



Pedagogical Framework

Teaching, Learning
and Assessment



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Purpose of Pedagogical Framework

Our Pedagogical Framework provides a cohesive and comprehensive approach to teaching and learning, ensuring that educational practices align with the school's vision, values and goals. This framework serves as a guide, outlining what we have identified as effective teaching strategies, assessment methods and instructional design principles that support student learning and development. In establishing a clear and consistent approach to pedagogy, the framework helps to create a unified learning environment, promotes best practice, and enhances the overall quality of education in our school to ensure every student is flourishing with the skills, knowledge and optimal wellbeing to lead fulfilling lives.

Our Values

PURPOSE



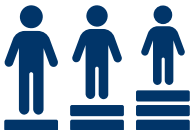
In our pursuit of a deeply meaningful educational journey, we aim for students to pursue their passions by fostering dedication from both staff and students. Our goal is to empower students, amplify their voices, and create an environment where they can truly flourish, celebrating accomplishments and providing diverse opportunities that offer access to mirrors, windows, and doors for all.

EMPOWERMENT



We are dedicated to fostering empowerment by nurturing individual strengths through differentiation and encouraging self-expression. We offer choice and relevance in learning, equipping all with the confidence and skills to make a positive impact on their own lives and the broader community. We provide an engaging and supportive environment where students and educators alike can thrive.

EQUITY



We believe in providing equal opportunities, respect, and recognition to every member, irrespective of background, identity, or perspective. Our goal is to foster an environment where everyone feels valued, heard, and empowered to contribute unique talents and ideas, creating a dynamic and inclusive team where all can flourish and contribute to our collective success.

CONNECTIONS



We support the professional and personal growth of all members within the school community in a purposeful and meaningful way. Through differentiation, we recognise the diversity of all staff and students, setting high expectations for success.

GROWTH



We create opportunities for students to connect classroom practices with real-life experiences, fostering a determination for growth. This ensures positive connections within the school community and supports evidence-based practices. Our consistent approach encourages exploration and connection with the world, allowing every student to flourish.

INDEPENDENCE



We aim to empower students for a meaningful learning journey, fostering academic and social potential. We are dedicated to using technology to support diverse abilities, promoting independence for students in and beyond school. To achieve this, we will nurture autonomy, advocate for equity, and prepare our students for their future outside of school.

RELATIONSHIPS



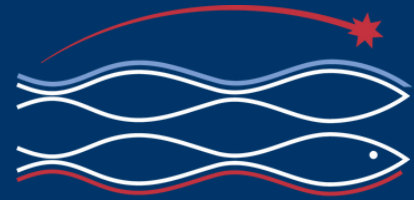
We believe relationships make long lasting impacts on everyone's lives. For a relationship you need to use trust and honesty, that allows you to connect with others from diverse backgrounds. This is important so we can implement teamwork that forms part of a healthy lifestyle. (student voice)

Context – Warnbro CHS ESC

- Independent Public School for students with intellectual disabilities, or disabilities in the presence of high educational needs
- Co-located with Warnbro Community High School
- Low Index of Community Socio-Educational Advantage (ICSEA)
- Approximately 100 students across years 7 to 12
- Class sizes of approximately 10 students supported by Education Assistants
- A team made up of leadership members, administration staff, teachers and support staff
- Whole School Positive Behaviour Support & Education Model: Health, Accomplishments, Purpose, Emotions, Engagement, Relationships (HAPEER)
- All students access a modified curriculum through an Individual Education Plan aligned to the Western Australian Curriculum



Please refer to our website for further information: <https://www.warnbroesc.wa.edu.au/>



WARNBRO
COMMUNITY HIGH SCHOOL
EDUCATION SUPPORT CENTRE

Teaching



Warnbro CHS Education Support Centre – Strategic Plan 2024 - 2026

Focus Areas:	Description:	Objectives:		
A. PROGRESSIVE & SHARED LEADERSHIP	1. Increase self-efficacy of all staff	1.1 Strengthen support of excellence in teaching and learning in every class	1.2 Increase staff confidence of whole school processes	
B. EXCELLENCE IN LEARNING	2. Improving student performance	2.1 Create opportunities for greater student voice	2.2 Build an effective feedback culture	
C. EXCELLENCE IN TEACHING	3. High quality teaching	3.1 Embed differentiation within the classroom	3.2 Increase vocabulary to strengthen comprehension	3.3 Identify finer grain targets in maths
D. SUSTAINABLE PARTNERSHIPS & PATHWAYS	4. Build community partnerships	4.1 Develop sustainable community partnerships	4.2 Enhance opportunities for family engagement	4.3 Increase cultural responsiveness

A. Progressive & Shared Leadership
1.1 Embed a strong induction process
1.2 Implement a pedagogical framework to codify effective teaching.
1.3 Embed reflective practices to increase self-efficacy in all learning areas
1.4 Embed a coaching process to increase self-efficacy
B. Excellence in Learning
2.1 Students and teachers to co-design all student learning areas and environments.
2.2 Link student outcomes to student feedback in a systematic approach.
C. Excellence in Teaching
3.1 Differentiate tasks so that all students can access the same knowledge.
3.2 Develop a guaranteed and viable curriculum using a differentiated learning process.
3.3 Increase teacher capacity to plan for mathematics using developmental framework.
3.4 Identify student need for assistive technology to enhance learning.
3.5 Use technology to have a positive impact in teaching and learning outcomes.
3.6 Increase discipline specific knowledge to develop vocabulary.
3.7 Embed explicit writing instruction to build and deepen knowledge.
3.8 Embed the whole school instructional model
3.9 Embed whole school approaches to explicit teaching of English and Mathematics
D. Sustainable Partnerships and Pathways
4.1 Every classroom develops a sustainable community partnership
4.2 Create conditions for family engagement to support student learning.
4.3 Use expert and community knowledge and experience, to meet the cultural needs of students.
4.4 Strengthen staff understanding of cultural responsiveness

Teaching for Impact

Teaching for Impact outlines what effective teachers believe, what they know, and what they do to have high impact on student outcomes.



Believe

Effective teachers believe they can unlock the learning potential of every student



Effective teachers believe they have the responsibility to evaluate the impact of their practice and seek to improve



Effective teachers believe in **inclusion and value student diversity**



Effective teachers believe **student wellbeing and engagement** are essential to student achievement



Effective teachers believe they share the responsibility for student success with schools, families and the broader community



Effective teachers believe in **equity and reconciliation**



Effective teachers believe in preparing students to become their own teachers and successful life-long learners



Know

Effective teachers know themselves

They are culturally responsive and critically reflect on their own cultural background, values and beliefs. They use this knowledge to respond to the diverse needs, backgrounds and experiences of all students.

Effective teachers know their students

They understand that students come from a diverse range of linguistic, cultural, religious and socioeconomic backgrounds who have varied strengths, interests and needs. They know how students learn and how to teach students to process, recognise, remember and transfer learning.

Effective teachers know the curriculum

They understand the Western Australian curriculum content and the knowledge, skills and understandings students need to master at each stage of learning. They know how to develop teaching and learning programs that address the learning needs of their students.

Effective teachers know what works best

They draw on a range of evidence-based instructional strategies, understand which have the greatest impact and when to evaluate the impact of their choices on student wellbeing, engagement, progress and achievement.

Do

Plan

Effective teachers place students firmly at the centre of quality teaching and learning



- plan to create a culturally responsive, safe, inclusive, and supportive **learning environment**
- **build a classroom culture** where students feel confident and challenged and are able to take risks in their learning
- partner with parents/carers, community and specialised services in **shared approaches** to teaching and learning
- respect and celebrate **student diversity** and personal strengths

- independently and collaboratively **analyse student data**
- cater for individual learning needs through **differentiated learning and a tiered approach**
- respond to the needs of **culturally and linguistically diverse learners**
- develop lessons that are **structured and sequenced** appropriately in small steps

- design programs consistent with **whole-school approaches and priorities**
- plan content with an awareness and practical understanding of **major learning theories** e.g. Cognitive Load Theory
- clearly understand what students should know and do at the end of the learning sequence

Teach

Engage

Effective teachers focus on creating the preconditions for positive learning



- clearly communicate a positive culture of **high expectations** for the achievement of all students
- identify and integrate **student strengths, interests, abilities and experiences**
- create a **child safe environment** where students develop a positive identity with learning and school
- have visible systems to promote positive behaviour, classroom management and **restorative approaches**
- provide opportunities for **student agency and voice**
- use **culturally responsive pedagogies** that build on the strengths of Aboriginal students
- use strong **relational skills** to build positive connections with students, families and the community

Instruct

Effective teachers differentiate to ensure students understand content and expected learning



- clearly communicate **learning intentions and success criteria**
- activate students' **prior knowledge**
- provide opportunities to **review previous learning**
- **explicitly teach** concepts, ideas, skills and strategies for learning
- provide **worked examples** that demonstrate to students the steps required to understand new content and skills
- use **scaffolds and frameworks** to support learning
- implement a **gradual release of responsibility**
- use **questioning** to enable frequent **checks for understanding**, opportunities for discussion and to extend student learning

Practise

Effective teachers enable students to consolidate the content and skills



- foster opportunities for students to develop **personal and social capability**
- provide opportunities and time for students to achieve mastery of content, skills and concepts
- utilise **multiple methods of learning** to review, practise and consolidate skills and processes
- provide students with explicit **feedback** to scaffold and plan the next steps in their learning
- employ **metacognitive strategies** that enable students to understand themselves as learners
- give students the opportunity to review, reflect and **set goals** for future learning

Apply

Effective teachers enable students to apply their knowledge and skills



- empower **student agency and voice** to build self-efficacy and autonomy, and to be partners in their learning
- develop students' capacity to activate core content, knowledge and skills in contexts that require **higher order thinking** and deep learning
- use problem solving and **inquiry** to develop learners' capacity to be collaborative, critical, creative and innovative thinkers
- equip students with **work capabilities**
- expertly select and apply **technologies** to maximise every student's learning and progress
- support students to **transfer their learning** to new and original contexts and communicate their knowledge and understanding

Assess

Effective teachers assess student learning and teacher impact



- **design assessments** for learning (diagnostic and formative), of learning (summative) and as learning (self-assessment)
- design assessments that are educative, fair and reliable
- design assessments that are responsive to the developmental, cultural and linguistic backgrounds of students

- assess student performance using explicit criteria
- provide meaningful and timely feedback to students
- reflect on student outcomes to monitor impact
- make professional judgements about student learning to accurately report against the relevant achievement standards

- teach students how to interpret information from assessments
- **moderate** student achievement and progress with colleagues within and across schools, using data and other evidence
- demonstrate self awareness and problem-solving capabilities through **self-reflective practices**

Lesson Plan

The Power of the Well-Crafted Lesson: the purpose of Explicit Direct Instruction (EDI) is to provide clear, structured teaching strategies within a lesson plan, aimed at facilitating active engagement, comprehension, and mastery of academic content for all students.

Warnbro CHS ESC Well-Crafted Lesson Plan

Learning Objective:

Must contain a concept (big idea) and skill (verb) to describe what the student is going to do successfully and independently at the end of specific lesson.

Activate Prior Knowledge:

Making a connection between something students already know and the new content they are going to learn can be through universal experience or sub skill review.

Concept Development:

You explicitly teach the concepts contained in the learning objective with a written definition, include examples and non examples.

Skill Development:

The teacher explicitly teaches students the strategies you use to solve problems.

Relevance:

Explicitly teach students why learning the new content is important to them and to society.

Guided Practice:

Include the steps and processes that are used to solve problems implement Rule of Two teacher works a problem, checks for understanding, students work a similar problem, and then check for understanding.

Closure:

Final checking for understanding and takes no more than 5 minutes.

Independent Practice:

The task students complete by themselves without teacher's help.
Check every couple of minutes students are completing problems.
Work with students who require further support.



Creating Academic STUDENT ENGAGEMENT

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

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Feedback serves as a pivotal component in effective lesson delivery, offering timely and personalised insights to learners, fostering continuous improvement, and facilitating meaningful engagement in the learning process.



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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EFFECTIVE FEEDBACK

for incorrect answers

- **Provide cues and prompts.**
- **“I’ll come back to you.”**
- **De-escalate to multiple choice.**
- **“Explain your thinking.”**
- **Read the answer.**
- **Two wrong answers, reteach.**
- **Pair-share again.**

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Engagement Norms

Engagement norms establish agreed-upon standards of participation and interaction and are designed to be used every 2 minutes. They are employed to cultivate a collaborative atmosphere, encourage active involvement, and ensure equitable contributions from all participants and will form part of each lesson delivered in all WCHS ESC classrooms.



Gesture with me



Complete Sentences



Whiteboards (chin it)



Read with me



Attention Signal



Pronounce with me



Track with me

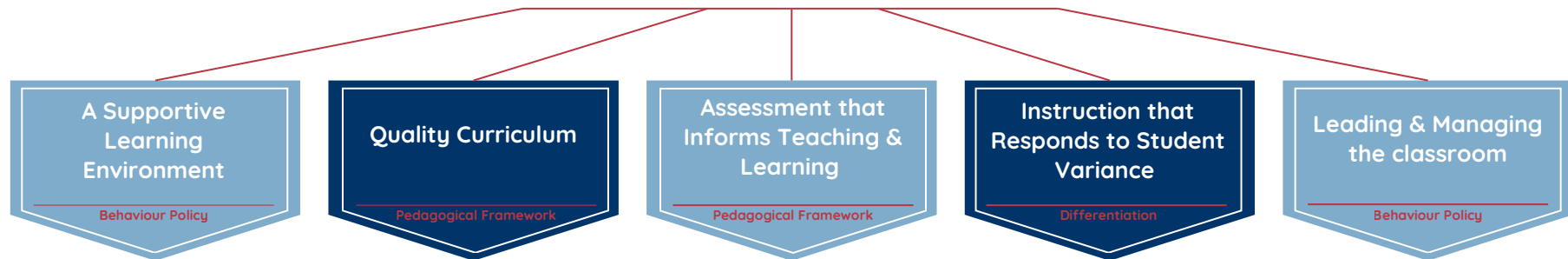


Pair-Share

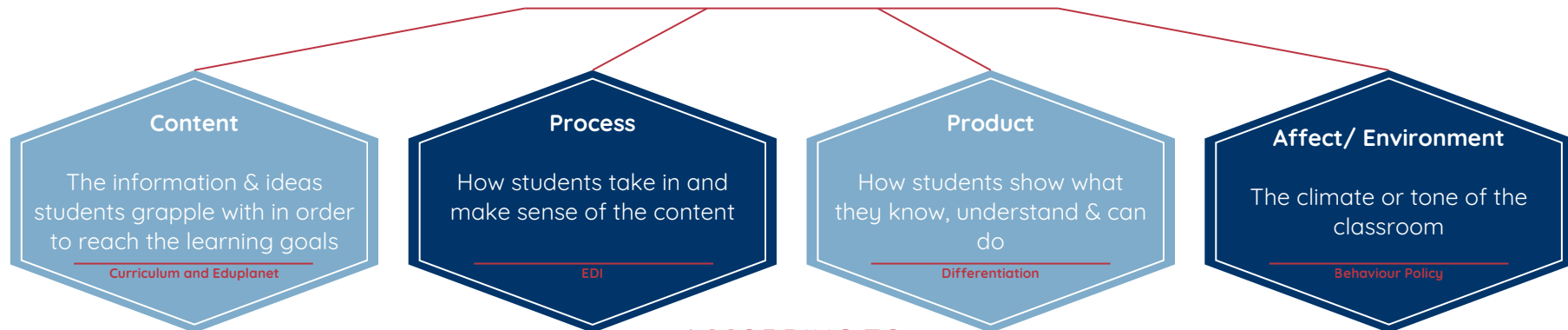
Differentiation

A TEACHER'S PROACTIVE RESPONSE TO LEARNER NEEDS SHAPED BY MINDSET

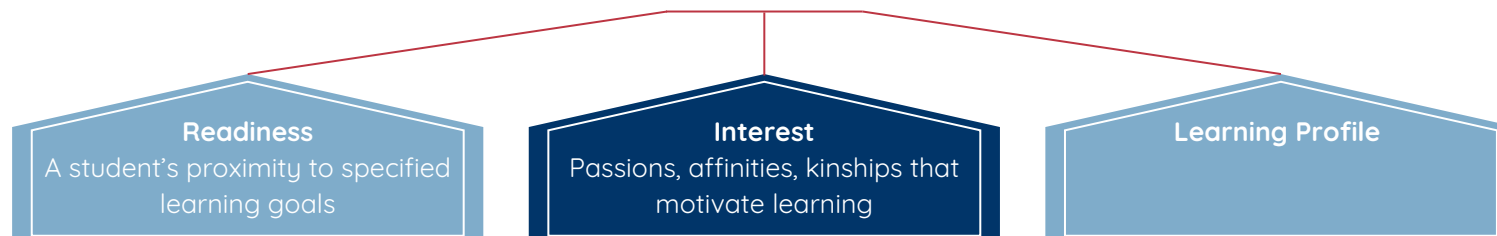
PRINCIPLES OF DIFFERENTIATION



TEACHERS CAN DIFFERENTIATE THROUGH



ACCORDING TO



Source: From The Differentiated Classroom: Responding to the Needs of All Learners (2nd ed., p.20), by Tomlinson, C.A., 2014, Alexandria, VA: ASCD. All rights reserved.

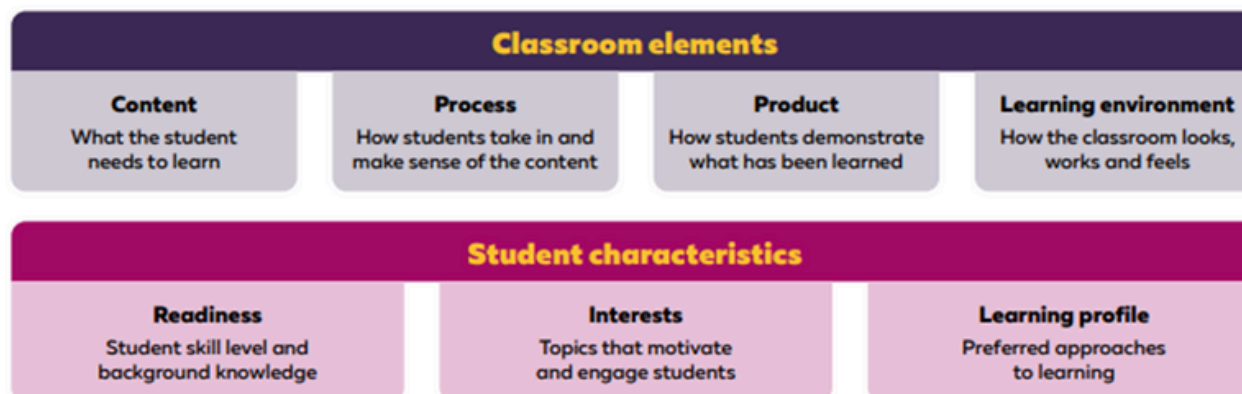
Differentiation

What

Effective teachers plan, using a range of data, and tailor teaching and learning to meet the diverse needs of students. These teachers are highly adaptive, and acknowledge, respect and accommodate the background experiences students bring to the classroom. Effective teachers cater for students at different starting points ensuring all students are appropriately engaged, challenged and extended, including high-achieving students.

Effective teachers engage in an ongoing cycle of teaching, learning and assessment. They move between whole class teaching, and small group and individual targeted instruction, to meet the differentiated needs of students. Teachers adopt flexible approaches as students move fluidly between groups, they regularly identify where students are at in their learning and make appropriate adjustments.

Carole Ann Tomlinson (2014) states content, process, product and learning environment are key elements of differentiation, used by teachers to successfully address student needs. Differentiated teaching provides the right level of challenge and promotes engagement by responding to each student's individual differences in readiness, interests and learning profile.



Why

All students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support.

Differentiated instruction recognises the value and worth that exists in everyone; it allows students from all backgrounds and with diverse abilities to demonstrate what they know, understand, and can do (Adami, A.F, 2004). Successful differentiation increases student engagement, ensures the curriculum is accessible, and provides every student with the opportunity to progress and succeed, regardless of their starting point.

Effective teachers align teaching and learning strategies to the personalised needs of students, to help students to become invested in, and take ownership of their learning. Differentiated teaching supports all students to experience meaningful learning.

How

Know your students and how they learn

Effective teachers use a range of system, school and classroom-based assessments to understand where students are at in their learning. They use a strength-based approach, informed by diagnostic, formative and summative assessment, to closely monitor the progress of individual students and continually adjust their teaching in response.

Maximising the learning experiences for students and providing opportunities for students to use their strengths is essential. Effective teachers encourage and assist students to monitor their own learning and set goals for future learning.

Effective teachers know their students':

- achievements and identify areas for improvement
- strengths and interests, likes and dislikes and use this information to provide a personalised connection to teaching and learning
- academic, personal and social successes and celebrate these with their students.

IT Support Table

Support Need	Apps/programs to assist	Instructions for use
Apps		
Student unable to read independently	Seeing AI that scan and reads for them	Download app. Open and point camera to text.
Student unable to read independently	ePlatform. Gives students access to the audio books in the library and an immersive reader for ebooks.	Can use website or app. App is easier. First time need to put in school: Warnbro Community High School. Username is same for computer. Password is: Password1
Student unable to read independently	Camera. Camera can be used to take photos or scans of the environment, select text and then read the selected text.	Only works for Generation 8 and above which is some of our iPads but not all. Need to have "Live Text" on Settings>General>Language & Region Need to have "Speak Selection" on Settings>Accessibility>Spoken Content>Speak Selection Can also work with iPhones and other devices. Which devices it works with can be found here: https://support.apple.com/en-au/HT212630 Position iPad so the rear camera can detect the text, then point your finger to select which text to read.
Students with poor memory or unable to listen and take notes at the same time.	Voice memos or camera for video recording	1.Go to the Voice Memos app on your iPad. 2.Tap to begin recording. To adjust the recording level, move the microphone closer to or farther from what you're recording. 3.Tap Done to finish recording. 1.Open Camera on your iPad. 2.Choose Video mode. 3.Tap the Record button or press either volume button to start recording. While recording, you can do the following: a. Pinch the screen to zoom in and out. b. To zoom more precisely, touch and hold 1x, then drag the slider (on supported models). 4.Tap the Record button or press either volume button to stop recording.
Difficulty conveying thoughts in written form.	Voice memos or camera for video recording	See above

Inbuilt processes		
Student unable to read independently	Immersive Reader. Most Apple apps and Microsoft office all have an inbuilt immersive reader.	Need to have "Speak Selection" on Settings>Accessibility>Spoken Content>Speak Selection Select text and click immersive reader icon.
Students unable to write independently	Speech to text / dictate. Most Apple apps and Microsoft office all have an inbuilt dictate function	Click speech to text, or dictate functions.
Read very slowly or find reading difficult and tiring	Colour filters. Colour filters can help some students.	They can be found at: Accessibility > Display & Text Size> Colour Filters.
Read very slowly or find reading difficult and tiring	Text appearance can be changed in the following ways: change text appearance: <ul style="list-style-type: none"> • font • font size • line spacing • letter spacing • text colour • background colour. 	
Students with poor spelling	Spellchecker and autocorrect	Go to Review/Spelling and Grammar For autocorrect: 1.Open settings app. 2.Scroll down to and tap "General." 3.Open "Keyboards." 4.Tap "Text Replacement," and turn on. 5.To add more words, click the "+" sign in the top right corner. 6.You can now add any words that you want your iPhone to recognise.
Students with poor grammar	Grammar checker	Go to Review/Spelling and Grammar



WARNBRO
COMMUNITY HIGH SCHOOL
EDUCATION SUPPORT CENTRE

Learning



The following school processes and programs are proactive, fostering a supportive and preventive environment, and ultimately optimise student success by addressing potential issues before they escalate. They are implemented in all classrooms across Warnbro CHS ESC.

Process	Time per week	Key Points
Morning Meeting	10 mins each morning (15 mins max)	The Morning Meeting is used as a strategy for building community and developing Oral Communication Skills. It has 4 components: greeting, sharing, group activity, morning message. Daily focus topics: Monday – Zones of Regulation Tuesday – Tribes Wednesday – Restorative Practice Thursday – Character Strengths (follow schedule of Strengths) Friday – PBS Expectations (follow PBS Schedule) S:\AdminShared\E6096S01-Warnbro CHSESC\All Staff\Positive Behaviour Support & Education\Morning Meetings Process
Mindfulness	5-10 mins daily	Mindfulness is purposefully paying attention, in a non-judgmental way to what one is experiencing. Mindfulness has the capacity to improve the student's ability to think and improve wellbeing. Students are to participate in daily Mindfulness Practice using the Smiling Minds App. Each session is to be a maximum of 10 mins long. S:\AdminShared\E6096S01-Warnbro CHSESC\All Staff\Positive Behaviour Support & Education\Mindfulness
Restorative Practice	Embedded and weekly in Morning Meeting	Restorative Practices are a framework for building community and for responding to challenging behaviour through authentic dialogue, coming to understanding, and making things right. Restorative Practices will occur in our Morning Meetings once a week, plus as required within a classroom situation. S:\AdminShared\E6096S01-Warnbro CHSESC\All Staff\Positive Behaviour Support & Education\Restorative Practice
Tribes Learning Communities	Embedded and weekly in Morning Meeting	Students learn a set of collaborative skills so they can work well together in long-term groups (tribes). The focus is on how to: help each other work on tasks, set goals and solve problems, monitor and assess progress, celebrate achievements. Four agreements are honored: attentive listening, appreciation/no put downs, mutual respect, and the right to pass. S:\AdminShared\E6096S01-WarnbroCHSESC\All Staff\Positive Behaviour Support & Education\Tribes
Sensory Breaks	As required	Sensory Breaks are tailored to each student to assist in remaining calm and alert for learning. Sensory Break times will vary across the day. Sensory Break activities must relate to what zone the student is in.

This document provides an overview of all the curriculum content to be covered in Years 7-10, and programs/resources available at Warnbro CHS ESC to support this.

WEST AUSTRALIAN CURRICULUM YEAR 7 – 10 Updated 13JUNE2024													
ENGLISH													
Strand	LANGUAGE						LITERATURE				LITERACY		
English Sub Strands	Language for Interacting with others	Text Structure, Organisation and Features	Language for Expressing and Developing Ideas	Word Knowledge	Literature and Contexts	Engaging with and Responding to Literature	Examining Literature	Creating Literature	Texts in Context	Interacting with Others	Analysing, Interpreting and Evaluating	Creating texts	
School Programs	Phonemic Awareness DI, Spelling Mastery, Morphographs, Reading A- Z, Morning Meetings, Warnbro CHS ESC Reading and Spelling processes, Educeri, Scootle						Warnbro CHS ESC Reading and Spelling processes, Educeri, Scootle			Warnbro CHS ESC Reading and Spelling processes, Writing A-Z, Community Time, Educeri, Scootle			
Resources	Complete Guide to Phonics, Vocabulary A-Z, First Steps, Public speaking, Speech Pathologist						Colourful Semantics, First Steps, Warm-Ups, Novel Studies, Reading A-Z, Genres – T1 Narrative & Recounts, T2 Procedures, T3 Persuasive (Bendigo Bank Comp), T4 Transactional (Christmas Markets)			First Steps, Warm-Ups, Bendigo Bank, Novel Studies, Public Speaking.			
MATHEMATICS													
Strand	NUMBER AND ALGEBRA						MEASUREMENT AND GEOMETRY					STATISTICS AND PROBABILITY	
Mathematic Sub Strands	Number and Place Value	Fractions and Decimals	Real Numbers	Money and Financial Mathematics	Patterns and Algebra	Linear and Non-Linear Relationships	Using Units of Measurement	Shape	Location and Transformation	Geometric Reasoning	Pythagoras and Trigonometry	Chance	Data Representation and Interpretation
Programs	JEMM, Warm-Ups, Mathematics Learning Sequences, Warnbro CHS ESC Intervention process												
Resources	Paul Swan, First Steps, Educeri, Scootle												
HUMANITIES AND SOCIAL SCIENCE													
Knowledge and Understanding	Geography			History				Civics and Citizenship			Economics and Business		
HASS Skills	Questioning and Researching			Analysing				Evaluating			Communicating and reflecting		
Programs/ Resources	Australians Together												
SCIENCE													
Science Understanding	Biological Sciences			Chemical Sciences				Physical Sciences			Earth and Space Sciences		
Science as a Human Endeavour	Nature and Development of Science						Use and Influence of Science						
Science Inquiry Skills	Questioning and Predicting		Planning and conducting			Processing and Analysing Data and Information			Evaluating		Communicating		
Programs/ Resources	Science by Doing												
HEALTH AND PHYSICAL EDUCATION													
Strand	PERSONAL, SOCIAL AND COMMUNITY HEALTH					MOVEMENT AND PHYSICAL ACTIVITY							
Health & Phys Ed Sub Strands	Personal identity and change	Staying Safe	Healthy and active communities	Interacting with others		Movement skills			Understanding Movement			Interpersonal skills	
Programs/ Resources	Character Strengths, Zones of Regulation, Restorative Practice, UR Strong, Interoception, RRRR, SDERA, GDHR, Bullying Prevention Program, Social Skills Program, Protective Behaviour Program, Tribes, Positive Behaviour Support, My Future My Life					Mindfulness: Smiling Minds, The Successful Mind, Headspace, Growth Mindset Program, Physical Education (options), Body breaks, Social skills program,							
TECHNOLOGIES						THE ARTS							
Bike Club, STEM, Cooking, Options: Digital Technology, Information Technology, Materials, Food Technology, Textiles						MOS Dance, Rhythm Works, Music Rocks, Options: Media Arts, Visual Arts, Drama, Music, iDance							

Timetables

At Warnbro CHS ESC, our commitment to excellence in education is reflected in our meticulously crafted timetables. Aligned with the West Australian Curriculum and meeting requirements of each year level, our timetable ensures that every minute of the school day is purposefully allocated to maximize learning outcomes for our students.

Central to our approach is the integration of Explicit Direction Instruction within every lesson. Our English and Mathematics sessions will include intervention time, including targeted Direct Instruction (DI) sessions, all of which is included within lesson planning. These sessions allow for personalized attention, catering to the diverse needs of each learner, ensuring no student is left behind. We understand that true mastery of concepts requires more than just rote learning. That's why our timetable incorporates rich learning tasks designed to consolidate knowledge and foster skill development. Through hands-on activities and collaborative projects, students engage deeply with the material, unlocking their full potential. Differentiation lies at the heart of our planning process. Recognizing that every student learns differently, we tailor our lessons to accommodate various learning styles and abilities, ensuring that each child receives the support they need to thrive.

In addition to academic excellence, we are committed to nurturing the holistic development of our students. That's why our school proudly offers Positive Behaviour Support & Education programs, promoting mental well-being and resilience among our student body. Mindfulness and Morning Meetings are integral components of our daily routine. By starting each day with moments of reflection and connection, we cultivate a positive learning environment where students feel valued and empowered to succeed.

At Warnbro CHS ESC our timetable isn't just a schedule—it's a roadmap to success, guiding students on a journey of discovery, growth, and fulfillment.

Subject	Year 7 Timetable Overview	
	Guiding/Programming Documents	Time (hrs per week)
English	WCHS ESC Year 7 to 10 Overview DI Reading – 4 x 20 minute interventions/week DI Spelling – 4 x 20 minute interventions/week Class Reading/Writing/Rich Tasks – 8 x 40 minute sessions/week Western Australian Curriculum	8
Maths	WCHS ESC Year 7 to 10 Overview DI Mathematics – 5 x 30 minute interventions/week Class Rich Tasks – 5 x 30 minute sessions/week Western Australian Curriculum	5
SEL & Health (Positive Behaviour Support & Education)	Positive Behaviour Support & Education Scope and Sequence Term 1: Interoception/Zones of Regulation and UR Strong and Individual Pathway Planning Term 2: RRRR and UR Strong and Seasons of Friendship Term 3: Bullying Prevention Program and Restorative Practice and Cyber Safety program Term 4: Character Strengths and Protective Behaviours and Individual Pathway Planning/Health Education Dept: IPP Resource – Yr 7 (Term 1 and 4) Western Australian Curriculum	3
HASS	Cross-curricular Planning Package (Middle School) Western Australian Curriculum	1
Science	Cross-curricular Planning Package (Middle School) Western Australian Curriculum	1
Community Time/Digi Tech	Western Australian Curriculum	1
Phys Ed and Options	Western Australian Curriculum	6
TOTAL		25

Subject	Year 8 Timetable Overview	
	Guiding/Programming Documents	Time (hrs per week)
English	WCHS ESC Year 7 to 10 Overview DI Reading – 4 x 20 minute interventions/week DI Spelling – 4 x 20 minute interventions/week Class Reading/Writing/Rich Tasks – 8 x 40 minute sessions/week Western Australian Curriculum	8
Maths	WCHS ESC Year 7 to 10 Overview DI Mathematics – 5 x 30 minute interventions/week Class Rich Tasks – 5 x 30 minute sessions/week Western Australian Curriculum	5
SEL & Health (Positive Behaviour Support & Education)	Positive Behaviour Support & Education Scope and Sequence Term 1: Zones of Regulation and UR Strong and Individual Pathway Planning Term 2: RRRR and UR Strong and Health Term 3: Bullying Prevention Program and Mindfulness and Cyber Safety program Term 4: Character Strengths and Protective Behaviours and Individual Pathway Planning Education Dept: IPP Resource – Yr 8 (Term 1 and 4) Western Australian Curriculum	3
HASS	Cross-curricular Planning Package (Middle School) Western Australian Curriculum	1
Science	Cross-curricular Planning Package (Middle School) Western Australian Curriculum	1
Community Time/Digi Tech	Western Australian Curriculum	1
Phys Ed and Options	Western Australian Curriculum	6
TOTAL		25

Subject	Year 9 Timetable Overview	
	Guiding/Programming Documents	Time (hrs per week)
English	WCHS ESC Year 7 to 10 Overview DI Reading – 4 x 20 minute interventions/week DI Spelling – 4 x 20 minute interventions/week Class Reading/Writing/Rich Tasks – 8 x 40 minute sessions/week Western Australian Curriculum	8
Maths	WCHS ESC Year 7 to 10 Overview DI Mathematics – 5 x 30 minute interventions/week Class Rich Tasks – 5 x 30 minute sessions/week Western Australian Curriculum	5
SEL & Health (Positive Behaviour Support & Education)	Positive Behaviour Support & Education Scope and Sequence Term 1: Zones of Regulation and UR Strong and Health Term 2: RRRR and UR Strong and Big Plan Term 3: Bullying Prevention Program and Mindfulness and Health Term 4: Character Strengths and Protective Behaviours and Individual Pathway Planning Education Dept: IPP Resource – Yr 9 (Term 1 and 4) Western Australian Curriculum	3
HASS	Cross-curricular Planning Package (Middle School) Western Australian Curriculum	1
Science	Cross-curricular Planning Package (Middle School) Western Australian Curriculum	1
Community Time/Digi Tech	Western Australian Curriculum	1
Phys Ed and Options	Western Australian Curriculum	6
TOTAL		25

BELIEVE

Building Equitable Links in Enterprise and Vocational Education

Subject	Year 10 Timetable Overview	
	Guiding/Programming Documents	Time (hrs per week)
Pathway Planning	Microenterprise (individualised enterprise following on from Big Plan) Work tasters: Group Volunteering (Semester 2)	20 hrs in Weeks 4 & 8 each term
Career Education	Education Dept: IPP Resource – Yr 10 (term 1) School developed Career Education Program (terms 2-4)	1
VET	Training Package: Certificate I Workplace Skills	5
English	DI Reading – 2 x 20 minute interventions/week DI Spelling – 2 x 20 minute interventions/week Class Reading/Writing – 4 x 40 minute sessions/week Western Australian Curriculum	4
Maths	WCHS ESC Year 7 to 10 Overview DI Mathematics – 4 x 30 minute interventions/week Class rich Tasks – 4 x 30 minute sessions/week Western Australian Curriculum	4
SEL & Health	Positive Behaviour Support & Education Scope and Sequence Term 1: RRRR and Health/ Individual Pathway Planning Term 2: Mindfulness Program and Health Term 3: Bullying Prevention Program and Health/Protective Behaviours Term 4: Character Strengths and Health/Protective Behaviours/ Individual Pathway Planning	2
HASS	Cross-curricular Planning Package (Middle School) Western Australian Curriculum	1
Science	Cross-curricular Planning Package (Middle School) Western Australian Curriculum	1
Community Time/Digi Tech	Western Australian Curriculum	1
Phys Ed and Options	Western Australian Curriculum	6
TOTAL		25

BELIEVE

Building Equitable Links in Enterprise and Vocational Education

Subject	Year 11 Timetable Overview	
	Guiding/Programming Documents	Time (hrs per week)
Pathway Planning	Pathway Planning Weeks: Microenterprise, or Volunteer Work, or WPL	20 hrs in Weeks 4 & 8 each term
	ASDAN Towards Independence: Work Awareness	4
Career Education	Education Dept: IPP Resource – Yr 11 (term 1) School development Career Education Program (terms 2-4)	2
VET	iVET Training Package: Certificate I in Active Volunteering	5
English	DI Reading – 4 x 20 minute interventions/week English P Course Units 1 & 2 (4 x 40 minute sessions/week)	4
Maths	DI Mathematics – 3 x 30 minute interventions/week Class rich Tasks – 3 x 30 minute sessions/week	3
SEL & Health	Positive Behaviour Support & Education Scope & Sequence Term 1: RRRR & The Successful Mind Term 2: Mindfulness Program and The Successful Mind Term 3: Bullying Prevention Program and Health	2
Connection to Community	ASDAN Towards Independence: Out in the Community	4
Community Time		1
TOTAL		25

BELIEVE

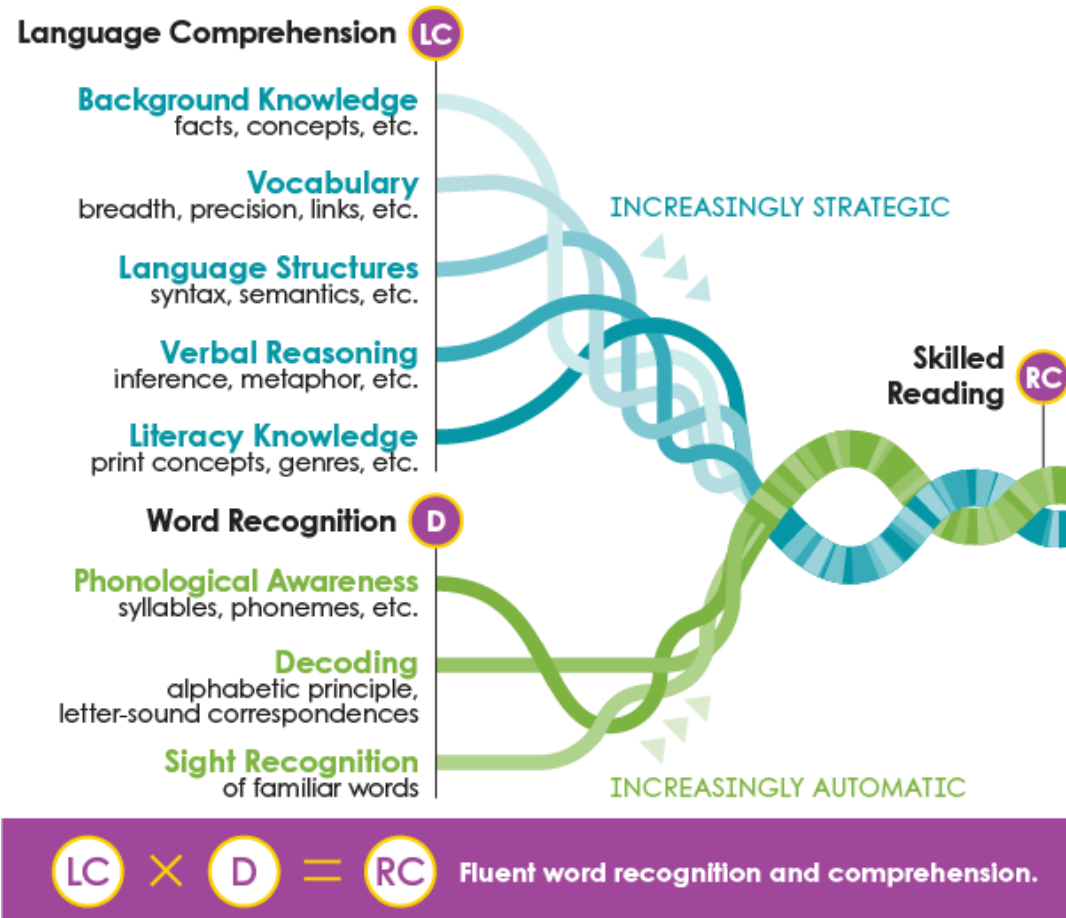
Building Equitable Links in Enterprise and Vocational Education

Subject	Year 12 Timetable Overview	
	Guiding/Programming Documents	Time (hrs per week)
Pathway Planning	Pathway Planning Weeks: Microenterprise, or Volunteer Work, or WPL	16 hrs in Weeks 4 & 8 each term
Career Education	Education Dept: IPP Resource – Yr 12 (term 1) School development Career Education Program (terms 2-4)	2
VET	Training Package: Certificate I in Leadership	9
English	DI Reading – 4 x 20 minute interventions/week English P Course Units 3 (4 x 40 minute sessions/week)	4
Maths	DI Mathematics – 3 x 30 minute interventions/week Class rich Tasks – 3 x 30 minute sessions/week	3
SEL & Health	Positive Education Scope & Sequence Term 1: RRRR & The Successful Mind Term 2: Mindfulness Program and The Successful Mind Term 3: The Bully Project and Health	2
Connection to Community	ASDAN Towards Independence: Using Leisure Time	4
Community Time		1
TOTAL		25

English

This document covers the intervention processes for literacy at Warnbro CHS ESC. All intervention processes are evidence-based, drawing upon research studies, assessment data, and best practices. Data collection occurs regularly to assess student progress and ensure they are accessing the program that will best address their needs. Interventions are designed to be twenty minutes in duration, with regular monitoring of effectiveness. Selection of interventions is based on individual student data and needs, with careful consideration given to aligning interventions with evidence-based practices and student progress. Following documents cover the individual reading, spelling, vocabulary and writing programs and processes within the school.

Scarborough's Reading Rope



This interpretation of the Reading Rope incorporates Gough & Tunmer's (1986) Simple View of Reading.

Reading for Comprehension Intervention Plan (20-minute blocks – x4 (Year 7-9), x2 (Year 10-11) per week)

Curriculum Year	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Testing Age	5.00 and below	5.01-6.08	6.09-7.02	7.03-9.03	9.04-9.11	10.00-10.11	11.00-11.11
Reading Tasks	Dandelion Readers Or Moon Dog Series 1	Moon Dog Series 2	Totem	Reading A-Z	Reading A-Z	Reading A-Z	Reading A-Z
For specific need/catch up readers		Magic Belt	Moon Dog – Vowels	Alba, Talisman 1	Rescue, Island Adventure	Titan's Gauntlet, Talisman 2	

Curriculum Year	Year 7	Year 8	Year 9	Year 10
Testing Age	12.00-12.11	13.00-13.11	14.00-14.11	15+
Reading Tasks	Individualised books and program Access class reading/writing program at level.	Individualised books and program Access class reading/writing program at level.	Individualised books and program Access class reading/writing program at level.	Individualised books and program Access class reading/writing program at level.

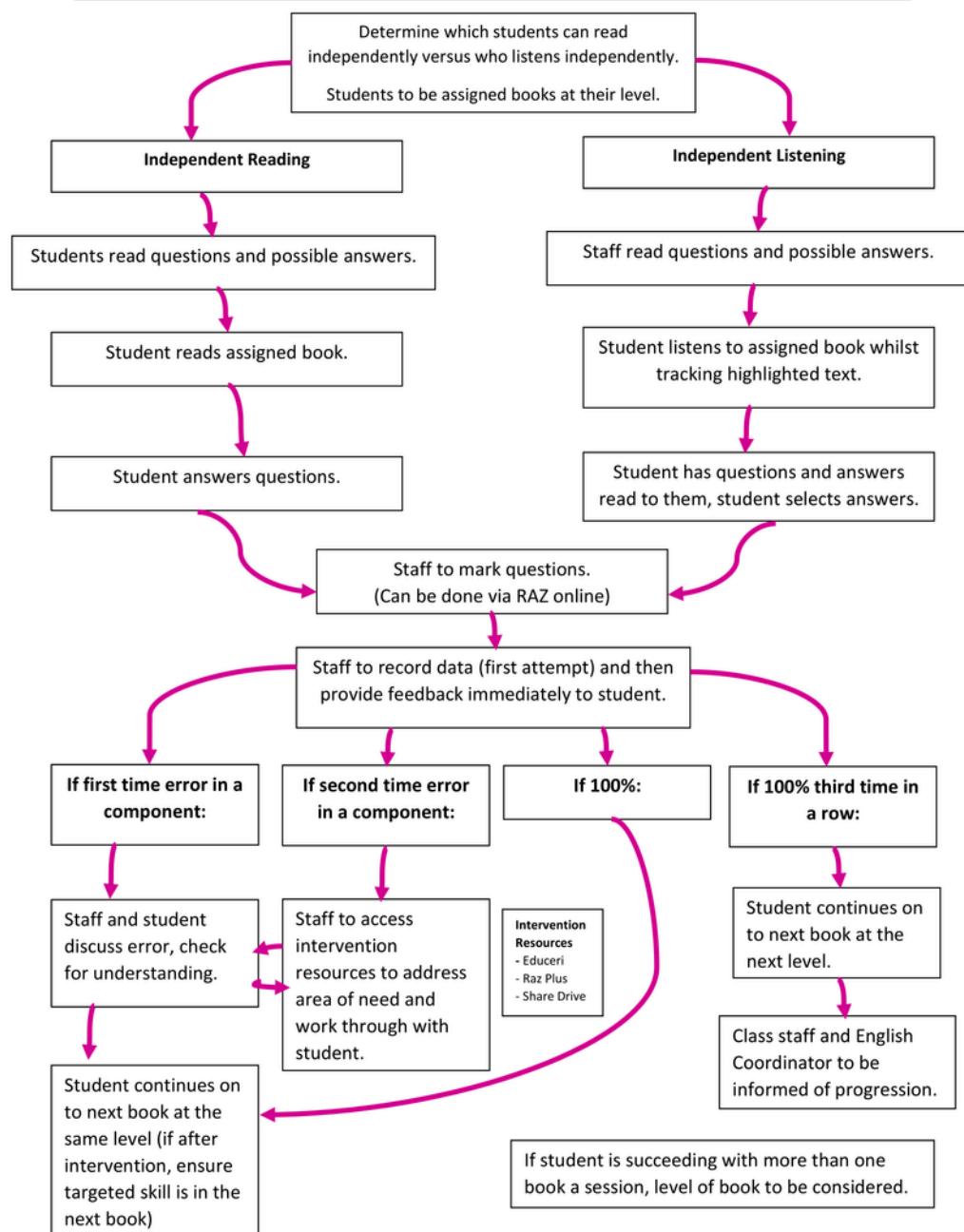
Spelling Intervention Plan (20-minute blocks – x4 (Year 7-9), x2 (Year 10-11) per week)

Curriculum Year	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Testing Age	6.09 and below	6.10-7.07	7.10-8.06	8.06-9.00	9.01-10.00	10.01-11.00	11.01-12.00
Spelling Tasks	Heggerty (Full/Targeted) Spelling Process Group One	Heggerty (Targeted) Spelling Process Group Two	Heggerty (Targeted) Spelling Mastery A	Spelling Mastery B Vocab A-Z	Spelling Mastery C Vocab A-Z	Spelling Mastery D Vocab A-Z	Spelling Mastery E Vocab A-Z

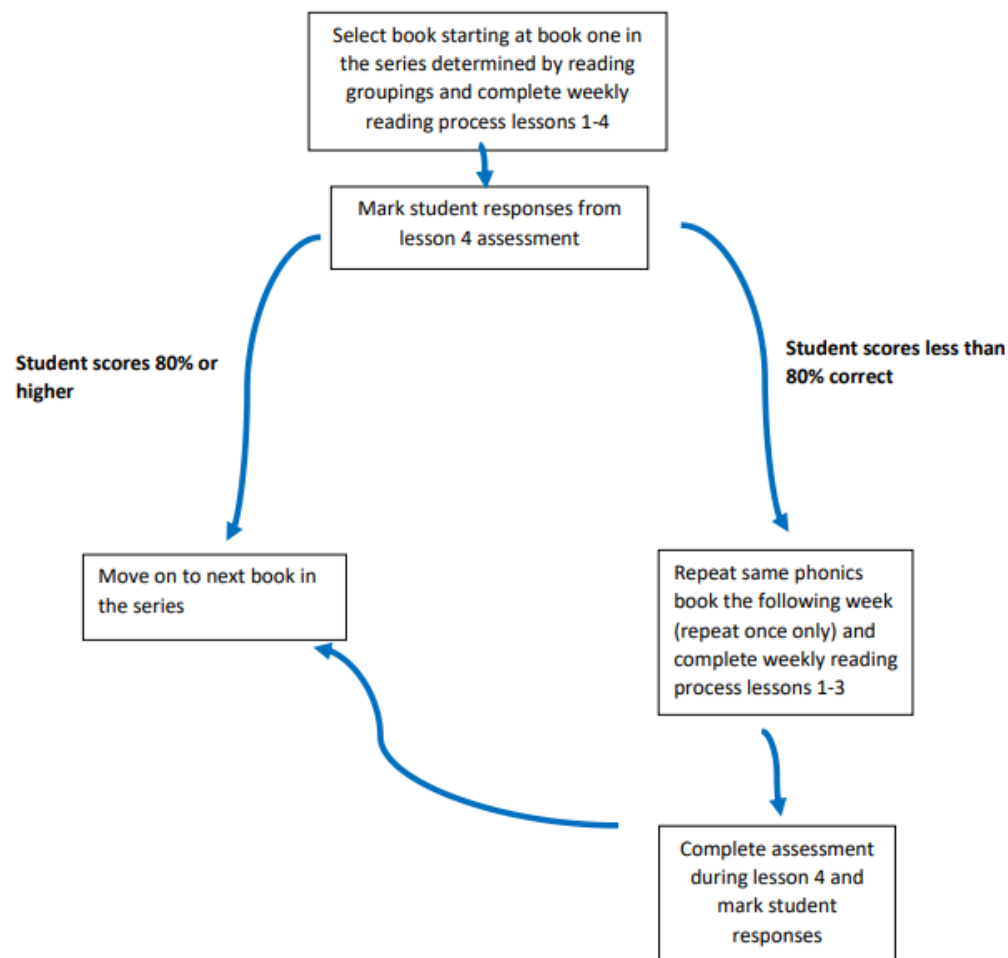
Curriculum Year	Year 7	Year 8	Year 9	Year 10
Testing Age	12.01-13.00	13.00-13.11	14.00-14.11	15+
Spelling Tasks	Morphographs Vocab A-Z	Morphographs Vocab A-Z	Individualised Program related to age level curriculum	Individualised Program related to age level curriculum

NOTE: This is not a one size fits all document. Some students will work on different tasks in consultation Curriculum Coordinator.

Language Comprehension Intervention Lesson Process



Selecting Book for Weekly Reading Process (Phonics Books)



* only repeat same book once before moving on even if still scoring below 80%

*if students are really struggling with the selected phonics book (e.g. less than 50%) or are finding them too easy use 'diagnostic assessment' to determine phonics book placement.

Lesson 1 (Day 1)

(Before starting – staff to check with teacher what book to do, staff to record the book and date)

- 1.Sound letter knowledge-teacher introduces target sounds from book by writing the letters one at a time and naming the sound (this may be a set of sounds e.g. satim or an individual sound e.g. ai depending on the book)
- 2.Read book- students should read the book out loud so that feedback can be provided in real time to support decoding
- 3.Complete questions for discussion from workbook

Lesson 2 (Day 2)

(Before starting – staff to check with teacher what activity they should be completing)

- 1.Review sound letter knowledge -teacher to provide the letters for each target sound and get the students to name the sound
- 2.Complete at least 1 reading activity from workbook (Staff utilising master phonics workbook only and not providing individual photocopies to students)
- 3.Complete at least 1 reading comprehension activity from workbook (Staff utilising master phonics workbook only and not providing individual photocopies to students)

Lesson 3 (Day 3)

(Before starting – staff to check with teacher what activity they should be completing)

- 1.Review sound letter knowledge -teacher to provide the letters for each target sound and get the students to name the sound
- 2.Complete at least 1 reading activity from workbook (Staff utilising master phonics workbook only and not providing individual photocopies to students)
- 3.Complete at least 1 reading comprehension activity from workbook (Staff utilising master phonics workbook only and not providing individual photocopies to students)

Lesson 4 (Day 4)

(Before starting – staff to ensure they have a way to record reading accuracy)

- 1.Review sound letter knowledge- teacher to provide the letters for each target sound and get the students to name the sound
- 2.Read book- students should read the book out loud so that teacher can track reading accuracy and determine whether student is ready to move onto next book (limit feedback during this time)
- 3.Get students to read target words from back of book- 80% accuracy move onto next book

- Less than 80% repeat book next week (only repeat once before moving on even if not at 80% by the end of week 2)
- Teacher to follow process outlined in flow chart to determine phonics book for next week

1. Phonemic awareness (if students have been identified as requiring support with this skill)

Lessons 1-4 -Complete identified activities from Heggerty Bridge the Gap OR complete full Heggerty lesson as advised by speech pathologist.

2. Select spelling list.

Lesson 1 ONLY

- a) Teacher selects spelling list according to flow chart.
- b) Students record all ten selected words into chosen format.

3. Phonics knowledge (map sounds to letters)

Lesson 1- teacher introduces the target letters/sounds for the week e.g., 'satim' presenting each sound one at a time and writing or showing the corresponding letter (check spelling words to ensure correct use of letter sound).

Lesson 2-4 – teacher to say the sound for each target letter one at a time and get the students to find the corresponding letter or write the corresponding letter.

4. Learning selected words in a variety of ways.

Lesson 1-2- teacher verbally produces the first word in the list and students-

- a) Listen to the word and repeat verbally.
- b) How many syllables in the word?
- c) What is the first sound?
- d) What is the Middle Sound?
- e) What is the last sound?
- f) What is a rhyming word?
- g) Write word onto selected recording document (in journal, on whiteboard, using letter tiles).
- h) Repeat steps a-g with the rest of the words in the spelling list.
- i) Write words and complete activity (First Steps – 2. Ways to Learn Words Formats)

Lesson 3- teacher verbally produces the first word in the list and students-

- a) Write words and complete activity (First Steps – 2. Ways to Learn Words Formats)
- b) Find definition for word.
- c) Place the word into a sentence either verbally or written based on student level.
- d) Repeat steps a-c with the rest of the words in the spelling list.

Lesson 4- testing spelling knowledge

- teacher presents each spelling word one at a time and asks the student to spell the word in a written format (in journal, on whiteboard, using letter tiles: First Steps - 3. Testing Words Format and First Steps – 4. Recording Progress Formats). Results to be recorded by teachers.

- students have mastered spelling list words if they score around 75% (e.g., 6/8) or above.

- if the student has not mastered spelling list words, complete same target sound with alternate words next week.

- only repeat same target sounds once before moving on even if still scoring below 75%.

E.g., Week 1 List 2 words 1-8

Week 2 List 2 words 9-16

Week 3 move onto list 3.

- teacher to follow process outlined in flow chart to determine spelling list for next week

Weekly Spelling Process Group 2

1. Phonemic awareness (if students have been identified as requiring support with this skill).

Lessons 1-4 -Complete identified activities from Heggerty Bridge the Gap OR complete full Heggerty lesson as advised by speech pathologist.

2. Select spelling list.

Lesson 1 ONLY

- Teacher selects spelling list words starting with list 1 (five words).
- Teacher and student select five individual words to complete list of ten: words are to be student interest, high frequency words, subject area specific words, words related to a current topic or theme or words misspelt in writing from other tasks. Students should access words they have written into documents from other lessons (First Steps – 1. Collecting Word Formats).
- Students record all ten selected words into chosen format.

3. Phonics knowledge (map sounds to letters).

Lesson 1 - teacher introduces the target letters/sounds for the five given list words of the week e.g., alternative spellings for 'ai' presenting each sound one at a time and writing or showing the corresponding letter (check spelling words to ensure correct use of letter sound).

Lesson 2-4 – Utilising words selected in lesson one, teacher to say the target sound and ask the students to write all alternative spellings of that sound e.g., ai- ay, a, a_e, ea.

4. Learning selected words in a variety of ways.

Lesson 1-2 - teacher verbally produces the first word in the list and students-

- Listen to the word and repeat verbally.
- How many syllables in the word?
- What is the first sound?
- What is the Middle Sound?
- What is the last sound?
- What is a rhyming word?
- Write word onto selected recording document (in journal, on whiteboard, using letter tiles).
- Repeat steps a-g with the rest of the words in the spelling list.
- Write words and complete activity (First Steps – 2. Ways to Learn Words Formats)

Lesson 3 - teacher verbally produces the first word in the list and students-

- Write words and complete activity (First Steps – 2. Ways to Learn Words Formats)
- Talk about any patterns or spelling conventions e.g., 'ay' is always at the end of the word, 'ee' at the end of a word is spelled with a 'y'
- Find definition for word.
- Place the word into a sentence either verbally or written based on student level.
- Repeat steps a-d with the rest of the words in the spelling list.

Lesson 4 - testing spelling knowledge

- teacher presents each spelling word one at a time and asks the student to spell the word in a written format (in journal, on whiteboard, using letter tiles: First Steps - 3. Testing Words Format and First Steps – 4. Recording Progress Formats). Results to be recorded by teachers.

- students have mastered spelling list words if they score 80% (e.g., 4/5) or above.
- if the student has not mastered spelling list words, complete same target sound alternate words next week.

- only repeat same target sounds once before moving on even if still scoring below 80%.

- students have mastered individual words if they are correct.

- if the student has not mastered an individual word, repeat only this word/s next week.

Lessons 1-4 if spare time at the end of a lesson can complete activities using words lists on Vocab A-Z.

Weekly Spelling Process Non /Minimally Speaking

1. Select spelling list.

Lesson 1 ONLY

- Teacher selects spelling list according to flow chart.
Students record all ten selected words into chosen format.

2. Phonics knowledge (map sounds to letters)

Lesson 1 - teacher introduces the target letters/sounds for the week e.g., 'satim' presenting each sound one at a time and writing or showing the corresponding letter

*while teaching letter sounds teacher to also teach the corresponding sign that goes with each sound (see separate Auslan Alphabet document).

*Check spelling words to ensure correct use of letter sound

Lesson 2-4 - teacher to say the sound for each target letter one at a time and get the students to produce the sign for each sound and then find the corresponding letter or write the corresponding letter.

3. Learning selected words in a variety of ways.

Lesson 1-2 - teacher verbally produces the first word in the list and students-

- Listen to the word.
- How many syllables in the word? (Can clap, hold up number of fingers or use device to answer)
- What is the first sound? (Student can sign the corresponding letter/sound)
- What is the Middle Sound? (Student can sign the corresponding letter/sound)
- What is the last sound? (Student can sign the corresponding letter/sound)
- Write word onto selected recording document (in journal, on whiteboard, using letter tiles).
- Repeat steps a-f with the rest of the words in the spelling list.
- Write words and complete activity (First Steps – 2. Ways to Learn Words Formats)

Lesson 3 - teacher verbally produces the first word in the list and students-

- Write words and complete activity (First Steps – 2. Ways to Learn Words Formats)
- Find definition for word.
- Place the word into a sentence either verbally or written based on student level.
- Repeat steps a-c with the rest of the words in the spelling list.

Lesson 4 - testing spelling knowledge

- teacher presents each spelling word one at a time and asks the student to spell the word in a written format (in journal, on whiteboard, using letter tiles: First Steps - 3. Testing Words Format and First Steps – 4. Recording Progress Formats). Results to be recorded by teachers.

- students have mastered spelling list words if they score around 75% (e.g., 6/8) or above.

- if the student has not mastered spelling list words, complete same target sound with alternate words next week.

- only repeat same target sounds once before moving on even if still scoring below 75%.

E.g., Week 1 List 2 words 1-8

Week 2 List 2 words 9-16

Week 3 move onto list 3.

- teacher to follow process outlined in flow chart to determine spelling list for next week






Colourful Semantics

Colourful Semantics is a system for colour coding sentences according to the role of different words to support spoken and written language learning across the curriculum. It can be used for:

- sentence development
- understanding questions
- developing narrative
- understanding written text
- developing vocabulary and learning facts

e.g., **WHO DOING WHAT WHERE** - Joe put the book in the bag.

WHO DOING WHERE - The boy's dog is hiding in the dark forest.
(with grammar shapes)

Question Word	Colour	Part of Speech
Basic Coding		
(What) Doing?	Yellow	Verb
Who?	Orange	Noun
What?	Green	Noun
Where?	Blue	Noun
Who to?	Pink	Noun
Extended Coding		
What like?	Shape: cloud 	Adjective/concept
When?	Brown	Adverb (time)
How?	Black	Adverb (manner)
Why?	Purple arrow 	Connective/ Conjunction (because, although, until, and, then, so)
Sentence joining	Purple rectangle 	
Little doing words	Little diamond 	Auxillary verb (is, were, can, be, get)
Whose?	Shape: star 	Possessive

How Colourful Semantics Works

Question words are used to tap into the meaning links and are assigned a colour.

What doing= yellow, Who=orange, What= green, Where=blue, To Whom= pink

The key to these meaning links is the verb/action word.

1. Introduce the concept-discuss how sentences are made up of different parts, such as the who, what doing, and what and these can be represented by colours. Explain how different words have different meanings and how they are related to each other within a sentence.
2. Start with simple sentences- start with short, basic sentences that are easy for your students to understand. Use the color-coded chart to help your students identify the different parts of the sentence. Ask them to point to the who (orange), the what doing (yellow), and the what (green).
3. Build up to more complex sentences-gradually introduce more complex sentence structures, such as sentences with more than one verb or sentences with embedded clauses. Use the color-coded chart to help your students identify the different parts of the sentence and understand how they are related to each other.

Principles of Colourful Semantics

Principle One-Find the verb and ask the questions then choose the colour/shape that goes with that question. You are looking for which of the questions have to be put with the verb for the sentence to make sense.

e.g. for the verb 'ate' the essential questions are '**who ate?**' and '**what did she eat?**'

The girl ate the biscuit.

Principle Two- all the words that answer the question are the same colour e.g. '**in the kitchen**' would all be blue for '**where**'

Principle Three- gradually reduce the amount of coding support e.g.

- 1.coloured cards being arranged to match a coloured line.
- 2.white card arranged on coloured line.
- 3.coloured lines under words/symbols

Basic Order of Teaching

1. Start with verb + 1 participant e.g. WHO DOING (The boy is running)	6. Increase verb and noun variety
2. Increase variety of verbs/nouns	7. Contrast with 'what like?' e.g. He is eating versus He is tall
3. Add different participant e.g. DOING WHAT (Eat dinner) DOING WHERE (Jump on the mat)	8. Introduce verb + 3 participants (e.g. give/show/put) WHO DOING WHAT WHO TO (MUM IS GIVING A SWEET TO THE GIRL) WHO DOING WHAT WHERE (Joe put the book in the bag)
4. Increase variety of verbs/nouns	
5. Introduce verb + 2 participants. Same vocab e.g. WHO DOING WHAT (Joe is eating a cake) WHO DOING WHERE (The girl walked to school)	

English Learner Strategies

VOCABULARY DEVELOPMENT

Develop Concept Definitions

Written definitions, labeled examples, and Checking for Understanding

Attach a Label to Prior Knowledge

"There's a name for that. It's called _____."

Clarify Multiple Meanings

Give known meaning (*pupil* as student); give new meaning (*pupil* as in eye)

Use Synonyms

Define with an easier synonym, as *enormous* means *large*

Define New Words

Define & generalize; *identify* means *find* as in *Identify the noun*.

Explain Homophones

Define words that sound alike, as in *whole*, *hole*

Break Words into Recognizable Parts

Teach roots, prefixes, suffixes, as in *equilateral*

Use Academic Relationship Words

Change *same* to *similar*; change *tells about* to *discusses*

Define Words in Context of Lesson

Define Content, Academic, & Support Words

All students need to learn new vocabulary. In EDI for students in Years 7-12, we teach six to seven new vocabulary words in every lesson. The words come directly from the lesson itself and are taught in context as they show up during the lesson. Some new words are Content Vocabulary taught during Concept Development. Academic and Support Vocabulary can show up anytime during the lesson.

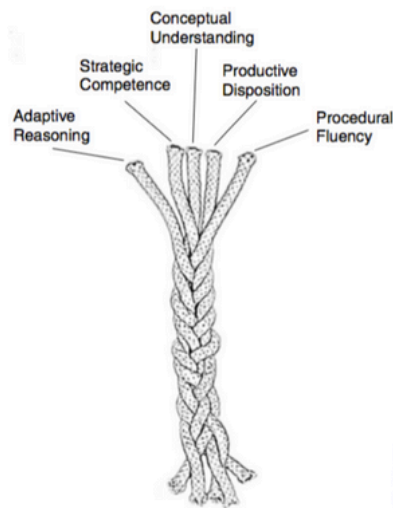
Students should be taught 6-7 new words each lesson.

Maths

These documents cover the intervention processes for numeracy at Warnbro CHS ESC. All intervention processes are evidence-based, drawing upon research studies, assessment data, and best practices. Data collection occurs regularly to assess student progress and ensure they are accessing the program that will best address their needs. Interventions are designed to be thirty minutes in duration, with regular monitoring of effectiveness. Selection of interventions is based on individual student data and needs, with careful consideration given to aligning interventions with evidence-based practices and student progress.

Maths Proficiency

Our goal is to increase our students' maths proficiency. Maths proficiency can be thought of as a blend of concepts, procedures, strategies, reasoning, and disposition.



Conceptual Understanding – Integrated and functional grasp of mathematical ideas (the comprehension of concepts, operations, relationships)

Procedural Fluency – Knowledge of procedures, of when and how to use them, and skill in performing them flexibly, accurately, and effectively.

Strategic Competence – The ability to formulate mathematical problems, represent them and solve them.

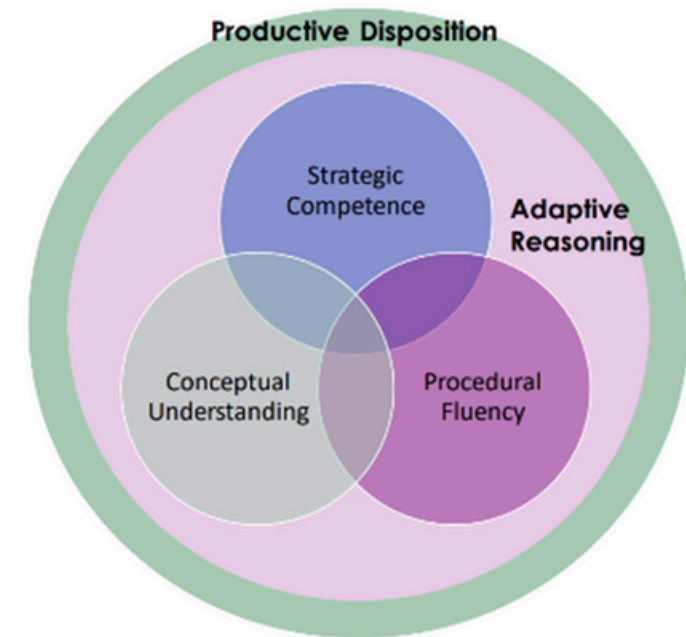
Adaptive Reasoning – The capacity to think logically about the relationships among concepts and situations.

Productive Disposition – The tendency to see sense in mathematics, perceive it as both useful and worthwhile, believe that steady effort pays off and to see oneself as an effective learner and doer of maths.

A productive disposition in math is crucial as it fosters a positive attitude, resilience, and a belief in one's ability to understand and apply mathematical concepts, leading to improved problem-solving skills and overall academic success.

A productive disposition in math is important for both teachers and students because it creates a positive learning environment where students are more engaged, motivated, and confident in their mathematical abilities, while teachers are better equipped to foster a growth mindset and support students in overcoming challenges. This mutual positivity enhances the teaching and learning experience, leading to improved outcomes and a deeper appreciation for math.

Reference: Clearinghouse, 2021



Outline of Maths at Warnbro ESC

Maths Blocks	
Year 7-9	5 Sessions/week
Year 10	4 Sessions/week
Year 11 and 12	3 Sessions/week

Maths Time Structure	
30 minutes	Bridges Interventions
30 minutes	Rich learning tasks

Effective strategies for instruction and intervention mapped to WCHS ESC Lesson Plan

Learning Objective:

Identify the mathematical concept and describe exactly what you will teach the students to do during the lesson (the skill). The Learning Objective describes the next logical step in sequence towards proficiency.

Activate Prior Knowledge:

Make a logical and sequential link to students' previous mathematic knowledge.

Concept Development:

Provide written definitions and labelled examples of concept words (Mathematical Language) and academic vocab if they happen to be in your definition. Worked-out examples can be used to explain to students how a process is done. This may include the use of Number Lines and Representations. Mathematical problems may be presented as a Word Problem. Ask CFU questions.

Skill Development:

Model the thinking required while you solve problems related to the lesson. Model use of Number Lines and Representations (CRA) if applicable. Ask CFU questions: How did I...?

Relevance:

Provide reasons why the content is important for students to learn. Reasons should include the vocabulary learned in the lesson.

Guided Practice:

Build students' skills. Direct students to execute the steps (modelled in Skill Development) including the use of Number Lines and representations (CRA) if applicable. Ask CFU questions that address processes such as the thinking behind the analysis of word problems, the analysis of graphs and geometric figures, or the mathematical computations used. Ask CFU questions: How did you...?

Closure:

Check that students have learnt the concept, process, &/or strategy, and are ready for Independent Practice. Identify if there are continued misunderstandings that need to be addressed.

Independent Practice:

Provide students with additional repetitions of the concept, process &/or strategy for practice, consolidation, and extension. Students access the processes and strategies modelled during Skill Development and Guided Practice e.g. Number Lines, Representations (CRA). Timed Activities can form part of Independent Practice.

Maths Intervention Process

Screening

Who is at risk? Who needs close monitoring? Who needs diagnostic testing? Areas of focus for further diagnostic assessment. Routine screening detects systemic and individual student risk, to assist in improving instruction and to evaluate existing programs.

PAT Maths data

Provides a guide to what year level student is performing at, and some indication of areas of deficit, or areas to investigate further.

Diagnostics

What are the students' strengths and weaknesses? Why are they struggling? Is there a performance (motivation) deficit rather than a skill deficit? Diagnostics are used for: identifying skills that may be problematic for students; identifying errors students are making when solving specific problem types; identifying persistent misconceptions; identifying if there is a motivation and engagement deficit.

First Steps

Targeted diagnostics used to further identify specific skill deficits, error analysis and misconceptions.

Mathematics Learning Sequences

Targeted diagnostics used to further identify specific skill deficits, error analysis and misconceptions.

Intervention

Bridges Intervention - supplemental, small-group instruction for students who would benefit from extra time and support in critical numeracy and computation skills
Alternative resources to come from First Steps, Mathematics Learning Sequences, Scootle, Educiri, Dr Paul Swan, Foundational Knowledge & Skills Progression and I Can Statements, Numeracy progressions (ACARA).

Resources to come from First Steps, Mathematics Learning Sequences, Scootle, Educiri, Dr Paul Swan, Numeracy progressions (ACARA).

Progress Monitoring

How is the student responding to the intervention? Are they making progress? Formative assessment of students to determine whether the students are progressing; providing information regarding effectiveness of the intervention.

Bridges - The last session in each module is devoted to progress monitoring. Students must meet criteria before moving on to the next module of instruction. If a student is not making adequate progress other strategies, such as further diagnostics, or making adjustments to intervention (assistance, grouping, activities, prerequisite skills), may be considered.

Assessment

Have we accomplished our goals for the student? What do we need to focus on next? Provides data about progress made towards learning outcomes and can be useful for planning the next focus area of instruction.

Bridges Intervention Process

Starting Point (teacher led)

- Volume and Module to start at is to be based on needs of student as determined by placement testing and/or analysis of student data

Prepare for Intervention

- Read the Volume Introduction - Introduction, Concepts, Models, Preparation and Glossary
- Identify any new vocab contained within the Volume that needs to be explicitly taught
- This needs to be done for each Volume being delivered

Prepare for the Module

- Read the Module overview - Major Instructional Targets and Planner
- Prepare the Materials for Module (checklist available)

Prepare for the Session

- Determine with your class team: staff allocation to groups, student groupings (who is in your group), and learning environments (where you are working)
- For your allocated group:
 - Check the Bridges Intervention Monitoring Tool to determine which session to deliver and check notes on student progress
 - Read the session activities (Warm-Ups, Activity, and Practice Page)
 - Prepare the materials for the session (considering notes on Monitoring Tool)
 - Create a visual of the Learning Objectives for the session (refer to the Instructional Goals)

Deliver the Session

- Deliver session referring to Learning Objectives (Instructional Goals) and the Questioning Strategies (CFU)
- Ensure each component of the session is being delivered following the suggested timing
- Provide students with immediate feedback (on what they are doing well and learning targets for following sessions)

After the Session

- Complete the Bridges Intervention Monitoring Tool
- Complete the Recording Tool if required (after Progress Monitoring session)

Review Point (teacher led)

- Review student data and determine next steps (after Progress Monitoring session do they remain in Module, require tier 3 intervention, progress to next Module, move to new Volume?)



Set 1 Introduction

Effective Strategies for Instruction and Intervention

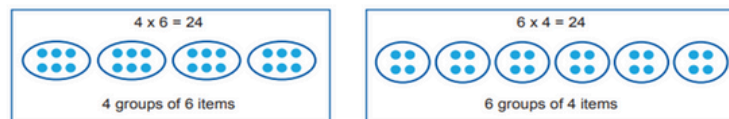
The purpose of this document is to provide a summary of the evidence informed elements of effective instruction and intervention that are to be included in delivery of mathematics.

Elements and Evidence	Definition	Supporting Information
Systematic and Explicit Instruction (Monash DSF, Clearinghouse, NCII)	Well-crafted lessons that explicitly teach content to all students. It is composed of lesson design components and lesson delivery strategies that are logically sequenced and allow for incremental instruction. Opportunities to build, practice, consolidate and extend.	<ul style="list-style-type: none"> Warnbro CHS ESC Well Crafted Lesson Plan Engagement Norms TAPPLE When introducing new concepts and procedures, use accessible numbers to support learning. Provide immediate supportive feedback to address any misunderstandings.
Effective Questioning and Providing Feedback (NCII)	In mathematics this will include the explicit teaching of strategies to identify underlying structures, relationships, and cognitive strategies, modelling the steps for solving problems, providing sufficient practice opportunities and ongoing feedback.	Pages 5-10 'Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades'
Guided and Independent practice (Monash)		
Logically sequencing examples (Monash)		
Contextualised (Monash)		

Example 1.1. Putting together the steps of Recommendation 1.

The teacher **reviews what the students have previously learned** about the equal-sized groups model (also known as the "groups of" or repeated subtraction model) and how it can be used to solve multiplication and simple division problems. The teacher reminds students of fact families and the inverse relationship between multiplication and division.

After **explicitly reviewing** what students know, the teacher **asks a student to explain** how the equal-sized group model can be used to solve the problem 4×6 . Because the student has **recently practiced** solving multiplication and division problems **with a visual representation**, the student draws 4 circles with 6 dots in each and explains how she created 4 groups of 6 and skip counted to solve the multiplication problem. If needed, the teacher is poised to **prompt the student** if she misses a key point and provide **corrective feedback**. The teacher asks another student to solve and explain the problem 6×4 .



The teacher asks another student to explain how the equal-sized group model can be used to solve the division problem 24 divided by 6. The student draws 24 dots and puts them in equal groups of 6 dots. The teacher **helps the student explain how the problem** can be solved by repeatedly subtracting groups of 6 from 24 to find out how many equal groups of 6 are in 24. Notice that they record the number of groups subtracted on the right side.

$$\begin{array}{r}
 24 \div 6 = 4 \\
 \begin{array}{r}
 6 \overline{) 24} \\
 \underline{-6} \\
 18 \\
 \underline{-18} \\
 0
 \end{array}
 \end{array}$$

4 groups of 6

The teacher **presents students with a variety of problems to solve** with multiplication and division fact families. The students practice solving the problems individually or with a partner. As students share their solutions with the group, the teacher **provides corrective feedback**. When the teacher hears or observes a student missing a key point, the teacher **asks guiding questions** to support the students with their explanations and support students' use of mathematically accurate language.

Representations and Concrete Representational Abstract (CRA) Approach

(DSF, Clearinghouse, NCII Monash)

Visual models or physical representations (Monash)

Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.

Concrete - The "doing" stage uses concrete objects to model problems. In the concrete stage, the teacher begins instruction by modelling each mathematical concept with concrete materials.

Representational - The "seeing" stage uses representations of the objects to model problems. In this stage, the teacher transforms the concrete model into a representational (semi-concrete) level.

Abstract - The "symbolic" stage uses abstract symbols to model problems. At this stage, the teacher models the mathematical concept at a symbolic level, using numbers, notation, and mathematical symbols to represent the number algorithm.

1. Teach prerequisite mathematical concepts.
2. Teach and practice modelling procedures concretely.
3. Connect the concrete to a representation of the concrete.
4. Practice modelling procedures representationally.
5. Connect the representation to the abstract symbols.
6. Practice the abstract modelling of the procedure.
7. Make connections between all three models to help students monitor their thinking and choice of representation.
8. Provide opportunities for student choice.

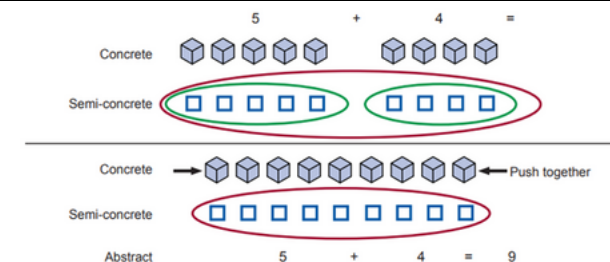
Concrete (Physical representations such as fraction circles, manipulative objects, red and yellow chips, cubes, base ten blocks, pattern blocks, fraction bars, geometric figures, diagrams)

Representational (Visual models which may involve drawing pictures; using circles, dots, and tallies; or, using stamps to imprint pictures for counting).

Abstract (Mental representations, the teacher uses operation symbols (+, ×, ÷, -) to indicate addition, subtraction, multiplication, or division.

LINKS
CONCEPT
DEVELOPMENT
SKILL DEVELOPMENT
GUIDED PRACTICE
INDEPENDENT PRACTICE

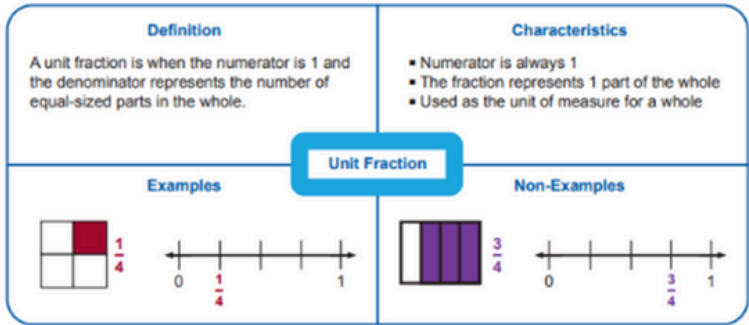
Pages 21-28 'Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades'



Mathematical Language (DSF, Clearinghouse) Teaching Vocabulary and Symbols (NCII)	Teach mathematical language (vocab) and support students use of language to help students effectively communicate their understanding of mathematical concepts. Mathematical concept vocab is formally defined during concept development, with written definitions and labelled examples. When writing learning objectives stick with the vocabulary contained in curriculum/program (i.e., SCASA, JEMM). If you start simplifying the language, students are not learning the correct academic and content vocab.	<ul style="list-style-type: none"> Warnbro CHS ESC Well Crafted Lesson Plan (explicitly taught in concept development phase and referred to throughout other phases) Vocabulary Development Poster Games, apps, activities for practicing. <p>Pages 11-20 'Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades'</p>
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Number Lines (DSF, Clearinghouse)	The number line is a unique mathematical representation that can concurrently represent all real numbers, including whole numbers and rational numbers, positive and negative numbers, and other sets of numbers. Consistent use of number lines can help students build understanding of the number system and improve their overall mathematics performance across a variety of mathematics content. Use the number line to help facilitate the learning of mathematical concepts and procedures, build understanding of grade-level material, develop a unified understanding of numbers and prepare students for advanced maths.	When a teacher consistently uses number lines during intervention, students gradually develop the ability to visualize a number line when considering the magnitude of a number such as a fraction, determining strategies for solving mathematics problems, or evaluating the reasonableness of their answers after solving problems. Number lines are an important tool for teaching and understanding magnitude and operations for both whole numbers and fractions. Number lines are also useful for demonstrating elapsed time problems, graphing coordinates, and displaying and analysing data. Vertical number lines are used to teach temperature and how to read thermometers, linear spring scales, or depth charts, and can be paired with a horizontal line to form coordinate grids. Pages 29-39 'Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades'
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Example 2.1. Graphic organizer that depicts a student-friendly definition, characteristics, examples, and non-examples for the term *unit fraction*.



Example 2.2. Concrete representation used to build students' understanding of the meaning of *equal* and the *equal sign* symbol in early elementary school (grades K–2).

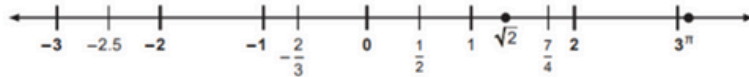
The teacher counts out 9 counters and 7 counters and lays them on the table in rows. She explains that the two rows need to be **equal** and explains that **equal means the same amount**.



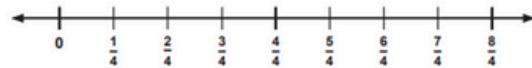
Next, she writes out the mathematical notation that is represented, explaining that the 7 counters are recorded as 7, the addition sign is recorded as +, the blank line represents an **unknown** value, the **equal sign** shows that the quantities represent the same value, and the 9 represents the total amount.

$$7 + \underline{\quad} = 9$$

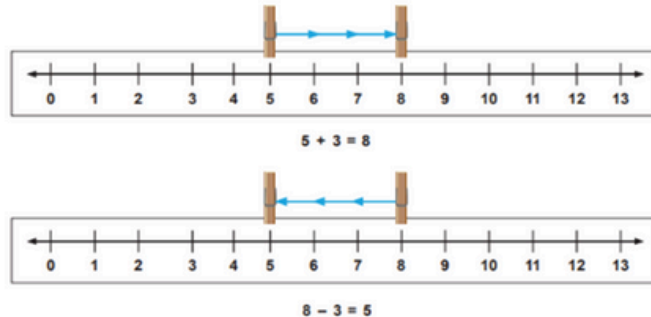
Example 4.1. Number line representing magnitudes of whole, positive, negative, rational, and irrational numbers.



Example 4.4. Fractions equal to, greater than, and less than 1.



Example 4.10. Show early elementary (grades K–2) students how to use number lines to add and subtract whole numbers.



Timed Activities (DSF, Clearinghouse) Fluency Building (NCII)	<p>Regularly include timed activities as one way to build students fluency (many correct answers in a short time) in mathematics. These must be based on already learned topics and students must have strategies to solve problems.</p> <p>Timed activities last between 1 and 5 minutes and are not the entire focus of the intervention. Instead, they are one component embedded within a multi-component intervention. Add timed activities to intervention once students have been working on a concept over many lessons. Do not use timed activities to introduce and teach mathematics concepts and operations.</p> <p>Timed activity can engage students by providing feedback in real time, including goals for improvement, and steadily increasing item difficulty. This feedback may include self-corrections.</p>	<ul style="list-style-type: none"> Flash cards Computer programs Worksheets Can be used in small groups. Can include game like features such as keeping score or working together to improve score. Chart/graph progress over time Whiteboards (EDI Links) <p>Pages 51-55 'Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades'</p>
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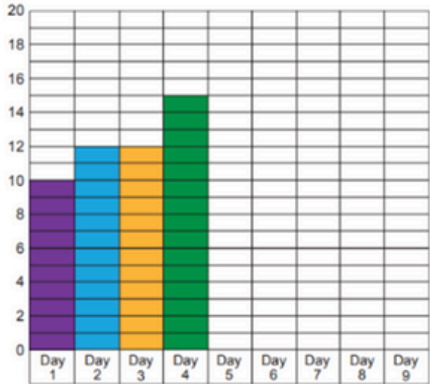
Word Problems (DSF, Clearinghouse) Through schema-based Instruction (SBI) (Monash)	<p>Word problems help students apply the mathematics they are learning, develop critical thinking skills, and begin to connect mathematics to a variety of scenarios or contexts.</p> <p>Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.</p> <p>To set up and solve word problems successfully, students need to read and understand the problem's narrative, determine what the problem is asking them to find, and identify one or more mathematical operations that will solve the problem.</p>	<p>Word problems that can be solved using computational procedures, such as addition, subtraction, multiplication, and division.</p> <p>Role-playing, gestures, or concrete and/or semi-concrete manipulatives, to help students visualize the problem and identify relevant information. Graphic organizers, diagrams, tables, or equations that directly link to the problem type by connecting to and representing the underlying mathematics in the word problem.</p> <p>Pages 40-50 'Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades'</p>
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Table 6.1. Examples of activities that can support fluency for various intervention topics.

Intervention topic	Fluency focus	Relevancy to the intervention
Fractions intervention (grade 4 and up)	Multiplication basic facts	Relevant for finding equivalent fractions for fractions addition and subtraction
	Equivalencies for benchmark fractions of $\frac{1}{2}$ and 1	Relevant for using benchmark numbers as a strategy to compare or order fractions or to estimate fraction magnitude on a number line
Place value with multi-digit addition and subtraction (grade 2 and up)	Addition and subtraction basic facts	Relevant so that students can efficiently add or subtract each place value
	Evaluate the problem to determine if regrouping is necessary	Relevant so that students can determine if regrouping is needed as a standard practice when adding or subtracting numbers with multiple digits

Note: This list is not comprehensive.

Example 6.1. Graph tracking scores for timed fluency activities.



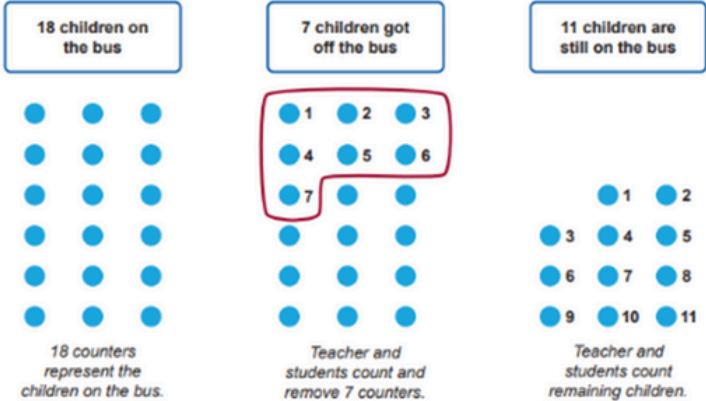
Example 5.1. Introducing a *Change* problem.

Story with all quantities

There were 18 children on the bus. 7 children got off the bus at the first stop.
11 children are still on the bus.

Word problem with a missing quantity

There were 18 children on the bus. 7 children got off the bus at the first stop.
How many children are still on the bus?



Additional examples of *Change* problems:

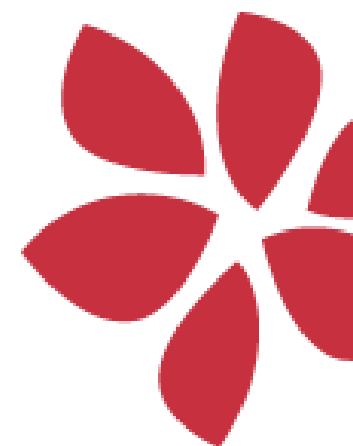
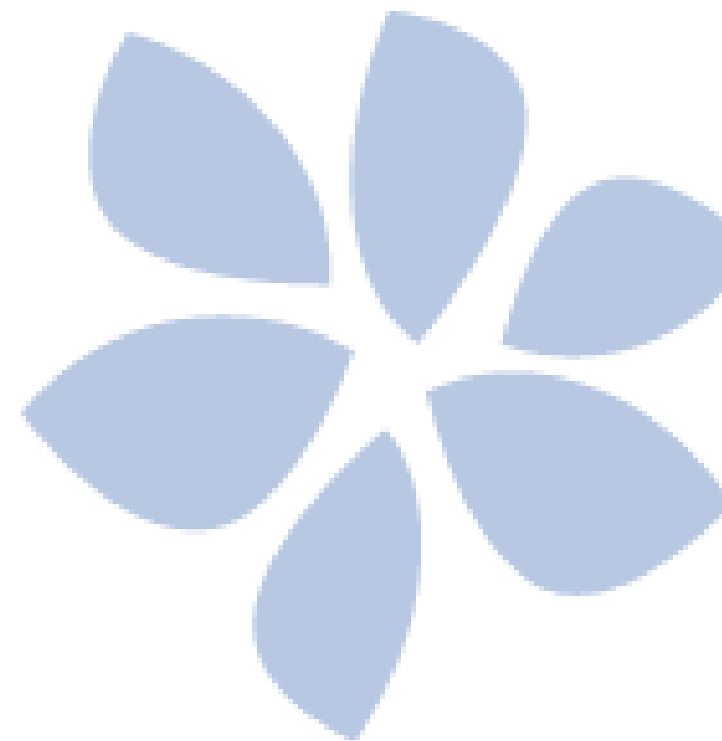
Quantity increase

The rose bush has 15 flowers blooming.
Then 12 more bloomed. How many flowers are blooming on the rose bush now?

Quantity decrease

Selina had 24 cupcakes. At her birthday the next day, she and her friends ate 16.
How many cupcakes does Selina have left to share with her family?

Resource	Summary	Link
SCASA	Department of Education WA, Western Australian Mathematics Curriculum. All planning is guided by these documents at WCHS ESC.	https://k10outline.scsa.wa.edu.au/home/year-7-to-year-10/mathematics
Numeracy Progressions	The progression can be used to identify the numeracy performance of individual students. Teachers can use the progression to support the development of targeted teaching and learning programs and to set clearer learning goals for individual students.	https://www.ofai.edu.au/media/iwbecoj/national-numeracy-progression-v3.pdf S:\AdminShared\E6096S01-Warnbro%20CHSESC\All%20Staff/Maths/national-numeracy-progression-v3.pdf
PAT Maths	PAT Maths Adaptive testing used by WCHS ESC to measure students' abilities accurately and efficiently in Maths, to diagnose gaps, strengths and weaknesses in student learning, and monitor student progress over time.	https://oars.acer.edu.au/warnbro-community-high-school-education-support-centre
Bridges Intervention	Supplemental, small-group instruction for students who would benefit from extra time and support in critical numeracy and computation skills	S:\AdminShared\E6096S01-Warnbro CHSESC\All Staff\CURRICULUM\Maths\Bridges Intervention Program\Bridges Intervention
First Steps	First Steps in Mathematics is a series of teacher resource books that is organised around sets of mathematics outcomes for Number, Measurement, Space, and Chance and Data. WCHS ESC uses these as diagnostics and to inform lesson activities.	S:\AdminShared\E6096S01-Warnbro CHSESC\All Staff\Maths\First Steps
Mathematics Learning Sequences	A series of learning sequences aligned to curriculum for years PP, 1, 2 and 7. The purpose of these resources is to outline the skills, knowledge, and understandings that students are expected to learn, practice and consolidate with expected learning for students, information for teachers and diagnostic ideas and activities.	S:\AdminShared\E6096S01-Warnbro CHSESC\All Staff\Maths\Intervention Resources\Mathematics Learning Sequences
Paul Swan	Links to curriculum and resources for each year 1-6 (Curriculum Threads, Milestones and Quick Curriculum Links documents).	S:\AdminShared\E6096S01-Warnbro CHSESC\All Staff\Maths\Intervention Resources\Paul Swan
Educri	Explicit lessons with links to curriculum. (Can type in curriculum code and will be able to find an EDI lesson linked to deficits).	https://educeri.com/ Login: Julie.Davies@education.wa.edu.au Warnbro6096
Scootle	Scootle provides Australian teachers with access to quality-assured digital learning resources aligned to the Australian and WA Curriculum.	https://scootle.edu.au/ec/p/home
Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades	Practice guide to be used by teachers providing mathematical interventions to students who are struggling. This resource also contains reference to the WCHS ESC Evidence Informed Elements of Effective Intervention.	S:\AdminShared\E6096S01-Warnbro%20CHSESC\All%20Staff/Maths/WWC2021006-Math-PG.pdf



Positive Behaviour Support & Education

This scope and sequence details all the programs to be delivered in the Positive Behaviour Support & Education hours across the school. All programs are evidence based and are regularly reviewed to ensure they remain appropriate to the needs to Warnbro CHS ESC students. Full programs are available on the Share Drive.

Scope and Sequence

Year	Term 1	Term 2	Term 3	Term 4
7 (3 x 1 hour session/week)	Interoception/Zones of Regulation/ Learning 2 Breathe	Resilience, Rights and Respectful Relationships (RRRR)	Bullying Prevention Program	Character Strengths
	UR Strong	UR Strong	Restorative Practice	Protective Behaviours
	Individual Pathway Planning	Health	Health (Cyber Safety Program)	Health/Individual Pathway Planning
8 (3 x 1 hour session/week)	Zones of Regulation/Interoception	Resilience, Rights and Respectful Relationships (RRRR)	Bullying Prevention Program	Character Strengths
	UR Strong	UR Strong	Protective Behaviours	Protective Behaviours
	Individual Pathway Planning	Health	Health (Cyber Safety Program)	Health/Individual Pathway Planning
9 (3 x 1 hour session/week)	Zones of Regulation	Resilience, Rights and Respectful Relationships (RRRR)	Bullying Prevention Program	Character Strengths
	UR Strong	UR Strong	Protective Behaviours	Protective Behaviours
	Individual Pathway Planning	Big Plan	Health	Individual Pathway Planning
10 (2 x 1 hour session/week)	Resilience, Rights and Respectful Relationships (RRRR)	Protective Behaviours	Bullying Prevention Program	Character Strengths
	Individual Pathway Planning	Health (GDHR)	Health/Protective Behaviours	Health/Protective Behaviours/ Individual Pathway Planning
11 (2 x 1 hour session/week)	Resilience, Rights and Respectful Relationships (RRRR)	Protective Behaviours	Bullying Prevention Program	Needs based education
	The Successful Mind	The Successful Mind	Health (GDHR)	
12 (2 x 1 hour session/week)	Resilience, Rights and Respectful Relationships (RRRR)	Protective Behaviours	Bullying Prevention Program (The Bully Project)	Needs based education
	The Successful Mind	The Successful Mind	Health (GDHR)	

Morning Meetings Process

A Morning Meeting is a strategy for building inclusion and developing oral communication skills, that is practiced daily. The overarching goals of morning meetings are to promote emotional awareness (teaching the SEL skills), establish trust and psychological safety (building confidence for learners), support social-emotional needs for academic engagement (emotional check ins), foster a sense of connection and community (all voices matter), and encourage collaboration and teamwork (promote strong relationships and problem solving).

In summary Morning Meetings:

- Are an engaging way to start the day.
- Build a strong sense of community.
- Set students up for social and academic success.
- Are made up of 4 sequential components, each having its own purposes and structure.
- Are 10 to 15 minutes in length.
- Involve everyone sitting together, preferably in a circle with no obstructions between.

Components of a Morning Meeting

Greeting

- Students and teachers greet each other by name.
- These greetings welcome everyone in, establishes a friendly tone and creates atmosphere of trust.
- Opportunity to practice social skills of greeting, eye contact, body language, attentive listening and talking in full sentences.

Sharing

- Students share ideas and information in a structured format.
- Listeners respond by making comments or asking questions.
- Opportunity to articulate thoughts, feelings and ideas in a positive manner.

Group Activity

- Everyone participates in a brief, lively activity, together.
- Opportunity to build class cohesion.
- Helps students practice social and academic skills.

Morning Message

- Students read and interact with a short message written by their teacher.
- The message is crafted to help students focus on the work they'll do in school that day.

WCHS ESC Schedule for Morning Meetings

Focus area to be included in the Sharing and/or Group Activity component of the Morning Meeting:

Monday – Zones of Regulation (Zones to be done in other forms on the other days)

Tuesday – Tribes

Wednesday – Restorative Practices (Zones of Regulation Year 7 only)

Thursday – Character Strengths

Friday – PBS Expectations

WCHS ESC Morning Meeting Expectations

Morning Meetings occur daily for 10-15 mins.

Not all staff will be involved every day – turn taking.

All students are able to successfully participate.

Successful Morning Meetings don't just happen! Early establishment of routines and expectations is vital.

Morning Meeting

(Wednesday example)

Greeting

(Example)

Good morning (choral response Good Morning (name)...)

Sharing

(Example)

RESTORATIVE PRACTICE

If someone stole my food from my bag I would....

Group Activity

(Example)

Present a problem to the class. Class discusses how each person may be feeling and brainstorms solutions.

Popcorn circle with students raising their hands or using a talking piece to offer feedback, suggestions and solutions. Class mutually agrees on a solution.

Morning Message

(Example)

Things coming up are..

Today we are going to...

Daily Timetable on the Smart Board, Social Story about Friday's Assembly, instruction to move to Reading Groups.



Clipart by Kate Hadfield & Sarah Pecorino

Reasons Why Every Class Needs Morning Meeting



www.thepathway2success.com

Pathway
2 SUCCESS



It builds strong relationships



It allows a time to teach SEL skills



It provides an emotional check-in



It helps to build community



Behavioral challenges can be reduced



Kids can share what is on their mind



Academic skills can be taught



It can help kids develop confidence



Kids learn that all voices matter



It can be an outlet for mental health supports



It increases student engagement



Kids practice problem-solving skills

Morning Greeting

Students and teachers greet each other by name.

Morning Activity

Students participate in a group activity that fosters social, emotional, or academic learning.

Morning Share

Students share information about their lives, facilitated by the teacher, usually through the form of a question or prompt.

Morning Message

Teacher write a short message that students interact with.

@edtechclass

Term One	
Week 1	Kindness
Week 2	Zest (enthusiasm)
Week 3	Gratitude
Week 4	Hope
Week 5	Curiosity
Week 6	Teamwork
Week 7	Humour
Week 8	Honesty
Week 9	Fairness
Week 10	Forgiveness
Term Two	
Week 1	Humility
Week 2	Love of Learning
Week 3	Self-regulation
Week 4	Love
Week 5	Perseverance
Week 6	Bravery (Courage)
Week 7	Judgement
Week 8	Creativity
Week 9	Leadership
Week 10	Social Intelligence
Term Three	
Week 1	Perspective
Week 2	Spirituality
Week 3	Prudence
Week 4	Appreciation of Beauty and Excellence
Week 5	Kindness
Week 6	Zest (enthusiasm)
Week 7	Gratitude
Week 8	Hope
Week 9	Curiosity
Week 10	Teamwork
Term Four	
Week 1	Humour
Week 2	Honesty
Week 3	Fairness
Week 4	Forgiveness
Week 5	Humility
Week 6	Love of Learning
Week 7	Self-regulation
Week 8	Love
Week 9	Perseverance
Week 10	Bravery (Courage)

Mindfulness Expectations

Learning how to deal with emotions is an important developmental goal. The skills involved in emotion regulation may be fostered by becoming aware of emotions and by learning how to manage them without pushing them away or getting tangled up in them. Emotions are not static. Therefore, to train in the skills of emotion awareness, identification, and management, it is useful to practice noticing them “on the spot.” Mindfulness is the practice of purposeful attention without judgment. Mindfulness meditation is simply the practice of being aware of present-moment experience without trying to push it away or over-engage. Mindfulness helps train the mind to pay attention and notice, so that action can be taken with greater reflection. (Learning to Breathe, 2025)



Daily Mindfulness Practice Expectations

“MINDFULNESS NOT MINDLESSNESS”

Below are conditions that are part of the WCHS ESC practice for Mindfulness in classes.

ACCESS

- Follow access instructions in ‘Step by Step Access instructions DAILY MINDFULNESS’ document, available on the Share Drive at S:\AdminShared\E6096S01-Warnbro CHSESC\All Staff\Positive Behaviour Support & Education\Mindfulness
- <https://www.smilingmind.com.au/>

CLASS SETUP

- Mindfulness should be on the screen ready to go when students enter the classroom.
- Only Smiling Minds website should be used for Mindfulness (not YouTube etc.).
- Environment to be quiet and calm – lights off, movement and noise to be minimised.
- Staff are not to be completing jobs and not engaging in the practice – MODEL!
- Admin will agree to keep the ten-minute period after recess and lunch each day free from interruptions as much as possible.
- Staff to manage distractions quietly, remove from classroom ASAP, work with student to develop understanding.
- Social story available as needed.

PARTICIPATION

- Students should be sitting comfortably at their desks.
- No fidgets, books, distractions with students.
- Students can put head on desk, rest it on a pillow, close their eyes, watch the screen tick away etc.
- Students should not be watching each other, distracting each other, talking, making noises, using fidgets, colouring in etc.
- If students struggle sitting at their desk for this, they can find a comfortable place in classroom in consultation with staff (i.e., sitting on the floor, down the back of the room etc.).
- If students need further education that is ok – a Social Story is available.
- Encourage active participation: listening to instructions on screen and attempting them, for example feeling your breath, placing hands on belly etc.
- Staff to participate in Mindfulness – MODEL!
- This is not a time for staff to be completing tasks, prep work etc.

REFLECTION

- Some Mindfulness activities will require some talking afterwards.
- This can be a regular process.
- Practice in transitions from Mindfulness to next activity – clear instruction before moving!

Cyber Safety Program – ODD YEAR topics

The Cyber Safety project is delivered in Term 3 for Year 7 and 8's. This is an overview of topics covered.

Each lesson has a lesson guide, worksheets, video resources, and a slide deck.

Year 7	Year 8
Lesson 1 – Go Phish Discover different types of online scams and develop strategies to avoid falling victim to cyber criminals.	Lesson 1 – Buyer Beware Consider safe decisions to make when shopping online to ensure personal data is not compromised.
Lesson 2 – Privacy and Security Discover the ways multi-factor authentication and other security measures are used by individuals and organisations.	Lesson 2 – Save your data, Save your day! Explore the importance of backing up data and evaluate methods used for backup and recovery.
Lesson 3 – My Data Trail Investigate how our data (passive digital footprint) is used to tailor our online experiences.	Lesson 3 – Marketplace Madness Identify risks when interacting through online marketplaces and strategies to stay safe in these spaces.
Lesson 4 – Who is watching your data? Assess the risks and responsibilities that come with data collection when using AI, apps and websites.	Lesson 4 – I Got Hacked Understand what malware is and how to prevent devices being infected by malware.
Lesson 5 – Metadata Explore EXIF data and evaluate and manage the active digital footprints photos can leave.	Lesson 5 – Detect the Fake Consider deepfake technology and explore ways to identify real or false media.
Lesson 6 – Stand Up and Act Consider ethical duties and develop strategies to use in uncomfortable online situations.	Lesson 6 – Ethical AI Evaluate uses of Artificial Intelligence and consider ways it can be used appropriately in education.
Lesson 7 – Legal Business Develop an awareness of different laws and regulations around technology use.	Lesson 7 – Pass It On? Consider the consequences of sharing graphic and harmful content on a person's health and wellbeing.
Lesson 8 – Catfishing Beware Explore the warning signs of catfishing and strategies to stop the behaviour from continuing.	Lesson 8 – Handling Digital Distress Identify strategies to help reduce the harmful implications of stress responses.
Lesson 9 – Infinite Scrolling Explore how brain chemicals impact our desire to interact with technology.	Lesson 9 – Gambification Evaluate the risks and protective factors to avoid the harms of gambling when playing games online.
Lesson 10 – My Device, My Control Explore how device settings can be changed and layouts can be designed to moderate use of technology.	Lesson 10 – Phones Away? Consider different scenarios and whether filming may be harmful or harmless.
Lesson 11 – Wide Awake Discover the importance of sleep on our physical and mental wellbeing.	Lesson 11 – Behind the Chat Determine actionable steps to take when confronted with uncomfortable situations online.
Lesson 12 – #Influencer Reflect on your personal brand and whether your online behaviours replicate these values.	Lesson 12 – E-Positive Reverse common headlines about negative aspects of being online and focus on the benefits.

Name of Curriculum	Key Elements & Outcomes for Students	How it Works
Protective Behaviours	<ul style="list-style-type: none"> • Strengthen the resilience of student as they grow and develop • It focuses on giving students life skills to protect themselves from abusive situations • Identifying safe and unsafe situations and promoting the ability to minimise risk and enhance safety • Develop the concepts of inappropriate and appropriate touching • Recognising when we are not feeling safe. • Making good decisions when taking risks. • Thinking about who you would ask for help if you needed it. • Knowing our rights about feeling safe and our responsibilities about helping others to feel safe. • Good communication - Being able to make ourselves understood and understanding others. • Identifying the people who support us. 	<p>The Protective Behaviours program is both explicitly taught and embedded across school programs. Protective Behaviours encompasses a set of beliefs and skills which:</p> <ul style="list-style-type: none"> • Are lifelong; • Are for a range of places where we might be unsafe- at home, at school, in the community; and • Can be applied to a range of unsafe situations including physical abuse, family violence, sexual abuse, bullying, emotional abuse and verbal abuse.
Growing and Developing Healthy Relationships (GDHR)	<ul style="list-style-type: none"> • GDHR is a comprehensive skills-based Sexuality Education school program can delay sexual debut and reduce sexual risk-taking behaviour, as well as other high risk behaviours such as drug use. • The GDHR: Curriculum Support Materials: Reflect a philosophy where abstinence from sexual activity for school-aged students is the key focus. • Emphasize a positive preventative approach and safer sex strategies which take care to not normalize sexual activity for school-aged students. • Reflect current research about patterns of behaviour and attitudes towards the sexuality of young people. 	<p>The program focuses on healthy relationships and social and emotional health. Each handbook provides the teachers with explicit lesson plans and appropriate resources to carry out the lessons. Topics covered include:</p> <ul style="list-style-type: none"> • Resilience • Growing healthy bodies (Puberty) • Developing bodies (menstruation, birth, conception)
Bullying Prevention Program	<ul style="list-style-type: none"> • Addresses the following areas: <ul style="list-style-type: none"> ◦ awareness of school bully policy; ◦ what is bullying, ◦ effects of bullying; ◦ what to do if you are a victim, bully or bystander; ◦ why people bully. 	<p>Bullying Prevention is a series of 10 lessons which have been chosen to ensure students gain a thorough understanding of bullying.</p>
URStrong	<p>Explicitly teaching students how to develop healthy friendships and manage conflict in a positive way is at the heart of helping them flourish. These important social skills are the key to bullying prevention, creating safe, caring learning environments, and inspiring kinder, happier children.</p>	<p>URStrong is a series of lessons which target students' friendship building skills including developing a language about friendship and the use of visual tools such as the 'Friendometer' to support positive decision making around friendships.</p>

Name of Curriculum	Key Elements & Outcomes for Students	How it Works
Character Strengths	Underpinning the model of Positive Behaviour Support & Education is a strengths approach. For students to flourish and perform at their best Warnbro Community High School (CHS) Education Support Centre takes a strengths perspective, as each student has unique abilities and capacities	The Character Strengths program is now delivered from Years 7 – 10, with Year 7 seeing the six flourishing strengths for our school introduced, while in the ensuing years, the program introducing students to the remaining eighteen strengths.
Mindfulness	Warnbro Community High School (CHS) Education Support Centre view Mindfulness as purposefully paying attention, in a non-judgmental way to what one is experiencing. The school believe that Mindfulness has the capacity to improve the student's ability to think and improve wellbeing	During 2016 a trial of Mindfulness took place in classes where students participated in regular Mindfulness Practice using the Smiling Minds App. From 2017 this has become compulsory for all classes once a day, while the specific program is now also implemented.
Zones Of Regulation	<p>Zones Of Regulations seeks to:</p> <ul style="list-style-type: none"> • Increase emotional vocabulary • Increase recognition of facial expressions • Awareness of how others perceive them in different zones • Increase awareness of what zone is expected in certain situations • Increase ability to self-recognise zones they are in • Develop tools/calming techniques to support themselves each zone <p>The Zones of Regulation complements PATHS and is taught over a series of lessons. See booklet.</p>	<p>Red Zone is used to describe extremely heightened states of alertness and intense emotions.</p> <p>Yellow Zone is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone.</p> <p>Green Zone is used to describe a regulated state of alertness.</p> <p>Blue Zone is used to describe low states of alertness</p>
Resilience, Rights and Respectful Relationships (RRRR)	<p>The Resilience, Rights and Respectful Relationships learning materials have been designed for teachers in primary and secondary schools to develop students' emotional and positive relationship skills.</p> <p>Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. It also reduces antisocial behaviours including engagement in gender-related violence.</p> <p>The RRRR program introduces eight topics covered in each year level, all of which is evidence based.</p>	<p>The RRRR program is both explicitly taught and embedded across school programs. The program incorporates eight topics taught at each year level, including</p> <ul style="list-style-type: none"> • Emotional Literacy • Personal Strengths • Positive Coping • Problem Solving • Stress Management • Help-Seeking • Gender and Identity • Positive Gender Relations

Name of Curriculum	Key Elements & Outcomes for Students	How it Works
The Successful Mind	<p>The Successful Mind for School, Work and Life is a 10-session course designed for upper secondary students to prepare them for their final years in school, pre-employment and part-time work experiences and for life beyond school.</p> <p>Career development is the ongoing process of helping young people managing their school, work and life. It involves developing the skills and knowledge that enable young people to plan and make informed decisions about education, training and career choices</p>	<p>The Successful Mind program is explicitly taught and embedded across senior school. The program incorporates ten topics taught across the two years within our school, including</p> <ul style="list-style-type: none"> • Growth Mindset • Character Strengths • Goal Setting • Resilience • Mindfulness • Self-acceptance • Optimism • GRIT • Time Management • Getting Along
Restorative Practice	<p>Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right.</p> <p>The program helps to build community, teaches restorative concepts and skills and harnesses the power of restorative circles to set things right when there is conflict.</p>	<p>Restorative practice will be explicitly taught through a program delivered in one term in year 7. As students move through High School, these Restorative Practices will occur in our Morning Meetings once a week (Years 8-12), plus as required within a classroom situation.</p>

Partnerships and Pathways

Partnerships and Pathways Scope and Sequence updated 18.09.2024

Yr	Subject	Term 1	Term 2	Term 3	Term 4
7	Career Education	1 hour per week Individual Pathway Planning - Year 7 IPP Introduce Career Portfolio	Integrated in timetable Monitoring of progress of IPP Use of Transition Portfolio Embedded career learning	Integrated in timetable Monitoring of progress of IPP Use of Transition Portfolio Embedded career learning	Integrated in timetable Monitoring of progress of IPP Use of Transition Portfolio Embedded career learning
	Community Connection	Incursions and Excursions	Incursions and Excursions	Incursions and Excursions	Incursions and Excursions
8	Career Education	1 hour per week Individual Pathway Planning - Year 8 IPP Use of Career Portfolio	Integrated in timetable Monitoring of progress of IPP Use of Transition Portfolio Embedded career learning	Integrated in timetable Monitoring of progress of IPP Use of Transition Portfolio Embedded career learning	Integrated in timetable Monitoring of progress of IPP Use of Transition Portfolio Embedded career learning
	Community Connection	Incursions and Excursions	Incursions and Excursions	Incursions and Excursions	Incursions and Excursions
9	Career Education	1 hour per week Individual Pathway Planning - Year 9 IPP Use of Career Portfolio	1 hour per week Big Plan	Integrated in timetable Monitoring of progress of IPP Use of Transition Portfolio Embedded career learning	1 hour per week Transition program: Big Plan follow-up Career Tasters, microenterprise, intro to VET, intro to volunteering Integrated in timetable Monitoring of progress of IPP Use of Transition Portfolio Embedded career learning
	Community Connection	Incursions and Excursions	Incursions and Excursions	Incursions and Excursions	Incursions and Excursions
10	Career Education	1 hour per week Individual Pathway Planning - Year 10 IPP (referencing Big Plan posters for starting point of information) Use of Career Portfolio	1 hour per week Career Education Overview – Year 10	1 hour per week Career Education Overview – Year 10	1 hour per week Career Education Overview – Year 10
	Community Connection	Incursions and Excursions	Incursions and Excursions	Incursions and Excursions	Incursions and Excursions
	VET	5 hours per week Certificate I Workplace Skills	5 hours per week Certificate I Workplace Skills	5 hours per week Certificate I Workplace Skills	5 hours per week (week 1-3) Certificate I Workplace Skills
	Pathway Planning	14 hrs in weeks 4 & 8 Microenterprise (Individualised enterprise following on from Big Plan)	14 hrs in weeks 4 & 8 Microenterprise (Individualised enterprise following on from Big Plan)	14 hrs in weeks 4 & 8 Volunteer work	14 hrs in weeks 4 & 8 Volunteer work

Yr	Subject	Term 1	Term 2	Term 3	Term 4
11	Career Education	2 hours per week Individual Pathway Planning - Year 11 IPP (referencing Big Plan posters and Year 10 IPP for information and to reflect upon growth) Use of Career Portfolio	2 hours per week Career Education Overview - Year 11	2 hours per week Career Education Overview - Year 11	2 hours per week Career Education Overview - Year 11
	Community Connection	4hrs per week ASDAN Towards Independence: Out in the Community	4hrs per week ASDAN Towards Independence: Out in the Community	4hrs per week ASDAN Towards Independence: Out in the Community	4hrs per week ASDAN Towards Independence: Out in the Community
		Incursions and Excursions	Incursions and Excursions	Incursions and Excursions	Incursions and Excursions
	VET	5 hours per week Cert I Active Volunteering or Individual VET Program	5 hours per week Cert I Active Volunteering or Individual VET Program	5 hours per week Cert I Active Volunteering or Individual VET Program	Needs based - VET completion
	Pathway Planning	20 hrs in weeks 4 & 8 Pathway Planning Weeks - Microenterprise, or Volunteer Work, or WPL 4hrs per week ASDAN Towards Independence: Work Awareness	20 hrs in weeks 4 & 8 Pathway Planning Weeks - Microenterprise, or Volunteer Work, or WPL 4hrs per week ASDAN Towards Independence: Work Awareness	20 hrs in weeks 4 & 8 Pathway Planning Weeks - Microenterprise, or Volunteer Work, or WPL 4hrs per week ASDAN Towards Independence: Work Awareness	Individual priorities Pathway Planning - Microenterprise, or Volunteer Work, or WPL Completion of ASDAN Towards Independence: Work Awareness
12	Career Education	2 hours per week Individual Pathway Planning - Year 12 IPP (referencing Big Plan posters and Year 10 and 11 IPPs for information and to reflect upon growth) reflect upon growth) Use of Career Portfolio	2 hours per week Career Education Overview - Year 12	2 hours per week Career Education Overview - Year 12	Individual-need based career education
	Community Connection	4hrs per week ASDAN Towards Independence: Using Leisure Time	4hrs per week ASDAN Towards Independence: Using Leisure Time	4hrs per week ASDAN Towards Independence: Using Leisure Time	
		Incursions and Excursions	Incursions and Excursions	Incursions and Excursions	Incursions and Excursions
	VET	9 hours per week Cert I Leadership or Individual VET Program	9 hours per week Cert I Leadership or Individual VET Program	9 hours per week Cert I Leadership or Individual VET Program	Needs based - VET completion
	Pathway Planning	16 hrs in weeks 4 & 8 Pathway Planning Weeks - Microenterprise, or Volunteer Work, or WPL	16 hrs in weeks 4 & 8 Pathway Planning Weeks - Microenterprise, or Volunteer Work, or WPL	16 hrs in weeks 4 & 8 Pathway Planning Weeks - Microenterprise, or Volunteer Work, or WPL	Individual priorities Pathway Planning - Microenterprise, or Volunteer Work, or WPL

Assessment			
Australian Core Skills for Work – Performance Features			
Resources			
Career Education	Community Connection	VET	Pathway Planning
<p>https://myresources.education.wa.edu.au/programs/career-learning-toolkit</p> <p>Pathway Planning</p> <ul style="list-style-type: none"> • Year level IPP resource • Large print versions of IPP resource • Teacher notes for each year level <p>Becoming Work Ready</p> <ul style="list-style-type: none"> • Developing a career portfolio • Applying for a job <p>WCHS ESC Career Education Overview</p>		<p>https://training.gov.au/</p> <p>Refer to Delivery and Assessment strategies for each VET course</p>	<p>Core Skills for Work Framework</p> <ul style="list-style-type: none"> • Performance Features <p>S:\AdminShared\E6096S01-Warnbro CHSESC\All Staff\ESC 2023\My Future My Life Transition\Career Education\Core Skills for Work</p> <p>https://www.everyonecanwork.org.au/employment-support/ndis/microenterprise</p> <p>WAI S – Starting a Business Resource</p> <p>S:\AdminShared\E6096S01-Warnbro CHSESC\All Staff\ESC 2023\My Future My Life Transition\WAI S\Starting a Business</p> <p>https://www.yvolunteer.org.au/getting-ready</p> <p>possible resource has modules: Introduction to Volunteering Types of Volunteering Finding Volunteering Opportunities Job Readiness</p>

Rationale

Every student flourishing with the skills, knowledge, and optimal wellbeing to lead fulfilling lives.

Our Partnerships and Pathways plan is strongly aligned to the knowledge, skills and understandings from the Core Skills for Work Development Framework (2013) and the Australian Blueprint for Career Development (the Blueprint).

CORE SKILLS FOR WORK		
The Core Skills for Work Developmental Framework (the CSfW) describes a set of non-technical skills, knowledge and understanding that underpin successful participation in work. Participation in work could be as an employee, as someone who is self-employed, or as a volunteer. The CSfW describes performance in ten Skill Areas, grouped under three Skills Clusters:		
NAVIGATE THE WORLD OF WORK	INTERACT WITH OTHERS	GET THE WORK DONE
<ul style="list-style-type: none"> • Manage career and work life • Work with roles, rights and protocol 	<ul style="list-style-type: none"> • Communicate for work • Connect and work with others • Recognise and utilise diverse perspectives 	<ul style="list-style-type: none"> • Plan and organise • Make decisions • Identify and solve problems • Create and innovate • Work in a digital world
Performance Features Organised by Focus Area, Performance Features describe the kinds of things someone knows, understands and can do at each stage of performance.		
The Australian Blueprint for Career Development (the Blueprint) is a framework that can be used to design, implement and evaluate intentional career development learning for people of all ages and stages, beginning in early childhood. At its core, the Blueprint identifies the knowledge, skills, and attitudes that an individual needs to make sound choices and effectively manage their own career. In the Blueprint, these are referred to as career management competencies.		
CAREER MANAGEMENT COMPETENCIES		
PERSONAL MANAGEMENT	LEARNING & WORK EXPLORATION	CAREER BUILDING
<ul style="list-style-type: none"> • Build and maintain a positive self-concept. • Interact positively and effectively with others. • Change and grow throughout life. 	<ul style="list-style-type: none"> • Participate in lifelong learning supportive of career goals. • Locate and effectively use career information. • Understand the relationship between work, society and the economy. 	<ul style="list-style-type: none"> • Secure/create and maintain work. • Make career enhancing decisions. • Maintain balanced life and work roles. • Understand the changing nature of life and work roles. • Understand, engage in and manage the career building process.

Careers “involve balancing paid and unpaid work, learning, and personal life roles across the lifespan” (Career Industry Council of Australia [CICA], 2019, p. 27).

Career development is about “managing life, learning, work, leisure, and transitions across the lifespan in order to move towards a personally determined future” (CICA, 2019, p. 27).

Our Partnerships and Pathways consists of Career Education, Community Connection, Vocational Education and Training, and Pathway Planning.

Career Education content is sourced from the Education Department IPP Resource (Years 7 to 12), Australian Curriculum Work Studies Year 10, and Career and Enterprise Foundation Course Year 11 and 12.

ACARA Work Studies – Rationale

Work has intrinsic value and is a fundamental part of everyday life. It fosters human dignity, independence and a sense of personal worth. It is recognised as a right of all people. In an increasingly globalised world, the nature of work is changing and the knowledge, skills and attributes needed to engage with the emerging challenges and opportunities differ from those of the past. The Australian Curriculum: Work Studies, Years 9–10 concentrates on the capacities individuals need for full and effective participation in life, learning and work. The curriculum helps young people plan for and shape their future and make a contribution to the wider community by providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work. Students begin preparation for the working world by developing understanding of themselves in relation to work, recognising their aspirations, their rights and responsibilities as workers, as well as employer expectations and the diversity of work opportunities. They learn to understand what work is, how and why it is changing and what this means for their future in working for others or themselves. They engage with the career management processes needed to adapt to multiple transitions in work and life, and use opportunities to transfer their developing knowledge, understanding and skills to a range of work-related contexts and projects. Through exposure to work-related learning, students develop the self knowledge, contemporary work skills and entrepreneurial behaviours and resilience necessary to thrive in the 21 century. They appreciate the role of collaboration, creativity and analytical skills in workplaces and the importance of cultural diversity and ethical practices.

Aims

The Australian Curriculum: Work Studies, Years 9–10 aims to ensure that students in Years 9 and 10 develop: knowledge of the world of work and the importance of lifelong learning capacities to manage careers, change and transitions in an uncertain and changing future literacy, numeracy, ICT and interpersonal skills to work, interact and communicate successfully with others in diverse contexts, using appropriate behaviours and protocols skills and resilience to meet the demands of their present and future learning and work.

Career and Enterprise Foundation course - Rationale

The Career and Enterprise Foundation course is designed to develop students' employability, enterprise, and pathways planning skills, and to establish an appreciation of lifelong learning, responsible community participation and increased self-awareness. The knowledge, understandings, skills and strategies developed in this course will allow students to experience a successful transition from school to work or further education and training. Students will be given the opportunity to develop the skills, knowledge, understandings, attributes and behaviours necessary to make decisions about work, prepare for work, and value work as a means to achieving personal and social well-being. Students will plan their pathway from school to further education, training or employment, and will be empowered to make informed decisions about their future and develop the confidence to pursue their life and career goals beyond school to become a contributing member of society. The Career and Enterprise Foundation course has been constructed using, and is strongly aligned to, the knowledge, skills and understandings from the Core Skills for Work Development Framework (2013) and the Australian Blueprint for Career Development (the Blueprint). A variety of practical, competency-based teaching and learning activities will enable students to develop literacy and numeracy skills. The course will focus on communication skills for work and life and allow students to develop skills and strategies for creating productive and harmonious working relationships and to succeed in a variety of work and social situations.

Community Connection

Vocational Education and Training

Participation in VET is a way of improving employment prospects and developing new skills for our students.

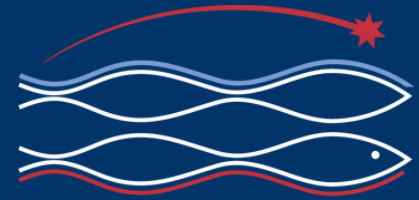
Pathway Planning

PATHWAY PLANNING OVERVIEW

YEAR 10	
Semester 1	
Microenterprise Following from the explorations students completed in the Big Plan in year 9 and the Career Tasters, the student investigates a microenterprise opportunity	Resources https://www.everyonecanwork.org.au/employment-support/ndis/microenterprise WAIIS - Starting a Business Resource S:\AdminShared\E6096S01-Warnbro CHSESC\All Staff\ESC 2023\My Future My Life Transition\WAIIS\Starting a Business
Semester 2	
Volunteer work Learning about work through volunteering	https://www.yvolunteer.org.au/getting-ready Possible resource has modules: Introduction to Volunteering Types of Volunteering Finding Volunteering Opportunities Job Readiness
Curriculum links	
Australian Curriculum Work Studies Year 10 SKILLS FOR LEARNING AND WORK Entrepreneurial behaviours Complete an action project utilising entrepreneurial behaviours to address an identified challenge or opportunity (ACWSCL031) <ul style="list-style-type: none"> choosing a local or national business or community challenge or one from the Asia region and justifying their choice developing a project proposal designed to address the challenge completing a project plan that covers timelines, deliverables and resources; assigns team roles for the project; evaluates risks and develops contingences in response to risks using digital tools to assist with planning and providing a tracking mechanism for potential progress, for example, expenditure and budget forecasting and cost-benefit analysis 	
CAREER AND LIFE DESIGN Career development and management Apply knowledge of self to career decision-making processes (ACWSCL032) <ul style="list-style-type: none"> applying learning from work exposure activities to self-awareness and career decision-making comparing knowledge of self with possible career and life scenarios evaluating their current learning and identifying future learning needs investigating the implications of career options for financial management and lifestyle investigating the costs of post-school learning and the different options available to cover these costs Use career decision-making processes to filter career scenarios (ACWSCL033) <ul style="list-style-type: none"> identifying people who can support career decision-making researching a range of print and digital resources to help career decision-making investigating what local and global labour market data and information trends mean for career opportunities, including in the Asia region examining how external, cultural and local factors impact on individual career decision-making refining their set of career planning scenarios based on their knowledge of self and research into factors affecting career opportunities and decision-making implementing initial stages of career plans in relation to immediate decisions around senior years of school and beyond 	

YEAR 11	
Students engage in Microenterprise, Volunteer Work or Work Experience	
Microenterprise	Resources https://www.everyonecanwork.org.au/employment-support/ndis/microenterprise WAIIS – Starting a Business Resource S:\AdminShared\E6096S01-Warnbro CHSESC\All Staff\ESC 2023\My Future My Life Transition\WAIIS\Starting a Business
Semester 2	
Volunteer work Learning about work through volunteering	
Work Experience	
Curriculum links	
SCSA Career and Enterprise Foundation Course Year 11 Workplace Communication – also links to units from Cert I Active Volunteering BSBCMM201 Communicate in the workplace, CHCCOM005 Communicate and work in health or community services <ul style="list-style-type: none"> key words associated with workplace communication: verbal communication (oral communication), non-verbal communication, formal communication, informal communication, written communication, visual communication, tone, volume, body language, active listening, eye contact, clarifying questions forms of workplace communication, including: verbal/oral or non-verbal (written and visual), formal or informal considerations when communicating verbally in the workplace, including: tone, volume, type of language, timing considerations when communicating non-verbally in the workplace, such as use of appropriate body language the need to vary the language used when communicating with different audiences, including: friends, family, professional co-workers, customers considerations when listening actively, including: being focused on the speaker, making eye contact, asking clarifying questions, using appropriate note-taking (when required) the ability to communicate information accurately to others, including: taking notes for a meeting, taking a phone message providing instructions on how to use a piece of equipment Personal Organisation <ul style="list-style-type: none"> key words associated with personal organisation: punctuality, presentation, daily routine, diary, calendar the characteristics of an organised person, including: punctual, well presented, completes tasks on time, keeps track of important dates and events, plans ahead strategies to improve an individual's personal organisation, including: be aware of time, make plans, use a diary conduct an audit of own personal organisation develop strategies to remedy identified personal weaknesses develop an action plan for improvement of personal organisation plan and document a daily routine and estimate the time needed for each task use a diary and calendar (digital or physical) to arrange daily activities. use travel planning tools to organise and plan short trips, including: Transperth Journey Planner, Google Maps Volunteering/experiencing work <ul style="list-style-type: none"> explore workplaces, community service and voluntary organisations in the local community participate in a volunteering activity, such as volunteering in a reading program at an aged care facility participate in an experiencing work activity, such as work experience in a local workplace as a receptionist create a log book of experiences undertaken during a volunteering or experiencing work activity, including: a safety audit, daily duties undertaken, a list of communication strategies used establish contacts during the volunteering or experiencing work activity 	

YEAR 12	
Students engage in Microenterprise, Volunteer Work or Work Experience	
Microenterprise	Resources https://www.everyonecanwork.org.au/employment-support/ndis/microenterprise WAI\$ - Starting a Business Resource S:\AdminShared\E6096S01-Warnbro CHSESC\All Staff\ESC 2023\My Future My Life Transition\WAI\$Starting a Business
Volunteer work Learning about work through volunteering	
Work Experience	
Curriculum links	
SCSA Career and Enterprise Foundation Course Year 12 Volunteering/experiencing work <ul style="list-style-type: none"> • explore workplaces, community service and voluntary organisations in the local community • participate in a volunteering activity, such as volunteering in a reading program at an aged care facility • participate in an experiencing work activity, such as work experience in a local workplace as a receptionist • create a log book of experiences undertaken during a volunteering or experiencing work activity, including: a safety audit, daily duties undertaken, a list of communication strategies used, networks established • establish contacts during the volunteering or experiencing work activity • conduct a personal audit as to own suitability or interest in specific workplace experienced 	



WARNBRO
COMMUNITY HIGH SCHOOL
EDUCATION SUPPORT CENTRE

Assessment



School Assessment Schedule – 2025

DATA	WEEK	WHO	COORDINATOR	ADMINISTERED/ EXAMINED BY	ANALYSED BY	TERM	WEEK	REPORTED TO
TERM 1								
PAT Maths Test Year 7,8, 9, 10, 11,12 PAT Maths Adaptive	Week 1/2	New Students	Maths Coordinator	Maths Coordinator	Maths Coordinator/ Working Party	1	5	<ul style="list-style-type: none"> Term 1: data for new students is reported to Leadership and Teachers to inform IEP's Term 1: students and school data from the previous year is presented to staff and The School Board Term 1: our Annual Report is presented to The School Board Weekly PLC: delivered by coordinators to support our Business Plan targets Business Plan Target /Fogarty SDD Review: Leadership Team week 5 and 9
YARC Assessment	Week 2-4	New Students	Literacy Coordinator	Literacy Coordinator	Literacy Coordinator/Working Party	1	5	
Waddington Spelling Test 2 3rd Edition	Week 2-4	New Students	Literacy Coordinator	Literacy Coordinator		1	5	
Heggerty	Week 2-4	Students with reading ages below 8 years	Literacy Coordinator	Speech Pathologist	Literacy Coordinator /Working Party	2	5	
Bridges data	Week 5	All students	Maths Coordinator	Class Teachers	Class Teachers	1	5	
RAZ data	Week 5	All students	Literacy Coordinator	Class Teachers	Class Teachers	1	5	
NAPLAN 12th - 24th March	Week 7-9	Year 7 & 9 as per parent request	Literacy Coordinator	Year 7, 9 Teachers	Literacy Coordinator, 7/8 Deputy /Working Party	2	8	
Personal and Social Capability Learning Continuum	Week 8	New students	Deputies	Class Teachers	Deputies	1	8	
Attendance Data	Week 9	All students	Principal		Leadership	2	4	
School Culture Survey	Week 9	All students	11/12 Deputy	Class Teachers/Admin	11/12 Deputy	1	9	
Bridges data	Week 9	All students	Maths Coordinator	Class Teachers	Class Teachers	1	9	
RAZ data	Week 9	All students	Literacy Coordinator	Class Teachers	Class Teachers	1	9	
Post-School Destination Data	Week 9	2023 Graduates	11/12 Deputy	WTC	WTC, 11/12 Deputy			

DATA	WEEK	WHO	COORDINATOR	ADMINISTERED/ EXAMINED BY	ANALYSED BY	TERM	WEEK	REPORTED TO
TERM 2								
OLNA Writing: 5th - 6th May Reading and Numeracy – 5th - 16th May	Week 2-3	All Year Yr 10, 11 & 12 who have not met standard	Literacy Coordinator	Year 10-12 Teachers	10/11/12 Deputy	2	11	<ul style="list-style-type: none"> Weekly PLC: delivered by coordinators to support BP targets Business Plan Target /Fogarty SDD Review: Leadership Team week 5 and 9
Bridges data	Week 5	All students	Maths Coordinator	Class Teachers	Class Teachers	2	5	
RAZ data	Week 5	All students	Literacy Coordinator	Class Teachers	Class Teachers	2	5	
PERMA	TBA	All students	Curriculum Coordinator	Class Teachers	Leadership Team	2	5	
YARC	Week 7-9	Year 7-12	Literacy Coordinator	Literacy Coordinator	Literacy Coordinator	3	10	
Bridges data	Week 10	All students	Maths Coordinator	Class Teachers	Class Teachers	2	10	
RAZ data	Week 10	All students	Literacy Coordinator	Class Teachers	Class Teachers	2	10	
TERM 3								
OLNA Writing: 28th - 29th July Reading and Numeracy – 28th July - 8th August	Week 2-3	All Year 10/11/12 who have not met standard	Literacy Coordinator	Year 10-12 Teachers	Yr 10/11/12 Deputy	3	10	<ul style="list-style-type: none"> Weekly PLC: delivered by coordinators to support BP targets Business Plan Target /Fogarty SDD Review: Leadership Team week 5 and 9
Bridges data	Week 5	All students	Maths Coordinator	Class Teachers	Class Teachers	3	5	
RAZ data	Week 5	All students	Literacy Coordinator	Class Teachers	Class Teachers	3	5	
PAT Maths Adaptive	Week 7-8	Year 11, 12	Maths Coordinator	Maths Coordinator	Maths Coordinator /Working Party	3	4	
YARC	Week 7-8	Year 11, 12	Literacy Coordinator	Literacy Coordinator	Literacy Coordinator /Working Party	3	5	
National School Opinion Survey	Week 6	All students	Deputies	Class Teachers	Leadership	3	10	
Waddington Spelling Test 2 3rd Edition	Week 9/10	Year 11, 12	Literacy Coordinator	Class Teachers	Literacy Coordinator /Working Party	4	5	
Bridges data	Week 10	All students	Maths Coordinator	Class Teachers	Class Teachers	3	10	
RAZ data	Week 10	All students	Literacy Coordinator	Class Teachers	Class Teachers	3	10	

DATA	WEEK	WHO	COORDINATOR	ADMINISTERED/ EXAMINED BY	ANALYSED BY	TERM	WEEK	REPORTED TO
TERM 4								
Heggerty	Week 2-5	Students with reading ages below 8 years	Literacy Coordinator	Speech Pathologist	Literacy Coordinator /Working Party	4	9	<ul style="list-style-type: none">Weekly PLC: delivered by coordinators to support BP targetsBusiness Plan Target /Fogarty SDD Review: Leadership Team week 5 and 9
VET and Endorsed Program achievement data (24/10/2024)	Week 3	Year 12	11/12 Deputy	VET Coordinator	11/12 Deputy	4	3	
Waddington Spelling Test 2 3rd Edition	Week 4-7	Year 6-10	Literacy Coordinator	Class Teachers	Literacy Coordinator/Working Party	4	9	
YARC	Week 4-7	Year 7-10	Literacy Coordinator	Literacy Coordinator	Literacy Coordinator /Working Party	4	6	
	Week 8-9	Year 6						
Bridges data	Week 5	All students	Maths Coordinator	Class Teachers	Class Teachers	4	5	
RAZ data	Week 5	All students	Literacy Coordinator	Class Teachers	Class Teachers	4	5	
Mandatory Parent, Student, and Staff Opinion Data Survey	TBA	Parents, Students, staff	11/12 Deputy		Leadership	4	8	
PAT Maths Test Year 7, 8, 9, 10 PAT Maths Adaptive	Week 5 & 6	Year 7-10	Maths Coordinator	Maths Coordinator	Maths Coordinator /Working Party	4	6	
Personal and Social Capability Learning Continuum	Week 7	All students	Deputies	Class Teachers	Deputies	4	8	
VET and Endorsed Program achievement data SCSA date for upload in SIRS is 05/12/2024	Week 9	Year 10 -11	11/12 Deputy	VET Coordinator	11/12 Deputy	4	3	
Bridges data	Week 10	All students	Maths Coordinator	Class Teachers	Class Teachers	4	10	
RAZ data	Week 10	All students	Literacy Coordinator	Class Teachers	Class Teachers	4	10	
Attendance Data	Week 10	All students	Principal		Leadership	1	4	
Post-School destination Data	Week 10	2021 Graduates	11/12 Deputy	WTC	WTC 11/12 Deputy	1	4	
Community Participation Data	Week 10	All students	11/12 Deputy	Teachers	Leadership	1	1	

NB: The role of coordinator is to remind staff of timelines, gather hard copies, collate information & publish data on shared drive. **SAST results to be given to the coordinator who will enter on the shared drive longitudinal data spreadsheet.**

IEP and Reporting Plan

INDIVIDUAL EDUCATIONAL PLANNING

SCHOOL PURPOSE

Warnbro Community High School Education Support Centre's school purpose is to provide inclusive academic and vocational programs for students with intellectual disabilities or disabilities in the presence of high educational needs. These programs meet their individual academic, social, emotional, sensory and physical needs, and maximise their ability to take their place independently in the wider community.

SCHOOL VISION

Our students are sure of whom they are and take pride in their achievements and qualifications. They confidently work towards their educational and life goals and create a future for themselves as hard working contributors to, and participants in, their community.

The purpose of this IEP and Reporting Plan is to set the requirements and guidelines for Warnbro CHS ESC reporting on students' achievement for Years 7 to 12 and Directions Students that will inspire our school vision to a success.

This Plan specifies how the School:

- Provides individual students with feedback on their learning
- Uses student achievement information to plan future learning programs
- Makes judgements of student achievement in relation to expected standards
- Communicates with parents about student achievement and progress
- Reports to parents for each student at the end of each semester and
- Distributes reports to parents

RATIONALE

The Department of Education in Western Australia is committed to ensuring that the education of all government school aged students with identified special needs, is facilitated through the development and implementation of IEPs, so that every student will develop the knowledge, skills and confidence to achieve their individual potential and contribute to society.

An IEP forms the basis of accountability for reporting to parents/guardians/caregivers and the Department of Education.

The process of developing an IEP is as important as the product. A quality process involving collaboration, consultation, negotiation, agreement and commitment leads to a quality product supporting student learning.

WHAT IS AN IEP?

An IEP is a support document for teachers as they plan, monitor, assess and evaluate teaching and learning programs that are personalised for students.

An IEP:

- is student centred and focused on student's educational, physical, behavioural, social and/or emotional strengths as well as needs;
- addresses relevant learning outcomes, targets, teaching and learning adjustments this includes those required to prepare the student to transition successfully from school to their post- school destination – whether it include work, further study or community engagement;
- is developed by teachers in collaboration with student/s, parents/carers and other relevant staff or service providers;
- records the agreed response of the school to identified educational needs for an individual student;
- needs to be realistic, practical and readily understood by all those involved;
- is a working document for the teacher/s and other staff (eg support staff, education assistants, visiting or specialist teachers) who work with the student;
- identifies the implementation and monitoring responsibilities of those working with the student;
- records regular assessment and evaluation of student progress and achievement of identified outcomes and targets during a specified period of time; and
- is provided to parents/carers and other service providers as required.

WHAT IS INCLUDED IN AN IEP?

An effective IEP provides a practical, explicit and succinct focus for all those working with the student.

An IEP will include:

- the student's name, date of birth, school, year level,
- the name and role of those responsible for implementing the plan;
- signatures of those involved in the development of the plan (typically the parent and teacher);
- the date the plan was developed and proposed dates for monitoring, reporting and reviewing the plan;
- a Student Profile outlines the student's interests, strengths, achievements, support networks and dreams and goals for the future
- Specific targets relevant to the student's learning needs, written as SMART goals, based on outcomes from:
 - the Western Australian Curriculum (WAC) - years 7 to 10,
 - the Australian Core Skills Framework (ACSF) - years 11 to 12 and Directions Students,
 - The Core Skills for Work Developmental Framework (CSfW) - years 10 to 12 and Directions Students,
 - School Curriculum and Standards Authority Subjects (SCSA) - years 10 to 12 and Directions Students,
 - Vocational Education and Training Packages (VET) - years 10 to 12 and Directions Students, and
 - School approved learning programs (commercial or school developed)
- An outline of the teaching strategies that will be used to support the student achieve the goals within each learning area.

Disciplined Dialogue Protocol

At Warnbro CHSESC, a range of assessment tools are used to monitor and measure student performance as documented in our comprehensive School Assessment Schedule. Data is collated and regularly analysed as part of our professional commitment to improve teaching and learning. An important component of our collaborative data analysis process is Disciplined Dialogue; a professional discussion which:

- Reinforces our 'moral purpose' as the motivation for action
- Focuses on learning, achievement, and key contributing factors
- Scaffolds analysis on qualitative and quantitative data
- Seeks to improve strategies as the outcome

What do we see in the data?	Why are we seeing what we are?	What, if anything, should we be doing about this?
<ul style="list-style-type: none">• Exhaust the data for as much descriptive detail as possible without jumping to explanations or conclusions	<ul style="list-style-type: none">• Use contextual and professional judgement• Consider multiple reasons from different perspectives• Maintain focus on credibility of explanation(s)	<ul style="list-style-type: none">• Link decisions to moral purpose• Use professional judgement and research to plan actions• Prioritise action(s)

(Dempster, 2009)

Our Disciplined Dialogue Protocol will include the following;

- A logical series of questions for team members to discuss sequentially
- A template on which to record conclusions
- The opportunity for all team members to become actively involved
- A comprehensive analysis that leads to definitive actions

Teachers at Warnbro CHSESC meet regularly in Professional Learning Committees whereby norms include the following agreements;

- Remain open to the perspectives of others and willing to be influenced and to change thoughts and actions because of them
- Suspend judgement until all relevant data has been shared
- Respect differences of opinion as a healthy characteristic of a team
- Share responsibility and leadership
- Speak to the group as a whole as opposed to holding side conversations

Disciplined Dialogue Protocol - Analysing the Data

Moral purpose: 'Every student flourishing with the skills, knowledge and optimal wellbeing to lead fulfilling lives'

Data Workshop Date:

Student Performance Data:

What do we see in the data?		Why are we seeing what we are?		What, if anything, should we be doing about this?	
Step 1		Step 2		Step 3	

What do we see in the data?	Why are we seeing what we are?	What, if anything, should we be doing about this?
<ul style="list-style-type: none"> Exhaust the data for as much descriptive detail as possible without jumping to explanations or conclusions 	<ul style="list-style-type: none"> Use contextual and professional judgement Consider multiple reasons from different perspectives Maintain focus on credibility of explanation(s) 	<ul style="list-style-type: none"> Link decisions to moral purpose Use professional judgement and research to plan actions Prioritise action(s)

(Dempster, 2009)

Additional Question Exemplars – Warnbro CHSESC

What do we see in the data?	Why are we seeing what we are?	What, if anything, should we be doing about this?
<ul style="list-style-type: none"> • What student strengths/weaknesses does this data highlight? • What results concern you the most? • What strength areas can be further improved? • What patterns or trends are emerging among the data? • How consistent are those patterns over time? • How do those patterns compare to state, national, and like school averages? • Are these patterns consistent with other classroom data we have about our students? • What teacher strengths/weaknesses does this data highlight? • What are instructional areas of strength or weakness? • Are there surprises in the data? • What are the characteristics of students who performed well / poorly? Are there any similarities that stand out? • Which individual students have shown patterns of poor achievement over time? • Which individual students had a result this year that is inconsistent with their achievement history? • Are there other sources of data that can be used to triangulate and affirm these results? • Are there any 'exceptions' (easy test items that have been answered incorrectly by high-achieving students, or a difficult test item that is answered correctly by a low-achieving student) that are of concern? 	<ul style="list-style-type: none"> • What factors may have influenced performance on this objective? • What changes occurred at the school to influence the difference in growth patterns? • What are the possible root causes for what you are noticing with your student data? • Is it an area of practice that is contributing to this? • What have we discovered in our analysis of the data? So what does it mean? • Does this highlight a potential focus area? 	<ul style="list-style-type: none"> • Do we need to make changes? • Do we need to monitor/investigate further? • Do we need extra support, information, or research? • What actions do we need to take to ensure student progress? • What strategies do we need to implement to ensure student progress? • In what order do we need to complete determined actions? • What implications does this have for us and our practice?