

Churchill Primary School





Churchill Primary School

- Churchill Primary School is set in the Latrobe Valley two hours east of Melbourne
- The school has an SFOE of .68 which means most students come from low socioeconomic demographic: trauma, domestic violence, generational poverty
- We have 210 students, but population is transient
- ES in each classroom, and we are well equipped with human resources



Achieving and maintaining consistency in instruction at CPS

“A bad curriculum well taught is invariably a better experience for students than a good curriculum taught badly: pedagogy trumps curriculum.” Dylan Wiliam





Results – Grade 3 reading

Top 2 band students in 2022 (%) ⓘ

For students in Year 3, Reading

70%
Your school

36%
Similar schools

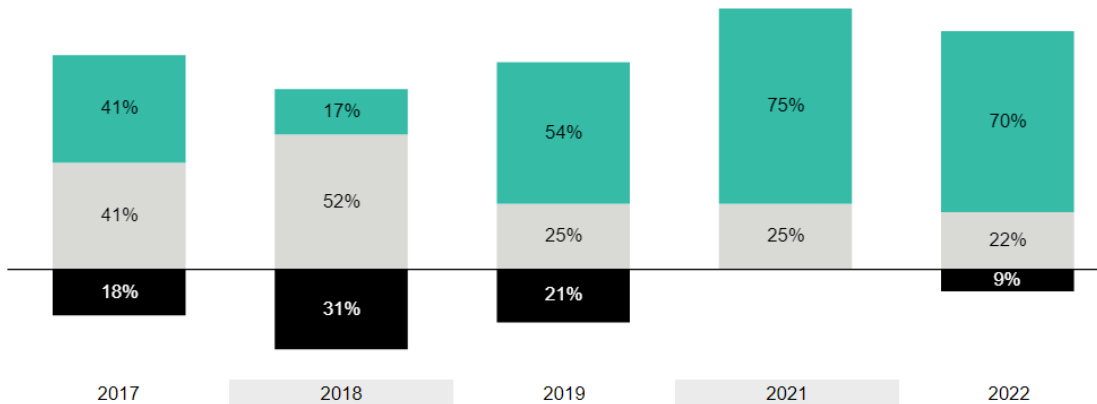
42%
Network

58%
State

Students by band over last 5 years (%) ⓘ

For students in Year 3, Reading

■ Top 2 Bands
■ Middle 2 Bands
■ Bottom 2 Bands and E...



Exceeding or Strong students in 2024 (%) ⓘ

For students in Year 3, Reading

77%
Your school

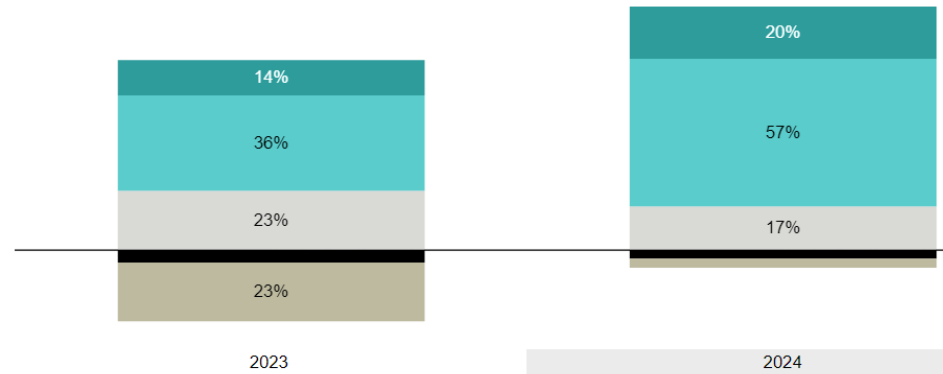
54%
Similar schools

60%
Network

Students by proficiency level (%) ⓘ

For students in Year 3, Reading

■ Exceeding
■ Strong
■ Developing
■ Needs additional support
■ Exempt



Results – Grade 3 numeracy

Top 2 band students in 2022 (%) ⓘ

For students in Year 3, Numeracy

42%
Your school

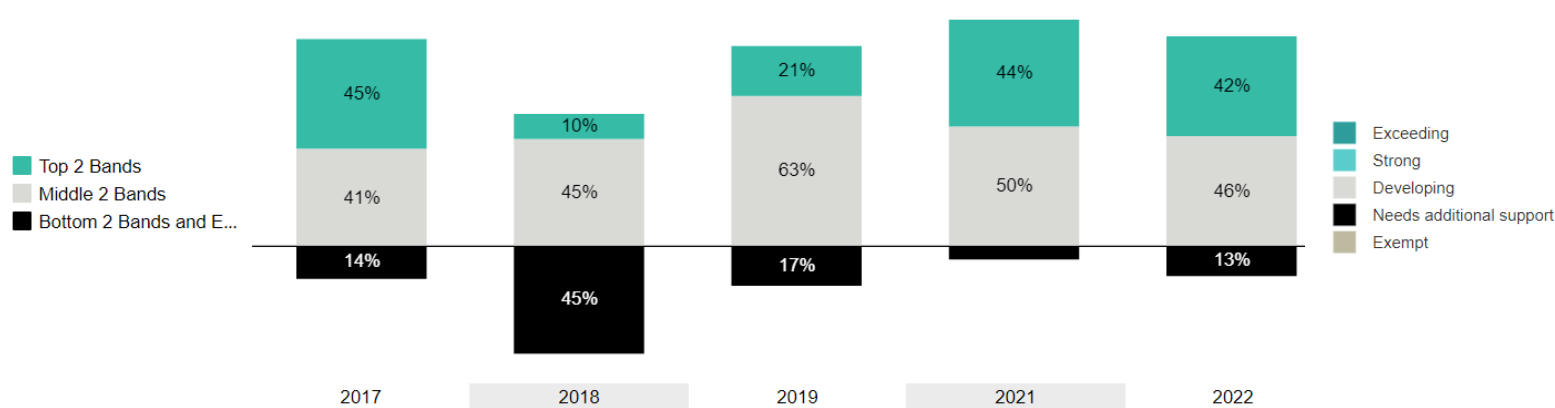
22%
Similar schools

29%
Network

39%
State

Students by band over last 5 years (%) ⓘ

For students in Year 3, Numeracy



Exceeding or Strong students in 2024 (%) ⓘ

For students in Year 3, Numeracy

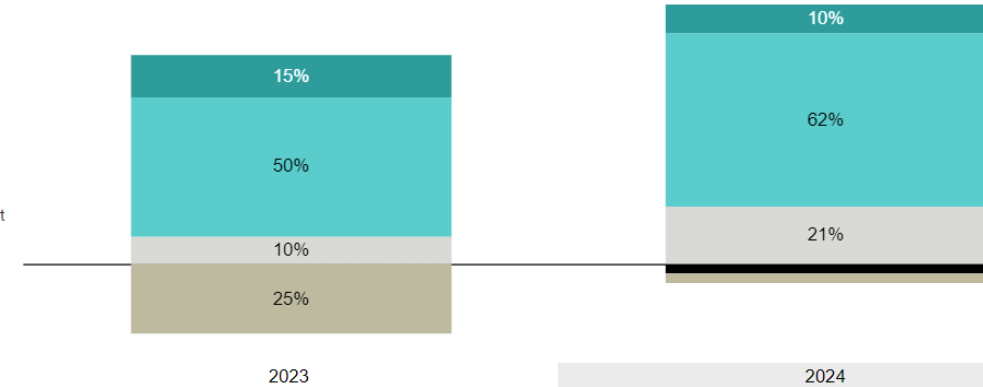
72%
Your school

52%
Similar schools

60%
Network

Students by proficiency level (%) ⓘ

For students in Year 3, Numeracy



Results – Grade 5 reading

Top 2 band students in 2022 (%) ⓘ

For students in Year 5, Reading

38%
Your school

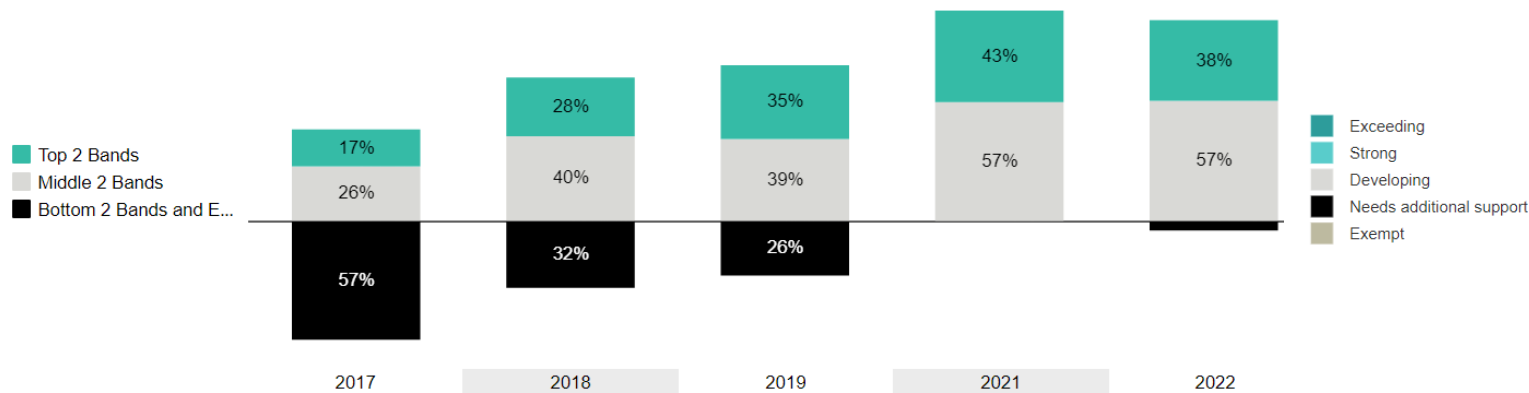
26%
Similar schools

30%
Network

44%
State

Students by band over last 5 years (%) ⓘ

For students in Year 5, Reading



Exceeding or Strong students in 2024 (%) ⓘ

For students in Year 5, Reading

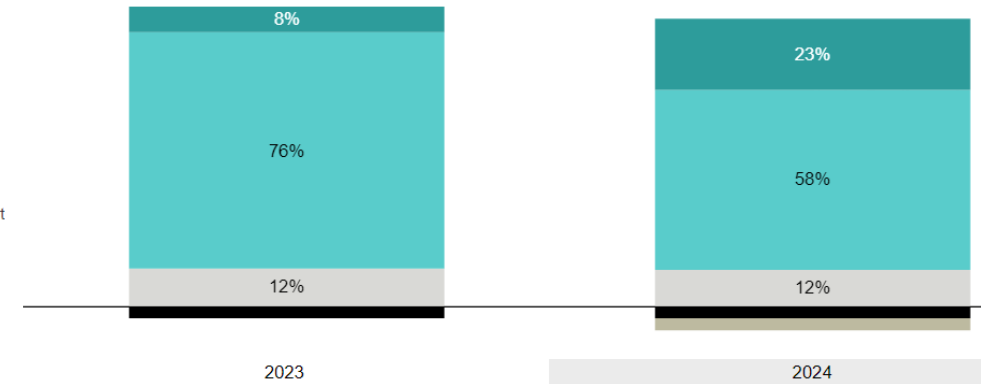
81%
Your school

57%
Similar schools

63%
Network

Students by proficiency level (%) ⓘ

For students in Year 5, Reading



Results – Grade 5 numeracy

Top 2 band students in 2022 (%) ⓘ

For students in Year 5, Numeracy

11%

Your school

11%

Similar schools

17%

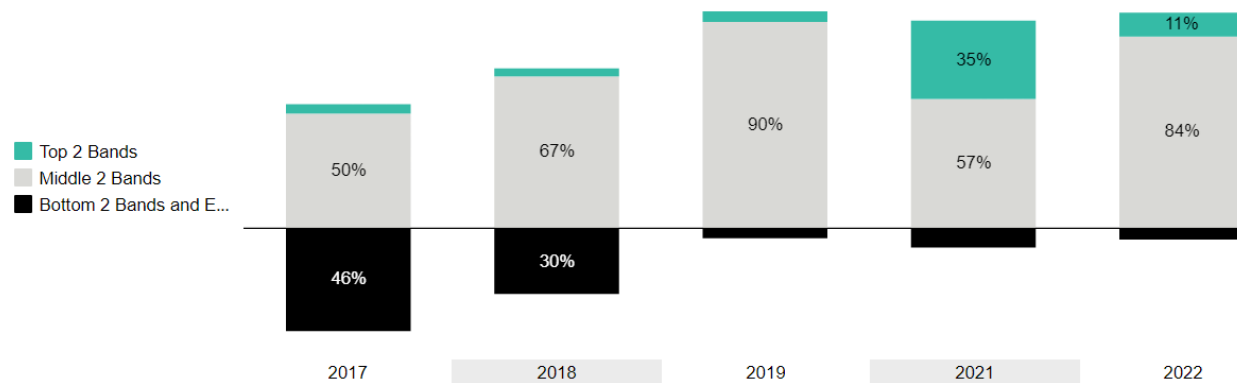
Network

27%

State

Students by band over last 5 years (%) ⓘ

For students in Year 5, Numeracy



Exceeding or Strong students in 2024 (%) ⓘ

For students in Year 5, Numeracy

81%

Your school

50%

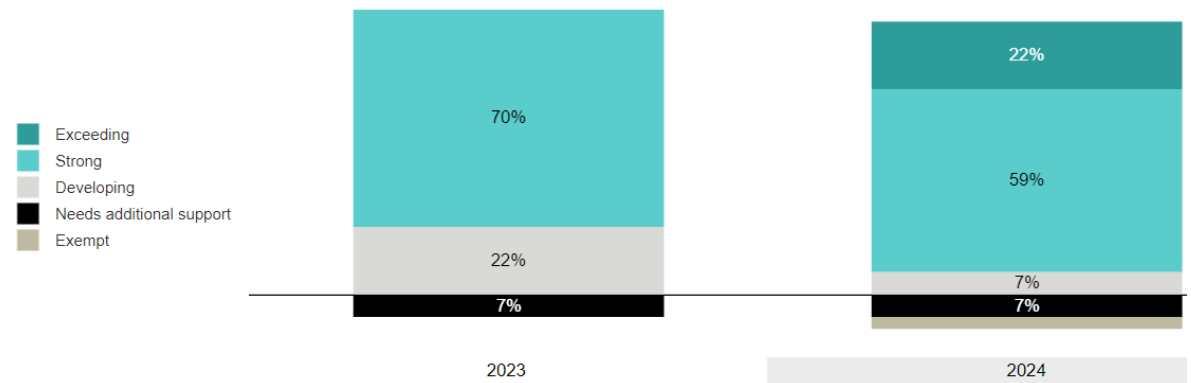
Similar schools

59%

Network

Students by proficiency level (%) ⓘ

For students in Year 5, Numeracy





Results - Attitude to school survey

Percentage Endorsement in 2023 (%)

Differentiated learning challenge for students in Years 4 to 6

92%
Your school

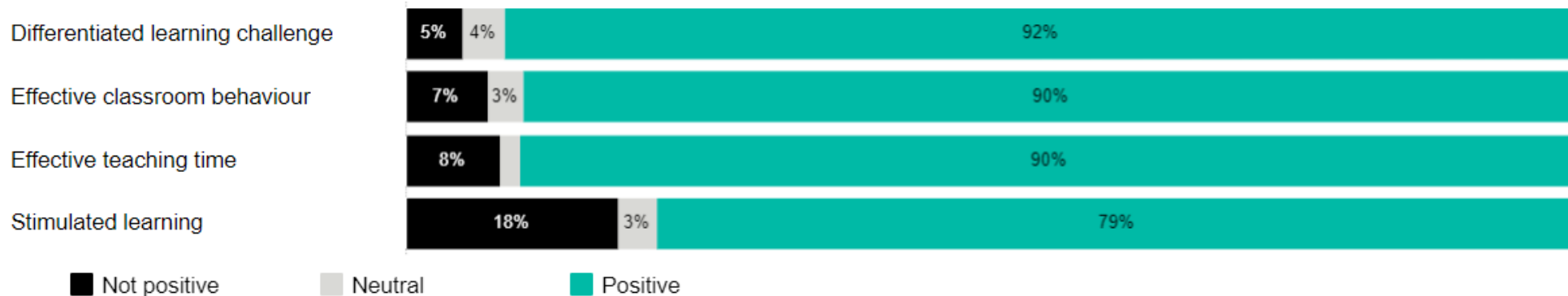
84%
Similar schools

87%
Network

84%
State

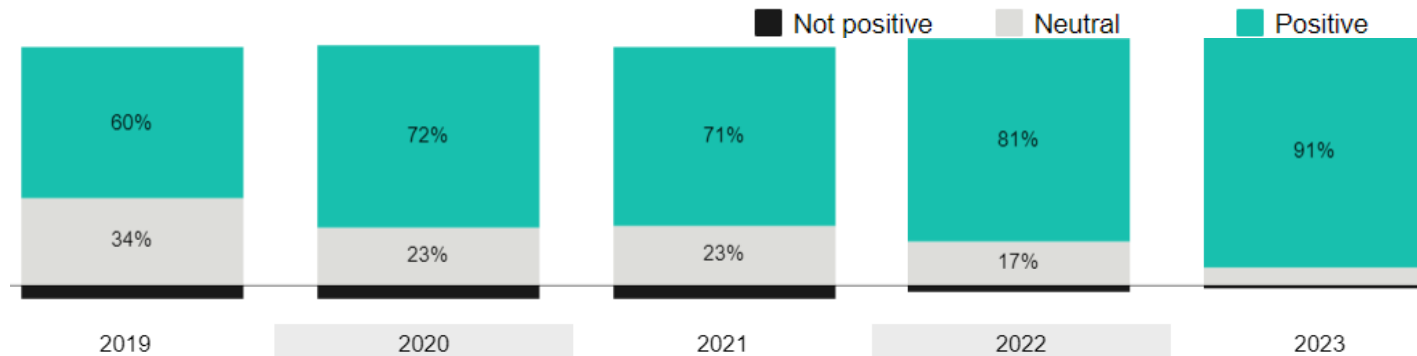
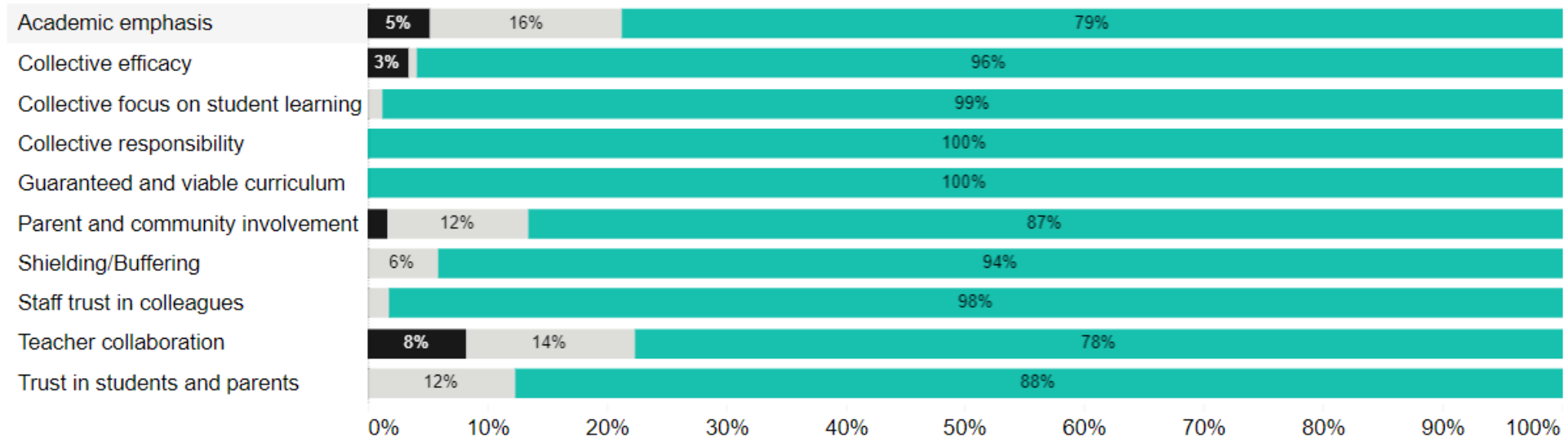
Percentage Endorsement in 2023 (%)

Effective teaching practice for cognitive engagement for students in Years 4 to 6



Results - Staff survey

School Climate for all respondents



Instructional model

LESSON DESIGN

Components of an Explicit Direct Instruction (EDI) Lesson

Learning Objective	LO	Focused statement describing the skill and concept of the lesson.
Activate Prior Knowledge	APK	Quick review of skill or experience with a statement about how it is relevant to the learning objective.
Concept Development	CD	Concept definitions and big ideas supported by labeled examples. Precise academic language established. Questions to Check for Understanding.
Skill Development	SD	Concept-based steps with precise language. Matching problems, one for teachers to Model and one for teachers to Guide students. Questions to Check for Understanding.
Relevance	REL	Personal, academic, and real-life reasons why the lesson is important to learn.
Closure	CL	A skill-based problem, concept-based problem, and writing summary to provide evidence of learning.

Modeling = Guiding

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WWW.DATAWORKS-ED.COM • GREAT INSTRUCTION IS THE SOLUTION

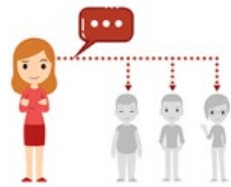


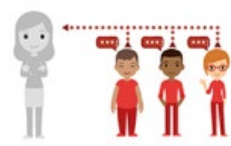


Creating Academic STUDENT ENGAGEMENT

- **Pronounce With Me**
- **Track With Me**
- **Read With Me**
- **Gesture With Me**
- **Pair-Share**
A → B, B → A
- **Attention Signal**
Eyes Front, Back Straight
- **Whiteboards**
Chin-it
- **Complete Sentences**
Public Voice, Academic Vocabulary

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LESSON DELIVERY

Verify students are learning while you're teaching!

T	Teach First before you ask the question so students are equipped to respond.	
A	Ask a Question specific to what you just taught.	
P	Pair-Share with a partner so students practice their response to the question.	
P	Pick a Non-Volunteer randomly to verify that everyone is learning.	
L	Listen to student responses so you can make real-time instructional decisions.	
E	Effective Feedback Elaborate, explain or reteach based on student responses.	

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Daily review – spaced, interleaved and retrieval practice

Parts of speech

Saying verbs tell us how the person is speaking, or how something is being said.

Underline the saying verbs:

I yelled at him when I was angry.

"Can I please have a lolly?" begged Pip.


My coach screached during the breaks.

The girl cried out the answers.

"I stayed up too late," yawned Tim.

push
push

A force that pushes an object away from you.



The man is pushing the cupboard.

Write decodable words

thrash thin

cloth thud

Learned words reading – G2


honest already court

although tomorrow tough

rough enough trouble

Develop a command AND exclamation sentence for the picture.

Get off me.



He can stand on his back legs!

TWR - SPO

Convert these notes into sentences:

1. st. gov. → police/courts/pub. trans/housing + water *The state government maintain the police force, the courts, public transport, housing and water.*

2. st. gov. = road safe *The state government make sure our roads are safe.*

3. st. gov. = house ↑ population *The state government ensure there is enough housing for our growing population.*

Abbreviations
bc = because
w/ = with
w/o = without
b4 = before

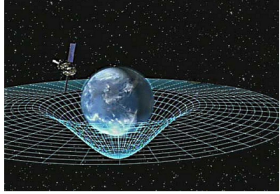
Symbols
= means definition or explanation
& or + = and
/ = full stop, comma, new idea
→ = one thing has resulted in another

Vocabulary

gravity
grav-i-ty

Part of speech: noun
Origin: Latin

Meaning: the force that attracts a body towards the centre of the earth, or toward any other physical body having mass.



Arrows would continue to fly forever were it not for gravity, which brings it down to earth.

Like Words	Word Family
pull	gravitation
pressure	
attracting force	

Match the prefix to its meaning:

ob- forward, for

sep-/sept-/septem- one (1)

intra- to, towards, against

pro- seven (7)

mono- inside, within

Instructional routines

- Development of key documents
- Teaching and learning handbook
- Instructional routines
- Common planning documents
- Developed by leadership - provided to staff for feedback/refinement

Routines help with

- Reducing cognitive load (students and teachers)
- Increasing time on task
- Providing predictability
- Achieving low variance

Churchill Primary School

Literacy Instructional Routine Booklet P-6



1

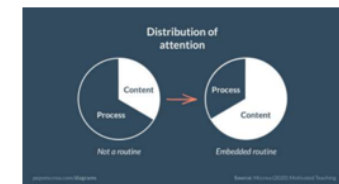
Introduction

What is an instructional routine?

A sequence of specific and repeatable designs or consistent steps for delivering content across a range of learning areas. The routine becomes familiar for both the teacher and the students, enabling all students to engage more fully in learning opportunities (Keenan, Lucant, & Creighton, 2016)

Why are instructional routines important?

- Instructional routines reduce the cognitive load on working memory because they shift the balance of attention
- Students spend less time thinking about the 'how' of their learning, and can spend more time thinking about the 'what' of their learning
- When the instructional routine is familiar, working memory is freed up to process new information
- Clearly defined routines support student engagement and behaviour
- Instructional routines also reduce the cognitive load for teachers by freeing up mental capacity to monitor learning and be more responsive



- Instructional routines take time and effort to establish



Professional development

1 FEBRUARY 2024	15th April	22nd April	29th April	6th May	13th May	20th May	27th May	3rd June	10th June	17th June	24th June
Numeracy					PAT-M Acadience Essential Assessments	PAT-M Acadience Essential Assessments	PAT-M Acadience Essential Assessments				
Literacy					PAT-R Heggerty	PAT-R YARC DIBELS: ORF Maze	PAT-R YARC DIBELS: ORF Maze				
PLC Monday	PLC: In teams	PLC: In teams	PLC: ATToS	PLC: In teams	PLC: In teams	PLC: In teams	PLC: In teams	Meeting free - reports	Public Holiday	PLC: In teams	Meeting Free: PSTI on Wed
PD Tuesday	PD: DI update	PD: Wellbeing check in tool	PD: ATToS	PD: YARC and DIBELS Assessments OHS (10 min)	PD: BSEM	PD: Fluency	PD: EDI Mapping the page/CD	Meeting free - reports	PD: EDI - Higher Order Questions Sharon	PD: Numeracy OHS (10 min) Lina	Meeting Free: PSTI on Wed
Minutes	Gail	Gail	Sharon	Lina	Halle	Gail	Tim				
Leadership Thursday		Leadership:		Leadership:		Leadership:		Leadership:		Leadership:	
SIT	SIT		SIT		SIT		SIT		SIT		
Wellbeing Wednesday		Wellbeing		Wellbeing		Wellbeing		Wellbeing		Wellbeing	
ES Meeting Thursday (2 x per term)			ES					ES			
Briefing Monday		Briefing		Briefing		Briefing		Briefing		Briefing	

WRITING REVOLUTION (TWR) ACTION PLAN

Alia, Kelly Blucher, Halle McColl, Gail Harding
Improve our reading and writing data

review date: Middle of Term 3, 2021

	Yes/No	How?	Who?	When?
TWR book for all teaching staff	Y	Get Katrina to order books from Book Depository	Curriculum Leader Katrina	End of Term 1, 2020
it to staff an overview of TWR	Y	Using information from TWR and our writing data from Naglan and Cold Writes develop a power point to present to staff at whole school PD (making links to reading)	Curriculum Leader	End of Term 4, 2020
ching staff to complete official TWR	Y	All staff to be enrolled in online course TWR K-2 or TWR 3-6 Leadership to complete Planning and Implementation PD	Leadership SIT	Mid Term 2, 2021
le meeting night focused on TWR		Documented and sent in meeting and assessment schedule for Term 3	Leadership	End of Term 2, 2021
ip a scope and sequence for TWR F-6		- Using Monday nights as scheduled meetings to develop - All teaching staff to read chapter 10 of TWR and revisit the list of activities document from PD	SIT Classroom Teachers	End of term 3, 2021

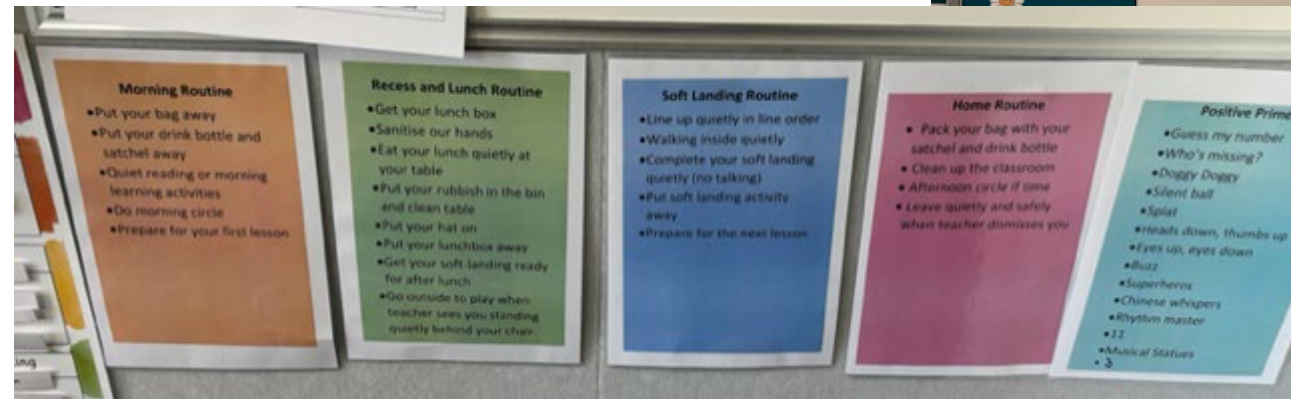
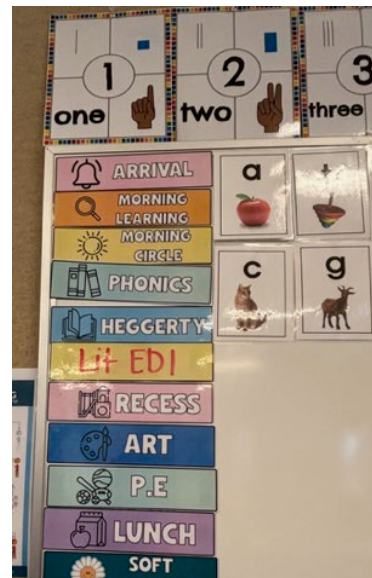
- External professional learning
- Middle leaders generally first implementers
- Chapter studies (EDI, TWR, QtA)
- Action plans, short, mid and long-term goals
- Targeted professional learning based on needs of school/teachers
- Observing teaching in schools with exemplary practices
- Collaboration between leaders/coaches at exemplary schools



Instructional routines - Classroom

“If you expect it – pre correct it.” – Anita Archer

- Daily schedule
- Exit and entrance routines
- Line order
- Seating plans
- Physical environment
- Learning materials organisation
- Berry Street practices i.e. morning circle, soft-landing, brain breaks.



Induction of new staff

- Recruitment and onboarding expectations
- Professional learning suite
- Resources and key documents provided
- Mentor
- Provided with already planned lesson suite
- Observation of expert PR actioners
- Co-teaching
- Coaching
- Collaborative planning weekly and termly (Professional practice days)

MENTORING ACTION PLAN FOR INDUCTING NEW EMPLOYEES IN EDI

Executive Leadership: Halie McColl, Gail Harding, Jacquie Burrows
 Target: To mentor new employees into the EDI instruction model
 Action Plan review date: End of Term 3, 2021

Action	Yes/No	How?	Who?	When?
1. New employees to complete chapter reading of Explicit Direct Instruction by Joe Ybarra	Y	Each new employee to get a book to read on holidays	Curriculum Leader	End of Term 4, 2020
2. Term planning days to plan and create EDI lessons in all learning areas supported by Leading Teacher/Learning Specialist	Y	Teaching teams to plan EDI lessons collaboratively to build knowledge and capacity in creating EDI lessons – content and delivery strategies	Teachers Curriculum Leader Learning Specialist	Beginning of every term, 2021
3. Whole school PD chapter studies and activities on EDI book	Y	Teachers to read chapter and participate in chapter discussions then complete follow up activities (creating lesson elements)	Curriculum Leader Learning Specialist	Up to beginning Term 2, 2021
4. EDI template developed	Y	EDI template developed and used by teachers to create EDI lessons	Leadership	End of Term 2, 2021
5. Extra APT time allocated to teachers for peer observations of EDI lessons	Y	Terms 1 & 3 – 1 hour extra Terms 2 & 4 – 1 hour extra Classroom teachers to schedule peer observations or meet with Learning Specialist/ Instructional coach for support		
6. Instructional coaching and feedback on EDI PowerPoints and lessons	Y	Coaching observations of EDI lessons Instructional coach to observe EDI elements and deliver feedback		





Instructional coaching

Coaching feedback	
Observation #1 Teacher: [redacted] Year level: [redacted] Lesson Type: Literacy block Start Time: 9.30am	Date: 15/4/24 Coach: Halie Feedback: Halie End time: 11am
Observation Focus: Coach: Observe literacy block to determine point of need for coaching	
Teacher: Continue (what is working well and should be continued) <ul style="list-style-type: none"> • Good use of short quick brain breaks • Giving some corrective feedback • Modelling your thinking • P/S routine set up and students using <u>well</u> • Using a mnemonic to help students remember meaning of learned <u>words</u> 	
Adjust (something that is working, however could be improved by minor tweaking) <ul style="list-style-type: none"> • Lit review – putting some slides together – Note taking combined with writing out an SPO – write the SPO in notes from the TAP, then convert to a <u>paragrah</u> • Tighten up your WB routine – you counted down to chin, but up to half didn't chin when you asked, or didn't bother. • Change up some of the apply slides in your lit review so they are not all writing <u>ans</u> • Formatting the slides – make the text bigger, think about what important info you need – the example of exaggeration was good – it just needed to be like a worked example on the slide in a more focused <u>way</u> • Make the extension the task – you told the students they should all be using the extension – so just make it the <u>task</u> 	
Start (things that could be started to improve the classroom outcomes) <ul style="list-style-type: none"> • Using NY sticks to choose people – you went to the same people – bla, • Using P/S more, particularly in lit review • Learned words – going through the teaching process of these words – you taught the kids a mnemonic for remember which spelling for which meaning of the word (sle & alsle), but you didn't map the word with the irregular spelling and the students didn't spell the word until they were writing <u>it</u> • Word sums – have the answers pop up. You didn't model any of <u>these</u> 	
EDI: <ul style="list-style-type: none"> • This was a very confusing lesson – the Los didn't match up through the lesson – the LO was given the TAP, write the GST on 3* 2 slides then TSG on the next slides. 	

- Focuses on research-based instructional strategies that have the biggest impact on improving teacher practice
- Instructional coaches work with teachers to improve their practice, knowledge and understanding of our instructional model to improve student outcomes
- Using a model where the coach is the expert
- Instructional coaching occurs in all classrooms across the school.

Instructional coaching involves:

- Formal and informal observations, modelling/co-teaching lessons
- Lesson planning and instructional practice routine rehearsal
- Feedback with a focus on what is working well with their practice and setting 2-3 goals to work on, with tracking check-ins between observations
- Learning walk observations

Goals:
EDI: <ul style="list-style-type: none"> • Checking for Understanding questioning – planning CFU questions for information at you want the students to show you. <ul style="list-style-type: none"> - Making sure they understanding concept (not asking generic questions – does everyone understand?) • Sequence and map out concepts for EDI before making lessons. <ul style="list-style-type: none"> - Getting support in planning time and sending EDI lessons for feedback • Concept development – designing a concept page and mapping it for teaching. <ul style="list-style-type: none"> - Definition and example up to use to help explain. - Non-example animated. - CFU questions
Next steps: <ul style="list-style-type: none"> • Look at next week's EDI, alter and send to Halie for feedback. • During planning time <ul style="list-style-type: none"> - Going through Learned Word data and writing words in planner for term - Go through process of teaching new learned words. • During planning time: <ul style="list-style-type: none"> - Sequencing EDI lessons out with team – look at concepts, how can you break it into small steps and build upon, what info do you need, how many concepts. - Planning EDI with team - Send EDI to Halie for feedback. • Halie to model concept development and mapping the page





Organisational design

Supports prioritising
and protecting
instruction

Instructional routines and
engagement norms are
used in staff learning to
reinforce understanding
and as reminders for
classroom practice

Timetabling for
collaborative
planning during
school time

Administration
roles for non-
teaching staff

Yard duty –
reduction for
new teachers

APT

Professional
Practice days

Shared
planning
drives



Networking



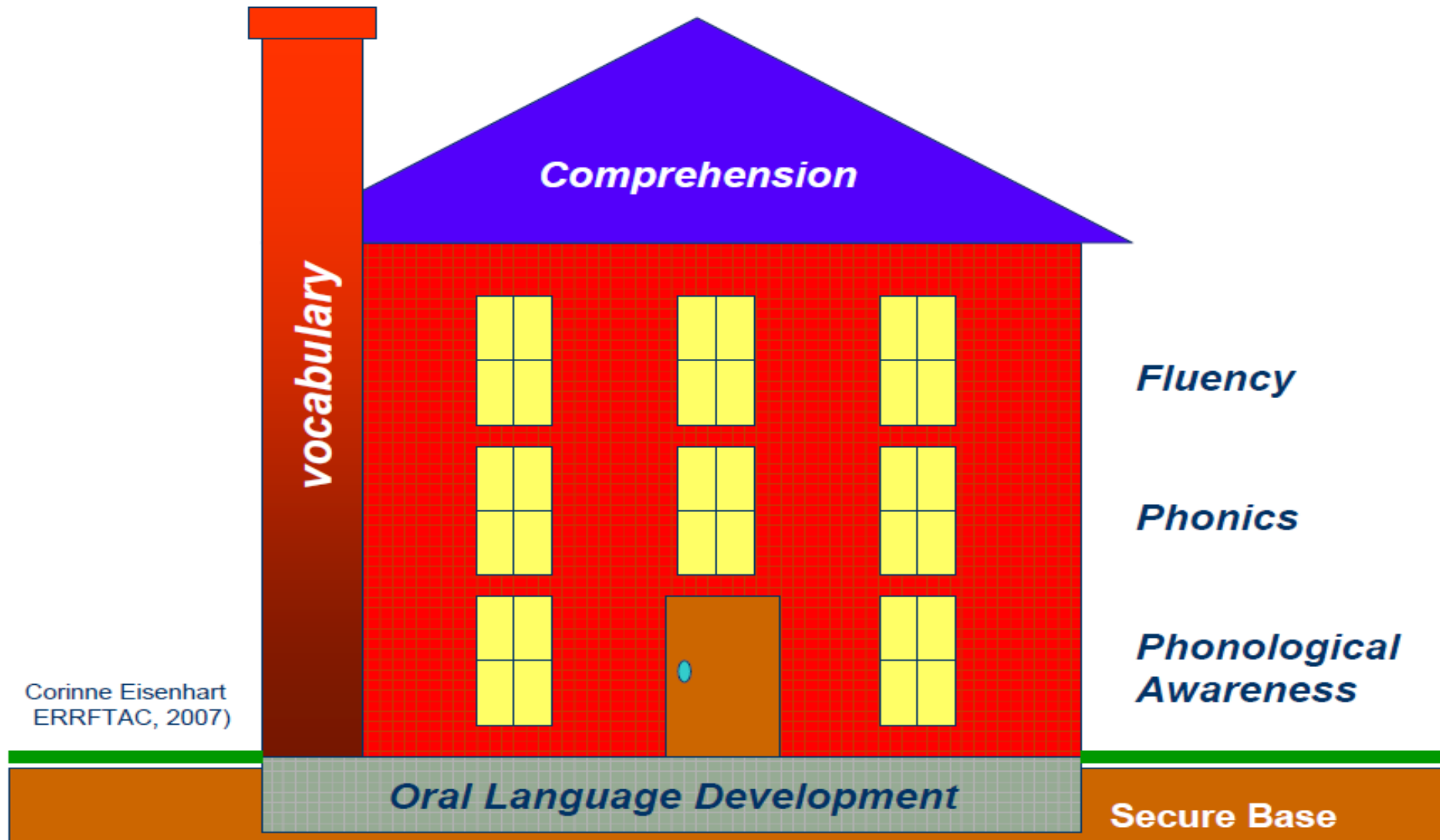


Curriculum and planning – Scope and sequences

- Phonics
- Morphology
- Fluency
- Core knowledge and novel studies
- Writing revolution
- Pr1me
- Daily reviews – non-negotiables



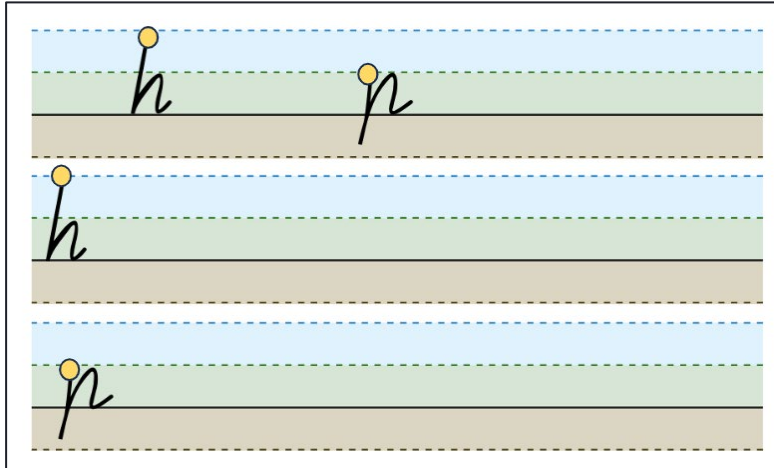
Beginning Reading Instruction



Setting a low variance curriculum for English

<p align="center">CPS Morphology 'Morphology is the study of the smallest meaningful unit in the English language (prefixes, suffixes, roots)' Morphology is the third level in decoding</p> <p align="center">Prefixes</p>						
Prep	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
TEACH	REVISE / TEACH	REVISE / TEACH	REVISE / TEACH	REVISE / TEACH	REVISE / TEACH	REVISE / TEACH
<p>Prefixes: un, re</p>	<p>Prefixes: un, re, mis, ex, pre, de, in, non</p> <p>Number Prefixes: bi, tri</p>	<p>Prefixes: un, re, mis, ex, pre, de, non in/im,(chameleon), e, per, inter, trans, con/com, sub, dis, pro</p> <p>Number Prefixes: bi/di uni/mono, quar/quad/tetra semi/hemi</p>	<p>Prefixes: un, re, mis, ex, pre, de, in/im, e, per, inter, trans, con/com, sub, dis, pro, intro, intra, ad, ob, mid</p> <p>Number Prefixes: quin/penta sex/hexa sep, septem, hepta oct/octa/octo multi/poly mega milli/kilo</p>	<p>Prefixes: (chameleon) con/com/co/cor/col in/im/il/ir sub/sup/suc dis/dif/di ex/ef/ee ob/oc/of/op ambi</p> <p>Number Prefixes: novem/ennea centi/cent/hecate/ hecaton</p>	<p>Prefixes: (chameleon) syn/sym/sys/syl ad/ac/af/ag/al/an/ap/ ar/as/at ambi, anti, em, fore, mini</p>	<p>Prefixes: Omni, over, retro, super, ultra, en, ante, contro, infra, out, post, self, with</p>





Auditory drill

a u s m r

ram

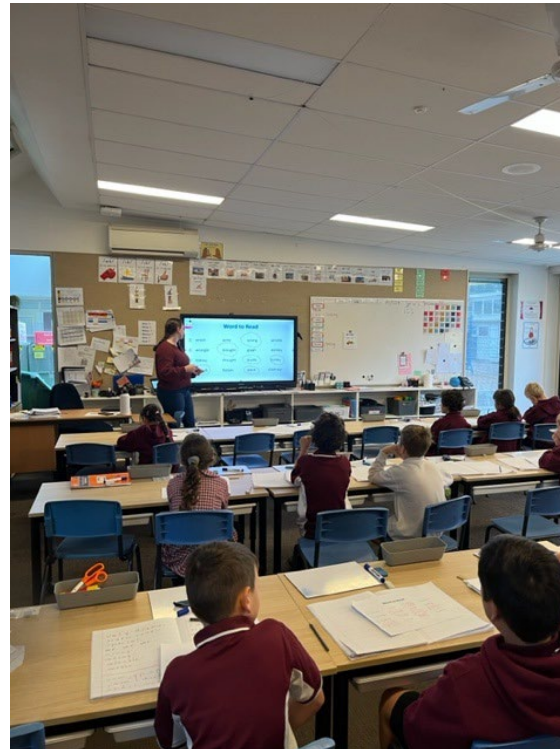
sum

c
cat
c

Words to read

cap

● ● ●



Learned Word

a



Word to Read

- 1) antique critique plaque unique
2) oblique physique technique squat
3) journalist quadrant phrase earth
4) grammar deceive deceptive gnawed

New phonogram

wor

as in world



word

work

worth

worse

Dictation

I do: Say sentence/phrase, reminder of strategies for spelling/grammar

We do: Repeat, count words

You do: Write sentence, sound/spell out words if needed, read sentence

There was a bookworm reading the old journal about the isle.

We
We visited
We visited the
We visited the isle
We visited the isle on
We visited the isle on the
We visited the isle on the other
We visited the isle on the other side
We visited the isle on the other side of
We visited the isle on the other side of the
We visited the isle on the other side of the world.



I DO

as + sist = assist (verb)

as means to, towards

sist means stand, remain, stay

Meaning: to stand by, give help to others

Example: Wheelchairs assist people who can't walk.

YOU DO

Build as many words as you can using the new root **trib** and prefixes and suffixes.

* Write the meaning of the words

** Put your words into complete sentences

dis
re
con
at

trib

Meaning: give

ute
or
tion
ing
ed
able

WE DO

mare + ine = marine

mare means sea or seawater

ine means relating to, like, of

Meaning: relating to the sea or things living in the sea

Example: The **marine** life on the Great Barrier Reef is spectacular.

Turn and talk: What does marine mean in the context of this sentence?

Your turn: Write a complete sentence which includes the word **marine**.

I do: Say sentence/phrase, reminder of strategies for spelling/grammar

We do: Repeat, count words

You do: Write sentence, sound/spell out words if needed, read sentence

Dictation

Her career routine was possessing her life.

The foreign feminine animal was a champion comedian.

Foundation language arts unit – nursery rhymes and fables



Session 5 – Little Miss Muffet <ul style="list-style-type: none"> - Identify Little Miss Muffet and the spider as the characters in the nursery rhyme - Retell the events of the nursery rhyme - Identify rhyming words in Little Miss Muffet 	
Introducing the read aloud	Vocab: <ul style="list-style-type: none"> - beside - frightened
	Picture talk – show the picture of Little Miss Muffet <ul style="list-style-type: none"> - Name things in the picture. - What is the girl doing? What is the thing next to her? - Tell students that the next nursery rhyme they are going to hear is called “Little Miss Muffet.” Tell students that this nursery rhyme has two characters. - Ask students, “Who are the two characters in this nursery rhyme?” – Point to them in the picture. - Tell students that the girl is eating curds and whey. Explain that curds and whey is similar to cottage cheese. “Curds” are the white lumps of cheese, and “whey” is the liquid they are in. If available, you may pass around a container of cottage cheese for students to see and smell. – Point to the curds and whey in the picture. - Ask students if they have ever seen a spider? What do you know about spiders? How do you feel about them?
	Purpose for listening <ul style="list-style-type: none"> - To listen carefully to find out what the characters in this nursery rhyme—Little Miss Muffet and the spider—do. - Also ask students to listen for words that rhyme
Presenting the read aloud	1st read <ul style="list-style-type: none"> - Teacher reads without interruption 2nd read – guided listening support – using gestures Little Miss Muffet, Sat on a tuffet, - Say to students “A tuffet is like a small chair.” Pretend to sit. Eating her curds and whey, - Say to students, “Curds and whey are like cottage cheese.” Mime eating. Along came a spider, - Do And sat down beside her, And frightened Miss Muff
	3rd read – echo read <ul style="list-style-type: none"> - Teacher reads a
	4th read <ul style="list-style-type: none"> - Echo read with g
Read aloud	Comp discussion – oral: <ol style="list-style-type: none"> 1. Who are the cha 2. What is Little Mi 3. What happens w



Little Miss Muffet

Little Miss Muffet,
 Sat on a tuffet,
 Eating her curds and whey,
 Along came a spider,
 And sat down beside her,
 And frightened Miss Muffet
 away.

4B-1



frightened

If something frightens you, it scared you.

The hairy spider frightened Miss Muffet.

Grade 5/6 knowledge unit - Civics

Types of Government

Governments have many responsibilities and many more people to manage tasks than they did in ancient times. Not only do governments create and **enforce** rules, but they also defend the country, run the **economy**, and make sure **citizens** are safe. These jobs are carried out in different ways, depending on which form of government a country uses.

A **democracy** is a form of government in which the people make the decisions about how the government runs. In a direct democracy, citizens vote directly on issues the community faces. Every person has a say—these governments are truly run by the citizens. The ancient city-state of Athens is believed to have been the first direct democracy.

In an indirect democracy, also known as a **representative democracy**, the people vote for leaders who make the decisions about government. The leaders make laws on the citizens' behalf. The Australian government is an example of a presentative democracy.

Vocabulary

democracy, n. a form of government in which people choose their leaders; a country with this form of government

representative democracy, n. a form of government in which people vote for leaders to make governing decisions on their behalf



Athenian democracy

Check for Understanding

What are some of the responsibilities of governments?

Some of the responsibilities of governments are.....

1. Since ancient times, modern governments have changed by
2. Although Australia is a representative democracy,
3. Sometimes dictatorships and oligarchies hold elections. Do you think these elections are free and fair? Why or why not?
I think these elections would/wouldn't be free or fair because
4. What do you think would be the best type of government to live under? Why?
I think _____ would be the best government to live under because

Vocabulary

economy

e-con-o-my

Part of speech: noun

Origin: Greek

Meaning: the way a country manages its money and resources to produce, buy and sell goods and services.



An increase in tourism will help the city's economy.

Like Words	Word Family
wealth	economies
financial resources	economic

Types of governments around the world

Use symbols and abbreviations to take notes on the different types of governments as we read

Democracy	Representative democracy	Confederation
Monarchy	Dictatorship	Oligarchy
Theocracy		



Grade 3/4 weekly overview

	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 – 8:50	Morning Learning Daily edit Punctuation, spelling, skill from previous lessons	Morning Learning Daily edit Punctuation, spelling, skill from previous lessons	Morning Learning Daily edit Punctuation, spelling, skill from previous lessons	Morning Learning Mental Maths - indep.	Morning Learning Mental Maths - indep.
8:50 – 9:00: Morning Circle					
9:00 – 9:30	Phonics/Morphology lesson Advanced Latin	*Artur EAL virtual session 9-9:45 Charlotte's Web Chapter 1 & 2 • Vocab • TWR - transitions	Phonics/Morphology lesson Advanced Latin	Phonics/Morphology lesson Suffix -let	Phonics/Morphology lesson Suffix -let
9:30 – 9:50	Literacy review		Literacy review	Literacy review	Literacy review
9:50 – 10:05	Fluency Pairs		Fluency Pairs	Fluency Pairs	Fluency Pairs
10:05 – 10:15	Handwriting		Handwriting	Handwriting	Handwriting
10:15 – 11:00	EDI – Transitions	APT Art	Charlotte's Web Chapter 3 • Vocab • TWR - transitions	Charlotte's Web Chapter 4 • Vocab • TWR - transitions	Pr1me lesson
11.00 - 11:30: RECESS					
11:30 – 11:45	*Artur EAL virtual session 11:30 -12:15 Mental Maths – Guided (15m)	Spelling Mastery (11:30 – 11:50)	APT ICT	APT Music	Mental Maths – Corrections (15m)
11:45 – 12:30	Maths review (30m) Times tables/Quick facts	Maths review (30m) Times tables/Quick facts			Maths Review (30m)
FRUIT					
12:40 – 1.30	Prime lesson (45m)	Prime lesson (45m)	APT PE	Maths Review (30m) Spelling Mastery 1:10 – 1:30	Berry St
1.30 – 2.15: LUNCH					
2.15-2.20: Soft Landing					
2:25 – 2:45	APT Zac C covering Spelling Mastery (2:25 - 2:45)	Mental Maths & Corrections	Spelling Mastery (2:25 - 2:45)	Pr1me lesson (45m)	Assembly
2:40 - 3:15	Respectful relationships	Respectful relationships	Library		
HOME TIME					



Figure B.4: Excerpt from Churchill Primary School's assessment schedule (Grade 2)

Assessment	Skill(s) assessed	Norm referenced	Purpose	Administration level and time	When to administer
Heggerty Phonemic Awareness Assessment	Phonological / phonemic awareness skills	N	Summative Formative	Individual 15-20 minutes	Term 1 Term 2 Term 4
Orton-Gillingham (OG) Sounds	Identify phonemes	N	Formative	Individual 5-10 minutes	Each term
OG Learned Words	Reading irregular words Writing irregular words	N	Formative	Reading – Individual 5 minutes Writing - whole class 10-20 minutes	Each term
OG Morphology Assessment	Meaning of morphemes	N	Formative Tracking	Individual 5 minutes	Each term
Dynamic Indicators of Basic Early Literacy Skills 8th Edition (DIBELS-8 th) Nonsense Word Fluency	Grapheme-phoneme knowledge when decoding	Y	Summative Formative	Individual 1 minute	Beginning - Term 1 Middle - Term 2 End - Term 4
DIBELS 8 th Word Reading Fluency	Oral Reading fluency (word)	Y	Summative Formative	Individual 1 minute	Beginning - Term 1 Middle - Term 2 End - Term 4
DIBELS 8 th Oral Reading Fluency	Oral Reading Fluency (passage)	Y	Summative Formative	Individual 1 minute	Beginning - Term 1 Middle - Term 2 End - Term 4
DIBELS 8 th Maze	Comprehension Reading fluency	Y	Summative Formative	Individual 3 minutes	Beginning - Term 1 Middle - Term 2 End - Term 4
Progressive Achievement Test - Reading (PAT-R)	Reading comprehension Vocabulary knowledge Spelling	Y	Summative	Individual/small group 20-30 minutes	Term 3 *An adult can sit with child to make sure they are answering all questions
York Assessment of Reading for Comprehension (YARC) – Primary	Reading accuracy Reading rate Comprehension	Y	Summative Formative	Individual 20-30 minutes	Term 2 Term 4

Impact at CPS

- Improvement in academic results
- Increase in student engagement
- Teachers feeling empowered with a commitment to continual professional growth
- Decrease in problematic behaviour
- Culture of high expectations



“How well we teach = how well they learn.”

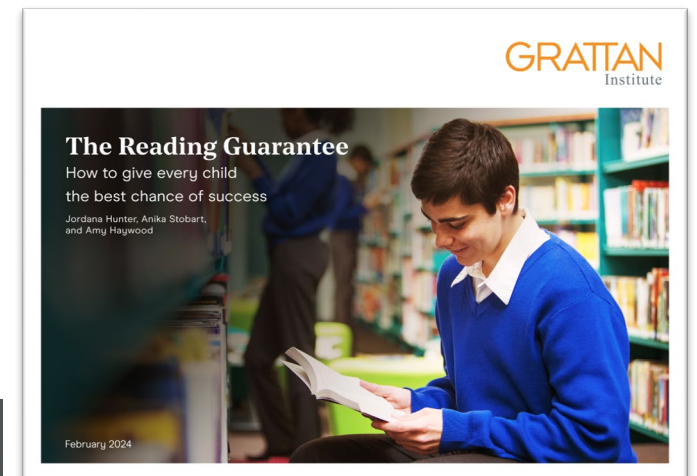
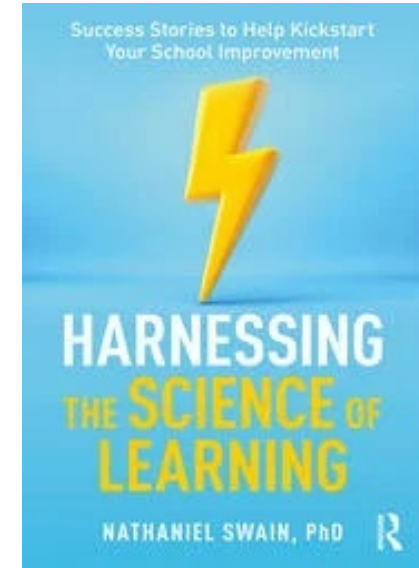
Anita Archer





If you want to learn more about Churchill's story...

- *Harnessing the Science of Learning: Success Stories to Help Kickstart Your School Improvement* by Nathaniel Swain. Due for release October 2024
- *The Reading Guarantee: How to give every child the best chance of success* by Grattan Institute. See Appendix B.
- *The Science of Reading in Practice* webinar with Think Forward Educators. Available free to all members.
- jacquie.burrows@education.vic.gov.au “SBP”



Questions?



Thank you