

Curriculum Extension

At Williamstown Primary school all students regardless of year level will receive explicit teaching instruction and learning programs that are at the point of an individual's need. Essentially differentiation within a class is planned for with learning tasks scaffolded accordingly.

The school also provides a range of extension programs that support students who are performing above the standard. These programs are listed below.

- GATEWAYS- (Years 1-5, school selected) External education provider that delivers high quality learning extension workshops. The school hosts one per term with each term catering for a different learning area.
- Victorian High Abilities Program (Years 5 & 6, Department Selected)- This is an online Department program that sees an expert teacher deliver lessons virtually to students on a weekly basis. Students are further supported by the school's Head of Curriculum
- Creative Minds (Year 6, school selected)
- Year 4 maths extension Group (Year 4, school selected)

Although these programs are great, the most important extension takes place within the classroom. Each class has a broad range of abilities, and differentiating learning tasks and explicit teaching in small groups is a requirement for all classes at Williamstown Primary School. These requirements are supported by the school's Head of Curriculum and Head of Teaching and Learning. Both members of the leadership team support teaching staff in the required planning and implementation of all curricula.

First Nations education

Williamstown Primary prides itself on the work its staff undertakes to educate the importance of our first nations people, with the aim for learning experiences to be embedded in all that we do. Below is where students will be able to access key learnings from the curriculum. Sorry Day- Is an important milestone that sees all classes explore its importance. The day is discussed across all year levels and is considered the perfect introduction for reconciliation week.

Reconciliation Week- Is a week of immersion where lessons across the week are developed specifically for the purpose of Reconciliation Week. Lessons are age appropriate and build upon the previous year levels learning. These lessons and resources are coordinated by a key staff member to ensure approaches are consistent and implemented as required.

NAIDOC Week- Traditionally takes place during the term 2 holidays. The school then picks up the theme when school commences and students throughout the week explore a range of Indigenous literature both through the teacher and the designated Indigenous book libraries Literature Resources - All classrooms have an extensive indigenous library. These libraries provide all student

Cultural Celebration Day

Inquiry Units

School Hours

School hours are governed by the Department of Education. Mainstream public schools are required to operate 5 days per week with a required student teacher contact hours. The

School Council has the authority to adjust the school day times as long as the daily minimum requirement is met.

A secondary layer on the school day is the Teacher and Education support EBA that requires all staff to have received required breaks as well as teaching staff receiving a minimum of 4 hours of non-student face time during the 9-3:30 school day. This is effectively implemented through the specialist timetable.

For students

- Recess, eating time of 11-11:10 is provided. Followed by 20 mins of outside play.
- Lunch, eating time of 1:00 - 1:40 is provided. Followed by 50 mins of outside play.

These times and allocation also need to fit within the required learning schedule, which also has minimum requirements, as well as support staff to have their minimum break periods. Essentially there are many layers that sit on top of each other to ensure that the school can provide the best learning experience for our students.

Sustainability

Sustainability is taught across all year levels. Sustainability curriculum is implemented through year level inquiry units, and the Art & Kitchen Garden specialist programs. with learnings scaffolded to meet the needs of each specific year level.

From a school practice perspective, we celebrate walking to school and nude food with class awards presented at each whole school assembly.

In more recent years we have asked students to take rubbish home so that it can be effectively recycled accordingly.

The school had previously tried to implement it within the school but found the correct use of bins extremely challenging.

The Friends of Willy (Parents Association) has moved to more sustainable practice with the removal of single use plastics.

The school has participated in the collection of plastic tops, collection of phones and

Where possible the school is always looking for future opportunities to promote sustainability. We encourage anyone with an idea or initiative to contact the school to explore whether an idea is achievable.

Transition

The school's transition programs are 3 tiered

Kinder-Prep

Transition for new preps commence with a parent information session after offers have gone out and accepted. The session provided key information about being a prep student at Willy Primary. This is then followed by four 90 min student transition days where students participate in class activities.

Families then attend a 10 min meeting with the future students' allocated teacher, ensuring any essential information is passed on for the commencement of the school year.

Internal

Students participate in step up day. This day is an opportunity for students to spend approximately 90 mins with their next year's teacher and classmates.

To support step-up day teaching staff, have designated time to meet with each other to pass on key information about all students. Where required students will have a student profile

created. This outline ensures any students with any additional needs' information is passed and documented to the next teacher.

Students have a second opportunity to meet their teacher and class on the last day of the school year.

Year 6-7

On step up day all year 6 students attending a government secondary school will attend their high school for a full day.

Willy primary students attending Willy High will have an additional transition day. Students attending Willy High will walk down with Williamstown Primary teachers and undertake a range of engaging learning activities with high school staff.

Willy Primary's wellbeing team and 5/6 teachers meet with Willy High's wellbeing team and transition coordinator to ensure all essential information is passed on. Generally, 75-80% of our students attend Willy High. Students attending private, independent or other government schools will vary depending on each high school's processes.

Lunch time activities

The school provides a broad range of lunchtime activities to support the needs in addition to the normal playground and yard equipment and spaces for our students. These activities are listed below.

- Games Club (years 1-6 students)
- Library (All Years)
- Garden Club (Year 2 Students)
- Play Pod (All Year levels)
- Wellbeing Hub (All Year levels)
- Bluestone Lounge (Selected students)
- Lego Club (P-1, 2-3 & 4-6) 3 separate groups
- French Club (Year 5/6)
- Choir (Years 1-6)
- Rock Band (Selected Students Grade 5/6)
- Marimba Band (Selected Grade 5/6)

The biggest challenge in the implementation of any lunch activity is staff supervision.

The above activities, general yard duty supervision and required breaks must all be considered.

Breakfast Club

The school has previously investigated a breakfast club. When reviewing school resources and needing to make decisions on where they were allocated this space did not come up as a major point of need. We are lucky that most of our families have strong positive breakfast schedules, and the school manages this space on a more case by case scenario, ensuring any students that may need support are provided with it.

Class sizes

Class sizes are dependent on a broad range of factors these factors consist of but are limited to

- Year level
- Cohort size
- Funding model

The school's current policy aims to have class sizes of

- Years Prep - 2 (19-23 students per class)
- Years 3 - 6 (24-28 students per class)

Due to all government school's being mandated to accept all enrolment applications within their school zone, pressure can be placed on these caps. This is generally why the school is unable to take out of zone enrolments outside of the annual prep enrolment process.

Strategic planning requires us to allow for in zone enrolments through the school life of a cohort of students. Having the cohort size set in prep supports a stronger strategic planning process.

Essentially it is the balancing of student numbers, and financial & human resources. Student enrolments directly influence school funding, which in turn influence a school's class and staffing structure.

Events for all students

The school undertakes a broad range of events that look to cater for the different interests of students. Below is a list of recent examples of key event activities that look to support the varying interests of our Willy Kids.

The Arts

- Art Show
- 7x5 Art Contest
- Choir Performances
- Rock & Marimba Band Performances
- End of Year Band Performances

Cultural & Education Days

- Bastille Day (Even Years)
- Cultural Celebration Day (Odd Years)
- Book Week & Book Day

Leadership

- GRIP Leadership Conference (5/6 Leaders)
- Hobsons Bay JSC

Sports

- House Swimming Day
- House Athletics Day (3-6)
- House Willy Games Day (Prep-6)

These events/days are further supported by a range of incursions/excursions that connect directly to inquiry unit topics. The school's specialist program looks to cater for the needs and interests of our students while also providing the required learning opportunities.

Of note: Sport achievement often receives a large amount of recognition due to the broad range of sports our students undertake both in and outside of school.

There are also often many stages to sporting events district, divisional, regional and state resulting in further celebration and acknowledgement.

We love it when we hear about any achievement or opportunities of our Willy Kids and ask our families to let the school know if their child has been involved in exciting events/activities that are worth celebrating as a community.

Managing Bullying

The school approaches all bullying matters with a zero tolerance. In saying that it is rare to deal with real bullying issues at Williamstown Primary as most situations brought forward sit within being mean, or disputes.

When dealing with any conflict or disputes amongst students, staff and school leadership spend a considerable amount of time investigating events and interactions. This ensures a full picture is captured of the situation in piecing together all information gathered. We take a restorative approach, looking to educate students and building capacity for understanding actions.

Every situation is different and where required families are contacted, and if required a resolution meeting is undertaken to effectively work through the situation. The school's Willy Kids are Friendly Kids program is at the core of managing all student conflict concerns.

The language used within the program supported by its key themes and lessons create a strong foundation of expectations for all students and staff.

School Reports

The Department of Education lists the following as minimum requirements for student reporting.

- A written report (Print or digital)
- In an accessible format
- Easy for parents/carers to understand
- Report progress twice a year (Semester 1 & Semester 2)
- Teacher judgement 5-point scale in line with the Victorian Curriculum
- Indication of progress since previous report.
- Opportunity for parents/carers to discuss student reports

The school looks to ensure that all required information is provided to families. Often the amount of work that goes into the assessment and analysis of achievement, which then feeds into the writing of student reports, isn't always visible in the final product.

Over the years the school has explored various formats, which has led us to our current format.

The school continues to review its current format, while exploring other formats such as continuous reporting. Student reporting is also supported with student conferences and open afternoons. The aim is for student reporting to be multi-facet and not just the semester reports provided to families.

Communication

The school has a range of methods in which it communicates with its families. Below is a description of our communication platform and flow chart

Newsletter - The newsletter is at the core of all required school information. The newsletter both acknowledges what has taken place at school as well as informing the community as to what is going to occur. It is also an important platform to stay up to date with key information around school operations, direction and achievements.

Essentially the school newsletter is where we aim for all important school information to be found.

Compass Feed

- Compass Feeds are used as quick reminders to families. When posted they create a pop-up notification on the Compass app. As they sit on the feed they can't be accidentally deleted by recipients as an email can. Resources and documents can also be attached.

Compass Email

- Compass emails are used by both teaching staff and the school. Compass emails are used when the sender wants to ensure that the information contained in the email is going directly to the required audience. For teaching staff this is when the teacher is looking to ensure families has specific class information, and for the school and school leadership it is when the information is deemed very important and not something we want families to miss. Families also receive Compass emails notifying them when an event that requires permission and/or payment are required.

Social Media - Instagram/Facebook School

- The school utilises its social media platform to celebrate and acknowledge a broad range of school events

Social Media - Friends of Willy Page

Canteen

The school's canteen is leased out to an external provider. The contract terms of the canteen are a 2-year contract with an optional year (3-years). At the end of each term the lease goes out to tender. This allows the school to review the current provider and investigate what other providers may be able to offer.

Each school canteen is required to follow Department of Education health guidelines. These guidelines can be found in the link below.

One of the biggest challenges with school canteens for providers is providing options for families that are financially viable. If any item on offer does not generate required sales it is then often pulled from the menu. A recent example of this at our own canteen is the sale of sushi. This item had been introduced on request, but due to poor sales it was not feasible for the provider to continue to offer it.

Presentation Topics

- Wellbeing
- Supporting Neurodiversity
- Buildings and Infrastructure