunteer sampling to measure if everyone is learning. Effective teachers encourage all students to respond and explain their answers using sentence frames and the academic and content vocabulary of the lesson, rather than depending on volunteers, or answering the question for students.

### **(L)ISTEN TO THE RESPONSE**

How students respond should affect what is done next. If students have correct answers, move on and continue teaching. If students seem unsure of their response, go back and elaborate, or reteach, if necessary.

### **(E)FFECTIVE FEEDBACK**

Give students effective feedback for each response. Echo answers that are correct, elaborate on concepts if answers are tentative, and explain when answers are incorrect.



# EXPLICIT INSTRUCTION DELIVERY

## STUDENT ENGAGEMENT NORMS

During EDI lessons and Daily Reviews, teachers should utilise ‘engagement norms’ to motivate students and hold them accountable for their learning. Engagement Norms ensure children are doing something every minute, whether it be discussion with a partner, reading text aloud, showing responses on a whiteboard or gesturing. These norms are designed to keep students actively engaged and participating in their learning.

### PRONOUNCE WITH ME

Supports students with pronouncing difficult vocabulary

### TRACK WITH ME

Helps students begin to read new words by connecting the words they hear to the written words

### READ WITH ME

Gives student opportunity to read the words

### GESTURE WITH ME

Stores information in multiple pathways in the brain by incorporating a kinesthetic movement.

### PAIR-SHARE

Processes information by sharing with a partner. Provides students with an opportunity to vocalize their response in their own words.

### ATTENTION SIGNAL

Helps cut down lost instructional time by refocusing the class with a simple command.

### WHITEBOARDS

Check to determine if students are learning and thinking so that the correct effective feedback can be provided.

### COMPLETE SENTENCES

Require students to respond using the newly introduced academic vocabulary.



One of the most consistent and important findings in recent education research is:

**“ students who make frequent, relevant responses during a lesson learn more than students who are passive observers.”**

(Twyman and Heward 2016)

# DAILY REVIEW

“The aim of instruction is to add knowledge and skills to long term memory.  
If nothing is added to long term memory, nothing has been learned.”

Rosenshine 2012

## DAILY REVIEW

Once students have learned and can apply core knowledge and skills, they need practice to review, remember and master the new learning. This mastery is attained through the Daily Review sessions which develops the basic knowledge and skills to levels of automaticity and errorless performance.

## TEACHER EXPECTATIONS

Daily Review sessions delivered in all literacy and numeracy blocks.  
Are strongly recommended for all other learning areas.

Daily Review sessions need to be planned and updated regularly. This is done by continually assessing student success to determine when to remove well-known elements, when to re-introduce any elements that have been forgotten or if content needs to be re-taught. The same skills should be focused on and repeated until the knowledge has moved from a student's short term memory to their long term memory.

## DAILY REVIEWS

- Are to be clearly timetabled
- Are **separate** from the explicit teaching lesson.
- Are **not the same as activation** of prior knowledge or prerequisite learning.
- Are fast-paced, well-planned sessions to consolidate core concepts/skills
- Are for revising and reviewing what has been taught
- Are **not for introducing new content**—only include new elements after the content, concepts and skills have been explicitly taught.
- Slide order, style and format needs to be changed and always check for understanding (CFU)
- Are from **ten to twenty minutes** in length.
- Are delivered using a **variety of presentation** and response types—IWB/ PowerPoint, flash cards, orally from books, games, actions, chants, mini whiteboards
- Are to be changed. Once the class has automatised a concept, remove it from the daily review and bring it back in five weeks time. Then assess if the students have retained the concept/skill in long term memory, if not then return it to the daily review session.

# DAILY REVIEW

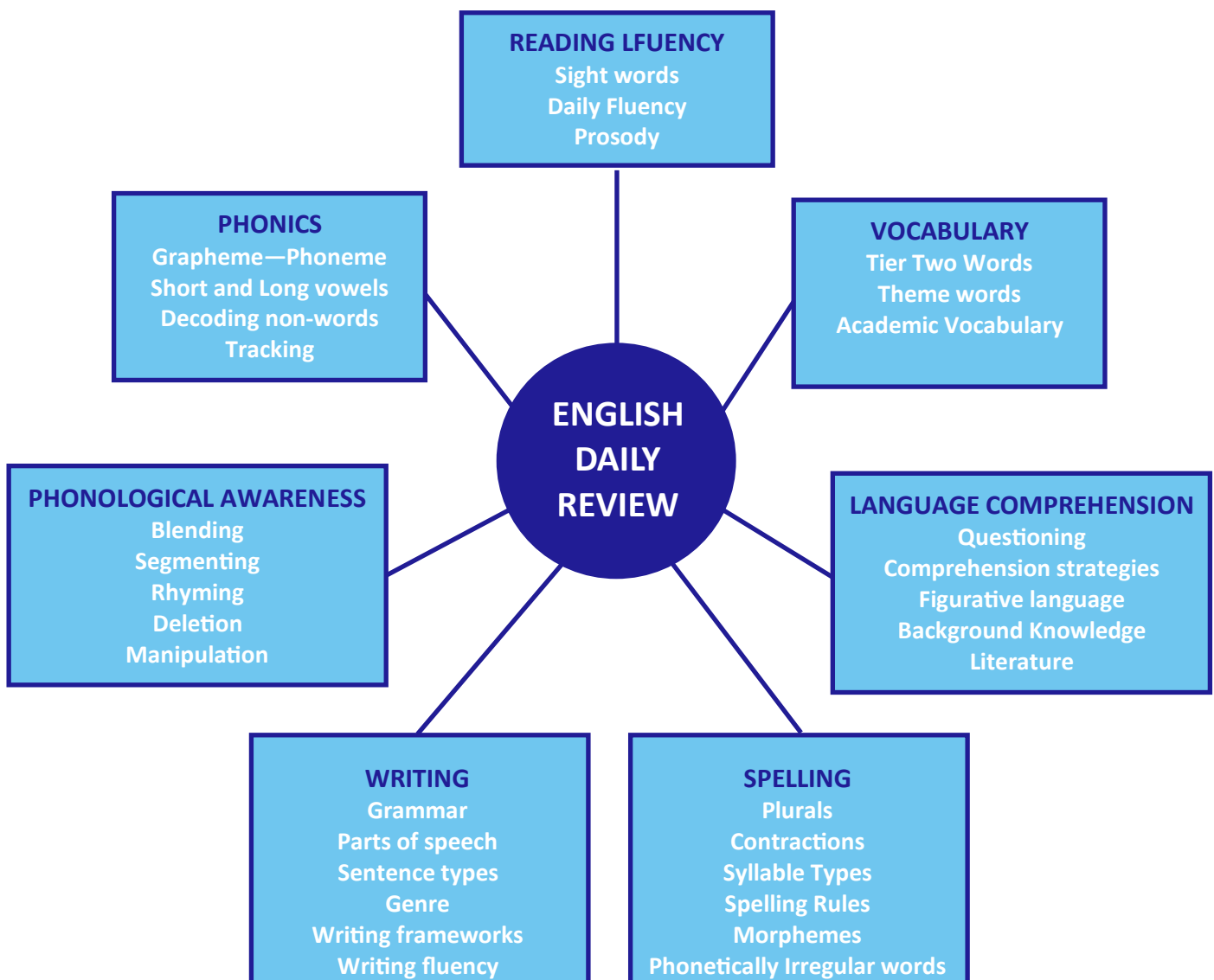
## DAILY REVIEW—CHECKING FOR UNDERSTANDING

Having the students simply chant the Daily Review is not enough as only about 30% of students will be actively participating. **Teachers need to have systems in place to check for understanding and to hold students accountable.** This is usually done by stopping the Daily Review at key points and asking questions of individual students or the whole class (for example: using mini-whiteboards). To facilitate this process, intentional stops need to be planned.

For the majority of Daily Reviews, it is desirable for the whole class to respond. However, there are times to include individual responses. Including individual responses as part of consolidation sessions allows:

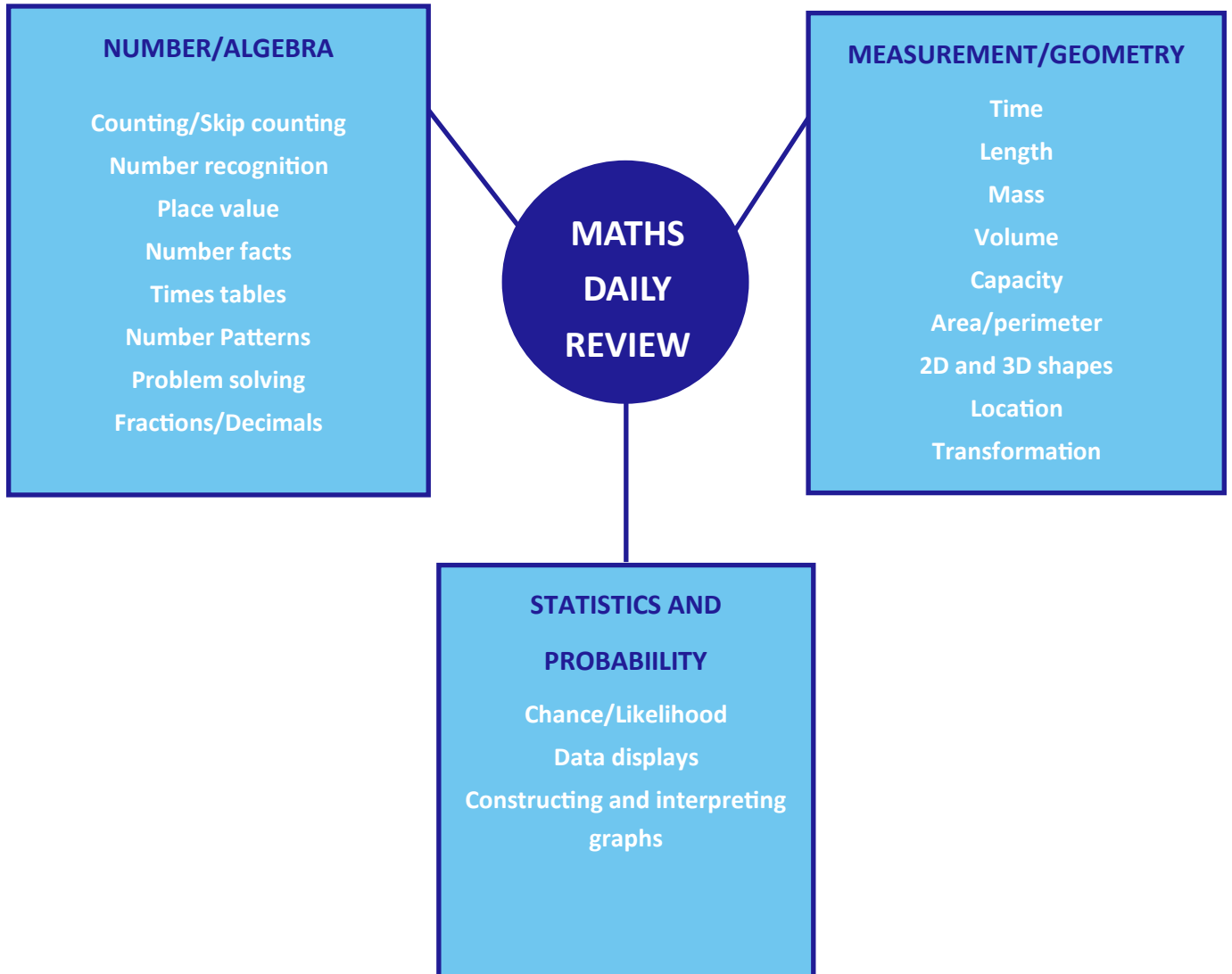
1. Differentiation of questioning to challenge students at their level
2. Accurate checking of automatic recall for targeted students
3. Teacher to target students who are less engaged

## DAILY REVIEW—CONTENT ENGLISH



# DAILY REVIEW - MATHS CONTENT

## DAILY REVIEW—CONTENT MATHS





# RECOMMENDED READINGS

## REDCLIFFE PRIMARY SCHOOLS RECOMMENDED READING

THESE DOCUMENTS CAN BE FOUND IN COMPASS UNDER THE SCHOOL RESOURCE TAB.



### RECOMMENDED READING

#### **THE SCIENCE OF LEARNING**

Summarizes existing cognitive-science research on how students learn, and connects it to practical implications for teaching.

#### **COGNITIVE LOAD THEORY—RESEARCH THAT TEACHERS REALLY NEED TO UNDERSTAND**

Centre for Education Statistics and Evaluation

#### **PRINCIPALS OF INSTRUCTION—ROSENHINE**

Research-Based Strategies That All Teachers Should Know

### DoE CURRICULUM DOCUMENTS

#### **EARLY YEARS LEARNING FRAMEWORK**

K-2 Curriculum document

#### **GUIDE TO THE NATIONAL QUALITY STANDARDS**

Evaluation of National Quality Standards in Schools Document

#### **ABORIGINAL CULTURAL STANDARDS FRAMEWORK**

Research-Based Strategies That All Teachers Should Know

#### **EAL/D PROGRESS MAP - EARLY AND MIDDLE YEARS**

#### **EAL/D PROGRESS MAP WRITING EXEMPLARS - EARLY AND MIDDLE YEARS**

### SAER DOCUMENTS

#### **STRATEGIES FOR MANAGING ABUSE RELATED TRAUMA**

# RECOMMENDED READINGS

THESE DOCUMENTS CAN BE FOUND ONLINE.

**FOCUS 2020** - WA Education departments key priority focus areas for 2020

<https://www.education.wa.edu.au/dl/1zxeed?t=1575864976292>

**BUILDING ON STRENGTH 2020 –2024**

Future directions for the Western Australian public school system

<https://www.education.wa.edu.au/dl/oelpev?t=1575864958973>

**IMPROVING STUDENTS WRITING**

<http://ecm.det.wa.edu.au/connect/resolver/view/LNK9TL001/latest/index.html>

**PHONICS TOOLKIT**

<http://ecm.det.wa.edu.au/connect/resolver/view/LITK2TL000/latest/index.html>

**LITERACY RESOURCES—SPELLING AND GRAMMAR**

<http://ecm.det.wa.edu.au/connect/resolver/view/PDLIT000/latest/literacy/lit.html>

**NUMERACY RESOURCES**

<http://ecm.det.wa.edu.au/connect/resolver/view/PDNUM000/latest/numeracy/maths.html>

# COMPASS COMMUNICATION

## COMPASS COMMUNICATION

Redcliffe Primary School's management system is Compass Education. It streamlines the school processes, enables better communication between staff members and drives parent engagement by providing up to date and meaningful information online.

Compass can be accessed via <https://redcliffeps-wa.compass.education/> or you may download the app on to your phone for ease of access. Your username is your E-number and the password is the same as the one you use for the Education Departments Portal. Compass has levels of permission access and there may be some areas that are inaccessible.

Upon opening Compass you will be met with your home page which shows your classes for the day. News items are displayed as well as information about staff who are absent that day.

The Compass program provides detailed tutorials under Knowledge Base which can be found at the top left of the screen by hovering over the icon indicated. Specific activities such as taking attendance, school events, recording behaviour, reporting IT and maintenance issues, and submitting excursion or incursion applications are covered in detail in this document under their relevant areas.



## Knowledge Base

Teaching And Learning	Organisation	Community	Admin Tools
Analytics	Attendance	Canteen	Administration
Comment Banks	Calendar	Conferences	CompassPay
Continuum	Chronicle	Email Communications	CRT Guide
Digest	Course Confirmation and Payments	Insights	Data Sync
Learning Tasks	Custom Flags	News Feed	General Import
Progress Reports	Daily Organisation		Guardian
Reporting Publisher	Events		Kiosks
Roll	Financial Management		Mobile Applications
School Resources and School Documentation	Issue Tracker		Parent Portal
Semester Reports	People Management		Permissions
Subjects and Classes	Professional Development		Rollover
	Resource Bookings		School Letters
	Room Changes		SMS
			SUSSE
			Talking Points
			Training
			Wallet

# ISSUE TRACKER

## BRIEF OVERVIEW

The Issue Tracker module in Compass enables schools to log, track and action issues that occur within the school. This includes the reporting of Maintenance requests, Building and Grounds Repairs, any Administration Work Orders, Occupational Health and Safety Reports, and IT issues or requests.

ISSUE TYPE	PERSON/S RECEIVING REPORT
<b>MAINTENANCE REPAIRS (NOT URGENT REPAIRS)</b> - reporting issues relating to the maintenance of school facilities. For example: spills, burned-out light bulbs, leaking water tap, etc...	Lyn Clark Rebecca Leigh
<b>BUILDING AND GROUNDS (URGENT REPAIRS)</b> - Reporting faults for further investigation	Mary Baker Rebecca Leigh
<b>ADMINISTRATION WORK ORDER</b> - to log ad hoc clerical tasks. For example: data entry, large printing jobs, photocopying/scanning, etc...	No Assignees
<b>OCCUPATIONAL HEALTH AND SAFETY REPORTS</b> - report any issues of any safety concerns for staff, students or buildings and grounds. Not an urgent repair or maintenance.	Lyn Clark Coral Halliley
<b>IT ISSUES AND REPAIRS</b> - report issues relating to audiovisual facilities and equipment. For example; broken projectors, broken TV, sound not working, software installation etc...	Dean Sheffield



## CREATING AN ISSUE ON COMPASS USING ISSUE TRACKER



To access the Issue Tracker module on Compass hover over the Organisation menu (grid icon) and select 'Issue Tracker' from the drop-down menu. The following box will open. Click on + Create New Issue.



# ISSUE TRACKER



## CREATING AN ISSUE ON COMPASS USING ISSUE TRACKER (CON'T)



Select the type of issue by clicking on drop-down arrow and complete description of the issue. Staff Visibility: Select public if you require all staff to be aware of the issue or private if not required.

### Details

Template:	Please select an entry template... 
Description:	Facilities
	Maintenance Requests—Non Urgent Repairs Building and Grounds—Urgent Repairs
Staff Visibility:	Administration
	Administration Work Order Occupational Health and Safety Report
Date Occurred:	IT
	IT Issues and Requests

Select priority of issue (located bottom right). If needed you can upload a supporting file by going to the Attachment dialogue box and clicking on file upload.

Details		
Priority:	Unprioritised	▼
	Highest	
Status:	High	
	Normal	
Date Due:	Low	
	Lowest	

Attachments		
File Upload  Pick From 		
Filename		

To check the status of your issue. Go to Issue Tracker and click on the Issues Created By Me tab.

Dashboard	My Categories	<b>Issues Created By Me</b>	All Issues	Administration
-----------	---------------	-----------------------------	------------	----------------

The person who receives the report is responsible for determining the status of the report.

Details		
Priority:	Open	▼
	In Progress	
Status:	On Hold	
	Awaiting 3rd Party	
Date Due:	Closed	
	Cancelled	
	Completed	

# ISSUE TRACKER

## RELIEF INFORMATION

Staff who are unwell must message the school mobile phone (0467797140) by 7.00am on the morning relief is required. This phone is managed by the Manager Corporate Services. The message should include the persons name, why they will be off work and who the relief person will be. If you are unwell the night before, it would be advantageous to organise relief then and send the message to the phone. Any instructions for the relief person should be emailed through to the school email address [Redcliffe.PS@education.wa.edu.au](mailto:Redcliffe.PS@education.wa.edu.au).

***There is no need to contact the Principal or Deputy Principal as the MSC will enter the leave on the Compass calendar, which will then notify other staff of your absence.***

Staff who have a medical appointment or require a day of leave must email the Manager Corporate Services prior to the relief day explaining the reason for the leave and request the leave. The Manager Corporate Services will approve the leave and advise the type of leave that will be approved. Once approval has been received the staff member should enter the leave into Passtab with the name of the relief person. They should then enter the leave in HRMIS for approval.

If the MCS considers the leave to be outside of their approval, they will consult with the Principal and then reply to the email. Please ensure with all leave you give enough time for the leave to be considered and approved or denied.

At Redcliffe PS it is the responsibility of the staff member taking the leave to organise their relief. If they are unable to find relief then the MSC or Administration Officers will assist. A list of relief teachers, education assistants, cleaners and administration officers can be found in Compass:

**School Resources/Relief Lists.** A copy is also available on connect.

Leave, except for urgent medical or LSL will not be approved at the end of the school year. It is expected that all staff will continue to work until the end of Term 4.

# ATTENDANCE OPERATIONAL PLAN

Redcliffe Primary School expects students to attend school regularly in order to participate fully and gain maximum benefit from schooling. Regular attendance enables students to access a full education, enabling them to reach their full potential. The **Redcliffe Primary School Attendance Operational Plan** aims at increasing school attendance in line with the DoE Student Attendance Policy.

## ATTENDANCE OPERATIONAL PLAN AND PROCEDURES COMPONENTS



**RECORDS** - Accurate records are maintained and would withstand external scrutiny.

RECORD ACTIONS	RESPONSIBLE
1. Teaching staff are to record attendance in Compass with either a Not Present (NP) or Present (P) code within 15 minutes of the start of their lesson.	Teacher
2. Attendance is to be recorded twice a day in the morning (am) and following the lunch break (pm).	Teacher
3. Daily identification of unmarked Attendance rolls - via COMPASS Report	Administration
4. Weekly Compass lesson attendance entry review	Administration

**RECOGNISE** - Daily attendance is monitored and every absence identified.

RECOGNISE ACTIONS	RESPONSIBLE
1. Daily unexplained absences are identified and monitored	Teacher
2. Daily unexplained absences are identified via previous day Compass Unexplained Absences Report	SAER Coordinator

**RESOLVE** - Every absence is investigated and the reason recorded.

RESOLVE ACTIONS	RESPONSIBLE
1. Unexplained absences tracked via phone calls, sms or email by the completion of the school day	Teacher
2. Repeated unexplained absences follow up	Teacher / SAER Coordinator
3. Weekly unexplained absence letters sent	School Officers / SAER Coordinator

# ATTENDANCE OPERATIONAL PLAN

**RESTORE** - where a student's absence is a concern, school devised and legislative strategies are implemented to restore attendance.

RESTORE ACTIONS	RESPONSIBLE
1. Attendance between 60% and 90% monitored and actions established at Administration Meeting	SAER Coordinator / Administration
2. Focus attendance meetings (Targeted Weekly meeting 60-80% students) via Performance Management	Teacher / SAER Coordinator Administration
3. Additional strategies led by the SAER Coordinator	Administration

**CONSULTATION PHASE** - For students below 60% attendance

1. Consultation Phase (Administration)	2. Formal Meeting (School Psychologist/AP (SS))
Meeting(s) with parents and student 1 x initial 1 x review	Introduction of external support for family (brokered by the school)
Implement school-devised local strategies	Explore other support/schooling options
Document within students' Attendance Plan (create a new plan if required)	School to continue to work with external agencies
<i>If attendance does not improve:</i>	Consider: Attendance Advisory Panel Responsible Parenting Agreement (consult with CPFS)



# COMPASS - RECORDING ATTENDANCE

Redcliffe Primary School teachers are required to keep accurate attendance records for every student in their class. Teaching staff are to be familiar with the Redcliffe Attendance Operational Plan and understand their responsibilities. Concerns regarding student attendance should be directed to the SAER Coordinator.



## MARKING THE CLASS ROLL

Student attendance is recorded on COMPASS twice a day. Student attendance in Compass is recorded with either a Not Present (NP) or Present (P) code within 15 minutes of the start of the morning and afternoon sessions. When you log into Compass, your homepage will be displayed. A display of your schedule, including all of your classes for the day, is located on the left of the screen. Select which roll you would like to mark by clicking on the corresponding class session within the schedule.

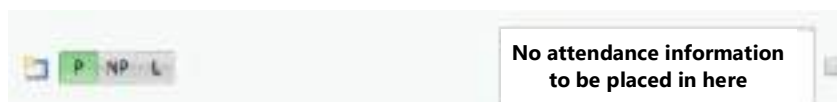
Classes in a schedule yet to be marked will display with a red and white striped bar on the left-hand side. Any classes that have been marked will display with a solid green bar.

The date, class session start time and 'Current Session' will display. Click on 'Mark the Roll', located on the right-hand side to open the roll for this session. The class roll of all currently enrolled students in the class will be displayed.



Compass' intelligent attendance system will preselect the status of students dependent on current attendance information. If any attendance information is detected, Compass will display the status and the reason. If Compass does not detect any attendance information the student's status will be preselected P - Present. As the teacher, you just need to verify the preselected statuses are right with the students in front of you and make any relevant attendance status changes. To change a student's attendance status, click the button beside their name to reflect the appropriate status **P - Present** - Student is present in the class and arrived before or at the start of the session or **NP-Not Present** - Student is not present in the class. Click 'Save Roll' on the top right-hand side to save all changes. The pink bar at the top of the roll will then change from pink to green and a green pop-up will state the roll is saved.

**Please Note:** The note box is not to be used to enter attendance information. All attendance information is to be entered as an Attendance Note or School Activity. Teachers can use the note boxes on the roll to make comments on each student e.g. not organised, forgot reader.

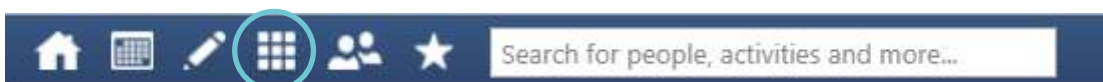


# COMPASS—RECORDING ABSENCE

As per the **RESOLVE** component of the Attendance Policy, every absence is to be investigated and the reason recorded. Teachers are responsible for the initial follow up of unexplained student absences in their class. If there has been no recorded reason for a student absence then teachers are to investigate the reason or the absence by the completion of that day. This may be via phone calls, SMS or email to the parent to find out the reason for the absence. Record all attempts to contact the parent regarding the unexplained attendance on COMPASS.



## RECORDING ATTEMPTS TO CONTACT PARENTS REGARDING UNEXPLAINED ABSENCES



Teacher Attendance Follow up is recorded as a chronicle entry. Locate student through the search for people, activities and more ... Then click on add chronicle entry .



Then click on the template arrow and a drop-down box will open. Select Teacher Attendance Follow up.

**Details** | Communications | Notification Chain

**Template:** Teacher Attendance Follow Up [v] **Rating:** Grey [v]  
All contact with carer for student absence, including SMS and phone calls to be entered through this template

**Staff Visibility:** Level 1: Admin/Power/Users [v]

**Parent/Student Visibility:** Hidden [v]

**Date Occurred:** 26/01/2020 [c] 2:00 AM [v]

**Points (+/-):** 0 [u]

**Details:** Enter additional details...

Be sure to include all relevant details including the unexplained absence date, contact method ( ie email, phone call (preferred), sms etc. and the result of the contact. For example:

*Contacted Mrs Smith via phone call regarding unexplained absence on the 25.12.2000. Mrs Smith informed me that Jonny had a high temperature and was not feeling well. I have added an attendance note for this date.*

*or*

*Attempted to contacted Mrs Smith by phone but no answer so sent sms regarding unexplained absence on the 25.12.2000. Will follow up again if no explanation is given for the unexplained absence from school.*

# COMPASS—RECORDING ABSENCE



## ADDING AN ATTENDANCE NOTE

This will open the Attendance Note screen and you can then add the approval details that were provided from the parent (reason, comment, date range) and click 'Save'. The Attendance Note will then be added to the student's record and their attendance data will update accordingly.

**PLEASE NOTE:** Be sure to set the date correctly within the Attendance Note and only the date for which absence reason relates to.

The screenshot shows the 'Attendance Note Editor' interface. It has a 'Note Details' section with fields for 'Person' (Jeremiah SEEFRE), 'Reason' (Medical), and 'Details/Comment' (Unwell per note from Mum). There is an 'Options' section with a checkbox for 'Department Approved/VCE Compliant'. At the bottom, there are 'Start' and 'Finish' date and time pickers. A red star is placed over the 'Start' date field, which is set to 01/05/2018. The 'Finish' date is set to 01/05/2018. There are also dropdown menus for 'Select a period...' next to the time pickers.

The codes are important as they are imported into Student Attendance Reporting daily and may be used to extract data at an individual student level, target group and system level.

### U - Absence – cause not yet established

To be used when a student is initially absent from school and no explanation has yet been provided. Further follow up is required to establish a reason for the absence and once obtained, the code should be changed accordingly.

### E - Educational Activity

This code should be used when the student is participating in an approved educational program off school site, such as a Section 24, Alternative Attendance Arrangement, an excursion, work placement or programs such as PEAC.

### N- Notified as Sick

Applied to a student whose reason for absence is due to illness. The principal may request a medical certificate.

### M - Medical or Sick Bay

The M code should be applied to students when they are on school grounds in the medical or sick bay. Sick students that are not at school should be marked with an N – Notified as Sick.

### L - Late

To be used when a student is late to school but is not late enough to be recorded as a half day absence. NB: *A student is absent if they have attended less than two full hours of continuous instruction.*

### R - Reasonable Cause

This code should be used when the principal has deemed the reason provided as acceptable other than an absence due to suspension, cultural absence, illness or family holiday.

### C - Cultural Absence

Absences authorised for cultural or religious significance to the family such as funerals, sorry time and religious observances. The **principal** should negotiate the duration of this absence prior to it being taken. If the absence extends beyond the number of agreed days, and no acceptable reason is provided, the additional absences should be recorded with an X(Unacceptable Reason).

### Z – Suspended

This code is recorded in Lesson Attendance by Administration when a student is formally suspended.

### W - Withdrawn

Where a student is withdrawn from school activities as a planned response to a breach of school discipline but is present at school. Eg: when a student is sent to the office or a buddy class but is still at school.

### V - Vacation

This code may be used when the absence has been negotiated in advance and the principal is satisfied that reasonable grounds for authorising the absence apply.

### K - Unauthorised Vacation

This code identifies students whose parents have taken them on an in-term holiday and the **principal** has not authorised the absence.

### X - Unacceptable Reason

This code is used when the school has sought an explanation but the response from the parent is not considered reasonable, and the **principal** does not believe it satisfies the requirements of Section 25 of the School Education Act 1999.

# BEHAVIOUR MANAGEMENT POLICY

## POSITIVE SUPPORTIVE ENVIRONMENT

Redcliffe Primary School understands the importance of, and is committed to providing a positive and supportive learning environment, where all students feel safe, included and valued. Every member of the school community has a role to play and The Redcliffe Primary School Behaviour Management Policy outlines the responsibilities of staff, students and parents to ensure a safe and supportive school environment is established and maintained.



## COMMUNITY STANDARDS OF BEHAVIOUR

All members of the Redcliffe School community are expected to conduct themselves in a lawful, ethical, safe and responsible manner. They will treat all other members of the school community with respect, courtesy and tolerance.

## STAFF RESPONSIBILITIES

- \* Establish a positive and safe school environment
- \* Model respectful, courteous and honest behaviour
- \* Establish positive relationships with students, parents/carers and staff
- \* Explicitly teach the school behaviour expectations and rules
- \* Ensure the implementation of the Behaviour Management Policy is consistent and fair
- \* Ensure good organisation and planning
- \* Report student progress and behavioural concerns to parents
- \* Follow the Behaviour Management Intervention System (BMIS) flow chart
- \* Effectively record all BMIS incidents on COMPASS via Chronicle Entry
- \* If required, create and implement with parents Individual Behaviour Plans
- \* Use agreed Individual Behaviour Plan template and SMART goals
- \* Provide feedback, have input and review the Redcliffe Primary School Behaviour Management Policy

## STUDENT LEADERS RESPONSIBILITIES

- \* To be role models in demonstrating and following the school behaviour expectations and rules
- \* To present a targeted behaviour expectation at each assembly
- \* To be visible at recess and lunch in order to provide support to students
- \* To assist students in managing minor conflicts using the schools positive behaviour expectations and rules
- \* To reward students displaying positive behaviours
- \* To meet with Administration to discuss Behaviour Management Policy

# BEHAVIOUR MANAGEMENT POLICY

## POSITIVE SUPPORTIVE ENVIRONMENT

### STUDENT RESPONSIBILITIES

- \* To actively participate in the school's education program
- \* To take responsibility for their own behaviour and learning
- \* To demonstrate respect for themselves, staff, other members of the school community and the school environment
- \* To behave in a manner that respects the rights of others, including the right to learn
- \* To effectively demonstrate the expected behaviours and follow the school rules

### PARENT AND COMMUNITY RESPONSIBILITIES

- \* To model respectful, courteous and honest behaviour.
- \* To support school staff in maintaining a safe and respectful learning environment for all students
- \* To ensure that their child attends school
- \* To show an active interest in their child's schooling and progress, and be proactive in discussing concerns regarding their child's behaviour
- \* To work in partnership with the school to formulate Individual Behaviour Plans and support their child in demonstrating positive behaviours
- \* School Board to review and approve Behaviour Management Policy

### ADMINISTRATOR'S RESPONSIBILITIES

- \* To develop, monitor and review the Behaviour Management Policy
- \* To ensure the implementation of the Behaviour Management Policy is consistent and fair
- \* To effectively communicate the Behaviour Management Policy to the school community
- \* To ensure Behaviour expectations and rules are clearly displayed throughout the school
- \* To follow the Behaviour Management Intervention System (BMIS) flow chart
- \* Support staff in ensuring compliance with the Behaviour Management Policy
- \* Provide opportunities for professional development to improve the skills
- \* To ensure that all relevant documentation complies with Department of Education Policy
- \* To assist staff in developing Individual Behaviour Plans
- \* To assist staff in managing Re-Entry Process—including attendance at Meetings
- \* To present to the School Board annually, via the Annual Report, Behaviour performance data
- \* To monitor student wellbeing and community perception through Tell Them From Me surveys

# BEHAVIOUR MANAGEMENT POLICY

## BEHAVIOUR MANAGEMENT POLICY AIMS

- To provide a **POSITIVE AND SUPPORTIVE** learning environment.
- To ensure the rights and responsibilities of all individuals are recognised and respected.
- To acknowledge and recognise positive behaviour.
- To explicitly teach school-wide behaviour expectations and rules.
- To encourage students to accept responsibility for their own behaviour.
- To enable teachers to teach in a purposeful and non-disruptive environment.
- To clearly outline the responses and consequences of inappropriate behaviour.
- To establish procedures so that conflicts can be resolved in a positive manner.

## RESTORATIVE APPROACH

The school uses a restorative approach to behaviour management. A restorative approach helps students take responsibility for their own behaviour, with an emphasis on empathy and repairing any harm. It focuses on promoting, fostering and sustaining positive relationships and teaching students what to do when there is conflict or difficulty in a relationship.

## POSITIVE APPROACH

A Positive Behaviour approach means that we use school-wide expectations within specific settings to explicitly teach appropriate behaviour to students. We ensure that our students have a clear understanding of the expectations we have of them and how this should guide their behavior. The whole school expectations are clearly displayed visually throughout the school and in every classroom. There is a whole school focus on the use of positive language related to these expectations.

***We want our students to be REDCLIFFE STARS.***








# BEHAVIOUR EXPECTATIONS MATRIX

## REDCLIFFE STARS

At the beginning of each school year and term, classroom teachers are to discuss the **STAR BEHAVIOURAL EXPECTATIONS** with their students. The Redcliffe Stars matrix clearly defines school behaviour for students and teachers are expected to explicit teach, model and reinforce these behaviours. A copy of the Redcliffe Stars Behaviour Matrix is given to each classroom and needs to be clearly displayed and explicitly taught to students. The Redcliffe Stars Behaviour Matrix (A3) and a PowerPoint for explicit teaching can be found on COMPASS:

School Resources/Behaviour Management

	 <b>S</b>  <b>Stay Safe</b>	<b>T</b>  <b>Take Responsibility</b>	<b>A</b>  <b>Act Respectfully</b>	<b>R</b>  <b>Ready to Learn</b>
<b>School Grounds</b>	<ul style="list-style-type: none"> <li>We go to the school office if we arrive at school after 8:30am as if our bag isn't been collected by 8am</li> <li>We walk our scooters and kickers in school grounds</li> <li>We stay on the school grounds</li> <li>We practice the most safety rules when outside school grounds</li> </ul>	<ul style="list-style-type: none"> <li>We take care of and appreciate our school environment</li> <li>When playing before school we do so in a safe manner</li> <li>Sport Captains put equipment away correctly in the sports shed</li> <li>We close our bags and place them correctly outside our classroom</li> </ul>	<ul style="list-style-type: none"> <li>We greet people in a friendly and respectful manner</li> <li>We follow teacher instructions</li> <li>We are mindful of other people around us</li> <li>We line up quietly outside our classrooms</li> </ul>	<ul style="list-style-type: none"> <li>We make sure we are at school on time</li> <li>We make sure we are prepared and have all the equipment we need for the day</li> <li>We wear our school uniform correctly and with pride every day</li> <li>We strive for 100% attendance</li> </ul>
<b>Oval and Playground</b>	<ul style="list-style-type: none"> <li>We wear our school hat and our sunscreen</li> <li>We see the duty teacher or school leader if we need help</li> <li>We use equipment safely</li> <li>We make appropriate risk taking decisions</li> <li>We wait for the duty teacher's signal before we go on the oval</li> </ul>	<ul style="list-style-type: none"> <li>We sit and eat our food on the benches</li> <li>We get our rubbish in the bins</li> <li>We look after our own and other people's belongings</li> <li>We manage our feelings and emotions in a positive way</li> <li>We return borrowed play equipment</li> </ul>	<ul style="list-style-type: none"> <li>We exclude everyone in play and follow the rules of the game</li> <li>We share the sports equipment</li> <li>We acknowledge good sportsmanship</li> <li>We look out for and support each other</li> <li>We stand up to bullying</li> </ul>	<ul style="list-style-type: none"> <li>We follow the duty teacher's instructions</li> <li>We get a drink and go to the toilet before class starts</li> <li>We return to the classroom on time</li> <li>When we hear the siren we line up quietly outside our classroom</li> </ul>
<b>Learning Areas</b>	<ul style="list-style-type: none"> <li>We keep our hands and feet to ourselves</li> <li>We use all class equipment safely</li> <li>We walk in the classrooms/ corridors</li> <li>We use technology in a safe manner</li> <li>We push our chairs when leaving our desks</li> <li>We only leave our classroom with teacher permission</li> </ul>	<ul style="list-style-type: none"> <li>We look after our own and other people's belongings</li> <li>We stay on task and complete activities</li> <li>We put resources away after using them</li> <li>We manage our feelings and emotions in a positive way</li> <li>We stand up to bullying</li> </ul>	<ul style="list-style-type: none"> <li>We consider and listen to everyone's ideas and opinions</li> <li>We show respect and manners to everyone</li> <li>We allow others to learn</li> <li>We listen to the speaker with whole body listening</li> </ul>	<ul style="list-style-type: none"> <li>We listen to the speaker with whole body listening</li> <li>We follow teacher instructions</li> <li>We always try our personal best</li> <li>We have a growth mindset</li> <li>We work with everyone in our class</li> </ul>
<b>Assemblies and Special Events</b>	<ul style="list-style-type: none"> <li>We follow instructions</li> <li>We use the rules to go on the assembly stage</li> <li>We sit on the benches correctly</li> <li>We stay with our class group</li> <li>We only leave the assembly/ event with teacher permission</li> </ul>	<ul style="list-style-type: none"> <li>We represent Redcliffe Primary School in a positive way</li> <li>Our interactions to and from school will reflect the school in a positive manner</li> <li>We display positive behaviours</li> </ul>	<ul style="list-style-type: none"> <li>We welcome all guests to our school</li> <li>We take pride in our school</li> <li>We acknowledge the achievements and talents of others</li> <li>We stand for the National Anthem and School Song</li> </ul>	<ul style="list-style-type: none"> <li>We participate positively in all excursions and incursions</li> <li>We listen to the speaker with whole body listening</li> <li>We get our hands up to a question</li> </ul>

## Redcliffe Primary School Positive Behaviour Expectations

## REWARD SYSTEMS

Teachers reward and recognise students who display our school expected behaviours and values in a variety of ways. Each teacher designs and implements a positive reward system in their classroom, which is appropriate for the context of the class they teach. Rewards may include:

- Faction point tickets
- Verbal praise
- Stickers/stamps
- Individual awards/prizes
- Whole-Class Rewards
- Visit Principal or Deputy Principal
- Notes home/ phone call to Parents
- Merit certificates

# POSITIVE BEHAVIOUR REWARDS

**DRAFT**

## **FACTION POINTS**

The Faction Point Tickets are a vital aspect of our whole school Positive Behavior Program. Teachers and staff are to hand out Faction Point Tickets in the classroom and within the school environment to students who are displaying our school expected behaviours. The Faction Point Tickets are a form of acknowledgement, a simple and instant way to acknowledge the positive behavior displayed by a student. Students who receive Faction Point Tickets can place their tickets into a raffle to spin and win a prize at the school assembly. Teachers can get Faction Point Tickets from the front office.

## **CLASS UNIFORM REWARD**

The school uniform is a visible representation of the standards expected of students and plays an important role in promoting a positive image of the school. It also creates a sense of identity and pride among the students and the wider school community, and helps students learn the importance of appropriate presentation. Teachers are to promote and encourage students to wear the school uniform.

The Class Uniform award recognises the class who has the most students wearing the school uniform. The School Leaders allocate this award and the class receives the Redcliffe Primary School Uniform Bear at the school assembly.

## **ATTENDANCE**

At Redcliffe Primary School we want to send a clear message to students and their families that going to school every day is extremely important. We expect teachers to regularly engage students in discussions about the importance of attending school everyday. We use several school-wide strategies to provide recognition to students with good and improved attendance. These include:

### **CLASS ATTENDANCE REWARD**

Administration monitors class attendance during the time between assemblies. Class attendance figures are placed on the Attendance Counts poster. The class with the highest attendance percentage receives an Attendance Award at the assembly.

### **INDIVIDUAL ATTENDANCE REWARD**

Attendance is monitored daily, weekly and between assemblies dates. Students with 100% attendance or improved attendance rates (as monitored by Administration) receive a Merit Award.



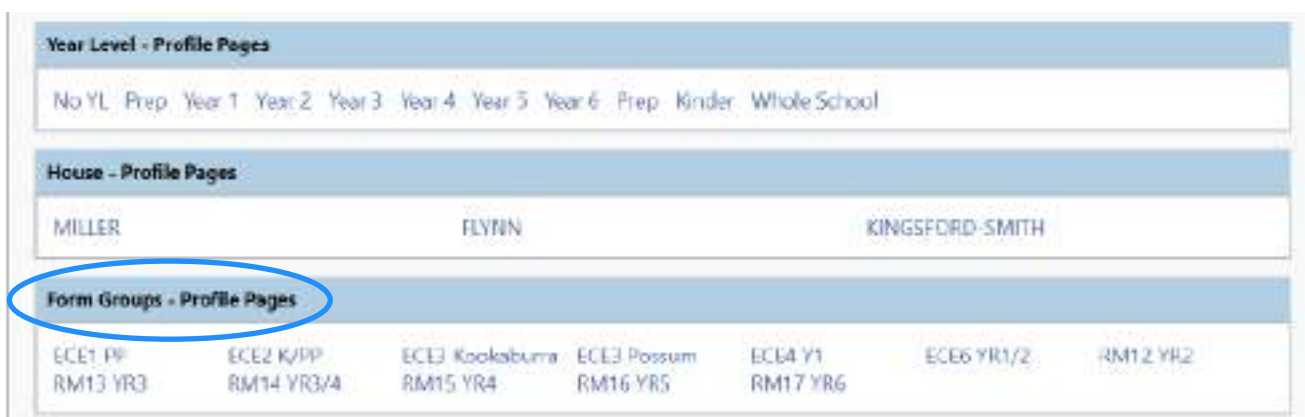
# POSITIVE BEHAVIOUR REWARDS



## IDENTIFYING STUDENTS WITH 100% ATTENDANCE



To access Attendance on Compass hover over the Organisation menu (grid icon) and select 'Attendance' from the drop-down menu. The following box will open. Click on the area 'Form Groups' and select your class.



Select Attendance-By Students tab.



In Start change the date to the day after the previous assembly (This would be the Thursday). Change End date to the Monday before the latest assembly. Go to the Schl% and select = 100% from the drop-down menu and then press filter.



Students with 100% attendance during your selected period will then be listed.

Student	ID Code	Run	Present				Not Present				Percentages		
			Prnt	Late Appr	Late Un'd	Total	NP Sch'l	NP Parnt	NP Un'd	Total	Class %	Act'd %	Schl %
Bunny, Bugs	1770	33	33	0	0	33	0	0	0	0	100	100	100
Duck, Donald	1555	33	33	0	0	33	0	0	0	0	100	100	100
Mouse, Mickey	1504	33	33	0	0	33	0	0	0	0	100	100	100

# MANAGING STUDENT BEHAVIOUR

## CLASSROOM BEHAVIOUR INTERVENTION CHART

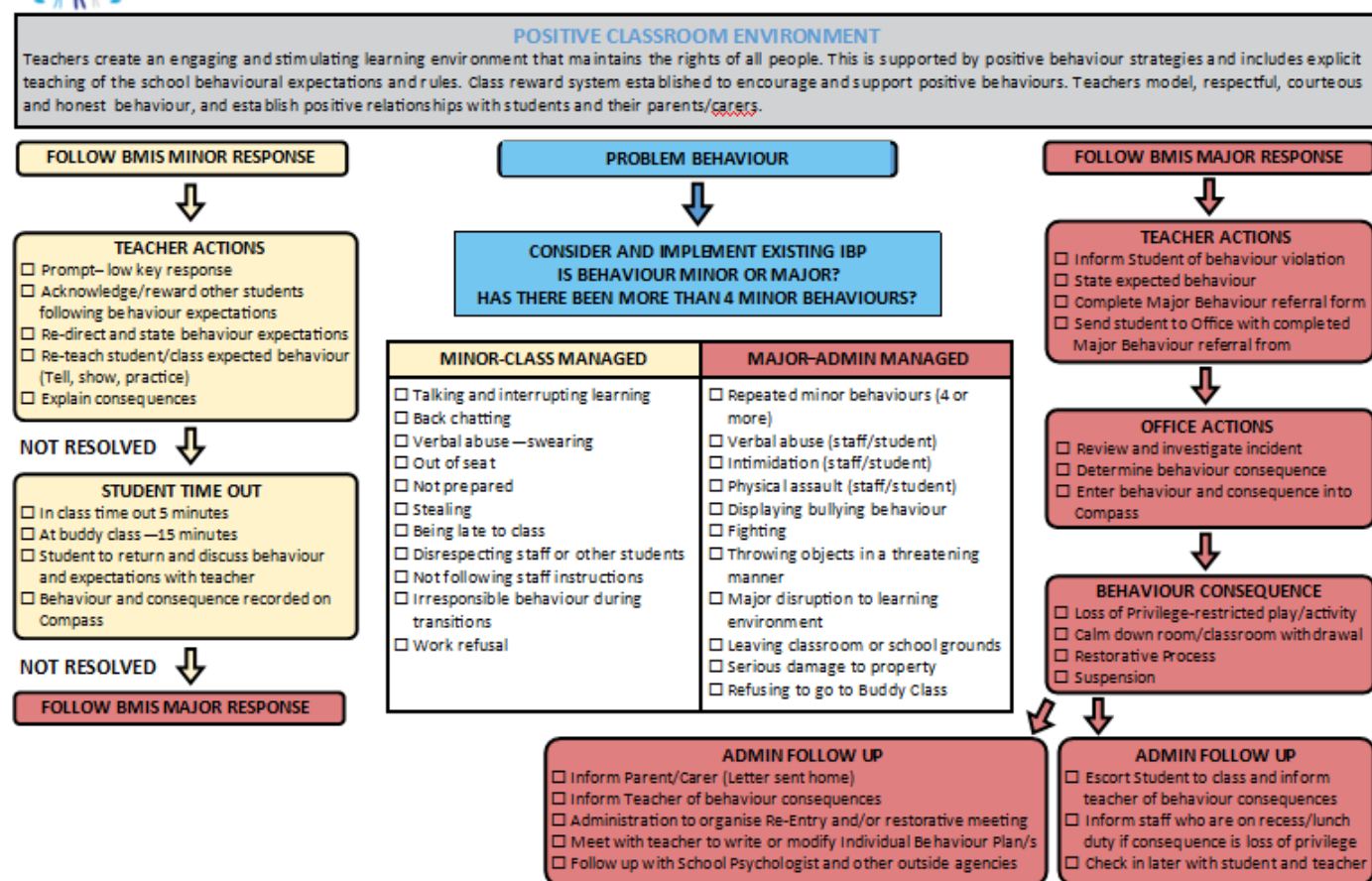
All classroom teachers are given a copy of the Behaviour Management Intervention Chart and the Redcliffe STAR Behaviour Expectations. Both documents need to be clearly displayed in the classroom. The Behaviour Intervention Chart can be found on COMPASS:

School Resources/Behaviour Management



REDCLIFFE PRIMARY SCHOOL  
BEHAVIOUR MANAGEMENT INTERVENTION

STAY SAFE TAKE RESPONSIBILITY ACT RESPECTFULLY READY TO LEARN



## MAJOR BEHAVIOUR REFERRAL TO ADMINISTRATION

Teachers are to ensure they have been through all intervention stages prior to referring a student to Administration staff. If the behaviour is considered a major behaviour then an immediate referral should be made given the seriousness of the behaviour.

When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the Behaviour referral form and sends the form to administration or calls for administration to attend the class. The behaviour and associated consequence will be entered into COMPASS by the administration team. Major Behaviour referrals will be placed in the students file by Administration staff.

# MANAGING STUDENT BEHAVIOUR

## MINOR BEHAVIOURS

Minor behaviours are to be recorded on the Student Classroom Behaviour Management slip and entered into COMPASS by the teacher who is teaching the class at the time of the behaviour occurring. Student Classroom Behaviour Management record forms which only include minor behaviours are to be placed in the students file by teachers. The Student Classroom Behaviour Management slip Record form can be found on COMPASS:

[School Resources/Behaviour Management](#)

Buddy classes will be assigned at the beginning of the year. The Buddy class will know that they are to ignore the student. The student will arrive at the classroom with a peer and stay in the class for no longer than 15 minutes.



## Classroom Behaviour Management

This record follows the student over the length of one day

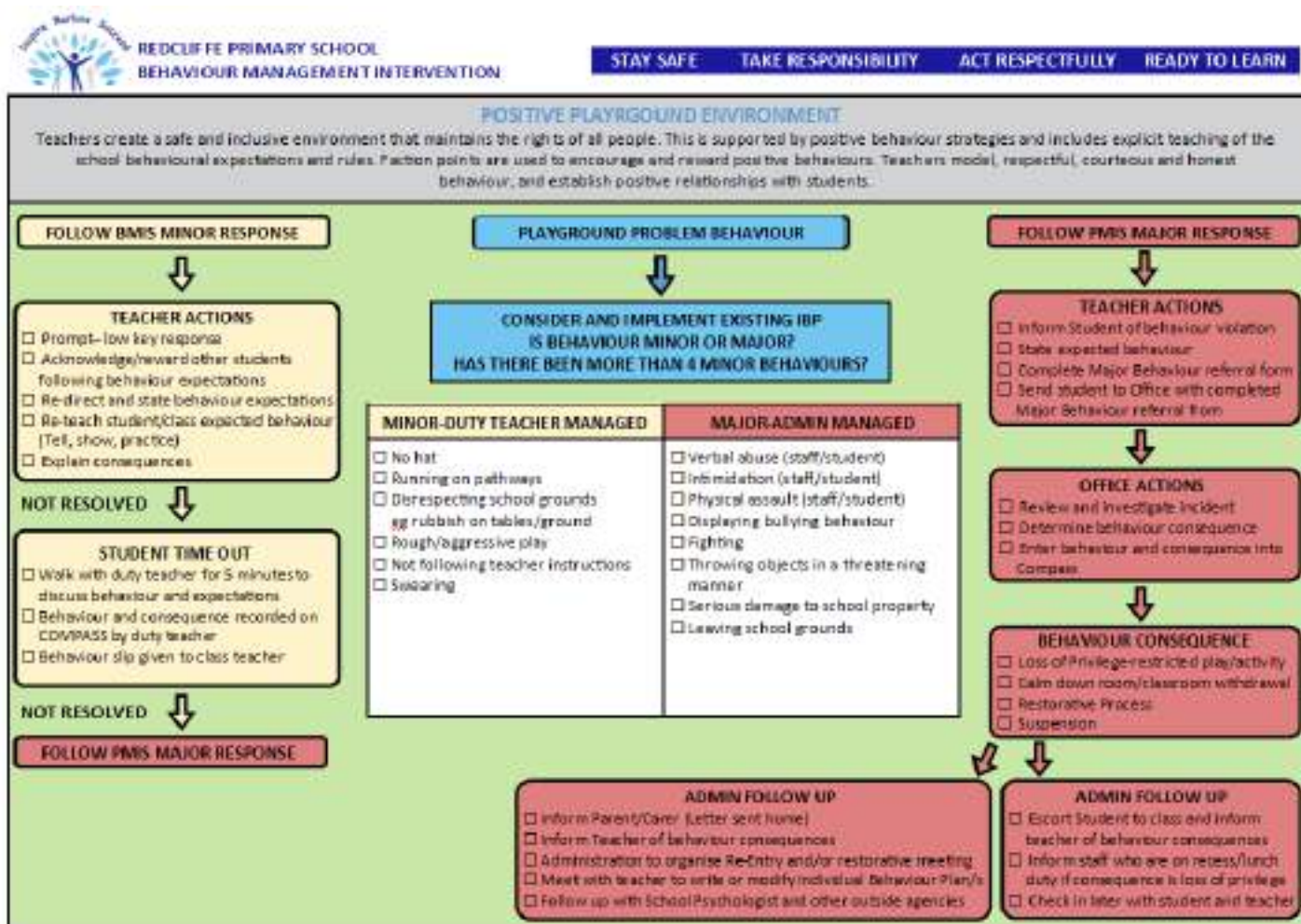
NAME:		DATE:	
TEACHER:		ROOM:	
MINOR BEHAVIOURS		INTERVENTION STAGE	
<input type="checkbox"/> Talking and interrupting learning <input type="checkbox"/> Back Chatting <input type="checkbox"/> Verbal abuse - swearing <input type="checkbox"/> Out of seat <input type="checkbox"/> Not prepared <input type="checkbox"/> Stealing <input type="checkbox"/> Being late to class from recess and lunch <input type="checkbox"/> Disrespecting staff or other students <input type="checkbox"/> Not following staff instructions <input type="checkbox"/> Irresponsible behaviour during transitions <input type="checkbox"/> Work refusal <input type="checkbox"/> Other	1 <sup>st</sup> INFRINGEMENT (Verbal warning) <b>Record in Compass</b>	<input type="checkbox"/>	
	2 <sup>ND</sup> INFRINGEMENT (Verbal warning) <b>Record in Compass</b>	<input type="checkbox"/>	
	3 <sup>rd</sup> INFRINGEMENT (In class time out) <b>Record in Compass</b>	<input type="checkbox"/>	
	4 <sup>th</sup> INFRINGEMENT (Buddy Class) <b>Record in Compass</b>	<input type="checkbox"/>	
MAJOR BEHAVIOURS		REFER TO ADMIN	
<input type="checkbox"/> Repeated minor behaviours (4+) <input type="checkbox"/> Verbal abuse (staff/student) <input type="checkbox"/> Intimidation (staff/student) <input type="checkbox"/> Physical assault (staff/student) <input type="checkbox"/> Displaying bullying behaviour <input type="checkbox"/> Fighting	<input type="checkbox"/> Throwing objects in a threatening manner <input type="checkbox"/> Major disruption to learning environment <input type="checkbox"/> Leaving classroom or school grounds <input type="checkbox"/> Serious damage to property <input type="checkbox"/> Refusing to go to Buddy Class		
Further Information			

# MANAGING STUDENT BEHAVIOUR

## PLAYGROUND BEHAVIOUR

A roster is drawn up for staff to supervise students in various areas of the school during recess and lunch break each term. It is important that you are at your allocated duty area on time, wearing your hi-vis vest and carrying your duty bag. In your duty bag, you will find faction ticket points, emergency assistant cards, and Playground Behaviour Reporting Slips.

A positive playground environment is to be promoted and students are to be recognised and rewarded for their positive behaviours with faction tokens. The Positive Behaviour Environment



# MANAGING STUDENT BEHAVIOUR

## PLAYGROUND REPORTING SLIPS

The Playground Reporting Slips are for recording student behaviour during recess and lunch breaks. If only a minor behaviour is observed then the Playground Behaviour Slip is to be given to the student's teacher. The classroom teacher is then to record this on a Behavioural referral form for the student for that day. If the consequence involved the student walking with the Duty Teacher then this is to be recorded on Compass by the duty Teacher and the Playground Behaviour Slip is to be given to the student's teacher.

If a major behaviour is observed then the playground behaviour slip is to be handed to Administration staff who will record the Behaviour and consequence on Compass.



### Playground Behaviour Management

This record follows the student over the length of one day

NAME:	DATE:
AREA:	
<b>MINOR BEHAVIOURS</b>	
<input type="checkbox"/> No hat	
<input type="checkbox"/> Running on pathways	
<input type="checkbox"/> Disrespecting school grounds eg rubbish on tables/ground	
<input type="checkbox"/> Rough/aggressive play	
<input type="checkbox"/> Not following teacher instructions	
<input type="checkbox"/> Swearing	
<b>MAJOR BEHAVIOURS</b>	<b>REFER TO ADMIN</b>
<input type="checkbox"/> Verbal abuse to staff or students	
<input type="checkbox"/> Intimidation of staff or students	
<input type="checkbox"/> Physical Assault of staff or student	
<input type="checkbox"/> Displaying bullying behaviour	
<input type="checkbox"/> Fighting	
<input type="checkbox"/> Throwing objects in a threatening manner	
<input type="checkbox"/> Serious damage to school property	
<input type="checkbox"/> Leaving the school grounds	
DUTY TEACHER:	
Further Information	

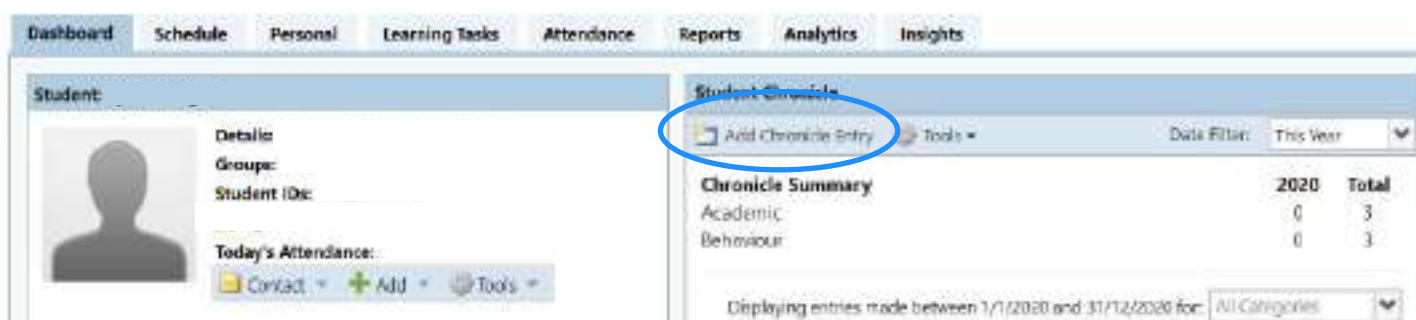
# MANAGING STUDENT BEHAVIOUR



## RECORDING STUDENT MINOR BEHAVIOURS - NEGATIVE CLASSROOM OR PLAYGROUND



Locate student through the search for people, activities and more ... Then click on add chronicle entry .



Select the appropriate template for either minor classroom or minor playground.



Select the behaviour and enter details. Leave points section blank. If this is the first infringement then leave rating as grey. If there is more minor negative behaviours recorded for that day then increase the rating to amber.

# STUDENTS AT EDUCATIONAL RISK (SAER)

## STUDENTS AT EDUCATIONAL RISK (SAER)

SAER students are Students at Educational Risk and are defined as: “those students who may be at risk of not achieving the major learning outcomes of schooling which enable them to achieve their potential.”

There are varied reasons why students may be at educational risk. Students may have a learning difficulty or require additional support in their learning, or a medical/diagnosed condition which may impact upon their learning. Sometimes extended periods of absence or family trauma may be the reason why a student is at educational risk.

## IDENTIFICATION OF SAER STUDENTS

The class teacher in collaboration with the SAER Coordinator will identify those children who are potentially at educational risk by:

- The analysis of school data collection for example, PAT data student achievement
- The analysis of system data for students who are at or below the national minimum standard in literacy or numeracy in NAPLAN and below an expected level in ‘On-Entry’
- Have a diagnosed disability
- Have an imputed disability (e.g. dyslexia)
- Are likely to receive an ‘E’ or ‘D’ grade in literacy or numeracy in their current school report
- Are under the care of the Department of Child Protection (DCP)
- Attend school inconsistently to the point where it impacts the student’s ability to make progress
- Wellbeing requires support and intervention (behavioural management, anxiety, depression)

## REFERRAL TO SCHOOL PSYCHOLOGIST OR EXTERNAL AGENCY

The first stage is to meet with the parents and discuss your concerns. In some cases, parents may come to you with concerns. Often the issues may only manifest at home, however, we will still provide support.

If you are still concerned after meeting with parents then discuss with the SAER Coordinator. If the concerns are academic an Individual Education Plan should be written and an Individual Behaviour Plan should be written to address targeted behaviours.

If a referral to the School Psychologist is required there are hard copies in the School Psychologist pigeon hole in the staff room. A copy of the School Psychologist Referral form can be found on COMPASS: [School Resources/SAER/School Psychologist](#)

Once you have completed the form and printed it hand it to the SAER Coordinator and it will be reviewed at the next meeting between the School Psychologist and the SAER Coordinator. There is usually a heavy load of cases and in certain cases some referrals have to be prioritised.

# DOCUMENTED PLANS

## DOCUMENTED PLANS

The Department of Education of Western Australia requires schools to document specific adjustments they may make to cater for students or group of students in their care in what are collectively known as documented plans. Types of documented plans include individual attendance plans, individual behaviour support plans (IBP), individual education plans (IEP) and risk management plans.

## CHILDREN IN CARE

For children in care for who there are no current concerns then the documented education plan for children in care coversheet should be completed by classroom teachers. For Children in care for who a specific documented plan is required, then the relevant sections of the documented education plan for children in care coversheet should be completed and the relevant documented plan attached. The SAER Coordinator will email the document to CPFS. The CPFS cover sheet can be found on COMPASS: [School Resources/SAER](#)

## RISK MANAGEMENT PLANS

In some cases, a Risk Management Plan may be required and will be drawn up with the SAER Coordinator and specialists such as the school psychologist and/or SSEN:BE. The DoE Risk Management policy can assist with the determination of risks and inform the development of a Documented Plan. The Plan should identify risks, minimisation of those risks, targets for change and agreed management strategies. The Redcliffe Primary School Risk Management Plan template clearly identifies information that needs to be included. All staff who have a duty of care or manage the student need to be informed about agreed risk management strategies to be adopted.

## ATTENDANCE PLANS

Attendance plans will be created by administration Staff in consultation with parents and the classroom teacher during Students Attendance meetings.

## SMART GOALS

All documented plans must use SMART goals.



SPECIFIC	MEASURABLE	ATTAINABLE	RELEVANT	TIME BOUND
Make sure goals are focused and identify a tangible outcome. Without being specific the goal runs the risk of being too vague to know you have achieved success.	There should be some clear definition of success. This will help you to evaluate if the student has made progress and/or achieved the goal.	Student goals should be challenging but still achievable given the resources, time frame and skills etc	Goals must be practical and necessary for further success.	Every goal needs a target date for review. The student's rate of learning and the review time of 5 weeks need to be considered carefully.



# DOCUMENTED PLANS

## RESPONSIBILITIES OF TEACHERS (IEP AND IBP)

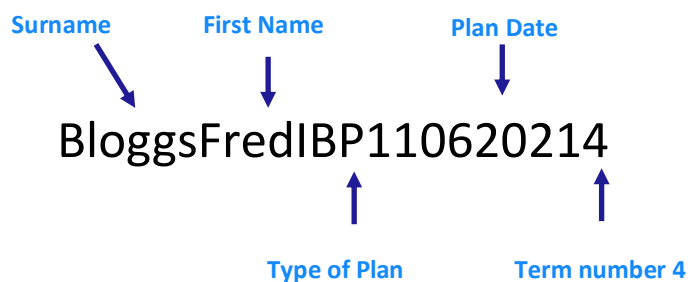
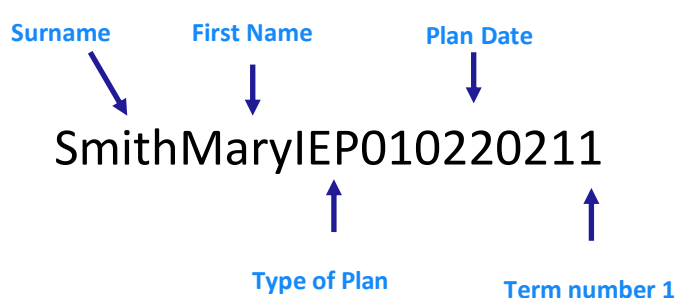
- Read and discuss class profile and analyse data with the previous teachers to identify needs
- Discuss concerns with parents/ carers as early as possible
- Use the appropriate template for the required documented plan. These can be found on COMPASS: [School Resources/SAER/Documented Plans](#)
- Write specific, measureable, attainable, relevant and time-bound (SMART) goals (**no more than three**)
- Use a comprehensive range of assessment methods to collect quality data and information that can be used to inform the progress of students
- Plan, write and submit a documented plan by week 5 of term one and review with SAER Coordinator prior to this date
- Meet with parents/carers to discuss and sign the documented plan
- Scan and upload signed document plans into COMPASS and place a copy of the documented plan on to the shared drive S: AdminShared > All Staff > 02 Teaching Staff > 2021 Documented Plans
- Place a hard copy of the signed documented plan in the Students file
- **After 10 weeks: Documented plans to be reviewed.** Ensure the review date is written on the documented plan. If students have reached goals prior to review date amend on the IEP document and contact parents to inform of new goal.
- Liaise as needed with School psychologist, Disabilities Services or other external agencies

## NAMING DOCUMENTED PLANS

Please ensure you name your documented plan using the following naming convention:

(Surname)(First name)(Type of plan)(dd, mm, yyyy)(term Number)

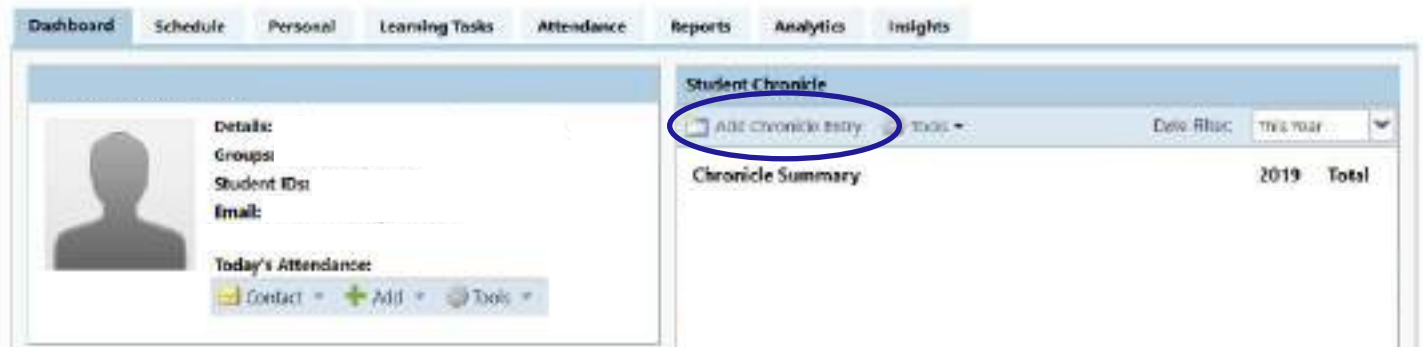
## EXAMPLES



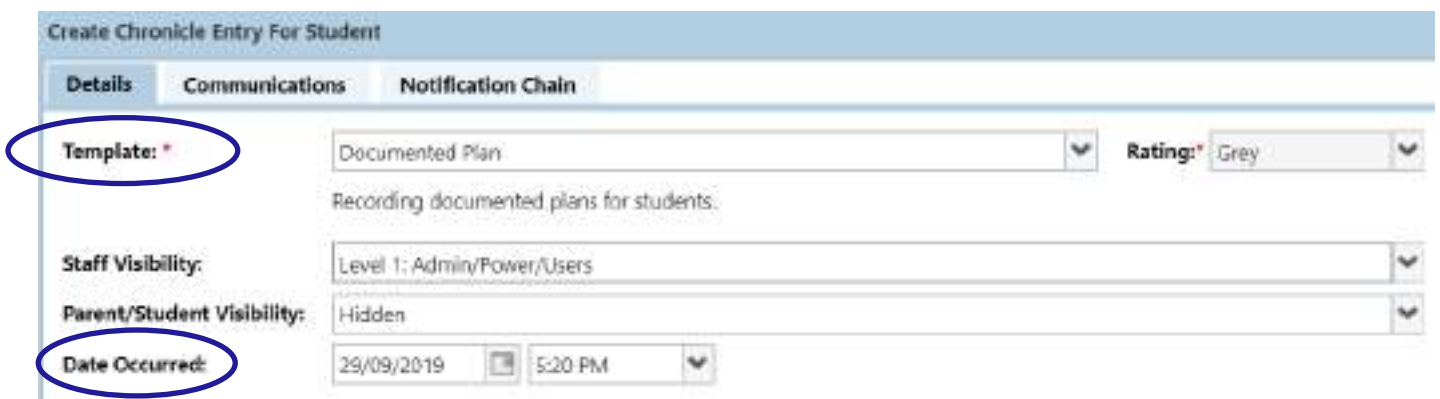
# COMPASS - DOCUMENTED PLANS

## ENTERING DOCUMENTED PLANS INTO COMPASS

1. Select student and select add Chronicle Entry



2. Select Academic: Documented Plan on the Template option and ensure date is correct. Leave rating and staff and parent visibility as is.



3. Check the appropriate Documented Plan type and check the box if it needs to be submitted to the Department of Communities.

4. Add details if needed. Confirm meeting with parents has taken place and plan has been signed. Type in review date( 10 weeks) should be on your documented plan.

5. Upload copy of Documented Plan



# SUICIDE AND NSSI INTERVENTION

DRAFT

## TAKE ALL DISCUSSIONS ABOUT SUICIDE SERIOUSLY

Suicide disclosure can take two forms;

- 1) Directly by a student
- 2) Indirectly by a parent or peer of the student.

## DIRECTLY BY A STUDENT

If disclosure is directly made by a student then let the student know there are supports available and that you'd like to help. Ask them to come with you to talk to the relevant staff member about what support is available to them. The staff member trained in suicide risk assessment can then continue the conversation to determine how at risk the young person may be and what action are required to keep them safe.

Risk assessments should only be undertaken by staff who've had specific training, and who've been allocated this role. At Redcliffe Primary School these staff are known as Gatekeepers. Please see the School response to student Suicidal Behaviour and Non-Suicidal Self-Injury Flow Chart in the staff room for further information.

**REMEMBER:** *Never promise a student that you will keep thoughts or feelings about suicide a secret*

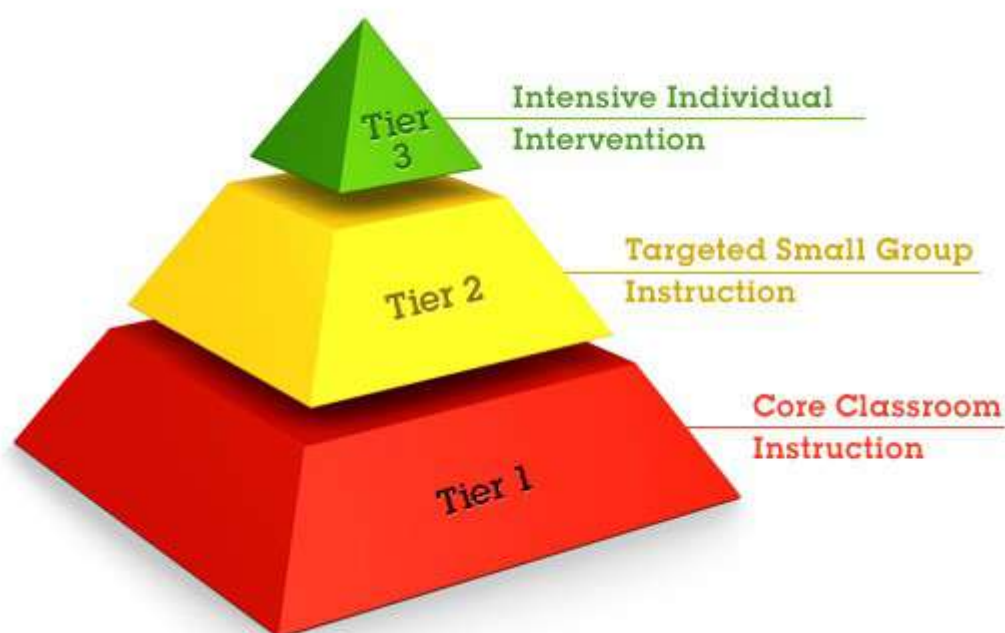
Keeping the secret may be extremely harmful, if not fatal. Be sure to tell the student that you're unable to keep their secret. Even if they seem upset with you now, it is essential to ensure they remain safe.

# INTERVENTION PROGRAMS

## INTERVENTION PROGRAMS

At Redcliffe Primary school we aim to support the individual needs of all students, particularly those who are identified as Students at Educational Risk (SAER) through the provision of specialised programs. It is important that teachers have an understanding of these programs so they can support further students in the development of the knowledge/skills being taught in the intervention programs during general classroom learning.

## RESPONSE TO INTERVENTION—3 TIERS OF SUPPORT



## REDCLIFFE ENGAGEMENT PROGRAM (REP)

Students who are isolated and/or disengaged in the learning process at Redcliffe Primary School have the opportunity to become part of the Redcliffe Engagement Program (REPS). The REP program is designed to address student wellbeing, social and behavioural needs through an integrated two day project-based program. Students in this program receive a report related to outcomes and participation in the program.

Classroom teachers recommend students they feel may be suitable for the REP program by completing the Student Engagement Program Referral Form. This can be found on COMPASS under Engagement Program. Several factors are considered when selecting students to take part in the program, such as their age, attendance, ABE report, peer relationships, as well as their focus and engagement in class.

# INTERVENTION PROGRAMS

## **JUNIOR ELEMENTARY MATH MASTERY (JEMM)**

Junior Elementary Math Mastery (JEMM) is used as a remediation program for students requiring support within the Maths learning area. JEMM is run by an Education Assistant who takes small groups of students for half an hour. JEMM consists of 80 lessons composed of 10 strands: Whole number addition; Whole number subtraction; Number facts; Place value; Number patterns; Money; Measurement; Fractions; Time; Chance and data. Students at risk in the Mathematics Learning Area are identified by the Progressive Achievement Test (PAT).

# INTERVENTION PROGRAMS

Under Review

## LETTERS AND SOUNDS INTERVENTION PROGRAM

Letters and Sounds is a Phonics program used as a Literacy remediation program for students in Years 3-6 working below their year level. It is run by an Education Assistant who takes small groups of 2-4 students for half an hour, four times per week. Students are identified for inclusion in the program by teachers and they then undergo a Letters and Sounds Assessment to determine their level of entry into the program. Once testing has been completed, students are placed into small groups according to their current Phase Level. Students remain in the program for the year but may move between groups according to their needs.

The intervention program covers Phases 2-5. Each phase is tracked through spelling tests completed at the beginning and end of each set of sounds. Students are re-tested as they finish each Phase, before moving onto the next Phase. Student results are given to the classroom teacher and SAER Coordinator.

LETTERS AND SOUNDS LESSON OVERVIEW	
<b>Phonological Awareness</b>	Orally blending and segmenting phonemes
<b>Review</b>	Previously learned graphemes and tricky words are reviewed
<b>Teach</b>	New graphemes and phonemes are taught in succession following the Letters and Sounds progression
<b>Practice and Apply</b>	New grapheme/phoneme knowledge is applied in reading and writing. Flashcards (words and sentences) decodable readers and games are used to practise reading words and sentences containing the target grapheme. There is a strong focus on blending sounds together to decode new words. Whiteboards, worksheets and games are used to practice writing words and sentences containing the target grapheme. There is a strong emphasis on segmenting words to help spell words.
<b>Guided Reading</b>	Once a week, students will undertake a Guided Reading Session based upon their PM Benchmark Level, as identified by the teacher.

## MINILIT INTERVENTION PROGRAM

MiniLIT is an early literacy program used as a remediation program for students in Years 1-2, working below their year level. It is run by an Education Assistant who takes small groups of students for half an hour, four times per week. Students are identified for inclusion in the program through the South Australian Spelling Test, which is given to the students by teachers at the beginning of the year. Students then conduct a MiniLIT placement test to determine their level of entry into the program. Once testing has been completed, students are placed into small groups according to their current level. Assessment is conducted every 1st and 7th week of the term and results are given to the classroom teacher and SAER Coordinator.

MINILIT LESSON OVERVIEW	
<b>Sound and Word Activities</b>	Knowledge of letter sound relationships
<b>Text Reading</b>	Concepts of print, Vocabulary and Comprehension
<b>Story Book Reading</b>	

# LEARNING AREA ALLOCATION

The Notional Time Allocation Guidelines: Pre-primary to Year 10 are presented as a guide. They are not mandatory and do not presume how schools should organise their students' learning. The Guidelines have been developed to assist schools and teachers to plan for and make decisions about how the curriculum is implemented.

	Hours per week	
	Preprimary to Year 2	Year 3—6
English	6	6
Maths	5	5
Humanities and Social Science	2	2
Science	2	2
Health and Physical Education	2	2
Languages	1	1
Technologies	2	2
The Arts	2	2

## TIMETABLING

Teachers are to plan for a Literacy and Numeracy Block. The literacy block should include literacy daily review, reading, spelling, grammar and vocabulary. The Numeracy block is to include a numeracy daily review and Origo lesson.

DOTT provision will allow for collaboration within year levels for planning, moderation and assessment.

Teachers are given their timetables at the beginning of each term.

## DUTY ROSTERS

Duty rosters are given out at the beginning of each term and can be found on COMPASS:

### [School Resources/Rosters](#)

Please ensure you are at your duty location on time and wearing your duty bag. This bag is to be worn for both lunch and recess duties. It should contain a small first aid kit, some gloves, an emergency card, faction tickets, playground behaviour forms and a pen. Please keep your bagged stocked with these items. The faction tickets will enable you to reward students during your duty who are displaying positive behaviours.

# ASSESSMENT SCHEDULE

## Redcliffe Assessment Schedule 2021

ALL RESULTS SHOULD BE SENT TO DATA ANALYTICS COORDINATOR

	DUE	ASSESSMENT	YEAR
TERM 1	Week 1	Cars and Stars Pre Test (5, 1 per Day)	3-6
	Week 2	SA Spelling Test (Intervention and Progress Measure)	1-6
	Week 3	PAT Testing Reading	2-6
	Week 3	PAT Testing Grammar	2-6
	Week 3	Brightpath Persuasive ( <i>Cold Task</i> ) Assessment and Moderation (within 1 week)	2-6
	Weeks 3-6	On Entry Testing	PP
	Week 5	Pat Testing Maths (Intervention and Progress Measure)	2-6
	Week 5	Pat Testing Science	3-6
	Week 6	PM Benchmarks / Probe	1-6
	Week 9	Brightpath Recount ( <i>Cold Task</i> ) Assessment and Moderation (within 1 week)	K-1
	Week 9	WARP Fluency Assessment	3-6
	Week 9-10	Origo Stepping Stones Quarterly Assessment 1	P-6
	Week 10	Cars and Stars Benchmark 1	3-6
	Week 10	Brightpath Persuasive ( <i>Hot Task</i> ) Assessment and Moderation (within 1 week)	2-6

	DUE	ASSESSMENT	YEAR
TERM 2	Week 3	NAPLAN NAPLAN Practice Test	3 & 5 2, 4, 6
	Week 5	Brightpath Recount ( <i>Hot Task</i> ) Assessment and Moderation (within 1 week)	1-6
	Week 5	WARP Fluency Assessment	3-6
	Week 5	Cars and Stars Benchmark 2	3-6
	Week 9-10	Origo Stepping Stones Quarterly Assessment 2	P-6



# ASSESSMENT SCHEDULE

	DUE	ASSESSMENT	YEAR
TERM 3	Week 3	Brightpath Narrative ( <i>Cold Task</i> ) Assessment and Moderation (within 1 week)	P-6
	Week 3	Cars and Stars Benchmark 3	3-6
	Week 7	WARP Fluency Assessment	3-6
	Week 8	Pat Testing Grammar	3-6
	Week 8	Pat Testing Reading	2-6
	Week 9	Pat Testing Maths (Intervention and Progress Measure)	2-6
		Pat Testing Science	2-6
	Week 9	Brightpath Narrative ( <i>Hot Task</i> ) Assessment and Moderation (within 1 week)	P-6
	Week 10	Origo Stepping Stones Quarterly Assessment 3	P-6
	Week 10	Cars and Stars Benchmark 4	3-6

	DUE	ASSESSMENT	YEAR
TERM 4	Week 2	PM Benchmark /Probe	P-6
	Week 3	Cars and Stars Benchmark 5	3-6
	Week 4	SA Spelling Test (Intervention and Progress Measure)	1-6
	Week 5	WARP Fluency Assessment	3-6
	Week 8	Cars and Stars Post Test (5, 1 per Day)	P-6
	Week 10	Origo Stepping Stones Quarterly Assessment 4	P-6

*SIGHT WORD ASSESSMENT SHOULD BE ONGOING BY TEACHERS WITHIN THEIR CLASS  
INITIALIT PROGRAM IMPLEMENTATION 2021 TO BE INCLUDED IN ASSESSMENT SCHEDULE FOR 2022*

# REPORTING REQUIREMENTS

## SEMESTER REPORTING SCHEDULE

CURRICULUM LEARNING AREAS	PP		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
<b>ENGLISH</b>														
Reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Listening and Speaking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>MATHEMATICS</b>														
Number and Algebra	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Measurement and Geometry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Statistics and Probability		✓		✓		✓		✓		✓		✓		✓
<b>HUMANITIES AND SOCIAL SCIENCES</b>														
History	✓		✓		✓		✓		✓		✓		✓	
Geography		✓		✓		✓		✓		✓		✓		✓
Civics and Citizenship							✓		✓	✓		✓		
Economics and Business											✓		✓	
<b>HEALTH AND PHYSICAL EDUCATION</b>														
Movement and Physical Activity	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Personal, Social and Community Health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LANGUAGES (Chinese)</b>														
Communicating	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understanding	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>SCIENCE</b>														
Biological Science	✓		✓		✓		✓		✓		✓		✓	
Chemical Science	✓		✓		✓		✓		✓		✓		✓	
Science as a Human Endeavor	✓		✓		✓		✓		✓		✓		✓	✓
Earth and Space Science		✓		✓		✓		✓		✓		✓		✓
Physical Science		✓		✓		✓		✓		✓		✓		✓
Science Inquiry Skills		✓		✓		✓		✓		✓		✓		✓
<b>TECHNOLOGIES</b>														
Design and Technologies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Digital Technologies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>THE ARTS</b>														
Music	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Visual Arts - Making	✓		✓		✓		✓		✓		✓		✓	
Visual Arts—Making and Responding	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Although not required to report on Drama, Dance and Media Arts, teachers are expected to expose students to aspects of each area over the year. It is expected that PP to year 4 will focus on Dance in semester 1 and Drama and Media Arts in semester 2. Year 5 and 6 will focus on Drama in semester 1 and Media Arts and Dance in semester 2.

# REPORTS

## REPORTING TO PARENTS

Schools are required to provide information to parents regarding their child's progress four times a year. Twice a year this must take the form of a formal report. Redcliffe's reporting schedule includes a mix of formal and informal opportunities for the teacher to inform parents of their child's progress and achievement. These include:

- Term 1 Open Night
- Term 2 Semester 1 Reports
- Term 3 Parent Interviews
- Term 4 Semester 2 Reports

Where a child requires individual learning adjustments, for example an Individual Education Plan (IEP) or Group Education Plan (GEP) parents will be asked to meet with the teacher before the commencement of each plan to discuss intended goals and strategies and how the parent is able to support their child.

## SEN REPORTS

Students with a diagnosed disability or who are anticipated to receive an E grade will be reported on using the Reporting to Parents Special Educational Needs (SEN) tool. You will need to consult with the SAER Coordinator and discuss the areas that the report will cover as soon as possible. Once this has been done the SAER Coordinator will have the SENreport set up and you will then be able to select the content descriptors to individualise the SEN Plan (SEN Planning).

To assist with setting content descriptors review the students previous SEN report, if there is one, and review the documented plan goals for the student. Please ensure you discuss the SEN reporting process with the parent or carer when meeting to discuss the documented Plan. This is because the SEN Plan will end in SEN Report at the end of the semester. This SEN Report will compliment not replace the Semester Report.

## ACCESSING SEN REPORTS FOR PLANNING

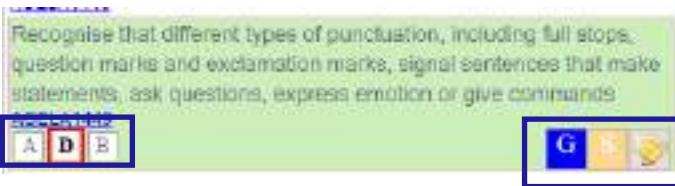
- Log into "Reporting to Parents"
- Click SEN Planning

### Quick Access

 <a href="#">Main Menu</a>	 <a href="#">Report Data Entry</a>
 <a href="#">Assessment and Reporting Management</a>	 <a href="#">Comment Bank</a>
 <a href="#">Reporting Group Maintenance</a>	 <a href="#">Student Analysis</a>
 <a href="#">Assessment Outlines</a>	 <a href="#">Report and Print Management</a>
 <a href="#">SEN Planning</a>	 <a href="#">School Curriculum and Standards Authority Reporting</a>

# REPORTS

Click on the planning tab and make sure you have the students selected on the left hand panel for all the descriptors to populate. You can then select the appropriate descriptor From ABLEWA to Year 6.



A, D and B refer to the achievement outcomes.  
A=Achieved D=Developing and B=Beginning  
G and S refer to Goals and Strategies.

# REPORT WRITING

Academic reporting involves communicating information to carers/parents about student achievement and progress for each learning area/subject undertaken. Reporting builds the school-parent partnership to improve student learning.

## REDCLIFFE PRIMARY SCHOOL REPORT WRITING FRAMEWORK

- Begin writing the comment with a **short explanation** of what the student has been doing in the learning area.
- Continue by describing the student's strength(s) and use specific examples. This should be a positive statement about things that the student has done well or improved in.
- End the comment with a statement regarding next steps for learning or specific information/advice about how the students can progress/improve.

## REDCLIFFE PRIMARY REPORT WRITING GUIDELINES

- When writing reports to carers/parents, avoid using teacher jargon and specialist terms.
- Present information in a clear and precise manner which makes it easy for parents to understand.
- Avoid detailed curriculum descriptions or lists of all the units and activities you have covered in class. Parents want to know how their child is performing in relation to the expected levels of achievement, as well as the areas in which their child needs to improve.
- Use the child's legal name throughout the report as reports are considered official and legal documents.
- Review previous student achievement data (NAPLAN results, previous grades etc.) before finalising your comments and grades so you can avoid contradictory statements. e.g. "Max has performed really well this semester in Maths and should be proud of his achievements" Grade: B. This would seem to be OK, but not if he got an "A" last semester and his NAPLAN results are poor.
- Ensure your vocabulary is consistent with the achievement descriptors.
- Do not predict the future e.g. "Amy's results will improve with more consistent effort." Instead, you may say, "I would like to see a more consistent effort from Amy."
- Nothing in the reports should be a surprise. For example, it would be reasonable to state; "Amy struggles to maintain her focus in the classroom", but NOT if parents/guardians haven't previously been informed of this. Reports are not the time for parents to learn for the first time that their child disrupts others, fails to complete their homework/class-work/assignments, etc.
- With the above point in mind, no parent/guardian should be surprised by a "D" or "E" grade. If a student in your class is likely to receive a "D" or "E", you need to let their parent/guardian know well before the end of the semester. An IEP should be considered in this instance.
- Use correct terms, not abbreviations e.g., PPE, HASS, Pre-Primary
- Capitals are to be used for subject/Learning Areas.
- Numbers are to be written in words not digits.
- Remember Practice – noun and Practise – verb. Eg '... must attend hockey practice.' '...must practise pushing the hockey ball.'
- Use Standard Australian English (recognise, familiarise, program)
- Check for overuse of the pronouns *he* or *she* and the student's name. Try to alternate use of the student name and the relative pronoun.
- Use spellcheck and grammar check
- If you are writing a personal comment to the child at the end, the name they are known by is OK.

# REPORT WRITING PROCESS

## REPORTING PROCESS

Redcliffe primary school will be moving to online reporting for parents in 2020. More information to follow in 2021.

# RESOURCE BOOKING

## BOOKING RESOURCES AND TEACHING AREAS

Teachers and staff are to book teaching areas and IT resources through COMPASS.



### CREATING A BOOKING



To access the Resource Booking Module on Compass hover over the Organisation menu (grid icon) and select 'Resource Booking' from the drop-down menu. The following box will open. Select you category.

## Booking Sheet

Category: [Select a group] Export All Bookings (Kcal) Export All Bookings (CSV)

View Resource Schedule

< Prev Next > Date: 28/01/2020

	12 AM	1 AM	2 AM	3 AM	4 AM	5 AM	6 AM	7 AM
	00 15 30 45 00	15 30 45 00	15 30 45 00	15 30 45 00	15 30 45 00	15 30 45 00	15 30 45 00	15 30 45 00

Select Dates and times and then add booking

Category: Teaching Rooms

View Resource Schedule

< Prev Next > Date: 28/01/2020 Add Booking

	8 AM				9 AM				10 AM				11 AM				12 PM			
	00	15	30	45	00	15	30	45	00	15	30	45	00	15	30	45	00	15	30	45
Art / Science Room																				
Canteen																				
Computer Lab																				
Drama Room																				
Library																				
Undercover Area																				

# RESOURCE BOOKING

## LOANING TEACHING RESOURCES

Under construction



# FINANCES

## REDCLIFFE PRIMARY SCHOOL FINANCE INFORMATION

Resources ( including staff time, expertise, funding, facilities and materials) should be applied in a targeted manner to meet the learning and well being of all students in the school.

**Funding is used for the students in the year that it is provided.**

Redcliffe Primary School receives funding from the Education Department, this is called Student Centred Funding. The Finance Committee determines how these funds are utilised. The majority of the funding is for school salaries and an amount agreed on by the Finance Committee is transferred to the school Cash Budget. Money transferred to the school Cash Budget occurs twice a year through the Feb & Jul gateways, these funds are income in the school budget. The amount of funding received through Student Centred Funding is calculated directly on student numbers and other factors such as, Aboriginality, ESL, disability funding. The role of the School Finance Committee is crucial in setting budgets and recommending any additional funding. The school budget reflects many specialized areas, each of these areas is called a 'cost centre' and each has a 'Cost Centre Manager'. The role of the incurring officer (Cost Centre Manager) is to undertake and provide an assurance to the certifying officer that the necessary checks and controls have been completed.

## PURCHASING

ONLY Cost Centre Managers can make purchases from their cost centres. However, the Principal and Manager Corporate Services can order from cost centres if required. If you are not a Cost Centre Manager and you require specific resources, you **MUST** get approval (a signed order form) **BEFORE** resources can be ordered. If an order form has not been completed, then the resources will be returned to the supplier.

## PURCHASING RULES

**COST CENTRE MANAGERS** must follow all aspects of the financial process; *please request individual training from Manager Corporate Services if required.*

- **Order forms must be fully completed / GST**
- Receipt of goods - checking invoice against order, sign Authorisation stamp to authorise payment. Request Library Officer to accession of all books, CD & DVD. Manager Corporate Services will record appropriate assets and resources in registers.
- Monitor budget(s) to ensure planned spending (budget submission) and that the budget is never over-drawn. Please use 'Cost Centre Record of Expenditure' EVERY time you complete an order/purchase. See attached.
- Finance reports - Each Cost Centre Manager will receive a monthly report detailing expenditure for their cost centre. It should be noted that this statement only indicates payments made to the date of the statement. Any goods ordered but not received, or not paid are NOT listed, cross check with your cost centre management record.
- Additional Funding request submission – this form is to be used by Cost Centre Managers throughout the year when additional funding is required for new projects or initiatives. It is NOT to be used for items that are already listed in the annual budget submission.

# FINANCES

## CASH PURCHASES

This method of purchasing is only appropriate for minor purchases (below \$55 – including GST unless previously approved by Manager Corporate Services). All other purchases should be made through School Purchase Card or an official Order Form.

Staff purchasing goods for cash for school use:

- Purchase with CASH only. Do not use personal DEBIT / CREDIT Cards
- Can seek reimbursement once a School Payment Voucher has been completed and Cost Centre Management approval has been received. (See Appendix 4 for sample of School Payment Voucher)
- Ensure all receipts are attached to the School Payment Voucher.
- **Ensure receipts are NOT a mixture of personal and school purchases.**
- Fuel discount docketts must not be detached for personal use from supermarket docketts eg Coles and Woolworths.

## PURCHASING CARDS

The Purchasing Card enables cardholders to purchase goods and services with greater efficiency. Cardholders must comply with the terms and conditions outlined in the application forms.

A cardholder who is found guilty of misuse or fraudulent use of the Purchasing Card is liable for prosecution under the Financial Management Act 2006, the Crimes Code Act Compilation Act (1913) or the Public Sector Management Act 1994, or by action under all of these Acts. Cardholders must be aware that prosecution may be the consequence of fraudulent misuse of the card.

Cardholders should also be aware that holding a Purchasing Card in no way affects their personal credit rating.

## ASSETS AND RESOURCES

### RESPONSIBILITY OF TEACHERS WHO ARE COST CENTRE MANAGERS

Teachers and their students must ensure assets used by them and within their custody are maintained correctly and are safely secured. For the school's Assets and Resources Registers to be maintained effectively the Manager Corporate Services must be informed of all changes and movements of assets in the custody of teachers who are Cost Centre Managers.

## UNDERSTANDING BUDGET ANALYSIS (COST CENTRE) REPORT

Your Cost Centre Number and Title are in the top left hand corner of the report – this example D1005

Stationery & Office Supplies

“Allocated”	your Budget Allocation this example - \$2,000	
“Spent”:	funds expended to date	this example - \$901.27
“Difference”:	funds left to spend	this example - \$1098.73 - <b>LESS BACKORDER(S)</b>

# FINANCES

## ACCEPTANCE OF GIFTS FROM EXTERNAL SOURCES

Acceptance of gifts by employees can be seen to compromise the performance of their duties if it is not conducted openly and with integrity. Therefore, before accepting a gift, an employee should consider if accepting it would place them in a position of actual, perceived or potential conflict of interest. If so or in doubt, the employee should politely decline the gift. For further information, see the Department's Staff Conduct and Discipline policy and Code of Conduct.

## INCURSIONS / EXCURSIONS/CAMPS

When activities are supplied to students at a cost, it is **MANDATORY** that they are assessed for GST liability. If this is not done the school runs the risk of breaching ATO legislation. The school could also be in contravention of the School Education Act if students are overcharged and refunds not given. A GST Pricing Excel Worksheet has been developed by Central Office. This is a useful tool to assess the GST liability of activities and the correct charging of students. All events must be entered through Compass using the appropriate templates.

## FUNDRAISING

ALL school run fundraising events **MUST** be presented and approved by the Finance Committee, so please plan your event(s) well in advance.

# HANDWRITING

**FOR EVERY STUDENT TO DEVELOP A LEGIBLE, FLUENT AND AUTOMATIC STYLE THAT SUPPORTS WRITING FOR EXTENDED PERIODS OF TIME.**

Handwriting is a complex skill which is linked with a number of other cognitive, kinaesthetic and perceptual-motor skills and functions. The Western Australian Curriculum: English requires teachers to formally teach and assess aspects of students' handwriting. From Pre-primary onwards, it is critical that letter formations are explicitly taught and that students are given regular opportunities to practise handwriting and receive feedback on their progress. The allocation of time for teaching handwriting will vary across the phases of schooling. In Year PP-3 students require regular lessons where they are taught correct pencil grip, hand movements, letter formations and have the opportunity to practise and consolidate their handwriting. In Year 4-6 whole class lessons focus on consolidation of letter formations and joins with emphasis placed on using clearly formed joined letters and developing increased fluency and automaticity.

## A WHOLE SCHOOL APPROACH

**SPECIFIC FONT:** New South Wales Foundation style-the fonts can be found on the shared drive.

### PAPER:

- PP-1 - blank paper, 24mm dotted thirds
  - Year 2 – 18 mm dotted thirds
  - Year 3-4 – 14mm dotted thirds
  - Year 5-6 – 14mm, 8 or 9 mm
- Please also consider the individual students' needs

### WRITING IMPLEMENTS:

- Year PP-4— HB pencils
- Year 4 Semester 2 – School Pen (pen licence awarded)
- Year 5 – HB pencils, red biro (for ruling up and marking)
- Year 6 – HB pencils, bios

## HANDWRITING LESSONS

Handwriting lessons should be short focused sessions supported by opportunities throughout the day to reinforce key messages about handwriting. Teaching and learning activities should support :

YEAR P-2	YEAR 3-4	YEAR 5-6
<ul style="list-style-type: none"><li>• hand-eye coordination</li><li>• pencil grip and posture</li><li>• formation of lower and upper-case letters (starting place, direction, shape)</li><li>• space between words</li><li>• consistency of size</li><li>• formation of numerals</li></ul>	<ul style="list-style-type: none"><li>• pencil grip and posture</li><li>• formation of lower and upper-case letters (starting place, direction, shape)</li><li>• joins</li><li>• fluency</li><li>• spacing</li><li>• legibility</li></ul>	<ul style="list-style-type: none"><li>• formation of lower and upper-case letters (starting place, direction, shape)</li><li>• consistency of shape and size</li><li>• joins (diagonal, horizontal)</li><li>• use of speed loops</li><li>• fluency and automaticity</li><li>• spacing</li><li>• uniformity of slant</li><li>• aesthetic appeal</li><li>• personalised style</li></ul>

# HANDWRITING

## PEN LICENCE YEAR 4 SEMESTER 2

During Semester 2, Year 4 teachers will begin to assess children's work over a number of weeks to decide whether they are ready for a pen licence. The Pen licence involves students being given a special school pen and a certificate that states they are now allowed and expected to use ink for both their school-work and homework. All students are expected to be writing using pen From Year 5.

## SCHOOL FONT AND SAMPLE LETTER FORMATIONS

Aa Bb Cc Dd Ee Ff Gg  
Hh Ii Jj Kk Ll Mm Nn  
Oo Pp Qq Rr Ss Tt Uu  
Vv Ww Xx Yy Zz

# EDITING SHEET

## PROOFREADING AND EDITING STUDENT WORK

Printable copy is available on COMPASS.

School Resources/Curriculum Learning Areas/English

— capitalise	They fished in <u>lake</u> <u>tahoe</u> .
— uncapitalise	Five <u>S</u> tudents missed the <u>B</u> us.
<sup>Sp</sup> Spelling mistake	The day was cloudy. <sup>Sp</sup> For lower classes—underline and rewrite the word above.
Circle and insert punctuation	⊙ Look out !
Insert a word	Insert a <sup>^</sup> word
<sup>^S</sup> make a space	He read twobooks. <sup>^S</sup>
— Scrap	<del>Delete</del> , take out
~	Reversing words or letters
//	Begin a new paragraph
←	Close the ←space

# SIGHT WORDS

## SIGHT WORDS

Sight word recognition is an integral part of Redcliffe Primary schools literacy program. Over half of all written material is comprised of the first 300 words on Fry's Word list, so familiarity with these words is understandably an essential component of reading. Students will be assessed in Term 2 and Term 4.

## WHOLE SCHOOL TARGETS

BY THE END OF:	READ	SPELL
Preprimary	List 1 –10 by sight and in context	Lists 1 –2 correctly
Year 1	List 1 –20 by sight and in context	Lists 1-5 correctly
Year 2	List 1 –40 by sight and in context	Lists 1-12 correctly
Year 3	List 1 –55 by sight and in context	Lists 1-24 correctly
Year 4	List 1 –70 by sight and in context	Lists 1 –35 correctly
Year 5	List 1 –100 by sight and in context	Lists 1-60 correctly
Year 6	List 1 –100 by sight and in context	Lists 1-100 correctly

At Redcliffe Primary School we have set end of year targets for each year level. It is important that all teachers are testing and recording in the same manner. Teachers will begin a Fry Words List recording sheet upon the student's commencement at Redcliffe Primary School. Highlighters will be used for recording mastery, pink highlighter for spelling and blue highlighter for reading.

Testing of lists continues until three or more words are incorrect in a list. List mastery and level target is determined from the highest list with full mastery. The list mastery level for spelling and reading will get recorded in the handover document at the end of the year. Students are not to be assisted in any way with sounding out the words to read or spell.

## READING SIGHT WORDS

Students are given the list words either on the recording sheet or an additional copy. For a word to be mastered students must read the word without sounding out and have a quick recall.

## SPELLING SIGHT WORDS

Students are read the word; they then verbally spell the word. If students are having trouble spelling the word back, they may be allowed the opportunity to write it on a white board. Students should only be allowed a maximum of three attempts for mastery of the word to be recorded.

# SIGHT WORDS

## FRY WORD LISTS

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9	List 10
the	he	at	but	there	will	me	two	my	find
of	was	be	not	use	up	her	more	than	long
and	for	this	what	an	other	would	write	first	down
a	on	have	all	each	about	make	go	water	day
to	are	from	were	which	out	like	see	been	did
in	as	or	we	she	many	him	number	call	get
is	with	one	when	do	then	into	no	who	come
you	his	had	your	how	them	time	way	oil	made
that	they	by	can	their	these	has	could	its	may
it	I	word	said	if	so	look	people	now	part

List 11	List 12	List 13	List 14	List 15	List 16	List 17	List 18	List 19	List 20
over	live	name	much	boy	set	such	land	change	letter
new	me	good	before	follow	put	because	different	off	mother
sound	back	sentence	line	came	end	turn	home	play	answer
take	give	man	right	went	does	here	us	spell	found
only	most	think	too	show	another	why	move	air	study
little	very	say	mean	also	well	ask	try	away	still
work	after	great	old	around	large	want	kind	animal	learn
know	thing	where	any	form	must	men	hand	house	should
place	our	help	same	three	big	read	picture	point	Australia
year	just	through	tell	small	even	need	again	page	world

List 21	List 22	List 23	List 24	List 25	List 26	List 27	List 28	List 29	List 30
high	last	light	along	life	important	sea	hear	watch	cut
every	school	thought	might	always	until	began	stop	far	young
near	father	head	close	those	children	grow	without	Indian	talk
add	keep	under	something	both	side	took	second	real	soon
food	tree	story	seem	paper	feet	river	late	almost	list
between	never	saw	next	together	car	four	miss	let	song
own	start	left	hard	got	mile	carry	idea	above	being
below	city	don't	open	group	night	state	enough	girl	leave
country	earth	few	example	often	walk	once	eat	sometimes	family
plant	eye	while	begin	run	white	book	face	mountain	it's

List 31	List 32	List 33	List 34	List 35	List 36	List 37	List 38	List 39	List 40
body	horse	usually	top	hours	listen	five	table	cold	town
music	birds	didn't	ship	black	wind	step	north	cried	I'll
color	problem	friends	across	products	rock	morning	slowly	plan	unit
stand	complete	easy	today	happened	space	passed	money	notice	figure
sun	room	heard	during	whole	covered	vowel	map	south	certain
questions	knew	order	short	measure	fast	true	farm	sing	field
fish	since	red	better	remember	several	hundred	pulled	war	travel
area	ever	door	best	early	hold	against	draw	ground	wood
mark	piece	sure	however	waves	himself	pattern	voice	fall	fire
dog	told	become	low	reached	toward	numeral	seen	king	upon



# SIGHT WORDS

List 41	List 42	List 43	List 44	List 45	List 46	List 47	List 48	List 49	List 50
done	correct	front	building	stay	plane	warm	yes	object	dark
English	oh	feel	ocean	green	system	common	clear	am	ball
road	quickly	fact	class	known	behind	bring	equation	rule	material
halt	person	inches	note	island	ran	explain	yet	among	special
ten	became	street	nothing	week	round	dry	government	noun	heavy
fly	shown	decided	rest	less	boat	though	filled	power	fine
gave	minutes	contain	carefully	machine	game	language	heat	cannot	pair
box	strong	course	scientists	base	force	shape	full	able	circle
finally	verb	surface	inside	ago	brought	deep	hot	six	include
wait	stars	produce	wheels	stood	understand	thousands	check	size	built

List 51	List 52	List 53	List 54	List 55	List 56	List 57	List 58	List 59	List 60
can't	center	regions	love	window	legs	arms	record	west	represent
matter	farmers	return	cause	difference	sat	brother	finished	lay	soft
square	ready	believe	rain	distance	Main	race	discovered	weather	whether
syllables	anything	dance	exercise	heart	winter	present	wild	root	clothes
perhaps	divided	members	eggs	sit	wide	beautiful	happy	instruments	flowers
bill	general	picked	train	Sum	written	store	Beside	meet	shall
felt	energy	simple	blue	summer	length	job	gone	third	teacher
suddenly	subject	cells	wish	wall	reason	edge	sky	months	held
test	Europe	paint	drop	forest	kept	past	glass	paragraph	describe
directions	moon	mind	developed	probably	interest	sign	million	raised	drive

List 61	List 62	List 63	List 64	List 65	List 66	List 67	List 68	List 69	List 70
cross	factors	buy	copy	temperature	hair	possible	speed	fraction	surprise
speak	result	century	free	bright	age	gold	count	Africa	French
solve	jumped	outside	hope	lead	amount	milk	cat	killed	died
appear	snow	everything	spring	everyone	scale	quiet	someone	melody	beat
metal	ride	tall	case	method	pounds	natural	sail	bottom	exactly
son	care	already	laughed	section	although	lot	rolled	trip	remain
either	floor	instead	nation	lake	per	stone	bear	hole	dress
ice	hill	phrase	quite	consonant	broker	act	wonder	poor	iron
sleep	pushed	soil	type	within	moment	build	smiled	let's	couldn't
village	baby	bed	themselves	dictionary	tiny	middle	angle	fight	fingers

List 71	List 72	List 73	List 74	List 75	List 76	List 77	List 78	List 79	List 80
row	gas	grew	lost	east	yourself	suppose	whose	direct	separate
least	England	skin	Sent	pay	control	woman	received	ring	break
catch	burning	valley	symbols	single	practice	coast	garden	serve	uncle
climbed	design	cents	wear	touch	report	bank	please	child	hunting
wrote	joined	key	bad	information	straight	period	strange	desert	flow
shouted	foot	president	save	express	rise	wire	caught	increase	lady
continued	law	brown	experiment	mouth	statement	choose	fell	history	students
itself	ears	trouble	engine	yard	stick	clean	team	cost	humans
else	grass	cool	alone	equal	party	visit	God	maybe	art
plains	you're	cloud	drawing	decimals	seeds	bit	captain	business	feeling

# SIGHT WORDS

List 81	List 82	List 83	List 84	List 85	List 86	List 87	List 88	List 89	List 90
supply	thus	fit	crowd	sense	thick	position	stream	meat	park
corner	won't	addition	poem	string	blood	entered	planets	lifted	sell
electric	cook	belong	enjoy	blow	lie	fruit	rhythm	process	shoulder
insects	bones	safe	elements	famous	spot	tied	eight	army	industry
crops	tall	soldiers	indicate	value	bell	rich	science	hat	wash
tone	board	guess	except	wings	fun	dollars	major	property	block
hit	modern	silent	flat	movement	loud	send	observe	particular	spread
sand	compound	trade	seven	pole	consider	sight	tube	swim	cattle
doctor	mine	rather	interesting	exciting	suggested	chief	necessary	terms	wife
provide	wasn't	compare	expect	branches	thin	Japanese	weight	current	sharp

List 91	List 92	List 93	List 94	List 95	List 96	List 97	List 98	List 99	List 100
company	truck	France	opposite	shoes	gun	workers	difficult	rope	cows
radio	fair	repeated	wrong	actually	similar	Washington	match	cotton	track
we'll	printed	column	chart	nose	death	Greek	win	apple	arrived
action	wouldn't	western	prepared	afraid	score	women	doesn't	details	located
capital	ahead	church	pretty	dead	forward	bought	steel	entire	sir
factories	chance	Sister	solution	sugar	stretched	led	total	corn	seat
settled	born	oxygen	fresh	adjective	experience	march	deal	substance	division
yellow	level	plural	shop	fig	rose	northern	determine	smell	effect
isn't	triangle	various	Suffix	office	allow	create	evening	tools	underline
southern	molecules	agreed	especially	huge	fear	British	nor	conditions	view

# SPELLING MASTERY

Redcliffe PS implements the Spelling Mastery program to support better spelling outcomes, and act as a pedagogical model for whole-school consistency in the English Curriculum area. Spelling Mastery is a strategy based spelling program which provides Year 1-6 students with reliable spelling strategies to enable them to spell accurately and with confidence.



Spelling Mastery helps students to understand the relationship between sounds, word parts and spelling patterns. Students are taught explicitly and in small steps, using sufficient practice, so they comprehend how spelling works and transfer their spelling skills to their writing.

## IMPLEMENTATION

New students are assessed on their enrolment and placed in the appropriate Spelling Mastery Level. Teachers are allocated a Spelling Mastery class level, teaching book and teaching space. Classes are run Monday, Tuesday, Thursday and Friday. Spelling Mastery lessons run for 20 minutes and contain weekly reviews to track and monitor student progress. Classes begin exactly at 8.40am and finish at 9.00am. Teachers must complete the Spelling Mastery roll so students can be monitored for attendance. If a student is absent then write this in their student work book under the lesson. Each level provides opportunities for students to re-sit regular tests to allow further opportunity to improve results.

## SPELLING MASTERY LESSON

Comprehensive instructions are given in the Spelling Mastery Teacher Handbook's please familiarize yourself with these.

- Spelling Consolidation of previous spelling rules, focus and vocabulary
- The script must be followed **EXACTLY** as set out in Spelling Mastery Teacher's Manual
- The Lesson must be quick-paced
- Children must be organized with material, focused on the task with whole body listening.
- Signaling (tapping, clapping, snapping fingers) is very important. Children need to learn to respond to your signals quickly.
- Correcting mistakes is **VERY** important. It is essential to monitor for incorrect responses and model and correct before carrying on with the lesson.
- Use word lists to develop vocabulary - find base word, use to build word knowledge.

The Spelling Mastery Scope and Sequence can be found on COMPASS:  
[School Resources /Curriculum Learning Areas/English/Spelling Mastery](#)

## CLASSROOM SPELLING

Teachers are still to plan and teach spelling for their own class.

# PMBENCHMARK



## PMBENCHMARK READING LEVEL ASSESSMENT

Redcliffe Primary School uses the PM Benchmark Reading Assessment Kits to explicitly assess students' instructional and independent reading levels using unseen, meaningful texts. The school has two PM Benchmark kits (red and blue) containing both levelled fiction and non-fiction texts. It is important to assess students using both text types.



The PM Benchmark Software Assessment online tool (RAR) establishes students' reading comprehension levels and enables progress to be tracked as they move through the school.



The RAR kit also

- Identifies knowledge and skills—high-frequency words and ability to decode text-specific vocabulary
- Assesses students' retelling strategies
- Determines students' comprehension understandings within and beyond the text
- Assesses students' fluency when they read aloud

## IMPLEMENTATION

The PM Benchmark Assessment (RAR) is to be conducted online. You will need to see the PM Benchmark Coordinator to enable access to the online assessment. PM Benchmark Kits 1 and 2 can be found in the Teacher Office in the Administration area. They are to be signed out during testing time and returned as soon as that testing time is completed to enable use by other teachers.

The assessment is to be conducted by the class teacher and is recorded directly on to the PM Benchmark Software Assessment Tool (RAR) as the student completes the assessment. The software makes the recording of reading records and the generation of student profile data easier, more efficient and more accurate. The software automatically calculates data such as reading accuracy rate, error rate and self-correction rate.

It is important to make notes during the reading assessment and to **ensure** that you record the student's **instructional level**. This level clearly identifies the student's learning needs. Use the results from the assessment and your professional judgement to identify the correct instructional level for the student. Remember you can slide the arrow to move to an instructional level.

The PM Benchmark software provides a variety of graph options and reports demonstrating the progress of individual students. It also provides a report of recommendations for ongoing teaching for individual students in your class. Teachers are to follow the assessment schedule and assess their students reading levels in Term 1 and Term 3. You can also assess at any other time.

For students who have attained reading level 30 please use Probe.

# PMBENCHMARK

## READING LEVELS

**Independent reading levels >95%** – are useful for promoting phrasing, fluency and vocabulary recognition. This level is more suitable for home reading programs.

**Instructional reading levels 90-95%** – have the ‘right’ amount of challenge for developing and practising new reading strategies. This level of text difficulty will only be just ‘right’ if the teacher provides guidance and feedback to ensure students can practise the new skills with support.

**Difficult reading level <90%** - are best read to students as the level of complexity is too high to ensure reading for meaning.

## WHEN TO MOVE A STUDENT TO THE NEXT LEVEL

The ultimate *goal of reading* is to construct *meaning*. However, it is important to review all the assessment data to accurately determine your students learning needs. This includes their ability to retell, strategies and skills they are using and also their self correction rate. A self correction rate of 1:4 means for every four errors, one is self-corrected. Anything larger than this ratio would usually signal that the reader is not attending to the text and the meaning has been compromised. Analysing errors and self-correction rates can help you determine what your students are using to decode words and what they need to work on.

# PROBE

## PROBE

Redcliffe Primary School uses Probe2 Reading Comprehension Assessment to assess reading accuracy, reading behaviour and in-depth reading comprehension, of students who have completed the PM Benchmark Reading Assessment Kits (Level 30).

The Probe2 Reading Comprehension Assessment (Probe2) kit is a tool for teachers to continue tracking the reading progress of students who have completed PM Benchmarks. Probe2 also allows teachers to individually assess students reading of fiction and non-fiction texts.

The Probe2 kit includes:

- Book 1: Manual with copy masters
- Book 2: Student Texts

Additionally, copies of the copy masters have been premade for your convenience. If any of these run low, please find them in the Manual with copy master's book and ensure they are marked with permissions to photocopy.

- Determiner
- Copy masters



## IMPLEMENTATION

The Probe2 kit and copy master folders can be found in the Teacher Office in the Administration area. They are to be signed out during testing time and returned as soon as the testing time is completed to enable use by other teachers. Please note that all sections other than the copy masters are not to be photocopied or scanned.

The assessment is to be conducted by the classroom teacher and recorded on the copy masters. All copy masters from any levels tested must be kept in a plastic pocket with previous tests. These tests will be passed on at the end of the year with the handover document.

The Probe2 Reading Comprehension Assessment should be completed in Term 1 and Term 4 as per the Assessment Schedule. At Redcliffe Primary School we follow option one in the testing manual, testing for oral reading and comprehension. Answers to comprehension questions are in the manual and should be followed very carefully, as some answers require more than one response. Student responses should be written out on the copy masters.

## READING LEVELS

To determine what set to start a student on use the determiner word pre-test. All students should be tested from Set 1 regardless of their age. Stop when a student has a consistent pattern of errors. Begin testing on the set that is immediately before the errors began. If a student makes a few scattered errors throughout, but finishes the word pre-test with their set level 20, begin testing at the age of the student. Ages of sets is listed at the top of the copy masters.

## WHEN TO MOVE A STUDENT TO THE NEXT LEVEL

The student's independent reading level is when the students best pass (70% or more). If a student scores lower than 70% go down a set and higher than 70% go up a set. This process applied for both fiction and non-fiction.

# CARS AND STARS COMPREHENSION

## CARS AND STARS COMPREHENSION PROGRAM (YEARS 3-6)

CARS and STARS Plus Series is a Reading program used to assess reading comprehension and teach reading strategies. The CARS Plus Series is a diagnostic reading series that allows you to identify and assess a student's level of mastery for each of the 12 reading strategies. The STARS Plus Series is a prescriptive reading series that provides essential instruction in the same 12 reading strategies as the diagnostic CARS Plus series.



At Redcliffe Primary School the CARS and STARS Plus Series Reading program is used in Year 3-6. This should be a supplement to your reading program within your classroom. When teaching in areas such as guided reading, shared reading and Literacy reviews you should be using the wording of the 12 strategies from CARS and STARS.

The strategies included in CARS and STARS Plus Series are:

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognising Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Distinguishing Between Fact and Opinion
- Identifying Author's Purpose
- Interpreting Figurative Language
- Distinguishing Between Real and Make-believe

## CARS

CARS Tests include three types pre-test, bench mark tests and post-tests. The pre-tests have five tests that are designed to be completed one a day over five days, these are to be completed prior to the commencement of STARS. The benchmark tests are used as a formative assessment of students understanding of the strategies, these are scattered throughout the year. The post-tests are designed to be completed one a day over five days, similar to the pre-tests, these are intended to be completed following the completion of STARS or at the end of the year. Please refer to the Assessment Schedule for the exact dates. CARS books have not been purchased for students, copies that have been purchased to be shared amongst the classes.

## STARS

STARS strategies are to be taught in the order stipulated in the book. Each strategy must be completed before commencing the next strategy. Approximately three strategies should be completed each term. STARS books have been purchased for students to write in, if a student leaves the school during the school year please discuss with the English co-ordinator before sending the book home.

## LEVELS

The levelling process at Redcliffe Primary School remains under review and will be updated in 2021. If you have any questions regarding a student's level please consult the English Curriculum Leader.



## BRIGHTPATH

Brightpath is an online software tool which enables teachers to compare their students' work to calibrated exemplars (moderated work-pieces) to calculate a standard score. At Redcliffe Primary School we use Brightpath to assess literacy tasks. This includes written tasks (e.g., persuasive writing, narrative writing, written recounts) and oral tasks (e.g., oral narratives). Brightpath is used for all students from K-6. Brightpath is accessed online at <https://www.brightpath.com.au/>

*Login name:* Your Department of Education email address (e.g. joe.bloggs@education.wa.edu.au)

*Password:* First time users will be emailed an initial password. This can be personalised following initial login.

## ASSESSMENTS – COLD AND HOT TASKS

Brightpath assessments use 'cold' and 'hot' tasks:

**COLD TASK** - this is the initial diagnostic assessment. Students complete the cold task prior to being explicitly taught the concepts being measured by the cold task. Cold tasks highlight students' areas of need.

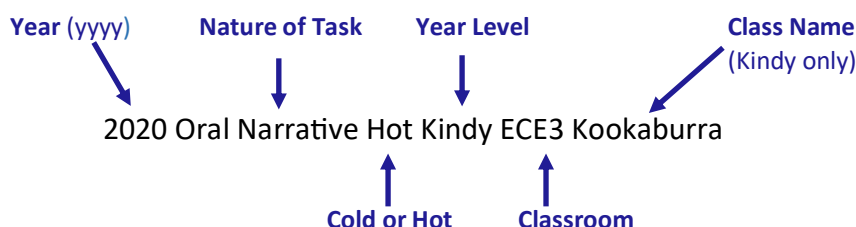
**HOT TASK** - this is the summative assessment. Approximately six weeks after the cold task and the related explicit teaching, students complete the 'hot' task. Hot tasks assess students' growth and learning.

## BRIGHTPATH PROMPTS

The 'prompt' is a topic, statement or an image which students utilise for their writing task. The prompt changes between the cold and hot tasks, and between the type of learning area (e.g. recounts, persuasive writing). The prompt is determined by Redcliffe Primary School's Brightpath Coordinator and is uploaded to COMPASS. The Administration Instructions for both Cold and Hot tasks as well as further resources regarding marking can be found on COMPASS: [School Resources / Brightpath](#)

## CREATING BRIGHTPATH PROJECTS

All teachers are responsible for creating Brightpath projects for their classes. Teachers are required to create a different project for each cold task and each hot task. Detailed instructions for creating a project can be found on the Brightpath website or on COMPASS: [School Resources / Brightpath](#). Please ensure you name your project using the following naming convention:



Additional examples: 2020 Persuasive Cold Year3 Room13 or 2020 Oral Narrative Hot Kindy ECE3 Possums





## MODERATING PROJECTS

Teachers from the same year levels are to moderate together using the appropriate Brightpath scales which can be found on the Brightpath website.

## BRIGHTPATH WHOLE SCHOOL TARGETS 2020

### ORAL NARRATIVE TARGETS

KINDERGARTEN
TBC

### ORAL RECOUNT TARGETS

PREPRIMARY
120

### RECOUNT WRITING TARGETS

PREPRIMARY	YEAR 1	YEAR 2
120	200	240

### PERSUASIVE WRITING TARGETS

YEAR 3	YEAR 4	YEAR 5	YEAR 6
270	300	330	370

### NARRATIVE WRITING TARGETS

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
200	260	290	300	330	370

### **INITIALIT (YEARS PP-2)**

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 is designed to be implemented across the four terms of the school year.

#### **InitialLit–F and InitialLit–1 focus on two main components:**

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. Detailed lessons, including writing tasks, are provided for each of the storybook titles selected for use with the program.

#### **In InitialLit–2, the scope of the program broadens to cover four main components:**

1. Spelling, teaching the remainder of the advanced alphabetic code systematically and explicitly, as well as new spelling rules and morphological concepts.
2. Reading comprehension and fluency. This involves explicitly teaching students comprehension strategies and how to apply them to different types of text, as well as working on reading fluency through echo, choral and paired reading.
3. Grammar, in which children learn key grammatical features and how to apply them to a writing task.
4. Vocabulary, oral language and comprehension through children’s literature. Detailed lessons, including writing tasks, are provided for 15 storybook titles. Two novel studies are included for use towards the end of the year.

**Further information about InitialLIT will be added by the ECE Phase following its implementation in 2020.**

# WARL AND WARP FLUENCY TEST

## ORAL READING FLUENCY

At Redcliffe Primary School we use the WARL (Pre-primary - Year 2) and the WARP (Year 3-6) to track the reading fluency of our students'. Reading fluency reflects a student's automaticity in decoding. To read effectively and with understanding, students need to be able to decode words effortlessly so that they are not wasting cognitive capacity that could otherwise be deployed in making sense of what is being read. Reading fluency is a powerful predictor of overall reading progress.

The WHELDALL assessments can be found in the Teacher Office in the Administration area. They are to be signed out during testing time and returned as soon as that testing time is completed to enable use by other teachers.

There are two WARL kits and two WARP kits.

Each kit contains:

- Manual
- Presentation Booklet
- Record Forms

Please note that none of these resources are to be photocopied. It is suggested that you use a write and wipe or plastic pocket to record whilst the student reads, then record their wcpm (words correct per minute) in your data collection.

## WARL and WARP Manuals

### Scoring Guides

Inside the WARL (page 12) and WARP (page 9) manuals you will find the scoring guides. Please refer to this to assess how to record omitted words, skipped words or what to do when a student pauses on a word ect.

### WARL and WARP 'Norms' or Benchmarks

Inside the WARL (Page 16) and WARP (Page 13) manuals you will find the 'Norms' and Benchmarks. These have also been recorded below.

## WARL and WARP Intervention Progress Tracking

If a student wcpm is in the bottom quartile (25%) and the student is not currently on and IEP for their reading then this should be considered or discussed with the SAER co-ordinator.

# WARL FLUENCY TEST

## WARL

The Wheldall Assessment of Reading Lists (WARL) is a quick and simple measure of reading performance, designed to identify younger low-progress readers and for monitoring reading progress. It is a simple, quick, reliable and valid reading test for Years P-2.

## WARL Initial Test

At Redcliffe Primary School every student in Years P-2 is tested using the 3-initial tests. This test takes place in Term 1, please view the assessment schedule for the exact week. The three initial tests should be completed together on the same day, with the final score being the average of the three passages (see scoring guide).

## WARL DIFFERENTIATION

If a student in P-2 is scoring 100 wcpm in the WARL then you may begin fluency testing using the WARP. The initial placement tests should be completed for the student regardless of what time of year you begin using WARP for that student.

## WARL Benchmarks

	BEGINNING YEAR 1	MIDDLE YEAR 1	BEGINNING YEAR 2	MIDDLE YEAR 2
Benchmark Cut Off minimum goal for exiting intervention	26	46	54	68
25% (bottom quartile)	18	39	46	58

# WARP FLUENCY TEST

## WARP

The Wheldall Assessment of Reading Passages (WARP) has been designed to identify low-progress readers, and to monitor their reading performance over time, using a test of oral reading fluency. It is a simple, quick, reliable and valid reading test for Years 3-5.

## WARP Initial Test

At Redcliffe Primary School every student in Years 3-6 is tested using the 3-initial tests. This test takes place in Term 1, please view the assessment schedule for the exact date. The three initial tests should be completed on the same day, with the final score being the average of the three passages (see scoring guides).

If a student begins in your class with their last recorded score of 150 wcpm then you are still required to complete the initial tests with this student. This for longitudinal data purposes to track that students are continuing to progress or maintain this level of fluency. If a student progresses beyond 150 wcpm or maintains then you are not required to complete the Term 2, 3 and 4 progress tests. However, if the student scores below 150 wcpm in the initial test you are required to test them again in Term 2 before determining if they have again achieved 150 wcpm and can stop until the initial test the following year.

## WARP DIFFERENTIATION

If a student entering Year 3 and has a WARL score of 30 or below, then continue using WARL this will allow for identification of progress. Once the student has achieved a score of 30 or above in WARL, then they may move onto WARP.

If students are scoring higher than 150 wcpm, there is little point in continuing to track their progress on the WARP. Regardless of a student's recorded WARP the initial tests must be completed every year.

## WARP Benchmarks

### Average Scores

	Year 2	Year 3	Year 4	Year 5
Term 1	57	86	107	125
Term 2	68	90	114	127
Term 3	78	93	121	130
Term 4	82	100	123	132

## WARP

### Bottom Quartile (25%) cut off scores

	Year 2	Year 3	Year 4	Year 5
Term 1	31	56	80	101
Term 2	38	61	87	104
Term 3	45	66	94	107
Term 4	51	73	98	110

# THE ARTS

## MUSIC

Redcliffe Primary School provides specialist music classes from kindergarten to year 6. Redcliffe has a variety of musical instruments and from years 1-6 the keyboard and recorder are explicitly taught to all students. Throughout the year, students learn about the elements of music, giving students the skills and understanding to make and create music, respond to music and develop performance skills. Students are assessed on their knowledge of the musical elements and through performance-based tasks playing both learnt and self-created compositions.

Redcliffe has a School Choir for years 1-6 which students can sign up to in term 1. Students who join the School Choir participate in weekly practices and regular performances throughout the entire school year. In addition to the School Choir, term 4 presents students the opportunity to sign up to the Carol Choir. The Carol Choir requires weekly rehearsals in preparation for the Christmas community event, “Carols in the Park” hosted by the shire of Belmont. Performances are subject to availability of public community events or at our end of term assembly/concert.

At the end of the year, students have the opportunity to showcase their performance skills at our yearly Music Showcase. The showcase involves a variety of acts involving singing, instruments, dancing, and sometimes a combination of these skills! Students can perform solo or in groups.

## THE ARTS - DRAMA, DANCE AND VISUAL ARTS

Further information about the Arts will be added by the Arts Committee in 2020.

# SCIENCE

## SCIENCE– PRIMARY CONNECTIONS

Redcliffe Primary School programs and teaches the Science Curriculum using the Primary**Connections** resources. Primary**Connections** links science with literacy and is an innovative approach to teaching and learning which aims to enhance primary school teachers' confidence and competence for teaching science.



Each Primary**Connections** Curriculum Unit provides practical advice on implementing an inquiry based teaching and learning approach to develop students Science Understanding. The curriculum units combine hands-on investigations, evidence-based reasoning and collaborative group work to build the skills necessary to thrive in the 21st century.

## IMPLEMENTATION

The Science Curriculum implementation schedule is

Term 1	Term 2	Term 3	Term 4
Biological Sciences	Chemical Sciences	Earth and Space Sciences	Physical Sciences

The above schedule is suggested based on a number of factors including resource availability, time scheduling and environmental factors such as when the weather is best for certain experiments. Some change in order is expected when unit outcomes match planned classroom themes or when there are multiple classes of the same age group. Please discuss with your teaching peers as to when you plan to cover Science and use different resources so that we can ensure all kits are fully prepared.

ALL Primary**Connections** curriculum units and associated kits are available for students from K-6. The Primary**Connections** curriculum units and posters are available for loan from the resource room. Digital versions of most of the Primary**Connections** curriculum units are available free for Educators through the National Digital Learning Resources Network ([www.scottle.edu.au](http://www.scottle.edu.au)).

A detailed set of suggested teaching programs to match most of the Primary**Connections** curriculum units as well as Scientific Literacy plans can be found in the Redcliffe Primary School shared drive under the Whole School Science Plan.

The Primary**Connections** curriculum unit kits are stored in the Art/Science room. You will need to find out which teacher or Education Assistant is in charge of the science resource area to gain access. Additional resources and extra equipment can also be found in the small storage area at the back of Room ECE 6.

All Science related school purchases must be approved by the Science Curriculum Leader and the Science Committee prior to purchasing any school science resources.

# SCIENCE

## PRIMARY CONNECTIONS SCIENCE 5E's APPROACH

The PrimaryConnections 5Es lies at the heart of the program. Students use their prior knowledge and literacies to develop explanations for their hands-on experiences of scientific phenomena. Students have opportunities to represent and re-represent their developing understanding. They are actively engaged in the learning process. Students develop investigation skills and an understanding of the nature of science.

PHASE	FOCUS
ENGAGE	Engage students and elicit prior knowledge
EXPLORE	Provide hands on experience of the phenomenon
EXPLAIN	Develop scientific explanations for observations and represent developing conceptual understanding Consider current scientific explanations
ELABORATE	Extend understanding to a new context or make connections to additional concepts through a student planned investigation
EVALUATE	Students re-represent their understanding and reflect on their learning journey and teachers collect evidence of the achievement of the outcomes

## PRIMARY CONNECTIONS ASSESSMENT

Assessment against the year level achievements in Science is ongoing and embedded in PrimaryConnections units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases:

### DIAGNOSTIC ASSESSMENT

occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented.

### FORMATIVE ASSESSMENT

occurs in the *Explore* and *Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning.

### SUMMATIVE ASSESSMENT

students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding.

Upon the completion of each PrimaryConnections unit, student results are to be forwarded to the Science Curriculum Leader.



# SCIENCE

## **PROGRESSIVE ACHIEVEMENT TESTS IN SCIENCE (PAT)**

Progressive Achievement Tests in Science assess science knowledge, scientific literacy and understanding of scientific principles, as well as their application in four broad areas:

- physical systems (e.g. energy and change)
- chemical systems (e.g. materials)
- geological and space systems (e.g. earth and space)
- living systems (e.g. life and living).

## **ADMINISTRATION**

Science covers Year 3 to Year 10. Test 1 to Test 4 require 30 minutes of testing time. An additional 15 minutes should be provided for administration. Each multiple-choice test is appropriate for, and normed on, two to three year levels.

- Test 1 – Year 3 or 4
- Test 2 – Year 3 or 4 or 5
- Test 3 – Year 4 or 5 or 6
- Test 4 – Year 5 or 6 or 7

**Further information about the PAT Science assessment will be added by the Science Committee following its implementation in 2020.**

## ORIGO STEPPING STONES

ORIGO Stepping Stones is a core mathematics program, written by a team of experts focused on educational research that demonstrates how children learn math most effectively. This digital and print F-6 mathematics program provides access to all online content from all grades, therefore enabling teachers to accommodate mixed abilities in the classroom. Stepping Stones has been developed to fully address and improve on the Australian Curriculum: Mathematics. (<https://www.origoeducation.com/product-category/origo-stepping-stones/>)

The main reason behind the school employing Stepping Stones as our whole school maths plan was the research behind the program (this can be found online or in the Shared Drive under the Origo folder for your perusal). Stepping Stones develops:

1. Learning as a social process that requires language and discourse.
2. Students who develop strong thinking, problem-solving, and communication skills who grow into productive, innovative members of society.
3. Technology that empowers rather than replaces educators.
4. Content taught in a logical, coherent, and learner-friendly sequence inspires student engagement and success. (<https://www.origoeducation.com.au/wp-content/uploads/Beliefs-2017.RA.pdf>)

## IMPLEMENTATION

On arrival to the school, you will be provided with your username and login as well as a Quickstart Guide which has helpful hints and tips. If you do not receive these or have other queries please see the Mathematics Curriculum Leader or a member of the Maths Committee. There is also a folder located in the Shared Drive labelled Origo that contains other useful information including; instructions, planners, contents and research.

This F-6 maths program is delivered online to give teachers one central location to access all their lesson plans, student activity pages and teaching tools. The program consists of the online teacher resource, but also a student book per student. For Years 1-6 the online section has 12 modules and within each module 12 lessons. For PP there are 6 lessons within each module. There are options for differentiation and extension as well as Problem Solving lessons and Investigations. These modules must be followed sequentially. Kindy teachers have their own logins giving them access to Big Book Tools and Big Book Tunes.

In the Channel section online you will find other resources including 'Zupelz' which is a mental mathematics resource for Years 1 to 6. You will also find 'Flare' which provides professional learning about math concepts and skills as well as 'HoneyPot' extra blackline masters and 'Fundamentals' game boards.

K-2 has Big Books attached to some of the lessons. The hard copies of K and PP big books can be found in the ECE 1 resource room and the Yr 1-2 Big Books can be found in the main teacher resource room. The lesson notes have been attached to the inside of these books. Other specific Origo resources will also be located in the main teacher resource room and will need to be accessioned prior to use.

# MATHS

## ORIGO STEPPING STONES ASSESSMENT

At the end of each term (or 3 modules) there is a Quarterly Test that will be conducted. This assessment will be recorded on the Assessment Spreadsheet (located in the Shared Drive) and given to administration once completed.

## PROGRESSIVE ACHIEVEMENT TESTS IN MATHEMATICS (PAT)

Progressive Achievement Tests in Mathematics provide information about the level of achievement of students from Year 1 to Year 10. The tests assess students' skill and understanding in multiple-choice format in the six strands of:

- Number
- Algebra
- Geometry
- Measurement
- Statistics
- Probability

The assessments also address the mathematical processes of understanding, fluency, problem solving and reasoning. The skills assessed by each question are mapped against the Australian National Curriculum for Mathematics.

## ADMINISTRATION

Tests require 40 minutes of testing time and approximately 15 minutes for administration. Each of the ten tests assesses the content of one year level of the Australian mathematics curriculum, which assumes coverage of the curriculum of lower year levels.

- Test 1 contains 30 questions – End of Year 1, start of Year 2
- Test 2 contains 30 questions – End of Year 2, start of Year 3
- Test 3 contains 35 questions – End of Year 3, start of Year 4
- Test 4 contains 35 questions – End of Year 4, start of Year 5
- Test 5 contains 35 questions – End of Year 5, start of Year 6

**Further information about the PAT MATHS assessment will be added by the Maths Committee following its implementation in 2020.**

# MATHS

## PROGRESSIVE ACHIEVEMENT TESTS IN EARLY YEARS MATHS (PAT)

Progressive Achievement Tests in Early Years are mathematics for students in the first two years of their schooling. The tests are available online, include audio instructions and are designed for tablet delivery with a minimum recommended screen size of 1024 (w) x768 (h). They are also compatible with most computers and laptops. Headphones or earphones are required by each student.

It is possible for young students (including emerging readers) to complete the tests independently and at their own pace. Early Years testing is designed to complement other methods of assessment in the early years (interviews, portfolios and observation logs etc.)

The Early Years Mathematics framework covers five strands of early maths and aligns to the Australian Curriculum:

- Number
- Algebra
- Measurement
- Geometry
- Statistics

The strands are consistent with Progressive Achievement Tests in Mathematics. Early Years Mathematics assesses the emergence and consolidation of key foundation skills in these strands.

START FOUNDATION	MID-FOUNDATION	MID-YEAR 1	END YEAR 1
Students are able to work with small collections (0–10) and can recognise numbers in the 20s.	Students are able to work with collections of up to 20 and can recognise numbers up to 50.	Students are developing their knowledge of numbers larger than 20 up to 100. They are able to solve simple addition and subtraction problems.	Students are able to solve simple addition and subtraction problems up to 100 and can recognise larger numbers. Their ability to use mathematical reasoning is increasing.

Further information about the PAT MATHS assessment will be added by the Maths Committee following its implementation in 2020.

# DIGITAL TECHNOLOGIES

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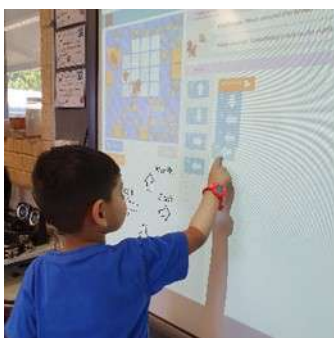
## DIGITAL TECHNOLOGIES

Digital technologies is typically taught once a week at Redcliffe Primary School. These classes are 60 minutes duration and taught in Room 7 (computer lab). Students are taught and experience many aspects of the digital sphere which surrounds them in this connected world. They have the opportunity to find and solve problems, collect information and display it, collaborate, evaluate, code, build, and much more.

## YEARS F-1 DIGITAL TECHNOLOGIES

	Term 1				Term 2				Term 3				Term 4			
DIGITAL SYSTEMS																
ONLINE SAFETY																
EXPLORE DATA																
SEQUENCING																

DIGITAL SYSTEMS	ONLINE SAFETY	EXPLORE DATA	SEQUENCES (ALGORITHMS)
<b>Hardware and software:</b> Students explore and carry out some key functions on digital systems to meet a purpose.	<b>Online safety:</b> Explore what personal information is safe to share online and ways to behave responsibly online.	<b>Data is all around us:</b> Represent data as symbols, number sand pictures. Collect, sort and present data in a digital format.	<b>An intro to algorithms:</b> Exploring algorithms through guided play, including hands-on interactive learning experiences.
<b>Topics</b> What is a digital system? (types, terminology, hardware & software) Types of digital devices What does a computer do? Familiar software and what are their purposes?	<b>Topics</b> Staying safe online. Why personal information is important. Behaving online. Following online rules. How to find information safely.	<b>Topics</b> What is data? What are examples of data? How do we use it? How do we collect it? How do we present it?	<b>Topics</b> Computational thinking (steps and instructions). Introduction to algorithms. Planning and debugging sequences. Instructing a robotic device.
<b>Focus</b> How to use a keyboard and mouse How to type their name and password Physical digital systems. Computer hardware (output/input) MS Word, Paint 3D	<b>Focus</b> Classroom rules vs online behaviour Be careful what you share. Pop ups, avatars, passwords and names	<b>Focus</b> MS Word, MS Excel, Paint 3D, Scratch, Code.org, Mine-craft Education Using tables and tally charts	<b>Focus</b> Coding with Code.org, Scratch & Blockly Robotic devices Ozobots, Beebots



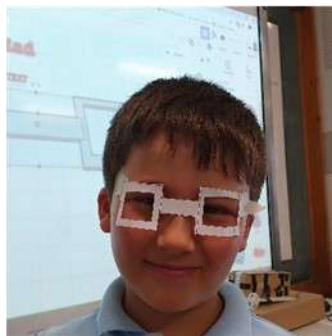
# DIGITAL TECHNOLOGIES

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## YEAR 2 DIGITAL TECHNOLOGIES

	Term 1				Term 2				Term 3				Term 4			
DIGITAL SYSTEMS																
ONLINE SAFETY																
EXPLORE DATA																
SEQUENCING																

DIGITAL SYSTEMS	ONLINE SAFETY	EXPLORE DATA	SEQUENCES (ALGORITHMS)
<p><b>Changes in technology:</b> Use the focus to the various changes in technology to explore digital systems and their use.</p>	<p><b>Staying safe online:</b> Learn about the importance of passwords, explore cyberbullying and computer security and use an online space to safely share ideas.</p>	<p><b>Exploring data:</b> Represent data in a variety of ways. Collect, sort and present data in digital formats.</p>	<p><b>Pre-programming:</b> Learn basic computational skills – working out steps and decisions to solve simple problems.</p>
<p><b>Topics</b> New and old technology. How tech has changed over time. How has communication changed over time? What software can be used when comparing? What devices connect to digital systems?</p>	<p><b>Topics</b> The importance of passwords and rules behind them. Cyberbullying. Computer security. Sharing information online.</p>	<p><b>Topics</b> Numeral and categorial data. How do we record and sort it? How do we represent and present collected data?</p>	<p><b>Topics</b> Following steps to complete a task. How to design algorithms for tasks. Instructing robotic devices. Programming blocks.</p>
<p><b>Focus</b> Comparing digital systems to non-digital technology. Why does technology get better over time? MS Office software</p>	<p><b>Focus</b> Strong vs. weak passwords. What files can harm computers. Rules to follow when sharing information online. What is cyberbullying. Digital citizenship.</p>	<p><b>Focus</b> MS Office software Tally charts, tables. Photographs and images Drawings Minecraft: Education</p>	<p><b>Focus</b> Coding with Code.org, Scratch &amp; Blockly  Robotic devices Ozobots, mBots. Minecraft: Education code connect.</p>



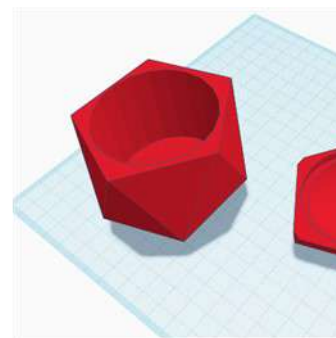
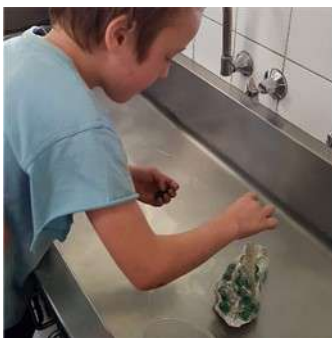
# DIGITAL TECHNOLOGIES

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## YEAR 3 DIGITAL TECHNOLOGIES

	Term 1				Term 2				Term 3				Term 4			
DIGITAL SYSTEMS																
CMA DATA																
DIGITAL SOLUTIONS																
PROTOCOLS																

DIGITAL SYSTEMS	COLLECT, MANAGE AND ANALYSE DATA	DIGITAL SOLUTIONS	COLLABORATION AND PROTOCOLS
<p><b>Peripheral devices:</b> Explore, sort and classify peripheral devices. Use peripheral devices for a particular task.</p>	<p><b>Secret messages and code:</b> Explore ways to represent data using the context of secret messages and codes.</p>	<p><b>Intro to programming:</b> Follow the problem-solving process to design and create a digital solution.</p>	<p><b>Communicate ideas and information:</b> Learn how information systems can be used by students and others in their community.</p>
<p><b>Topics</b> What is a computer without peripheral devices? What are different types of peripherals? What do peripheral devices do?</p>	<p><b>Topics</b> Encoding and decoding of messages. Types of 'secret' codes (Braille, Morse etc.) Barcode and barcode-like images. How do they link to information?</p>	<p><b>Topic</b> Project work. Define a problem. Come up with a solution. Create a digital solution. Evaluate the solution. Was it ok?</p>	<p><b>Topic</b> Information systems. What are they? Information systems within the school community. Virtual tools. How to present information so you feel like you're actually there?</p>
<p><b>Focus</b> Exploring different types of peripheral devices. What peripheral devices do. Hardware inside peripherals. Port and connection types (e.g. Bluetooth, USB B etc.) Peripheral diagrams.</p>	<p><b>Focus</b> Intro to binary. Encryption and decryption. How do symbols represent characters? How do QR codes work?</p>	<p><b>Focus</b> Coding with Code.org, Scratch &amp; Blockly  Robotic devices Ozobots, mBots.  Minecraft: Education &amp; code connect. MS Office software. Micro:bits</p>	<p><b>Focus</b> Video and image editing software. Databases the school uses. MS Office software. Minecraft: Education.</p>



# DIGITAL TECHNOLOGIES

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## YEAR 4 DIGITAL TECHNOLOGIES

	Term 1				Term 2				Term 3				Term 4			
DIGITAL SYSTEMS																
CMA DATA																
DIGITAL SOLUTIONS																
PROTOCOLS																

DIGITAL SYSTEMS	COLLECT, MANAGE AND ANALYSE DATA	DIGITAL SOLUTIONS	COLLABORATION AND PROTOCOLS
<p><b>Exploring input and output:</b> Explore inputs and outputs using a circuit board</p>	<p><b>Use data to solve problems:</b> Use a meaningful context to collect and organise data to answer a question.</p>	<p><b>Programming project:</b> Develop and understanding of computer programming as a series of instructions.</p>	<p><b>Apply protocols:</b> Develop a school ICT agreement and collaborate with other to complete an online task, using agreed protocols.</p>
<p><b>Topic</b> Input devices Creating circuits Using programmable boards Digital systems project</p>	<p><b>Topic</b> How is data organised? Using spreadsheets. How to present data on spreadsheets. Ways to present data on spreadsheets</p>	<p><b>Topic</b> Project work. Define a problem. Come up with a solution. Create a digital solution. Evaluate the solution. Was it ok?</p>	<p><b>Topics</b> Rules and protocols for ICT use. Ways to stay safe online. Cyberbullying. How to collaborate safely and effectively online.</p>
<p><b>Focus</b> BBC micro:bit BBC let's code Scratch, code.org Photo and video software</p>	<p><b>Focus</b> Tally charts and tables. Image software. MS Office software.</p>	<p><b>Focus</b> Coding with Code.org, Scratch &amp; Blockly Robotic devices Ozobots, mBots. Minecraft: Education &amp; code connect. MS Office software. Micro:bits</p>	<p><b>Focus</b> MS Office software Online collaboration tools (e.g. OneNote, OneDrive, Kahoot etc.) Digital citizenship.</p>





# DIGITAL TECHNOLOGIES

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## YEAR 5 DIGITAL TECHNOLOGIES

	Term 1				Term 2				Term 3				Term 4			
BINARY																
DIGITAL CITIZENSHIP																
DATA AND INFORMATION																
PROBLEM-SOLVING																

BINARY NUMBERS	DIGITAL CITIZENSHIP	DATA AND INFORMATION	PROBLEM-SOLVING PROCESSES
<p><b>Binary numbers:</b> Examine the way that computers use whole numbers to represent numbers. Convert binary numbers to decimal number and count in binary.</p>	<p><b>Digital citizenship:</b> Apply protocols while interacting in a collaborative learning space or creating a blog or website.</p>	<p><b>Data and information:</b> Design and create digital information that incorporates a data visualisation (eg. An infographic).</p>	<p><b>Problem-solving processes:</b> Design and create digital solution that uses a visual programming language.</p>
<p><b>Topics</b> Computers use binary. 0s &amp; 1s Characters as binary Character encoding standards</p>	<p><b>Topics</b> What it means to be a digital citizen. Communicating online. Collaborating online. Creating a blog or website.</p>	<p><b>Topics</b> Collecting data. Using devices to collect data. Organising collected data. Creating infographics.</p>	<p><b>Topics</b> Project work. Define a task. Design a digital solution to the task. Programming a solution.</p>
<p><b>Focus</b> Hexadecimal and character sets. ASCII and Unicode</p>	<p><b>Focus</b> Using Office 365 (OneDrive, Outlook, Sway etc.) Digital licence.</p>	<p><b>Focus</b> Databases Office 365 applications (Forms, Sway etc.) iPads, health trackers, accelerometers, wearables – how they collect data Data collecting apps MS Excel</p>	<p><b>Focus</b> Coding with Code.org, Scratch &amp; Blockly Robotic devices Ozobots, mBots. Minecraft: Education &amp; code connect. MS Office software. Micro:bits</p>



# DIGITAL TECHNOLOGIES

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## YEAR 6 DIGITAL TECHNOLOGIES

	Term 1				Term 2				Term 3				Term 4			
DIGITAL COMPONENTS																
BINARY IMAGERY																
COLLABORATIVE PROJECT																
CREATING DIGITAL GAME																

CONNECTING DIGITAL COMPONENTS	REPRESENTING IMAGES USING BINARY	COLLABORATIVE PROJECT	CREATING A DIGITAL GAME
<p><b>Connecting digital components:</b> Examine digital systems that have internal and external components that perform different functions.</p>	<p><b>Representing images using binary:</b> Learn about pixels and the way computers store an image as an array of individual pixels.</p>	<p><b>Collaborative project:</b> Collaborate with others to create a digital solution, using agreed protocols for a relevant context such as disaster management.</p>	<p><b>Creating a digital game:</b> Use a visual programming language to create a digital game.</p>
<p><b>Topic</b> Input and output, how can it be done with a digital system? Input devices. Wireless enabled devices. Inputting and outputting data through digital systems.</p>	<p><b>Topic</b> Code = instructions. Binary into imagery. Binary += pixels?</p>	<p><b>Topic</b> Information systems. How information systems protect people. How do early warning systems work? How is data transferred online? Collaborating online.</p>	<p><b>Topic</b> Creating a good game. What makes a good game? What components are needed for a good game? How to code a good game. Evaluating your game.</p>
<p><b>Focus</b> How to deal with raw data. Hardware types. Output and input types. Robots, codable boards</p>	<p><b>Focus</b> Creating images using binary. Using binary to create coloured images. MS Office applications Image editing software</p>	<p><b>Focus</b> Office 365 applications Data gathering websites Collection of raw data and how.</p>	<p><b>Focus</b> Code blocks / typed code Image editing software Scratch, code.org, 3D software</p>



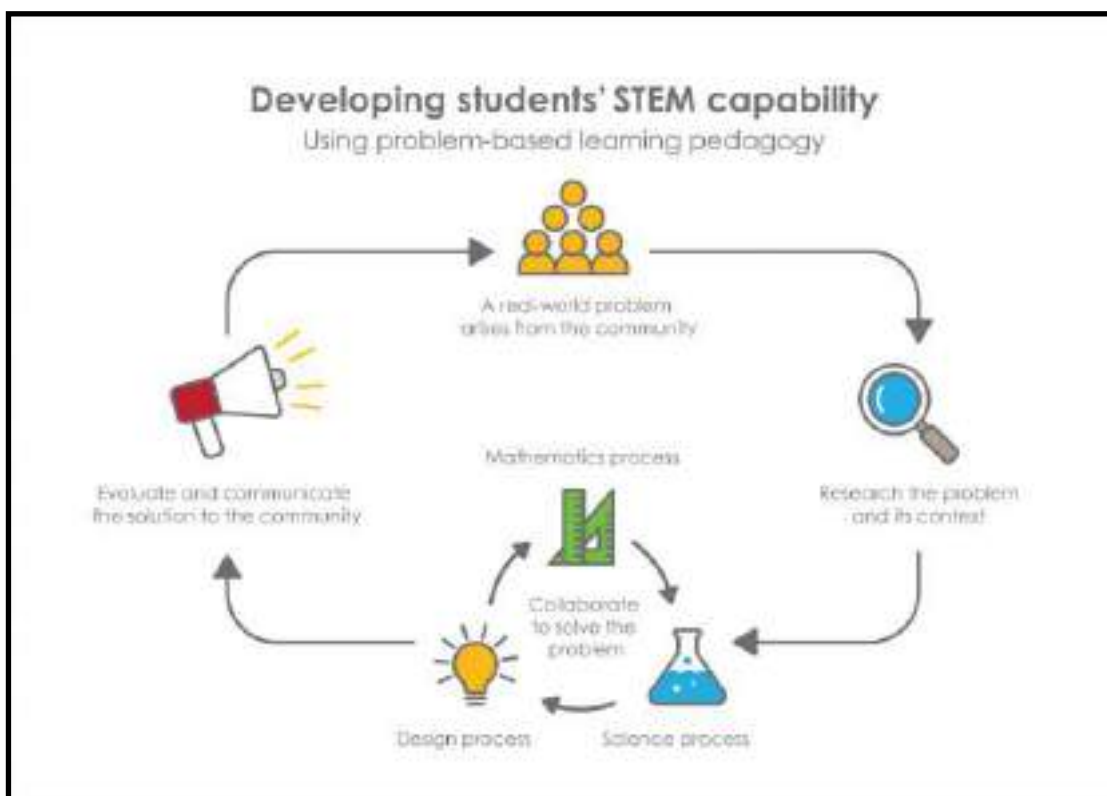
## DESIGN AND TECHNOLOGY

Design and Technology provides students with the opportunity to design solutions across a range of contexts. Through Design and Technologies students manage projects, independently and collaboratively, from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop their ability to generate innovative designed products, services and environments.

Classroom teachers will be reporting on the Design and Technology subject area for semester one and two. To support with planning, delivering content, and evaluating student progress, the STEM Learning Project curriculum modules will be available to all teachers (Kindergarten to Year 6).

## CURRICULUM MODULES

The STEM Learning Project Curriculum Modules provide sequenced activities which follow the problem-based learning pedagogy (enquiry).



Each curriculum module has a lesson plan detailing the focus area, background information, expected learning, equipment required preparation, lessons, resources, and assessment. Most books have four activities which cover aspects of the problem-based learning pedagogy (research, investigate, imagine and create, and evaluate and communicate). The curriculum modules will cover numerous curriculum areas and, subsequently, the activities can be integrated into the respective learning areas.

# DESIGN AND TECHNOLOGY

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## CURRICULUM MODULES

Curriculum Modules will be available in the resource room and also on Compass:

[School Resources/Curriculum Learning Areas/Design and Technology](#)

KINDERGARTEN CURRICULUM MODULES	
<p><b>CREEPY CRAWLY CASTLE</b></p>	<p><b>Identity:</b> make choices and decisions (by themselves and with others), participate positively as part of a group, respond to others appropriately</p> <p><b>Connecting and contributing:</b> develop skills for working with others, inquiry and communication skills, explore natural and constructed environments, investigate the interactions between the environment and its people</p> <p><b>Learning and thinking:</b> develop problem solving, investigation and inquiry strategies, develop knowledge of measurement and geometry, number and algebra and statistics and probability</p> <p><b>Communication:</b> view and create with media, use tools, resources and technologies in play, thinking and learning, develop simple ICT skills</p>
<p><b>SWOOPING BIRDS</b></p>	<p><b>Identity:</b> make choices and decisions (by themselves and with others), participate positively as part of a group, respond to others appropriately</p> <p><b>Connecting and contributing:</b> develop skills for working with others, develop inquiry and communication skills, explore natural and constructed environments, investigate the interactions between the environment and its people</p> <p><b>Learning and thinking:</b> develop problem solving, investigation and inquiry strategies, develop knowledge of measurement and geometry, number and algebra and statistics and probability</p> <p><b>Communicating:</b> view and create with media, use tools, resources and technologies in play, thinking and learning, develop simple ICT skills</p>
<p><b>I LIKE QUIET, I LIKE NOISE!</b></p>	<p><b>Identity:</b> sense of belonging, make choices, participate positively, respond to others appropriately</p> <p><b>Connecting and contributing:</b> Develop skills for working with others, develop inquiry and communication skills</p> <p><b>Learning and thinking:</b> Develop problem solving, investigating and inquiry strategies, develop knowledge of measurement and geometry, number and algebra and statistics and probability</p> <p><b>Communicating:</b> view and create with media, use tools, resources and technologies in play, thinking and learning, develop simple ICT skills</p>
PRE-PRIMARY CURRICULUM MODULES	
<p><b>WATER FLOW</b></p>	<p><b>Science:</b> Physical sciences, biological sciences</p> <p><b>Design and Technologies:</b> Designing, producing and implanting, collaborating and managing</p> <p><b>Mathematics:</b> Measurement and geometry</p>
<p><b>CHAIRS FOR BEARS</b></p>	<p><b>Science:</b> Chemical science</p> <p><b>Design and Technology:</b> Materials and technologies specialisations, designing, evaluating, collaborating and managing</p> <p><b>Mathematics:</b> Measurement and geometry</p>
<p><b>ANIMAL RESCUE</b></p>	<p><b>Science:</b> Chemical sciences, science inquiry skills</p> <p><b>Design and Technology:</b> Design, evaluate, collaborate and manage</p> <p><b>Mathematics:</b> Measurement and geometry</p>

# DESIGN AND TECHNOLOGY

YEAR 1 CURRICULUM MODULES	
<b>GROWING FOOD</b>	<p><b>Science:</b> Biological sciences, inquiry skills</p> <p><b>Design and Technology:</b> Designing, food and fibre production</p> <p><b>Mathematics:</b> Measurement and geometry, statistics and probability</p>
<b>MOST MAGNIFICENT THING</b>	<p><b>Science:</b> Chemical science, inquiry skills</p> <p><b>Design and Technology:</b> materials and technology specialisations, designing</p> <p><b>Digital Technology:</b> Collecting, managing and analysing data</p> <p><b>Mathematics:</b> Measurement and geometry, statistics and probability</p>
<b>RICE BABY</b>	<p><b>Science:</b> biological sciences, inquiry skills</p> <p><b>Design and Technology:</b> Design, producing and implanting, evaluating, technologies and society, technologies contexts</p> <p><b>Mathematics:</b> Statistics and probability, number and algebra</p>
YEAR 2 CURRICULUM MODULES	
<b>EVERY BIRD NEEDS A HOME</b>	<p><b>Science:</b> Biological sciences, inquiry skills</p> <p><b>Design and Technology:</b> Designing, collaborating and managing, creating, evaluating</p> <p><b>Mathematics:</b> Measurement and geometry, statistics and probability</p>
<b>LITTLE RED HEN'S ROBOT FRIEND</b>	<p><b>Science:</b> Physical sciences, inquiry skills</p> <p><b>Design and Technology:</b> engineering principles and systems, designing, evaluating, collaborating and managing</p> <p><b>Mathematics:</b> Measurement and geometry</p>
<b>ANIMAL RESCUE</b>	<p><b>Science:</b> Chemical sciences, science inquiry skills</p> <p><b>Design and Technology:</b> Design, evaluate, collaborate and manage</p> <p><b>Mathematics:</b> Measurement and geometry</p>
YEAR 3 CURRICULUM MODULES	
<b>COOL LUNCH</b>	<p><b>Science:</b> Physical sciences, chemical sciences, inquiry skills</p> <p><b>Design and Technology:</b> Materials and technologies specialisation, designing, evaluating, collaborating and managing</p> <p><b>Mathematics:</b> Statistics and probability</p>
<b>THE LONG WALK</b>	<p><b>Science:</b> Physical sciences, inquiry skills</p> <p><b>Design and Technology:</b> Designing</p> <p><b>Mathematics:</b> Statistics and probability</p>
YEAR 4 CURRICULUM MODULES	
<b>HONEYBEES</b>	<p><b>Science:</b> Biological sciences</p> <p><b>Design and Technology:</b> Design, collaboration and managing, evaluating</p> <p><b>Digital Technology:</b> Collecting, managing and analysing data solutions by design</p> <p><b>Mathematics:</b> Statistics and probability</p>
<b>MINI ROBOT GARDEN</b>	<p><b>Science:</b> Biological sciences, inquiry skills</p> <p><b>Design and Technology:</b> Food and fibre production, design, collaboration and managing, evaluating</p> <p><b>Digital Technology:</b> Digital systems, represent data, digital implementation,</p> <p><b>Mathematics:</b> Measurement and geometry, statistics and probability</p>
<b>OUR NEW PLAYGROUND</b>	<p><b>Science:</b> Physical sciences</p> <p><b>Design and Technology:</b> Engineering principles and systems, designing, evaluating</p> <p><b>Mathematics:</b> Measurement and geometry, statistics and probability</p>

# DESIGN AND TECHNOLOGY

YEAR 5 CURRICULUM MODULES	
<b>BIOSECURITY</b>	<p><b>Science:</b> Biological sciences, science a human endeavour</p> <p><b>Design and Technology:</b> Food and fibre production, investigating and defining, designing, evaluating, collaborating and managing</p> <p><b>Digital Technology:</b> Digital implementation</p> <p><b>Mathematics:</b> Statistics and probability, number and algebra</p>
<b>EVACUATION ROBOT</b>	<p><b>Science:</b> Science a human endeavour</p> <p><b>Digital Technology:</b> Process and production skills</p> <p><b>Mathematics:</b> Measurement and geometry, number and algebra</p>
YEAR 6 CURRICULUM MODULES	
<b>BUSHFIRE RISK WARNINGS</b>	<p><b>Science:</b> Earth and space sciences, biological sciences, science as human endeavour</p> <p><b>Digital Technology:</b> Digital implementation</p> <p><b>Mathematics:</b> Number and algebra, statistics and probability</p>
<b>CARING FOR COUNTRY</b>	<p><b>Science:</b> Earth and space sciences, biological sciences, science as human endeavour, inquiry skills</p> <p><b>Design and Technology:</b> Technologies and society, creating solutions by design</p> <p><b>Digital Technology:</b> Collecting, managing and analysing data, digital implementation</p> <p><b>Mathematics:</b> Measurement and geometry, number and algebra, statistics and probability</p>
<b>OFF THE GRID LIVING</b>	<p><b>Science:</b> Physical sciences, science inquiry skills</p> <p><b>Design and Technology:</b> Technologies in society, material and technologies specialisations, designing</p> <p><b>Mathematics:</b> Measurement and geometry, number and algebra, statistics and probability</p>

# PHYSICAL EDUCATION AND HEALTH

## **PATHS PROGRAM**

**To be written up**

# PHYSICAL EDUCATION AND HEALTH

## PROTECTIVE BEHAVIOURS PROGRAM

Under the Department of Education's Child Protection policy, principals are required to implement protective behaviours education that aligns with the Western Australian Curriculum across all phases of schooling. As such all Teachers Teachers are required to teach Protective Behaviours from K-6. Redcliffe Primary School uses the Department's Kindergarten to Year 10 protective behaviours resources.

Books recommended for the program can be loaned from the resource room. The Protective Behaviour Programs can be found on COMPASS:

*School Resources / Curriculum Learning Areas / Health /Protective Behaviour Programs*

## PHYSICAL EDUCATION

At Redcliffe Primary School, we value Health and Physical Education as an important aspect of our curriculum. Physical Education is taken by a specialist teacher. The purpose of our program is to challenge students with different abilities, in order to develop and improve their skills for a variety of sports. Our program focuses on a range of movements, which include - fundamental movement skills, moving our body, understanding movement and learning through movement. All these skills are fundamental to growing and nurturing our students.

During each term, we focus on two different sports (depending on the Term), with a final practical assessment at the conclusion of each sport. Throughout the year, students have an opportunity to participate in a range of sporting carnivals - which include:

**Term 1** – BASSA Swimming Carnival and BASSA Cricket Carnival

**Term 2** – BASSA Winter Sports Carnival

**Term 3** – Faction Cross Country Carnival, BASSA Cross Country Carnival and Faction Athletics Carnival

**Term 4** – BASSA Athletics Carnival and Faction Swimming Carnival

The Physical Education teacher liaises with the classroom teachers in K-2 to implement the KIDDO program.

## KIDDO PROGRAM

Redcliffe Primary School is fortunate to be one of the exemplary schools in the KIDDO Program. KidDO is a specialist program developed by academics from Exercise and Sports Science in the School of Human Science at the University of Western Australia. KIDDO aims to develop students' physical literacy and improve the Fundamental Movement Skills of students from K-2.



## IMPLEMENTATION

Students in years 1 and 2 complete the KIDDO program for one hour a week. K and P complete the kidDO Program within their class. Students are assessed to determine their needs and then a program is designed using the KIDDO Website program resources. Individual students FMS assessment reports are sent home with school reports.

Teachers need to complete an online module to participate in the KIDDO Program. KIDDO Website: <https://kiddo.edu.au/>



# HUMANITIES AND SOCIAL SCIENCE

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environment and political contexts. This learning area is taught from Pre-Primary to Year 6. The learning area is taught through set Knowledge and Understandings at each year level, **inquiry skills** that are organised across year bands and through the development of key concepts. By studying Humanities and Social Sciences, students will develop the ability to question: think critically; make decisions based on evidence; devise proposals for actions and communicate effectively.

The Humanities and Social Sciences subjects provide students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the **21<sup>st</sup> century**.

## HaSS PLANNING SCHEDULE

	SEMESTER 1		SEMESTER 2	
YEAR PP-2	HISTORY		GEOGRAPHY	
YEAR 3 AND 4	HISTORY	CIVICS AND CITIZENSHIP	GEOGRAPHY	
YEAR 5 AND 6	HISTORY	CIVICS AND CITIZENSHIP	ECONOMICS AND BUSINESS	GEOGRAPHY

## HaSS REPORTING SCHEDULE

	SEMESTER 1		SEMESTER 2	
YEAR PP-2	HISTORY		GEOGRAPHY	
YEAR 3 AND 4	HISTORY		CIVICS AND CITIZENSHIP	GEOGRAPHY
YEAR 5 AND 6	HISTORY	CIVICS AND CITIZENSHIP	ECONOMICS AND BUSINESS	GEOGRAPHY

Where possible common year level assessment tasks to be completed at the end of each term. Staff to assess each unit of work for summative (reporting) purposes – using the rubrics from the SCSA website. SCSA Achievement Standards to be used as an assessment tool.

Where possible regular collaborative meetings with like year levels.

# LANGUAGES-MANDARIN

At Redcliffe Primary School, we offer Chinese Language as our Language other than English (LOTE) subject to students from Kindergarten to Year 6. The main objective of teaching and learning LOTE is to develop understanding, knowledge and skills in Chinese language. Learning Mandarin enables students to communicate using essential Mandarin, understand the system of the language, and develop intercultural capability by extending their understanding of their own native language. In addition, Chinese culture will be taught and openly discussed in the classroom to ensure students develop an understanding of cultural differences and respect for diversity with an open mind while strengthening their own identity and heritage.

The Chinese language program in our school is planned and implemented based on theme or topic that is related to our everyday life underpinning the Western Australian Curriculum. Intertwining Explicit Direct Instruction and Inquiry Learning, students learn a new topic with explicit teaching and further extend what they learnt through inquiry-based, ICT and cooperative activities or games with support if necessary. Alongside with learning Mandarin in school, there are some important events and competitions for our students to participate every year, such as Year 5 Panda Picnic, writing and speaking competitions, and Open Day of Consulate of China and Award Ceremony. Students also attend Kung Fu Lessons once a week.

COMMUNICATING		
	SEMESTER 1	SEMESTER 2
PP	<b>Topic:</b> Greetings, name, age and numbers 一~十	<b>Topics:</b> Names of Family members
Y1	<b>Topics:</b> Enjoy songs, chants, stories and role play through "Pinyin for everyone".	<b>Topics:</b> Enjoy songs, chants, stories and role play through 'Pinyin for everyone'.
Y2	<b>Topics: Animals, Colours, Food and Preferences</b> Term 1: Names of animals, '这是' and '什么' Create stories using '这是' . Term 2: Learn '喜欢' and use reading strategies to work out meanings of new vocabulary associated with animals, colours and food.	<b>Topics:</b> All About Me Part 1 Express own, family members' and friends' names, age, year level as well as likes and dislikes (animals, colours, food & drink). Describe personal features (colour, body parts, adjectives)
Y3	<b>Topics:</b> All About Me Part 2 Term 1: Talk about own, family members' and friends' hobbies, abilities and leisure activities Term 2: Describing personalities	<b>Topics:</b> All About Me Part 3 Term 3: Nationalities Term 4: Communicating with pen-pals <b>Note: Letter writing to pen-pals in Term 4, Week 6-10</b>
Y4	<b>Topics:</b> All About Me Part 1,2 & 3 Term 1: Calendar time, clock time and daily routines Term 2: Describe home, school routines, friends and favourite subjects. (subjects and daily activities)	<b>Topics:</b> My world at home, community and school Term 3: Describe features in home (spaces and furniture at home) Term 4: Communicating with pen-pals
Y5	<b>Topics:</b> All About Me, My Home and School Term 1: Describe features in neighbourhood (community facilities, spaces and features) Term 2: Describe features in school (school facilities, spaces and features in school)	<b>Topics:</b> School Events, Time and Place Term 3: Social events, time and place Term 4: Communicating with pen-pals
Y6	<b>Topics:</b> All About Me, My Home and School Term 1: Describe features in neighbourhood (community facilities, spaces and features) Term 2: Describe features in school (school facilities, spaces and features in school)	<b>Topics:</b> Social Events – Birthday Party Term 3 or 4: Social Events, time and place

# LANGUAGES-MANDARIN

UNDERSTANDING		
	SEMESTER 1	SEMESTER 2
PP	<b>Topic:</b> Chinese characters as a form of writing	<b>Topics:</b> What is Pinyin? What are tones? Language is organised as 'text'.
Y1	<b>Topics:</b> Pinyin – Simple ending sounds (a, o, e) Set 1 initial sounds (b, p, m, f, d, t, n, l, g, k, h) <b>Recognise and Reproduce</b> the four tones of Pinyin <b>Trace and/or copy</b> characters	<b>Topics:</b> Pinyin – Simple ending sounds (i, u, ü) Set 2 – Initial Sounds (j, q, x, zh, ch, sh, r, z, c, s) <b>Recognise and use</b> vocabulary related to their personal worlds Recognise parts of speech: noun, verbs and adjectives Different types of texts have different features
Y2	<b>Topics:</b> Pinyin – Gliding vowels and nasal vowels (ie, ai, ei, ao, ou, an, en, ang, eng, ong, in, ing, er) <b>Reproduce</b> the four tones of Pinyin <b>Identify</b> high-frequency characters within words <b>Use</b> the third person '这是' to introduce others	<b>Topics:</b> Pinyin – combined vowels (i+_, u+_, ü+_) Recognise that Chinese sentences have a particular word order <b>Recognise and use</b> vocabulary and use some first elements of grammar Describe people using <b>adjectives</b> <b>Identify</b> some different forms of texts.
Y3	<b>Topics:</b> Pinyin – Morphed ending sounds (ui, iu, üe, un, ün) <b>Reproduce</b> key Chinese characters <b>Recognise and use</b> vocabulary and use some first elements of grammar	<b>Topics:</b> Pinyin – <b>Identify</b> the components and sounds of Pinyin <b>Identify</b> some features of simple Chinese texts <b>Talk about</b> how the Chinese language works, with guidance, using some terms similar to those used in English
Y4	<b>Topics:</b> Term 1: Recognise and use both orally and in writing, a range of vocabulary including some familiar verbs for daily routines, such as 看书, 读书, 看电视. Identify some language features and textual conventions in familiar Chinese texts. Term 2: <b>Identify</b> the components and structures of some familiar Chinese characters. <b>Identify</b> some of the components and the consonant and vowel/vowels combination of familiar <i>Pinyin</i>	<b>Topics:</b> Term 3: <b>Writing Pinyin</b> with satisfactory level of accuracy Explore basic sentence structure in Chinese, consisting of subject-verb-object and <b>compare</b> similar sentences constructed in English and Chinese Term 4: <b>Recognise and use</b> elements of grammar in simple sentences to record observations.

# LANGUAGES-MANDARIN

UNDERSTANDING		
	SEMESTER 1	SEMESTER 2
Y5	<p><b>Topics:</b>  <b>Identify and discriminate</b> between most familiar homonyms  <b>Identify</b> some of the features of the Chinese writing system  <b>Recognise and use</b> vocabulary and elements of grammar  <b>Recognise</b> that in Chinese, verbs convey tense without conjugation and apply processes of discourse development, including 也 and 和.</p>	<p><b>Topics:</b>  <b>Identify</b>, and sometimes apply when speaking, some familiar Pinyin/language that changes meaning depending on the tone mark  <b>Identify</b> how the form of a character relates to its sound and meaning  <b>Form</b> simple sentences using nouns, adjectives, numbers, the joining word, and measurement words  <b>Talk about</b> how the Chinese language works using some Chinese terms, with guidance</p>
Y6	<p><b>Topics:</b>  explaining and applying features of intonation, pronunciation and writing conventions used in different contexts and types of texts  use vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts.  recognise and use grammatical features to form sentences to express details, such as the time, place and manner of an action, and to sequence ideas.</p>	<p><b>Topics:</b>  compare the use of tenses in English and Chinese, such as how future tense is often expressed through time phrases in Chinese.  identify the use of adverbial phrases and extend understanding of sentence structure using subject-time-place-manner-verb-object.  apply processes of discourse development, such as joining (也, 和), contrasting (但是) and sequencing (就) information.</p>

# OCCUPATIONAL HEALTH AND SAFETY

## THE OCCUPATIONAL HEALTH AND SAFETY ACT

The Occupational Health and Safety Act covers the general duties and safety of Department of Education Employers and Employees. The act states that the Department of Education will provide and maintain a safe and healthy work environment in its workplaces. All staff members are responsible for their own safety and the safety of those under their care. They are responsible for reporting any health and safety issues, concerns and incidents. Each Primary School has a site manager (Principal) and schools are encouraged to elect an OSH Representative to help assist staff with the policy and procedures related to OSH.

## THE OCCUPATIONAL SAFETY AND HEALTH REPRESENTATIVE

An Occupational Safety and Health (OSH) Representative may nominate or be elected every 2 years.

Current Representative: Murray Boyne (2021-2022)

## DUTIES OF THE OSH REPRESENTATIVE:

- Investigate the details and scene of any workplace accident, incident or case of serious injury or harm
- Assist staff with workplace health and safety issues and concerns
- Assist staff, where appropriate, with completing Accident and Incident Forms
- Conduct regular workplace health and safety inspections with 30 days notice or at the discretion of the OSH Representative and Site Manager
- Report to the Site Manager and Workplace Health and Safety Committee (if one is present) any identified workplace health and safety issues and concerns
- Assist the Site Manager with identified workplace health and safety issues, concerns and school staff processes
- Create Provisional Incident Notices and co-ordinate with the Site Manager, Worksafe WA and the Department of Education in cases of repeated or serious breaches, issues and concerns

## SITE MANAGER

In a school setting, the site manager is the Principal of the school. The site manager is ultimately responsible for the health and safety of all school community members and employees. The site manager is also responsible for the induction of all new and current staff members in regards to Occupational Safety and Health practices within the school. The site manager liaises with the Department of Education and the OSH representative when occupational health and safety issues or concerns arise.

## RESOURCES

Accident Incident Report (AIR) forms can be accessed via the office/MCS or the OSH Representative.

There are separate forms for physical and psychological incidents and injuries. Online copies can be downloaded from IKON by clicking [here](#) and selecting which incident you wish to report Education Department OSH Policy and Procedures can be access clicking [here](#).

Further information and resources can be found via IKON services at <https://ikon.education.wa.edu.au/services>

# STUDENT INJURY/ILLNESS NOTIFICATION

## STUDENT INJURY/ILLNESS NOTIFICATION

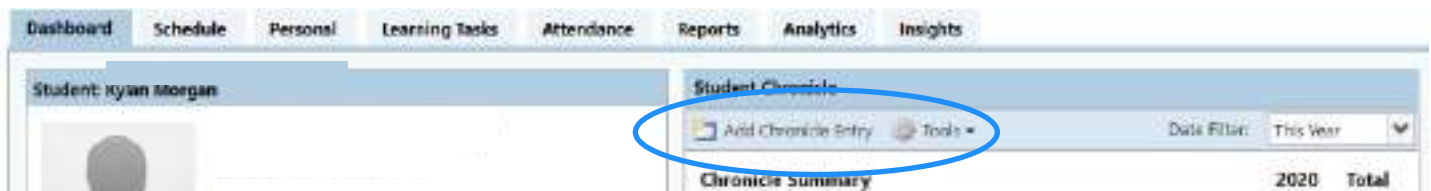
If a child is injured at school, a student injury/illness notification chronicle template needs to be completed. This form **automatically** sends an email to the parent/carer, immediately notifying them of the injury. In the case of a head injury a phone call to the parent is also to be made.



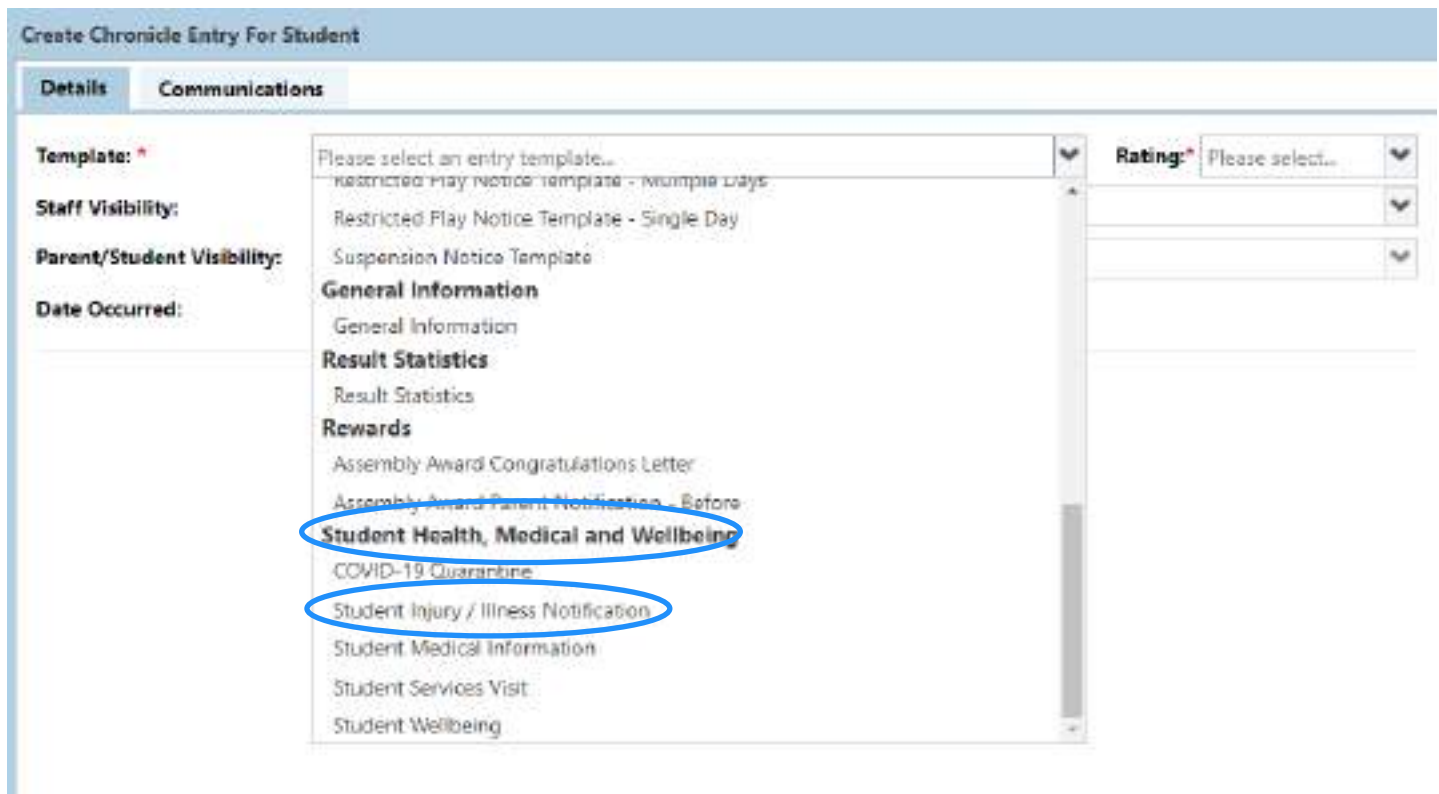
## STUDENT INJURY/ILLNESS NOTIFICATION



Locate student through the search for people, activities and more ... Then click on add chronicle entry .



Go to the Student Health, Medical and Wellbeing Category and then select the Student Injury/Illness notification template.



# STUDENT INJURY/ILLNESS NOTIFICATION

Please ensure that you complete all sections of the template, including notifying classroom teacher and relevant administration staff. No other student names should be used in the report or attached to the entry.

## INJURY DETAILS

A brief statement of how the injury occurred. Eg Student was running on verandah, slipped and fell on the floor landing on their arm.

## ACTION DETAILS

A brief statement of first aid given. Eg Student was given an icepack to apply to arm. No abrasions evident and student stated they were able to return to class.

Details	Communications	Notification Chain
Template: *	Student Injury / Illness Notification	
	Rating: * Grey	
	This template is to notify parents of an injury or illness after they have attend sickbay through the office. Students should not come without a note from class / duty teacher Letter to be sent with student to take home to notify parent.	
Staff Visibility:	Level 1: Admin/Power/Users	
Parent/Student Visibility:	Hidden	
Date Occurred:		
Injury / Illness Type *	Describe the injury or illness: <input type="checkbox"/> Minor Head Injury <input type="checkbox"/> Cuts and Grazes <input type="checkbox"/> Minor Allergic Reaction to Insect Bite <input type="checkbox"/> Feeling Unwell <input type="checkbox"/> Minor Asthma Symptoms <input type="checkbox"/> Headache <input type="checkbox"/> Nosebleed <input type="checkbox"/> Minor eye Injury <input type="checkbox"/> Other	
Injury Details: *	Provide brief overview	
Location: *	On-Campus: *	Provide a location...
	Custom: *	Provide a location...
Action Details: *	Description of the actions taken.	