

HPS Student Learning Overview



School Purpose

Together with our school community we aspire to develop confident, socially responsible, happy students who are connected to each other and their *school*. Through explicit and personalised teaching a comprehensive learning foundation is developed and built upon to promote passionate, curious learners who can apply their learning in creative and innovative ways.

Goals

- To improve student learning outcomes in literacy and numeracy.
- To develop students who are confident in their learning, self-motivated, engaged and resilient.
- To build the school's capacity to provide seamless and successful transition between all year levels, entry and graduation.

Values

- | | |
|--------------------------------|--|
| • Respect | Considering others, their property and the environment |
| • Responsibility | Being reliable, resourceful and owning your actions |
| • Honesty and Integrity | Being fair and trustworthy |
| • Commitment | Persisting, giving your best and bouncing back |

Beliefs about Student Learning

- Every student can learn.
- Students learn best when there is quality teaching - "Expert teachers make the difference".
- Students must know the context, focus and purpose for learning. The learning intentions must be clear and understood.
- Students learn best when there is explicit, purposeful teaching connected to the world around them.
- Students require high and achievable expectations for learning.
- Students learn best when they have a safe, happy, supportive classroom, teacher and environment.
- Students learn best when they have effective / positive relationships with their peers, teachers and parents.
- Students must attend school regularly and be punctual.
- Students learn best when learning is personalised:
 - So that we teach in a way that makes use of proven, research based teaching practices to maximise learning for all students.
 - So students move from the known to unknown.
 - So students have choice and input.
- Students learn best when they have voice and their opinions are valued.
- Students are all different and relate / respond differently to all events.
- Student understanding is maximised when the skills and processes of thinking are explicitly taught.

- Students must be supported to think for themselves through effective questioning.
- Students require effective questioning to promote deeper thinking and divergent thinking.
- Students learn best through collaboration.
- Students require regular quality, timely feedback and opportunities to practise and use their new understanding.
- Students require quality assessment which informs feedback for further learning.
- Students must know and understand assessment criteria.
- Students learn best when teachers spark curiosity and excitement.
- Students must be engaged and use 2nd paradigm tools (technologies) to enhance engagement.
- Students require scaffolding, sharing of strategies and opportunities for reflection.
- Student learning should develop the whole child as society needs a diversity of talents.

Curriculum Design

Our school encourages and supports students to strive for excellence in all of their endeavours. To achieve this, our school provides a developmental teaching and learning program which draws upon the common set of knowledge and skills of the AusVELS.

As such, the AusVELS curriculum is a central component of the school's teaching and learning program. Our Curriculum Design is the school-based plan for delivering, expanding and extending this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts. This is paramount to the achievement of our School Purpose and enables our school to develop particular specialisations and areas of expertise and innovation while ensuring the curriculum is delivered.

Concept Curriculum

The Australian Curriculum <http://www.australiancurriculum.edu.au/> is being progressively implemented in all states and territories across Australia. AusVELS is the Victorian version of the Australian Curriculum <http://ausvels.vcaa.vic.edu.au/>. It provides a coherent and comprehensive set of prescribed content and common achievement standards from Foundation (Prep) – Year 10, which schools use to plan student learning programs, assess student progress and report to parents.

The content of the AusVELS Curriculum includes both the knowledge and skills which all students have the opportunity to learn as a result of their schooling. In addition, Highvale Primary School aims to expand upon and extend these knowledge and skills so that teaching and learning is particular to the needs of our student cohort and utilises local resources and experts.

The Highvale PS Concept Curriculum is an essential component of our School teaching and learning program. It utilises 'Concepts', big transferable ideas that transcend time, place and situation. Conceptual learning is designed to go beyond learning facts. It is designed to stimulate the development of abstract ideas and higher level thinking to make sense of what is learnt so that learning can be applied meaningfully.

The Concept Curriculum is constructed to enhance both 'vertical' and 'horizontal' learning. Students are taught specific Key Understandings which are informed by AusVELS and link back to the Concept. All students develop key understandings sequentially (vertically) from Prep-Year 6. Significantly, the Concept Curriculum also provides a framework through which teachers provide opportunities for students to investigate these Key Understandings and expand their learning further through guided inquiry challenges (horizontal). As well, students are taught to make meaningful connections across Concepts (horizontal).

Through the Concept Curriculum students are exposed to new ideas and understandings around a

diverse range of traditional learning disciplines. These include areas such as Science, Humanities, History, Geography, Economics, Civics and Citizenship, Languages, The Arts, Health and Physical Education, Technology, English and Mathematics. As well, Concept inquiry units incorporate the development of interdisciplinary learning skills (general capabilities and cross-curriculum priorities) which can be developed through each learning area. These skills are transferable across a range of learning areas and help students to become highly successful learners. These include skills in the areas of inquiry, literacy, numeracy, communication, information technology, personal and interpersonal learning, design, creativity and technology and thinking processes. Where appropriate, the Concept focus for each school term will provide context for learning in explicit English and Mathematics lessons. Likewise, students will often use the explicit English and Mathematics skills they have learnt to pose questions, read and research, collate, analyse, graph and present solutions to 'challenges' they have devised as part of their Concept inquiry.

Assessment and Reporting

Assessment and reporting are vital processes which provide information about what students know and can do, to make recommendations for their future learning. It is an ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments and improve future student learning.

Assessment drives our teaching to promote powerful, improved learning and deep understanding. This requires a range of assessment practices to be used with three overarching purposes:

- Assessment FOR learning - occurs when teachers use inferences about student progress to inform their teaching
- Assessment AS learning - occurs when students reflect on and monitor their progress to inform their future learning goals
- Assessment OF learning - occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards.

The Highvale Primary School Assessment Schedule is a comprehensive document which details when and how these assessment practices are completed throughout the literacy and numeracy program. Assessments of all other learning domains are detailed throughout teaching team and individual teacher planning documents.

See [Highvale Primary School Assessment Schedule](#)

Together the assessment and reporting processes used at Highvale Primary School are designed to provide effective and timely communication of student progress and achievement to parents and students.

Our comprehensive Assessment and Reporting process includes:

- Meet and Greet Interviews Term 1
- A 'Summary Report' at the completion of Term 1
- Comprehensive written reports in June Term 2
- Parent Teacher Interviews Term 3
- Comprehensive written reports in December Term 4
- Student Assessment Portfolios at the completion of Term 1,2,3 and 4
- Meetings by appointment Term 1-4

Assessment and Teacher Professional Learning

Teaching teams utilise Timperley's evidence based professional learning cycle to guide their collective focus on students' outcomes and identify teachers' needs. This ensures that teachers are

continually engaged in a cycle of reflection and inquiry. The focus is determined by the learning needs of students which informs the knowledge and skills required by our teachers and their professional learning emphases.

Figure 1: Teacher inquiry and knowledge-building cycle to promote valued student outcomes



(Timperley et al., 2008)

Teaching Whole School Approach - Guided Inquiry

The Guided Inquiry perspective is reflected in all aspects of our teaching.

Guided Inquiry is a perspective on learning rather than a formula for teaching. This approach informs and clarifies all of our teaching and reflects our beliefs about student learning. It is not prescriptive, however it acknowledges the significance of the fundamentals of high quality teaching such as explicit teaching, student voice, provision of choice, inquiry, and personalised learning.

A detailed explanation of our teaching practices is provided below.

Challenge Based Learning Overview

The intent of every Concept inquiry unit is for students to develop a deep understanding about an important concept. To do this we use a guided inquiry framework known as Challenge Based Learning (CBL). Students are effectively guided through an inquiry learning process which culminates in their investigation into a related problem or issue known as the 'challenge'. Generally the challenge involves an action at the class, school or community level but can go further, even nationally or global. Challenge Based Learning includes explicit teaching of the Key Understandings and the opportunity for students to inquire and investigate their questions further to resolve their challenge and make a positive difference in their school, family or community.

Initially students are presented with a 'Big Idea' about the Concept. The 'Big Idea' is a broad issue or idea which is introduced to students through an engaging 'Pitch' such as a purpose made video which may be revisited during the CBL processes. The 'Essential Question' to be investigated is discussed with students. This serves as a link between students' lives and the big idea. The question should be answerable through research, help focus students' efforts, and provide a framework for their challenge. From the Essential question, an appropriate 'challenge/s' is derived. Usually the challenge is immediate and actionable and is important to students at their level and the broader community. Once challenge/s is defined, students are guided by their teacher to develop 'guiding questions'. These assist students to identify what they need to know as well as the resources and activities they will require to answer their questions. Having thoroughly researched the guiding questions, students are now able to identify possible solutions to their challenge and plan how they

will implement it. Students are supported to do this by their teacher and peers if working in a 'Challenge Team'.

An important component of the challenge is the reflection. Through feedback from their peers and teachers, students develop their understanding of the effectiveness of their actions. What worked, what didn't and why. An example might be from our School 'Sustainability' Concept. A group of Year 5 and 6 students may have chosen the challenge of reducing the school's paper footprint. They might have chosen to keep track of how much paper is used per day. Once they decide what to measure, the students can determine a baseline and take measurements over a few days or a week. Students should also choose the method or methods they will use to capture the information. These could include surveys, anecdotal notes and visual evidence using eLearning tools and programs.

Throughout the project students begin to learn to document their experience using audio, video, photography, a reflective diary or similar. Near the culmination of the challenge, students decide upon the presentation of the solution and record their reflections. As an example, the presentation may be a three-to-five minute solution video which includes a description of the challenge, a brief description of the learning process, the solution, and the results of the implementation.

Often, these will then be shared with students and members of the school community. This can be accomplished through a safe online environment or through our Gallery Walks. This provides students with the opportunity to visit each other's classrooms across the school to discover learning about the same Concept but at various points of the learning continuum. As well, it will often be appropriate to have a public event with school participants and the community to celebrate their efforts and thank those who have assisted.

The construct of the Concept Curriculum ensures our school can respond to the learning needs of students and government curriculum expectations as they evolve. Flexibility within planning of learning and teaching ensures that teaching teams have the responsibility and autonomy required ensuring Key Understandings are current and regularly moderated across levels. With this autonomy, teaching teams must ensure that each of the required AusVELS domains, general capabilities and cross-curricular capabilities are taught and assessed. The creation of a viable curriculum through which all students are engaged, have the opportunity to learn and be assessed against the curriculum being taught is fundamental to achievement of our School purpose.

Literacy Overview

The Literacy Program at Highvale is informed by research and utilises a whole school approach developed through intensive training and implementation strategies which are reviewed annually. To enhance meaningful contextual learning the teaching of specific speaking and listening, reading and viewing and writing knowledge and skills is interconnected with the Term inquiry concept which forms the basis of our Challenge Based Learning.

To ensure student learning is purposeful, powerful and maximises learning opportunities, our Literacy Program values a focus on explicit teaching, student voice, provision of choice and personalised learning.

Specific literacy units are planned collaboratively by teaching level Professional Learning Teams (PLTs). Planning is informed by student progress and AusVELS which guides the development of students' knowledge, understanding and skills. Class lessons are planned specifically by class teachers to cater for student needs based upon effective assessment and AusVELS. Where meaningful for students, literacy skills are also utilised and applied in other learning domains through Challenge Based Learning (CBL), the Numeracy program and Specialist program.

Speaking and Listening, grammar, punctuation and Word Study, incorporating spelling are taught explicitly through the modelled Reading and Writing program and are embedded into each focussed lesson.

The lesson delivery follows the whole-part-whole model and is taught daily. Teaching and learning is supported through the effective use of technology, including iPads, Apple T.V, interactive whiteboards and computers.

Grammar and Punctuation

Grammar and punctuation are taught explicitly through literacy lessons. See below.

Speaking and Listening

Oral language is the foundation on which reading and writing are built. Talking, singing and reading help the brain to develop the network of connections that assist with further language development. Teaching at Highvale Primary School is informed by the four quadrant model of Sue McCandish' research based 'Oral Language Pie':

1. Listening and responding
2. Vocabulary and concepts
3. Talking about my world
4. Building talk for thinking

To complement the Oral Language Pie, we use the Three Tiers of Vocabulary:

- Tier 1 – Common 'everyday' Words
- Tier 2 – Powerful Words
- Tier 3 - Topic Specific 'technical' words

We use the formal terms with common language to assist junior school students to understand terminology and retain the integrity of the Tier 1, 2 and 3 vocabulary titles. Students engage in speaking and listening across all lessons throughout the day. They are asked to share, contribute and present in many different ways each day. Students participate in formal and informal discussions. There will also be formal Speaking and Listening presentations that students are asked to prepare and perform to the class. These are guided by the Challenge Based Learning (CBL) inquiries students are investigating specific to their developmental level.

Our biannual whole school production provides a distinctive contextual opportunity for all students to engage in rich reading, writing and speaking and listening experiences which enhance oral language. Examples of some of the ways students engage in speaking and listening each day are:

- Circle time
- Author's Chair – Writing
- Share and Reflection following Maths and Reading lessons
- Group work during CBL
- Contributions to class discussions and learning tasks in both whole class and small group settings.
- Formal and informal discussions
- Role plays
- Show and Tell
- Presentations at Assembly

Speaking and Listening is assessed using formative and summative assessment techniques such as:

1. Auditory Processing Assessment using APAK
2. Record of Oral Language
3. One Minute vocabulary test following agreed guidelines
4. Anecdotal Notes taken during various speaking and listening learning activities.
5. Specifically designed rubrics – For example:
 - a. Student presentations performed to an audience
6. Student self-assessment including:
 - a. Formal reflection using rubrics
 - b. Informal reflection utilising video of their own presentations
 - c. Reflection journals.
7. Formal Language assessment – For example – Assessment of language structures through the 'Oral Recount' by a DET Speech Pathologist.

Reading and Viewing:

Each reading lesson commences with clear learning intentions and success criteria which describe clearly what the teacher wants each student to be able to

- Know
- Understand: and
- Be able to do

as a result of the reading lesson and learning activities.

The structure of reading includes explicit modelled reading to explicitly teach the learning intention. Students are then grouped with other students with similar learning needs and teachers will engage students in guided reading and/or reciprocal reading. This may look slightly different across the levels; however within these small focussed teaching groups, teachers will focus on a specific reading or comprehension strategy specific to the needs of the group. Reading tasks will compliment the reading focus, genre focus and guided reading focus of the class at the time. These are chosen by the teacher. Some tasks may be choice tasks and some are compulsory. Based on research by Duke and Pearson 2002, all classes teach six important comprehension strategies:

- Visualisation
- Text Structure
- Summarisation
- Prediction
- Questioning
- Clarification

Reading is assessed using both formative and summative assessment techniques such as:

1. Across level moderation
2. Anecdotal Notes taken during Guided, Reciprocal and Shared Reading
3. PM Benchmark testing and PROBE testing providing data in reading accuracy, diagnosis of strategies used and 3 forms of comprehension - Literal, inferential and evaluation
4. Student Self assessment – Portfolio tasks with rubrics, learning reflection journals, teacher student conversations, audio recordings and videos of students reading.

Writing:

Each term, students write two specific focussed texts as assessed pieces. The text types are chosen by teaching teams during planning to compliment the Challenge Based Learning studies specific to that term.

In each classroom our collective approach to writing draws upon the research of Donald Graves' 7 Conditions for Effective Writing. They are:

- Time
- Choice
- Demonstration
- Expectation
- Room Structure
- Response
- Evaluation

Each writing lesson commences with clear learning intentions and success criteria which describe clearly what the teacher wants each student to be able to

- Know
- Understand: and
- Be able to do

as a result of the writing lesson and learning activities.

Teaching commences using demonstration where the teacher explicitly models writing to teach the learning intention. Students are strongly encouraged to keep a 'Writers Notebook' with important items such as photos, ticket stubs, pamphlets, maps, brochures as reminders of important people and events as inspiration for student writing topics.

Choice Writing is a powerful tool for student engagement in writing. To enable a balance between this and specific, required learning, we structure our weekly writing with three lessons of teacher directed writing and two days of choice writing. Whilst students work on independent writing tasks, teachers work with small focus groups of students utilising the Guided, Modelled, Shared or Interactive writing strategies. The chosen strategy is dependent upon the level of support required for each group of students. Intermittently but consistently, teachers rove and conference with students one to one each day.

Writing is assessed using both formative and summative assessment techniques such as:

1. Individual conferencing with teacher taking anecdotal notes.
2. Specifically designed rubrics – For example:
 - a. Two formal pieces of writing are completed each term using specifically designed rubrics that are developed by each teaching team.
3. Student self-assessment including:
 - a. Formal reflection using rubrics
 - b. Reflection journals.
4. Across level moderation
5. Whole school writing moderation.

Word Study

Word Study, incorporating spelling and vocabulary development is taught explicitly through literacy lessons. Grammar and punctuation are taught explicitly utilising the same approach.

Teachers draw upon the research base of Snowball and Bolton to plan Word Study. Throughout each year students are assessed to determine their spelling developmental phase so that each student is taught at the point of need. Word study consists of a combination of explicitly taught spelling concepts and vocabulary.

Each child's developmental phase determines the blend of sight, pattern and forever words they will be taught. Student Forever Words are chosen from class Word Study lists incorporating Tier 1, 2 and 3 words as well as words from their own personal writing.

See [Highvale Primary School - Word Study Scope & Sequence](#)

Word Study is assessed using both formative and summative assessment techniques such as:

1. Diagnostic Spelling Test – identifying common error patterns individually and across each class. Conducted at the beginning and end of year.
2. Individual conferencing
3. Developmental Spelling (Gentry and Gillet) identifying the spelling phase students are individually working at. Students will fall into one of the following categories; Semi Phonetic, Phonetic, Transitional or Independent.
4. Student and Peer self-assessment using individual testing of forever words weekly.
5. Across level moderation

Numeracy Overview

The Numeracy Program at Highvale is informed by Early Years (Prep-4) and Middle Years (Year 5-8) research and follows a whole school approach. Specific Mathematics units are planned by level Professional Learning Teams (PLTs) to include specific content in Number and Algebra, Measurement & Geometry and Statistics & Probability. Mathematical proficiency is developed through Understanding, Fluency, Problem Solving and Reasoning. Class lessons are planned specifically to cater for student needs based upon effective assessment and content guided by AusVELS.

To enhance mathematical proficiency, the application of Mathematics skills and knowledge is also interconnected with the Term inquiry concept which forms the basis of our Challenge Based Learning. This provides opportunities for students to apply mathematics in contextually relevant and purposeful situations. Numeracy skills are also utilised and applied by students in other learning domains including the Literacy and Specialist programs.

Guided Inquiry is reflected in our Numeracy program and values a focus on explicit teaching, student voice, provision of choice and personalised learning. Project Based Mathematics is also utilised where appropriated to enrich our lessons to enhance engagement and provide scope for students to demonstrate their breadth and depth of knowledge.

The guided sections of our lessons are purposeful, powerful and maximise learning opportunities. Mathematical concepts are taught explicitly through the modelled portions of our lessons and are embedded into focussed learning opportunities during lessons. Through pre-assessments and observations, we are able to gather an understanding of what our students know, misconceptions they may have and what to focus on in the future.

We use AusVELS as our guide to what needs to be taught. Post-tests and ongoing assessments are used to identify future learning opportunities. We use Rich Assessment Tasks (RATs) as a form of pre and post-assessment which also informs student progress to parents and care givers through their inclusion in Student Assessment Portfolios. In this, students are able to demonstrate their understanding of a concept through three levels of thinking; closed questions, open questions and applied knowledge which inform student understanding of Mathematics proficiency. A rubric is provided with learning outcomes to show areas of achievement and understanding. Teachers provide written feedback and students also have the opportunity to self-assess and comment on their work.

Maths Lesson:

The structure of the Mathematics lesson includes explicitly modelled concepts with a clear 'Learning Intention' and 'Success Criteria'. These clearly describe what the teacher wants each student to be able to

- Know
- Understand: and
- Be able to do

as a result of the lesson and learning activities.

Whole - To begin, a 'Tools Session' is used to get students ready to think about maths. The focus is on mathematical thinking, developing number sense including patterns and times tables. Our key resource for this is 'Number Talks, Grades K-5: Helping Students Build Mental Math and Computation Strategies' by Sherry Parrish.

A 'Tuning In' is used to clearly explain the 'Learning Intention' of the lesson. This is where explicit modelling of the concept is taught.

Part - Students are then grouped depending on needs, to complete specific learning tasks. Students work individually, in pairs, in small groups or as a whole class, depending on the focus. Modelled, shared and Guided Mathematics are used depending upon the level of support required by students.

The teacher then roves the room to ensure all students are on task and receiving assistance if required. During this time, the teacher also works with a small group of students with like needs to work on a specific concept.

Whole - To conclude, students use 'Share Time' to discuss problems, share strategies, new ideas and reflect on thinking about the concept as a whole class. These are then taken into account by the teacher to inform future learning opportunities. This also assists teachers with anecdotal notes and observations for improvements.

Maths is assessed in a variety of formative and summative techniques, these include:

1. Whole School Assessment Schedule
2. Rich Assessment Tasks (RATs)
 - Specifically designed rubrics
3. Reflection Journals (student self-assessments)
4. Pre and Post tests
5. Anecdotal Notes taken during lessons
6. Diagnostic tests (for example On Demand)

7. Annotated work samples
8. Moderation across levels
9. Photographs or video of students working

Specialist Program Overview

The Specialist Program at Highvale includes Specialist classes in Languages (Mandarin or German), Physical Education, Visual Art, Performing Art and specialist intervention programs.

Intervention and Enrichment

Specialist intervention is provided through research based programs including Reading Recovery, English as Additional Needs (EAL) and the Bridges Program. Students with disabilities are supported through the classroom program in combination with the Program for Student with Disabilities (PSD). All students are supported through our comprehensive Student Wellbeing 'School Wide Positive Behaviour Framework'.

See [Highvale Primary School – Student Engagement and Inclusion Policy](#)

Our intervention programs are designed to support students requiring additional assistance at their point of need. They are predominately literacy focussed and utilise a combination of student 'withdrawal' for individual or small group work and 'in class' assistance. The 'Early Years Literacy Intervention Leader' and 'EAL Leader' oversee these programs and support classroom teachers and Education Support staff to implement specific strategies and Individual Learning Plans.

Numeracy intervention is provided predominately through the classroom program. Each student's progress is closely tracked by PLTs and class teachers. Individual Learning Plans and strategies are designed to support student requiring additional assistance.

Our philosophy is that 'enrichment' must occur for every student every day at their point of need. Our whole school teaching practices are designed to ensure teachers have the skills and knowledge required to provide differentiated and personalised learning opportunities within level and classroom programs. This does not mean that each child has an individual program. Essentially, we aim to enhance learning and achievement for every student through focussed teaching which caters for the learning aptitudes and interests of pupils. This includes the use of eLearning tools and devices to support across all domains.

Specialists

Specialist classes in Languages (Mandarin or German), Physical Education, Visual Art and Performing Art are provided for each student.

Specific Languages, Physical Education, Visual Art and Performing Art units are planned by specialist teachers to include the specific content, knowledge, understandings and skills to cater for student needs based upon effective assessment and content guided by AusVELS.

Guided Inquiry is reflected in our specialist program through a focus on explicit teaching, student voice, provision of choice and personalised learning. Key concepts are taught explicitly through the modelled portions of our lessons and are embedded into focussed learning opportunities during lessons. Through pre-assessments and observations, teachers are able to gather an understanding of what our students know, misconceptions they may have and what to focus on in the future.

To enhance contextual learning, each specialist program is interconnected with the Term inquiry concept which forms the basis of our Challenge Based Learning (CBL). Where relevant, each specialist program is designed to support the Key Understandings students develop through the CBL unit. For example, students explore indigenous art and its features as an important component of our CBL Identity Concept. As well, specialist teachers provide opportunities for students to apply knowledge and skills learnt in other domains. A simple example may be the mathematical concept of symmetry in Visual Art or length and distance measurement in Physical Education.

Assessment tasks which also inform student progress to parents and care givers are periodically included in Student Assessment Portfolios.

Student learning through the specialist program is assessed in a variety of formative and summative techniques, these include:

1. Specifically designed rubrics
2. Reflection Journals (student self-assessments)
3. Pre and Post assessments
4. Anecdotal Notes taken during lessons
5. Annotated work samples
6. Photographs or video of students working

Extra-Curricular Overview

Our extra-curricular programs are designed to support student learning and enhance differentiated and personalised learning. Through the provision of a range of educational experiences we aim to provide students with 'extra' opportunities which will both stimulate their thinking and provide opportunities for experience to be gained beyond what is prescribed in AusVELS. These programs both support the learning described through this document and provide further opportunities for students to develop their interests and skills.

They include but are not constrained to:

- Waverley Links Enrichment Program
- Waverley Links Student Leadership Program Year 5/6
- Choir
- Leadership and Multicultural Program (LAMP) Year 5
- Student Representative Council (SRC)
- Instrumental Music Program – Brass, Woodwind, Percussion and Band
- Debating
- Sport Program
- Active Art
- GREEN Team
- Relaxation program
- Chess program