Strathfieldsaye Primary School

Teaching and Learning Handbook

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Overview

This teaching and learning handbook is a guide to the culture, curriculum and classroom practices at Strathfieldsaye Primary School. At SPS we want to guarantee challenging and intentional instruction for all students whilst raising the quality of teaching and reducing variability between classes. Our expectations are that all staff will follow the guidelines set out in this handbook and will be supported by the leadership of the school to do so. Further documentation supporting items outlined in this handbook can be located on the Strathfieldsaye One Note or school sever.

We hope you have a great year,

Cindi, Julie, Sietske, Nic and Denise.

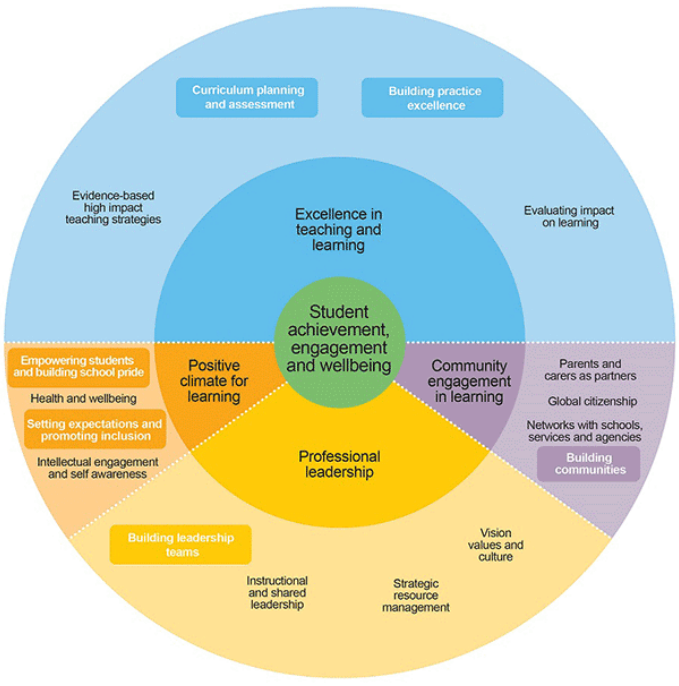
Framework for Improving Student Outcomes- FISO

FISO is the Victorian Government's framework for improvement and was developed to increase the focus on student learning within schools.

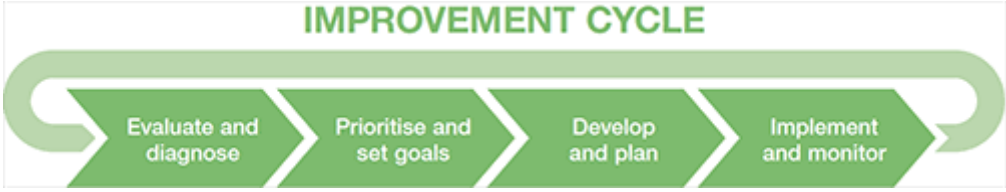
FISO's Improvement Model has four main components encompassed within the model (represented by the four main colours)

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning

The size of the 'pie' is indicative of the amount of impact on student outcomes. Each priority has four dimensions (sixteen in total) and six of these dimensions have been identified as high-impact improvement initiatives that will make the greatest difference at a whole school level (written in boxes within the diagram.)



The FISO Improvement Cycle supports teachers, school leadership teams and school improvement teams to focus on better outcomes for our students. Improvements to teaching practice and student learning are strongly dependent on effective implementation within this evidence-based improvement cycle.



The cycle can be used over different time periods, from four-week cycles to annual cycles. At SPS, we use the Improvement Cycle as the basis for our PLC and SIT cycles as well as the creation and implementation of our Strategic Plan and Annual implementation Plans.

Building a Safe and Collaborative Culture

Empowering Students and Building School Pride

Our Vision

At Strathfieldsaye Primary School, we focus on:

…individual students reaching their potential

…through the support of strong partnerships

…in a stimulating, inclusive learning environment

…that is locally connected and globally aware.

Our Values

The core of our shared expectations at Strathfieldsaye Primary School is our four values that drive our actions, behaviour and attitudes. They are the 'CORE' of who we are. They help us to be our very best.

Caring
We look after our environment and we show kindness to other people and to ourselves.

Optimism
We are grateful for what we have and believe that we can make good things happen. We choose to be positive.

Respect
We have integrity and we understand that everyone has different feelings and different approaches to life.

Excellence
We set high standards and we persist until we have done our best.

Learner Profile

Our learning program is focussed on developing the attributes outlined in our Learner Profile. The Learner Profile represents four ways of learning with eight attributes valued by the Strathfieldsaye Primary School community. We believe these attributes support individuals to reach their potential as learners and develop as socially, environmentally and globally aware students who participate in their community.

As learners at Strathfieldsaye Primary School we strive to be

Ways of Learning	*Self-Monitoring*	I know what I am learning, why and where to next. I set goals and work towards achieving them through feedback and reflection.
	Creative	I have the ability to imagine new, unusual or unique ideas, learn through mistakes and have fun.
Ways of Thinking	*Risk Takers*	I have the independence to explore situations with confidence and forethought. I feel safe enough to make calculated decisions and be accountable for my actions.
	Inquirers	I am a self-motivated learner who builds generalisation based on experience. This may involve questioning, research, connecting ideas and creating or justifying.
Ways of Contributing	*Personally and Socially Responsible*	I solve problems and participate in making age appropriate decisions for the physical, emotional and social well-being of myself and others.
	Community Minded	I acquire the knowledge, understanding, skills and confidence which will enable me to contribute to my community and participate in and lead action in my local and global community.
Ways of Interacting	*Collaborators*	I work as part of a team, and share goals, ideas and resources to achieve more through consensus.
	Communicators	I understand and express ideas and information confidently and creatively and in a variety of modes of communication.

Student Voice, Agency and Leadership

At SPS, we commit to the pedagogical practice principle, 'Student voice, agency and leadership empower students and build school pride.' We implement the following actions:

Teachers empower students to have democratic voice in the running of the communities in which they learn:

- Learning Place student feedback surveys (3-6)
- Pivot surveys (3-6)
- Attitude to School Survey (4-6)
- Class discussions and meetings
- 'Come and Have Your Say' Days

Teachers co-design opportunities for students to exercise authentic agency in their own learning

- Conferences in which Learning Goals are negotiated
- Choice within learning activities when applicable

Teachers co-design leadership opportunities

- School Captains
- House Captains
- Junior School Captains
- Be You Student Wellbeing Team
- Aboriginal Young Leaders

Teachers build school pride and connectedness

- CORE values day
- Group Action Project (GAP)
- Representation at interschool sporting events
- Lunchtime clubs
- Student led fundraising events

- Harmony day events
- Gate greeters
- Yard buddies
- Community lunches
- Student-led school tours
- Participation in the 'National Day Against Bullying.'

Ways of working together

At SPS, when working collaboratively we agree to the following:

- Respect the need for confidentiality
- Adopt a shared sense of responsibility
- Listen with empathy and understanding
- Use constructive language
- Share ethically
- Adopt respectful collaboration
- Address problems constructively
- Defer judgements/ keep an open mind
- Acknowledge diversity and difference
- Assume and act with positive intent
- Create opportunities for enjoyment of work

Staff Meeting Norms

Our Staff Norms are agreed guidelines we follow when interacting with each other, specifically in meetings:

1. We arrive prepared; on time; and follow agendas to ensure purposeful and focused discussion on student learning.
2. Agendas will be sent before all meetings and minutes will be distributed as soon as possible – comments will be posed constructively and respectfully.
3. We will use the inquiry cycle process to guide our PLC discussions: Evaluate and Diagnose, Prioritise and Set Goals, Develop and Plan, Implement and Monitor.
4. Confidentiality will be maintained by all team members.
5. Everyone will be actively involved in meetings and take initiative.
6. We will share the workload and support our team members.
7. All team members are treated equally and respectfully and we value everyone's input - conversation will be shared.
8. We trust and are accountable to all members of the team to follow through with what we have agreed to do.
9. We want everyone to actively participate and listen therefore we will be polite when speaking and listening to others.
10. We remain focused and engaged during meetings and refrain from using technology other than that needed for specific purposes.
11. We will actively engage with colleagues during professional development to extend our learning and improve our practice.
12. We will model the school values in all interactions with other staff, students, parents and the school community.

Professional Learning Communities (PLCs)

Professional learning communities (PLCs) are an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes.

We start from a simple idea: students learn more when their teachers work and learn together. At Strathfieldsaye Primary School, our PLCs are made up of teachers in year level teams. Teams are guided by our school vision and AIP goals. We set student and cohort targets, plan and track progress. We work together to clarify what each student should be learning, monitor each student's learning and employ high impact strategies to result in improved student outcomes.

We follow the inquiry process below, which is based on the FISO improvement model:

Peer observations

At SPS, we use peer observations to observe each other's practice and learn from one another in an area that aligns with our Professional Development Plans (PDP) or an area of professional interest.

Peer Observations are scheduled during class time, for a whole session or a part of a session. Teachers are supported to conduct at least 2 visits (Term 2 and 3), however additional visits are encouraged and teachers may choose to conduct these as a part of professional practice days.

An identified focus is communicated during a pre- observation conversation with both teachers. An observation template is used to take notes and reflect on the lesson. After the visit, a post observation conversation is held between the both teachers to discuss new learning. The template can be saved and used as evidence when discussing your PDP in a Performance Review.

SPS has further documentation on Peer Observations at SPS, outlining the cycle of peer observation, protocols and procedures. Found on the server: T:\Admin\Peer Observation

Setting Expectations

Start up program

At the beginning of each year, all students participate in our 'Start- up' program. This runs for approximately two weeks and involves setting up the classroom and school environment as a safe, inclusive and optimal learning environment. The program includes sessions on revisiting our school values, behaviour charts and classroom protocols.

On alternate years, we also run two programs. The first being our 'Step- up' program where students participate in a dance presentation for the community, focusing on confidence, resilience and having fun! The second being, a health program, run by The Root Cause, called; 'The Mad Food Science Program.'

Detailed plans for our start up programs are provided at the beginning of each year.

School Wide Positive Behaviour Support (SWPBS)

School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures. Our school adopts this framework, which assists us to improve social, emotional, behavioural and academic outcomes for children and young people.

As a part of the SWPBS framework, students, parents and teachers use a common language to discuss and explicitly teach and learn positive behaviours. We have a clear behaviour chart, which outlines our expectations that apply at all times. Clear, positively stated examples are displayed in different school settings and taught to all students, by all staff. A positive recognition system is used consistently across the school in the form of 'green card' behaviours. Additionally, we have a consistent school wide process for dealing with inappropriate and unacceptable behaviours. We record all instances of behaviour on Compass, which is monitored and reviewed.

Student engagement, wellbeing and inclusion

Student Engagement and Wellbeing

Strathfieldsaye has a well-documented policy covering elements of student welfare, discipline and wellbeing. This includes programs including Respectful Relationships, Be You Wellbeing programs and our GAP program.

Individual Education plans

An Individual Education Plan (IEP) is a document utilised alongside the Victorian Curriculum to support individual learning. At SPS, we identify students requiring an IEP and in collaboration with parents, care-givers and the student, set explicit goals to ensure accountability and to enhance the likelihood of student success and improvement.

An individual learning plan is generally used when there is an area of learning that requires extra support and monitoring in the classroom. An IEP may be applied for a term, a semester or for a year and can include both academic, social and/or behavioural goals. Each plan is reviewed at the end of each term and generally involves a short meeting with both teachers and parents to set new goals.

IEP plans may take the form of: Learning Plans, Positive Behaviour Management Plans, Transition Plans or Safety Plans. Templates for all plans can be found on the server.

The Department requires plans for Out-of-Home Care and Koorie students. Schools are also required to establish educational goals for students that receive funding under the Program for Students with Disabilities and are to report on student progress towards these goals.

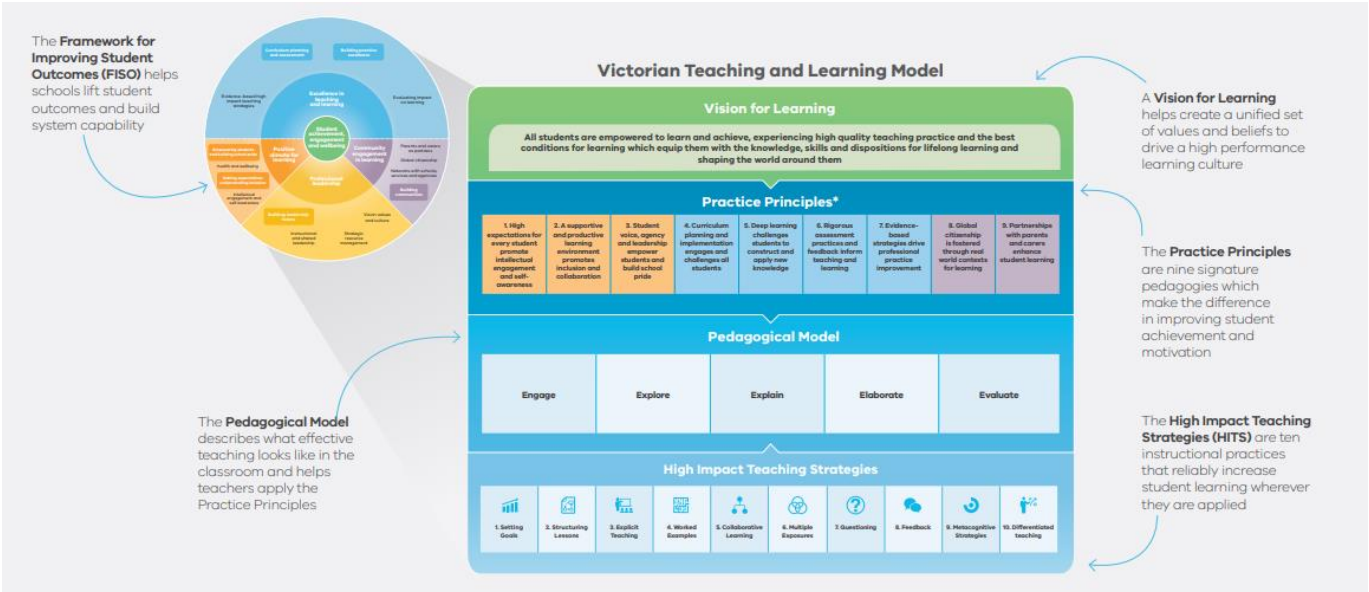
Further details regarding consistent process and proformas can be found in our 'IEP guidelines' in the Appendix.

Guaranteeing Effective Teaching in Every Classroom

Teaching and Learning Model

As teachers at Strathfieldsaye Primary School, we base our Teaching and Learning on the Victorian Teaching and Learning Model (replacing our previously used Teaching Model). The model includes:

- **A Vision for Learning** that helps create a unified set of values and beliefs to drive a high performance learning culture.
- **The Practice Principles** which are are nine signature pedagogies which make the difference in improving student achievement and motivation.
- **The Pedagogical Model** that describes what effective teaching looks like in the classroom and helps teachers apply the practice principles.
- **The High Impact Teaching Strategies (HITS**) which are ten instructional practices that reliably increase student learning wherever they are applied.



Instructional Models

Our school has implemented a whole-school approach to the teaching of literacy and numeracy. Our instructional/workshop models are based on researched methods and the HITS. We expect these models to be consistently implemented across all year levels at our school.

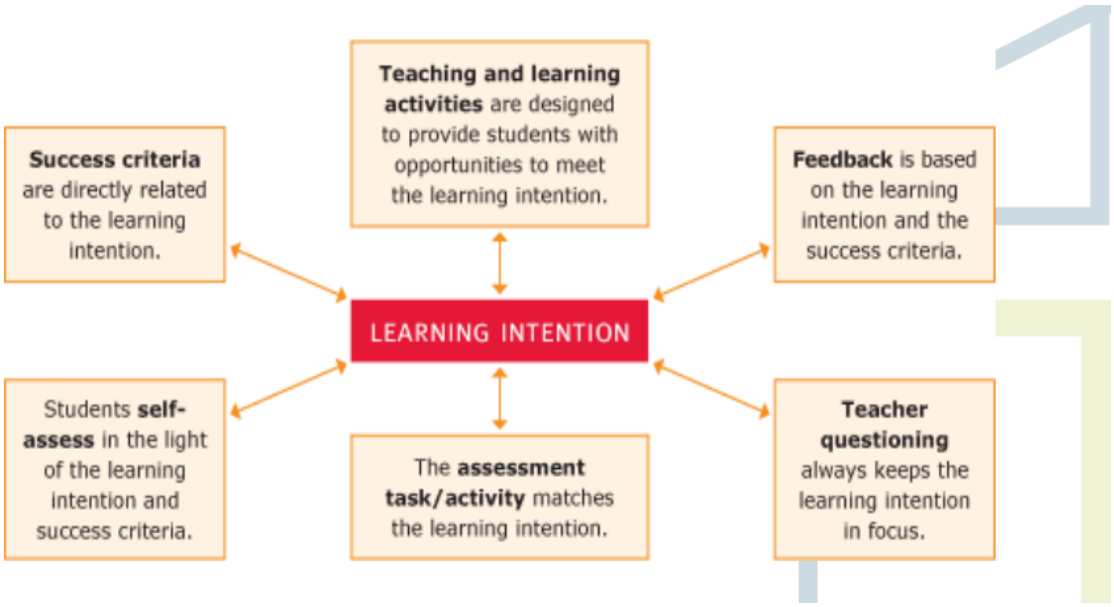
SPS has further documentation on each Instructional model, explaining each stage and providing supporting resources found on the school or Strath One Note.

Planning

Each department completes team planning, where different subject areas are divided up between members, so that all students in the each year level are receiving a consistent program. We have agreed planning templates for literacy and numeracy that are expected to be used consistently across the school. All planning is to be housed on our 2020 Strathfieldsaye Department Planners OneNote.

Learning Intentions and Success Criteria

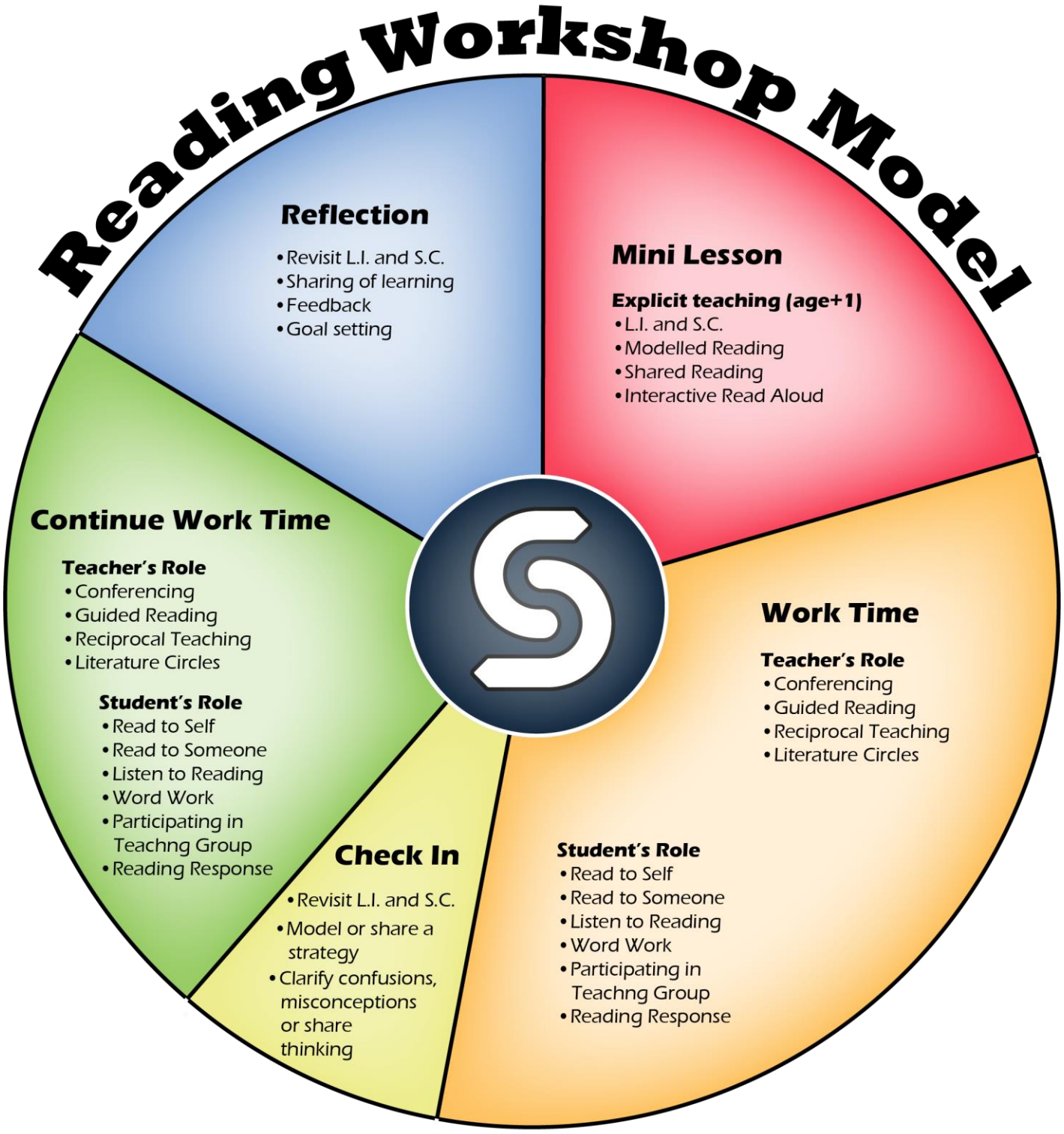
The most essential element of our Instructional Models is Learning Intentions (L.I) and Success Criteria (S.C). They are central to the whole lesson. Learning Intentions and Success Criteria are to be included in all planning documents and established with students in each lesson.



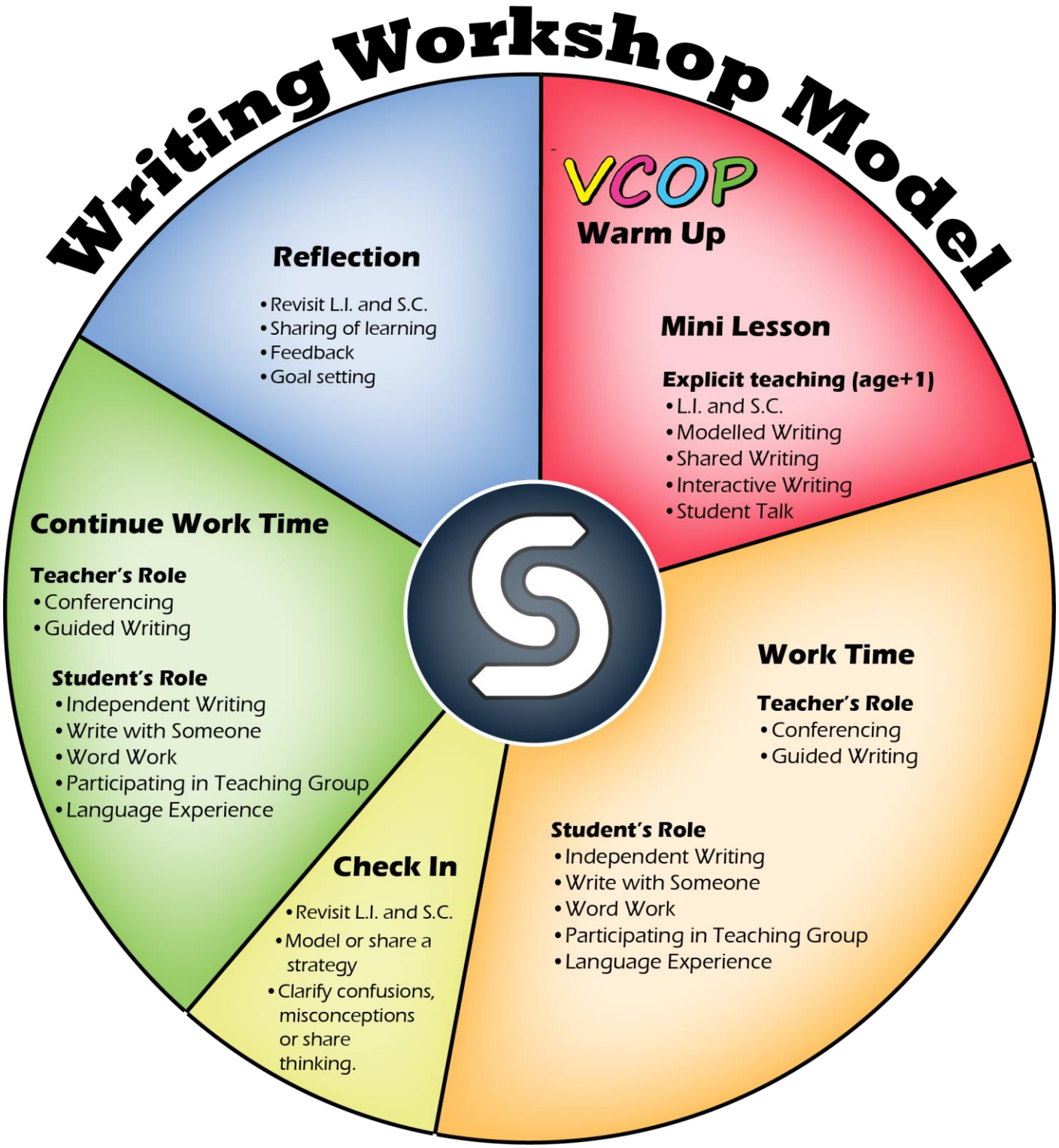
Learning intentions: Where am I going? (Result) A brief statement that explicitly describes what students should know, understand or do as a result of the learning.

Success Criteria: How am I going? (Journey to the result) Key steps students need to focus on to achieve the learning intention. They are a tool to self- monitor progress towards the learning intentions. How do I know I've met the learning intention?

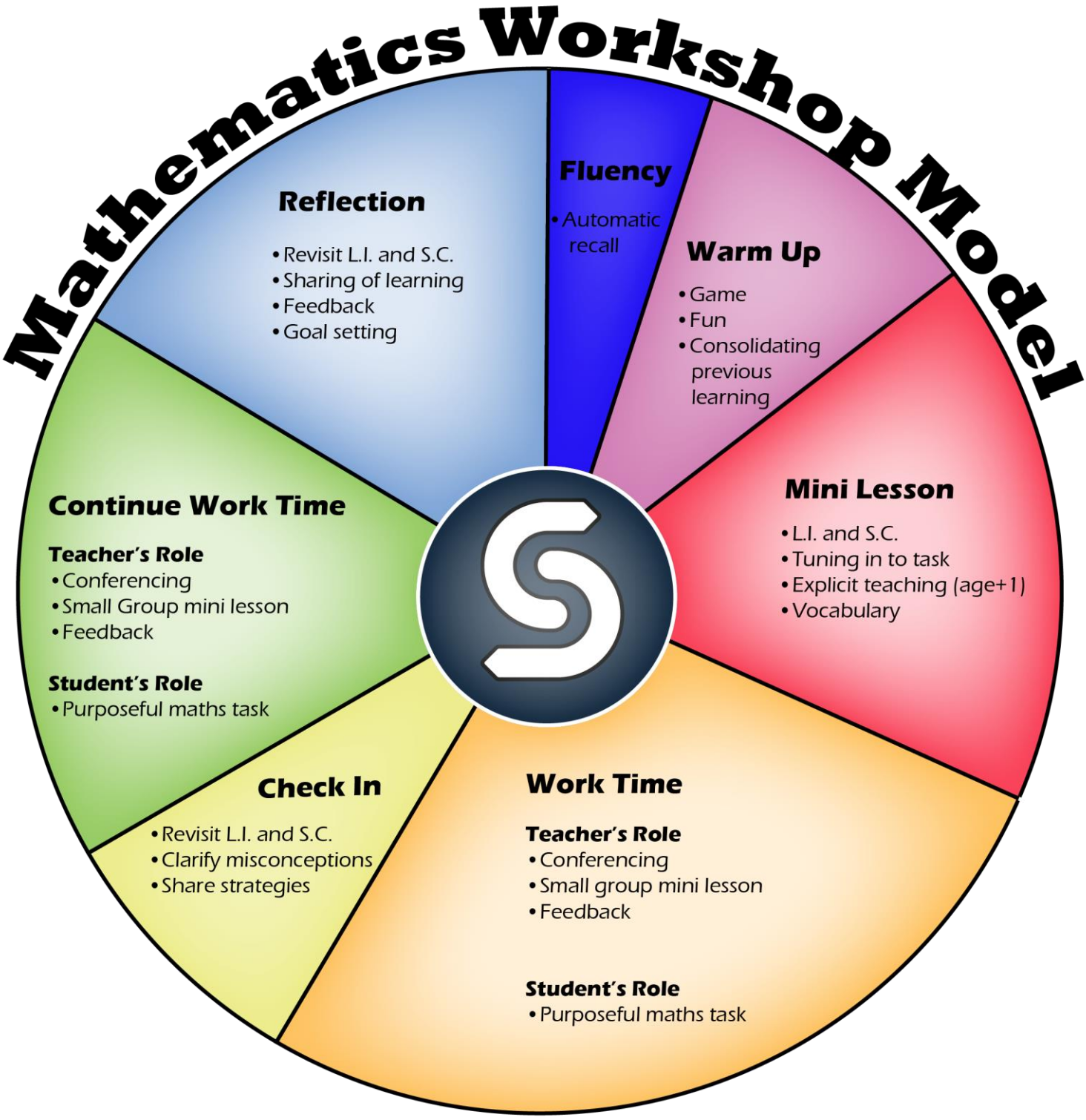
Reading workshop model



Writing workshop model



Mathematics workshop model



Guaranteed and Viable Curriculum

The Victorian Curriculum F-10 is implemented from Foundation to Grade 6 at SPS. The content of the Victorian Curriculum F-10 includes both knowledge and skills. These are defined by learning areas and capabilities.

A "**guaranteed**" curriculum is one in which all students have an equal opportunity to learn content, regardless of which classroom they are in. Allowing for a "**viable**" curriculum means there is adequate time for teachers to teach the content and for students to learn the content. At SPS, we have planning documents and protocols such as team planning, as well as agreed teaching structures and practices to deliver a Guaranteed and Viable Curriculum.

Teaching English at SPS

At SPS we have agreed practices for delivering the English curriculum. Our school uses the Daily 5 framework and language including; Read to Self, Read to Someone, Listen to Reading, Word Work and Work on Writing across all year levels.

Reading and Viewing

All classes use independent reading (read to self) as a framework to focus on explicitly taught CAFE strategies. CAFE is an acronym for **C**omprehension, **A**ccuracy, **F**luency, and **E**xpanding Vocabulary and is incorporated into Daily 5. During regular planned student- teacher conferences, each student and their teacher collaboratively set individual learning goals to work towards at school and at home. We use the Fountas and Pinnell continuum and assessment benchmarks to find the instructional level in order to group students for guided instruction and set goals and learning intentions.

Jolly Phonics is a multi-sensory phonics program used in the Foundation years used to teach children to read and write in English. It is a fun, engaging program with interactive songs and actions for each of the 42 letter sounds. The sounds are taught in sets. Resources include Jolly Phonics songs played through the interactive television, student consolidation activities, games, flash cards, songs, actions and writing charts.

Spelling

SPS has adopted the Words Their Way spelling approach to assist our students in developing effective spelling strategies. Words Their Way is a teacher-directed, student-centred approach to vocabulary growth and spelling development whereby students categorise words using picture, pattern and meaning word sorts and activities. It caters for differentiated learning in the classroom, rather than a one-size fits all solution. This approach coupled with a focus on high frequency words ensures that students have a firm understanding of spelling features. We ensure that all students are resourceful spellers and are able to use a range of different strategies to spell different words.

In addition to the Words Their Way teaching resources, we have a SPS Spelling Scope and Sequence which informs what and how we teach spelling at each level, located in:

- the **Strathfieldsaye Primary School Staff One Note Notebook** *(Staff Notebooks/Strathfieldsaye Primary School/_Collaboration Space/Literacy/Spelling/Scope and Sequence Documents)*
- the **2020 Strathfieldsaye PS Department Planners** *(department planners/scope and sequence documents)*.

Writing

Our writing framework consists of a range of proven elements that when combined, create a rigorous and engaging foundation for the teaching of writing. The building blocks of our approach consist of Big Write and VCOP, as well as the 6 Traits of Writing.

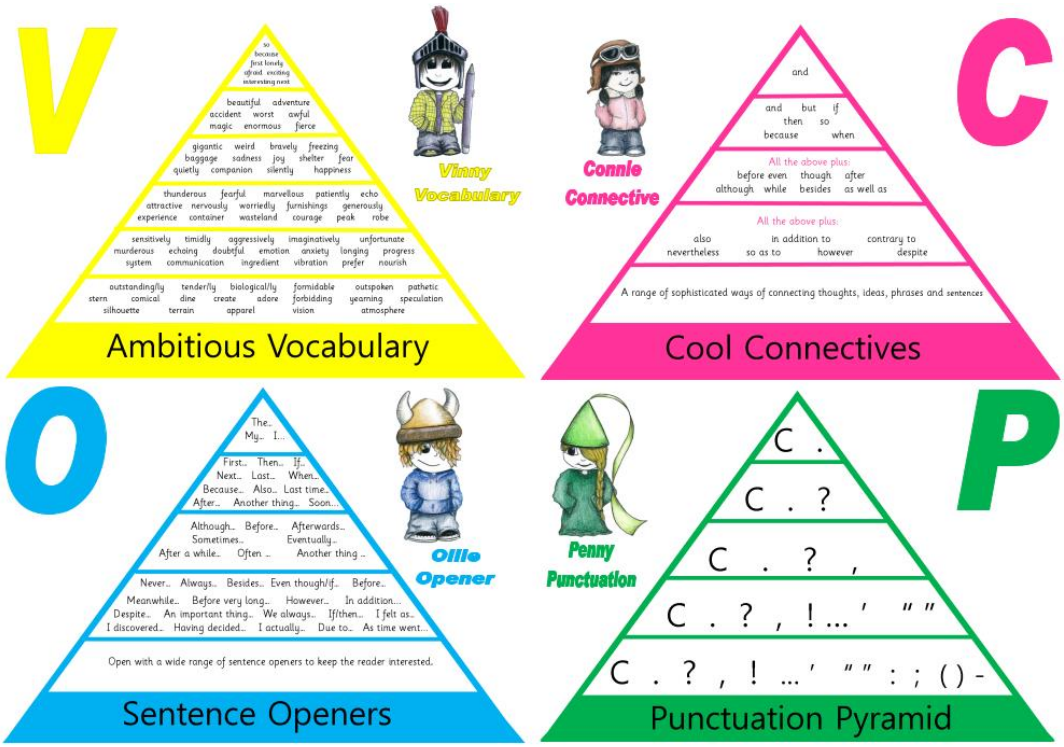
Through the use of VCOP children will develop 4 main aspects of their writing

V – Vocabulary – Words that make you go 'WOW'

C – Connectives – Words that connect sentences together

O – Openers – Effective ways to begin sentences

P – Punctuation – Power punctuation



VCOP SESSIONS:
VCOP warm up activities are conducted throughout the week and are based on one or more of the VCOP elements. These sessions aim to provide students with lots of fun and engagement.

BIG WRITE:
Big Write is a celebration of students' learning and are conducted at regular intervals throughout the year (2-4 times each term). The biggest difference between Big Write and the 'everyday' writing session is the environment. Teachers use the Big Write time to

conference with students one to one and to look at their individual writing goals. 'Home Talk' is sent home before the Big Write session to allow the students opportunities to talk about their upcoming writing and to generate ideas with their family and friends.

COLD WRITE:
A Cold Write is where students are not given the opportunity to talk about the topic before writing and the learning aides are removed. This is an opportunity for students to display what they know without the assistance from external resources.

Please see the **Strathfieldsaye Primary School Staff OneNote Notebook** or the **2020 Strathfieldsaye PS Department Planners OneNote Notebook** for a copy of the **2020 Cold Write Schedule** as well as the **2020 VCOP & Big Write Introduction Flow Chart:**

- **Strathfieldsaye Primary School Staff One Note Notebook**
  (Staff Notebooks/Strathfieldsaye Primary School/_Collaboration Space/Literacy/Writing/VCOP and Big Write)
- **2020 Strathfieldsaye PS Department Planners**
  (_2020 Department Planners/your department/Literacy Docs)

Teaching Mathematics at SPS

Based on the Victorian Curriculum, in Mathematics, we have developed **Essential Learnings** for all year levels. Our 'Essential Learnings' which are based on the proficiencies of Understanding, Fluency, Problem Solving and Reasoning, are fundamental to learning mathematics and are applied across all three strands Number and Algebra, Measurement and Geometry, and Statistics and Probability.

We have kept the number of Essential Learnings between 8-10 per level. We commit to assessing students for these, not just to see if they have been taught, but that they have been learnt and retained as well. We also teach the rest of the curriculum, however our program reflects emphasis on the Essential Learnings to ensure all students learn what we deem 'essential'. These Essential Learnings account for what all students must be able to do in Maths as a minimum for each year level.

Essential Learning Maps have been created for each Essential Learning in Maths. This Guaranteed and Viable Curriculum provides teachers with information on where and how to extend and remediate teaching to support all students. Each map encompass the learning objectives, essential vocabulary and a learning continuum. These have been designed to be shared and discussed with students in order for them to set goals for their learning.

The Essential Learning statement can be used as the learning intention. The 'I can' statements can be used as the differentiated success criteria to fulfil the learning intention at different stages of learning. Alternatively, the 'I can' statements can be more specific learning intentions/goals and further success criteria developed.

The full list of Essential Learnings are located in the Appendix. The full collection of Learning Maps is located on the server T:\Curriculum\Maths\Essential Learnings\Learning Maps\Learning Maps- Year levels

Teaching Digital Technology at SPS

All classes in years F-3 have access to a shared class set of laptops. All classrooms have an interactive TV. In year 4-6 a we have a 1:1 laptop program, which means each student have their own laptop for use at school and home. Students in year 4-6 have a digital portfolio in the form of Learning Tasks on Compass, where they submit tasks and receive teacher feedback. Digital Technology skills are taught in an explicit hour each week as well as integrated into all learning areas.

Our school and families pay for yearly subscriptions to Mathletics, Essential Assessment and Reading Eggs. These are expected to be used regularly in the classroom and are encouraged to be used at home as parents support their child/ren in their learning.

Teaching the other curriculum learning areas at SPS

Integrated whole school planner

We have developed a Scope and Sequence for F-6 that includes units of work derived from the learning areas; Science, Health, Humanities, Design Technology and the Capabilities. Some year levels already choose to deliver these units using an 'inquiry' approach. Further professional development for implementing an 'inquiry' approach across all levels will be implemented.

The Whole School integrated planned is located on the server T:\Curriculum\Planning Docs\SPS integrated planner

Specialist Subjects

Our Specialist Subjects include: Physical Education, Performing Arts, Visual Arts and Chinese. Library is offered to Prep students as a specialist subject. Teachers of year 1-6 classes will be required to roster themselves in a time slot to allow their students to borrow.

Assessment and Reporting

Assessment

Students' learning is assessed according to the Victorian Curriculum and the school's Assessment Schedule through informal and formal methods.

Whether conducting assessment FOR learning or assessment OF learning, teachers must have sufficient proof of a students' learning. By using a process known as triangulation, teachers obtain data of student learning from three different sources, thereby ensuring sufficient data is collected in order to evaluate student learning. By collecting data from multiple sources, teachers are able to verify the data they collect against each other thus allowing them to gain an accurate portrayal of student progress.

These can include:

- Student-teacher conferences
- Running records
- Observations and checklists
- Fountas and Pinnell Benchmark assessments
- Australian Criterion Scale and Student Friendly Criterion Scale with Cold and Big Writes
- Words Their Way spelling inventories
- Essential Assessments
- Matheltics testing
- Naplan
- Rich learning tasks

Data collected during some of the assessments will be required to be recorded and kept up to date on our school's Online Excel spreadsheet. Other samples are to be retained in the student' school file that travel with the students throughout their primary years.

Staff will participate in moderation sessions and professional development; involving assessment and annotated work samples so that they can apply consistent judgements of student progress against the Victorian Curriculum Standards.

Further details regarding specific assessments and timing can be found in our 'Assessment Schedule' in the Appendix

Reporting

The school uses the Compass Portal to provide the school community with ongoing online access to a) semester reports and b) learning tasks, enhancing increased opportunity for communication and feedback.

- Semester Reports are made available to parents/carers at the end of Term 2 and 4 and a face-to-face interview to discuss student progress takes place Term 1 and 3.
- Semester reports will include:
  - Reporting on Victorian Curriculum standard 'Dots',

- Reporting on Attitudes and Behaviour
- Record of all written comments on Learning Tasks from the semester
- Record of attendance

Further details regarding Reporting can be found in our 'Reporting Policy' in the Appendix.

Learning Tasks

At SPS, we use Learning Tasks as a record of formative assessment and ongoing reporting. Tasks are created to gather evidence about student learning, provide feedback, and to make decisions about the next step in instruction. The format of Learning Tasks on Compass allows communication of students' learning with the students and parents at the relevant time so that they gain an understanding of what they have achieved and what is required to move forward.

Further details regarding formatting, timing, and content of Learning Tasks can be found in our 'Learning Tasks guidelines' in the Appendix.

Appendix

1. Individual Education Plan (IEP) guidelines
2. Mathematics Essential Learnings
3. Assessment Schedule
4. Reporting policy
5. Learning Task guidelines