YEAR 1 & 2 Creating Successful Learning Pathways for All
PURPOSE / PARTNERSHIP

Provide information to parents so we can continue working in partnership with you

Informed participants in your child’s learning
Successful Learning Pathway For All

- Every child is attached to a home group teacher.
- Every child will receive point of need teaching in English and Mathematics.
- Every Parent/Guardian will be informed about their child’s progress on a regular basis.
- Every child’s learning needs will be discussed on a daily basis.
- Teachers will teach the whole child, including their social development.
- Teachers at PCC will undertake up to date, research based professional learning.
In 2014 the College undertook its first review.

The review informed us that the results our students were achieving were average.

We were meeting state and national benchmarks, but not always meeting results of schools like us – we want that to change / be better

We developed our 4 year Strategic Plan which set the goal of:

‘Every student will grow by 12 months or more in English and Mathematics in 12 months’.

Our work is to make that happen.
VICTORIA — BECOMING THE EDUCATION STATE

Key themes:
• The early years are absolutely critical
• A child’s wellbeing is just as important as learning literacy and numeracy
• Great teaching is more than teaching literacy and numeracy
• All students deserve the same access to a great education
• Partnerships are vital
• Students want to be able to see learning and career pathways
• There is a need for consistent measures of student and school performance.
We implemented the Helen Timperley Model of teacher inquiry and knowledge building cycle.

This model supported each teacher to know exactly where your child is at in their learning, and where they need to go next.

We developed teacher capacity through the cycle using evidenced based research.

With our Strategic Plan goals in mind and our learning throughout the inquiries we have developed a model of learning and teaching for Years 1 and 2 that creates successful learning pathways for all.
EARLY YEARS

**Foundation (Prep)**
- early identification of students learning needs
- Breadth of pre school experiences
- whole person learning
- school routines and structures and expectations etc
- setting them up for future success in their learning

**Year 1 and 2**
- know the breadth of learners
- target the key building blocks of learning: Reading, Writing, Number
- MASTERCLASSES
WHAT HAPPENS IN YEAR 1 AND 2 AT PCC?
General Homeroom

- 4 Students working towards Foundation Level in Reading
- 2 Students working towards Level 4 in reading
- 3 Students working towards Level 1 in Reading
- 3 Students working towards Level 3 in reading
- 10 Students working towards Level 2 in Reading
# Master Classes: Reading

<table>
<thead>
<tr>
<th>Teacher A</th>
<th>Teacher B</th>
<th>Teachers C &amp; D</th>
<th>Teacher E &amp; F</th>
<th>Teacher G</th>
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</table>
| - Students working towards Foundation Level  
- Developing their sight vocabulary, their decoding skills and their literal understanding of texts | - Students working towards Level 1  
- Developing their decoding strategies, their literal comprehension skills and beginning to develop their inferential understanding of texts | - Students working towards Level 2 – at expected level  
- Consolidating their literal understanding of texts and developing their inferential understanding of texts | - Students working towards Level 3  
- Continuing to develop their inferential understanding of texts, challenge their thinking of texts and building on their abilities to develop their own opinions of texts | - Students working towards Level 4  
- Developing literature circles with students, where they become independent learners whom are able to monitor, challenge and evaluate their thinking about texts |
IT’S ABOUT YOUR CHILD

The Master Class Model is about ensuring your child has success in their learning.

That your child is taught at their point of need.

That your child grows in their skills, knowledge and understanding.
HOME GROUP

Every child will be in a Home Group within their Year Level.

Each Home Group will start and end in the same learning space with their Home Group Teacher.

The Home Group teacher will be responsible for:

- Parent communication
- Knowing Student Medical Information
- Supervising students whilst eating
- Teaching and Assessing Inquiry
- Student Conferences
- Collaborating with colleagues about all students and their learning and teaching programs

[Highly effective schools] succeed where other schools fail because they ruthlessly organise themselves around one thing: helping students learn a great deal. – Karin Chenoweth, 2009
8:40-8:50 & FIRST 20 MINS OF FACE TO FACE TIME

8:40-8:50 Home group, parent communication, administration time

8:50-9:05 Weekly foci for each week (building resilience, we are respectful) morning meeting, resolving issues, social stories, making strong linked back to the SWPBS Matrix

9:05-9:10 Getting organised for the day

LAST 10 MINS OF FACE TO FACE TIME

2:50-3:00 Daily reflection circle linked back to morning meeting and students’ well being, teachers will make use of various strategies such as the Catastrophe Scale

SCHOOL WIDE POSITIVE BEHAVIOURS

In Home Groups students will be supported to understand the behaviours on the ‘Living the Matrix’ at PCC. This will include role playing and demonstrating to students what is expected of them when they display this behaviour.

School-wide Positive Behaviour Support (SWPBS) is an evidence-based framework for preventing and responding to student behaviour.

Students will be taught in Master Classes for English and Mathematics.

Master Classes will have students in Years 1 and 2 working together, based on need.

There will be a team of teachers working in Master Classes.

Students will be grouped, and regrouped, according to their skill level and growth.

Teams will develop a teaching and learning program that best suits the groups.

These groups will operate for the life of the unit, anywhere from 2 weeks or for as long as 6 weeks.

If students progress during the unit they will physically remain in the same group, teachers will differentiate for them accordingly. This ensures that students are not lost in the movement between groups during a unit.
Master Classes will continue

Teachers will work in teams to plan, monitor and progress students learning forward

Teaching teams will take collective responsibility for students’ learning

However the homeroom teachers role mention earlier in the presentation will still stay the same

If you wish to discuss this further please do not hesitate to contact Lizzie Tout Year 1 and 2 Neighbourhood Leader

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