



CIDHS
SCHOOL DEVELOPMENT PLAN
2017

EMPOWERING INNOVATIVE, COMMUNITY-MINDED
STUDENTS WHO ARE CHALLENGED TO REACH
THEIR FULL POTENTIAL

Focus 2017

Priority 1: Success for all students

Priority 2: High quality teaching

Priority 3: Effective leadership

Priority 4: Strong governance and support



CIDHS PLANNING → TEACHING → ASSESSMENT CYCLE

CIDHS staff as common best practice approaches to planning, teaching and assessment has decided on these strategies and practices. Last Reviewed Dec 2013.

		Staff Responsibilities
PLANNING	1. Refer to relevant assessment data to develop learning programs	<i>See Assessment</i>
	2. Western AUSTRALIAN CURRICULUM	<i>Phase 1, Phase 2 reporting in 2017, Phase 3 2018. Keep up to date and know the requirements for teaching, assessment and reporting.</i>
	4. CIDHS SCOPE & SEQUENCES	<i>Available for some LA's such as Science, ICT, T&E, HaSS, English – Use to inform learning programs.</i>
	5. COLLABORATION	<i>Collaborate with colleagues and share ideas when planning learning programs.</i>
	6. USE OF SPECIALIST INFO	<i>Access relevant specialist information (OT, Speech Therapist, Paediatrician, Psych) to inform learning programs</i>
	7. IEP FOR SAER	<i>Develop IEP's/GEP's for SAER students for each semester.</i>
	8. LITERACY PLANS/GEP for SAER & EAL/D	<i>Primary teachers to develop Literacy Plans at the beginning of each semester with formal reviews at the end of each semester. Plans should be informally reviewed on an ongoing basis with the GiRL specialist.</i>
	BEST PRACTICE TEACHING	9. FIRST STEPS
10. COOPERATIVE LEARNING		<i>Teachers to use a range of well structured cooperative learning strategies to engage students and enhance learning. Social/Interpersonal skills to be explicitly taught. Ongoing training is provided by the school in Kagan CL.</i>
11. REFLECTION		<i>Teachers to use a range of reflective practices & strategies with students. See Ch 9 First Steps 'Linking Assessment, Teaching & Learning'.</i>
12. EALD CONSIDERATIONS		<i>Oral language focus each lesson. Support students through an oral → written continuum. Awareness of Chinese/Malay language is encouraged to support two-way learning.</i>
13. CRITICAL & CREATIVE THINKING SKILLS		<i>THIS IS A SCHOOL PRIORITY: Explicitly teach creative thinking and problem solving skills. Examples of higher order skills:</i>

		<i>inferring/predicting, visualising, cause & effect, main idea. Consideration of approaches such as Multiple intelligences, Blooms Taxonomy, De Bono's 6 Thinking Hats. See Ch11 'Beyond Monet'.</i>
	14. EXPLICIT FEEDBACK	<i>Teachers provide regular ongoing explicit feedback to students through a variety of forms. Example: teacher conferencing, peer assessment, self assessment, rubric feedback, written feedback, immediate verbal & non-verbal feedback.</i>
	15. ICT INTEGRATION	<i>ICT is a priority and integrated into learning programs through use of software and hardware. (Refer to ICT Scope & Sequence)</i>
	16. ACTIVE PARTICIPATION	<i>Teachers encourage active participation in learning programs through hands-on learning, excursions & incursions.</i>
	17. PRINT RICH ENVIRONMENTS	<i>Support students through providing a print rich environment which is relevant to learning programs and changes regularly. Examples: co-constructed charts, word walls, subject specific vocabulary, modelled writing, teacher constructed charts, student work.</i>
	18. EXPLICIT TEACHING OF Standard Australian English (SAE) IN ALL LA'S (GRAMMAR, SPELLING & PUNCTUATION)	<i>Control over SAE essential to academic success in all LAs. Conventions vary across LAs. Explicitly teach the conventions of grammar & punctuation and the subject specific vocab of your LA.</i>
ASSESSMENT	19. SAER IEP/GEP	<i>IEP/GEPs are reviewed and students are assessed against indicators to inform future planning.</i>
	20. ESL/D PROGRESS MAP	<i>Teachers assess ESL students against ESL/D PM. Teachers use data and refer to suggested teaching considerations to inform learning programs across LAs.</i>
	21. NAPLAN	<i>Teachers participate in preparation of students for and administration of NAPLAN testing for literacy and numeracy.</i>
	22. OLNA	<i>Teachers to participate in preparing students for OLNA testing in Year 10.</i>
	25. Judging Standards	<i>Teachers refer judging standards and sample student assessments when grading student work PP – Yr 10.</i>
	26. MODERATION	<i>Teachers collaborate with other teachers at CIDHS to moderate assessment based on student samples. Moderate with other schools as appropriate.</i>
	27. RUBRICS	<i>Assessment rubrics are developed and communicated to students before assessment to ensure transparency and validity.</i>
	30. ON ENTRY TESTING	<i>Undertaken in PP. The results of this testing should inform learning programs in the early years.</i>

CIDHS PLANNING → TEACHING → ASSESSMENT APPROACH

ASSESSMENT

Whole School

- SAER IEP/GEP
- EAL/D PROGRESS MAPS
- NAPLAN
- Standards
- MODERATION
- RUBRICS

Primary

- LITERACY NET
- NUMERACY NET
- ON-ENTRY TESTING (K-3)

PLANNING

Whole School

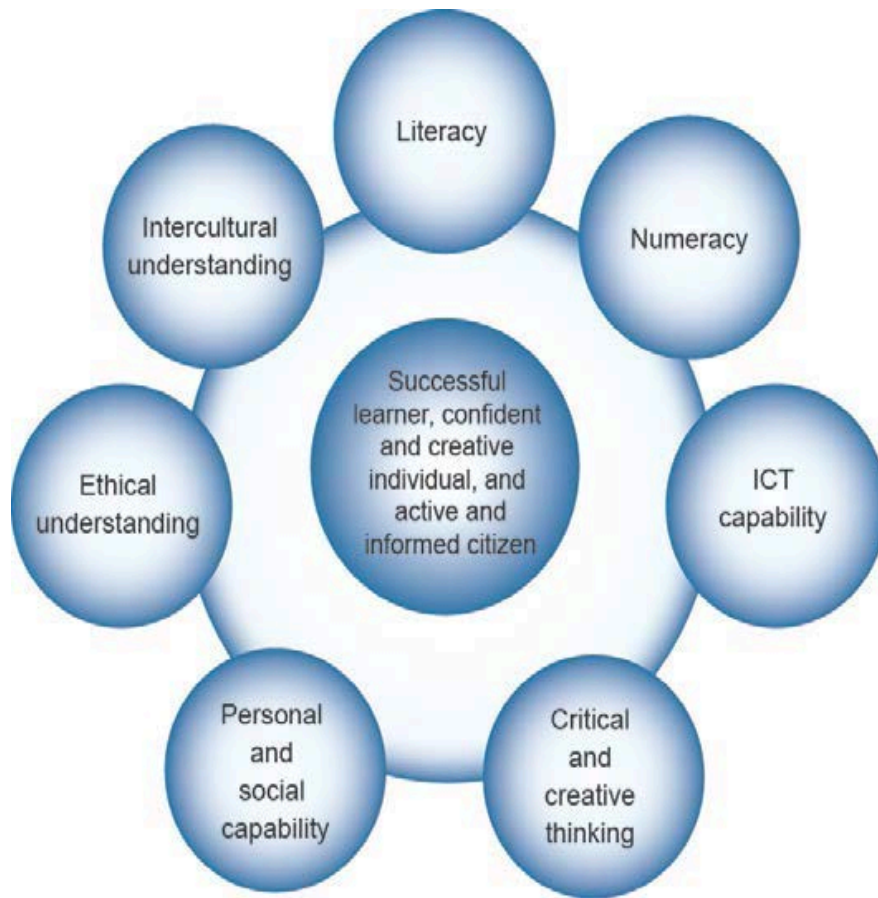
- REFER TO ASSESSMENT DATA TO DEVELOP LEARNING PROGRAMS
- WA CURRICULUM
- SYLLABUS
- CIDHS SCOPE & SEQUENCES

Primary

- LITERACY PLANS

BEST PRACTICE TEACHING STRATEGIES

- FIRST STEPS
- COOPERATIVE LEARNING
- REFLECTION
- ESL CONSIDERATIONS –
- CRITICAL THINKING SKILLS
- EXPLICIT FEEDBACK
- ICT INTEGRATION
- ACTIVE PARTICIPATION
- PRINT RICH ENVIRONMENTS
- EXPLICIT TEACHING OF SAE IN **ALL** LA'S



General Capabilities

- Aboriginal and Torres Strait Islander history and culture
- Sustainability,
- Asia and Australia's engagement with Asia

Initiatives/Events at CIDHS

Term 1

SCMUN (every odd year)
Multicultural Week/Harmony Day
11/12 Outdoor Ed Abseiling
CIDHS ANZAC Service
Work Place Learning

Term 2

ANZAC Tour (every even year)
Class Photographs
Sea Week
NAPLAN
OptiMinds Starts
Book in a day (every second year)
Yr 11/12 Exams
Book Fair
9/10 OE camp
Mental Health Week/Refugee Week
Country Week
Reports
Fisheries Visit

Term 3

Australian Math Competition
OptiMinds
Work Place Learning
Athletics Carnival
STEM Week

Term 4

Year 12 Graduation
Yr11/12 Ball
ATAR Exams
Yr 11 Exams
Yr 10 Exams
Remembrance Day
Fisheries visit
CIMUN
Yr 7 – 10 Rewards Day
Art Exhibition
Reports

CIDHS Draft Behaviour Matrix

		SETTINGS				
		Whole school	Cyber	Play areas	Verandas/ Canteen	Classrooms
EXPECTATIONS	Show Respect	<ul style="list-style-type: none"> • Ask permission • Listen actively • Share • Use manners(Please/ Thank You, Use peoples names/ Knock) • Take positive action against bullying 	<ul style="list-style-type: none"> • Use kind words • Stay on task 	<ul style="list-style-type: none"> • Include others • Play fairly • Be friendly 	<ul style="list-style-type: none"> • Give way • Line up • Be polite • Pre- Order canteen food 	<ul style="list-style-type: none"> • Whole body listening • Encourage others • Be considerate • Use kind words
	Challenge Yourself	<ul style="list-style-type: none"> • Try your hardest • Be organised and prepared • Don't give up • Ask for help • Join in • Choose a healthy lifestyle • Take safe risks 	<ul style="list-style-type: none"> • Stay focused • Use reliable sources 	<ul style="list-style-type: none"> • Be active • Have fun • Try new things • Solve problems <ol style="list-style-type: none"> 1. By yourself 2. With a friend 3. With a teacher 	<ul style="list-style-type: none"> • Say 'Good Morning' and 'Good Afternoon' • Pick up rubbish and lost property 	<ul style="list-style-type: none"> • Be neat • Set goals • Complete your work • Go beyond requirements
	Be Responsible	<ul style="list-style-type: none"> • Look after property and each other • Do the right thing • Be honest • Wear uniform 	<ul style="list-style-type: none"> • Take care of equipment • Use age appropriate sites • Think before you post • Acknowledge your sources 	<ul style="list-style-type: none"> • Follow the rules of the game • Wear your hat in the sun • Be safe • Take care of equipment 	<ul style="list-style-type: none"> • Walk • Clean up after yourself • Sit down to eat for the first 10 minutes • Follow canteen rules 	<ul style="list-style-type: none"> • Stay on task • Be tidy • Include all team members • Concentrate • Be on time



Priority Area Committees

**CIDHS Priority Areas:
Literacy
ICT
Critical and creative thinking**

Literacy Committee

Literacy involves students using language confidently for learning, communicating in and out of school and for participating effectively in society.

Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Committee Members:

Lincoln

Nicole
Tina
Rhiannon
Rhys
Ella
Chris
Sam
Tahlia
Frank
Sharon



Priority Area: Literacy Committee 2017

Definition of Priority:

- Literacy involves students using language confidently for learning, communicating in and out of school and for participating effectively in society.
- Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Role of the Literacy Committee:

- To make targeted improvements to student outcomes in literacy across all sectors of the school by setting, monitoring and regularly reviewing measurable goals.

Roles within the committee for 2017:

Chair person: **Lincoln Matrozis** - Call meetings, create agenda, promote priority area, communicate to the School Development Committee the actions/results from meeting, feedback and data collection, committee-run events and initiatives.

Minute taker: **Nicole Simons** – Take digital minutes of each meeting and email to all committee members.

Timekeeper: **Tina Auld-Bower** - Ensure meetings run efficiently and according to the agenda.

Committee Members: **Rhiannon Bird, Rhys Bird, Ella Canatach, Chris Cypher, Sam Ellis, Tahlia Elmer, Ian Francis, Sharon Francis.**
Attend meetings and actively participate in subcommittees or tasks, add to planning, represent learning area or cluster team – feedback information from the priority committee to learning areas and cluster teams when required.

Key visions of the Literacy Committee for 2017: **Correlating to the priorities of the Department of Education Focus 2017 strategic plan.**

- 1) To adopt a data driven approach to identifying areas requiring improvement in reading, writing, spelling and grammar by using NAPLAN, SAIS, ESL/EALD progress maps and other data collection sources.
- 2) Support staff to apply for and attend relevant and value-adding professional development. Encourage staff to share their professional learning with colleagues to ensure professional knowledge and strategies are developed and implemented for more students across the school.
- 3) To continue to encourage and support families to be effective partners with the school in the literacy education of their children.

	Goals (SMART goals) what by when	Strategies	Resources	Measurement
Students	To improve student reading comprehension across the school.	<u>Primary</u> Effectively use the following resources and associated programs to develop and improve student outcomes: (see resources list >>>)	Diana Rigg <i>Comprehension Questions</i> <i>Talk for Writing</i> First steps Guided Reading Reciprocal reading. PM Benchmarks	<u>Primary</u> Measurement targets set by Cluster Teams K – 2, 3 – 6: ESL/EAD Progress Maps twice a year. Progressive measurement using PM benchmarks twice a year. PM Benchmark data analysis – target setting (Sam and Nicole)
	Focus 2017 strategic plan: Set improvement targets against achievement standards. Build practices to ensure routine use of relevant data, and analysis and diagnosis of the impact of teaching.	<u>Secondary</u> Proactive library program to increase student interest in reading – using computers/ iPads / eBooks in Form.	SAER Program – Letters & Sounds * PM benchmark training for staff * Reading strategy focus – whole school (Sam and Nicole to run workshops for staff – could perhaps do some for parents?)	<u>Secondary</u> EALD progress Maps
		Reading Club Implementation of expressive reading strategies		Benchmark testing for identified SAER students
	To improve student use of grammar across the school.	<u>Primary</u> Effectively use the following resources and associated programs to develop and improve student outcomes: (see resources list >>>)	<i>CIDHS Grammar & Punctuation Scope and Sequence</i> <i>CUPS Editing</i> Diana Rigg <i>Spelling</i> <i>Grammar and punctuation resources – GIR office</i> <i>Grammar and punctuation resources English folder – shared drive</i>	<u>Primary</u> Measurement targets set by Cluster Teams K – 2, 3 – 6: Moderation tasks NAPLAN results <i>Brightpath</i> assessment and moderation
	Focus 2017 strategic plan: High expectations of success for every student. Set improvement targets against achievement standards.	<u>Secondary School</u> Implementation of explicit grammar and punctuation lessons Use of high school grammar and punctuation scope and sequence in unit outlines		<u>Secondary</u> Moderation within school External moderation NAPLAN and OLNA Focus in assessment criteria Collect data/feedback on Yr 11 & 12 achievement
Promote/Facilitate value adding literacy-related events >>>:	Numeracy Week – focus on picture books with numeracy themes. Principal's Reading Challenge Book Week / School Learning Journey Walk through the school	Nicole Simons – K to Yr 4 Sam Ellis – Yr 5 - 12		
Focus 2017 strategic plan: Link funding to planning and priorities to demonstrate effective use of resources.	Book in a Day Lower secondary book review 1 and 2			

		semester		
Staff	Encourage staff to undertake relevant PL to meet the goals of the priority area.	Identify and support staff to undertake relevant professional learning in literacy instruction. Encourage staff PL Sharing sessions at at least 3 Staff Meetings	Access the Statewide Language Services (WA)	Record the frequency of staff PL sharing sessions and gather feedback from staff about their effectiveness.
	Focus 2017 strategic plan: Plan professional development to specifically address weakness in teacher performance. Link funding to planning and priorities to demonstrate effective use of resources.	Access the Statewide Language Services (WA) Talk for writing		
Community	Engaging parents with literacy at home (Parent Education)	Community Playgroup & 3+ Program Foster relationships between the school and local libraries.	3+ Program – Nicole Simons Community Playgroup CIDHS Library staff	Conduct bi-annual reviews, with community input, of effectiveness of programs and initiatives. Literacy surveys for parents (National Opinion Survey)
	Focus 2017 strategic plan: Review, with community input, success of current family-school engagement and partnerships.	Promote 'literacy at home' through the school website. Regular newsletter notices with short reading tips and then an article about reading in classrooms. Short movies to be screened at cinema for promotion and education about literacy. Speech and Occupational Therapy programs to involve parents and the Therapy Assistant in a three-way partnership. Encourage classroom teachers to present information about literacy at parent info evening to deliver a short session on reading for parents. Noticeboards encouraging reading / literacy – one board per term.	CIDHS website School Newsletter Sharon Francis – Cinema Club Jon Faulkner – IT Support Ida Otto – Therapy Assistant Primary classroom teachers Kathy Hicks	

ICT Committee

To enhance and engage in the use of effective ICT within the school community.

Committee Members:

Julie R

Katie

Dale

Greg

Julie C

Matt G

Betty O

Megan

Tim

Janet

Bedah

Zai

Brad



Priority Area: ICT

Definition of Priority: To enhance and engage in the use of effective ICT within the school community.

Role of Committee: To set measurable goals for ICT; to develop effective teaching strategies; to use and maintain resources to achieve these goals.

Roles within committee: **Chair** – Julie R

Minute taker – Katie

Timekeeper – Dale

Committee member – Greg, Dale, Julie C, Matt G, Betty O, Megan W, Katie B, Tim, Janet, Priscilla, Zuraine, Tanja, Bedah, Zai, Brad

Key vision of committee for 2016 and 2017:

1. To provide staff with the expertise through Professional Learning to be able to confidently instruct students in ICT.
2. Staff and student development in ICT resources and programs.

Key responsibilities for our committee from Focus 2017:

	Goals (SMART goals) what by when	Strategies	Resources	Measurement
Students	- To be informed through the use of the CIDHS scope & sequence document	- High school - all staff to focus on specific software skills (eg printer settings, Word formatting etc). - Students use scope & sequence as a self reflection tool across the school. - eDiaries for all high school students	Checklist developed and shared with staff and students (students to hyperlink to examples, signed by teacher)	Checklist
Staff	- To provide staff with the expertise through Professional Learning to be able to confidently embed ICT into their programs. - Train students to use the	- Assign new staff an 'ICT Buddy' - Run Christmas Island Interactive Café sessions for staff one/two a term. - Provide an opportunity for	- A completed Scope and Sequence to present. - Professional Learning agenda and program to be developed. - A feedback survey to	- Use feedback to determine how and where staff require assistance in their specific learning areas. - Seek feedback on session possibly for café.

	<p>Scope and Sequence as a self-assessment tool across the school. [Improve high school students general computer skills.</p> <p>- To ensure all staff understand and are supported in incorporating ICT into their curriculum.</p>	<p>staff to review the Scope and Sequence</p> <ul style="list-style-type: none"> - Provide staff with Cyber Safety (E-smart) PL opportunity - Planning 1 meeting a term in Cluster & Secondary meetings, and utilise ICT Café's for special technologies - Develop a checklist for the ICT Scope & Sequence for student handover files (primary). 	<p>address any issues staff may have implementing the Scope and Sequence.</p> <ul style="list-style-type: none"> - iPad's, ActivExpressions, Staff communication (ichat, email etc, Laptops, Library resources, Primary lab resources, Teacher computer focus, Clickview. - Meeting time allocated to for staff (secondary and cluster meetings). - Checklist for each year level 	<ul style="list-style-type: none"> - Using experienced ICT practitioners to come into classrooms and model lessons for staff (possibly utilizing the relief position for this). - Are students confidently using the Scope and Sequence as a self-assessment tool?
<p>Community</p>	<p>Improve sustainable use of resources</p>	<p>Increase rate of digital newsletter distribution, reduce printing (electronic submission of assessment).</p>	<p>High school students general competency checklist from above</p>	

Creative & Critical Thinking

Critical thinkers recognize or develop an argument, they use evidence in support of that argument, and they draw reasoned conclusions and use information to solve problems.

Committee Members:

Amy S

Julie F

Anita C

Vicki F

Sarah F

Robyn S

Peter C

Jon

Jo

James W

James D

Anita I

Sharon H

Brendan



Priority Area: Creative and critical thinking 2017

Definition of Priority:

Critical thinkers recognize or develop an argument, they use evidence in support of that argument, they draw reasoned conclusions and use information to solve problems.

Creative thinkers intuitively generate and apply new ideas through performance. They are innovative, imaginative problem solvers.

Role of Committee: To lead the development of critical and creative thinking, taking into account 'Focus 2017' and the values it encompasses.

Roles within committee:

AMY STARK Chair – call 1-2 meetings/term, create agenda for the meetings, communicate to SDC actions/results from meetings and promote priority.

SARAH F - Minute taker – in point form record minutes and email to all staff or SDC.

Rotate role through out - Timekeeper – ensure meeting runs to the agenda.

Committee member – attend meetings and actively participate in subcommittees or tasks, add to planning, represent learning area or cluster team – feedback information from the priority committee to learning areas and cluster teams.
Julie F, Amy S, Vicki, Jon, Sarah F, Robyn, Peter C, James W, James D, Jo, Anita I, James D, Sharon H, Brendan.

Key vision of committee for 2017: to develop confident and motivated problem solvers and thinkers across our school and community. With a focus on STEM (Science, Technology, Engineering and Mathematics) and Sustainability (Ecological footprint and social handprint).

Goal: creative in problem solving, collaboration

	Goals (SMART goals) what by when	Strategies	Resources	Measurement
Students	Students to become confident creative problem solvers as individuals and as part of team	Whole School <ul style="list-style-type: none"> • Sustainability focus • STEM focus • Performing Arts focus <ul style="list-style-type: none"> • Look at other schools and what they do • FaceBook promotion • Newsletters 		How many likes on FB

	<p>To develop confident and motivated problem solvers and thinkers across our school with a focus on STEM (Science, Technology, Engineering and Mathematics)</p> <p>Focus 2017 strategic plan: Focus on STEM in the early years, particularly numeracy and creative problem solving and coding skills.</p>	<p>Optiminds – more explicit teaching of collective spontaneous problem solving – 10 minutes – Introductory program - Yr 3&4 working together, Yr5, 6 & 7's. STEM focus problem solving. Julie, Sarah, Yr 5 – 7 teachers.</p> <ul style="list-style-type: none"> Teachers to in term 1 plan for OptiMinds from Yr 3 – 7. Kathy Boyatzis Pascoe visit <p>Digital Wall project – sub committee</p> <p>STEM Week – term 3 and replaces Numeracy week</p> <ul style="list-style-type: none"> Giant string art for STEM week – Robyn. <p>CIMUN – Term 4 – STEM focus, James and Sarah</p>	<p>Kathy Boyatzis David Carson Materials – boards, paint,</p>	<p>Successful OptiMinds – teams win honours, tour to Perth.</p> <p>Successful wall – community feedback</p> <p>STEM week</p> <p>Feedback from staff, students and community – surveyMonkey, formal feedback</p>
	<p>To develop confident and motivated problem solvers and thinkers across our school with a focus on sustainability.</p>	<p>Sustainability</p> <ul style="list-style-type: none"> Chicken coop competition – Brad, Julie F Green Wall – James Greenhouse – James Compost - James Living Wall – Brad - plants Digital Living Wall - Jon, Sarah Sustainability rotations continue with Yr 4 – 6 students Enterprise – make items from recycled material Waste Wise school TERM 2 - EcoWarrior Month – bags launching, Seaweed, plastic free week, nude food day, Green Wall. Year 10 clean up program 	<p>Horticulture and hydroponics unit in Science Keep Australia Beautiful</p> <p>Ask for parent and community volunteers</p>	<p>Projects completed or developed</p> <p>Waste Wise school</p> <p>Shared in Facebook, newsletters</p> <p>Feedback from staff, students and community – surveyMonkey, formal feedback</p>

	To develop confident and motivated problem solvers and thinkers across our school with a focus on creating performing Arts Program .	Creating Performing Arts Program – dance, drama, choir, production.	Kate, Yasmine, Chris	Productions Feedback from staff, students and community – surveyMonkey, formal feedback
Staff	Encourage staff to undertake relevant PL to meet the goals of the priority area Focus 2017 strategic plan: Plan professional development to specifically address weakness in teacher performance. Link funding to planning and priorities to demonstrate effective use of resources.	Involving staff in different initiatives and awareness of how C&C ties into the projects	STEM week activities Sub-committee to organise	Successful week Feedback from staff, students and community – surveyMonkey, formal feedback
Community	To engage and make community aware of the C&C initiatives within school and community.	Reusable shopping bags Project Digital Wall/CIP/SITA Living Wall/CIP Parent helpers for sustainability	Jo Greta Beach material to work with students Keep Australia Beautiful – 1000 calico shopping bags	

Subcommittees:

Digital Wall – Sarah, Jon, Amy, Robyn

STEM week – Vicki, Katie, James, Robyn, Julie F

Eco Warrior Month - Reusable Shopping Bag – Jo, Beck, Julie F, James

Performing Arts – Kate, Amy, Sarah

Information for Reporting and Planning of Learning Programs

CIDHS 2016 REPORTING SCHEDULE

Year	The Arts	English	Maths	HPE	HaSS	Languages	T&E	Science
K	The emphasis in these years is on social, emotional and physical wellbeing along with literacy and numeracy development.							
Years PP-2	Semester 1 - Arts Ideas Semester 2 - Arts Skills and Processes	WA Curriculum <ul style="list-style-type: none"> Reading & Viewing Writing Listening & Speaking 	WA Curriculum Semester 1 <ul style="list-style-type: none"> Number & Algebra Measurement & Geometry Semester 2 <ul style="list-style-type: none"> Statistics & Probability Number & Algebra Measurement & Geometry 	WA Curriculum <ul style="list-style-type: none"> Personal, social and community health Movement and physical activity 	WA Curriculum <u>One semester</u> - History <u>Other semester</u> - Geography	Year 1 & 2 - no outcomes reported Year 3 Semester 1 - Listening & Responding, & Speaking Semester 2 - Listening & Responding, & Speaking	WA Curriculum Knowledge and understandings Processes and production skills	WA Curriculum Semester 1 Physical Chemical Science Inquiry Semester 2 Biological Earth and space Science Inquiry Human Endeavour
Years 3-6	Year 4 Semester 1 - Arts Ideas Semester 2 - Arts Skills Year 5-6 Semester 1 - Arts Ideas - Arts in Society Semester 2 - Arts Skills & Processes - Arts Responses	WA Curriculum <ul style="list-style-type: none"> Reading & Viewing Writing Listening & Speaking 	WA Curriculum Semester 1 <ul style="list-style-type: none"> Number & Algebra Measurement & Geometry Semester 2 <ul style="list-style-type: none"> Statistics & Probability Number & Algebra Measurement & Geometry 	WA Curriculum <ul style="list-style-type: none"> Personal, social and community health Movement and physical activity 	WA Curriculum <u>One semester</u> - History AC - C&C <u>Other semester</u> - Geography - E&B (Yr 5 & 6)	Year 4 & 5 Semester 1 - Listening & Responding, & Speaking Semester 2 - Listening & Responding, & Speaking - Viewing, Reading & Responding Year 6 Semester 1 - Listening & Responding, & Speaking Semester 2 - Listening & Responding, & Speaking - Writing - Viewing, Reading & Responding	WA Curriculum IT Knowledge and understandings Processes and production skills D&T Knowledge and understandings Processes and production skills Home Economics Knowledge and understandings Processes and production skills	WA Curriculum Semester 1 Biological Earth and space Science Inquiry Semester 2 Chemical Physical Science Inquiry Human Endeavour

Years 7-10	<p>Year 7 & 8</p> <p>Semester 1</p> <ul style="list-style-type: none"> - Arts Ideas - Arts in Society <p>Semester 2</p> <ul style="list-style-type: none"> - Arts Skills & Processes - Arts Responses <p>Year 9 & 10</p> <p>Semester 1</p> <ul style="list-style-type: none"> - Arts Ideas - Arts in Society <p>Semester 2</p> <ul style="list-style-type: none"> - Arts Ideas - Arts in Society 	<p>WA Curriculum</p> <ul style="list-style-type: none"> • Reading & Viewing • Writing • Listening & Speaking 	<p>WA Curriculum</p> <p>Year 7</p> <ul style="list-style-type: none"> - Number & Algebra - Measurement & Geometry - Statistics & Probability <p>Year 8 & 9</p> <p>Semester 1</p> <ul style="list-style-type: none"> - Number & Algebra - Measurement & Geometry <p>Semester 2</p> <ul style="list-style-type: none"> - Number & Algebra - Measurement & Geometry - Statistics & Probability <p>Year 10</p> <p>Semester 1</p> <ul style="list-style-type: none"> - Number & Algebra - Measurement & Geometry <p>Semester 2</p> <ul style="list-style-type: none"> - Number & Algebra - Space & Probability 	<p>WA Curriculum</p> <ul style="list-style-type: none"> • Personal, social and community health • Movement and physical activity 	<p>WA Curriculum</p> <p style="background-color: yellow;">Year 7 and 8</p> <p>Semester 1</p> <ul style="list-style-type: none"> - History AC - C&C <p>Semester 2</p> <ul style="list-style-type: none"> - Geography - E&B <p style="background-color: yellow;">Year 9 and 10</p> <p>Semester 1</p> <ul style="list-style-type: none"> - Geography - E&B <p>Semester 2</p> <ul style="list-style-type: none"> - History AC - C&C 	<p>WA Curriculum</p> <p>Semester 1</p> <ul style="list-style-type: none"> - Listening & Responding, & Speaking <p>Semester 2</p> <ul style="list-style-type: none"> - Listening & Responding, & Speaking - Writing - Viewing, Reading & Responding 	<p>WA Curriculum</p> <p>IT</p> <p>Knowledge and understandings</p> <p>Processes and production skills</p> <p>D&T</p> <p>Knowledge and understandings</p> <p>Processes and production skills</p> <p>Home Economics</p> <p>Knowledge and understandings</p> <p>Processes and production skills</p>	<p>WA Curriculum</p> <p>Year 7 & 8</p> <p>Semester 1</p> <ul style="list-style-type: none"> - Biological Science - Chemical Science - Science Inquiry Skills - Science as a Human Endeavor <p>Semester 2</p> <ul style="list-style-type: none"> - Earth & Space Science - Physical Science <p>Year 9 & 10</p> <p>Semester 1</p> <ul style="list-style-type: none"> - Chemical Science - Physical Science - Science Inquiry Skills - Science as a Human Endeavour <p>Semester 2</p> <ul style="list-style-type: none"> - Biological Science - Earth & Space Science <p>All outcomes reported on every year</p>
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WA Curriculum Implementation Schedule:

Year	Learning Area	Details
2015	English, Math, Science, History	Full implementation – teaching, assessing and reporting by Semester 1
2015	Humanities and Social Sciences, Health and Physical Education, Technologies, Arts	Curriculum available for teacher use
2016	Languages semester 2	Curriculum available for teacher use
2017	Humanities and Social Sciences, Health and Physical Education	Full implementation – teaching, assessing and reporting by Semester 1
2018	Technologies, Arts, Languages Year 3	Full implementation – teaching, assessing and reporting by Semester 1
2019	Languages Year 4 (ongoing next year level at next year)	