

Part A (Section 4. Observance of Registration Standards)						
Year Group	Number of Students	ATSI	LBOTE	CAP	IEP	SWD
Kindergarten	30		3			
Pre-Primary	30	2	3			
Year 1	25	1	2		5	
Year 2	30	6	2		9	1
Year 3	24	3	4		2	
Year 4	20	6	1	1	2	
Year 5	25	2	6	4	3	
Year 6	21	5	6		3	

## ST CECILIA'S CATHOLIC PRIMARY SCHOOL CURRICULUM PLAN 2017

### Section One – Profile of the Learners

St Cecilia's is a single stream Catholic Primary School catering for approximately 230 students from Kindergarten to Year Six. The school's motto 'Faith Family Friendship' reflects the Catholic belief of living Jesus' message in all aspects of our lives. St Cecilia's have families from all cultures which underpins our belief of an inclusive community where everyone is welcomed and valued. In recent years our indigenous population has grown to answer the call of CEWA to include the marginalised.

St Cecilia's is situated in Port Hedland which is a rural town in the Pilbara, West Australia. The town has had a declining population due to the down turn of the mining industry. Many families are transitory with very few students commencing in Kindergarten and completing Year Six at the school. The community has a wide diversity of cultural backgrounds, but families are primarily of European descent. Many families come from a non-English speaking background and for some parents, English is their second language.

**West Australian Curriculum:**

St Cecilia's uses the Western Australian curriculum which encompasses ACARA's Australian curriculum English, Mathematics and Science. In addition to this, year-level syllabuses for Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages remain broadly consistent with the Australian curriculum but have been contextualised to make them more suitable for Western Australian students and teachers.

**SCSA Policy Standards:**

St Cecilia's teachers plan their programs based on the WA Curriculum and also use the Standards listed by the Standards Authority for assessment and future planning. The School Curriculum and Standards Authority (the Authority) requires all schools to implement the *Western Australian Curriculum and Assessment* to meet the learning needs of all students.

**Religious Education:**

The Religious Education Program K-12 is compulsory for all years of schooling and is mandated by the Bishops of Western Australia. It contains both the process and content of what is to be taught in Religious Education.

There is a prescribed time allocation for instruction of the Religious Education learning area. In the three and four-year-old program, raising religious awareness is a natural part of the learning experience. A student in Pre-Primary and Year 1 will receive a minimum of 15 minutes religious education per day and then up to 30 minutes per day for other Primary years.

**Early Years:**

The EYLF otherwise known as the Early Years Learning Framework is part of the Council of Australian Government's reform agenda for Early childhood education. It is built on the recognition that children start learning from birth and even pre-birth and that providing children with the right environment, tools, guidance and methods of learning can actually help to increase their ability to learn throughout their lives. St Cecilia's incorporates the EYLF concept of Being, Belonging and Becoming by providing a safe environment for students to play, explore and learn. Students learn through Explicit Teaching Time and Enquiry Time.

**Part C****(Section 4. Standard 12 Child Abuse Prevention)**

St Cecilia's has incorporated the 'Kid Safe Protective Behaviours Program' as its Child Safety curriculum. The program is taught over a 10 week period and encompasses the required areas of child safety. All students from Kindergarten to Year Six are taught the program during their Health and Physical Education lesson.

Staff undergo mandatory training in reporting procedures and have undergone Professional Development in the Child Safe Framework.

Staff have read the CEWA policies relating to child protection. School staff underwent Professional Learning and were part of forming the school's Code of Conduct document.

**Part D**

## (Section 6. Governing Body Accountability)

St Cecilia's is required to provide evidence of continued school improvement by creating a variety of plans that link and incorporate the needs of students and the school community.

St Cecilia's has rewritten its Strategic Plan to incorporate the needs of its current students. Our strategic plan has the four LEAD components which align with CEWA's QCS framework. The Strategic Plan gives the school a framework to develop its yearly Curriculum Plan. The Curriculum Plan and the data from the plan gives the staff an insight into the needs of our students.

Using the four LEAD components as a guide and incorporating other data sources the staff are able to determine areas of need in the school. This is reflected in the Evangelisation Plan, Quality Improvement Plan and Aboriginal Plan.

## Part E

### (Section 7. Standard of Education)

#### **National Quality Standards**

The National Quality Standard (NQS) sets a high national benchmark for early childhood education and care and outside school hours care services in Australia.

The NQS includes 7 quality areas that are important to outcomes for children.

Services are assessed and rated by their regulatory authority against the NQS, and given a rating for each of the 7 quality areas and an overall rating based on these results.

St Cecilia's undertakes the annual NQS audit in Term Four. The Principal/Assistant Principal uses the guidelines to assess areas throughout the early years classes.

The school has identified the following key focus areas for 2018:

- Collaboration time between early years teaching staff
- Linking indoor and outdoor learning experiences
- Children's progress documentation more accessible to parents
- Developing and maintaining hygiene practices in regard to play equipment
- Incorporate written and displayed playground rules
- Facilities are designed or adapted to specific needs of individual students
- Invite Education Assistants TO the discussion concerning the QIP
- Implement a LOTE program in the school
- Have a list of service providers available for parents

St Cecilia's Early Learning Team use the QIP to reflect on past practices and makes changes. The value of the changes are discussed, continued, adjusted or abandoned as needed.

## Part F

## (Data Analysis)

Student learning and improvement is taken seriously at St Cecilia's. The staff regularly discuss student progress in both a formal and informal process. The school has incorporated a data wall for recording students reading results. Each term data is placed on the wall for staff to analyse and comment on.

St Cecilia's uses a variety of assessment tools for the collection of data. NAPLAN data is analysed and broken down to show student growth, through the use of effect sizes. This information is drafted into our ASIP and Curriculum Plan.

During a staff meeting in Term 1, Year 2 – 6 teachers are taken through the process of analysing the Progressive Achievement Tests to identify the strengths and areas of improvement for students. The Mathematics Assessment Interview allows for tracking of children from Year 1 – Year 3 for all students and then Year 4 for students at risk. Teachers have been provided resources and support to assist students in moving from one growth point to the next. Teachers in Year 1 and 2 are required to conduct Observation Survey on students with a Reading Level of 19 and below. Burt Testing and Writing Vocab Testing are to be done for all students Year 1 – 3. From this data we are able to identify those students most at risk. In Year 1 – 3 the teachers were required to conduct Running Records at least once every three weeks. Test of Learning Ability & Standard Progressive Matrices Test is used for the identification of students for the Extension Program with a specialist teacher.

Explicit Teaching and Spelling Mastery are two areas of strength for the school and have been included as part of our teaching. St Cecilia's began incorporating the Lyn Sharratt 'Putting Faces on the Data' framework in 2017. This has provided teaching staff with the guidelines to allow students to become self reliant learners.

St Cecilia's implemented the MultiLit Reading Program for those students who have difficulty when reading. The program benefitted 34 students during 2017 with all students recording improved reading and comprehension skills. The school has decided to include PreLit and IntiaLit into the Kindergarten and Pre-Primary as an early intervention program for all students from Kindergarten and Pre-Primary.

## Appendices

It is recommended that schools use current documents to support the review and development of the annual Curriculum Plan.

Appendices to accompany the Curriculum Plan:

- Assessment and reporting policy
- Assessment schedule
- Teaching and learning policy
- Other relevant documents

It is important that all staff 'know their learners'. Currently this data is gathered:

- Australian Early Development Census(PP)
- On Line Entry

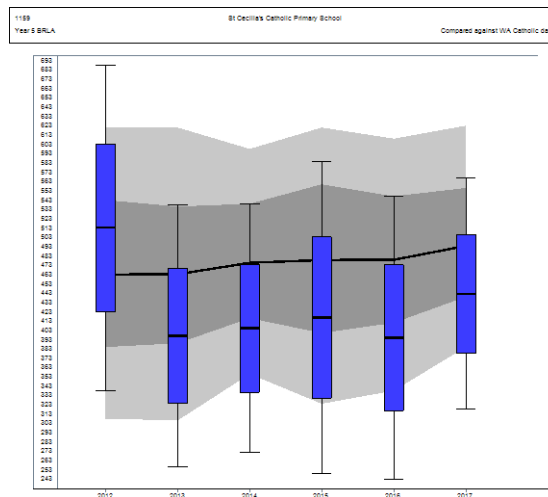
- National Assessment Plan – Literacy and Numeracy (Year 3 & 5)
- Progressive Achievement Testing (Year 2 – 6)
- National Quality Standards (PK – Year 2)
- Occupational Therapy and Speech Therapy Reports (K & PP)
- Early Years Literacy and Numeracy Data (Year 1 & 2)
- Mathematics Assessment Interviews (Year 1 – 3 All Students | Year 4 – 6 At Risk)
- Bishops Religious Literacy Assessment (Year 3 & 5)
- SEQTA Pastoral Care Data (Whole School)

All results are entered on to a whole school spread sheet to allow for tracking of students across the years. During a staff meeting in Term 1, Year 2 – 6 teachers are taken through the process of analysing the Progressive Achievement Tests to identify the strengths and areas of improvement for students. The Mathematics Assessment Interview allows for tracking of children from Year 1 – Year 3 for all students and then Year 4 for students at risk. Teachers have been provided resources and support to assist students in moving from one growth point to the next. Teachers in Year 1 and 2 are required to conduct Observation Survey on students with a Reading Level of 19 and below. Burt Testing and Writing Vocab Testing are to be done for all students Year 1 – 3. From this data we are able to identify those students most at risk. In Year 1 – 3 the teachers were required to conduct Running Records at least once every three weeks. Test of Learning Ability & Standard Progressive Matrices Test is used for the identification of students for the Extension Program with a specialist teacher.

**National Testing Data**  
**Religious Education**

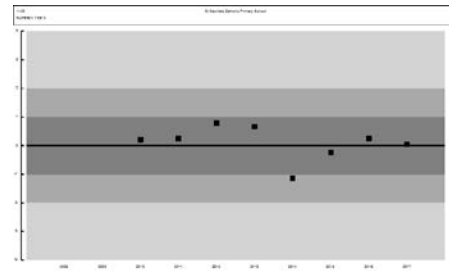
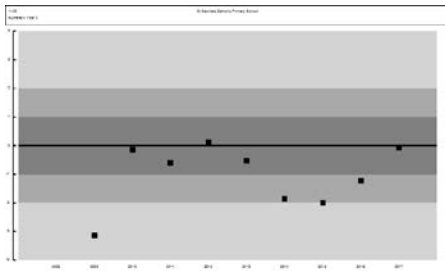
In this section reference is made to NAPLAN and Bishops’ Religious Literacy Test data.

The following graphs show St Cecilia’s Catholic Primary School’s means compared with WA Catholic Similar Schools, where possible, for this period. St Cecilia’s has shown a steady increase in achievement since 2013 but still below that of similar schools.



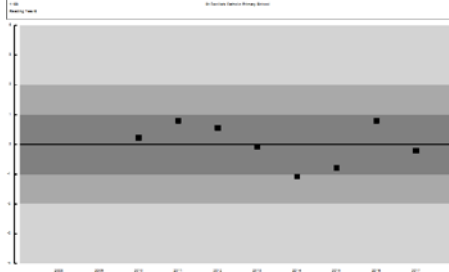
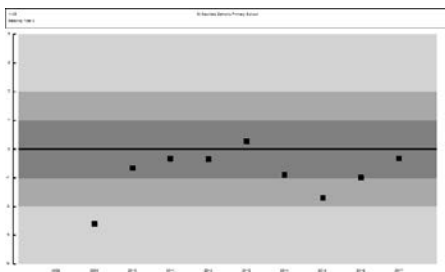
## Numeracy

The data below indicates that in 2014 our Year 3 students were below similar schools, with a significant raise in 2017 bringing St Cecilia's on par with similar schools. In 2015 the Year 5 students show a pleasing upward movement closing the gap between our school and similar schools. In 2017 St Cecilia's was on par with similar schools.



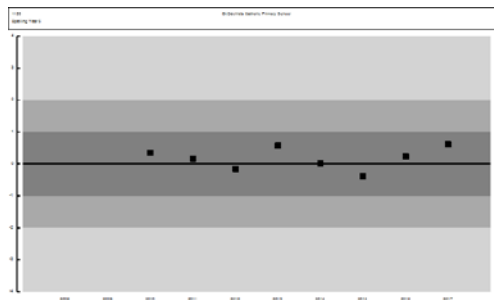
## Reading

The reading data below shows the Year 3 results are continuing to improve and are just below similar schools in 2017. Year 5 dropped slightly but is still very close to that of similar schools.



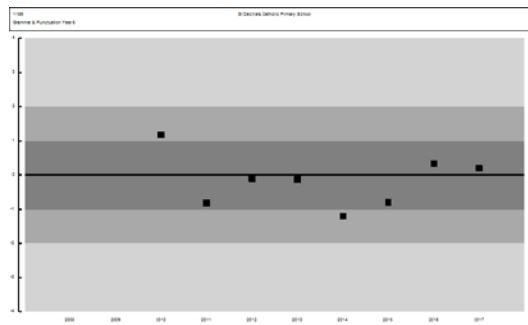
## Spelling

The spelling data below indicates that Year 5 in 2017 results are higher than those of similar schools. There has been growth pleasing since 2015.



## Grammar and Punctuation

Overall our since 2015 data has seen St Cecilia’s levels rising at a steady rate. In 2017 St Cecilia’s is above that of similar schools.



## Focus Area for 2018

The 2015 Year 3 data shows St Cecilia’s as below that of similar schools in all subject areas. Our Year Five data from 2017 has shown a pleasing upward trend in most of the learning areas. This indicates a substantial growth rate over two years by our students in Year 5.

## Teacher Skills

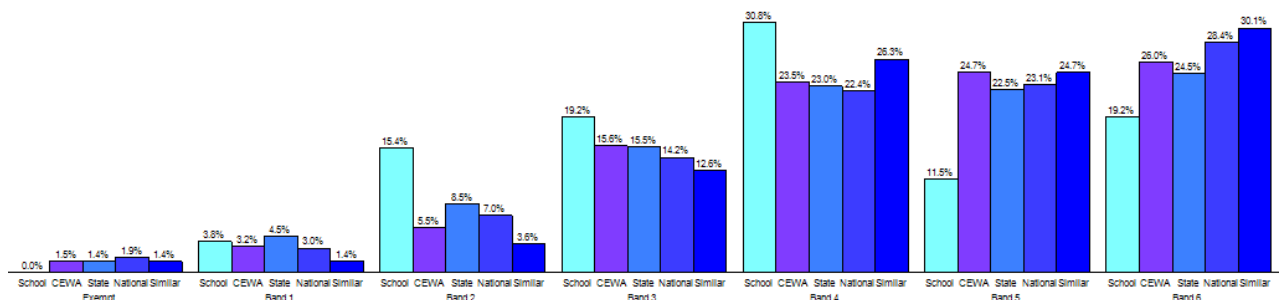
St Cecilia’s has adopted the Lyn Sharrat ‘Putting Faces on the Data’ as our pedagogical practice for 2018. Staff have been incorporating the practice since 2017 with pleasing results evident.

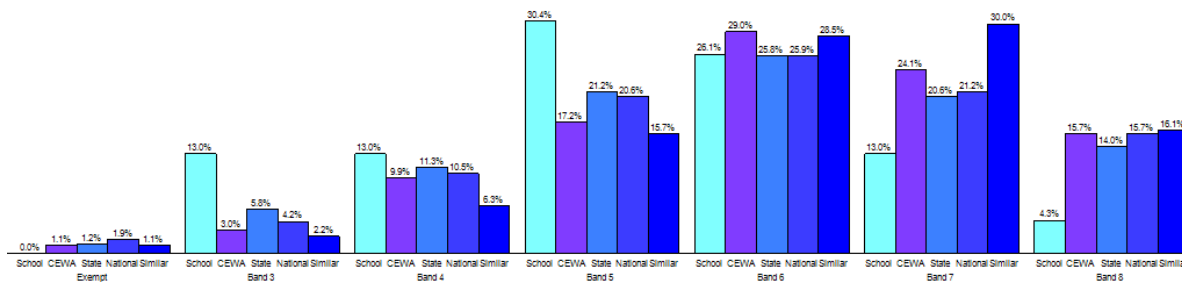
## Reading

After much discussion and analysis of data, the Professional Learning Community at St Cecilia’s Primary School believes that our data indicates Reading comprehension as an area of need.

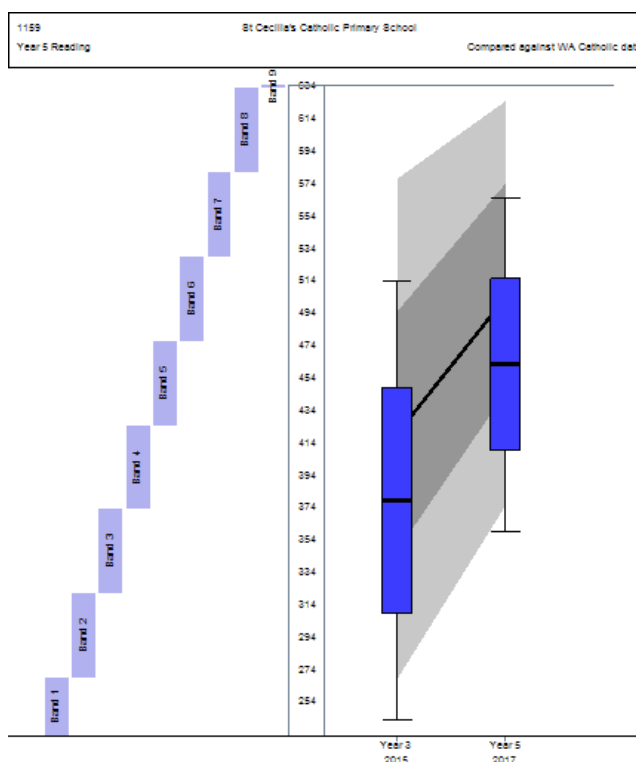
- For Year 3 our Band Percentage graphs indicate that we have 31% of students in Bands 5 and 6. We have 50% of students in Bands 3 and 4 and have 4% of students in Band 1 then similar school. This shows an improvement in reading in our Year Three class in the last three years. St Cecilia’s will continue with its current reading program and continue to implement the MiniLit Reading Program to assist struggling readers.
- For Year 5 our Band Percentage graphs indicate that we have fewer students in Bands 7 and 8 compared to all other comparison data. We have a significantly higher proportion of students in Bands 5 and 6. This indicates that overall our students are not performing as well as other students in Reading.

1159 2017 Reading Year 3 St Cecilia's Catholic Primary School





- Our Distributions Over Time graphs indicate that our Year 3 mean has have progressed at a higher rate then similar schools.
- In Year 3 and Year 5 all of our percentile data was below that of similar schools. Over the last two years we have had a pleasing growth of the students from Year Three to Year Five. Overall there has been an improvement in the level of reading with a smaller tail in 2017 than that of 2015.



- Our Student Progress graph indicates that most students have progressed between Year 3 and 5, with a number of students making significant gains.
- Two students have regressed.
- The students who made significant progress from Year 3 to Year 5 came from a range of ability levels. We need to further investigate this as a school to ensure that we are differentiating the curriculum in order to cater for all students.



## Section Four – Future Plans

### Short Term Goals

#### Develop staff leadership capacity

1. Two teacher will lead the school in the Geraldton Project (Lyn Sharratt use of Data) from 2016 -2018.
2. Two teachers and a Teacher's Assistant will facilitate the school's improvement plan.

#### Education

3. Re-engage with Explicit Teaching through the introduction of a Explicit Teaching Professional Learning
4. Consolidate the Saints Way as our pedagogical practice.
5. Introduce a Special Needs Advisory Committee to support teachers and students.
6. Introduce Informal Prose Inventory as a common reading assessment from Year One to Year Six.

### Long Term Goals

1. Meet the national expectation for distribution of students in all aspects of NAPLAN testing.
2. Raise the Bishops' Religious Literacy Assessment results for Year 3 and maintain for Year 5.
3. Shoulder to shoulder culture to be developed.
4. Continue to develop student reading and comprehension.
5. Develop a Special Needs Advisory Committee to support student learning and achievement through support of teachers.

Appendix 1
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## St Cecilia's Catholic Primary School Student Case Management

Originally written: 2014  
Date for Review: 2018

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### RATIONALE:

The purpose of this policy statement is to provide an overview of the process to be implemented at St Cecilia's Catholic Primary School for the Management of students who are identified as *Students at Educational Risk* or *Students requiring extension* who are involved in support programs run in the school e.g. MultiLit , OptiMinds.

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### PROCEDURES:

1. The school will maintain records of students that have received support who fall into the following categories: **Students at Educational Risk**, students who need **Curriculum Adjustment Plans, Extension, Special Needs, Behavioural and Support programs**. The data is recorded on the 'Case Management of Students Document. It is saved on T Share in the '*Special Learning Needs*' folder called '*Case Management of Students*'.
2. Entry into MultiLit is based on Observation Survey data taking into consideration the lowest Instructional Reading Level and their birth dates. The oldest child in that year level with the lowest IRL who does not have any other significant learning impairment will be taken into the program.
3. When analysing data for a cohort of students in any given year level MultiLit recommends that the lowest 25% of students in a class be placed on the program.
4. The MultiLit Program for targeted students will move from Year 1 to Year 6. Students will stay on the program until they have reached an age appropriate reading level. New students to the school in Year 1 or 2 will complete the full Observation Survey so that a decision can be made for entry into the program based on this data. All other students will be tested to ascertain their reading and comprehension levels.
5. The aim of MultiLit intervention is to bring the student to the class average. This class average is based on the St XXXXX Benchmarks as stated in the document entitled 'Instructional Reading Levels and Report Grades' which can be found on T Share in the 'Assessment and Reporting File'.

6. The MultiLit Program generally runs for 20 weeks. The MultiLit coordinator can make a decision to exit a student earlier from the program at around 12 weeks and or before the 20 weeks if the student has reached the class average.
7. Once a student has been exited from the Reading Recovery Program either after the full 20 weeks or earlier, the Reading Recovery Teacher continues to track the student and oversees the student's integration back into the classroom for at least 12 months.
8. Exiting Reading Recovery students are not automatically taken into other support programs.
9. The aim of Mini-lit is to take the next lowest of the original 20% of the class cohort.
10. Mini-lit will target Year 2 level in Semester One of each year and will move into Year 1 in Semester Two of each year.
11. The school has in place whole school standardised testing each year. This data will be used to identify **Students at Educational Risk (SAER)**. This data will also be used to decide which students will be included in the support programs.
12. Students will be involved in support programs for a period of 20 weeks, however, if it is felt that the student can function within the classroom with adequate skills with support from the classroom teacher through a differentiated curriculum. A decision can be made for the student to exit from the intervention. This decision will always be based on data and in consultation with the classroom teacher, the support teacher and the leadership team. Any changes to support programs in the school must go through the Literacy Support Team and must be requested through this team at [literacysupport@XXXXXXX.com.au](mailto:literacysupport@XXXXXXX.com.au) .
13. Data in the form of Instructional Reading Levels gained through testing using the PM Benchmark Testing will be used to make decisions about students exiting the Mini-lit program.
14. A standard letter will need to go out to parents of students that are receiving extra support through any support program informing them of this extra intervention and the commitment required. A standardised letter has been created and is available on T Share in the '*Special Learning Needs*' folder called '*Support Letter*'. The responsibility for sending this letter home to families lies with the support teachers who are also responsible for ensuring that a copy of the letter is placed on SEQTA.
15. Any student involved in any intervention will require a Curriculum Adjustment Plan or an Individual Educational Plan.
16. Students at St XXXXX will receive support at 3 levels. Level 1 (80%) through a Differentiated Curriculum, Level 2 (15%) Small group intervention and Level 3 (5%) Individual Intervention.
17. Copies of all documentation such as placement tests etc. must be place in student files. The responsibility for this lies with the Literacy Support Team.
18. Students in Reading Recovery or Mini-lit may be required to attend lessons during Italian time. If this is the case these students will not receive a grade for Italian.

#### **PROCEDURES:**

1. All staff members are required to conduct the necessary assessments and record the data on the school's share document.
2. Based on Whole School data decisions are then made as to which students are at Educational Risk and will require intervention. Consultation with the Classroom Teachers, Leadership and Support Staff will take place to agree who will be included in support programs.
3. Letters of invitations to support programs will need to be written and sent out to the parents of those students to be supported by such programs.
4. All students identified as "At Educational Risk", must have a Curriculum Adjustment Plan or an Individual Educational Plan in place and therefore teachers are required to meet with parents to inform them. In addition parents of students who are targeted the MultiLit must meet with the MultiLit Teacher, and those parents in other support programs, may request a meeting with the relevant Support Teacher.
5. Parent Consent forms must be returned before any intervention can take place with MultiLit
6. Any student who exits any support program will continue to be tracked by their teacher, once they are back in the classroom, for a further 12 months.



ST CECILIA'S REPORTING SCHEDULE 2018

LEARNING AREA	SEM	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Religious Education	1	Discovering God Drawing on Human Experience	Discovering God Catholic Practices	Knowing Jesus Drawing on Human Experience	Knowing Jesus Discovering God	Drawing on Human Experience Catholic Practices	Discovering God Drawing on Human Experience
	2	Living Like Jesus Catholic Practices	Drawing on Human Experience Knowing Jesus	Catholic Practices Living Like Jesus	Catholic Practices Living Like Jesus	Living Like Jesus Knowing Jesus	Knowing Jesus Catholic Practices
English	1	Reading & Viewing Writing Listening & Speaking	Reading & Viewing Writing Listening & Speaking	Reading & Viewing Writing Listening & Speaking	Reading & Viewing Writing Listening & Speaking	Reading & Viewing Writing Listening & Speaking	Reading & Viewing Writing Listening & Speaking
	2	Reading & Viewing Writing Listening & Speaking	Reading & Viewing Writing Listening & Speaking	Reading & Viewing Writing Listening & Speaking	Reading & Viewing Writing Listening & Speaking	Reading & Viewing Writing Listening & Speaking	Reading & Viewing Writing Listening & Speaking
Mathematics	1	Number and Algebra Measurement and Geometry Statistics and Probability	Number and Algebra Measurement and Geometry Statistics and Probability	Number and Algebra Measurement and Geometry Statistics and Probability	Number and Algebra Measurement and Geometry Statistics and Probability	Number and Algebra Measurement and Geometry Statistics and Probability	Number and Algebra Measurement and Geometry Statistics and Probability
	2	Number and Algebra Measurement and Geometry Statistics and Probability	Number and Algebra Measurement and Geometry Statistics and Probability	Number and Algebra Measurement and Geometry Statistics and Probability	Number and Algebra Measurement and Geometry Statistics and Probability	Number and Algebra Measurement and Geometry Statistics and Probability	Number and Algebra Measurement and Geometry Statistics and Probability
Science	1	Science Inquiry Skills Earth and Space Sciences	Science Inquiry Skills Biological Sciences	Science Inquiry Skills Physical Sciences	Science Inquiry Skills Biological Sciences	Science Inquiry Skills Earth and Space Sciences	Science Inquiry Skills Biological Sciences
	2	Science Inquiry Skills Physical Sciences	Science Inquiry Skills Chemical Sciences	Science Inquiry Skills Earth and Space Sciences	Science Inquiry Skills Chemical Sciences	Science Inquiry Skills Physical Sciences	Science Inquiry Skills Chemical Sciences
Humanities	1	Geography Inquiry Skills Geography Content	Geography Inquiry Skills Geography Content	Geography Inquiry Skills Geography Content	History Inquiry Skills History Content	Geography Inquiry Skills Geography Content	Geography Inquiry Skills Geography Content
	2	History Inquiry Skills History Content	History Inquiry Skills History Content	History Inquiry Skills History Content	Geography Inquiry Skills Geography Content	History Inquiry Skills History Content	History Inquiry Skills History Content
Technology & Enterprise	1	Technology Process Materials	Technology Process Systems	Technology Process Information	Technology Process Materials	Technology Process Systems	Technology Process Information
	2	Technology Process Information	Technology Process Materials	Technology Process Systems	Technology Process Information	Technology Process Materials	Technology Process Systems
Computer Skills	1	Computer Skills	Computer Skills	Computer Skills	Computer Skills	Computer Skills	Computer Skills
	2	Computer Skills	Computer Skills	Computer Skills	Computer Skills	Computer Skills	Computer Skills
The Arts	1	<i>Music &amp; Drama</i> Arts Skills & Processes	<i>Music &amp; Media</i> Arts Skills & Processes Art Ideas	<i>Music &amp; Visual Arts</i> Arts Skills & Processes Arts in Society	<i>Music &amp; Dance</i> Arts Skills & Processes Arts in Society	<i>Music &amp; Dance</i> Arts Skills & Processes Art Responses	<i>Music &amp; Dance</i> Arts Skills & Processes Art Ideas
	2	<i>Music &amp; Dance</i> Arts Skills & Processes	<i>Music &amp; Dance</i> Arts Skills & Processes Art Responses	<i>Music &amp; Dance</i> Arts Skills & Processes Art Ideas	<i>Music &amp; Media</i> Arts Skills & Processes Art Responses	<i>Music &amp; Visual Arts</i> Arts Skills & Processes Art Ideas	<i>Music &amp; Drama</i> Arts Skills & Processes Arts in Society
Physical Education	1	Skills for Physical Activity	Skills for Physical Activity	Skills for Physical Activity	Skills for Physical Activity	Skills for Physical Activity	Skills for Physical Activity
	2	Skills for Physical Activity	Skills for Physical Activity	Skills for Physical Activity	Skills for Physical Activity	Skills for Physical Activity	Skills for Physical Activity
Health	1	Self-Management Skills	Self-Management Skills	Self-Management Skills	Self-Management Skills	Self-Management Skills	Self-Management Skills
	2	Knowledge & Understanding	Knowledge & Understanding	Knowledge & Understanding	Knowledge & Understanding	Knowledge & Understanding	Knowledge & Understanding
Languages	1 & 2	Listening, Responding and Speaking	Listening, Responding and Speaking	Listening, Responding and Speaking	Listening, Responding & Speaking Viewing, Reading & Responding Writing	Listening, Responding & Speaking Viewing, Reading & Responding Writing	Listening, Responding & Speaking Viewing, Reading & Responding Writing

# Mapping the Assessment and Teaching Process Monitoring Progress through a Range of Assessment Tools

## Reading and Comprehension

## Vocabulary

## Maths

## Spelling

## Writing

Assessing reading fluency and literal, inferential and evaluative comprehension of texts.

Assessing level of vocabulary knowledge and word consciousness.

Assessing understanding of curriculum content using Western Australian Curriculum.

Assessing spelling accuracy.

Assessing the ability to produce written texts that follow the conventions of writing.

### Targeted Assessment

OnEntry Testing  
Reading Level (Yr 1&2)  
Informal Prose Inventory  
EYLN D Yrs1&2 and SAER Yr3  
NAPLAN (Yr 3&5)  
Running Records

Diana Rigg Early Literacy Screen (K & PP)  
PAT R Vocabulary Test (Yr 2-6)  
PIPS Vocab Section (PP)  
Magic Words for Instant Recognition (PP-Yr2)  
BURT Word Test

OnEntry Assessment  
Mathematics Assessment Interview (Yr 1&2 and SAER Yr 3-6)  
NAPLAN (Yr 3&5)

NAPLAN (Yr 3&5)  
Spelling Mastery  
Diana Rigg-Pre Literacy Screen (K/PP)  
Diana Rigg Phonic & Sight Word Sequence (Yr 1&2)

NAPLAN (Yr 3&5)  
Writing - On Balanced Judgement (School Based)

### Linked Teaching Processes

Guided Reading  
Reader's Theatre | Listening Posts  
Reading Response Journal  
Running records  
Shared reading | Modelled reading | Read to | Independent reading  
First steps strategies  
Literacy based LDT  
Cloze | Jumbled sentences  
Library—Literature activities  
Thematic Activities—Integrated  
Sight Word Recognition  
Reading Eggs  
Reading About Writing About S

Interesting Word Charts  
Dictionary / Thesaurus Activities  
Activities focusing on sentence structure  
Rhyming Games  
Poems  
Vocabulary based games on the computer  
Word Study  
Have-a-go Pads  
Word of the Day  
Sentence of the Week

ICE Mathematics (Yr 2-6)  
Explicit instruction of Mental Computation Strategies and MAI Growth Points  
Use of ICT to teach & consolidate skills and concepts  
Differentiated Learning  
NDT—Whole / Part / Whole  
Explicit Teaching of Mental Computation Strategies  
Open ended tasks  
Problem solving investigations  
Repetition of Basic Number Facts

Spelling Mastery Program  
Editing Skills  
Spelling activities that focus on specific grammar areas  
Word Work / Word banks / Syllables  
Class focus words  
Dictionary skills  
Diana Rigg Program in Yrs K to 2  
Explicit Teaching

Explicit teaching of different Genres of writing  
Whole group shared writing  
Explicit teaching of specific areas of need  
Integrating into all subject areas  
Connection to oral language  
Modelled Writing  
Guided writing / Co-writing activities  
Independent writing  
Library research  
Grammar activities  
Diana Rigg Dictation  
Sustained Silent Writing