



Student Learning Overview

Introduction

The Student Learning Overview encapsulates the core approaches implemented at Highvale Primary School to support student achievement, engagement and wellbeing. It provides a synopsis of the work undertaken by our staff, students and community to optimise our effectiveness in each of the four state-wide priorities to best support our students.

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 in a safe environment.

2016-2019 Goals

- **Achievement:** To achieve demonstrated learning growth of every student across the curriculum with a strong emphasis on writing and mathematics.
- **Engagement:** To strengthen student engagement in their learning and develop creative, curious and motivated learners.
- **Wellbeing:** Grow and sustain strong relationships across the school community.
- **Productivity:** To maximize the full scope of school resources to enable quality implementation of school goals and priorities.

Values



Considering others, their property and the environment

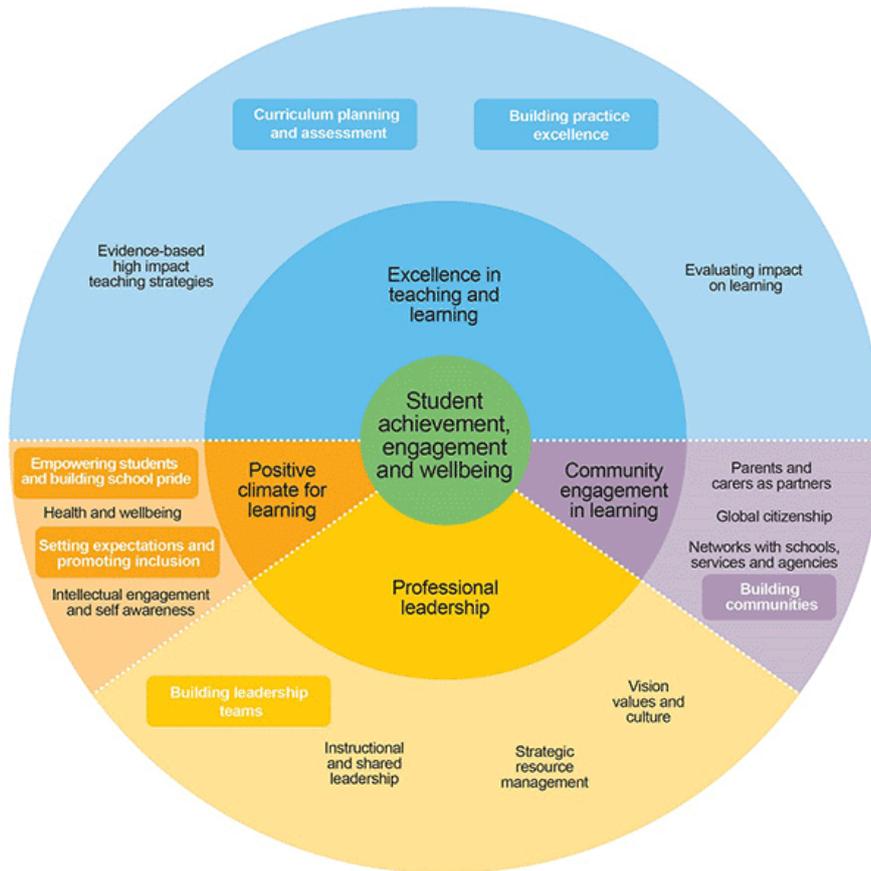
Being reliable, resourceful and owning your actions

Being fair and trustworthy

Persisting, giving your best and bouncing back

Framework for Improving Student Outcomes - FISO

The FISO improvement model provides the framework to focus our work. The four state-wide priorities and their high impact dimensions guide our decision making and practice.



Professional Leadership

BUILDING LEADERSHIP TEAMS & INSTRUCTIONAL AND SHARED LEADERSHIP & STRATEGIC RESOURCE MANAGEMENT & VISION VALUES AND CULTURE

Our School Purpose, Goals and Values are established with and communicated clearly to our school community. Leaders employ a cycle of improvement to continuously monitor and evaluate the impact of improvement strategies, ensuring support, accountability and recognition build an environment of trust, cooperation and innovation. Responsive communication and collaboration together with clear protocols and behavioural expectations support a safe, purposeful and inclusive school community.

The FISO improvement cycle guides our school’s leaders to follow an effective inquiry process that is informed by evidence. This enables us to identify areas of strength and areas of practice that need improving and to plan the right improvement strategies. It is a continuous process that is a collaborative, flexible, orderly and focused on student outcomes.



The provision of resources; **financial, human, physical, time** and **partnerships** are strategically aligned to support the achievement of our School Purpose and Goals. Student needs are at the core of all decision making. Within the provisions of the Victorian Government Schools Agreement, roles and responsibilities support a shared and distributed leadership model and professional growth.

Where required, resources, including roles and responsibilities are realigned to ensure student achievement, engagement and wellbeing are optimised best utilising the resources available.

Below are our documented beliefs about student learning. Whilst due to be revised, they provide insight into our collective views and are evident in the documentation of practices in this text.

Beliefs about Student Learning Due to Revisit

- 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.

Positive Climate for Learning

EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE & SETTING EXPECTATIONS AND PROMOTING INCLUSION & HEALTH AND WELLBEING & INTELLECTUAL ENGAGEMENT AND SELF AWARENESS

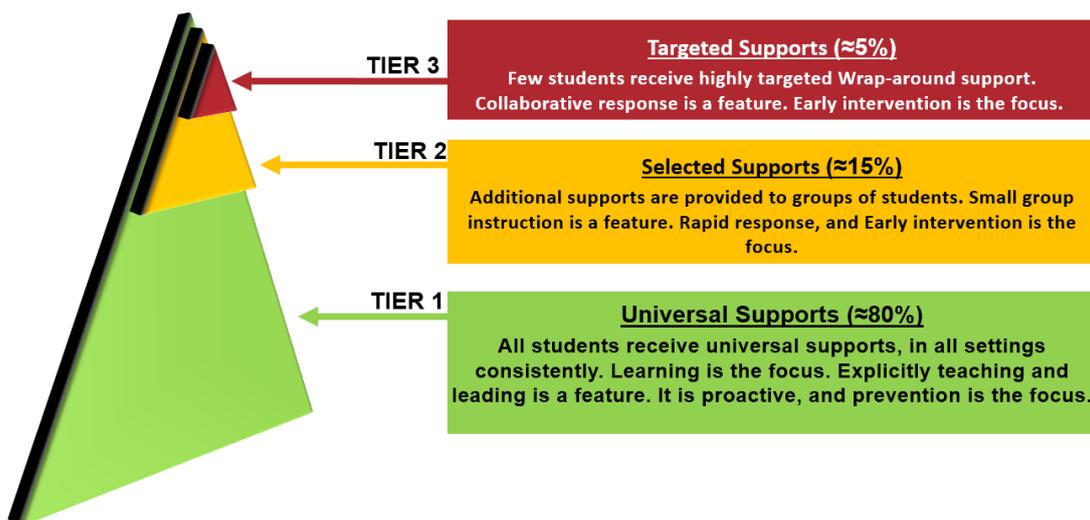
Student voice, agency and leadership are central to the creation of a positive climate for learning where students are connected to their school and each other. At Highvale we consider each student’s wellbeing is inextricably linked to their learning development. That is they are integrated and complementary to each other. To be effective, our work must be both proactive and responsive to the diverse needs of our students at any time.

We aim to sustain a positive teaching and learning environment where our whole school approach empowers healthy, happy, engaged and successful students. Core components of our work include:

HEALTH AND WELLBEING & SERVICES AND AGENCIES & NETWORKS WITH SCHOOLS, SERVICES AND AGENCIES

Response to Individual Needs (RTI)

The RTI framework permeates all aspects of our work with students. Physical, social emotional and cognitive development are supported through consistent whole school approaches at each Tier. This includes the establishment of Student Support Groups, Individual Education Plans and external agencies when appropriate. The RTI framework is designed to assist staff, parents and our community to support students at each stage of their development to maximise wellbeing and learning. Individual Education Plans (IEPs) support students and their families where additional or wrap around support is required.



Our work in this area work is reinforced through our high standards, clear expectations and the productive positive relationships that support students to learn.

Positive Behaviour for Learning (PBL)

In 2013 we commenced our School Wide Positive Behaviour Support (SWPBS) implementation. This was initiated internally by school leadership as a result of a school improvement inquiry process. In 2016 we rebranded SWPBS to Positive Behaviour for Learning (PBL). Although we now refer to SWPBS as PBL we continue to implement the SWPBS framework. The title PBL was chosen after input from our students and staff as language that was easier to explain and work with in a primary school environment.

Though the language has changed, the implementation of the framework has continued as described in our School Strategic Plan. In recent times this work has been supported by a coach as our school continues to work through the SWPBS accreditation process.

What is PBL?

PBL is implemented to improve the learning and wellbeing of all students in all school settings. It is a whole school approach for creating a positive, safe and supportive school climate in which students can learn and develop. Students are empowered to participate in decision-making through active involvement in the school's leadership of PBL.



Highvale Primary School

'Positive Behaviour for Learning Purpose Statement'

At Highvale Primary School, we aim to develop students who are resilient, caring and connected to each other. Our goal is to establish and maintain a positive and supportive community, where we are inclusive and mindful of others. We are committed to child safety in all school environments at all times.

Within this safe environment students, are encouraged to fulfil their social, physical, emotional and academic potential.

All staff are responsible for teaching the behaviour expectations, providing consistent positive feedback to students, and delivering consistent corrective feedback. The entire school, including the learning areas, walkways, toilets and playgrounds are all considered part of the total learning environment.

Through PBL we organise our systems to establish the social culture, learning and teaching environment and to provide individual behaviour expectations and supports to achieve positive academic and social outcomes for all students.

The PBL implementation supports a safe and supportive learning environment for all students. Students and staff benefit from:

- increased academic instructional time for students
- improved social climate of the school
- increased numbers of students displaying positive behaviours
- support for students, teachers and families which is matched to their needs
- systems that support an instructional approach
- consistent delivery of effective programs and practices that are sustained over time.

Restorative Practices

"So teaching children to do as they're told is not a good enough aim for behaviour management. Instead what I'd like children to learn to do is to think for themselves, what I call to be considerate. Not to think what would happen to me if I get caught doing such and such misdeed, but what effect would my behaviour have on other people." (Porter 2002)

Restorative practice is an approach used at Highvale to assist students to build positive relationships with each other through the use of specific tools and strategies. Such strategies include 'Circle Time' where students and their teacher share knowledge and experiences, pose questions and get to know each other.



Restorative practices strategies are also utilised as a process to repair harm where damage has occurred. This includes the repair of relationships that have been damaged. Restorative tools such as 'chats' and more formal conferences are utilised to guide students through a process of repair when there is a disagreement or relationship damage.



Cooperative Learning

The role of peers in student achievement

Effects of peers on learning is high ($d = 0.52$) Teachers can play a role in not only mitigating the negative influences of peers, but in enhancing the opportunities for peers to develop a sense of belonging, friendships, and positive interactions among peers.

*Research shows that **cooperation has a powerful impact on student learning.***

Hattie – Visible Learning Chapter 5



Cooperative Learning is the evidence based instructional strategy used at our school to support students to build their capacity to work cooperatively in small groups on a common task. Cooperative learning is structured and purposeful and guides students well beyond simple group work. Cooperative tasks can be simple or complex, be specific or multidimensional. The benefits of teaching students the specific elements of working cooperatively include enhanced social skills, knowledge and skills in working and playing together, understanding roles, responsibilities and accountability, building empathy and understanding, reasoning and collaborative achievement. At Highvale, each student actively participates in our cooperative learning program known as 'Cooperative Kids'. Students are taught the elements of cooperative learning each month which they utilise and practice throughout the daily learning program.

"Using cooperative learning helps teachers lay the foundation for student success in a world that depends on communication, collaboration and cooperation".

The five basic elements of cooperative learning are:

- Positive interdependence.
- Individual and group accountability.
- Interpersonal and small group skills.
- Face-to-face interaction.
- Group processing.

EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE & GLOBAL CITIZENSHIP (LAMP)

Student Leadership

Student leadership at Highvale Primary School extends beyond individuals or groups of students. Whilst formal roles are valued and promoted, student leadership potential is seen to be inherent in all students and is supported through a range of programs and opportunities, including roles in the classroom. Significantly, student leadership qualities and dispositions are developed through specific training opportunities. These include:

- Cooperative Kids – All students, for example 'Individual and Group Accountability' - Good leaders don't just take over everything or leave everything to everyone else.
- Student Representative Council (SRC) – Selected Year Prep – Y6
- Leadership and Multicultural Program (LAMP) – Selected Year 5 students
- Young Leaders program 'Personal Leadership' – All Year 5 students
- Young Leaders program 'Public Leadership' – All Year 6 students
- Young Leaders program 'Induction Program for (s)elected Leaders' – Selected Year 6 students.

Opportunities for students to activate their leadership skills exist where students co-design events such as the term Buddies Day program, Assembly, SRC and celebrations such as the HPS 50th anniversary. As well, leadership skills are developed and practiced through the monthly Cooperative Kids program. All students learn the five elements of working cooperatively to support their capacity to work well with others across a range of situations.

Excellence in Teaching and Learning

EVALUATING IMPACT ON LEARNING & BUILDING PRACTICE EXCELLENCE & CURRICULUM PLANNING & ASSESSMENT & EVIDENCE BASED HITS

PLC Inquiry Cycle for 'Excellence in Teaching and Learning'

The PLC inquiry cycle is the process used by teachers to collaboratively determine the scope and individual learning needs of our students. Students' sit at the centre of each stage as their learning progress informs the actions and practice required throughout the cycle. The PLC cycle informs the evidence based approach to planning and assessment, goal setting, teaching practice, professional learning and student learning growth. The effectiveness of our teaching is measured by the impact on student learning progress relevant to the identified intended learning.



PLC Inquiry Cycle



for Excellence in Teaching and Learning

Evaluate & Diagnose

'What's going on for our learners?'
'How do we know?'

- Are teachers on the same page? What do students need to know, understand and be able to do?
- Do we have **evidence** of the knowledge, understandings and skills shown by students as aligned to the Vic Curriculum?
- Evidence** can be from broad sources? eg student voice/survey, pre assessment, standardized assessments, work samples, teacher observations, attendance records.
- Ensure **triangulation** – formative & summative assessments.
- Carefully analyse data - What assumptions, biases, judgments and perceptions become apparent? How do we know?
- Analysis of data is based on agreed criteria of success aligned with Vic Curriculum (eg NAP Writing Criteria aligned with Vic curriculum). I.e – **effective MODERATION**

Prioritise & Set Goals

'What does our Evidence tell us?'
'Where will we concentrate our energies to make the greatest impact on learning?'
'How will we measure impact?'

- Identify the next learning focus/learning intention(s).
- These must reflect student 'I will' statements.**
- Identify desired success criteria/ outcomes aligned with the Vic Curriculum (& NAP Writing Criteria) & student goals 'I will'.
- Plan Quality Learning tasks (QLTs) which support students to take the next step in their learning and achieve their 'I will'.
- Articulate how progress and impact will be measured and captured i.e. **evidence**.
 - Identify 3 sources of evidence to inform student progress (Evidence of learning) and the Impact of teaching (EG Pre & Post Assessment, Moderated work sample, Anecdotal note from observation).
- Engage learners and their families to support – e.g. Through Seesaw, class helpers, homework.

Implement & Monitor

'How will we know along the way that our efforts are making enough of a difference to student progress?'

- Gathering **evidence** throughout the learning process.
- Response To Individual Needs (RTI) – In/out of classroom.
 - What interventions, enrichment, extension are needed? Reflect upon IEPs.
- High expectations
- Fluid groupings, targeted teaching and differentiated Success Criteria.
- Implement & monitor as a team, HITS and whole school evidence based teaching approaches.**
 - Actively contribute to regular Collegiate Observations for specific feedback and reflection purposes to strengthen practice.
- Measure and track progress and achievement – 'I can', 'I will'.

Develop & Plan

'How will we target and differentiate our teaching to ensure we are meeting each student's needs?'
'How will we support them to progress to where they need to go NEXT (I will)?'
'What is currently working, what needs to change and how will we find out more?'
'What will we do that will have the greatest impact on student learning?'

- Ensure the clarity of the continuum of learning for all teachers (E.g. Writing, Mathematics) is clear and all students can be plotted on the continuum – i.e. **Data Walls**.
- Is new teacher learning required? How? Research, evidence based practices, collective expertise, collegiate observations, external expertise.
- What will **differentiation** look like?
- Develop, update IEPs.
- What conditions (eg use of physical space, resources, greater collaboration and challenge) are needed to support changes in practice?
 - How will you know if it is having the desired impact?
 - What will success look like?

BUILDING PRACTICE EXCELLENCE

Professional Learning

The whole school professional learn plan supports the school level key improvement strategies (KIS) pertinent to the School Strategic Plan and Annual Implementation Plan. A direct line of sight exists between School level improvement plans, School level professional learning and performance and development plans. A strong culture of trust and collective efficacy supports a joint responsibility for professional learning to ensure success for all students. Monitoring and evaluation are ongoing through the PLC inquiry and School improvement Cycle.

The PLC inquiry cycle is central to the work of teaching teams and individuals collaborating to improve practice for improved student outcomes. Through effective evaluation, diagnosis and goal setting, teachers identify specific professional learning relevant to the needs of their students. Teachers work collaboratively to develop their practice through research, activating collective expertise, identifying and using high impact evidence based strategies (HITS), participating in collegiate observations, feedback and reflection processes and drawing upon external expertise. Effectiveness of learning and practice is monitored by teachers and leadership through the analysis of student learning outcomes.

Whole school, cohort and individual professional learning is provided through multiple dimensions. These include weekly Staff Professional Learning Meetings which align to the AIP. Teachers are supported to develop practice through formal collegiate observations 'of and by' Learning Specialists, as well as Learning leaders and colleagues.

Where required, targeted internal or external professional learning opportunities are provided to support practice improvement. Teachers also regularly draw upon Professional Practice days for specific professional learning.

Our approach to professional learning is documented in the 'HPS Professional Learning policy' under review.

CURRICULUM PLANNING & ASSESSMENT & GLOBAL CITIZENSHIP

Curriculum, Assessment and Reporting

Guaranteed and Viable and Curriculum

Our school encourages and supports each student to strive for their personal best in all of their endeavours. To realise this, Highvale provides a documented curriculum plan which draws upon the common set of knowledge, skills and capabilities of the Victorian Curriculum.

Our curriculum design is the school-based plan for delivering, expanding and extending the common set of knowledge, skills and capabilities 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 viable and guaranteed.

Our curriculum overview is documented in the **HPS Vic Curriculum 'Concept Map F-6'**. This includes an overview of the schedule of teaching for each Victorian Curriculum Learning Area and Capabilities.

Plans are reviewed regularly and updated by the Leadership Team, together with our Learning and Teaching Team and Professional Learning Teams and Specialists Teams.

Curriculum documentation Includes:

<p>English</p>	<ul style="list-style-type: none"> • To Be developed - *ENGLISH YEARLY PLANNER • Currently Under Review • *Writing, Reading and Viewing , Speaking and Listening Scope and Sequence - See T:\WHOLE SCHOOL APPROACHES CURRICULUM DOCUMENTATION\ENGLISH\VIC CURRIC ENGLISH Scope & Sequence
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	<ul style="list-style-type: none"> • *Writing, Reading and Viewing , Speaking and Listening TERM Planners • *Writing, Reading and Viewing , Speaking and Listening WEEKLY Planners • HPS Word Study Scope and Sequence • English documents located at: T:\WHOLE SCHOOL APPROACHES CURRICULUM DOCUMENTATION\ENGLISH
Mathematics	<ul style="list-style-type: none"> • HPS Mathematics Scope and Sequence • HPS Mathematics Curriculum Break down • HPS Mathematics YEARLY PLANNER Template • HPS Mathematics TERM PLANNER Template • HPS Mathematics WEEKLY Planner Template • Mathematics documents located at: T:\WHOLE SCHOOL APPROACHES CURRICULUM DOCUMENTATION\Mathematics\Mathematics\Mathematics Whole School Documents
Science, Humanities, Health	<ul style="list-style-type: none"> • Highvale PS - Concept Curriculum Overview • Concept Curriculum Documents located at: T:\WHOLE SCHOOL APPROACHES CURRICULUM DOCUMENTATION\Concept Curriculum\2019
Physical Education, Performing Arts, Visual Arts, Media Arts, Technologies, Languages	<ul style="list-style-type: none"> • HPS Specialist Learning Area Scope & Sequence • Located at: T:\WHOLE SCHOOL APPROACHES CURRICULUM DOCUMENTATION\Concept Curriculum\2019

CURRICULUM PLANNING & ASSESSMENT & EVALUATING IMPACT ON LEARNING

Assessment, Reporting and Evaluation

Effective utilisation of the Inquiry cycle supports assessment to inform planning, curriculum development and teacher practice and is used as the basis for regular feedback and reporting to students and their parents and carers.

Shared and distributive leadership ensures PLTs, Specialist Teams and improvement teams are focussed on the core work of progressing student learning relevant to intended outcomes. **Predictions of Progress (PoPs)**, will be determined by each class teacher and PLT in January / February and monitored through the PLC process. PoPs are informed by Student outcomes data, Student Reports and Teacher to Teacher Student Transition meetings prior to each new school year.

Our approach to assessment and reporting to support student learning growth is documented in the **HPS Assessment & Reporting @ HPS** document. This includes an overview of assessment and reporting approaches as well as the schedule for formative and summative assessments and the student report process.

Documented approaches provide the schedule and procedure for school wide data collection, analysis and evaluation across year levels and learning areas. This process engages staff in identifying and implementing improvement priorities through the identification of our school's areas of strength and areas of existing practice that need improving. Analysis informs planning and the monitoring of key improvement strategies. Our approach to school wide data analysis is documented in the **School Data 'Improvement cycle' Process**.

Assessment, Reporting and Evaluation documentation includes:

Assessment & Reporting	<p>Approaches to Assessment and Reporting, including the schedule for formative and summative assessments and Student Reports are documented in:</p> <ul style="list-style-type: none"> • HPS Assessment & Reporting @ HPS document • Located at: T:\WHOLE SCHOOL APPROACHES ASSESSMENT & MODERATION\Assessment Schedule
School Data Analysis	<p>School Data Process is documented in:</p> <ul style="list-style-type: none"> • School Data 'Improvement cycle' Process. • Located at T:\WHOLE SCHOOL APPROACHES ASSESSMENT & MODERATION\Assessment Schedule

EVIDENCE BASED HITS

Instructional Model and Evidence Based Practices

The Victorian Teaching and Learning Model (VTLM) supports our School Purpose and goals and the ongoing improvement of identified specific areas of practice. Analysis of student outcomes through the School Improvement Cycle and the PLC inquiry cycle support planning for professional learning to continually improve evidence based practices. Supporting 'whole school' documentation for teachers is available on T Drive within the WHOLE SCHOOL folders.

The Gradual Release of Responsibility instructional model, together with the Workshop Model and Framework for Student Outcomes (FISO) resources inform our teaching practice. Teachers have established specific evidence based 'Conditions' for Writing, Mathematics and Synthetic phonics. These are updated as our practice evolves to provide a clear and succinct of the expectations regarding the learning environment and practice. They are available at T:\WHOLE SCHOOL CONDITIONS for Learning and Teaching.

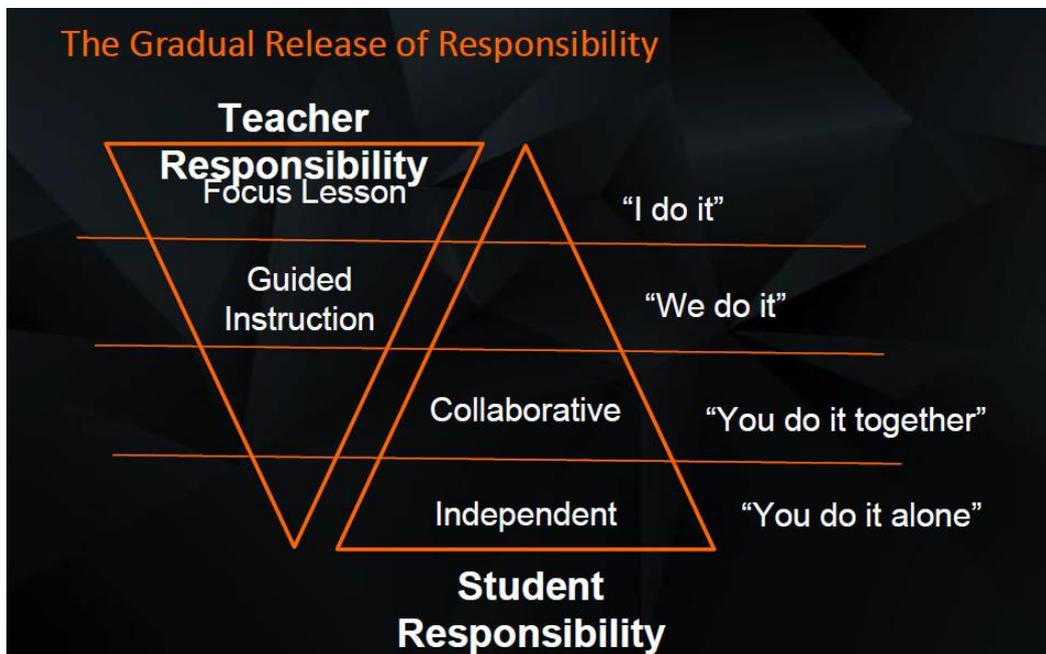
Key Resource

VTLM <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/Victorianteachingandlearningmodel.aspx>

Gradual Release of Responsibility

At Highvale Primary School teachers will implement a Gradual Release of Responsibility, enabling a balance between focused instruction, differentiated guided instruction, collaborative learning, independent practice and feedback. The triangle on the left represents teacher responsibility and the one on the right student responsibility. The learning begins with the teacher modelling and then quickly progressing to guiding the students in the work. Supporting students to collaborate to go deeper and ultimately for them to take control and function independently.

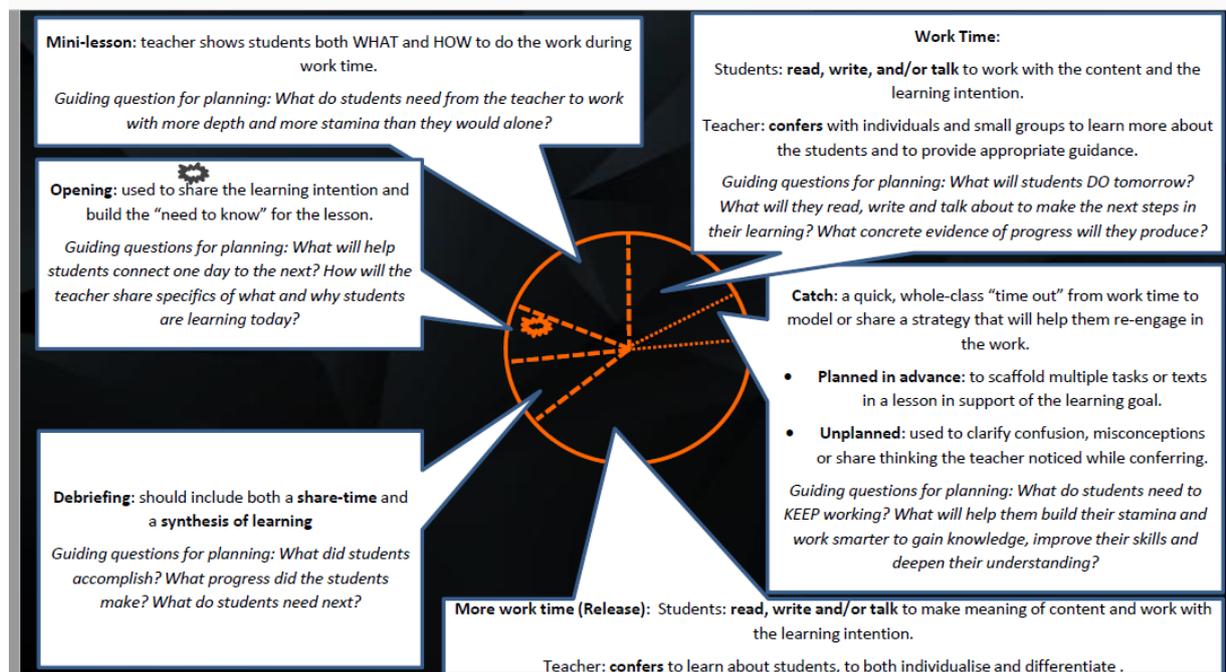
The Gradual Release of Responsibility is utilised according to the needs of individuals and groups of students. This release may occur over a lesson, a day, a week, a month or a year (Fisher & Frey, 2013).



On a practical level for this to work the teaching needs to be contextualised into a structure that facilitates the application of the idea and this is where the **Workshop Model** comes in.

Workshop Model

This graphic represents segments of time in the workshop. At Highvale Primary School the Workshop Model is used as a guide to plan and teach individual lessons.



Example Lesson - Workshop Model

In the following example, the timing has been based on a 1 hour lesson. Timing for each lesson will need to be flexible with students' level of attainment and understanding taken into consideration.

Whole (10-15 minute lesson)

- **Opening:**
 - Learning intentions and success criteria are established (what and why).
 - Must be understood by students.
- **Mini-lesson:**
 - Explicit teaching
 - Modelling
 - Shared instruction

Part (25-40 minutes)

- **Work Time & Catch:**
 - Quality Learning Tasks (QLTs) at the students' point of need
 - Guided teacher focus groups
 - *Teaching groups are made up of students with like needs, as determined by continuous monitoring and assessment. The teacher supports these students in achieving more complex learning outcomes at their instructional level i.e. than they could manage alone.*
 - Fluid groupings to allow for point of need teaching – 'the learning pit'
 - Independent or collaborative work
 - *Time for independent or collaborative practice and exploration. Time for self-regulation, self-checking and monitoring progress. Time for peer support if needed.*
 - Teacher roving, monitoring, conferencing
 - *Includes guidance & feedback specific to LI & SC*

Whole (10 minutes reflection/debrief)

- **Reflection:**
 - Share Time & Synthesis of learning
 - *Reflect on, share and celebrate students' learning. Link progress and achievements specifically back to LI & SC.*

EVIDENCE BASED HITS & GLOBAL CITIZENSHIP

Concept Curriculum Overview Steve June 2019

The Concept Curriculum at Highvale provides the framework for the explicit teaching of Victorian Curriculum Learning Areas such as Health, Science and the Humanities, including History, Geography, Civics and Citizenship and Economics. The Concept Curriculum reflects the requirements of the Victorian Curriculum, as well as the particular learning needs of the students who make up the Highvale community. Intended learning is specified through Key Understandings which are informed by the Victorian Curriculum, assessment of prior knowledge and student voice through the development of Guiding Questions. Where appropriate, Challenges for extension, enrichment and intervention are developed to enhance differentiation.

Where authentic and meaningful, Victorian Curriculum Learning Areas taught through our specialist program support the Concept Key Understandings. These include Physical Education, Performing Arts, Visual Arts, Media Arts, Technologies, and Languages.

Capabilities and the literacy and numeracy skills developed through Mathematics and English are activated to support student learning as they collaborate and work independently.

The **Concept Inquiry** is the process used to teach each school wide Concept. This process of inquiry draws upon the **Gradual Release of Responsibility** enabling a balance between focused instruction, differentiated guided instruction, collaborative learning, independent practice and feedback. Individual lessons are structured to reflect the **Workshop model**.

English Overview Jodi Feb 2018 - [Under Review](#)

[GRR & Workshop model - See Concept Inquiry for e.g. text](#)

The English Program at Highvale follows a whole school approach. Specific units are planned by level Professional Learning Teams (PLTs). Class lessons are planned specifically to cater for student needs based upon effective assessment and content guided by The Victorian Curriculum. Literacy skills are also utilised and applied by students in other learning domains including the Mathematics program, Specialist program and Challenge Based Learning (CBL).

The English Program at Highvale follows a whole school approach, developed from intensive training, research and implementation strategies over a period of 2 years.

Guided Inquiry as a perspective on learning rather than a formula for teaching is reflected in our Literacy program and values a focus on explicit teaching, student voice, provision of choice and personalised learning. Our English program is driven by the Term inquiry concept which forms the basis of our Challenge Based Learning foci. This ensures student learning is purposeful, powerful and maximises learning opportunities.

The Literacy program for each term is planned collaboratively by teaching teams. Planning is informed by student progress and the Victorian Curriculum which guide the development of students' knowledge, understanding and skills in Reading and Viewing, Speaking and Listening and Writing.

Speaking and Listening, grammar, punctuation and Word Study are taught explicitly through the modelled Reading and Writing program and are embedded into each focussed lesson. All elements of literacy will follow the same themes so that concepts are intertwined and explicit across all disciplines.

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.

Speaking and Listening [Under Review](#)

Oral language is the foundation upon 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.

The agreed norms for Highvale Primary School is to follow the model of the 'Oral Language Pie' developed by Sue McCandish. To complement the Oral Language Pie, we use the Three Tiers of Vocabulary. Tier 1 – Common Words; Tier 2 – Powerful Words; Tier 3 Subject/ Topic Specific 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. Children engage in speaking and listening across all lessons throughout the day. Children are asked to share, contribute and present as part of Learning Reflections, Authors Chair, Circle time, Class discussion and Dialogic Discussions. There are also formal Speaking and Listening presentations that children are asked to prepare and present to the class. These are guided by the CBL topic students are covering specific to their level.

Highvale Primary School holds a whole school concert every second year, during which time children are engaged in reading, writing and presenting scripts.

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
- Collaborative learning tasks during CBL
- Contributions to class discussions and learning tasks in both whole class and small group settings.
- Dialogic Discussions
- 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. One Minute vocabulary test following agreed guidelines
3. Anecdotal Notes taken during various classroom activities.
4. Assessing language structures – Oral recount from Speech Pathologist Leanne Pollock
5. Formal researched, prepared and planned presentations performed to the class. These are assessed using specifically designed rubrics.
6. Student self assessment is done through formal reflection using rubrics and informal reflection following viewing video of their own presentations, using reflection journals.

Reading and Viewing: Under Review

The structure of Reading includes explicit modelled reading with a clear teaching learning intentions and success criteria. Children are then grouped with other children with similar learning needs and teachers will engage children 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. Based on research taken from 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.

Effective Writing Model: Under Review

Writing lessons begin with a focus on explicit modelled teaching with clear learning intentions and success criteria for each task. Children write 2 specific focussed text types per term as assessed pieces. These texts are chosen by level teams during planning days as they compliment the Challenge Based Learning studies for that term. Children are strongly encouraged to keep a 'Writers Notebook' with important items such as photos, ticket stubs, pamphlets, maps and 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 4 lessons of teacher directed writing with clear learning intentions and 1 day of choice writing. Whilst the genre modelled is teacher directed, choice is offered in terms of topic within the genre. 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 children one to one each day.

In each classroom the 7 Key conditions of the Writing program, based upon the research of Donald Graves are:

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

7 STEPS:

Another Initiative begun at HPS in 2016 is "**7 Steps to Writing Success**". This was in response to student writing data and a need for the production of writing with deeper, richer language. 7 Steps supports children to use rich engaging language and tools to engage the reader. The 7 steps are:

<u>Narrative Text Types</u>	<u>Persuasive Text Types.</u>
1. Plan for Success	1. Plan for Success
2. Sizzling Starts	2. Sizzling Starts
3. Tightening the Tension	3. Tightening the Tension
4. Dynamic Dialogue	4. Dynamic Dialogue
5. Show don't tell	5. Show don't Tell
6. Ban the Boring	6. Ban the Boring
7. Exciting Endings	7. End with Impact.

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This format builds upon student knowledge of structure and allows creative, engaging writing.

We use Donald Graves' conditions for Effective Writing as a framework for all writing lessons. 7 Steps is a teaching practice we use to teach students the building blocks they need to be great writers.

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

1. Writing is assessed through individual conferencing with teacher taking anecdotal notes.
2. Two formal pieces of writing are completed each term using specifically designed rubrics that are developed by each Professional Learning Team.
3. Whole school writing moderation.
4. Across level moderation

Word Study

Spelling and grammar are taught explicitly through word study and during Reading and Writing sessions. Children are also asked to choose Forever Words taken from their own personal writing. Whilst students may begin with the important first Magic 100 Words, forever words are valuable because they are words that are specific to the child and their vocabulary. These are individual to each child. Some words may be theme based words to build vocabulary; others are common words or personal words that children are writing routinely each day.

Our Word Study program encompasses explicit teaching of synthetic phonics through the 6 Phases of the Letters and Sounds framework that details the order of sounds to be taught according to the Phases of Development. Usually children in Prep will focus on Phase 2 and 3, Year 1 and 2 Phase 4 – 6. Years 3 – 6 will revise and extend students through these phases as required by individual students. As children pass through developmental phases at different rates the above is simply a guide. Assessment of progress is ongoing however pre- testing at the beginning of the year is conducted to determine the Phase at which each child is working and teaching is then targeted to the required Phases.

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

1. Letters and Sounds testing of each child individually at the beginning of the school year to determine each child's Phase of Development.
2. Developmental Spelling Testing (developed by Gentry and Gillet) identifying the stage students are individually working at. Students will fall into one of the following categories; Semi Phonetic, Phonetic, Transitional or Independent.
3. Individual conferencing with students daily
4. Student or Peer assessment using individual testing of forever words weekly.
5. Diagnostic Spelling Test – identifying common error patterns individually and across each class. Conducted at the beginning and end of year.
6. Across level moderation
7. Letters and Sounds testing of "Tricky Words" taken from Phase 2 – Phase 5.

Synthetic Phonics Overview Feb 2018

Highvale Primary School teaches systematic synthetic Phonics in line with the UK program 'Letters and Sounds' which is a researched and evidence based approach to the teaching of phonemic awareness and phonics.

Synthetic Phonics is a high impact evidence based way of teaching children to read. It has been identified both here and overseas as the most successful approach to the teaching and learning of reading and spelling. The synthetic component reflects the practice of synthesising or 'blending together'. The phonic part represents the process of

linking individual speech sounds (phonemes) to written symbols (graphemes). Essentially when a child learns to read using Synthetic Phonics they learn to link speech sounds to letters and then blend these sounds together to read words. They also learn to separate (segment) words into their individual sounds and link these sounds to letters in order to spell them.

At Highvale Primary School students in Foundation to Year 4 are immersed in daily 20 minute teaching of 'Letters and Sounds' which is explicit and multisensory. These planned sessions are based on the framework;

- Revisit & Review
- Teach
- Practise
- Apply

A critical factor in these daily sessions is that they include a component of blending and segmenting and that this is taught explicitly every day.

Conditions for these sessions have been developed by HPS and are attached to this document.

Teachers assess students to find which phase the students are working in and teach accordingly, differentiating as required. This assessment includes a screening test (attached) at the beginning of the year. Students deemed 'at risk' using this test will be assessed further by Intervention teachers using the 'Phase' assessments from 'Letters and Sounds' and a dictation test to assess application.

As we use the 'Response to Individual Needs' model at HPS, students who are in the Tier 2 and 3 range from this assessment are given Intervention individually or in small groups to address their needs.

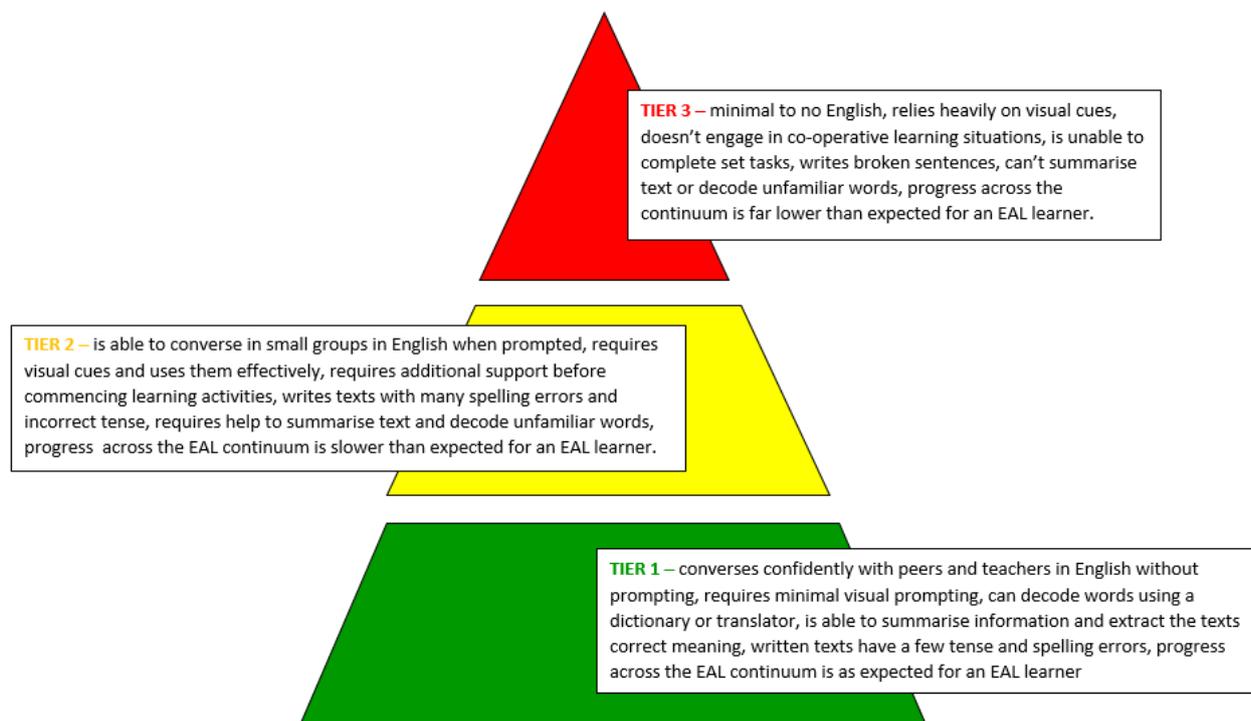
EAL Overview Feb 2018

Students for whom English is an additional language or dialect (EAL) may require specific support to build the English language skills required for effective communication and access to the Victorian Curriculum.

The Department of Education (DET) recognise EAL students as those who:

- come from a language background other than English
- speak a language other than English at home as their main language
- have been enrolled in an Australian school for less than five years
- attract Student Resource Package (SRP) funding

Essentially EAL students are those whose first language is a language or dialect other than English and/or their parent's first language is not English. As with all students, EAL students will have diverse needs. In regards to English language learning, support is reflective of needs. Many EAL students will be assessed as Tier 1 students. Their primary avenue of support is the class teacher and PLT through specific EAL strategies appropriate to need. Students assessed as Tier 2 or 3 will require class teacher / PLT expertise as well as additional support. Where required Tier 2 support will often be within a targeted small group of similar needs for a specified period of time. Tier 3 will be either small group or individual. The aim is to move all students along the EAL continuum together with a shift to being Tier 1. See the EAL Response To Individual (RTI) needs model below.



Effective teaching of EAL students is informed by an understanding of the characteristics of EAL learning, including students' learning needs and typical pathways of development. The particular challenge for EAL students is that they need to concurrently learn English, learn through (or in) English, and learn about English.

It is important to recognise that EAL students (and all students) bring a range of cultural and linguistic resources with them into classrooms. All students, including EAL students, have cultural resources that give them alternative perspectives on issues and phenomena, as well as experiences and knowledge. Drawing on these resources will add to the learning and experiences of all students in the classroom.

EAL students may require additional time and support, along with teaching that explicitly addresses their language learning needs.

At Highvale, the English language learning progress of EAL students is assessed against the stages of the EAL standards. The EAL Developmental Continuum P-10 provides indicators of progress that highlight the understandings required by students to progress through the standards. The evidence-based indicators of progress, linked to practical teaching strategies, are designed to support the planning of programs and the assessment of EAL students.

Upon enrolment at Highvale, all EAL students participate in a one-on-one interview with their classroom teacher. The purpose of this interview is to build a safe and trusting relationship as well as to give the classroom teacher the opportunity to assess the learning needs of the student.

The data collected from the initial interview, as well as classroom observations and interactions, will help to determine whether or not the EAL student requires targeted support.

Highvale employs two Multicultural Education Aides (MEA) to assist with communication between the school and parents of students from language backgrounds other than English. The MEA's, along with specialised Intervention teachers, also assist students in the classroom or on a one-to-one/small group basis to help them in both the initial and ongoing stages of learning English.

The progress of EAL students in learning English is reported against the stages of the EAL standards outlined in the EAL Companion to the [AusVELS](#) (awaiting Victorian Curriculum version from VCAA) , rather than the levels

Mathematics Overview March 2019

Mathematics Update GRR & Workshop model - See Concept Inquiry for e.g. text

The Mathematics Program at Highvale follows a whole school approach. Specific Mathematics units are planned by level Professional Learning Teams (PLTs). This follows a structured Whole School Scope and Sequence. Class lessons are planned specifically to cater for student needs based upon effective assessment and content guided by the Victorian Curriculum (VC).

Victorian Curriculum

Content Strands (what is being taught)	Four Proficiency Strands (woven through all Mathematical learning)
Number & Algebra	Understanding
Measurement & Geometry	Fluency
Statistics & Probability	Problem Solving
	Reasoning

Mathematics skills are also utilised and applied by students in other learning domains including the English program, Specialist program and Concept Curriculum.

Currently the Mathematics program follows the Early Years Model (Prep to Grade 4) and the Middle Years Model (Grade 5 and 6). Guided Inquiry as a perspective on learning rather than a formula for teaching is reflected in our Mathematics program and values a focus on explicit teaching, student voice and self-regulation (I Can and I Will Statements), provision of choice and personalised learning. We also utilise Project Based/Investigative Mathematics to enrich our lessons so that students can demonstrate breadth and depth of knowledge.

The guided sections of our lessons are purposeful, powerful and maximise learning opportunities. 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 the Victorian Curriculum as our guide to what needs to be taught. Post-tests and ongoing assessments are used to identify future learning goals and opportunities (I Will Statements).

We use Rich Assessment Tasks (RATs) and Essential Assessment as a form of pre and post-assessment which also informs student progress to parents and care givers through Seesaw. In this, students are able to demonstrate their understanding of a concept through the Four Proficiencies of Mathematics. A rubric is provided with learning outcomes to show areas of achievement and understanding. Teachers provide written and verbal feedback and students also have the opportunity to self-assess and comment on their work. The self-assessment time allows students to self-regulate their learning by establishing their new 'I Can' and 'I Will' Statements.

We aim to teach Mathematics daily. This includes a minimum of 4 x 1 hour lessons each week. **As well we plan opportunities for students to apply their Mathematical knowledge and skills to support learning in Concept Inquiry lessons e.g. Statics and Data collation, STEAM and other learning areas where relevant.**

The Maths Lesson

The structure of the Mathematics lesson includes explicitly modelled concepts with a clear teaching focus that uses 'Learning Intentions' and 'Success Criteria's'. The lesson follows the Gradual Release of Responsibility (GRR)

approach which moves through 'I Do It' then 'We Do It' to 'You Do It' which can be independent or in small groups allowing for collaborative learning.

Tools Time (5 minutes)

This part of the lesson allows students to get into a mathematical thinking mind frame. The proficiency of Fluency will be most present with the GRR phases changing depending on the student and type of Tools Time learning activity.

1. Tune In (5 to 10 minutes)

The Tune In part of the lesson makes explicitly clear the 'Learning Intention' and 'Success Criteria'. This allows students to be fully engaged with what the lesson will be about and how they can monitor their success. Understanding and Reasoning are usually most evident at this phase with a focus on the teacher explicitly modelling the concept (GRR phase 'I Do It').

2. Lesson (30 minutes)

This part of the lesson allows student to practise their skills and work towards achieving their 'Success Criteria'. During this time there will be a targeted group of students working explicitly with the teacher. When working with the teacher, students will be working at their Zone of Proximal development which is their next specific learning stage within that concept. At this stage, all of the Fours Proficiencies will be clear. All learning is differentiated and tasks are developed to engage students at their relevant levels.

3. Reflection (5 to 10 minutes)

The reflection stage allows students to revisit their 'Success Criteria' and gauge how they progressed through the lesson. This supports students to develop their metacognitive skills. Students may reflect in writing or verbally with the support of the teacher. Reflection time allows students to also revisit their 'I Will' and 'I Can' Statements to promote self-regulation.

Assessment:

Maths is assessed in a variety of formative and summative techniques, these include: replace with text below

Maths is assessed according to the approaches and schedule within the HPS Assessment & Reporting @ HPS document. A variety of formative and summative techniques include:

- Moderation across levels
- Anecdotal Notes taken during lessons
- Diagnostic Assessment (e.g. Essential Assessment)
- Pre and Post test assessments
- Annotated work samples
- Photographs or video of students working
- RATs such as Resolve and Maths300
- Reflection Journals (student self-assessments)

Staff undertake professional learning as a collective to ensure whole school approaches are adopted. We have worked closely with Melbourne University, in particular Ryan Dunn. We have also reviewed and analysed key outcomes and research conducted by John Hattie (Visible Learning).

Key Resources to inform practice are listed below:

Key Resources

- Victorian Curriculum <http://victoriancurriculum.vcaa.vic.edu.au/mathematics/introduction/rationale-and-aims>
- DET Numeracy Portal
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/math/Pages/numeracyportal.aspx>
Including:
 - Birth to Level 10 Numeracy Guide <http://numeracyguidedet.global2.vic.edu.au/>
 - Mathematics Curriculum Companion
<http://fuse.education.vic.gov.au/Resource/ByPin?Pin=N7NDQC&SearchScope=All>
 - Mathematic professional Learning
<https://www.education.vic.gov.au/about/programs/learningdev/vicstem/Pages/schools.aspx#link60>
 - Mathematics Assessment <https://www.vcaa.vic.edu.au/assessment/f-10assessment/insight/Pages/index.aspx?Redirect=1>
 - FUSE Numeracy Resources <http://fuse.education.vic.gov.au/pages/numeracyresources>
- Van de Walle – Elementary and Middle school Math
- Booker – Teaching Primary Mathematics
- The Four Proficiencies <http://victoriancurriculum.vcaa.vic.edu.au/mathematics/introduction/learning-in-mathematics>
- High Impact Teaching Strategies
<https://www.education.vic.gov.au/documents/school/teachers/support/highimpactteachstrat.pdf>
- Practice Principles
<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx>
- Visible Learning
<https://visible-learning.org/>
- Victorian Maths Challenge (Home - Parents and student engagement opportunity).
<https://www.education.vic.gov.au/about/events/vmc/Pages/default.aspx>

Homework Overview

Our whole school developmental approach to Homework is documented in the HPS Homework policy and developmental templates are located at T:\WHOLE SCHOOL APPROACHES CURRICULUM DOCUMENTATION\HOMEWORK.

Each Learning Community, Prep, Year 1&2, Year 3&4, Year 5&6 uses a developmental 'Homework Template'. Seesaw is utilised to communicate homework requirements to parents and students within the required time frame.

Specialist Programs

STEAM

Learning in STEAM provides further opportunities for creative, rich learning experiences through our specialist program which all students access weekly as well as our class programs where it is integrated to support a range of learning areas. STEAM includes the Victorian Curriculum areas:

Science (supports the class based science learning)

Technology (**Digital Technologies**)

Engineering (**Design Technologies**),

Arts (**Visual Art** and **Media Art**)

Mathematics (application)

Students learn about the connections between these learning areas and learn multidisciplinary skills to produce responses to real life, challenge based problems.

Biology, Chemistry, and Physics are interweaved with engineering, programming and coding, mathematical reasoning, and Visual and Media Art skills. Students learn the principles behind fair testing and experimenting. They also hone art skills in technique, application, and evaluation of different media.

Languages

All students at Highvale are offered the choice of learning German or Mandarin each week. Prep students learn both languages, and from Year 1, students elect their choice of language to study. Highvale is one of only a few Victorian primary schools to offer a choice of languages to its students.

Our senior German students are involved in the highly successful German Film Club, which enters a film to the annual Goethe-Institute German Schools Film Festival competition. Our students have placed 1st in the Early Years category in 2016, 2013, and 2011, and placed 2nd or 3rd in other years.

Cultural awareness and appreciation is an important component of our language programs as seen in events such as our annual Multicultural Day.

Physical Education

Physical Education is an essential component of each child's development.

Students participate in weekly Physical Education lessons, to develop their gross motor and movement skills, as well as a range of skills necessary to enable participation and enjoyment in a range of games and sports. Through Physical Education, students are encouraged to keep active and live healthy active lives through learning about physical, emotional, and social health.

Physical education also prepares our students for opportunities and events including our annual Prep - Year Two 'Tabloid Sports' and Prep-Year 6 'Twilight Sports' athletics carnival.

Year 3-5 students also participate in our intra school sport program whilst Year 6 students (supported by Year 5 students on a rotational basis) participate in inter-school team sports each term. All students have the opportunity to participate in an intensive swimming program which teaches fundamental water safety skills by qualified swimming instructors. Selected students also participate in District and State level events. We are also involved in the Sporting Schools program which offers a fun, freeway to be exposed to new sports.

Performing Arts

Students participate in weekly lessons in Performing Arts which encompasses playing instruments, singing, dance, and drama.

Students also can elect to participate in one-on-one instrumental tuition in a range of woodwind, brass, and percussion instruments. Musicians can also participate in our two concert bands and our school choir.

Our biannual school production allows all students the opportunity to shine on stage in a genuine theatre setting.

Community Engagement in Learning

BUILDING COMMUNITIES & GLOBAL CITIZENSHIP & NETWORKS WITH SCHOOLS, SERVICES AND AGENCIES & PARENTS AND CARERS AS PARTNERS

At Highvale Primary school we recognise the value of building community, developing effective partnerships with parents and carers, networking and developing our students as global citizens to enhance student outcomes.

BUILDING COMMUNITIES & PARENTS AND CARERS AS PARTNERS

Within the 'Community Engagement in Learning' priority, our work is currently focussed on the dimension of **Building Communities**. The development of the 'Engagement in Learning Program' aims to establish a streamlined, purposeful, whole school engagement program to support parents and carers to engage in their child's learning at **various entrance points dependent upon need**. To strengthen this approach we are working to improve the clarity of purpose for engagement opportunities, identify gaps and continue to build partnerships to support the diverse needs of our community.

The content of the 'Engagement in Learning Program' continues to be developed and documented. This year our work has focused on the development of:

- A whole school Parent Information event at the beginning of the school year.
- Seesaw as a digital communication tool between home and school to enhance each parent's ongoing knowledge, understanding and engagement in their child's learning progress.
- The refinement of Student Reports to make them clear and succinct.
- A whole school approach to Homework which is developmental and utilizes the opportunities available through digital technologies.
- Establishing the Partnerships and Education sub committee.

Within each of the four dimensions of Community Engagement in Learning there are established practices and programs, areas of refinement and new opportunities to be explored. Listed below are examples of the current opportunities within these dimensions.

Building Communities.

Parent, carer and family engagement, establishing 'community partnerships' and activating 'partnerships to support student health, wellbeing and achievement' include:

Parent, carer and family engagement

- The development of sustainable and effective partnerships between teachers, parents and families through family involvement in school activities such as:
 - Events and celebrations such as the HPS 50th Anniversary celebration, HPCG events, Assembly performances, Biannual School Production, Instrumental Band etcetera.
 - Information evenings and events including whole school or individual Learning Community, Camp for both Year 3&4 and Y5&6, Transition programs including Preschool to Prep, Year 6 to 7 and yearly transition,
 - Parent training programs and events such as the annual 'Children's English for Parents' and Children's Mathematics for Parents programs and other student learning, engagement and wellbeing based evenings such as the Family Math evening.
 - EAL morning teas and EAL teacher and Multicultural Education Assistants (MEAs)
 - Whole school teacher professional development in TESMC
 - Digital, translatable website and newsletter 'Highvale Happenings', Flexibuzz messages, Communication Information Graph.
 - Family involvement through known, embedded, clear School values which underpin high expectations and inclusive policies and practices.

- Parent engagement in their child's learning through regular digital Seesaw communication of student assessment tasks, including a scored rubric, teacher feedback comment, student reflection, 'I can' achievement statement and 'I will' goal.
- Refined, clear and succinct Semester Student Report.
- Parent meetings including Parent Teacher Interviews, IEP and SSG meetings.
- The evaluation and subsequent extension of the optional BYOD Program to Year 3&4 as well as Year 5&6.
- Consistent support about behaviour through the whole school Positive Behaviour for Learning framework including acknowledgement and achievement through Acknowledgment Eggs and Assembly PBL Stars (values)

Building community partnerships & Partnerships to support student health, wellbeing and achievement

- The development of partnerships to support student learning, health and wellbeing needs include:
 - The establishment of the School Council sub committee 'Partnerships and Education' with a focus on actively exploring and building partnership opportunities within and beyond the school community to support the achievement of School Goals in the Strategic and Annual Implementation Plans and facilities development.
 - The school wide Response To Individual Needs (RTI) framework where external agencies such as the Australian children's Foundation (ACF), Victorian Aboriginal Child Care Agency (VACCA), TESSA, are accessed to support Tier 2 and 3 students.
 - Deakin Science Network – Deakin Science students (Y3&4).
 - Grant applications and acquisition such as Sporting Schools, Telstra and various community grants.
 - Highvale Kindergarten and Highvale Secondary College to enhance transition and learning programs including 3D printing.
 - Parent expertise for example through the Highvale Primary Community Group (HPCG) and harnessing parent expertise in areas such as robotics programs i.e. RoboTech.
 - John Monash Science School - annual Math and Science programs.
 - SDSSA Interschool Sport Network.
 - Exploring Tafe programs for voluntary grounds construction work and improvements in the Sanctuary.

Our work in the Building Community dimension has been supported through improving our work to develop the **Parents and Carers as Partners** dimension. This includes a focus on 'fostering communication and meaningful partnerships with parents and carers' and 'home learning connects with school learning'.

Fostering communication and meaningful partnerships with parents and carers & Home learning connects with school learning

Our core work in these areas has focused on:

- Parent surveys for input such as the BYOD survey, Seesaw survey and Parent Engagement survey.
- The use of Seesaw to establish regular communication of student progress.
- The rebranding of the Parents and Friends Association to the Highvale Primary Community Group to enhance inclusiveness.
- The inclusion of a parent representative as a key member of the Positive Behaviour for Learning (PBL) Team.
- The establishment and distribution of the 'HPS Communication' information graph.
- Translatable digital communications including the new website and newsletter.

- Regular updates for parents through Flexibuzz.
- A restructured and cyclical Student Support Group meeting procedure.
- A restructure of the Individual education Plan (IEP) content and cycle.
- The development of a new evidence based Homework policy and weekly / fortnightly developmental templates which are distributed to parents through Seesaw.
- Parent Training for classroom helpers and to support parents to assist their child at home.

Our work to further develop **Global Citizenship** is primarily evident through our Concept Curriculum and student leadership opportunities such as the Leadership and Multicultural Program (LAMP) and student training through the NEVR Koorie Engagement Support Officer (KESO) to commence our Assembly with 'Welcome to Country'. In particular the Concepts of 'Identity', 'Community' and 'Our World' include a focus on the Intercultural and Personal and Social capabilities as well developing the concepts of globalisation and interconnection. Our languages program extends this thinking through its focus on cultural celebrations, artefacts and languages.

Global citizenship extends throughout the school through our focus on social justice and human rights which begin with our own school values. This is amplified through the Positive Behaviour for Learning framework, the Concept Curriculum and student voice, agency and leadership.

Building sustainable futures is a key feature of the 'Sustainability' concept and various student interest groups such as the 'GREEN Team', 'I Sea I care' 'Nude Food' programs and events such as the 'Sustainable Book Swap'.

Other opportunities of note include:

- Multicultural Day and Harmony Day
- New family 'Welcome BBQ'
- Welcome and Induction Kit for International Education Students
- EAL morning teas.

Much of our work regarding **Networks with schools, services and agencies** has been documented in **Building community partnerships & Partnerships to support student health, wellbeing and achievement**. This includes our partnership with Deakin University, organisations to support student health and wellbeing. These also include our work with Vermont Special School, Cheshire School and OPTIONS to support students with Tier 3 additional needs.

As well, throughout 2017 and 18 our school led the English as an Additional Language (EAL) Community of Practice (CoP) developing partnerships with 5 other primary schools. This led to 5 teachers being trained in the Teaching English to Students in the Mainstream Classroom (TESMC) program which is subsequently being delivered within those schools to build teacher capacity within each classroom.

Currently the school is a member of the Writing CoP.

Please note – Documentation of the Student Learning Overview is an ongoing collaborative effort overseen by the School Leadership Team. Current areas of Review are identified in **red text.*