

## Vision for Learning

All students at Nathalia Primary School are empowered to learn and achieve, to experience high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and to shape the world around them.



## Literacy and Numeracy

All classrooms at Nathalia Primary School have a dedicated two hour Literacy block every morning and one hour of daily Mathematics.

Effective Literacy lessons follow a common structure: a whole class focussed mini-lesson followed by the opportunity for students to practise skills and strategies independently or in small groups with teacher conferring and feedback, then whole class reflection on the learning.

Assessment and monitoring, along with student goal setting, support point-of-need teaching for children. Differentiated tasks and careful selection of “just right” books, a common language with which to describe and name strategies, along with a clear learning intention provide students with confidence, fluency, comprehension and independence.

Daily Numeracy lessons are planned and implemented using a common structure and language across the school. Number fluency activities, differentiated to allow each child success and a means to progress along a pathway, start each lesson. The mini-lesson teaches the whole class focus and then small group or individual activities allow students to practise the concept at their stage of learning. Reflection time allows students to consider their learning during the session and to articulate the next step they need to take.

Time	<b>The Writers' Workshop Model</b> - Structured, predictable, safe writing community	
10—15 minutes	Mini lesson	Explicit teaching and modelling of a skill or strategy, focused with learning intentions and achievable success criteria; explanation, examples and anchor charts in use.
10—15 minutes	Work time	Students practice the focus skill or strategy – writer's notebooks or draft books used depending on mini-lesson.
5 minutes	Catch	Teacher checks for class and individual understanding of the mini-lesson
20—30 minutes	Work time	Students continue to practice by using the skill or strategy in their independent writing – this may be an extension of the mini-lesson task, or a different context (allowing for choice).
20—30 minutes (concurrently with work time)	Conferencing	<p>Teacher may engage in:</p> <ul style="list-style-type: none"> <li>roving conferences, discussing writing as student's work at their tables</li> <li>focused skill conference with individual or small group</li> <li>timetabled conferences to 'catch' all students</li> </ul> <p>Students may:</p> <ul style="list-style-type: none"> <li>turn and talk with writing partners to discuss content, skill, strategy focus</li> <li>share draft writing</li> <li>seek or give focused feedback.</li> </ul>
5 minutes	Sharing	Time to share writing - students read their own work, engage in affirmation and give/receive constructive feedback (based on success criteria).

## SMART Spelling—Say, Meaning, Analyse, Remember, Teach

SMART Spelling is an approach that supports primary school teachers to teach spelling well. There is a clear Foundation – 6 scope and sequence that is well established at Nathalia Primary School. In a SMART Spelling classroom, students are explicitly taught spelling patterns, one at a time. Teachers choose a range of words (from simple to complex) from a suggested list in the manual. Students are then guided to choose from that list, to meet different needs. Personal words are also a focus in SMART Spelling. Teachers use their strong professional knowledge they gain in the course to give meaningful feedback to students about their spelling in writing, teaching at the point of need.

## The Curriculum

Nathalia Primary School implements the Victorian Curriculum and all teachers provide yearly, term and weekly curriculum planning documents.

## The Readers' Workshop Model

TIME	STRUCTURE OF THE READING HOUR	TEACHING APPROACHES	EVIDENCE
10 minutes	<p><u>WHOLE CLASS TEACHING FOCUS</u></p> <p>Teachers explicitly teach the students what readers do and how they do it.</p> <p>Decoding, comprehension, fluency, self monitoring, strategies. Within the text, beyond the text about the text.</p>	<p>Mentor texts used</p> <p>Modelled reading</p>	<p>Teacher talk is explicit</p> <p>Class is together</p>
15—20 minutes	<p><u>INDEPENDENT READERS</u></p> <p>Students work to apply the teaching focus. They read and practice using a range of books. Teachers confer with the students during this time.</p>	<p>Just right books—books at the student's reading ability</p> <p>Classroom libraries—texts that provide students the chance to practise the teaching focus.</p> <p>Teacher monitoring and assessment</p>	<p>Students work independently or in small groups</p> <p>Teacher confers with individual students, goal setting, running records, interviews, etc.</p>
5 minutes	<p><u>CATCH</u></p> <p>Short reflection about their reading and what they have learnt about themselves as readers in relation to the focus lesson.</p>		<p>Whole group, turn and talk, explicit questioning, restating the focus</p>
15—20 minutes	<p><u>INDEPENDENT READING AND EXPLICIT TEACHING</u></p> <p>Reading, writing, talking, conferring.</p> <p>Teacher has a small teaching group / needs based group for further explicit teaching.</p> <p><i>Children learn to read by reading</i></p>	<p><i>Independent reading</i></p> <p>Teaching strategies:</p> <p><i>Language experience</i></p> <p><i>Guided reading</i></p> <p><i>Shared reading</i></p> <p><i>Reciprocal reading</i></p> <p><i>Literature circles</i></p>	<p>Students are reading, talking or writing about reading. This might be a continuation of the earlier independent reading or another task.</p>
10 minutes	<p><u>WHOLE CLASS REFLECTION</u></p> <p>Short reflection about their reading and what they have learnt about themselves as readers in relation to the focus lesson.</p>		<p>Students articulate what they have learnt about their reading. Talk about the daily focus. Whole group reflection, small group reflection, partner reflection.</p>

## Numeracy

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The mathematics curriculum focuses on number, measurement and geometry, and statistics and probability. It is an expectation that Mathematics is taught for a minimum of one hour every day.

Our approach to mathematics also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built. There is a strong emphasis on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

### Nathalia Primary School Assessment Schedule 2022

<b>Literacy, Years Prep – 2</b>	<b>When</b>	<b>Numeracy, Years Prep – 2</b>	<b>When</b>
Vic Curriculum Teacher Judgements	Semester 1 and 2	Vic Curriculum Teacher Judgements	End of Semester 1 and 2
English Online Interview	February	Numeracy Fluency Assessment	End of Semester 1 and 2
Fountas and Pinnell Reading	Term 1 and 3	Essential Assessment	Ongoing
Writing Sample Analysis	Each term	PAT Maths	Term 1 and 3
Letters and Sounds	Each term		
South Australian Spelling	March / November		
PAT Reading	Term 1 and 3		
M 100 Sight Words	Ongoing		

  

<b>Literacy, Years 3 - 6</b>	<b>When</b>	<b>Numeracy, Years 3 - 6</b>	<b>When</b>
Vic Curriculum Teacher Judgements	Semester 1 and 2	Vic Curriculum Teacher Judgements	End of Semester 1 and 2
NAPLAN Years 3 and 5	May	NAPLAN Years 3 and 5	May
VCAA Online Adaptive: Reading	Term 2 and 4	VCAA Online Adaptive: Number	Term 2 and 4
Fountas and Pinnell Reading	Term 1 and 3	Essential Assessment	Ongoing
Writing Sample Analysis	Each term	PAT Maths	Term 1 and 3
SA Spelling Test	March / November		
PAT Reading	Term 1 and 3		

## Individual Education Plans

The value of collaboration between parents and teachers in all aspects of school life is recognised as vital to students achieving their potential. At Nathalia Primary School, all students who are achieving academic results a level below the expected level will have an Individual Education Plan. The plan is developed in conjunction with the parents, teachers and other relevant support personnel. Each term, a support group meets to develop the Education Plan for the student. Other students who have IEPs include children in the PSD program, children in out of home care and indigenous students.

## Inquiring Minds

An integrated classroom curriculum program addresses the curriculum areas of Humanities, History, Technology, Civics & Citizenship and Health. These curriculum areas are also cross referenced with the literacy program to ensure sufficient time is allocated to address the content. The Inquiring Minds themes in 2021 are:

Term 1—Who are We    Term 2—In the Past    Term 3—Our Earth    Term 4—Going Global (Sustainability)

## School Camps

School camps enrich the curriculum and provide children with education opportunities beyond the school gate. Students in grades 4, 5 and 6 are able to attend school camps. The camps are organised on a three year rotation and are based around camps in Melbourne, Canberra and a rural setting.

## Physical Education, Health and Sport

At Nathalia Primary School, we endeavour to provide our students with a love and passion for Physical Education and being healthy. We hope that this passion will continue to grow with them, embedding a strong foundation for exercise and health beyond school.

It is our belief that competitive sport develops a range of life skills which can support our students as they progress through school and into adult life. We aim to provide opportunities for all students to experience competition of various levels both individually and as part of a team.

Our Physical Education program in the lower years has a strong focus on developing and extending students' Fundamental Movement Skills (e.g. running, skipping, throwing, catching, dodging, ball bouncing, kicking, striking and forehand hitting). These skills are implemented in both skill development sessions and modified games.

Our Perceptual Motor program (PMP) is offered to our Foundation and Grade 1 students to assist in the development of their gross motor skills and therefore assist with the development of fine motor skills, essential in the learning of reading and writing.

Our Physical Education program in the upper years challenges new, exciting and sometimes demanding physical activities. Students use their increasingly complex motor skills and apply them to appropriately modified games. Our Physical Education program has a strong emphasis on student's aerobic capacity, agility, power and strength, while at the same time focusing on and improving students sporting skills and techniques.

### Intra-school and Inter-school Opportunities include:

Perceptual Motor Program	Swimming Program	Jump Rope for Heart	School Athletics	Cross Country Run
Walk To School Days	Coaching Clinics	Interschool Athletics	Division Athletics	Interschool Winter
Sports – Football & Netball	Lightning Premiership	T20 Cricket		

## Specialist Programs

### Visual Arts

All grades are timetabled for a one hour Visual Arts session each week. The program encourages self-expression, creativity and fosters skill development. The children explore the art elements of line, shape, colour, value, form, texture and space. They experience a variety of materials, techniques and processes and reflect on their own artwork and that of others.

### Music / Performing Arts

The children enjoy a one hour music lesson each week. Sessions explore the musical elements of beat, rhythm, pitch, dynamics, tempo, style, texture & form. The children explore these concepts through a variety of activities including games, listening tasks, composing, instrument playing, movement and singing. All grades perform at the school concert in September and we also enjoy two visiting performances during the year. Our school choir rehearses once a week and performs at school and community events.

### Science

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

### Auslan

Nathalia Primary school provides students from grades Prep—Six with Auslan training. Auslan as a second language provides students with intellectual and social enrichment. Auslan broadens students' understanding of how each language is integrated into society. It encourages students to understand the role of language as an expression of cultural and personal identity.