



## THE KILMORE PRIMARY SCHOOL WAY

*The Kilmore Primary School Way is a set of standards and practices that ensure each child is provided with the opportunity to.....*

- *Achieve high academic standards*
- *Contribute to a culture that develops an appetite for learning*
- *Develop social and emotional capacity that will allow them to participate productively in society*
- *Learn in an environment where they feel valued, safe and engaged in learning*



## Kilmore Primary School Staff Matrix

Be Kind	Be Proud	Be Safe
<ul style="list-style-type: none"> <li>-I am friendly, welcoming &amp; approachable to all members of the school community</li> <li>-I treat others with respect and show courtesy and consideration</li> <li>-I communicate professionally</li> <li>-I ask questions to verify information</li> <li>-I check emails regularly and respond as appropriate</li> <li>- I meet timelines and deadlines</li> <li>- I discuss student needs in a positive way</li> <li>-I give and receive constructive feedback</li> <li>-I value student input into their learning</li> <li>-I lead by example</li> <li>-I follow the KPS Code of conduct</li> <li>-I share in collegiate responsibilities</li> <li>-I include all team members in decision making</li> <li>-I support and promote school wide activities &amp; initiatives</li> <li>- I leave common areas in a neat and tidy way</li> </ul>	<ul style="list-style-type: none"> <li>-I am prepared, organised and punctual for classroom learning, meetings and professional learning</li> <li>-I manage my time effectively</li> <li>-I maintain a tidy and orderly classroom and school environment</li> <li>-I acknowledge &amp; celebrate the achievements of others</li> <li>- I actively promote our school in a positive way</li> <li>- I have high expectations of my students</li> <li>-I support students to reach their full potential</li> <li>-I continually teach and model the KPS values</li> <li>-I act in a professional manner</li> <li>-I implement teaching and learning initiatives and strategies as per DET and school wide expectations</li> <li>-I commit to improving my Professional Learning</li> <li>- I maintain a professional standard of dress and appearance</li> </ul>	<ul style="list-style-type: none"> <li>-I maintain a tidy, secure &amp; orderly environment</li> <li>- I actively supervise students in the classroom &amp; yard</li> <li>-I wear a hat &amp; yard duty vest</li> <li>- I am punctual to class and to yard duty</li> <li>-I keep accurate records of attendance &amp; incidents</li> <li>-I follow OH&amp;S guidelines &amp; report OH&amp;S issues immediately</li> <li>-I support the health and wellbeing of myself and my colleagues</li> <li>-I respect &amp; observe privacy and confidentiality</li> <li>-I use social media in a professional manner</li> </ul>



# Kilmore Primary School Reading Instructional Model

## Evidence of consistency in **Reading Hour**:

- Timetable indicates a committed Reading hour daily
- A literature rich classroom environment that accommodates a whole class area and clustered tables promoting cooperative learning
- Conversations teacher to student, student to student, student to teacher support development of oral language
- Precise student data is used to provide personalized instruction
- Students are familiar with classroom routines
- Individual Reading goals are implemented
- Teacher monitors/records student learning and teacher effectiveness

		STRUCTURE OF THE READING HOUR	TEACHING APPROACHES	EVIDENCE
15 minutes		<b>Read to Self</b> Students read independently a good fit book practicing their individual reading goal	Teacher to conference during this time 2-3 students per day using 'Coaching to a Target' model	<ul style="list-style-type: none"> <li>• All students to be conferenced at least once per fortnight and conferences recorded on electronic pensieve</li> </ul>
	10 minutes	<b>Whole Class Instruction</b> Teacher reads with or to the class An explicit teaching focus based on comprehension, accuracy, fluency or expanding vocabulary is articulated to the class and demonstrated	Shared Reading Reading Aloud	<ul style="list-style-type: none"> <li>• Teacher talk is explicit</li> <li>• Learning intention &amp; success criteria displayed &amp; articulated</li> <li>• The class is together as a whole group</li> <li>• Enlarged text used that all students can see</li> <li>• Students listen and respond to texts interactively (student to teacher, student to student)</li> </ul>
25 mins	10 mins	<b>Explicit Teaching Groups</b> Students are selected for the instructional group according to learning needs Teacher works with at least 1 group per day	Guided Reading Strategy Instruction Shared Reading Reciprocal Reading	<ul style="list-style-type: none"> <li>• Teacher caters for the learning needs of every students through small group instruction</li> <li>• Teaching groups reflect differentiated approach based on assessment data</li> <li>• Student groupings flexible to cater for evolving needs</li> </ul>
	15 mins	<b>Independent Practice</b> Students practice reading skills reinforced by reading and responding to texts	Independent learning tasks related to learning intention & success criteria	<ul style="list-style-type: none"> <li>• Independent differentiated reading tasks are provided and matched to learning needs</li> <li>• Learning tasks can be allocated to individuals &amp; groups</li> <li>• Students read and respond to texts at familiar reading levels when working independently</li> </ul>
	10 mins	<b>Whole Class Reflection</b> Students articulate what they have learnt about reading during the lesson		<ul style="list-style-type: none"> <li>• Students articulate what they are learning about reading</li> <li>• Connections made to explicit teaching focus articulated at the start of the lesson and reference made to the learning intention and success criteria</li> </ul>



## **Kilmore Primary School Literacy Program – Reading**

### **Introductory Statement**

We believe that all students learn differently and develop at different rates. Our students need to receive a consistent approach to teaching reading that is constantly reinforced as the students move from year to year. If teachers model common strategies when teaching reading, students will be encouraged to apply the skills themselves.

We teach reading strategies across all year levels using goal-setting with students in individual conferences, posting of goals on a whole-class board, developing small group instruction based on clusters of students with similar goals, and targeting whole-class instruction based on emerging student needs.

As students' progress with their reading they will apply a variety of reading strategies successfully when reading more demanding levelled texts.

**Students will be taught a variety of reading strategies from (but not limited to) the CAFÉ menu.**

- Comprehension – *'I understand what I read'*
  - Searching for and using information
  - Remembering information in summary form
  - Making Predictions
  - Synthesizing new information
  - Making connections
  - Inferring
  - Thinking analytically
  - Thinking critically about a text
- Accuracy – *'I can read the words'*
  - solving words using a flexible range of strategies
- Fluency – *'I can read accurately with expression and understand what I read'*
  - Sustaining fluent, phased reading
- Expanding Vocabulary – *'I know, find and use interesting words'*

### **Duration and Frequency**

There is a minimum expectation that teachers will teach 5 X 60 minute sessions for reading each week.

**The reading program will include the following approaches to the teaching of reading:**

Our Reading program is carefully designed and structured to include demonstrating, teaching, guiding, monitoring, evaluating and goal setting along with voluntary reading of books students choose to cater for the individual needs of students.

Our daily reading sessions are structured and planned using the KPS instructional model based on the KPS Literacy Placemat and the Gradual Release of Responsibility Model.

Lessons are structured to include:

- Independent reading - students practice the whole class and individual reading goal)
- Student conferences – teachers conference with individual students at least once per fortnight (as per CAFÉ coach to a target)
- Whole class focus with an explicit learning intention and success criteria – these are articulated, displayed, demonstrated and practices
- Explicit teaching groups – students are selected for strategy groups according to learning needs and ability levels. At least one strategy groups will be completed each day with all students in a minimum of one group per week.
- Independent practice – students not in a teacher group will be engaged in independent tasks based on the learning intention.

### **Assessment**

Ongoing assessment of students enables teachers to measure progress, plan for the next learning goal and effectively group children. Ongoing assessment is conducted as per the KPS Literacy Assessment schedule

### **What to look for in a Reading classroom:**

- **CAFE Menu** -- You will see a board that has the letters C A F E as a heading. This is the CAFE menu that holds strategies students use to read and comprehend text. Depending on the grade level and especially if it is early in the year, you will not see many strategies posted. The menu is created throughout the year as strategies are introduced, thus anchoring students learning to the menu.
- **Student ownership** -- The strategies on the CAFE board are mostly written by students, as they will become the "experts" on these strategies. You will also see student names posted somewhere on the board. This indicates a literacy goal they are working to master. Students will be able to clearly articulate their reading goal.
- **Individualised instruction** -- Teachers will have a deep understanding of where each child is in the reading process. They will have an electronic conferring pensieve that has specific information on each child (assessments, reading level, goals, strategy groups, etc.). They should have a calendar that includes appointments of strategy groups and individual student conferences.
- **Academic language** -- Students are taught many literacy strategies (comprehension, accuracy, fluency, and vocabulary). They are taught these strategies using true academic language. This academic language provides consistency to students as they move from grade to grade. Students will be able to tell you what strategy they are working on and what it means.
- **I-charts** – These are designed at the start of the year to establish effective classroom routines and behaviours (e.g. Read to Self, Independent practise expectaions). These are created with the students and remain posted for easy reference.
- **Book boxes** -- Each child will have a book box/bag to hold good-fit book
- **Lesson Structure** – Every classroom will have a blend of whole group, small group, and one-on-one instruction. Whole group lessons should be brief and focused.
- **Student behaviour** – During a reading session, students should be engaged in the tasks they are working on. They will be in one spot, working the whole time. The teacher will be working with an individual student, small group or roving the room ensuring academic success for all students



## KPS Reading Non- Negotiables

**It is expected that the following will be consistent in all classes at all times:**

- All children will participate in 5 X 60 minute reading lessons per week with a preference to being conducted within the first two sessions of the day
- All children will be given take home readers from day one of the Ready, Set, Go Program.
- Hume Classroom Teaching Techniques & High Expectations will be evident in all classrooms
- Comprehension will be a strong focus at all levels
- CAFE board displayed showing whole class and individual student strategies
- Students can articulate what each strategy means as well as their own personal CAFÉ goal/strategy
- Students will have an individual CAFÉ menu which will be highlighted and dated to show the individual goals they are working on
- i-charts displayed in classroom & referred to regularly
- Mini lessons and strategy groups evident during the reading sessions
- Classroom library established in all classrooms
- All students conferenced at least once per fortnight following the 'Coach to a Target' structure and conferences recorded on the electronic Pensieve. Individual reading goals will be reviewed during conferences
- Parent Pipeline information to be sent home with students when they start a new goal
- Learning Intention and Success Criteria prominently displayed for all lessons and referred to during mini lesson and to reflect at the end of the lesson
- Independent activities will relate directly to the learning intention and be focused on practice of the relevant skills and concepts
- Students will participate in at least one teacher focus group each week
- Weekly Reading planner to be on server prior to the beginning of each teaching week (preferably the Friday before) using the KPS planning templates
- Weekly Planners to include assessments as per Assessment Schedules and data used to inform planning
- Lessons are structured following the KPS Reading Placemat
- Term planning and weekly planner completed on KPS templates
- Ongoing student achievement levels recorded on Sentral using continuum tracker
- During the 10 minutes of lunch eating, students will be listening to reading (teacher reading or audio recording)
- Students to keep a reading log/diary to record what they have read in school. Home reading to be recorded in reading diaries F-4 and school diaries in grade 5-



# Kilmore Primary School Writing Instructional Model

Evidence of consistency in **Writing Hour**:

- Timetable indicates a committed writing hour daily
- A literature rich classroom environment that accommodates a whole class area and clustered tables promoting cooperative learning
- Conversations teacher to student, student to student, student to teacher support development of oral language
- Precise student data is used to provide personalised instruction
- Students are familiar with classroom routines
- Individual writing goals are implemented
- Teacher monitors/records student learning and teacher effectiveness

		STRUCTURE OF THE WRITING HOUR	TEACHING APPROACHES	EVIDENCE
	10 minutes	<b>Whole Class Instruction</b> Teacher writes for or with the class • there is an explicit teaching focus based on an authorial or secretarial aspect of writing is articulated and demonstrated	• Modelled Writing • Shared Writing	• Teacher talk is explicit • The class is together as a whole group • Modelled Writing • Teacher holds the pen and articulates the thinking process whilst writing in front of the students • Student are observers of a proficient writer • Shared Writing • Teacher holds the pen and includes students in the composition of a piece of writing the students would not be able to generate independently
40 mins	15 mins	<b>Explicit Teaching Groups</b> Students are selected for the instructional group according to learning needs Teacher works with at least 1 group per day	• Language Experience • Shared Writing • Interactive Writing • Guided Writing	Precise student data is used to provide personalized instruction • Teacher caters for the learning needs of every student through small group instruction • Teacher planning reflects differentiated approach based on classroom diagnostic data • Spelling strategies are explicitly taught in meaningful contexts • Handwriting is explicitly taught in meaningful contexts
	25 mins	<b>Independent Practice</b> Students write for a sustained amount of time • Teacher roves and conferences individual students after meeting with small group	• Independent learning tasks related to learning intention & success criteria	• Independent differentiated writing tasks are provided and matched to learning needs • Learning tasks can be allocated to individuals & groups • Teacher individually conferring with students on current student writing • Teacher supports students to write what they are thinking and organising these ideas logically
	10 mins	<b>Whole Class Reflection</b> Students articulate what they have learnt about writing during the lesson • children share writing, receive feedback & can celebrate a published piece of writing		• Students articulate what they are learning about writing • Connections made to explicit teaching focus articulated at the start of the lesson and reference made to the learning intention and success criteria



## **Kilmore Primary School Literacy Program – Writing**

### **Introductory Statement**

We believe that all students learn differently and develop at different rates. Our students need to receive a consistent approach to teaching writing that is constantly reinforced as the students move from year to year. If teachers model common strategies when teaching writing, students will be encouraged to apply the skills themselves.

The writing block is a rigorous learning session where children are actively involved in creating their own texts and are taking responsibility for their learning. The teacher builds on the current strengths of the student to promote further learning.

### **Teachers will be using a variety of writing strategies including,**

- Modelled writing – teacher speaks aloud about their writing as they write.
- Shared writing – students and teachers combine ideas and teacher records writing for everyone to see
- Guided writing – scaffolded support for a groups of students with similar needs
- Independent writing – students independently apply previously learnt writing processes, understandings and strategies to own texts

The act of writing consists of multiple processes, strategies and conventions. Students will be taught these during the writing block including authorial and secretarial features - different forms of writing (genres), spelling conventions, punctuation and grammar.

### **Duration and Frequency**

A minimum expectation that teachers will teach 5 X 60 minute sessions for writing each week.

### **The Writing program will include the following approaches to the teaching of writing**

The writing block will be structured with a short mini lesson (approx 10-15 minutes), time for writing (approx 30 -40 minutes) and a share time (approx 10 minutes)





## **Essential elements of the Writing Program**

### Frequency/Time

In the daily writing block, students develop a rhythm for writing. As a writer you keep your writing in mind day after day, knowing that you will work on it at regularly scheduled times.

### Choice

In the daily writing hour students can write about things they choose to write about or there are prescribed tasks related to the genre being studied.

### A Writing Community

The writing environment enables students to experience living in a writing community. They learn what it means to consider the writing of others and to provide thoughtful comment and support. They learn what writers teach each other.

### Purpose

During writing, students learn that writing must have a purpose that it is not simply an assignment to complete. They explore a rich range of such purposes – for example, telling a story, arguing, persuading, describing. They produce final drafts that are shared within the group.

### Demonstrations by authors and illustrators

Writing takes place within a broad language and literacy community that includes quality literature. Students learn the craft of writing by analysing and discussing what good writers do. As you read aloud to children you expose them to the organisational structures and language that good writers use.

Through mini lessons based on the books your students have read or you have read to them, you teach specific elements of the writer's craft. Biographies, autobiographies and memoirs of authors provide important insights that may help young writers improve their skill.

### Predictability

The writing block is highly predictable. Students understand how the routines work, how supplies are organised and how time is arranged. The structure makes it possible for you and your students to focus on the process of writing and to engage in learning conversations. Except for the soft murmuring of conferences and group work the work is quiet.

### Revision, Editing, Proofreading and Publishing

Students are expected to revise and proofread their work. They learn that conventions are important. They value spelling and the correct use of punctuation. They also carefully consider word choice and sentence structures so that their work achieves coherence and clarity. They give a final check or proof read finished work and may publish the project.

### Expectations

Expectations for students during the writing block are high. They will write or engage in conferences or group work. They will generate ideas for their own work and support the work of others. You stipulate the requirements for specific projects.

### **Assessment**

Ongoing assessment of students enables teachers to measure progress, plan for the next learning goal and effectively group children. Ongoing assessment is conducted as per the KPS Literacy Assessment schedule



## KPS Writing Non- Negotiables

It is expected that the following will be consistent in all classes at all times:

- All children will participate in 5 X 60 minute writing lessons per week with a preference to being conducted within the first two sessions of the day
- The weekly writing structure will include:
  - 3 genre sessions per week
  - 1 - 2 writers workshop sessions
  - 1 hour dedicated to spelling (preferably spread over 3 smaller blocks throughout the week, one to practice high frequency words & individual lists and the other 2 to practise the weekly focus)
- The weekly mini lessons will be made up of:
  - 3 genre mini lessons
  - 1 spelling mini lesson
  - 1 punctuation/grammar mini lesson
- Hume Classroom Teaching Techniques & High Expectations will be evident in all classrooms
- All students have an individual Writing goal which is reviewed regularly and recorded in their literacy goals book/folder
- Learning Intention and Success Criteria prominently displayed for all lessons and referred to during mini lesson and to reflect at the end of the lesson
- Independent activities will relate directly to the learning intention and be focused on practice of the relevant skills and concepts
- Students will participate in at least one teacher focus group each week
- Weekly Writing planner to be on server prior to the beginning of each teaching week (preferably by the previous Friday) using the KPS planning templates
- Weekly Planners to include assessments as per Assessment Schedules and data used to inform planning
- Lessons are structured following the KPS Writing Placemat
- Term planning and weekly planner completed on KPS templates
- Ongoing student achievement levels recorded on Sentral using continuum tracker
- Handwriting will be explicitly taught with particular emphasis in formal instruction at Foundation and grade 1 levels. Handwriting books/sheets must be used as part of a teacher group activity not as an independent task until children are deemed competent enough at letter formation and simply need to refine and practice fluency
- Draft work at all grade levels must be organised and stored appropriately. This can be a folder system with loose lead paper or exercise books. It needs to be consistent at unit level
- All students will publish a written piece to display their knowledge at the end of each genre block
- Examples of genre structure to be constructed and visually displayed in classrooms at time of teaching a particular genre
- Teachers to provide regular feedback to students regarding their writing pieces related to the learning intentions and success criteria (documented in their writing book)
- High quality student work to be displayed demonstrated writing skills

# Kilmore Primary School Numeracy Instructional Model



## Evidence of consistency in Numeracy Hour:

Timetable indicates a committed numeracy hour daily

Conversations teacher to student, student to student, student to teacher support development of numeracy concepts

Students are familiar with classroom routines

Classroom environment accommodates a differentiated numeracy lesson structure and appropriate resources for fluency

Individual NFA goals are implemented

Precise student data is used to provide personalized instruction

Teacher monitors/records student learning and teacher effectiveness

	STRUCTURE OF THE NUMERACY HOUR	TEACHING APPROACHES	EVIDENCE
10-15 minutes	<b>Number Fluency</b> <ul style="list-style-type: none"> <li>Individualised warm up and practice time for strategies</li> </ul>	<ul style="list-style-type: none"> <li>In front of</li> <li>Beside</li> <li>behind</li> </ul>	<ul style="list-style-type: none"> <li>Fluency practice is differentiated so it is matched to students' learning needs</li> <li>The tasks are engaging for the learner</li> <li>The students can self-monitor in some way e.g. calculator, counting chart</li> </ul>
10 minutes	<b>Mini lesson</b> <ul style="list-style-type: none"> <li>Explicit teaching that is teacher directed</li> </ul>	<ul style="list-style-type: none"> <li>Whole Class</li> </ul>	<p>Teacher makes a connection with the content e.g.:</p> <ul style="list-style-type: none"> <li>Link to real world</li> <li>To previous work (<i>It's just like...</i>)</li> <li>Troublesome attempts (<i>I noticed many of you are having trouble with...</i>)</li> </ul> <p>The teacher teaches students through:</p> <ul style="list-style-type: none"> <li>Demonstration of thinking aloud (<i>this is how I am going to figure it out...</i>)</li> <li>Connecting to models</li> <li>Providing perspective (<i>which lines of paving tiles are you looking at?</i>)</li> </ul> <p>Students 'have a go'. The teacher may...</p> <ul style="list-style-type: none"> <li>Provide prompts</li> <li>Work with a student or group of students (<i>scaffolding</i>)</li> <li>Ask a student to work with a partner (<i>turn and talk</i>)</li> </ul> <p>Link the mini lesson to independent/group work for the remainder of the lesson:</p> <ul style="list-style-type: none"> <li>Ask students to focus on a strategy (<i>today you might like to try ...</i>)</li> <li>Focus on difference (<i>Instead of ...look for...try...</i>)</li> </ul>
30-40 mins	<b>Independent/Group learning</b> <ul style="list-style-type: none"> <li>Differentiated tools are used to match the numeracy tasks more closely to student</li> </ul>	Independent/Group	<ul style="list-style-type: none"> <li>Extensive student activity/work time</li> <li>The student task are rich/open-ended</li> <li>Change the number range, adjusting the number up or down to suit different students</li> <li>The teacher strategically uses manipulatives or visual supports to help less confident students</li> <li>Small group instruction, including a teaching group with similar learning needs</li> <li>The teacher actively roves after the teaching group to assist students</li> <li>The teacher provides an example of a mathematical process that forms a model for investigation. Students are invited to write and solve their own examples at their own level of understanding</li> <li>The teacher matches strategies to group of students</li> </ul>
5-10 mins	<b>Reflection/Summary</b> <ul style="list-style-type: none"> <li>Use student oral and written reflection to connect numeracy learning</li> </ul>	Whole Class	<p><b>During the reflection/summary time teacher will assist the students to look at the concepts explored:</b></p> <ul style="list-style-type: none"> <li>Focus on the mathematics (<i>We wanted to find a rule...</i>)</li> <li>Focus on what students found out (<i>What did you learn about...</i>)</li> </ul> <p><b>Discuss the strategies explore by:</b></p> <ul style="list-style-type: none"> <li>Asking students to explain the strategies they used and how they helped</li> <li>Drawing attention to the key strategies (<i>What stayed the same, what changed?</i>)</li> </ul> <p><b>Discuss the model used to support thinking (visulisation)</b></p> <ul style="list-style-type: none"> <li>What patterns did you make...How did the grid paper help you?</li> </ul> <p><b>Discuss the relationships by:</b></p> <ul style="list-style-type: none"> <li>Discussing the connections within the mathematics (<i>Jenna had...pattern, Tim had...patter, both had...</i>)</li> </ul>



## **Kilmore Primary School Numeracy Program**

### **Introductory Statement**

We believe that all students learn differently and develop at different rates. Our Numeracy program provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

### **Goals**

**The overall goals of a worthwhile Numeracy program should be for students to:**

- be confident, creative users and communicators of mathematics
- be able to investigate, represent and interpret situations involving Numeracy
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes
- be able to pose and solve problems and reason in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study

### **Duration and Frequency**

A minimum expectation that teachers will provide; 5 x 1 hour sessions per week following the timing structure of the Numeracy lesson in Kilmore Primary School Instructional Model (Based on the Hume Region Numeracy Placement)

### **Implementation of the Numeracy program**

#### ***All teachers will:***

- provide an inclusive and rich numeracy environment that supports and challenges student learning and links the learning to student real-world contexts
- understand that numeracy involves strategic thinking, relationships, reasoning, structure, logic and communication
- construct rich numeracy learning tasks differentiated to match the student's pre-existing understanding and that will lead to the next level on the developmental pathway
- provide purposeful practice in all dimensions in the Mathematics domain, so students gain fluency in the use of specific strategies, procedures and skills
- assist students to self-correct, self-monitor for meaning and build capacity to become independent learners
- create term planners which follow the AusVELS curriculum and embed the proficiency strands of understanding, fluency, problem solving and reasoning, the three content strands of *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability* along with their content descriptions and elaborations
- conduct assessment and create class profiles
- use Number moderation documents to create a portfolio of content descriptors achieved by each student
- reflect daily on their practice within the classroom context to inform teaching
- refine teaching strategies leading to improvements in practice and student outcomes
- collaborate with colleagues through professional discussion
- actively participate in effective Professional Learning

***The Numeracy program will include these resources and tools:***

- ICT resources (Mathletics)
- Modelling using hands on materials
- Hands-on materials related to developing underlying concepts
- On Demand Testing
- Number Fluency Assessment (NFA)
- Moderation documents for both number and non-number

***The Numeracy program will include the following approaches to the teaching of Numeracy:***

- Whole- Part- Whole teaching approach
- Hume Region Numeracy Strategy
- Bird's eye view of working space
- In front, Beside and Behind level of support for students
- Learning Focus, Learning Intention and Success Criteria
- Questioning and thinking aloud

**Assessment:**

At KPS the Numeracy schedule is designed to provide overall school benchmark data as well as class and individual data that will drive effective targeted learning practices and programs. The assessment of Numeracy will be integrated into the classroom program wherever appropriate.

**Foundation:**

- Pre and Post testing
- Foundation Entry Assessment
- Numeracy Fluency Assessment
- Assessment of individual Number and Non Number moderation pieces
- AUSVELS Progression Points

**Grade 1 & 2:**

- Pre and Post testing
- Numeracy Fluency Assessment
- Assessment of individual Number and Non Number moderation pieces AUSVELS Progression Points

**Grade 3 & 4:**

- On Demand testing
- Pre and Post testing
- Numeracy Fluency Assessment
- Assessment of individual Number and Non Number moderation pieces AUSVELS Progression Points

**Grade 5 & 6:**

- On Demand testing
- Pre and Post testing
- Numeracy Fluency Assessment
- Assessment of individual Number and Non Number moderation pieces AUSVELS Progression Point



## KPS Numeracy Non- Negotiables

**It is expected that the following will be consistent practice in all classes at all times:**

- Children will have a minimum of five hours on numeracy each week.
- 10 minute fluency time will be embedded into the numeracy block.
- The 'Whole-Small-Whole' model of instruction will be used for numeracy sessions.
- Explicit learning intentions and success criteria will be displayed and stated for every lesson and referred to throughout and during reflection time.
- Maths groupings will be based on data.
- Differentiated learning will be evident in planning and in the classroom implementation.
- Independent activities will relate directly to the learning intention and be focused on practice of the relevant skills and concepts.
- Consistent maths language will be used across all maths sessions in all areas of the school.
- The numeracy assessment schedule will be followed by all staff and timelines for data collection adhered to including:
  - Up to date NFA assessment booklets
  - Class profile for the 4 numeracy areas
  - All students P-6 have 'I Can' charts and can articulate their next numeracy goal.
- Quality questioning will focus in all sessions with planning documents reflecting a variety of pre-planned questions.
- Weekly Writing planner to be on server prior to the beginning of each teaching week (preferably by the previous Friday) using the KPS planning templates
- On Demand Testing : (Refer to school protocols and script)
  - The script must be followed with students.
  - Students must have support if they have language difficulties.
  - SSO staff can be used to supervise and support with the reading of the numeracy tests.



### **General:**

- All displays of student work should be updated regularly and be corrected.
- All homework needs to be corrected by the teacher and feedback provided to students where appropriate.
- All resources that children need regularly must be organised and available prior to all lessons.
- Modelled teacher handwriting should be exemplary and in Victorian Cursive Script.



# Kilmore Primary School Inquiry Instructional Model

- The instructional Model for Inquiry at Kilmore Primary School is an amalgamation of the Kath Murdoch and e5 Instructional Model

Kath Murdoch Inquiry Model		e5 Instructional Model
<b>Tuning In</b>  Also known as: <ul style="list-style-type: none"> <li>Prior knowledge</li> <li>Preparing to find out</li> </ul>	<ul style="list-style-type: none"> <li>To engage students in the topic</li> <li>To gauge student interest and attitudes</li> <li>To find out what students believe (understandings and Misconceptions)</li> <li>To provide opportunities for students to share what they Already know and believe</li> <li>To introduce/clarify language</li> <li>To identify gaps in their knowledge and misconceptions</li> <li>To assist with teacher planning of the unit</li> </ul>	<b>Engage</b> <ul style="list-style-type: none"> <li>Stimulate interest and curiosity, promote questioning and connect learning to real world experiences.</li> <li>Teacher elicits students' prior knowledge and supports them to make connections to past learning experiences.</li> <li>Present a purpose for learning, determining challenging learning goals and making assessment and performance requirements clear.</li> </ul> <b>Explore</b> <ul style="list-style-type: none"> <li>Challenging tasks to support students to generate and investigate questions, gather relevant information and develop ideas.</li> <li>Provide tools and procedures for students to organise information and ideas.</li> <li>Teacher identifies students' conceptions and challenges misconceptions.</li> <li>Students to expand their perspectives and reflect on their learning.</li> </ul>
<b>Finding Out</b>  Also known as: <ul style="list-style-type: none"> <li>Direct experiences</li> <li>Shared experience</li> </ul>	<ul style="list-style-type: none"> <li>To take students beyond what they already know</li> <li>To challenge students' ideas, beliefs and values</li> <li>To enable the student to use skills (e.g. thinking, Communication, cooperation, research skills) and Knowledge to collect new information</li> </ul>	



Kath Murdoch Inquiry Model		e5 Instructional Model
<b>Sorting Out</b>  Also known as: <ul style="list-style-type: none"> <li>Processing the shared experience/s</li> </ul>	<ul style="list-style-type: none"> <li>To sort out, organise, represent and present information From the finding out stage of the unit.</li> <li>To provide opportunities for the students to use their Preferred ways of learning to demonstrate their learning (Knowledge, skills, values)</li> </ul>	<b>Explore</b> <ul style="list-style-type: none"> <li>Opportunities for students to demonstrate their current level of understanding through verbal and non-verbal means. They explicitly</li> <li>Teach relevant knowledge, concepts and skills.</li> <li>Content is represented in multiple ways.</li> <li>Teacher provides strategies to enable students to connect and organise new and existing knowledge.</li> <li>Assist students to represent their ideas, using language and images to engage them in reading, writing, speaking, listening and viewing. The teacher explicitly teaches the language of the discipline.</li> <li>Structure opportunities for students to practise new skills.</li> </ul> <b>Elaborate</b> <ul style="list-style-type: none"> <li>Teacher engages students in dialogue, continuously extending and refining students' understanding.</li> <li>Students identify and define relationships between concepts and to generate principles or rules.</li> </ul>
<b>Going Further</b>  Also known as: <ul style="list-style-type: none"> <li>Extending the unit</li> <li>Related activities/ experiences</li> </ul>	<ul style="list-style-type: none"> <li>To extend/broaden the unit if appropriate</li> <li>To allow students to investigate areas of personal interest</li> <li>To use their preferred learning style</li> <li>To present another perspective on or dimension to the topic</li> </ul>	

Kath Murdoch Inquiry Model		e5 Instructional Model
<b>Reflection</b>  Also known as: <ul style="list-style-type: none"> <li>Thinking about the unit</li> <li>Making connections</li> <li>Drawing conclusions</li> </ul>	<ul style="list-style-type: none"> <li>To provide opportunities for the students to think about Their learning –how they learnt what they learnt and why</li> <li>To identify changes in skills, knowledge and values</li> <li>To draw conclusions and make connections between ideas</li> </ul>	<b>Elaborate</b> <ul style="list-style-type: none"> <li>Teacher selects contexts from familiar to unfamiliar, which progressively build the students' ability to transfer and generalise their learning.</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>Teacher provides feedback and assists students to evaluate their progress and achievements.</li> </ul> <b>Elaborate</b> <ul style="list-style-type: none"> <li>Students create and test hypotheses and make and justify decisions.</li> <li>Teachers monitor student understanding, providing explicit feedback, and adjusting instruction accordingly</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>Teacher supports students to continuously refine and improve their work using assessment criteria in preparation for a performance of understanding.</li> <li>Integrate evidence from each phase, formally recording students' progress against learning goals.</li> <li>Teacher guides students to identify future learning goals.</li> </ul>
<b>Action</b>  Also known as:  Taking action	<ul style="list-style-type: none"> <li>To identify what the students have learnt and the Implications for personal actions</li> <li>To enable students to make choices and apply their ideas</li> <li>To relate their learning to real life situations</li> </ul>	





## **KPS General Non- Negotiables**

### **Assessment:**

- Student Academic files stored in a folder – in a filing cabinet/system
- Student work samples – regular samples kept in student academic file according to the checklist
- Transition information/documentation for student files at the end of the year
- Regular assessment conducted following Assessment Schedule and used to inform planning
- Ongoing student achievement levels recorded on Sentral using continuum tracker
- Student literacy folders kept up to date and transferred to the next year's teacher by the end of the year (phasing in for all Foundation students).

### **School Wide Positive behaviours Support Program and Kids Matter:**

- Behaviour expectations are visible within each classroom. KPS behaviour matrix on display in all classrooms.
- KPS classroom and yard behaviour processes on display.
- KPS Positive behaviour support poster on display
- Time in procedure displayed
- Weekly planner includes SWPBS lessons/focus based on behaviour matrix and incorporating needs based lessons
- Manner Matter weekly focus on display and included in planners
- High ratio of positive and specific feedback, Bee tickets, 6:1, communication with parents etc.
- Positive behaviours modelled by all staff
- Teachers follow through on reflection sheets after Time In with child and parents as documented in the SWPBS manual.

### **Evidence of Classroom Routines:**

- Clear classroom procedures and routines, positively stated, taught and consistently reinforced e.g:
  - Beginning and end of day routines
  - Smooth transition between tasks , classrooms, specialist etc
  - Regular changing of take home readers
  - Homework timelines and expectations clear and understood and in keeping with the school policy
  - Student diaries/reading logs checked according to school guideline



## KPS Classroom Environment Non- Negotiables

### The Learning Environment will include:

- A wide range of resources available, displayed, accessible and being used. Examples include: writing/reading corners, books, magazines, dictionaries, Ipads, lap tops, visual timetables, concrete materials for numeracy,
- Displayed learning intentions/success criteria for reading, writing, numeracy and inquiry.
- Word walls and vocabulary lists related to the Inquiry theme, literacy and numeracy
- Modelling by the teacher
- Organised structure and class routine task boards for daily activities/schedules/timetables
- Children exposed daily to the recorded day/month/year and regularly exposed to the use of calendars
- Organisation for smooth transitions from task to task
- Whole-small-whole instructional model as per the school expectations
- Posters and prompt charts that support learning e.g.: anchor charts, CAFE strategies, editing and publishing supports, number and problem solving prompts, number and alphabet charts, cursive script
- Children's work displayed
- Children working on differentiated tasks
- Clear and uncluttered table tops

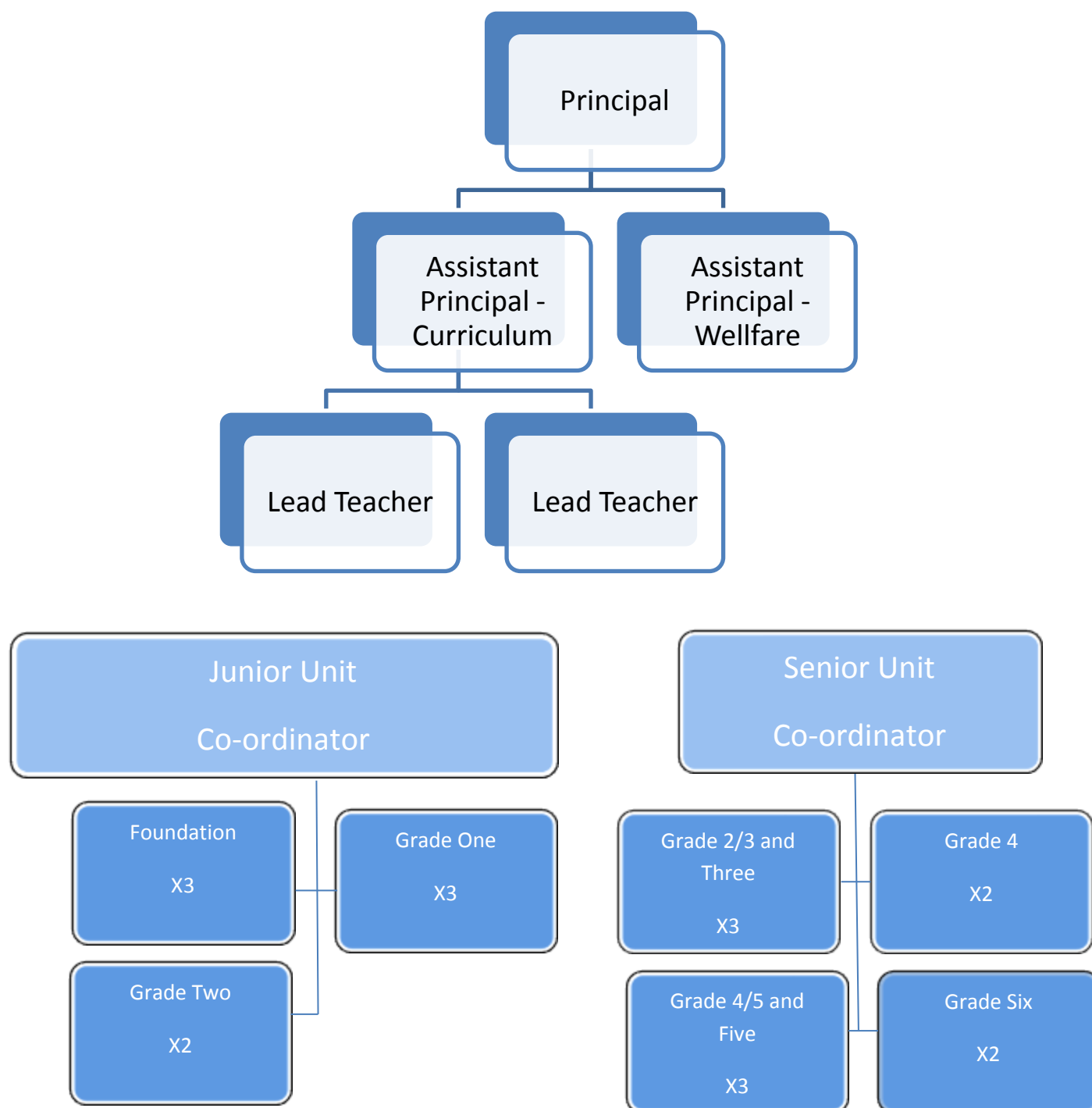


### In every classroom/learning area we will hear:

- Quality questioning by teachers and students
- Consistent language /terminology being used by teachers and students
- Students being able to articulate the purpose of the tasks understanding what they are doing and why. (age appropriate)
- Students communicating through a range of media
- Explicit teaching/modelling/questioning by the teacher
- Ongoing feedback from teacher to student, student to teacher, student to student
- Motivated and engaged student




## Kilmore Primary School Leadership Model



- Within each year level there will be designated leadership roles for administration, special events, transitions, student voice programs
- For term one the unit co-ordinators will be Jennene and Brendan – Junior and Carolyn and Julie – Seniors. After term one expressions of interest will be asked for teachers to take on these roles



## **Kilmore Primary School Meeting Structure**

Monday	Tuesday	Wednesday	Thursday	Friday
Weekly staff Meeting 3.30 – 4.30	Fortnightly Consultative Committee meeting 8.15 am – 8.30	Fortnightly Unit meeting 3.30 – 4.30 (Professional Development Focus including One numeracy and one writing moderation meetings per term) On the alternate fortnightly year levels will meet to discuss administrative matters as per agreed time.	Fortnightly Leadership team meeting 2.15 - 4pm	Friday Friendly - Meeting Free day 

**NB: SWPB leaders will meet once per month**

## **Kilmore Primary School Planning Structure**

- Each grade level will be given one planning day for each term, preferably in the last week of the previous term. At the end of the planning day the term planner should be complete, the weekly overviews mapped in for literacy, numeracy and inquiry. The whole school curriculum documents and relevant scope and sequence charts will form the basis of this planning
- The school timetable will be arranged to provide each grade level at least two hours of joint planning time. The expectation is that this time will be used to discuss the weekly overview and determine the common focus concepts and areas for development. Each teacher will then complete the details of their own class plans relevant to the groups within their grade.

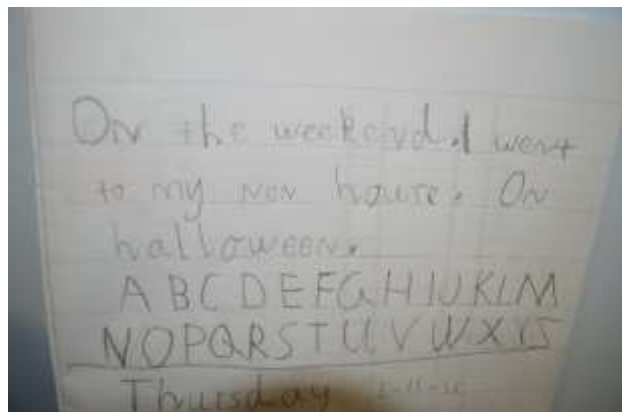
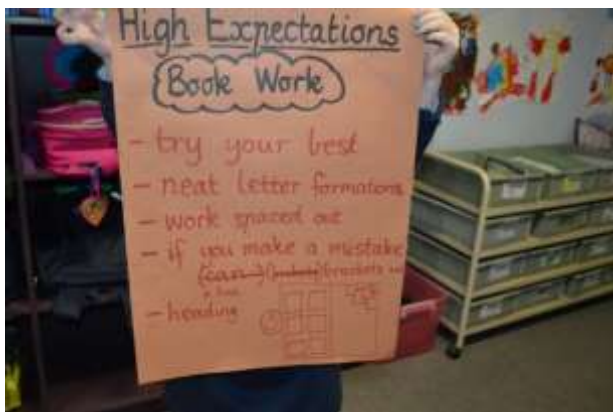
## **Kilmore Primary School Timetable Structure**

8.50 – 9.50	Session one
9.50 – 10.50	Session two
10.50 – 11.20	RECESS
11.20 - 12.20	Session three
12.20 - 1.20	Session four
1.20 – 1.30	Listen to reading -lunch
1.30 – 2.10	LUNCH
2.10 – 3.10	Session six

# **Kilmore Primary School High Expectations for Bookwork**

## **Foundation Unit**

- Left to right
- Top to bottom
- Where to begin writing
- Pages are used in order and back to back.
- Writing is neat
- Return sweep to begin a new line
- Colouring in neatly and in the lines
- Lined books are introduced in Semester 2
- Attempting to glue the page in straight and in the middle, with page flat.
- Promoting independent cutting and pasting
- Neatly spacing out work on the page
- When a mistake is made:
  - line through the error
- Tasks are completed to the personal best of the student



## **Grade 1 and Grade 2**

### **Literacy**

- Rule red line horizontally on the top line in Literacy book.
- Rule red margin vertically, ruler's width from top line to bottom line on left side of page in Literacy and book.
- Short date (8/6/2015) to be written in Literacy & Maths book, and on any other occasions throughout the day in Literacy book.
- Neat handwriting, correctly formed and sized letters.
- When errors made, cross through with one neat horizontal line, then write correctly next to it.
- Complete each task with a ruled red line on the very next writing line.

### **Numeracy**

- Ruling up

- Ruling up
- Short date when starting new work
- Ruling off
- Writing in the squares (1 number per square)

