

# LEONORA D.H.S - Middle 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 Middle 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

Morning Literacy block – 2hrs  
 Each block must include  
 ❖ print walk – reading around the room  
 ❖ modelled/shared reading,  
 ❖ small group/independent activity related to modelled session  
 ❖ Guided reading -small group at same reading level each with the same appropriate levelled text .  
 ❖ Modelled /guided writing,  
 ❖ Daily sustained writing,  
 ❖ Spelling/grammar Use Spelling journals- weekly words to come from unknown sight words (M200W magic words or Dolch word lists)and from own writing errors.  
 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  
 ◇ Use peer tutoring  
**Programming** 2 – 5 week units  
 Use 1<sup>st</sup> step resource books  
 Solid English  
 Making the jump  
 Deadly Ways to Learn  
 to support CF 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

1 hr per day  
 ❖ 1 step maths –  
 ❖ Explicit modelling  
 ❖ Open ended“hands on” activities  
 ❖ Incorporate lots of mathematical thinking and verbalisation of processes  
 ❖ Limit worksheets  
 ❖ Focus on “ maths fun” and understanding  
 ❖ Cooking and other real life exp.  
 ❖ Cater for wide ability range

Each class has basic maths supplies.  
 plenty of maths resources, games etc available from the library  
 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.  
 One key per fortnight –1/2hr lesson a week and language and understandings integrated throughout curriculum  
 fortnightly “you can do it” assembly – primary  
 2 certificates per class  
 class award based on playground points

proactive playground duty – interact with students  
 point reward system for positive playground behaviour  
 Clear classroom expectations, rules and consequences- word in a positive manner.  
 focus on individual goal setting and intrinsic rewards

**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**  
**Ensure the most children are participating, responding, practising etc at any one time.**

Literacy net – end of each term to GIRLST  
 1<sup>st</sup> 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.

**Communication**  
 Maintain good communications with all staff members, Parents. 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**  
 Emus  
 Raeside Roos  
 Breakaway Bungarras

## Leonora Gold

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

Annual Leonora school events



Pioneers Day - Gwalia



Aboriginal Bush Day



Cultural awareness



Leonora challenge 106 km



Survivor Leonora – 2 day camp Car rally, cycling, walking