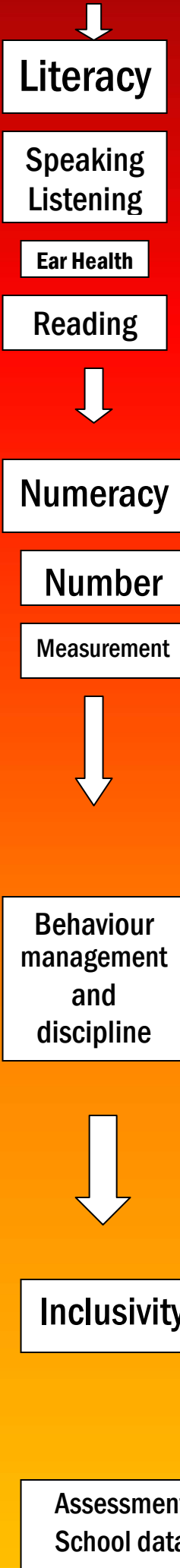


# LEONORA D.H.S - Kindy / PrePrimary

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 K - PP



- 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 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 and Integrate special occasions, school events etc into the learning program  
 -Collaborate closely with junior primary classes

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

### Our Early Childhood programme

We have a play based flexible program with a focus on early literacy, numeracy and social emotional development.

- ◇ Utilise inside and outside environment for lessons and have an even balance of indoor outdoor play.
- ◇ Emphasise Literacy/numeracy integration throughout the day in all activities.
- ◇ Provide play based environment in which students can experience ,discover, learn and practise concepts. Provide open ended "hands on" activities in centres.
- ◇ Provide opportunities for oral language, reading, writing, designing, etc through play
- ◇ Timetable maths and literacy rotations – 1hr session 2 or 3 times a week
- ◇ Focus on experiencing and understanding Literacy / numeracy concepts through concrete fun experiences using plenty of language.
- ◇ Use Big books for modelled and shared reading
- ◇ Use songs, rhymes/ poetry daily for enjoyment and to re-enforce literacy/numeracy concepts.
- ◇ Provide explicit modelling in behaviour and learning expectations.
- ◇ Model reading and writing during daily routines and activities
- ◇ Do not "correct" AE but respond in SAE. If scribing on students work maintain sound symbol links by writing exactly what they say. Model a separate SAE sentence about their work.
- ◇ Read to students daily –at least twice, include reading to individuals/small groups during free play sessions.
- ◇ Book corner- variety of text types- changed regularly including big books
- ◇ Introduce the language and vocab necessary for different situations and conversations.
- ◇ Provide a print rich environment- topic information / vocab, labels, relevant displays and visual scaffolds .Add number, shape, alphabet and sound displays/charts and other Literacy /numeracy visuals and labelling to the print environment as relevant.
- ◇ Equipment and resources to be organised and managed. PP has large supply of equipment also accessible by the junior primary classes. Other resources are available from the library – find out what we have!!

Programming 2 week – 5 week units

- ◇ Use 1<sup>st</sup> step resource books
- ◇ Guidelines for best practice in Early Childhood education
- ◇ Everyday strategies for language and dialect file
- ◇ Phonological awareness literacy acquisition pack
- ◇ Solid English ,
- ◇ Making the jump
- ◇ Deadly ways to learn,
- ◇ Do you hear what I hear?

to support Curriculum Framework resources

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/ visuals 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  
 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.  
 Teacher judgement / Records-class photo journal  
 End of term learning journeys - School based end of year report –

## 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