



CURRICULUM at Secret Harbour Primary School

English and Maths

Secret Harbour Primary School has a very capable staff team, dedicated to the preparation and delivery of high quality curriculum. Our staff participate in five Curriculum Teams:

**Kindy / Pre-
primary Team**

**Year One and Two
Team**

**Year Three and
Four Team**

**Year Five and Six
Team**

**Specialist teacher
Team**

Teachers work collaboratively in their teams, to review student progress, analyse key data and plan for future learning. Sharing ideas, resources and planning provides our students with a more balanced, professional and rich opportunity to learn.

Over the last three years, we have participated in a National Literacy and Numeracy Partnership which provided guidance, professional learning and additional resourcing in Reading and Numeracy. During that time our curriculum delivery improved significantly – which is reflected in key school data.

In 2015 we will maintain our work in Reading, continue to build our Numeracy Priority and will initiate a new focus on Writing. We will also explore Oral Language opportunities in our school.

Reporting

In 2015, Western Australian schools are required to report against the Australian Curriculum in four subjects; English, Mathematics, Science and History. The other subjects are reported against the WA Curriculum Framework. Over the next few years, those subjects currently covered by the Curriculum Framework will be replaced by the Australian Curriculum.

Comet Bay Professional Learning Community (CBPLC)

The Comet Bay Professional Learning Community comprises of five schools: Comet Bay College and the four feeder primary Schools (Secret Harbour, Comet Bay, Singleton and the newly opened Golden Bay Primary School.)

In 2015, the CBPLC will continue to influence directions for planning, teaching, assessment, data collection and professional learning.

Committees have either a subject or Level of Learning focus.

‘Level of learning’ teams include English and Maths representatives from each school.

Through the CBPLC, we aim to share best practice, collaborate more fully with the local educational community, and continue to build a cohesive, positive cross-campus, K-12 learning program.

**The CBPLC focuses on LEARNING,
COLLABORATION and RESULTS.**

Australian Curriculum	WA Curriculum Framework
<ul style="list-style-type: none">EnglishMathsScienceHistory	<ul style="list-style-type: none">The ArtsLOTE (Language other than English) / Cultural StudiesHealth / Physical EducationTechnology and Enterprise

Kim Blacklock
Deputy Principal
(Curriculum)

English at SHPS

Proficiency in English enables our students to confidently develop skills in other areas and ultimately to become informed, capable global citizens. We want them to *engage imaginatively and critically with literature to expand the scope of their experience* and to develop their own, distinctive ways to represent and communicate their knowledge and understandings.

Key Expectations in English at Secret Harbour Primary School

- Literacy Block in all classes a minimum of three times per week

Reading

- Every child reads every day
- PM Benchmark Running Records, a minimum of twice per year for all students under level 30
- Minimum of one Guided Reading session per week
- Explicit teaching of Reading Comprehension skills
- Warm-ups across the school in key concepts, facts and words
- Managed home reading program

Writing

- Students are supported in setting and achieving personal Writing Goals
- Explicit teaching of writing skills and genres
- Warm-ups support development of spelling and key writing skills
- Explicit teaching of spelling rules and conventions, and of letter patterns.
- Explicit teaching of segmenting, syllables and rhyme.
- Explicit teaching of relevant prefixes and suffixes.
- Explicit teaching (in upper grades) of word roots.
- Spelling instruction at an appropriate level of differentiation for the child
- Explicit teaching, revision and review of editing skills.
- Practice of spelling words at home encouraged - to supplement classroom instruction

Sample Writing Goals:

Year K-1

- I will write my name independently.
- I will start my writing with a capital letter.
- I will leave spaces between my words.

Year 2-3

- I will end my sentences with a full stop or other end point punctuation (eg. question or exclamation mark.)
- I will use adverbs and adjectives to add interest to my writing.

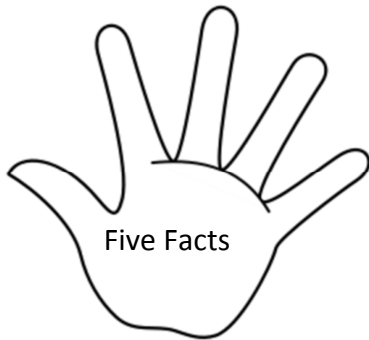
Year 4-6

- I will give supporting reasons and evidence to back up my point of view when writing persuasively.
- I will check and edit my own / my peer's writing before handing it in to be marked.

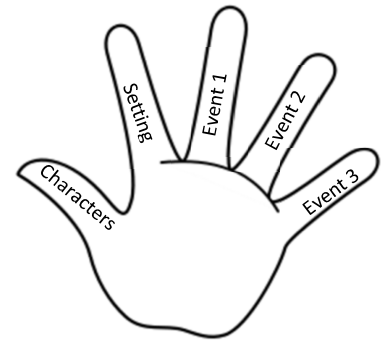
Writing Assessment Focus 2015

- K-2 students complete a Recount Writing Task in week five of each term: "On the weekend..." Samples assessed using the WAPPA Early Writing Guide. Results recorded on school recording sheets, shared across campuses of the CBPLC, used for purposes of moderation and reporting and to inform further planning
- 2015 trial - 3-6 students complete a Narrative Writing Task in week five of each term. Samples assessed using the Narrative Writing Guide. Results recorded on school recording sheets, used for purposes of moderation and reporting, and to inform further planning

Five Finger Retell (NON-FICTION)



Five Finger Retell (NARRATIVE)



PM Benchmark Running Records

Running records allow students to demonstrate their reading capacity so that instruction can be individualised. During a Running Record, children read aloud from a text and the teacher records any strengths, errors and omissions. The child is then asked some questions about the story. Finally, the child recalls their reading by re-telling either five facts (non-fiction) or the characters, setting and three events in order from a fiction(story) book. (See above.) As a result of the assessment, the student is assigned a Reading Level. This reading level informs explicit instruction during Literacy Block sessions.

**You can help your child prepare for Running Record assessments by helping them to recall and re-tell information from stories and books read.*

Literacy / Numeracy Block

Component	Purpose
Lesson intention	Explains the purpose of the learning
Warm-ups	Practice opportunities to recall and revise concepts already learned, and introduce key information to support new learning. They are REPEATED frequently to fix the information in long term memory.
"I do"	The teacher models (including "think alouds" and demonstrations), the skills and strategies to be covered in the lesson.
"We do"	Teacher and students work together and the teacher guides the students in attempting key elements of the session.
"You do"	Children move into small groups to independently complete work at an appropriate level
Plenary	The group comes together to reflect on their learning, reinforce learning and deal with misunderstandings.



Key Assessments in English

- Running Records
- On-Entry Assessment
- NAPLAN – Reading and Writing
- NAPLAN Sample testing
- Week Five Writing Assessment

Mathematics at SHPS

We aim to make maths learning a motivating, meaningful and enriching experience for our students. Through explicit teaching, Numeracy Block, iMaths, Warm-ups and mathematical games and challenges, our students develop *increasingly sophisticated and refined mathematical understandings, fluency, logical reasoning, analytical thought and problem-solving skills.*

Key Expectations in Mathematics at Secret Harbour Primary School

- Students engage with mathematical thinking on a daily basis.
- Academic entry at start of day (for example “Daily Five,” “Problem of the Day” or morning warm up.)
- Numeracy Block in every classroom a minimum of three times per week.
- Explicit teaching of mathematical knowledge, skills and concepts.
- Access to logical, hands-on learning opportunities for early or new mathematical concepts.
- Regular warm-ups to review and reinforce key information, skills and concepts.
- Focus on Maths Fluency.
- High expectations in Mathematics
- Maths Wizard competition – term 3
- High achieving students selected to participate in the Australian Maths Competition, (year 3 – 6.)
- Focus on problem solving.
- Review of past NAPLAN data informs maths planning and strategies.

Focus Areas

- Fluency (Thinking / calculating quickly)
- Count from different start points in different ways
- Doubling and halving
- Times tables
- Measurement – tackle the complexities
- Problem solving

Key Resources in Numeracy:

- iMaths (Student books, online resources, Tracker books)
- Natural Maths Strategy Posters
- Paul Swan Maths Games
- RUCSAC
- 2 Minute Maths Tests
- Money Matters
- Maths Wizard
- Maths Trolleys
- Think Tanks / Maths Laboratories

Numeracy Block Notes:

- Numeracy Block may incorporate previous as well as new learning about mathematical skills and concepts. It may focus on measurement, number and algebra, space and geometry, or a combination of these. It may focus on a particular element of mathematical understanding such as drawing a picture to help solve a problem.
- Numeracy Block takes lots of planning and preparation. Sharing planning, resources and ideas with year level colleagues eases the burden and enriches student learning.
- Small group instruction is a vital component of Numeracy Block, and allows the teacher to provide explicit instruction to a small group of students, taking into account their individual needs, and making use of information gained through assessments, previous lessons and oral questioning.



Key Literacy Resources:

- Reading books
- Jolly Phonics
- Jolly Grammar
- Diana Rigg and Frys Sight Words
- Soundwaves and Soundwaves Online resources
- Comprehension Strategy Flip Books
- Cars and Stars
- Springboard Reading (including online resources)
- Reading Eggs is available for SAER at a small cost to families
- E library (for Warm-ups and other shared resources.)

PARENT WORKSHOP 2015

- Helping your child with Reading at home
- PM Benchmark – Running Records
- Comprehension
- Maths Games

Priority Areas for Reading and Writing

1. Three Levels of Questioning – Literal, Inferential and Evaluative.
2. Vocabulary development
3. Figurative Language – similes, metaphors, etc
4. Using evidence from the text to substantiate answers
5. Five Finger retell

Numeracy Stars

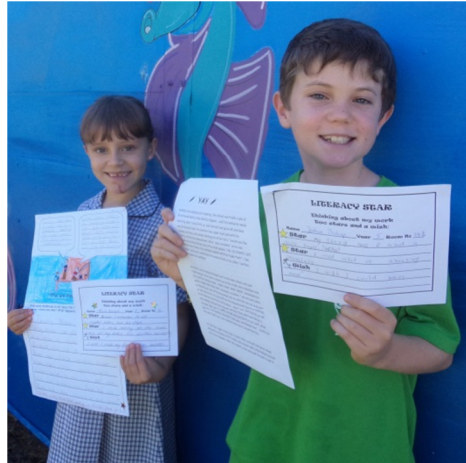
Each class selects a “Numeracy Star” week five of term 2 and 4. Numeracy Stars have afternoon tea in staff room with Student Councillor waiters, receive certificates and have their work displayed in assembly area.

Literacy Stars

Each class selects a “Literacy Star” in week five of Term 1 and 3. Literacy Stars enjoy afternoon tea in staff room with Student Councillor waiters, receive certificates and have their work displayed in the assembly area.

THIS WEEK'S LITERACY STARS

Year PP ~ Greer Jessica Holly	Year 1 ~ Waimarie Ben Ruby-Rose Sophie	Year 2 ~ Emma Alicia Summer Alexander Taylah	Year 3 ~ Caitlyn Chaz Hannah	Year 4 ~ Sophie D Sophie J Adam	Year 5 ~ Mia Joshua	Year 6 ~ Charlotte Spencer
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Josh and Alicia Literacy Stars



Kobi and Solomon ~ Writing Goals



Afari and Sophie ~ Year 2 maths



BOOKS FOR BABIES

Let us be among the first to WELCOME your new arrival to the Wonderful World of Literacy.

If your family has a new baby, please fill in a slip at the front office and we will give you a new book to read to you baby. (Siblings particularly enjoy proudly bringing home this little gift in a specially designed "Books for Babies" bag.)



How much do your children read in a year?

20 minutes per day – 5 days per week during the school term.	5 minutes per day – 5 days per week during the school term.	1 minute per day - 5 days per week during the school term
4000 minutes per year	1000 minutes per year	200 minutes per year
<i>Average reading speed for kids = 200 words per minute (250-300 for adults)</i>		
800 000 words	200 000 words	40 000 words
Between Kindy and year 7 – 36000 minutes reading	Between Kindy and year 7 – 9000 minutes reading	Between Kindy and year 7 – 1800 minutes reading
Scores in the 90 th percentile, on average, on standardised tests	Scores in the 50 th percentile, on average, on standardised tests	Scores in the 10 th percentile, on average, on standardised tests

If you would like them to be good readers, get them to READ every day for 20 minutes!

MERIT CERTIFICATE RECIPIENTS

Year	Name	Year	Name
1	Madeline Ryan Izzy	4	Emma Alby Rafferty Adam
2	Ella Kobi Luke Sadika Ava Sam Rhyllie Malachi Autumn Tamara	5	Kauri Rachel Amaya
3	Mackenna Lily Bree Elri George Tanika Declan Anna Jeremy	6	Daniel Eloise Charlotte Alyssa

OUR STAR STUDENTS

Congratulations to Zach, Samuel, Oscar and Tiana who all played teeball on the long weekend at Langley Park with Secret Harbour Pirates. Zach placed 3rd in T Ball state championships for under 11's.

Harmony Day Assembly



Our school is one of the multicultural schools in Australia. We are so pleased to acknowledge that our students come from many different countries including England, Australia, Scotland, Wales, New Zealand, Malaysia, Mauritius, Netherlands, Tonga, Italy, Portugal, Ireland, Spain, Germany, Sweden, Poland, Thailand, Philippines, Greece, South Africa and Indonesia to name a few.

We would like to take this opportunity to have a short assembly to celebrate "Harmony Day" at our school on Friday, 20th of March.

The theme of this year is 'It is all because of you'. It is about inclusiveness, respect and a sense of belonging for everyone.

We are encouraging to all students to dress up in their cultural outfits where they originally come from or from any other countries.

We are looking forward to seeing our students come to school wearing all different cultural outfits on that day.

Terima Kasih (Thank You)

Ibu Wilujeng

The Asian Studies Teacher

