

LEONORA D.H.S - Junior Primary

School Vision – Purpose = to provide a comprehensive and encompassing curriculum that facilitates student learning and inquiry in all learning areas. Our plan is a reflection of that vision.



School Priorities 2007 Junior Primary

Literacy

Speaking Listening

Ear Health

Reading

Numeracy

Number

Measurement

Behaviour management and discipline

Inclusivity

Assessment School data

- Aboriginal English is a dialect- it differs from SAE in all linguistic levels. There is AE and SAE being spoken in all classes
 -2 way learning approach AE and SAE to be used
 -Speaking /listening emphasis in all lessons across learning areas
 -GIR- Literacy specialist teacher appointed at the school- 1 hr planning time and 3hrs in class support across primary school.
 - Many students have conductive hearing loss so we do " BBC" (Breathe, blow cough programme)-and all classes equipped with soundfield systems-these must be used
 -Theme based and integrated programmes
 -Utilise content from SOSE, day to day events and special occasions etc in reading and writing
 - Play must be integrated into the daily programme

Morning Literacy block – 2hrs
 Each block must include
 ❖ print walk – reading around the room, sight words, chants rhymes etc
 ❖ modelled/shared reading inc songs,rhymes
 ❖ small group/independent activity related to modelled session
 ❖ Guided reading -small group at same reading level each with the same appropriate levelled text inc SIGHT WORDS.
 ❖ Modelled /guided writing,
 ❖ Daily sustained purposeful writing,
 ❖ Spelling and grammar to be explicitly taught. Use Spelling journals- weekly words to come from unknown sight words (M100W magic words)and from own writing errors.
 correct letter formations (printing)must also be explicitly taught within the week
 variety of groupings according to need - ability, mixed, interest, fixed and fluid

Classroom Organisation
 ◇ Word walls-sight words- topic information / vocab who, when, where, what
 ◇ Scaffolds, visual cues- narrative, recount, report etc sentence starters etc
 ◇ Spelling / sounds etc
 ◇ Displays- Relevant and labelled using full sentences.
 ◇ Equipment and resources to be organised and managed
 ◇ Book corner- variety of text types- changed regularly inc big books
 ◇ Use of Literacy centres
Programming 2 week – 5 week units
 Use 1st step resource books- phonics, sight words etc(Dianna Rigg,M100W words)
 Everyday strategies for language and dialect file Solid English , Making the jump
 deadly ways to learn, Do you hear what I hear? to support Curriculum Framework resources

Traditional Aboriginal culture has a different (not incorrect) set of mathematical understandings involving
 ❖ time
 ❖ quantity
 ❖ distance / measurement.
 Assume that the students MAY have a different understanding – find out what they know and establish base understandings of all students when introducing new topics.
 Find out more about this so you can take the 2 way approach ensuring that the differences of SAE are explicitly taught

at least 1 hr per day-1st step maths
 ❖ Explicit modelling
 ❖ Use singing, rhymes and daily routines to re-enforce concepts-
 ❖ Open ended "hands on" activities- maths centres
 ❖ Incorporate lots of mathematical thinking and verbalisation of processes
 ❖ Limit worksheets
 ❖ Focus on " maths fun" and understanding

Do inside and outside lessons
 Each class has basic maths supplies.
 Utilise the many maths resources, games etc available from the library – find out what we have!!
 Integrate literacy / maths- big books, stories, picture talks
 Add maths language to word walls as well as other mathematical visual support.

There are cultural differences in the rules and expectations governing behaviour and interaction. SAE school expectations need to be made explicit as they may differ from the student's background.
 Build rapport with students – in and out of class- Tell them about yourself and find out about their families – seek assistance to do this.
 Parent involvement and contact essential for positive as well as negative feedback.
 All behaviour issues must be documented on SIS

"You can Do It" programme runs across school.This is based upon the "5 keys of success"- getting along, persistence, organisation, confidence and resilience and the habits of the mind (thinking / self talk) needed.- teach the actual words chn can think and say.
 One key per fortnight –1/2hr lesson a week and language and understandings integrated throughout curriculum
 - Use the Early childhood kit –puppets etc fortnightly "you can do it" assembly – primary
 2 certificates per class
 class award based on playground points
 Include pictorial support for instructions, charts etc

proactive playground duty – interact with students- assist with game rules, divert chn from play that will lead to disputes
 point reward system for positive playground behaviour
 Clear classroom expectations, rules and consequences for general behaviour - word in a positive manner. revise regularly and modify for changed situations, new equipment use etc
 focus on individual goal setting and intrinsic rewards
 Add "you can do it" language to environmental print

2 way Learning programme - understanding, valuing and learning from both cultures. B.I.C coordinator and AEIO working in classes across school, Cater for a variety of learning styles – multiple intelligences and cultural differences
Use good questioning and group management techniques to cater for the wide range of abilities within the class- use visual, aural, oral, kinaesthetic, music etc
Ensure the most children are participating, responding, practising etc at any one time.

Literacy acquisition-phonological awareness, print awareness, oral language
 Literacy net – end of each term to GIRLST
 1st step continuums at class level – phase level each semester to GIR LST
 Numeracy net ongoing at class level dated as achieved – recorded at end of semester with GIR ST
 Every student has a profile book- These should tell you about your students – their levels, interest, attitudes etc. We update them at end of each semester and put annotated key samples in them ongoing.

SIS - WALNA - System Summative Reports – MSE – Teacher judgement / Records

Communication

Maintain good communications with all staff members, Parents. Encourage parent help in the classroom. Get involved in community life and school social activities. Read and contribute to daily notices. Pass on information from PDs. Share ideas successes and concerns.

We have 3 Sport Factions



Eastern Emus Raeside Roos Breakaway Bungarras

Leonora Gold

Annual Leonora school events



Pioneers Day - Gwalia



Aboriginal Bush Day



Cultural awareness



Leonora challenge 106 km Years 5 - 11



Survivor Leonora – 2 day camp Car rally, cycling, walking yrs 6-11