



Connolly Primary School

An Independent Public School



WHOLE SCHOOL APPROACHES TO CURRICULUM

ENGLISH

MATHEMATICS

SCIENCE

HUMANITIES & SOCIAL SCIENCES

HEALTH & PHYSICAL EDUCATION

TECHNOLOGIES

Excellence • Learning • Innovation • Care



A WHOLE SCHOOL APPROACH TO ENGLISH



DoE STRATEGIC PLAN 2016-19 (HIGH PERFORMANCE – HIGH CARE)

Expect a visible, student-by-student high performance, high care culture based on strong individual case management.

Require schools to set high expectations and targets for the specific progress of students (or groups) based on rigorous analysis of data.

Maintain strong focus on the primary years and beyond on the explicit teaching of literacy and numeracy.

CLASSROOM FIRST STRATEGY

Key Element 1 – A Focus on Student Achievement: Success For All

Key Element 2 – A Classroom Orientation: Sound Teaching

FOCUS 2017

Set improvement targets against achievement standards and comparative data of like-schools, all WA schools and all Australian schools.

Target skills in online writing in the primary years in preparation for NAPLAN Online.

Build practices to ensure routine use of relevant data, and analysis and diagnosis of the impact of teaching.

EARLY YEARS LEARNING FRAMEWORK

Children are connected with and contribute to their world.

Children are effective communicators

SCHOOL BUSINESS PLAN

Goal 1 – Raise our school's NAPLAN mean scores for English and Mathematics to be 7% above the Australian Mean.

OUR BELIEFS ABOUT LITERACY

The Gradual Release Model is best practice in literacy teaching.

Effective literacy teaching requires explicitly defined content and strategies that are clearly articulated and supported across the school.

Literacy learning is a meta-cognitive experience.

Uninterrupted blocks of literacy teaching, along with effective small group instruction, are critical factors in literacy success.

Effective and targeted resourcing is essential to literacy success; this includes professional learning, teaching materials and information technology resources.

Students should be immersed in a literacy rich learning environment.

KEY PERFORMANCE INDICATORS

Increase the average growth between Year 3 and 5 (as identified through NAPLAN) to be at or above that of like schools by 2017.

65% of Year 3 students will achieve in Band 5 or above for NAPLAN Reading by 2017.

65% of Year 5 students will achieve in Band 6 or above for NAPLAN Reading by 2017.

65% of Year 3 students will achieve in Band 5 or above for NAPLAN Writing by 2017.

55% of Year 5 students will achieve in Band 6 or above for NAPLAN Writing by 2017.

Arrest the downward trend in the Year 3 Spelling average score in NAPLAN, and to have an upward trend by 2017.

70% of Year 5 students will achieve in Band 6 or above for NAPLAN Spelling by 2017.

65% of Year 3 students will achieve in Band 5 or above for NAPLAN Grammar and Punctuation by 2017.

Increase the average growth between Years 3 and 5 in Grammar and Punctuation (as identified through NAPLAN) to be at or above that of like schools by 2017.

KEY TEACHING STRATEGIES

Western Australian Curriculum & Assessment Outline to be used for planning, assessment and reporting.

A minimum of 25% of teaching time to be allocated to literacy. This may include integrated time with other learning areas.

English lessons to follow a standard structure throughout the school.

Utilisation of the West Coast LDC Critical Learning Pathway, DET NAPLAN Planners, First Steps materials, and SCSA/ACARA Work Samples to support planning and the delivery of English programmes.

Continuation of case management approach for identified students.

Rigorous phonological awareness programme across the junior years.

Explicit teaching of writing skills in developing and expressing ideas.

Continued use of Connolly PS spelling programme in PP-Yr1, and Soundwaves spelling programme in Years 2-6.

ASSESSMENT & REPORTING

Data will be collected through the Management Information System including NAPLAN and OLI.

Common Assessment Tasks should be used at least once per semester and should include Productive and Receptive modes. Formative assessment is continuous and underpins the development of skills in all classes.

Teachers should use the SCSA Achievement Standards & Work Samples. http://k10outline.scsa.wa.edu.au/assessment_principles_and_practice/judging_standards

Parents will receive formal reports at the end of each semester.



A WHOLE SCHOOL APPROACH TO ENGLISH



ENGLISH LESSON – WHAT DOES IT LOOK LIKE?

At Connolly PS, English lessons will follow the same basic outline.

Warm-Up

- Preparation for reading, writing or performance
- To include games and activities for building vocabulary, raising awareness and understanding of grammar, or to prepare students for the specific topic of the lesson.

15% of lesson.

Purpose of the Lesson

- Introduce the concept to be taught.
- Identify the learning goals for the lesson.

Intentional Teaching Session

- Explicit Teaching of the concept to be learned.
- Demonstrate and model what is expected from students in regards to their learning.

20% of lesson.

Guided Practice

- Activities that enable the student to practice and demonstrate the skills taught in the explicit teaching stages.
- Allow for increasing levels of independence.

55% of lesson.

Plenary/Reflection

- As a class, review the learning goals and create opportunities for students to demonstrate/share what they have learnt.
- Re-inforce concept and correct any misunderstandings.

10% of lesson.

PARENT/COMMUNITY LINKS

Parental engagement in supporting students' literacy success will be facilitated through:

- Literacy Kits in the Early Childhood classes
- Home Reading / Chatterbox
- Targeted workshops for parents
- Support-A-Reader programme.

CONTENT STRUCTURE

The Western Australian Curriculum for English is organised into three interrelated strands that support students' growing knowledge, understanding and skills.

LANGUAGE: Knowing about the English language.

LITERATURE: Understanding, appreciating, responding to, analysing and creating literature.

LITERACY: Expanding the repertoire of English usage.

Each week in English we should be covering:

- 4 x Explicit Spelling Sessions
- 4 x Whole Class /Guided Reading sessions
- Explicit instruction in, and production of, one written text.

In addition, all students should have the opportunity to complete a minimum of three formal oral presentations/performances over the year.

STUDENTS AT EDUCATIONAL RISK

Students at Educational Risk will be identified through the following processes:

- Entrance interviews at Kindergarten and Pre-Primary.
- Data collection through the school's Management Information System including NAPLAN, MTS Mathematics and Online Interview for PP.

Teachers will inform parents of any significant concerns.

The school will offer a range of interventions including:

- Differentiation of the curriculum in the classroom context.
- The use of GEPs and IEPs with specific goals, strategies and assessment processes.
- Small group withdrawal programmes including Occupational Therapy, Speech Pathology and the Support-A-Reader programme.



A WHOLE SCHOOL APPROACH TO MATHEMATICS



DoE STRATEGIC PLAN 2016-19 (HIGH PERFORMANCE – HIGH CARE)

Require schools to set high expectations and targets for the specific progress of students (or groups) based on rigorous analysis of data.

Maintain a strong focus in the primary years and beyond on the explicit teaching of literacy and numeracy.

Encourage greater interest and competence in science, technology, engineering and mathematics (STEM) subjects.

Develop in students skills for emerging industries and technologies including teamwork, problem solving, creativity, independent thinking, critical analysis initiative and communication.

CLASSROOM FIRST STRATEGY

Key Element 1 – A Focus on Student Achievement: Success For All

Key Element 2 – A Classroom Orientation: Sound Teaching

FOCUS 2017

Set improvement targets against achievement standards and comparative data of like-schools, all WA public schools, and all Australian schools.

Focus on STEM in early years, particularly numeracy, creative problem-solving and coding skills.

EARLY YEARS LEARNING FRAMEWORK

Children are connected with and contribute to their world.

Children are confident and involved learners.

OUR BELIEFS ABOUT NUMERACY

Dedicated blocks of Mathematics teaching, combined with effective group work to support differentiation, are essential to the acquisition of numeracy.

Teaching practice should aim to build the child's conceptual understanding and connect learning to previous learning (scaffold).

Learning mathematics should be active, concrete, interactive and involve differentiated and reflective learning opportunities.

Teaching mathematics effectively requires explicit instruction, guided practice and reflective opportunities as well as investigative and exploratory experiences.

A range of mental computational strategies, including terminology, automatic recall of basic facts, and combinations, is essential to mathematics success.

KEY PERFORMANCE INDICATORS

Increase the average growth between Years 3 and 5 in Numeracy (as identified through NAPLAN) to be at or above that of like schools by 2017.

65% of Year 3 students will achieve in Band 4 or above for NAPLAN Numeracy by 2017.

60% of Year 5 students will achieve in Band 6 or above for NAPLAN Numeracy by 2017.

SCHOOL BUSINESS PLAN

Goal 1 – Raise our school's NAPLAN mean scores for English and Mathematics to be 7% above the Australian Mean.

KEY TEACHING STRATEGIES

Western Australian Curriculum & Assessment Outline to be used for planning, assessment and reporting.

A minimum of 25% of teaching time to be allocated to numeracy. This may include integrated time with other learning areas.

Mathematics lessons to follow a standard structure throughout the school.

Use of iMaths as the primary resource to ensure connected practice.

Utilisation of MTS Online, DET NAPLAN planners and First Steps Materials to support planning, and the delivery of Mathematics programmes.

Explicit teaching of new vocabulary to assist with oral and written reflection.

All numeracy lessons will include the explicit instruction of mental mathematics skills as described in the Connolly PS Mental Strategies and Basic Facts Curriculum Map.

ASSESSMENT & REPORTING

Data will be collected through the Management Information System including NAPLAN, OLI and MTS summative assessments.

Classroom teachers will collect track student progress using their iMaths Tracker Book after each topic.

Common Assessment Tasks should be used at least once per semester according to the Student Assessment and Reporting Policy. Formative assessment is continuous and underpins the development of skills in all classes.

Teachers should use the SCSA Achievement Standards and Work Samples.
http://k10outline.scsa.wa.edu.au/assessment_principles_and_practice/judging_standards

Teachers will inform parents of any significant successes or concerns as appropriate.

Parents will receive formal reports at the end of each semester



A WHOLE SCHOOL APPROACH TO MATHEMATICS



NUMERACY LESSON – WHAT DOES IT LOOK LIKE?

At Connolly PS, Mathematics lessons will follow the same basic outline.

<p>Mental Maths</p> <ul style="list-style-type: none"> - Mental calculation strategies to promote and consolidate basic fact /concept recall. - Contains explicit instruction on a skill or strategy as outlined by the Connolly PS Mental Maths Scope and Sequence. 	}	15% of lesson.
<p>Purpose of the Lesson</p> <ul style="list-style-type: none"> - Introduce the concept to be taught. - Identify the learning goals for the lesson. 	}	20% of lesson.
<p>Intentional Teaching Session</p> <ul style="list-style-type: none"> - Explicit Teaching of the concept to be learned. - Demonstrate and model what is expected from students in regards to their learning. 	}	20% of lesson.
<p>Guided Practice</p> <ul style="list-style-type: none"> - Activities that enable the student to practice and demonstrate the skills taught in the explicit teaching stages. - Allow for increasing levels of independence. 	}	55% of lesson.
<p>Plenary/Reflection</p> <ul style="list-style-type: none"> - As a class, review the learning goals and create opportunities for students to demonstrate/share what they have learnt. - Re-inforce concept and correct any misunderstandings. 	}	10% of lesson.

Each week in Mathematics we should be covering:

- 5 x Think Mentals sessions or similar in K-2.
- Formal teaching of automatic fact recall.
- 5 x Explicit Numeracy Sessions following an iMaths plan.

In addition, all students should have the opportunity to complete a minimum of three iMaths investigations over the year.

PROFICIENCY STRANDS

Staff will ensure that the four proficiency strands of the Western Australian Curriculum are incorporated in their planning and teaching of Mathematics.

<p>Understanding</p> <ul style="list-style-type: none"> - Knowledge of adaptable and transferable concepts. - Making connections between concepts. - Identifying commonalities or differences. - Interpreting mathematical information. 	<p>Fluency</p> <ul style="list-style-type: none"> - Selecting appropriate procedures. - Efficient calculation of answers. - Recall of facts, concepts and definitions. - Manipulation of expressions and equations to find solutions.
<p>Problem-Solving</p> <ul style="list-style-type: none"> - Ability to make choices, and formulate and solve problems. - Design and plan investigations. - Applying strategies to seek solutions. - Verifying the reasonableness of answers. 	<p>Reasoning</p> <ul style="list-style-type: none"> - Capacity for logical thought and actions. - Explaining and justifying their thinking or processes. - Transfer of concepts and skills from one context to another.

STUDENTS AT EDUCATIONAL RISK

Students at education risk will be identified through the following processes:

- Entrance interviews at Kindergarten and Pre-Primary.
- Data collection through the school's Management Information System including NAPLAN, MTS Mathematics and Online Interview for PP.

The school will offer a range of interventions including:

- Differentiation of the curriculum in the classroom context.
- The use of GEPs and IEPs with specific goals, strategies and assessment processes.



A WHOLE SCHOOL APPROACH TO SCIENCE



DoE STRATEGIC PLAN 2016-19 (HIGH PERFORMANCE – HIGH CARE)

Encourage greater interest and competencies in science, technology, engineering and mathematics (STEM) subjects.

Develop in students skills for emerging industries and technologies including teamwork, problem solving, creativity, independent thinking, critical analysis, initiative and communication.

CLASSROOM FIRST STRATEGY

Key Element 1 – A Focus on Student Achievement: Success For All

Key Element 2 – A Classroom Orientation: Sound Teaching

FOCUS 2017

Focus on STEM in the early years, particularly numeracy, creative problem solving and coding skills.

EARLY YEARS LEARNING FRAMEWORK

Children are connected with, and contribute to their world.

Children are confident and involved learners.

SCHOOL BUSINESS PLAN

Goal 2 – Continue to develop a teaching environment to complement learning and development in additional curriculum areas.

OUR BELIEFS ABOUT SCIENCE

Students should be provided with a solid foundation in science knowledge, understandings, skills and values on which further learning and adult life can be built.

Students should be able to draw evidence-based conclusions and make informed decisions about their own health and well-being.

Science is a human endeavour to appreciate and apply in daily life.

Learning Science should be active, concrete, interactive and involve differentiated and reflective learning opportunities.

The Science learning program should use a cooperative learning model, and teachers will plan, teach and assess in a collaborative manner where possible.

Teaching science effectively requires explicit instruction and reflective opportunities, as well as investigative and exploratory experiences.

KEY PERFORMANCE INDICATORS

Re-establish Karri 2 classroom as a designated Science Lab.

Build science resource kits for each Western Australian Curriculum content area.

Recognise National Science Week by holding a Science Activity Week.

KEY TEACHING STRATEGIES

Allocation of teacher to run specialist STEM programme across PP-Yr6.

Western Australian Curriculum & Reporting Outline to be used for planning, assessment and reporting, and will be in line with the Connolly PS Curriculum Map.

Explicit teaching will cover all three science strands.

Science learning to be supported by classroom teachers through integration within literacy and numeracy learning programmes.

Use of Primary Connections as a source of curriculum materials to ensure connected practice across the school.

Classes to make use of the Karri 2 Science Lab for the teaching of science.

ASSESSMENT & REPORTING

Common Assessment Tasks should be used at least once per semester according to the Student Assessment and Reporting Policy. Formative assessment is continuous and underpins the development of skills in all classes.

Teachers should use the SCSA Achievement Standards and Work Samples. http://k10outline.scsa.wa.edu.au/assessment_principles_and_practice/judging_standards

Teachers will inform parents of any significant successes or concerns as appropriate.

Parents will receive formal reports at the end of each semester.



A WHOLE SCHOOL APPROACH TO SCIENCE



SCIENCE LESSON – WHAT DOES IT LOOK LIKE?

At Connolly PS, Science lessons will follow the same basic outline.

Purpose of the Lesson

- Introduce the concept to be taught.
 - Identify the learning goals for the lesson.
 - Link to students' prior knowledge.
- 15% of lesson.

Modelling and Demonstration

- Demonstration of phenomenon, or of experiment/ investigation to be completed
 - Demonstrate and model what is expected from students in regards to their learning.
- 15% of lesson.

Investigation

- Investigation or experiment that enable students to extend understandings, and to practice and demonstrate the skills taught in the explicit teaching stages.
 - Allow for increasing levels of independence.
- 55% of lesson.

Plenary/Reflection

- As a class, review the learning goals and create opportunities for students to demonstrate/share what they have learnt.
 - Explicit Teaching of the concept to be learned.
 - Targeted teaching to correct any misunderstandings.
- 15% of lesson.

CONTENT STRUCTURE

Each week in Science we should be completing one hands-on experiment or investigation in which students have the opportunity to:

- Predict an outcome or result.
- Work collaboratively with peers.
- Record and present results
- Receive explicit instruction, and openly discuss, key scientific knowledge and understandings.

THE THREE STRANDS OF SCIENCE

At Connolly PS, the explicit teaching of the three strands of Science shall be specifically planned for. These strands will be taught in an integrated manner.

Science Understandings

- Selecting and integrating appropriate science knowledge
- Explaining and predicting phenomena
- Applying knowledge to new situations

Science as a Human Endeavour

- Investigating how current knowledge has developed over time.
- Exploring how science knowledge and applications affect people's lives.
- Making decisions and taking actions based on science understandings.

Science Inquiry Skills

- Questioning & Predicting
- Planning & Conducting
- Processing & Analysing Data and Information
- Evaluating
- Communicating



A WHOLE SCHOOL APPROACH TO

HUMANITIES & SOCIAL SCIENCES



DoE STRATEGIC PLAN 2016-19 (HIGH PERFORMANCE – HIGH CARE)

Develop in students skills for emerging industries and technologies including teamwork, problem solving, creativity, independent thinking, critical analysis, initiative and communication.

CLASSROOM FIRST STRATEGY

Key Element 1 – A Focus on Student Achievement: Success For All
Key Element 2 – A Classroom Orientation: Sound Teaching

FOCUS 2017

Teach specific content of the WA Curriculum in Phase 2 learning areas.

EARLY YEARS LEARNING FRAMEWORK

Children have a strong sense of identity.
Children are connected with and contribute to their world.
Children are confident and involved learners.
Children are effective communicators.

OUR BELIEFS ABOUT HUMANITIES & SOCIAL SCIENCES

Effective citizens have an engagement in, and respect; places, people, cultures, events, ideas and environments at a local, national and global scale.

Students need to develop the ability to question, think critically, make evidence-based decisions, devise actions, and to communicate effectively.

Inquiry skills underpin learning in Humanities and Social Sciences.

Effective and targeted resourcing is essential to success; this includes teaching materials and information sources for students.

The learning program should consider whole class, small group and individual instruction.

KEY PERFORMANCE INDICATORS

Annual Review of the Whole School Approach for HASS.

SCHOOL BUSINESS PLAN

Goal 2 – Continue to develop a teaching environment to complement learning and development in additional curriculum areas.

KEY TEACHING STRATEGIES

Western Australian Curriculum & Assessment Outline to be used for planning, assessment and reporting, and will be in line with the Connolly PS Curriculum Map.

Explicit teaching of both strands: Knowledge and Understanding, and the Humanities & Social Sciences Skills.

Explicit instruction to be given on skills of cooperation and collaboration, through the use of Kagan Cooperative Strategies.

Provide hands-on and real world experiences as part of the HASS programme through incursions & excursions.

Use of a wide variety of graphic organisers should be explicitly taught, modelled and practised.

Classes to have scheduled time in the library each week.

ASSESSMENT & REPORTING

Common Assessment Tasks should be used at least once per semester according to the Student Assessment and Reporting Policy. Formative assessment is continuous and underpins the development of skills in all classes.

Teachers should use the SCSA Achievement Standards and Work Samples.
http://k10outline.scsa.wa.edu.au/assessment_principles_and_practice/judging_standards



A WHOLE SCHOOL APPROACH TO

HUMANITIES & SOCIAL SCIENCES



HASS LESSON – WHAT DOES IT LOOK LIKE?

At Connolly PS, lessons will follow the same basic outline.

Purpose of the Lesson

- Introduce the concept to be taught.
- Identify the learning goals for the lesson.

10% of lesson.

Intentional Teaching Session

- Presentation of curriculum content
- Explicit Teaching of Humanities and Social Sciences skill to be utilised by students.
- Demonstrate and model what is expected from students in regards to their learning.

25% of lesson.

Guided Practice

- Students engage in curriculum content
- Activities that enable the student to practice and apply the skill taught in the explicit teaching stages.
- Allow for increasing levels of independence.

50% of lesson.

Plenary/Reflection

- As a class, review the learning goals and create opportunities for students to demonstrate/share what they have learnt.
- Re-enforce concept and correct any misunderstandings.

15% of lesson.

CONTENT STRUCTURE

Each week in Humanities & Social Sciences students be covering :

- Specific content knowledge and understandings
- Formal teaching of at least one Humanities and Social Sciences skill.
- Facilitated discussion (Whole Class and/or Small Group)

In addition, all students should have the opportunity to complete a minimum of two inquiry-based projects over the year.

HUMANITIES & SOCIAL SCIENCES SKILLS

At Connolly PS, the explicit teaching of the Humanities & Social Sciences skills shall be specifically planned for.

Questioning & Researching
Analysing
Evaluating
Communicating & Reflecting

Exemplification of these skills in the context of each content strand can be found through SCSA: Skill Illustrations http://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0008/34883/HASS-P-10-Skill-illustrations.pdf

DAYS OF CELEBRATION & REMEMBRANCE

At Connolly PS, the following days of celebration and remembrance will be recognised. Teachers are to ensure that students are provided with opportunities to engage in, and learn about the significance of, these days.

Australia Day	ANZAC Day
Western Australia Day	NAIDOC Week
Remembrance Day	



A WHOLE SCHOOL APPROACH TO

HEALTH & PHYSICAL EDUCATION



DoE STRATEGIC PLAN 2016-19 (HIGH PERFORMANCE – HIGH CARE)

Develop in students skills for emerging industries and technologies including teamwork, problem solving, creativity, independent thinking, critical analysis, initiative and communication.

CLASSROOM FIRST STRATEGY

Key Element 1 – A Focus on Student Achievement: Success For All

Key Element 2 – A Classroom Orientation: Sound Teaching

FOCUS 2017

Teach specific content of the WA Curriculum in Phase 2 learning areas.

Maintain momentum among staff in supporting positive wellbeing and health for staff and students.

EARLY YEARS LEARNING FRAMEWORK

Children have a strong sense of identity.
Children are connected with and contribute to their world.
Children have a strong sense of wellbeing.
Children are effective communicators.

SCHOOL BUSINESS PLAN

Goal 2 – Continue to develop a teaching environment to complement learning and development in additional curriculum areas.

OUR BELIEFS ABOUT HEALTH & PHYSICAL EDUCATION

Students need to be explicitly taught how to enhance their personal health, safety and well-being, and how to contribute to building healthy, safe and active environments.

Health and Physical Education should take a strengths-based approach; supporting students to make healthy, safe and active choices.

Participation and engagement should be encouraged at all times.

The development of health literacy is crucial to ensure students are able to comprehend, evaluate and apply health information, to make decisions and set goals, and to promote their own health and the health of others.

KEY PERFORMANCE INDICATORS

Continuation of the Senior Sport programme.
Continued participation in interschool sports carnivals and competitions
Engagement of specialist coaches and development officers to provide students with access to a wide variety of sporting opportunities.
Registration and participation in the Sporting Schools programme.
Continued participation in an educational dance programme.
Continuation of In-Term swimming lessons at both Mullaloo Beach and Arena Joondalup.

KEY TEACHING STRATEGIES

Western Australian Curriculum & Assessment Outline to be used for planning, assessment and reporting as outlined in the school's *WA Curriculum Implementation Schedule*, and will be in line with the Connolly PS Curriculum Map.

Health Planning to link to the Student Services Operational Plan (Pastoral Care)

Explicit instruction to be given on skills for co-operation and collaboration, through the use of Kagan Cooperative Strategies.

Continued use of the Friendly Schools curriculum materials to ensure connected practice in health education.

Continuation of specialist Physical Education programme Yrs 1-6.

Continued engagement of specialist coaches and development officers to supplement Phys Ed learning programme.

ASSESSMENT & REPORTING

Common Assessment Tasks should be completed once a semester according to the Student Assessment and Reporting Policy.

Formative assessment is continuous and underpins the development of skills in all classes.

Teachers should use the SCSA Achievement Standards and Work Samples.

http://k10outline.scsa.wa.edu.au/assessment_principles_and_practice/judging_standards



A WHOLE SCHOOL APPROACH TO

HEALTH & PHYSICAL EDUCATION



HEALTH LESSON – WHAT DOES IT LOOK LIKE?

At Connolly PS, lessons will follow the same basic outline.

Purpose of the Lesson/Intentional Teaching

- Introduce the concept/key message to be taught.
- Identify the learning goals for the lesson.
- Demonstrate and model what is expected from students in regards to their learning.

15% of lesson.

Facilitated Discussion/Whole Class Activity

- Guided discussion on concept/key message.
- Whole class activity to initiate, facilitate or direct discussion.
- Introduce health literacy concepts and vocabulary

25% of lesson.

Guided Practice

- Students engage in curriculum content
- Activities that enable the student to investigate and explore the concept/key message taught in the explicit teaching stages.
- Allow for increasing levels of independence.

40% of lesson.

Plenary/Reflection

- As a class, review the learning goals and create opportunities for students to demonstrate/share what they have learnt.
- Re-enforce concept/key message and correct any misunderstandings.

20% of lesson.

CONTENT STRUCTURE

Each week in Health & Physical Education students should:

- Participate in one Physical Education lesson.
- Cover specific health content knowledge or key message.
- Work collaboratively with peers
- Participate in facilitated discussion (Whole Class/Small Group)

IMPORTANT CONSIDERATIONS - HEALTH

Teaching and learning experiences should reflect our school's policies and procedures. In addition to the Curriculum Map and Additional Curriculum Operational Plan, teachers should refer to the:

- Health and Well-Being Policies
- Student Services Policies and Operational Plan
- Behaviour Management Policy
- Information & Communication Technologies Policies.

As specific content may be sensitive to different cultural and/or religious groups, teachers should keep parents informed of upcoming health topics.



A WHOLE SCHOOL APPROACH TO TECHNOLOGIES



DoE STRATEGIC PLAN 2016-19 (HIGH PERFORMANCE – HIGH CARE)

Encourage greater interest and competence in science, technology, engineering and mathematics (STEM) subjects.

Develop in students skills for emerging industries and technologies including teamwork, problem-solving, creativity, independent thinking, critical analysis, initiative and communication.

Ensure students are confident and adaptive users of technology to prepare them for the learning, social and employment opportunities of the future.

CLASSROOM FIRST STRATEGY

Key Element 1 – A Focus on Student Achievement: Success For All

Key Element 2 – A Classroom Orientation: Sound Teaching

FOCUS 2017

Focus on STEM in the early years, particularly numeracy, creative problem-solving and coding skills.

EARLY YEARS LEARNING FRAMEWORK

Children are connected with and contribute to their world.

Children are effective communicators

OUR BELIEFS ABOUT TECHNOLOGIES

Technology and technological advancements enrich and impact on the lives of people and societies globally.

It is important to involve students in relevant practical experiences.

Gives students the opportunity to learn about the made world.

Students can apply knowledge and skills in an exciting and creative way to solve practical problems.

The Technologies subjects are interrelated and connected through other learning areas.

The teacher identifies the prior knowledge of students to establish a starting point for learning.

KEY PERFORMANCE INDICATORS

Development of a Whole School Approach to Technologies in line with the to-be-completed Western Australian Curriculum.

Develop and implement a Connolly PS ICT skills scope and sequence to guide the explicit instruction of ICT skills

Students will use ICT to create information products, and to retrieve information.

Each block has access to a bank of wireless devices.

Provide professional learning to students and staff to support the use of Ipads to enhance student learning.

Continue to hold “Techie Brekkies” as an internal tool for the up-skilling of staff.

Investigate and determine professional learning opportunities at the Network level.

Use of connect to address Australian Curriculum ICT general capabilities, communicate with students and their parents and form links to the wider education community.

SCHOOL BUSINESS PLAN

Goal 2 – Continue to develop a teaching environment to complement learning and development in additional curriculum areas.

Goal 3 – Develop a clear vision and plan that focuses on measurable, improved student learning through ICT for learning in the 21st Century.

KEY TEACHING STRATEGIES

Allocation of teacher to run specialist STEM programme across PP-Yr6.

Allocation of Digital technologies Lead Teacher to support teachers on the integration of digital technologies into the classroom learning programmes.

Teachers will plan, teach, assess and report using the WA Curriculum: Technologies.

Technologies planning and explicit teaching to focus on the practical application of linked Science and Technologies knowledge and understandings to “create solutions”

Explicit teaching of ICT skills as outlined in the ICT Scope and Sequence section of the Technologies Curriculum Map.

Continue to use of the Bring Your Own Device (BYOD) initiative for students in Years 4-6.

ASSESSMENT & REPORTING

Common Assessment Tasks should be used at least once per semester.

Formative assessment is continuous and underpins the development of skills in all classes.



A WHOLE SCHOOL APPROACH TO TECHNOLOGIES



TECHNOLOGIES LEARNING SEQUENCE – WHAT DOES IT LOOK LIKE?

At Connolly PS, Technologies Learning Sequences will follow the same basic outline. This will be drawn from the *Creating Solutions* framework.

Investigating and Defining	(2-3 sessions)
Designing	(1-2 sessions)
Producing and Implementing	(2-3 sessions)
Evaluating	(1-2 sessions)

CONTENT STRUCTURE

Technologies learning programmes will cover:

- Specific content knowledge as outlined by the Connolly PS Technologies Curriculum Map.
- Explicit instruction of the Technologies processes and production skills.
- Implementation of ICT, by students, in at least one of the *Creating Solutions* framework aspects.

In addition, all students should have the opportunity to complete a minimum of two longer term projects in which students use content knowledge and Technologies processes and skills to make decisions and create solutions.

TECHNOLOGIES PROCESSES & PRODUCTION SKILLS

At Connolly PS, the explicit teaching of the Technologies processes and production skills shall be specifically planned for. This is to be done across both Technologies strands under the banner of “*Creating Solutions*.”

Creating Solutions

Investigating and Defining
Designing
Producing and Implementing
Evaluating
Collaborating and Managing

INFORMATION & COMMUNICATION TECHNOLOGIES

At Connolly PS, students will receive explicit instruction in, and be provided practical opportunities to apply, a range of ICT skills and capabilities as outlined by the Connolly PS ICT Skills Scope and Sequence.

Teachers are to provide students with opportunities to engage with ICT through the use of:

- Desktop Computers
- Portable Devices (surface tablets, iPads), including participation in the BYOD initiative.

The use of ICT, by both teachers and students, should be cross-curricula and incorporated in all learning areas.