Lancelin Primary School

2022

Learning Area Planning

K-6

FLY HIGH...SEE FAR

Lancelin
PRIMARY SCHOOL

Health and Wellbeing K-6

Targets – where are we heading?	Strategies – How will we meet our targets?	Resourcing – What will we need to meet our targets?	Success Indicators – what will tell us that we have been successful?
To increase the ability and skills of students to perform well in sports activities.	• Daily fitness • Whole school sport • FMS in Kindy/Pre-primary • Targeted skill instruction during sports session • Additional practice in the lead up to carnivals (to be completed as part of daily fitness) • DoE swimming lessons • Mindfulness	• Sporting school grants (terms 1-4) • Appropriate equipment (as necessary) • Relief days for Sport coordinator (2) • FMS equipment	• Students will increase their overall fitness • More students will be involved in daily fitness and whole school sport
Protective behaviours	• Teachers will follow the DoE Protective Behaviours program from Kindergarten to Year 6	• Books (as required) • Follow up resources • Teacher PL (if required)	• Students will demonstrate an understanding of the Protective Behaviours program at an age appropriate level
Attendance	• Complete the annual attendance plan and target as per DoE requirements.	• Integris	• There will be evidence of improvement of the students and individual cases will be reviewed and strategies put in to place
Healthy Eating	• Continue the Crunch and Sip program at 12pm daily	• Incoming Teachers the be aware of the Crunch and Sip policy	• There will be an increase in the number of students participating in crunch and sip daily.

Pedagogy

Targets – where are we heading?	Strategies – How will we meet our targets?	Resourcing – What will we need to meet our targets?	Success Indicators – what will tell us that we have been successful?
To increase staff and student engagement in the learning process that ensures all students are able to experience success through a differentiated curriculum • Explicit teaching strategies • Rotational activities • High interest activities • Moderation with Bush 2 Beach Network schools • Cooperative learning strategies (Kagan) • Visible learning strategies (I STAR) • Collaboration and cooperation of staff e.g. POLT, Phase, staff and collaborative meetings • Build capacity of staff through distributed leadership • Provide opportunities for potential leaders to build on their strengths, provide PL and coaching strategies to develop this potential To heighten awareness of Positive Behaviour in Schools currently in place at LPS • Djinda the mascot • Good standing policy • Implementation (2022) of PBS • Zones of Regulation	Whole school mandated learning programs in Literacy • PLD, • Letters and Sounds • Talk 4 Writing • Decodable readers • Early Intervention Specialist teacher for SAER students • LETRS • Reading Eggs • Heggerty (to be investigated in 2023) •	• PL days • Relief days • Early close meetings • Data day (week 8 wed. each term)	• KAT testing • On entry data • PLD Placement tests • NAPLAN data • Moderation tasks will facilitate common assessment criteria • Talk 4 Writing hot and cold tasks • Brightpath ruler • Student assessment files

Early childhood Education K-2

Targets – where are we heading?	Strategies – How will we meet our targets?	Resourcing – What will we need to meet our targets?	Success Indicators – what will tell us that we have been successful?
• Literacy implementation based on the WA Curriculum • Numeracy implementation based on the WA Curriculum • To create a seamless transition between K - 2 • To develop home school links • To provide staff with common metalanguage around play • To create a welcoming, engaging and hands on educational outdoor environment in the KPP area. • Play based learning • NQS	**LITERACY** • Letters and Sounds • PLD • Oral language leading to Talk 4 Writing • Exposure to high quality literature **NUMERACY** • Stepping stones • Oral mental activities • Manipulative use to embed concepts **BELONGING** • Buddy class PP and Year 5/6 class activities • Sharing observation and assessment practices **COMMUNITY** • School newsletters • Seesaw • Facebook • 3 Year old program Sem 2. **PEDAGOGY** • Research readings • Maggie Dent • Nature play • Observe/record students at play • Audit play in ECE • NQS elements **PLAY BASED LEARNING** • Continue to develop the play area • Audit of outdoor equipment • PP students to transition to the whole school play area on the days with no Kindergarten students from the beginning of term 2	• ECE budget / resourcing relevant to the students needs based on per student numbers • PD Days • Teacher Relief days (for testing) • Home reading books • See Literacy Operational Plan • See Numeracy Operational Plan	• PLD placements tests • Talk 4 writing • Student assessment Files • On Entry results • KAT results •

Humanities and Social Sciences PP-6

Targets – where are we heading?	Strategies – How will we meet our targets?	Resourcing – What will we need to meet our targets?	Success Indicators – what will tell us that we have been successful?
• Familiarise staff with the WA Curriculum for HASS PP – Year 6 • Familiarise with the digital and print resources supporting the WA HASS Curriculum • Creating a Scope and Sequence of curriculum outcomes for each year level	• Collaborative planning sessions based on WA curriculum with links to other learning areas • KAGAN cooperative learning strategies • Use of Inquisitive • Use of History Mysteries	• Early close/ collaborative meetings • Inquisitive subscription • History Mysteries • Class sets of Atlases	• RTP will demonstrate that students are achieving at level in HASS from PP-6 (term 2 and 4) • SAER students will have exposure to a differentiated curriculum for HASS

The Arts   K-6

Targets – where are we heading?	Strategies – How will we meet our targets?	Resourcing – What will we need to meet our targets?	Success Indicators – what will tell us that we have been successful?
• Increase engagement of students in the Art • Make Art Integral to other Learning areas	• Visual Art/Music/Drama/Dance allocated to each class K - 6 • Drama/Art specialist appointed • ANZAC Day/Remembrance Service with the RSL Lancelin • Assembly • End of Year concert • Choir years 1 - 6 • Art competitions to be tabled as arises • Lions Christmas Lunch • Connections to the Wangaree Centre (DADAA) through out the year	• Budget to ensure that Art supplies are stocked and replenished	• RTP will demonstrate that students are achieving at level in The Arts from PP-6 (term 2 and 4) • Presentation assembly Concert at the end of the year.

LOTE K-6

Targets – where are we heading?	Strategies – How will we meet our targets?	Resourcing – What will we need to meet our targets?	Success Indicators – what will tell us that we have been successful?
• Implementation of LOTE Chinese (mandarin) of students in Years 3/4/5/6 • Make Chinese Integral to other Learning areas	• Implementation of the LOTE program through the interactive whiteboard.	• Budget to ensure that LOTE supplies are stocked and replenished • Cost of the LOTE delivery (via Beijing) • Photocopy costs • Technology upgrade (if necessary)	• RTP will demonstrate that students are achieving at level in LOTE from Years 3 and 4 (term 2 and 4)

Science/Design and Technology/ ICT PP-6

Targets – where are we heading?	Strategies – How will we meet our targets?	Resourcing – What will we need to meet our targets?	Success Indicators – what will tell us that we have been successful?
SCIENCE • Whole school program in conjunction with Teacher resources • Develop understanding of environmental sustainability.	• Science Specialist • Primary Connections across all years • Emphasise all aspects of Sustainability in the specific learning areas of Science each term	• Consumables as required each term • Collect resources/materials continually	• RTP will demonstrate that students are achieving at level in Science from PP-6 (term 2 and 4)
DESIGN AND TECHNOLOGY • Align Design & Technology (D&T) to each Science learning area.	• Select D&T projects which encompass the core learning ethos of the specific learning areas of science each term • Science / D&T teacher timetabled	• Grant submissions to update resources	
ICT/DIGITAL TECH. • Develop a mobile learning environment for the improvement of teaching and learning. • Create a technology rich environment which motivates and engage students in the classroom • Provide flexibility to allow teaching and learning which meets contemporary and future ICT needs. • Students of all ages and abilities expect to be able to play, learn and study with contemporary and emerging technologies. • Classroom teachers ICT trained	• Digital Tech Specialist • Encourage use of devices across all year levels • Encourage student centred learning to engage and motivate students through project based learning and independent inquiry. • Endorse teachers to incorporate ICT for Years K-6 across all learning areas as part of SCASA • Use coding activities and resourcing across the school (age appropriate)	• Replacement of Desktops/ Laptops/ I Pads as required • Organise PL sessions for staff as needed.	• Evaluation rubric for teachers to assess the value of ICT devices.