Agreed Practice

Programming -
- Formatting of programs can vary between teachers and grades. Teachers use the Australian Curriculum to programme units of work for English, Maths, Science and History. For all other curriculum areas, teachers use the ACT Curriculum Framework: Every Chance To Learn.
- Primary Connections is used for Science and is taken directly from these documents.
- Inquiry process is used to programme History and the 5E’s is used for Science.
- In English and maths programs, the core program is documented with the inclusion of an adjusted and extended program to differentiate learning. A range of learning strategies is used to address the needs of the students.
- Program evaluation is completed by the Principal and Leadership team. This can take the form of a meeting with the Principal.
- Programs are saved on the teachers drive each year.

Assessment -
- Teachers use a similar format or checklist for their assessment records. Teachers can choose to record their assessment results electronically or manually. Checklists must be printed and archived at the end of each year.
- Diagnostic assessment results are given to each classroom teacher and copies are kept on file in the Star room by the Learning Support Teacher.
- Paper copies of school reports are kept on file in the front office.
- The A-E grading scale is used to assess student work.
- Summative and Formative assessment is conducted by teachers to support the diagnostic testing completed as scheduled for each grade throughout the year.

Curriculum integration -
- Teachers integrate where applicable. This is based upon teacher preference and suitability of content within the grade.

Reporting –

Term Overviews
- are handed out at Information night in Term 1;
- are sent home on the Thursday of Week 2 in Terms 2 through 4;
- detail briefly the work to be covered in each KLA;
• handed to Principal or AP prior to going home; and
• material in overview must be aligned with appropriate school / curriculum documents.

Information Nights
The staff conduct an Information Night with parents, within the first four weeks of Term One.

In the general session the Principal:
• introduces teachers and stakeholders (eg P&F, Board);
• outlines particular areas of responsibility;
• identifies policies being reviewed / developed; and
• discusses other major developments for the year.

In classroom sessions, teachers aim to:
• meet the parents of the children;
• present goals for the year;
• present and discuss mutual expectations;
• present class procedures and policies;
• outline curriculum areas;
• present the current Homework Policy and its implementation

Interim Reports
• sent home with the children near the end of Term 1;
• draft copy given to principal for proof reading, generally at least a week prior to going home;
• team teachers produce reports together and both sign;

Parent / Teacher Conferences
• held in the middle of Term 2
• at parent or teacher request after reports have been sent home at the end of Term 2
• other participants (Learning Support Teacher, Principal, AP etc) may be present if requested.

Learning Journeys
• held late in Term 3;
• teachers will be available for “chats” in their classrooms;
• students take a leading role in showing their parents around the school, to recognise and celebrate their achievements;
• all learning centres will be open (eg Info Centre);
• should in depth discussions be required, teachers will endeavour to make an appointment to meet with parents at another time;
• the school will be open from 9.15 – 10am and 3.30 – 4pm
Homework

- **Kindergarten, Year One and Two**
  Written work may be given to the students in the infants’ grades to assist in the reinforcement of literacy and numeracy skills. It is expected that children will read aloud daily as part of their homework routine.

- **Years Three and Four**
  Set written homework that complements work already treated in class should not exceed 30 minutes. 15 minutes of daily reading is expected.

- **Years Five and Six**
  The time spent on homework should be between 40 minutes and an hour a day. As well as completing activities complementary to class work, students will be expected to complete assigned research tasks. They will be encouraged and assisted by teachers to organise their home study timetable to ensure work is completed within set time limits. Students are strongly encouraged to read each night and to keep a record of material read.

Literacy

- A literacy block is an allocated block of time, dedicated to the teaching and learning of English. In Kinder- Year 2, this is in the morning session.
- Teachers programme using First Steps and Read On documents.
- Core, adjusted and extended tasks are reflected in programmes.
- The Australian Curriculum is used with a sequence of activities from the Language, Literature and Literacy strands.
- Explicit teaching of individual skills is included.
- There is a handwriting text for Kinder to Year 6 and a Grammar text for Year 1-6.
- We use a Spelling text and teacher resource book for its scope and sequence of spelling rules and word lists.
- Each class has a set list of core spelling words to learn.
- DIPL is used as a resource in Year 1 and 2.
- Kinder has a set spelling list and a sequence of learning for the alphabet letters and their sounds, including blends.
- Diagnostic testing occurs at specified times throughout the year. This data is tracked for each student in the school.

Numeracy

- A Numeracy block is a set of allocated time to explicitly teach Mathematics across Kinder to Year 6.
- We use a hands-on approach, utilising Count Me In Too strategies and SENA testing.
- Mathletics supports our Maths programs in Year 1-6, funded by the P&F.
- An individual approach to teaching maths is encouraged.
- Diagnostic testing is conducted at the beginning and end of the year.
- Students purchase a maths text book which is used during lessons, for some concepts as applicable.
Library/Resource centre use
• The library is open three lunchtimes per week. The duty is covered by the librarian.
• At lunch time students have access to the computers, where offline games can be accessed. Access to the computers is timetabled to enable equity for all year levels.
• Weekly library lessons are timetabled for every class. The lessons comprise a borrowing time, literature appreciation and information skills development. Each session is 60 minutes long.
• Students in Kinder can borrow up to two books from any section of the library per week.
• Students in Years 1 - 2 can borrow up to three books from any section of the library per week.
• Students in Years 3 - 4 can borrow up to four books from any section of the library per week.
• Students in Years 5 - 6 can borrow up to five books from any section of the library per week.
• Books can be borrowed for up to two weeks, however high demand material may have a reduced borrowing time.
• There are five eReaders (Kobo) which are available for Years 3 to 6 to borrow for one week.
• Teachers may borrow up to 100 items for as long as they are needed.

Information and Communication technologies
• All students have access to computers, ipads, printers and cameras for educational purposes.
• The use of ICT is embedded in this curriculum.
• Students have access to the library computers at lunch time when the library is open – Tuesdays, Wednesdays and Thursdays.
• Years 5 & 6 have their own allocated ipad that they can use both at home and at school. (See ipad policy)
• Year 3 have an ipad to share with another student for class use.
• Infants have a pod of ipads to use throughout the day within their classrooms.

Internet Use
• All students have access to the internet each year after an “Acceptable Use’ form is signed by students and parents and returned to school. This form is kept on file.
• Access to the internet is under teacher supervision.
• Student access is for educational purposes only.
• Internet access is either through computers or ipads.