



**KIDMAN**  
ASPIRE  
+SDAR **PARK**  
PRIMARY SCHOOL

# PEDAGOGIES & PRACTICES

# Contents

Our Vision and Purpose.....	3
Our Pedagogies and Practices.....	4
21st Century Learning Skills .....	5
Areas of Impact.....	6
Alignment of Pedagogies & Practices.....	7
OECD Learning Compass 2030 .....	8
Walker Learning Approach.....	9
Learning Environments .....	10
Focus Students.....	11
Investigation .....	13
Reporter and Photographer .....	15
Learning Intentions.....	16
Education Research Projects.....	17
Student Action Teams.....	18
Morning Circles.....	19
Wellbeing .....	20
Autism Inclusion .....	22
Digital Technologies .....	23
Immersive Technologies.....	24
Connected Curriculum.....	25
Sustainable Development Goal projects.....	26
Literacy .....	28
Numeracy.....	33
Specialist Subject:	
Health .....	40
Japanese.....	41
Physical Education .....	42
Performing Arts.....	43
Learning Support and Extension .....	44
English as an Additional Language .....	45
Nunga Group .....	46
Learning Centre .....	47
References .....	48



# Our Vision and Purpose

## Our Vision

At Kidman Park Primary School, we aim to provide an inclusive, engaging, and challenging school that supports learners to aspire to take risks, embrace change, and achieve their full potential.

## Our Purpose

Our purpose is to foster creativity, knowledge, and skills for the 21<sup>st</sup> century, enabling our learners to be empowered, resilient, and informed global citizens.

## Our Values

To achieve this, we expect our community to follow our school values:

- Be Respectful

We respect and care for ourselves, others, our community, and our world.

- Be Responsible

We are responsible for what we say, what we mean and what we do

- Be Grateful

We show gratitude and create positive connections by understanding our needs and the needs of others.

- Be a Learner

We achieve our personal best for ourselves, for others, and for the future.

## Learning Teams

We believe in collaborative learning and planning as this ensures consistency across the school and allows staff to share their expertise.

We have the following teaching teams:

- Early Years: F-2
- Primary Years: 3-4
- Middle Years: 5-6
- Specialists:  
Japanese, Health,  
Performing Arts  
and Physical  
Education
- Learning Centre



# Our Pedagogies and Practices

Our pedagogies and practices have evolved over time. We are well known for offering a variety of rich and diverse programs, focusing on the development of the whole child through our inquiry-based learning which in the Early Years is play-based, then moves to project-based work in the Primary and Middle Years.

Key priorities at Kidman Park Primary School include:

- Inquiry-based learning- embedded across the school from F-6
- Investigation- Foundation to Year 2
- Education Research Project (ERP)- Year 3 to Year 6
- Digital Technologies- incorporated into classroom teaching and used across the curriculum
- Student Agency- through inquiry-based learning, Sustainable Development Goal (SDG) projects and Student Action Teams which are altered yearly depending on the school focus and teaching staff specialties
- Wellbeing- a strong focus on student wellbeing using Restorative Practices and the Berry Street Model to cultivate and build positive relationships and create a safe and inclusive learning environment
- Flexible learning spaces- which help develop the Australian Curriculum's general capabilities and 21<sup>st</sup> Century learning skills, including collaboration, self-awareness, self-management, social awareness, and social management
- Strong literacy programs- based on The Simple View of Reading, the Science of Reading, and the Big 6, which includes structured synthetic phonics
- Specialist learning areas- include Japanese, Performing Arts, Physical Education and Health
- Conductive Education- Our Learning Centre (LC) is a centre of excellence in this area
- Intervention programs- including Speech and Language groups, MiniLit, MacqLit, and Numicon Intervention





# 21<sup>st</sup> Century Learning Skills

Teachers provide opportunities for students to learn and use 21<sup>st</sup> Century learning skills. We have integrated the skills below with the Australian Curriculum General Capabilities.

## Collaboration

Students work towards interdependent collaboration, where each team member is responsible for their contribution to providing a team solution.

## Knowledge construction

Students work towards generating ideas and understandings that are new to them through interpretation, analysis, synthesis, or evaluation.



## Self-regulation

Students are aware of their individual learning needs, learning goals and success criteria, work towards planning and monitoring their work, and improve by incorporating feedback.

## Real-world problem-solving and innovation

Students develop successful solutions to real-world problems and implement them in the real world through Investigation, Educational Research Projects (ERPs), and Sustainable Development Goal projects.

## Use of digital technologies for learning

Students work towards creating digital products that specific audiences can utilise.

## Skilled communication

Students work towards extended or multi-modal communication designed with audiences in mind

# Areas of Impact

At Kidman Park Primary School, our pedagogies and practices have been designed carefully and align with the priorities outlined by the Government of South Australia's; Department for Education (DfE) public education strategy (see *Image 1: Learn and Thrive Plan*). The areas of impact include Wellbeing, Equity and Excellence, Effective Learners and Learner Agency. These areas correspond to and drive many of our pedagogies and practices.

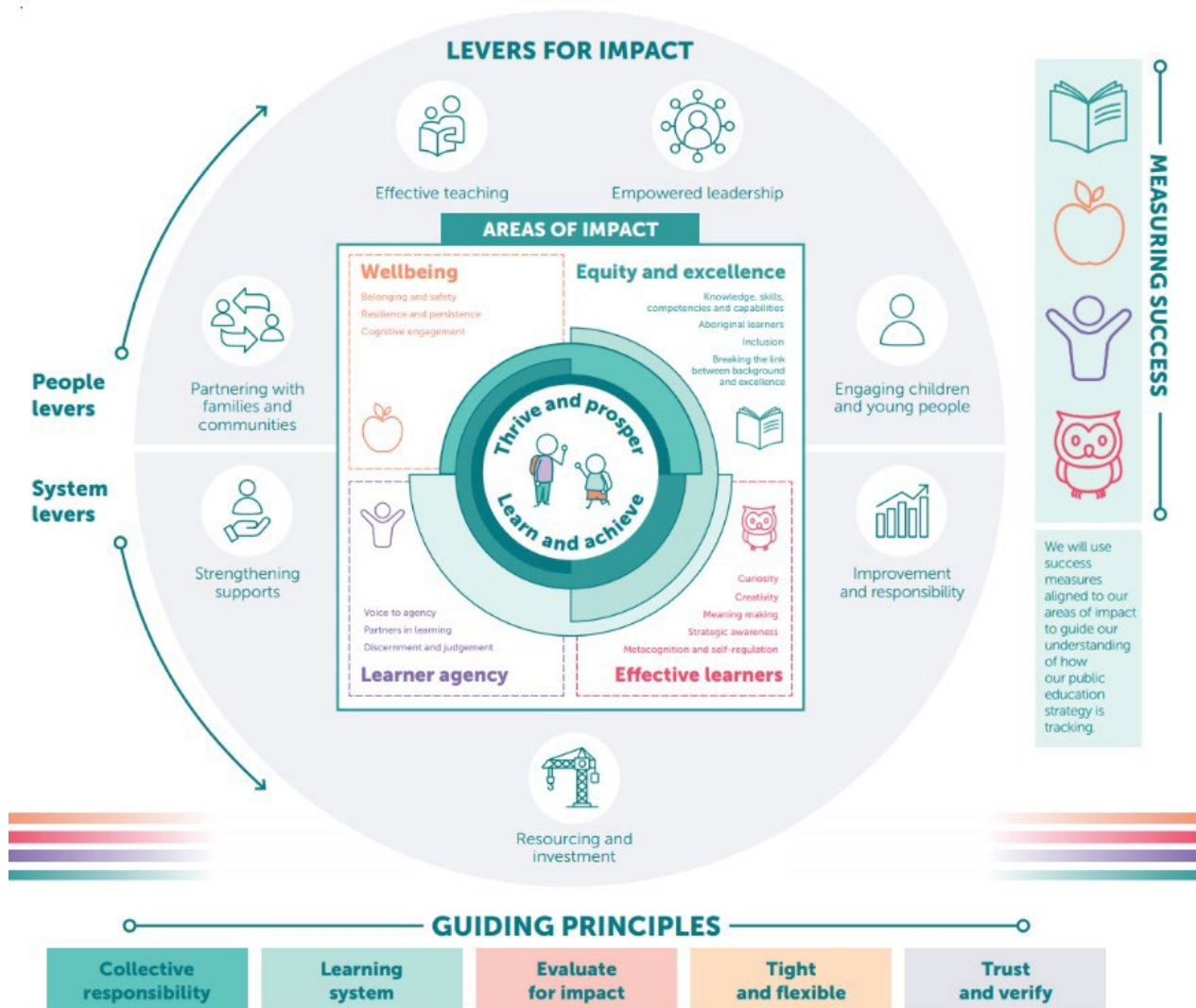


Image 1: Learn and Thrive Plan (Government of South Australia, 2023)

# Alignment of Pedagogies & Practices

By aligning our pedagogies and practices with the four areas of impact, we strive to create a learning environment where every student feels valued, supported, and empowered to thrive academically, socially, and emotionally.

Wellbeing	Equity & Excellence	Learner Agency	Effective Learners
<p>Includes:</p> <ul style="list-style-type: none"> <li>-Belonging &amp; Safety</li> <li>-Resilience &amp; Persistence</li> <li>-Cognitive Engagement</li> </ul>	<p>Includes:</p> <ul style="list-style-type: none"> <li>-Knowledge, skills, competencies &amp; capabilities</li> <li>-Aboriginal learners</li> <li>-Inclusion</li> <li>-Breaking the link between background &amp; excellence</li> </ul>	<p>Includes:</p> <ul style="list-style-type: none"> <li>-Voice to agency</li> <li>-Partners in learning</li> <li>-Discernment &amp; judgement</li> </ul>	<p>Includes:</p> <ul style="list-style-type: none"> <li>-Curiosity</li> <li>-Creativity</li> <li>-Meaning making</li> <li>-Strategic awareness</li> <li>-Metacognition &amp; self-regulation</li> </ul>
<ul style="list-style-type: none"> <li>• Morning circles</li> <li>• Restorative practices</li> <li>• Positive behaviour guidelines</li> <li>• Morning check-ins</li> <li>• 5-point scales</li> <li>• Zones of regulation</li> <li>• Spirit days</li> <li>• Buddies</li> <li>• Wellbeing Site Improvement Plan (SIP) team to drive initiatives</li> <li>• Tiers of intervention</li> <li>• What Went Well reflections</li> <li>• Circle Time</li> <li>• Mindfulness</li> <li>• Focus Students</li> <li>• Use of SEIS for regulation</li> <li>• Ready to learn plans</li> <li>• Traffic lights</li> </ul>	<ul style="list-style-type: none"> <li>• Nunga groups</li> <li>• EAL/D groups</li> <li>• LC inclusion</li> <li>• Disability awareness</li> <li>• Autism Inclusion Teacher-regulation spaces</li> <li>• One Child One Plan</li> <li>• Literacy &amp; Numeracy SIP teams</li> <li>• Literacy &amp; Numeracy teaching</li> <li>• Digital technologies</li> <li>• General capabilities</li> <li>• Support programs (Speech &amp; Language, MiniLit, MacqLit, Numicon)</li> <li>• Use of SEIS for inclusion &amp; stretch</li> </ul>	<ul style="list-style-type: none"> <li>• Student action teams</li> <li>• Focus Students</li> <li>• WLA- ERPs (choosing what to learn, how to learn it, who to work with, how to be assessed)</li> <li>• WLA- Investigation</li> <li>• Student leaders</li> <li>• Immersive technologies</li> <li>• Digital technologies</li> <li>• Connected Curriculum (CC)</li> <li>• Learning environments (where to work, who to work with, where to sit/ flexible seating)/ (Investigation-experiences to set-up)</li> <li>• Bookmaking</li> <li>• SDG projects</li> </ul>	<ul style="list-style-type: none"> <li>• ERPs and Investigation</li> <li>• Immersive technologies</li> <li>• Digital technologies</li> <li>• General capabilities</li> <li>• CC</li> <li>• Learning intentions</li> <li>-developmental domains (cognitive skills)</li> <li>• Self-regulation</li> <li>-learning environment</li> <li>-social &amp; physical learning intentions</li> <li>-teach students to recognise how they learn &amp; what strategies work best for them</li> <li>• Flexible seating</li> <li>• Zones of regulation</li> <li>• SDG projects</li> </ul>



# OECD Learning Compass 2030

Kidman Park Primary School's purpose and values directly link to the principles outlined in the OECD Learning Compass 2030. We support students to develop skills needed to navigate their way through unknown contexts towards the shared goal of wellbeing.

The OECD Learning Compass' focus on developing holistic learners aligns with our view of education as we foster curiosity, resilience, empathy, and respect through our school culture. Our pedagogies and practices reflect our commitment to student agency as we empower students to take ownership of their learning, collaborate with peers and contribute meaningfully to the wider community.

We recognise the importance of student wellbeing and how this impacts overall learning. Therefore, we prioritise the physical, emotional, and mental health of all our students. We aim to equip students with a wide range of knowledge, skills, and competencies so they can handle future challenges.

We encourage students to set goals, use initiative, learn from experiences, and adapt accordingly using an ongoing cycle similar to the OECD cycle of anticipation, action and reflection. Through our inquiry approach to teaching and learning, we foster a lifelong love of learning and commitment to continuous improvement.



Image 2: OECD Learning Compass 2030 (OECD Publishing, 2020)



# Walker Learning Approach

Kidman Park Primary School implements inquiry-based learning based on the Walker Learning Approach (WLA) across all year levels. This allows teachers to build trusted relationships with students, personalise learning and engage students through their interests.

Learning is real, relevant, and meaningful for all children regardless of their age, culture, family context, socioeconomic background, or geographical position. The WLA has been developed over 20 years using an action research model. It places the child at the centre and utilises developmental psychology and biology alongside cultural and environmental influences as pedagogical platforms and the basis for practical application across Australian school settings.

Key guiding principles of the WLA include:

- All teaching is intentional
- Not all children are ready to learn the same thing, at the same time, in the same way
- Children's interests are used as a catalyst for engagement
- Children's interests, culture, and context are respected and used as a springboard to facilitate further learning and skill development in all areas including literacy, numeracy, the sciences, the arts, language, cognition, social, psychological and emotional development
- Learning is personalised and uses the children's interests alongside additional exposure, concepts, and experiences for children to explore their world, skills, and environment
- The process of learning and skill acquisition is valued
- Intrinsic (not extrinsic) motivation is valued and embedded in practice
- The adult/ child relationship is highly valued
- The relationship between child, family and community are integral
- The WLA does not require topics or themes but does include opportunities for teachers to include specific concepts
- Child development is the basis for guiding practice
- Relationships are developed and deepened through a range of key practices including Focus Students
- Learning is real, relevant, and meaningful and is contextual to the child, family, and community



# Learning Environments

Our learning areas are inspired by the philosophies of Reggio Emilia, where the environment is the third teacher. Therefore, they are intentionally set up to provoke learning. We use a variety of natural colours, materials and a range of interesting textures which optimise independence and positive choices for learning. Learning environments are arranged to foster engagement and collaboration. Teachers create open-ended learning spaces that nurture and inspire learning. They intentionally use provocations to provoke engagement and excitement in different learning areas. These are modified regularly depending on learning intentions and student interests. Resources are displayed and are accessible for students to support them in their own learning. These are accessed at any time throughout the day. The learning environment is designed to allow students to focus on their learning and self-regulate as needed. Sensory and regulation areas are designed to support student needs and wellbeing.

Kidman Park Primary School uses flexible seating arrangements to accommodate different types of learners. Students are given the opportunity to work in a variety of places and positions. They are rarely seated at desks for extended periods of time, instead they are constantly moving, and participating in inquiry and hands-on learning experiences.

## Benefits:

- Students resource their own learning
- They develop their own learning style (choose to sit individually, work collaboratively or with a learning buddy)
- Promotes collaboration
- Provides student agency
- Teaches students developmental skills (social, emotional, language, cognitive, physical) as focuses on holistic education
- Promotes intrinsic motivation
- Develops self-regulation skills and metacognition



## Conditions for optimal learning

Our learning environments create optimal conditions for learning by:

- Providing opportunities for students to be engaged and choose their learning style
- Being set-up as a 'third teacher' to promote
- set-up learning environments as a 'third teacher' using natural colours, materials and interesting textures
- Using flexible seating arrangements to promote and optimise independence, self-regulation and positive choices for learning
- Provocations used to intentionally provoke learning intentions
- Provocations used to engage students in their learning



# Focus Students

In the Early Years, each child is a Focus Student once a fortnight, and this is allocated via a roster system. During Tuning In, the teacher models a conversation with each Focus Student individually about what they want to achieve during Investigation. This conversation is scaffolded based on learning intentions, student interests and needs. Having Focus Students allows teachers to build strong relationships with students and get to know their interests and learning needs authentically. Although Focus Students often choose to work in a range of different areas during Investigation, the teacher can engage students by knowing their interests and individualised learning goals. The teacher uses questioning and feedback techniques to scaffold student learning during this time. Throughout Investigation the teacher works individually with each Focus Student to scaffold learning and build relationships. During Reflection, the teacher uses questioning techniques to encourage each Focus Student to reflect on problems they may have had and new skills they have learned rather than focusing on the final product.

Similarly, in the Primary and Middle Years, Focus Students are conducted during Tuning In sessions via a rotating fortnightly roster. Each day, the allocated students hold a scaffolded discussion with the teacher in front of the class. Students may start the conversation with a personal topic or question, allowing the class to learn more about the student before discussing their current learning journey and goals. Focus Students also report back at the end of the day to reflect and evaluate their progress toward their goals. This links with our Berry Street model, as students share their 'What Went Well' reflection during this time. This practice encourages students to take responsibility for their learning, keep to deadlines, and gain one-on-one time with the class teacher.

## Conditions for optimal learning

Focus Students are used to create conditions for optimal learning by:

- Allowing student agency which assists with engagement
- All students work within their zone of proximal development
- Promoting student agency through the set-up of learning areas based on interests
- Inclusion of all students and everybody feeling seen and heard
- Building a positive class learning culture
- Teachers scaffold students according to their individual needs when talking to Focus Students
- Focus Students allow the teacher to build positive relationships with each student and get to know their learning needs and interests on a deeper level
- Providing students with opportunities to develop and extend oral language skills (extend vocabulary while strengthening relationships)
- Creating engaging experiences as students can pursue interests that link to learning intentions
- Different levels of questioning are used to cater for individual needs
- Differentiation is used to meet the needs of diverse intellectual, cultural, physical and social abilities
- Teachers provide effective timely feedback
- Individualised learning goals are set
- Learning intentions are used to engage students in authentic contexts

## Benefits:

- Students articulate their learning goals and skills
- Extends oral language development and communication skills
- Fosters relationship building between teacher and Focus Students
- Builds strong relationships with peers
- Confidence of students when talking in front of the class
- Provides opportunities for peer feedback
- Provides time for one-on-one individualised teacher feedback
- Promotes student agency
- Inquiry-based learning- students learn by doing
- Aids student engagement
- Students can take on leadership roles
- Scaffolds higher-order thinking
- Extend problem-solving skills
- Promotes intrinsic motivation
- Builds resilience
- Supports active and responsive listening skills
- Develops students' ability to question and provide feedback





# Investigation

In the early years (Foundation to Year 2) the inquiry-based learning includes Investigation four mornings a week. This is based on the WLA which is an Australian-designed pedagogy built on decades of research and allows educators to authentically personalise learning in a way that is developmentally appropriate for the individual child. Learning is real, relevant and meaningful for each child creating an engaging environment. Students are viewed as active participants in their learning as they explore and investigate through various hands-on learning experiences.



Investigation allows teachers to personalise and engage students but also includes explicit and formalised instruction. Investigation begins with Tuning In which is formal explicit teaching of fortnightly learning intentions. Every child is a Focus Student once a fortnight which allows the teachers to build positive and trusted relationships with students, get to know their interests and their developmental needs. Focus students have an opportunity to practise and develop their oral language skills in front of the class on their rostered day as the teacher will ask what they hope to achieve and where they would like to investigate for the session.

Students choose from a range of learning experiences including writing, maths, art, science and nature, tinker, sensory, dramatic play, collage, construction and making. During Investigation, the teacher will sit with the focus students and build on their learning. Students also take turns at being the Reporter and Photographer. These roles are engaging and are intentional and specific for each child. The tasks can relate to the fortnightly learning intentions and may be used as a springboard into formal teaching later in the day or they may be intentional learning goals for the specific student. These roles often promote social interactions with peers, extend thinking and problem-solving skills, provide extra opportunities to link learning to curriculum areas, promote technology use, and build self-esteem.

Investigation concludes with Reflection where the focus students will answer teacher-led questions to reflect on the learning that occurred during the session. Students take ownership of their environment and Reset ready for learning throughout the day. Teachers plan every fortnight using a Statement of Intent which begins with students' social, cognitive, emotional, language and physical learning intentions, then includes curriculum driven learning intentions with their interests providing a holistic approach to learning.

## Conditions for optimal learning

Educators create conditions for optimal learning through Investigation by including key components that support culture, inclusion, supportive learning environments and scaffolding of students.

We create conditions for optimal learning through Investigation by:

- Allowing student agency- all students are engaged and able to follow their interests.
- Targeted learning- all students work within their zone of proximal development
- Set-up learning environments as a 'third teacher' and using flexible seating arrangements to promote and optimise independence, self-regulation and positive choices for learning
- Learning environments are set-up using natural colours, materials and interesting textures
- Learning environments intentionally set-up to provoke specific learning intentions
- Provocations are used to engage students in their learning and are changed depending on the learning intentions
- We scaffold students according to their individual needs when talking to Focus Students and throughout Investigation
- Challenge student learning depending on needs
- Focus Students and Investigation allow the teacher to build positive relationships with each student and get to know their learning needs and interests on a deeper level
- Develop and extend oral language skills (extend vocabulary while strengthening relationships)

## Benefits:

- Personalised learning based on individual needs
- Inquiry-based, real-world learning
- Students settled for explicit teaching after Investigation
- Extending oral language skills
- Teacher/ student relationships
- Focuses on process, not product
- Holistic education (social, emotional, language, cognitive, physical goals)
- Intrinsic motivation
- Builds resilience
- Develops self-regulation skills
- Springboard into formal explicit teaching (helps with student engagement)
- Connects abstract ideas to concrete examples
- Team planning using Statement of Intent- all year level classes teaching same learning intentions





# Reporter and Photographer

Students take turns being the Reporter and Photographer during Investigation. These roles are engaging, intentional and specific for each child. The tasks can relate to fortnightly learning intentions and may be used as a springboard for formal teaching later in the day or they may be intentional learning goals for the specific student. These roles often promote social interactions with peers, extend thinking and problem-solving skills, provide extra opportunities to link learning to curriculum areas, promote technology use, and build self-esteem.

## Benefits:

- Personalised learning
- Inquiry-based learning connected to real-world experiences
- Engaging learning activities
- Opportunities to extend or support student learning
- Extends oral language development
- Develops and supports social connections with peers
- Extends teacher/ student relationships
- Focuses on process, not product
- Holistic education- teaches students developmental skills (social, emotional, language, cognitive, physical)
- Promotes intrinsic motivation
- Builds resilience
- Provides student agency
- Develops self-regulation skills
- Allows the teacher to springboard into formal, explicit teaching (helps with engagement)
- Connects abstract ideas to concrete examples
- Differentiation



## Conditions for optimal learning

Educators create conditions for optimal learning using the Reporter and Photographer roles by including key components that support culture, inclusion, supportive learning environments and student scaffolding.

We create conditions for optimal learning through:

- Teachers create learning tasks based on student interests and needs/ skills
- Students work within their zone of proximal development
- Teachers support and extend oral language skills (extend vocabulary while strengthening relationships)

# Learning Intentions

Teachers plan student learning intentions in sub-teams each fortnight to guide learning in AC curriculum areas, including English, Mathematics, Science, Humanities and Social Sciences, Technologies, and The Arts. In the Early Years, teachers also plan student learning intentions for the developmental domains, including social, language, physical, thinking skills, and emotional regulation. The student learning intentions are simplified from the Statement of Intent (SOI). They are created using images and child-friendly language to allow students to connect with them and understand their learning intentions. This makes the learning intentions relatable to students and strengthens their connections to their learning. Each morning these learning intentions are discussed, skills explicitly taught during Tuning In, and are used to guide Focus Student discussions. They are also printed and displayed in the classroom so students can refer to them throughout the day, not just during the morning session. Each fortnight, these learning intentions are shared with families via Seesaw so they are aware of the learning occurring in the classroom. Teachers then use these fortnightly student learning intentions during lessons throughout the day. These intentions drive the tasks students complete. Teachers then differentiate these learning intentions to create individualised student learning goals in a range of learning areas including phonics, reading, writing, numeracy and inquiry-based learning.

## Benefits:

- Consistent approach of learning intentions being taught in every year-level classroom
- Students exposed to the learning intentions every lesson
- Student learning intentions are always on display in classrooms so students can refer to them
- Student learning intentions guide the provocations during Investigation to allow students further exploration
- Student learning intentions provide students with opportunities to take ownership of their learning
- Individualised learning goals created from overarching learning intentions
- Students are aware of success criteria

## Conditions for optimal learning

We create conditions for optimal learning through the following:

- Two lessons of Non-Instructional Time (NIT) are provided to sub-teams together to plan using the Statement of Intent for the fortnight
- In the Early Years, simplified Student Learning Intentions are created in child-friendly language from the Statement of Intent and shared in same year-level classrooms
- Students are aware of their learning intentions for each lesson, and provocations are set-up to promote optimal learning
- Each class focuses on the same topic each fortnight, so students are given equal time to optimise learning
- Teachers work collaboratively to plan engaging learning experiences based on learning intentions
- Teachers work with students to create individualised learning goals from the overarching learning intentions which target their learning



# Education Research Projects

Education Research Projects (ERPs) are inquiry-based projects chosen collaboratively by the students and teacher, beginning from Year 3 through to Year 6. Students are guided by the teacher to develop their understanding of goals on a specific topic from the Australian Curriculum that links with learning intentions. The gradual release of responsibility throughout Years 3-6 allows students to be explicitly taught critical inquiry skills and model questions with identified focus topics. Students participate in guided and open inquiry with both approaches promoting student-centred learning, fostering critical thinking skills, and encouraging active participation in their learning.

Students adhere to a project design brief, which explicitly provides core learning and specific questions connected to the topic. Student inquiry questions drive the investigation beyond the topic requirements. ERPs have a cross-curriculum component where literacy, numeracy, and other learning areas are incorporated across a big question focus. Skills developed through ERPs include flexibility, empowerment, focus skills, developing research and communication skills, metacognitive strategies, making cross-curriculum connections, responsibility for negotiation, risk-taking, and creating deeper learning experiences on a broader range of issues.

Co-constructed rubrics are used as formative assessments and assist students in focusing on selected outcomes. These rubrics enable different levels of achievement by outlining clear expectations that link to success criteria. Through teacher and peer feedback, learning intentions are created to guide students in future projects. Peer feedback is immediately provided through individualised student/teacher-designed resources. Student progress in research and presentation skills is monitored through ongoing conferencing. Excursions, incursions, digital technologies, and information sharing are part of the ERP process, which assists with student engagement and deeper learning.

## Benefits:

- Increased engagement through student-directed learning
- Gradual improvement through teacher and peer feedback
- Cross-curricular connections
- Connection to real-world problems, events, and the UNESCO Sustainable Development Goals
- The development of 21<sup>st</sup> Century Learning Skills
- Student ability to drive learning and develop self-regulation skills
- Differentiation
- Individualised learning goals

## Conditions for optimal learning

We create conditions for optimal learning by using the ERP process:

- Teachers provide clear and consistent timelines and structure for the ERP process (from the introduction of the topic through the Connected Curriculum to the completion and presentation of the ERP)
- Providing scope for students to have agency in their area of inquiry
- Scaffolding students based on their individual need

# Student Action Teams

Student Action Teams (SATs) engage students in community-based learning and fostering connections with their surroundings. These teams adopt a student-centered approach, actively involving students in achieving specific goals and targets set by the school. SATs are crucial in cultivating unified teams connecting students with their local communities. Central to SATs is the fundamental principle of fostering positive self-perceptions among students, promoting a sense of purpose, empowerment, autonomy, and belonging. Each year, SATs vary depending on school priorities and educator expertise.

## Benefits:

- Students develop leadership skills
- Increased student agency
- Opportunities for a wide range of students
- Students learn skills in planning events
- Increased confidence in students
- Refined presentation skills

## Conditions for optimal learning

Educators create conditions for optimal learning as all students are encouraged to apply for SATs, promoting inclusion and community. Educators who facilitate SATs are passionate about the team they lead, creating a positive culture.



# Morning Circles

Morning Circles greet students and set the tone for learning for the day. Regular routines are organised for students to form a circle to review key values and expectations and celebrate announcements and achievements. This process allows students to co-regulate, ground themselves, and check in prior to learning. Morning circles include a greeting, review of values and expectations, announcements, a reflection of what went well and a positive primer.

## Benefits:

- Regulation
- Student check-in
- Student wellbeing
- Build a culture of inclusivity and belonging
- Promotes student agency
- Models the importance of collective community sharing and coming together
- Encouragement of interactions within broader groups
- Practise expressing opinions or views about a range of topics

## Conditions for optimal learning

We create conditions for optimal learning by creating an inclusive environment where students feel comfortable openly communicating. Teachers establish routine and predictability, build relationships and trust, foster social and emotional skills, and encourage student voice and agency.





# Wellbeing

At Kidman Park Primary School, our wellbeing approach is based on the Berry Street Education Model and Restorative Practices. Both frameworks aim to support mental and emotional health, helping students manage stress, develop resilience, and maintain positive mental health. Our approach enhances academic success by creating a positive school climate where students can engage in learning, concentrate better, and achieve their full potential. Both frameworks develop opportunities to learn new social skills, promote student agency and build relationships, teaching students effective communication, conflict resolution, empathy, and fostering healthy connections with others. Implementing Berry Street and Restorative Practices helps to prevent negative behaviour by promoting kindness, respect, and inclusivity, creating a safe and accepting school environment. It teaches emotional regulation and behaviour management, equipping students with strategies to identify and express emotions, make positive choices, and reduce behavioural issues. Additionally, it establishes a foundation for lifelong wellness, providing students with essential skills, coping strategies, and self-care practices that contribute to their long-term mental health and resilience. Kidman Park Primary School incorporates a focus on student wellbeing during our annual acquaintance nights, where parents/caregivers meet their child's teacher; and can gain insight into class structures, routines and expectations using our frameworks. We believe fostering a holistic sense of wellbeing is crucial for our students' success.

Kidman Park Primary School also has a facilities dog named Apollo who significantly enhances student wellbeing by providing a comforting presence and emotional support. Apollo creates a calming atmosphere, assisting in reducing stress and anxiety levels among children and promoting social interaction and empathy. His presence encourages a positive school environment where students feel safe, supported and eager to engage in learning activities.

## Benefits:

- Develops self-regulation skills
- Holistic education- teaches students developmental skills (social, emotional, language, cognitive, physical)
- Promotes a positive school climate
- Focus on positive behaviour

## Conditions for optimal learning

We create conditions for optimal learning through our wellbeing model by:



- Setting up areas in classrooms to support self-regulation, including regulation stations
- Include sensory areas for exploration
- All students are engaged and able to choose their learning style



- Learning environments are set up as a ‘third teacher’ and using flexible seating arrangements to promote and optimise independence, self-regulation, and positive choices for learning Familiarising teachers and staff with the core principles of the Berry Street Education Model, designed to support students impacted by trauma and adversity.
- Providing professional development and training for teachers to understand trauma-informed practices. This includes recognising the signs of trauma, understanding its impact on student behaviour and learning, and responding with empathy and sensitivity.
- Integrate restorative practices into the school culture to address conflicts and issues. Restorative practices focus on repairing harm, building relationships, and promoting accountability.
- Encouraging teachers to develop strong, positive relationships with their students.
- Differentiated teaching methods and learning experiences to meet the individual needs and strengths of each student. This is done through the relationship's domain in alignment with student OCOPs, Ready to Learn Plans, and Traffic Lights.
- Integrating ‘What’s the Buzz’ as an intervention support to help students develop essential skills such as self-awareness, self-regulation, empathy, and social skills.
- Fostering a culture of collaboration among teachers, staff, students, and parents.
- Utilising the Engagement and Wellbeing survey data to monitor student progress and make informed decisions about instructional strategies and interventions.
- Providing ongoing training and support for staff to enhance their understanding and implementation of the Berry Street Education Model and restorative practices.
- Involving parents and the broader community in supporting our wellbeing approach.

KIDMAN PARK TIERS OF INTERVENTION			
1	<b>TEACHABLE MOMENTS</b> <b>AFFECTIVE STATEMENTS</b> 2 REMINDERS CLASSROOM REFLECTION	ALL STAFF MEMBERS ALL STUDENTS	<b>IN THE MOMENT, RESPOND USING AFFECTIVE STATEMENTS</b> ADDRESS THE STUDENT TELL THEM HOW YOU AND OTHERS MAY FEEL AND HOW THEY HAVE BEEN IMPACTED STATE THE PREFERRED BEHAVIOUR (I FEEL...WHEN...BECAUSE...PLEASE...)
2	<b>RESTORATIVE CHAT</b> NEIGHBOURING BUDDY CLASS	ALL STAFF MEMBERS, STUDENT(S) INVOLVED	<b>REPAIR RELATIONSHIPS USING            RESTORATIVE CONFERENCE SCRIPTS</b>
3	<b>RESTORATIVE CONFERENCE</b> OFFICE REFLECTION DURING LESSON AND UNTIL NEXT BREAK	ALL STAFF MEMBERS, STUDENT(S) INVOLVED WELLBEING LEADER PARENT/CARERS	<b>REPAIR RELATIONSHIPS USING RESTORATIVE            CONFERENCE SCRIPTS</b> DOCUMENT SUMMARY OF THE INCIDENT INFORM PARENTS/CARERS
4	<b>FORMAL RESTORATIVE            CONFERENCE</b> OFFICE REFLECTION DURING LESSON AND LUNCH 20 MINUTES	ALL STAFF MEMBERS, STUDENT(S) INVOLVED LEADERSHIP PARENT/CARERS	<b>REPAIR RELATIONSHIPS USING RESTORATIVE            CONFERENCE SCRIPTS</b> DOCUMENT SUMMARY OF THE INCIDENT CREATION OF THE TRAFFIC LIGHT BEHAVIOUR TRACKER AND READY TO LEARN PLAN ONSITE MEETING WITH PARENTS/CARERS
5	<b>ALTERNATIVE APPROACH            TO BREACHES OF THE            TRAFFIC LIGHT BEHAVIOUR            SUPPORT INCLUDING            UNSAFE BEHAVIOUR</b> <b>AFTER FOURTH OFFICE            REFLECTION</b>	ALL STAFF MEMBERS, STUDENT(S) INVOLVED LEADERSHIP PARENT/CARERS SUPPORT SERVICES	<b>FURTHER SUPPORT AGREED UPON INCLUDING            INTERNAL/EXTERNAL SUPPORT SERVICES</b> ONSITE MEETING WITH PARENTS/CARERS WORKING WITH LEADERSHIP INTERNAL PLACEMENT TAKE HOME EXTERNAL SUSPENSION (UNSAFE BEHAVIOUR)

REPAIR AND REBUILD RELATIONSHIPS

# Autism Inclusion (AIT)

The new, nation-leading initiative to appoint an Autism Inclusion Teacher at all public primary schools in South Australia has assisted Kidman Park Primary School in implementing best practice around the education of students diagnosed with autism. Our AIT continues to develop teacher understanding and knowledge through building their teaching expertise and influencing the practice of others. This is achieved by engaging in formal and informal learning on autism, mentoring and guiding teachers to improve inclusive practices to support autistic students, networking with other AITs, analysing data to develop a deep understanding of what autism looks like at KPPS and talking with students who have autism and their families to understand their perspectives and experiences.

## Benefits:

- Inclusion
- Differentiation
- Personalised learning/ goal setting
- Supporting diverse learning needs of students, including adjustments to learning
- Upskilling teachers in best practice
- Supporting the social and emotional learning of students
- Networking with other sites around best practice
- Collaboration with families and students
- Explicit teaching of metacognitive strategies

## Conditions for optimal learning

The AIT has worked with teachers to create conditions for optimal learning by carefully considering learning environments to best support students with autism including the physical, sensory, and social environment, positive interactions with peers, developing independence and building their ability to manage change.

Reasonable adjustments are made in the classroom and yard to promote inclusion and meet the needs of all students. Zones of regulation, 5-point scales and visuals to support regulation have been implemented in all classrooms to ensure consistency. Student friendly resources are shared with classes to upskill student knowledge of autism and inclusion.





# Digital Technologies

## Outline

At Kidman Park Primary School, digital technologies are integrated across the curriculum, encompassing Science, Technology, Engineering and Mathematics (STEM) principles obtained from the Australian Curriculum. We utilise the engineering process as a framework to solve problems and innovate within these domains. Each term, our Connected Curriculum (CC) big question is a guiding inquiry channel to facilitate students' understanding of the interconnectedness of subjects across the curriculum. This approach enables students to apply their knowledge across various contexts. Through digital technology focused STEM learning, students acquire essential skills such as problem-solving, collaboration, initiative, creative and critical thinking communication, and digital literacy. Digital technologies offer hands-on, student-centered learning opportunities that range from designing and constructing solutions to aiding individuals in demanding environments and applying coding and robotic techniques to investigate various concepts. This integrated approach provides a vast opportunity for skills development and knowledge across the curriculum in an efficient manner.

## Benefits:

- Enables students to be agnostic in their approach, transferring skills across multiple platforms and taking on new modes and applications to drive and communicate their learning
- Provide students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge
- Promotes problem-solving capabilities
- Promotes engagement by incorporating different learning styles
- Allows for a differentiated approach
- Prepares students to adapt to future challenges and technologies



## Conditions for optimal learning

We create conditions for optimal learning through the integration of digital technologies by:

- Designing and differentiating learning tasks based on technological platforms
- Teachers deliver timely and specific feedback directed at the students to move their technology learning forward
- Provide a safe and explorative learning environment where students are encouraged to create, evaluate, and modify

# Immersive Technologies

Immersive Technologies encompasses tools like Augmented Reality (AR) and Virtual Reality (VR). These tools provide a dynamic, engaging, and interactive learning experience across the curriculum. Incorporating these technologies into classrooms enhances students' educational experiences and assists them in developing the skills needed for future jobs. Our Lumination Learning Lab allows students to solve real-world problems in a hands-on, collaborative, and engaging way.

## Benefits:

- Improves understanding of complex and abstract concepts
- Student confidence grows as they experience virtual and real worlds
- Improves retention of learning and student engagement
- Improves student perspective, imagination, and cognitive ability
- Suitable for a wide range of student ages, learning styles and abilities
- Enriches student-centred learning so students are in control of their learning with increased autonomy
- Students can engage at their own pace
- Provides instant feedback and reinforcement
- Hands-on learning– students learn by doing
- The trial-and-error approach reduces fear of failure and increases a willingness to take risks
- Stimulates student dialogue and collaborative learning
- Builds problem-solving skills
- Provides interactive learning
- Improves understanding of concepts
- Builds a wide range of digital skills
- Provides differentiated learning



## Conditions for optimal learning

Our site invested in creating an Immersive Virtual Reality 'Studio,' complemented by a classroom VR headset kit. KPPS students also have access to digital devices throughout the school that enable Augmented Reality experiences that link to the Australian Curriculum; while also being able to create experiences to communicate their learning to others.



# Connected Curriculum

At Kidman Park Primary School, prioritising student agency is a fundamental objective within our educational framework. We are committed to fostering an environment where students exercise greater autonomy over learning experiences, making learning meaningful and giving students ownership, promoting engagement in all areas across the curriculum. The Connected Curriculum provides connections for students to transfer their learning in an interdisciplinary format. By interweaving areas of the AC using big questions and subsequent big ideas, teachers enable students to use critical and creative thinking to provide more profound, richer learning experiences across many curriculum areas. We provide greater community engagement and purpose by linking these big ideas to important dates and events in the local and global community.

For each term, a 'big question' (non-Googleable question) is created to drive the connections across the AC. AC strands are examined, and verbs/ nouns are brainstormed from this to use in the big question for each term. Previously, student and teacher collaboration occurred via whiteboards, Padlets and small group discussions to ensure that the big questions devised are broad enough to use as a lens to view other areas of the curriculum while enabling individual year groups/classes to create sub-questions to match their specific focus. Students then use sub-questions to drive their investigations (Foundation- Year 2) or ERPs (Year 3-6). Key content areas from the AC are corresponded to the big questions using a Trello board– an online planning resource. Specific dates and events which match each term are then added. Our collaborative teaching teams use these unit plans to drive student learning, incorporating the specific learning intentions and clinic groups (small learning groups led by teachers, SSOs, or students) required to ensure students are given different explicit learning and relevant assessment opportunities.

## Benefits:

- Links interests to drive learning
- Engage students through the learning process– connection to ERP
- Provides students with success criteria for individual development and growth
- Promotes student agency
- Allows opportunities for Clinic Groups and peer teaching
- Integrates multiple curriculum areas into units of work
- Differentiation- big questions are open-ended so students have multiple entry points and can explore interests/ showcase their learning in different ways

## Conditions for optimal learning

We create conditions for optimal learning through the integration of the Connected Curriculum by:

- Student agency assists with engagement as students can follow their interests in a variety of learning areas
- Students are scaffolded according to their individual needs
- Provides opportunities for students to engage with curriculum content from a real-world perspective
- Students have agency over how to present their ERPs



# Sustainable Development Goal projects

Throughout the year, each class selects one of the UNESCO Sustainable Development Goals (SDGs) and embarks on a collaborative project that engages the broader school community. The SDGs represent a collection of objectives to foster international sustainable development in the future. With seventeen goals addressing global challenges, classes select an SDG to concentrate on, enabling students to learn, contribute, and effect positive change. Each class documents their journey and shares their projects with the school community.

## Benefits:

- Students understand global issues and learn to contribute and make a difference
- Educational enrichment- SDG projects provide students with opportunities for hands-on, experimental learning, enhancing their understanding of global issues and fostering critical thinking skills
- Community engagement- engaging in SDG projects involves collaboration with peers and the wider school community, promoting a sense of unity and collective action
- Real-world relevance- SDG projects offer students the chance to address real-world challenges and contribute to meaningful solutions, helping them understand the relevance of their learning to the world around them
- Global citizenship- students develop a sense of citizenship and empathy for people in different parts of the world, fostering cross-cultural understanding and empathy
- Empowerment- SDG projects empower students to become agents of change, instilling a sense of agency and responsibility for creating a better, more sustainable future
- Skill development- Students develop a range of skills including problem-solving, collaboration, communication, and leadership skills essential for success in the 21<sup>st</sup> century
- Promotes sustainability- many SDGs address environmental issues, which help students develop a deeper appreciation for the environment and encourage them to adopt sustainable practices.



## Conditions for optimal learning

We create conditions for optimal learning through SDG projects by:

- Set clear goals and objectives- teachers define learning objectives and outcomes related to the chosen SDG and align this with curriculum standards and student learning needs
- Promote inquiry-based learning- teachers encourage students to inquire, explore, and investigate real-world issues related to the SDG, fostering curiosity, and critical thinking skills
- Collaboration- teachers facilitate collaborative learning experiences where students work together in teams to plan, implement, and evaluate SDG projects, promoting communication, teamwork, and leadership skills
- Authentic Real-World Learning- SDG projects are connected to authentic, real-world contexts that resonate with students' experiences, interests, and concerns making learning meaningful and relevant
- Multidisciplinary Approach- teachers integrate multiple subject areas into SDG projects, promoting cross-curricular connections and holistic learning experiences
- Student agency- teachers empower students to take ownership of their learning by allowing them to choose topics, set goals, and design project activities, fostering autonomy and motivation
- Digital technologies- digital tools and resources are incorporated to enhance research, collaboration, and presentation of SDG projects, providing opportunities for students to develop digital literacy skills
- Reflection- teachers promote metacognitive awareness by facilitating regular opportunities for students to reflect on learning experiences, goals, and achievements
- Celebrate achievements- Recognise and celebrate student efforts, and accomplishments
- Promote global citizenship- SDG projects help students develop a sense of global citizenship by exploring cultural perspectives, global interconnectedness, and the impact of their actions on local and international communities



# Literacy

At Kidman Park Primary School, teachers collaborate in their sub-teams to plan and create literacy learning experiences that maintain consistency across year levels and align with our Literacy Agreement. The agreement includes essential components, pedagogical approaches and targets tailored to our school's Site improvement Plan, and the strategic direction outlined by the Department for Education (DfE). Our primary objective is to ensure literacy instruction is based on best practices that enhance student outcomes and foster literacy proficiency.

We strive to provide inclusive, engaging, and rigorous literacy education and to empower students to become resilient and informed global citizens. We acknowledge literacy proficiency's foundational role in personal and professional success. We aim to cultivate literate learners who possess the skills and confidence to navigate the complexities of the modern world. To achieve this, we prioritise effective and captivating literacy instruction that captures students' interest and motivates them to engage with the curriculum actively.

High-quality teacher practices play a pivotal role in delivering high-quality literacy instruction. Teachers plan, deliver, and refine literacy experiences to ensure they are effective and enriching for students. Literacy instruction is seamlessly integrated across the curriculum. By embedding literacy skills within interdisciplinary contexts (for example, SDG projects and the Connected Curriculum), teachers aim to foster holistic learning experiences that equip students with the literacy skills necessary for success in diverse academic and real-world settings.

The programming and planning of literacy at Kidman Park Primary School is designed to maximise student learning through quality literacy teaching and learning. It:

- Recognises all students have different abilities, strengths, and areas for improvement
- Gives individual students the best chance to build on existing knowledge and skills by ensuring teaching and learning is at student level
- Develops positive dispositions toward literacy, including persistence, resilience, and employing a growth mindset
- Is developed from the AC English learning area and includes three strands: Language, Literature and Literacy
- Follows the Literacy Progressions in the AC
- Follows the DfE Scope and Sequence documents
- Is often based on the DfE Units of work for English
- Encompasses the key ideas from the Big 6 of Reading Best Advice Papers
- Is in line with programs and resources recommended in the Literacy Guidebooks
- Is in line with evidence-based practices for teaching reading- the simple view of reading



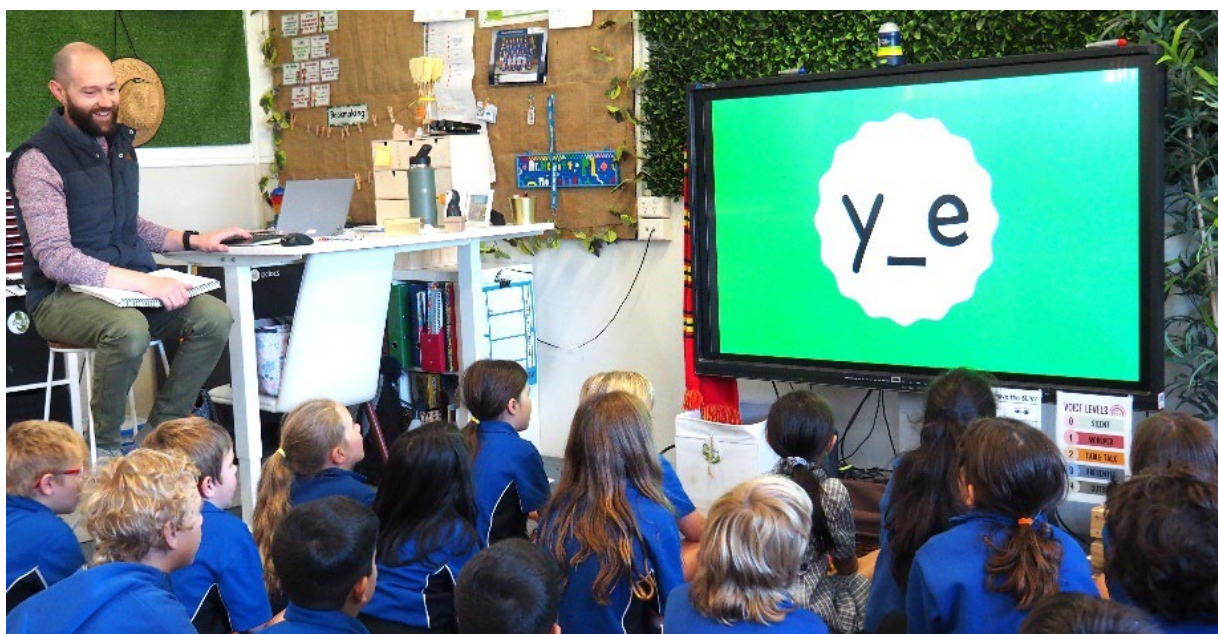


## Agreed Components of Literacy at KPPS:

- **Structured Synthetic Phonics Program (F-2)- Including Heggerty Phonemic Awareness Program-** a minimum of 20-minute explicit block per day and the use of phonemes, spelling rules, and non-words Powerpoints for daily revision
- **Decodable books** are used in the early years until students are ready to progress to Lexile levels
- **Teacher modelled and shared reading** to develop comprehension skills, including novel study for Years 3-6
- **Dibels data** used to group students, targeting specific skills, e.g. decoding, fluency and comprehension- **BOY, MOY, EOY**
- **Explicitly taught writing lessons**, often in alignment with the DfE English units of work
- **Supporting approaches to writing** include **Seven Steps to Writing Success F-6** and **Bookmaking in the EY**
- **Spelling and grammar** based on DfE scope and sequences F-2 and 3-6
- **Explicit handwriting development**
- **Intervention/support programs:** **Speech and Language groups- F/1, Mini-Lit- 1-2, Macq-Lit- 3-6, SSO Supported Literacy Groups (EALD)**

## Planning for Learning:

- **Teachers determine the intended learning focus** for individuals, groups, and the whole class and follow the WLA to link the intended learning to students' interests.
- **They plan targeted, differentiated learning opportunities** that engage, personalise, and extend each child's learning.
- **Teachers plan formative, summative and diagnostic assessment tasks** to enable students to demonstrate the intended learning in various ways.
- **They plan and explicitly teach a range of genres** through writing lessons. This supports students' development of the literacy skills required to complete ERPs and links to other learning areas in the curriculum.



## Assessment and Reporting

Literacy assessment is comprehensive and collaborative, involving teachers, students, and families. Formative assessment and feedback occur regularly and are shared with students informally but also documented to assist in professional conversations with teachers, interviews, and reporting.

Brightpath is used to assess and moderate students' writing against the Brightpath ruler. Progress is monitored year to year within Brightpath, and individualised learning goals are created from the next steps provided through the moderation tool.

Teachers continually use a range of assessments to record student progress, such as Dibels, Lexile Levels and irregular word assessments. Dibels assessments are completed at the beginning, middle, and end of each year, using the Amplify online system. This allows teachers to group students in reading groups according to their required skills. It also provides parents with ideas to use at home. Progress monitoring is completed for students sitting below benchmark. Phonics screening is completed in Term 3 for all students in Year 1, and results are entered into EDSAS.

Written reports go home at the end of each semester, and parent-teacher interviews take place at the start of Term 2.

## Literacy Data Collection:

The following data is collected on each student to help teachers make informed decisions about teaching and learning:

- **NAPLAN** Literacy tests are sat each year for students in Years 3 and 5
- **Phonics Screening Check** for all Year 1 students in the Term 3 of Year 1
- **PAT-R** Reading Comprehension tests are sat each year by students in Years 1-6
- **PAT-Spelling** tests are sat each year by students in Years 1-6
- **Dibels** reading assessments are used for all students at beginning, middle, and end of the year using the Amplify online system (progress monitoring is used for students not achieving benchmark)
- **Brightpath** writing samples are collected, assessed, and moderated against the Brightpath ruler for all students in Terms 1 and 3
- **Lexile Test** is a Scholastic platform, and students in Years 2-6 are tested once a term to help students choose texts from our library that are at their correct reading level, as two-thirds of a library texts are Lexile levelled



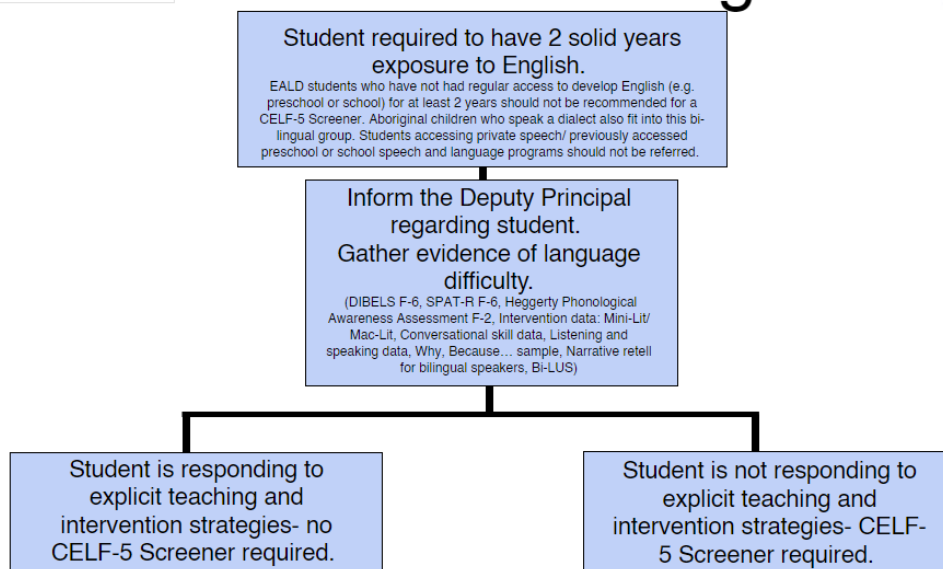
## Literacy Intervention at KPPS:

- **Speech and Language Groups:** These groups are formed based on reports from the DfE Speech Pathologist and in some cases private speech pathologist reports. Foundation students who qualify for the speech and language support work in receptive or expressive language groups with a trained SSO.
- **CELF-5 Screener:** A trained CELF-5 Screener assessor can assess students identified by the class teacher that are having language difficulties. This assessor works collaboratively with the DfE Speech Pathologist to ensure the student is assessed accordingly and potentially receives the support required. See flowchart below.
- **At the end of each school year, Phonics Screening Check (Year 1), Dibels assessments, and PAT-R results are analysed, and students are selected for Mini-Lit and Macq-Lit for the following year. The data from students on Mini-Lit and Macq-Lit the previous year are also considered, with some students continuing the intervention programs and others ready to be discontinued. Assessments from Speech Pathologists are also considered, especially for children diagnosed with dyslexia.**
- **LEAP Levels:** The EAL/D teacher completes LEAP levels for EAL/D and ATSI students.
- **One Plans:** Students requiring accommodations for literacy learning may have a One Plan with explicit goals and targets, which are reviewed twice a year.

### CELF-5 Screener flowchart:

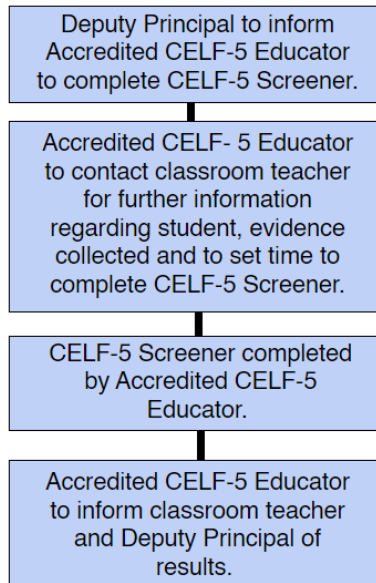


## Before Screening



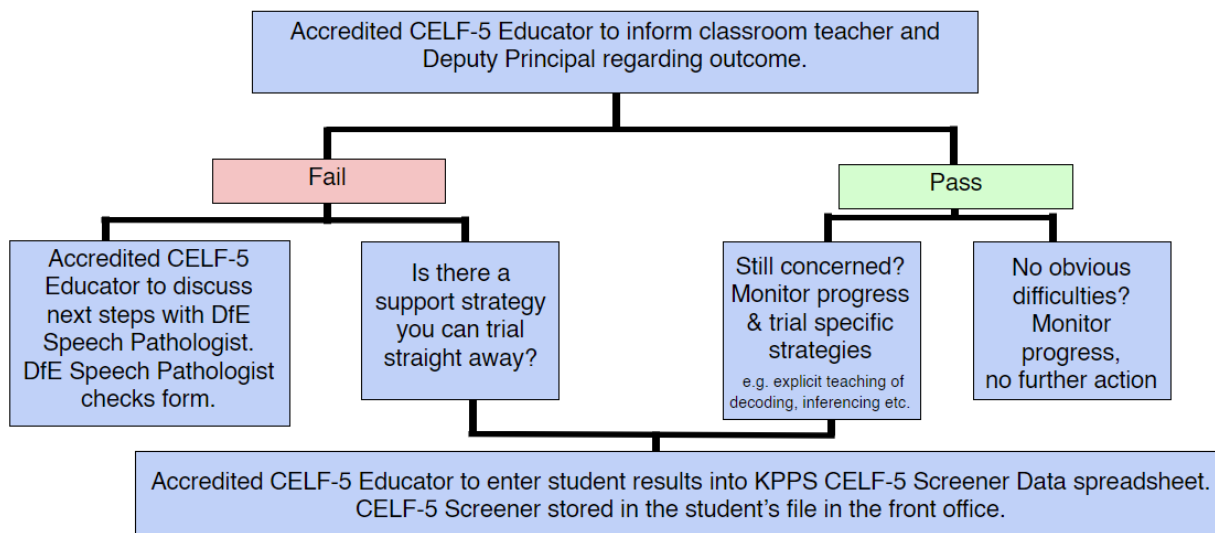


# CEL F-5 Screening



# After Screening

What next?



# Numeracy

At Kidman Park Primary School, the whole school Numeracy Agreement outlines strategies for fostering effective mathematics and numeracy education across all areas of the school. The agreement comprises of methodologies for curriculum design, identified elements, instructional approaches, and procedures for data collection. It ensures a common approach through consistent and effective F-6 pedagogies, targets and goals for our learners aligned with DfE strategic objectives.

Our purpose is to engage every student to achieve their best through quality care and teaching. We believe numerate students have the capacity, confidence, and disposition to use mathematics in daily life. Students develop new mathematical understanding through problem-solving and investigations. It is essential that the mathematical opportunities provided for students are engaging, relevant and meaningful to their lives. Numeracy is a fundamental component of learning, across all areas of the curriculum at Kidman Park Primary School.

## Numeracy Programming and Planning

The Planning and Programming of Numeracy at Kidman Park Primary School is designed to give students the opportunity to:

- Develop positive dispositions, persistence, and resilience towards Mathematics through our holistic approach to Growth Mindset through our school value of 'Be a Learner' and Jo Boaler's research into the most effective environments for students learning mathematics and mindset
- Activate and utilise their prior knowledge and understanding
- Use 'hands-on', concrete materials/manipulatives including Numicon
- Engage in learning investigations that reflect scenarios relevant to students' lives



Our programming and planning aim to increase capacity to work in all proficiency strands:

- Understanding (knowing why)
- Fluency (knowing how)
- Problem Solving (finding out how)
- Reasoning (explaining how)

Programming and planning also focus on content strands in the AC:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

### **Programming**

Elements of planning include:

- Collaborative planning and task design within staff learning teams
- 300 minutes of maths lessons per week
- Numeracy utilised across the curriculum throughout Tuning In, Investigation, Reflection, and the Connected Curriculum
- Australian Curriculum version 9: Mathematics – Achievement Standards for Year Levels/Content Descriptors/Proficiency Strands
- The Mathematics Scope and Sequence created by the DfE
- DfE Units of work- Mathematics
- DfE Daily Maths Chats
- Referencing to the Big Ideas in Number
- Utilising the Reference Texts - 'Pearson: Teaching Student-Centred Mathematics' Van de Walle 2018 across F-6
- Differentiation to allow stretch for all students
- General capabilities
- Intentional planning, targeting, and teaching of problem-solving proficiency strand
- Sharing of student achievement information and data
- Learning Intentions and success criteria, which are teacher-driven for each unit and student-driven for individual goal setting

### **Teaching Teams**

Teaching teams work collaboratively to plan and develop learning programs that are inclusive, engaging and challenging for all learners. Teams are comprised of teachers in the Early Years (Foundation to Year 2), Primary Years (Years 3 and 4) and Middle Years (Years 5 and 6). Learning teams meet during designated staff meeting times and non-instructional teaching time to plan, share and design resources/units, hold professional conversations, and analyse student achievement data to inform teaching and learning. Moderation is an ongoing process. PLC's utilise meeting time to unpack the Big Ideas in Number and explore how to implement High Impact Teacher Practices within the classroom.

### **Explicit Teaching**

Explicit numeracy teaching is used to engage, motivate, and actively involve students in their learning and progress. Through clearly defined instruction and high-level expectations, a culture of achievement in numeracy ensures consistency across classes. Explicit teaching of mathematical concepts, number skills and problem-solving strategies ensures students will move throughout their schooling with a wide range of skills in the four proficiencies and set them up to transfer this into real-world scenarios.





### **Effective Pedagogy**

Effective pedagogy implemented in all classrooms enables students to access a numeracy curriculum that:

- Develop positive student attitudes and dispositions toward learning
- Encourages academic risk-taking
- Allows for mistakes to be made in the view that for us to learn, we must make mistakes first and reflect on them
- Has clearly defined learning intentions and goals
- Uses real-world numeracy skills and contexts that engage students
- Cultivates self-regulated learners
- Develops greater resilience and perseverance
- Can be integrated across the curriculum and embedded throughout inquiry practices (Investigation and ERPs)

### **Intellectual Stretch**

Teachers provide stretch opportunities for all students depending on their individual needs. Intellectual Stretch means to extend yourself as far as you can go in your learning, regardless of your current abilities and teachers encourage all students to do this. This assists in supporting student motivation and is an important part of numeracy learning across the school. All students are supported to reach their full potential.

### **Goal Setting**

With teacher support, all students develop specific numeracy goals linked to the Mathematics curriculum and proficiency strands. Learning intentions and success criteria play a crucial role in driving student learning in numeracy, with teachers creating broad learning intentions from which students refine individualised goals to progress their learning.

## General Capabilities

The General Capabilities are utilised within the Mathematics curriculum to prepare our students with the capacity to think, solve problems and respond to a range of situations so that they can thrive in a constantly changing society.

We value the knowledge that students acquire outside of the classroom environment and use those experiences, along with innovative and relevant digital technologies, to extend learning opportunities.

## Underlying Philosophy

Understanding Professor Dianne Siemon’s ‘Big Ideas in Number’ is essential for teaching and learning Mathematics at KPPS. Mastery of these building blocks results in reduced cognitive load, allowing smoother progression through the AC in Mathematics; and increased ability to apply learning to real-life scenarios. A site-wide focus on improving the teaching and learning of Place Value has been a focus through our Site Improvement Plan during 2023 and 2024.

Big Ideas in Number – Scope & Sequence	R	1	2	3	4	5	6	7
Trusting the Count – developing flexible mental objects for the numbers 0 – 10								
Place Value – the importance of moving beyond counting by ones, the structure of the base 10 number system								
Additive & Multiplicative Thinking – developing efficient mental written computation strategies								
Partitioning – building common fraction / decimal knowledge and confidence								
Proportional Reasoning – solving problems involving fractions, decimals, percentage, ratio, rate and proportion								
Generalisation – engaging with broader curricula expectations								

Professor Dianne Siemon’s ‘Big Ideas in Number’

## High Impact Teacher Practices

### Targeted Differentiated Teaching

Teachers build on each learner’s prior knowledge and understanding and use this information to identify and scaffold future learning needs. They use data to inform stretch and enrichment priorities and track and monitor progress and efficacy.

### Logical and Intentional Sequencing of Learning

Teachers build connections in learning using well-sequenced, manageable, and intentional steps. They vary the steps according to student needs and support students to develop their own learning goals. Through this process, teachers support the gradual expansion of skills and knowledge.

### Clear Learning Intentions and Linked Success Criteria

Teachers develop and communicate clear learning intentions for a sequence of learning. Students understand what is expected. Goals are specific and challenging. Success criteria are explicit, and learners understand what success means.

### Feedback

Teachers provide timely feedback for all students, including the next steps in learning. Formative assessment may include peer, small group, and individual feedback.

## Explicit Teaching

Teaching practice models the process students need to undertake, corrects common misconceptions, promotes cognitive strategies, teaches concepts sequentially and allows for practice over time.

## Agreed Components of Numeracy at KPPS:

Teachers at Kidman Park Primary School teach numeracy lessons, which include the following elements:

**Questioning:** Teachers use quality questioning strategies to guide, inform and stretch learners. Quality questioning enables teachers to gauge student understanding, provide direction, feedback, and make judgements. Teachers use closed, open, and flipped questions, to assist students in sharing their mathematical thinking.

**Fluency and Number Skills:** Number skills and strategies are explicitly taught to enable students to develop greater automaticity with number facts. This frees students' working memory, so they can challenge and develop their skills through problem-solving and investigative tasks. Number skills are improved through Mental Maths and Speed and Accuracy practice.

**Problem Solving:** General capabilities assist our students in being successful in a changing society. A common culture of solving open-ended problem-solving tasks equips students with the skills to solve problems with persistence and resilience. Students are taught explicit problem-solving strategies and share their understanding (reasoning) and approach to solving problems.

**Common Language:** Numeracy components are consistent throughout the school and follow the same language. Teachers at Kidman Park Primary School are developing the use of common language through teaching Mathematics.

## Breakdown of a maths lesson:

- Warm up focusing on previously taught concepts
- Explicit teaching of new concepts or building on current concept
- Group discovery of the concept
- Learning activity to be completed by students with teacher scaffolding and guiding learning
- Reflection of the lesson to consolidate learning





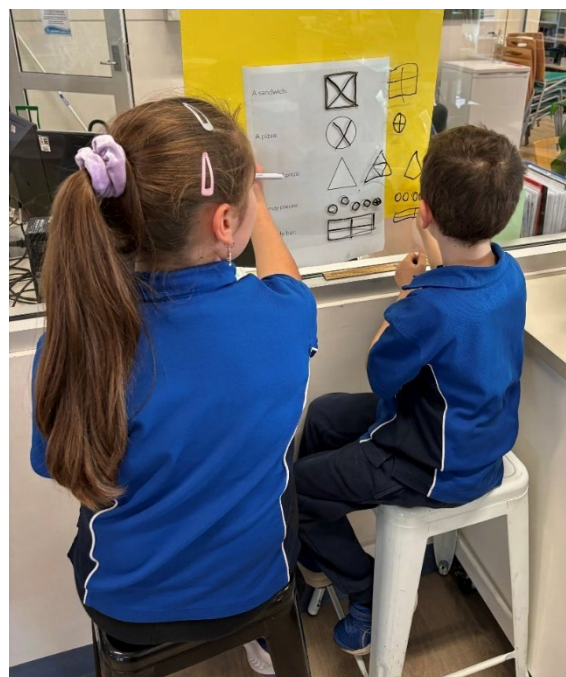
## Assessment and Reporting

### Formative and Summative Assessment:

Teachers at Kidman Park Primary School use formative assessment strategies to measure student understanding and achievement. Formative assessment assists students in moving forward with their learning and is an assessment for learning, rather than of learning. Student achievement is also assessed through summative assessment tasks, which are delivered in a variety of forms. Summative tasks function as an assessment of student learning. Summative data forms part of the semester school reports, which are sent home twice a year.

Assessment methods include:

- Pre and post-testing
- Anecdotal notes
- Student work uploaded to Seesaw
- Observations
- Conferencing
- Self and peer assessment
- Rubrics
- Common assessment tasks
- Moderation
- 2024 Trial of Place Value Assessment Tool (PVAT)
- 2024 Mathematic Assessment Interview (pilot in Year 4)
- Standardised testing: NAPLAN Years 3 and 5
- Standardised testing: PAT-M Years 1-6



### Reports:

Written reports are sent home twice a year, at the end of Term 2 and Term 4. Student achievement is reported against the Australian Curriculum achievement standards for Mathematics using A-E grades for Years 1-6 and achievement standard competence levels for Foundation, which are developing, competent and advanced.

### Parent-teacher Interviews:

Interviews take place in Term 2. Numeracy is an essential element of these interviews, and teachers discuss student progress, strengths, challenges, and reflect on individualised numeracy goals.

### One Child One Plan:

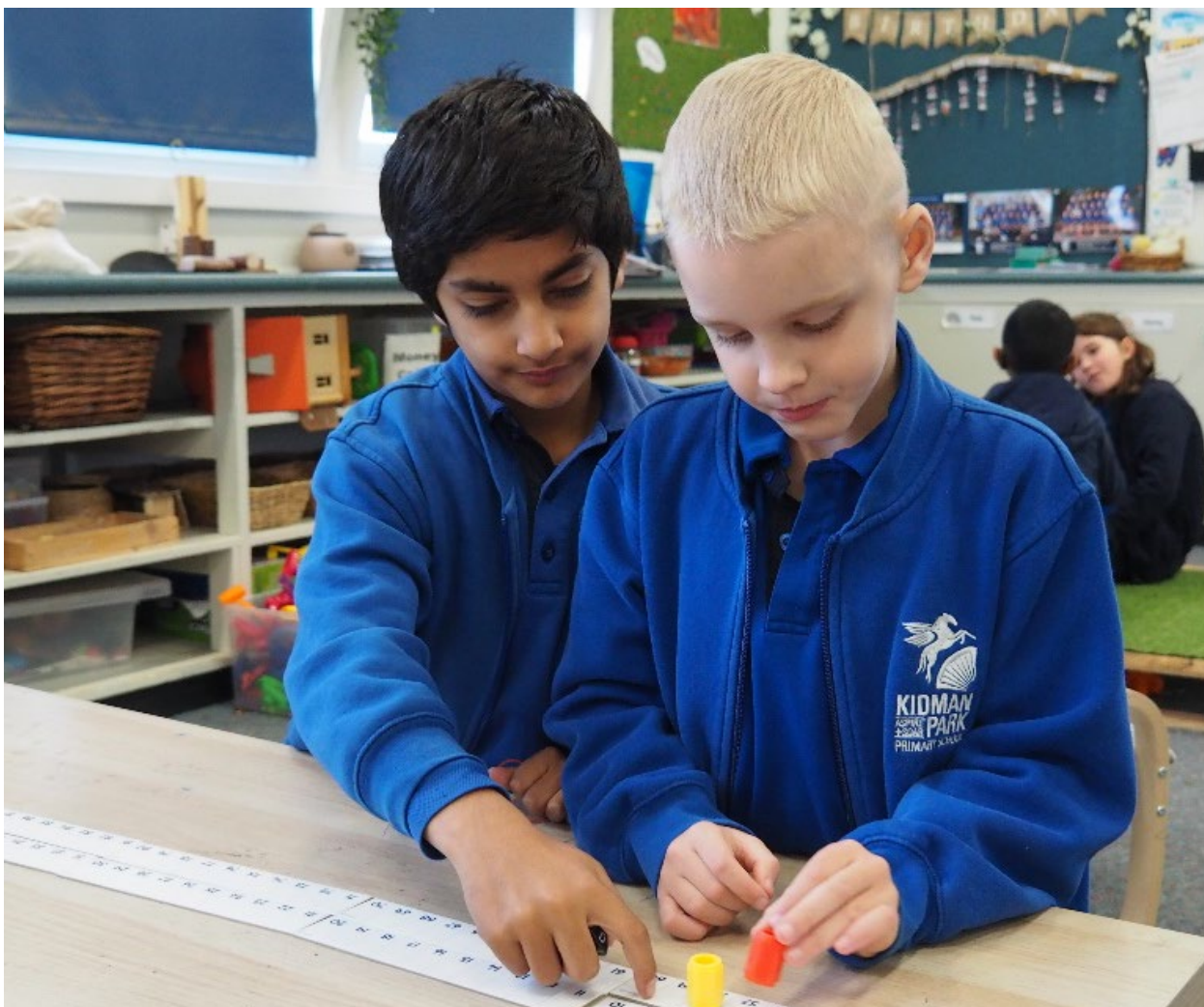
Students receive differentiated support from teachers and Student Support Officers. OCOPs are reviewed twice a year.

### Testing:

Standardised testing occurs through NAPLAN and PAT-M. Students in Years 3 and 5 sit NAPLAN testing in Term 1. Students in Years 1-6 sit PAT-M testing in weeks 7-10 of Term 3. Teachers analyse student achievement data from these tests to determine areas of strength and further focus.

**Data:**

Data is used to inform the reporting process and guide planning for student improvement. Teachers in the PY and MY use Power BI, NAP and PAT Tracker to identify the needs of students at various levels and plan for their improvement, which links to goal setting. Data is also used for class placement and differentiated teaching. EY teachers use a variety of assessments, including the Schedule for Early Number Assessment (SENA) 1 and 2. A range of common assessment tasks are developed by teams and moderated.

**Numeracy Intervention**

Students who are not achieving benchmark or are stagnant in their progress after 12 months of teaching require intervention. SSOs work with identified students to further develop and support their numeracy development. The Numicon intervention program is facilitated by SSOs and targets Year 2 and 3 students identified by teachers with difficulty in SENA and PAT-M testing. In 2024, teachers have trialled the 'Place Value Assessment Tool' for Years 3-6 and the 'Mathematics Assessment Interview' for Year 4 to identify gaps in learning and avenues for intervention. Teachers create differentiated learning opportunities with multiple entry points to support student gaps and progress in their learning. Students requiring accommodations for numeracy learning may have a One Child One Plan (OCOP) with explicit goals and targets, which are reviewed twice a year.

# Specialist Subject- Health

At Kidman Park Primary School, all students participate in a 45-minute Health lesson each week. Our site prioritises students' health and wellbeing, as this is linked to improved academic achievement, enhanced mental health, and responsible life choices. Students learn to understand and show respect for others' perspectives, emotional states and needs. They participate in positive, safe, respectful relationships, defining and accepting individual and group roles and responsibilities. During Health lessons, students negotiate and communicate effectively with others, work in teams, positively contribute to groups and collaboratively make decisions, resolve conflict, and reach positive outcomes. Throughout the year, students explore a wide range of topics tailored to their age and developmental stage, focusing on promoting holistic wellbeing and fostering healthy lifestyle choices.

In Foundation to Year 2, students begin by learning about fundamental concepts such as personal hygiene, nutrition, safety, and emotional wellbeing. They develop foundational skills in identifying and managing emotions, understanding basic health practices, and building positive peer relationships. As students' progress to Years 3 and 4, they learn about more complex health topics such as mental health, resilience and decision-making. They will learn strategies for coping with challenges, making informed choices, and developing respectful online and offline relationships. In Years 5 to 6, students will delve deeper into peer pressure and body image issues. They explore the concepts of consent, diversity, and inclusion; while learning practical skills for maintaining their physical, emotional, and social wellbeing.

Throughout Health lessons, students engage in a variety of learning activities including discussions, role-plays, group projects, and hands-on experiences. They have opportunities to reflect on their own health habits, set goals for improvement, and apply their learning to real-life situations. Students understand the importance of respect and tolerance towards others and value diversity. By the end of primary school, students have developed a strong foundation in health literacy, empowering them to make informed decisions and lead healthy, fulfilling lives.

## Conditions for optimal learning

We create conditions for optimal learning through Health lessons by:

- All students working within their zone of proximal development
- Students are scaffolded depending on their learning needs (differentiation)
- Create positive class culture and inclusion through Health subject topics

## Benefits:

- Develops self-regulation skills
- Holistic education
- Promotes a positive school climate
- Promotes life-long healthy habits
- Builds resilience
- Develops respect and tolerance
- Promotes respectful relationship development
- Engages students
- Connects abstract ideas to real-world situations
- Promotes student voice
- Students are active participants in their learning and wellbeing
- Students feel connected and use their social and emotional skills



# Specialist Subject- Japanese

At Kidman Park Primary School, we engage students in an enjoyable and varied Japanese program so that learning a second language is both fun and rewarding. Each class attends one 45-minute Japanese lesson per week. Various concepts are covered throughout the year, ensuring that each year builds upon the last, increasing the opportunity to remember and utilise prior learning.

Special events throughout the year, such as the Western Region Year 5 and 6 Hiragana Competition and State Japanese Quiz Day, provide a creative outlet for students to challenge themselves and test their knowledge. We also offer opportunities for students to experience the Japanese language and culture firsthand through special events such as the Early Years Cherry Blossom Picnic, Himeji Japanese Garden excursion, Primary Years onigiri action, and Middle Years Japanese Matsuri (festival).

The Australian Curriculum is used to plan our Japanese program. Students complete various tasks each semester to demonstrate their ability to speak, listen to, read, and write Japanese. In addition, a rich cultural program, embedded in our learning plans, develops a deep understanding of Japan and its people. Our school's Yorokobi (Joy) garden plays a part, allowing outdoor learning in our own little piece of Japan!

## Benefits:

- Real-world learning
- Engaging activities and options
- Extending and supporting the development of literacy skills
- Develops presentation and oral language skills
- Explicit teaching of language macro skills
- Develops new ways of seeing and being in the world
- Opportunities for student agency and leadership
- Students develop a deeper understanding about themselves and their place in the world
- Connects with other curriculum areas such as the Arts, Technology, Science, Health, Mathematics and English



## Conditions for optimal learning

We create conditions for optimal learning through Japanese lessons by:

- Engaging all students through a range of activities
- Creating a learning environment using flexible seating arrangements to promote and optimise independence, self-regulation, and positive choices for learning
- A culturally appropriate learning environment using Japanese flooring, furniture, and displays
- Clearly stated learning intentions and success criteria
- Scaffolding and challenging students according to their individual needs
- Developing and extending oral language skills (extend vocabulary while strengthening relationships)

# Specialist Subject- Physical Education

Physical Education at Kidman Park Primary School aims to develop a happier, healthier, and more successful school community. We create an inclusive program that assists students in developing greater confidence, social competencies, resilience, and self-esteem through the enjoyment of physical education. The Australian Curriculum is used to create a program that focuses on developing students' physical, social, emotional, and cognitive abilities through various activities.

Foundation to Year 2 programming is based on the development of Fundamental Movement Skills, teamwork, collaboration, fair play, fun, basic game structures, and the importance of physical activity. This is continued with students in Years 3 to 6 with greater emphasis on specialised movement skills and skill refinement in specific sports categories.

Physical Education provides students with the opportunity to engage in and be challenged by a variety of movement activities. It also promotes students' leading a healthy and active lifestyle.

## Benefits:

- Engaging
- Fun
- Promotes active lifestyles
- Develops decision-making and problem-solving
- Develops communication and collaboration skills
- Inclusion and challenge
- Differentiated learning
- Timely and explicit feedback provided for improvement



## Conditions for optimal learning

We create conditions for optimal learning in Physical Education by:

- Supporting students to work within their zone of proximal development
- Creating learning environments to support student engagement
- Engaging students in minor and modified game strategies and concepts where there are opportunities to develop both skills and an understanding of the tactics of the game
- Encouraging simple modifications (easier or more complex) to accommodate varying ability levels and therefore maximises inclusion and challenge
- Modifying game rules, the playing area, or the equipment to highlight aspects of the game, such as attackers sending a ball beyond the reach of opponents or 'forcing' a striker to hit a ball with a bat into a defined region

# Specialist Subject- Performing Arts

Performing Arts covers the curriculum areas of dance, drama, and music and fosters a supportive and creative environment for students to strengthen self-confidence, social skills, and ability to create and solve problems. Students are encouraged to collaborate in group-devised pieces and work individually on their learning goals. Each lesson promotes opportunities to explore, create, play, critique and reflect on student learning. In turn, this provides opportunities for experimentation, enjoyment, leadership, self-expression, appreciation, and success. Music lessons incorporate both Kodály and Orff pedagogies and practices underpinning the music learning program. Imitation, exploration, improvisation, and composition are all key to strengthening student learning and understanding. Students learn music notation, music appreciation, singing and play a range of melodic and non-melodic instruments, the ukulele, and drumming skills. The performing arts classroom is an ample open space, where shoes are left at the door and students can sink their feet into creating and playing.

Every year we have a big school event that is created and presented by the students. Every class in the school features in the production and is a part of the finale item, which brings the whole school back onto the stage. The event is held at Kidman Park Primary School and is set up with different stages for students to perform on. Classroom artworks are also displayed throughout the school grounds along with food stalls and additional entertainment. All students are given the opportunity to perform on a stage with lights, costuming, sound, and visual effects. It is an excellent way to end the school year and proves to be a fantastic annual community event for the entire school and community.

## Conditions for optimal learning

We create conditions for optimal learning in Performing Arts by:

- Engaging all students through a range of arts activities
- Creating an open learning environment to promote and optimise independence, self-regulation, group work, and positive choices for learning
- Clearly stated learning intentions
- Scaffolding and challenging students according to their individual needs
- Developing and extending oral language and performance skills

- Explicit teaching of music, dance, and drama pedagogies
- Opportunities for student agency/ leadership
- Students develop a deeper understanding of themselves and their place in the world
- Connects with other curriculum areas

## Benefits:

- Project-based active learning
- Engaging activities and options
- Extending/supporting the development of performance skills
- Develops presentation/oral language skills





# Learning Support and Extension

At Kidman Park Primary School, we are committed to differentiating the curriculum to support the diverse social, academic, and emotional needs of all students. We aim to create an inclusive culture that celebrates diversity and builds on the strengths of each child. Teachers use high impact teacher practices to create optimum student learning outcomes. We provide personalised learning experiences that build on each student's specific prior knowledge and learning needs, considering their interests, abilities, and experiences.

Teachers design student-centred, inclusive approaches to learning that support and challenge each student including students who are gifted, require learning support, or speak English as an additional language. We provide a collaborative approach as teachers work with parents/ caregivers, student support officers (SSOs) and allied health professionals to provide cohesive support for individual students.

Through assessments and observations, we monitor each student's development and track their progress with learning. We use this data to alter our teaching and target specific needs accordingly.

On a needs basis, students can access:

- 1:1 or small group support
- assistive technology and programs
- withdrawal support, which includes students being involved in literacy, numeracy, and social development lessons

We have a trained CELF-5 Screener teacher who works collaboratively with our site's Department for Education (DfE) Speech Pathologist to identify students who may require comprehensive language assessments. The CELF-5 Screener is a standardised assessment tool that can be used alongside other data to determine the next steps for students with language difficulties (see further information in the Literacy section of this document). Students with speech and language difficulties are flagged with the DfE Speech Pathologist. Once a comprehensive language assessment has been completed, the child is placed into specialised groups and programs which are designed by speech pathologists and delivered by trained SSOs. This ensures students receive the focused attention required to enhance their communication skills.

In addition, if students are not achieving literacy benchmarks, Kidman Park Primary School offers Mini-Lit and Macq-Lit programs as intervention. These programs are research-based and deliver explicit, systematic instruction to improve students' phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. Students participate in small groups to access the program which is facilitated by trained SSOs.

To support numeracy development, we have introduced the Numicon intervention program for students in Years 2 and 3. This program uses a multi-sensory approach to support students' understanding of mathematical language and concepts. Our skilled SSOs also facilitate this program.

# English as an Additional Language

We strongly emphasize supporting the English language development of our English as an Additional Language or Dialect (EAL/D) students. Our EAL/D teacher conducts small group sessions to foster English language proficiency and confidence. These tailored sessions provide targeted support in vocabulary acquisition, language comprehension, oral communication skills, and writing proficiency. Through differentiated instruction and culturally responsive teaching practices, our EAL/D teacher creates a supportive and inclusive learning environment where students feel empowered to engage actively in their language learning journey. By focusing on small group instruction, we cater to the individual needs of each student, ensuring that they receive personalised attention and support as they navigate the complexities of English language acquisition.

On a needs basis, students can access the following EAL/D group support:

- **Oral language Group-** Students in Foundation who are linguistically diverse and below the year level benchmark according to the LEAP assessment tool
- **Literacy Group-** Small group Literacy support is available to Aboriginal and EAL/D students in Years 1-4 with an emphasis on building reading and writing skills
- **Senior Support Program-** Senior Support Program is available to all Aboriginal and EAL/D students in Years 5-6 with students able to 'opt-in' to each session, as they feel necessary

## Benefits:

- Builds strong literacy foundations in phonemic awareness, reading fluency, spelling and vocabulary
- Personalised attention
- Targeted instruction
- Increased engagement and collaboration
- Improved confidence, progress, and social skills
- **Inclusive Program:** Fostering a supportive learning environment
- **Voluntary Participation:** Students able to opt in, promoting agency and ownership
- **Targeted Assistance:** Tailored support for classwork enhances understanding
- **Improved Grasp of Concepts:** Extra support aids and mastery
- **Enhanced Learning Outcomes:** Facilitates academic growth, benefiting students' overall educational journey

## Conditions for optimal learning

We create conditions for optimal learning by:

- Maintain safe and inclusive learning environments that respect diversity
- Align teaching strategies with AC guidelines
- Incorporate culturally responsive teaching practices
- Provide differentiated instruction
- Use of ICT
- Encourage active learning through hands-on activities and group work
- Promote critical thinking, problem solving and creativity
- Foster positive teacher-student relationships
- Collaborate with parents and caregivers
- Implement regular assessment and feedback mechanisms to monitor progress

# Nunga Group

The pedagogical approach used in Nunga Group aligns with Culturally Responsive Pedagogy (CRP) principles. CRP recognises the importance of cultural identity, knowledge, and educational experiences, particularly for Aboriginal and Torres Strait Islander (ATSI) students. It emphasises incorporating Indigenous perspectives, histories, and cultures into teaching and learning practices. We recognise the importance of honoring and celebrating all students' cultural identity including our ATSI students. To provide targeted support, our Aboriginal Education Teacher (AET) and Aboriginal Community Education Officer (AECO) facilitate small group cultural immersion sessions which engage students with their own ATSI cultures through sharing time storytelling, art, music, dance, and language activities. Nunga group aims to foster community engagement through familiarity and connections with local areas and local Indigenous communities, Elders, and cultural mentors to enrich students' understanding and appreciation of their cultural identity. Reflective practices are used to encourage students to share and reflect on their own cultural identities and experiences, as well as those of their peers, to develop empathy, respect, and cultural understanding. Through collaborative learning, students participate in a range of hands-on learning experiences and group discussions that promote sharing knowledge, experiences, and perspectives. Students are supported to explore topics related to their specific ATSI cultural groups and groups around Australia through inquiry-based learning. Inquiry-based meetings are facilitated to allow students to pursue their personal Nation Group and deepen their understanding and appreciation. By honoring and affirming their cultural heritage, we create a culturally rich and inclusive learning environment where all students can thrive.

## Benefits:

- **Cultural Empowerment:** CRP empowers students by valuing and affirming their cultural identities, histories, and perspectives
- **Increased Engagement:** Focusing on personal Indigenous perspectives and culturally relevant content enhances student engagement
- **Enhanced Cultural Understanding:** Promotes cross-cultural understanding and respect among all students, fostering a more inclusive learning environment
- **Improved Academic Outcomes:** CRP can improve academic outcomes of Indigenous students by creating culturally affirming learning experiences

## Conditions for optimal learning

We create conditions for optimal learning by:

- **Learning environment:** Foster a positive, inclusive, and welcoming environment that respects and celebrates diversity
- **Physical learning environment:** Incorporate Indigenous symbols, artwork, and resources
- **Teaching approach:** Strengths-based approach builds upon students' cultural knowledge and experiences
- **Student contribution:** Students share their cultural knowledge and perspectives with peers
- **Previous learning:** Build upon students' prior knowledge and experiences





# Learning Centre

Kidman Park Primary School is well known for its Unit for Students with Severe Multiple Disabilities, also known as the Learning Centre. We believe that all children are unique individuals who can learn and that students learn best when they are actively involved and have access to a learning environment that supports their needs. Students with severe multiple disabilities require a balanced curriculum in which their cognitive, physical, emotional, and social needs can be catered for. Through collaboration with parents, teachers, conductors, and therapists specific learning goals for individual students are identified.

The Unit has a specialist program called the Principles of Conductive Education, supported by Hungarian-trained Conductors, which is a holistic approach to the education of people with motor disorders. A Mobility Group operates one day a week for students enrolled in a mainstream class at Kidman Park PS or other schools. Enrolment in the Mobility Group is done through an assessment completed by the conductors.

A balanced literacy for all approach is used and teachers access consultancy services with Jane Farrall. The Unit has a strong communication focus, and most students use some form of Augmentative and Alternative Communication (AAC). The Learning Centre aims to balance Conductive Education, communication, and curriculum throughout each day.

The Learning Centre staff and students facilitate Disability Awareness lessons for all mainstream classes annually. The students who attend the Learning Centre are all aligned with a peer class and participate in some lessons with their mainstream peers and are an integral part of the school community. There is also a Helper Licence Program where students in Year 3 or above receive training to assist students in wheelchairs at recess and lunch play times.

## Benefits:

- Inclusive environment- integration promotes inclusivity through peer class visits and integration
- Social interaction- facilitates socialization, promotes empathy, reduces stigma
- Peer modelling- communication techniques, social skills, interaction skills
- Academic progress
- Support services- assists students in accessing support required (e.g. conductive education)
- Sense of community
- Promotes understanding and acceptance
- Increased self-esteem



# References

Australian Curriculum. (2022). [Online] Available at: <https://v9.australiancurriculum.edu.au/> (Accessed 18 April 2024).

Australian Curriculum, Assessment and Reporting Authority. (2018). General Capabilities - Personal and Social Capability Learning Continuum. [Online] Available at: <https://www.australiancurriculum.edu.au/media/1078/general-capabilities-personal-and-social-capability-learning-continuum.pdf> (Accessed 18 April 2024).

Berry Street. (2021). Berry Street Education Model. [Online] Available at: <https://www.berrystreet.org.au/learning-and-resources/berry-street-education-model> (Accessed 19 April 2024).

Early Life Foundations. (2017). Walker Learning. [Online] Available at: <https://www.earlylife.com.au/walker-learning> (Accessed 18 April 2024).

Government of South Australia, Department for Education (2023). *Our Strategy for Public Education in South Australia*. [Online] Available at: <https://discover.education.sa.gov.au/our-strategy/#> (Accessed 15 February 2024).

Kidman Park Primary School. (2000). [Online] Available at: <https://kidmanpkps.sa.edu.au/> (Accessed 18 April 2024).

OECD (2020). *OECD Future of Education and Skills 2030, Learning Compass 2030*. [Online] Available at: <https://www.oecd.org/education/2030-project/teaching-and-learning/learning/learning-compass-2030/#> (Accessed 15 February 2024).

Rinaldi, C. (2013). *Re-Imagining Childhood, The inspiration of Reggio Emilia education principles in South Australia*. Thinker in Residence Report, Department of Education, South Australia.

United Nations. (2020). Sustainable Development Goals. [Online] Available at: <https://sdgs.un.org/goals> (Accessed 19 April 2024).

Walker, K. (2011). *Engagement Matters*. ACER Press.

Walker, K. (2007). *Play Matters*. ACER Press.