

Nyangatjatjara College

Curriculum Plan 2014-2015

RATIONALE

Nyangatjatjara College provides an approach that is respectful towards, and inclusive of the local Anangu. Teachers use the Australian Curriculum in English, Mathematics, Science, Geography, History, Science, Art and Sustainability to provide a comprehensive learning program incorporating the strengths and knowledge of the Anangu. The local Anangu leaders teach important cultural and environmental knowledge that compliments the Australian Curriculum.

The school is committed to developing teacher practices through professional development focussing on aspects of curriculum implementation, pedagogy and assessment and the incorporation of a proactive and creative approach to planning and teaching.

The **assessment plan** offers a range of assessment opportunities to best meet and support the cohort of students at the school. The school's *Assessment and Reporting Plan* is aimed at further enhancing teacher proficiency in formal assessment, moderation and reporting practices. We also provide a range of alternate assessments where student work and participation is assessed using photography, journals and folios to reflect the achievements of students



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CURRICULUM

English

The college aims to provide a balanced Literacy program where Accelerated Literacy is the core. Students read everyday and participate in explicit English lessons that improve oral language, vocabulary development, fluency and reading comprehension.

All of the students at the college are ESL/EFL and require a systematic and scaffolded approach to learning English.

Aims in English

At Nyangatjatjara College, we aim to ensure that students:

- Understand how Standard Australian English (SAE) works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning

- Learn to listen to, read, view, speak, write, and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.

Accelerated Literacy

Teachers and students engage with the Accelerated Literacy pedagogy for teaching all the Literacy strands. Accelerated Literacy is a highly supportive approach to teaching English literacy that has demonstrated noticeable improvements in the literacy levels of both high achieving and marginalised students.

Text Cycle

Year Level	(2014)	(2015)	(2016)
T – 2	<p style="text-align: center;">Not applicable</p> <p style="text-align: center;">Not applicable</p> <p style="text-align: center;">Big Rain Coming</p> <p style="text-align: center;">Handa’s Surprise</p>	<p style="text-align: center;">The Bear’s Lunch</p> <p style="text-align: center;">Waddle Giggle Gargle</p> <p style="text-align: center;">The Very Hungry Caterpillar</p> <p style="text-align: center;">The Pig in the Pond</p>	<p style="text-align: center;">The Little Red Hen</p> <p style="text-align: center;">Fancy that!</p> <p style="text-align: center;">Mr Gumpy’s Outing</p> <p style="text-align: center;">The Wishing Well</p>
3 – 6	<p style="text-align: center;">Not applicable</p> <p style="text-align: center;">Not applicable</p> <p style="text-align: center;">Explanation: How to plant Fruit and Vegetables</p> <p style="text-align: center;">Information Report – The Centralian Blue Tongue</p>	<p style="text-align: center;">The Three Billy Goats Gruff</p> <p style="text-align: center;">Pog</p> <p style="text-align: center;">Persuasion: Put your Rubbish in the Bin</p> <p style="text-align: center;">Croc Bait</p>	<p style="text-align: center;">My mob going to the beach</p> <p style="text-align: center;">The Lion and the Mouse</p> <p style="text-align: center;">Information Report: The Perenty</p> <p style="text-align: center;">Rose meets Mr Wintergarten</p>
7 -10	<p style="text-align: center;">Bad Kangaroo (Fable)</p> <p style="text-align: center;">The Magic Finger, Roald Dahl</p> <p style="text-align: center;">Explanation: How to make a wicking bed</p> <p style="text-align: center;">Narrative: In Flanders Field</p>	<p style="text-align: center;">Fable: The Hen and the Apple Tree</p> <p style="text-align: center;">The Loaded Dog</p> <p style="text-align: center;">Science Report (TBA)</p> <p style="text-align: center;">The Baby and the Eaglehawk</p>	<p style="text-align: center;">Frog at Rainbow’s End</p> <p style="text-align: center;">Information Report: The Perenty</p> <p style="text-align: center;">Storm Boy</p> <p style="text-align: center;">Poetry: The Goanna</p>

School expectations: English:

Teachers at Nyangatjatjara College are expected to:

- Implement Accelerated Literacy
- Be familiar with the Australian Curriculum: English at <http://www.australiancurriculum.edu.au/EnglishRationale>
- Timetable English for a minimum of 7 hours per week (Transition – Year 6) and 6 hours for (Years 7 – 10)
- Identify student’s prior knowledge, skills and understanding through pre-testing and analysis of existing data.
- Differentiate learning to cater for the individual learning needs of the students in your class.
- Implement assessment tasks and provide opportunities for students to demonstrate their knowledge, understandings and skills in all areas of English.
- Explicitly teach reading, reading comprehension, writing, spelling and grammar
- Implement a school based pre and post spelling test each term. (Could be the Monster Spelling Test)
- Provide ongoing feedback to students on their learning
- Collect evidence of student knowledge, understanding and skills in all areas of English
- Apply agreed standards to student work for the purpose of assessment
- Participate in professional conversations and moderation activities to achieve consistency in teacher judgements across classes
- Report on student progress twice a year using an agreed assessment process.

Mathematics

The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences

Teachers use the 'First Steps' program to ensure that students can represent and interpret situations in their personal lives and be able to function successfully in a fast changing society. Students gain a sound understanding of mathematical concepts and develop fluency with processes and are able to solve problems in Number and Algebra, Measurement and Geometry and Statistics and Probability.

School Expectations:

- Be familiar with the Australian Mathematics Curriculum available at:
- www.australiancurriculum.edu.au/Mathematics/Rationale
- Timetable the teaching of Mathematics for 5 hours per week.
- Spend time each day doing 'point the brain activities'
- Clearly communicate (articulate and display) learning goals in Mathematics to students
- Provide ongoing feedback to students
- Collect evidence of student knowledge, understanding and skills in all areas of Mathematics
- Apply agreed standards to student work for the purpose of assessment
- Participate in professional conversations and moderation activities to achieve consistency in teacher judgement across classes
- Work towards school targets in Mathematics
- Use the AICS Numeracy Tracking Tool (numeracy.nyangatjatjara.org.au) to record data about students progress in number and calculation



Science:

The Science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many areas of science understanding. These are: patterns, order and organisation, form and function, stability and change, systems; scale and measurement, and matter and energy.

Aims in Science:

- To develop an interest in Science as a means of expanding curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- An Anangu perspective of Science (Ecology): connecting with traditional knowledge, e.g. land management
- The nature of living things and of the Earth and it's place in the cosmos
- An ability to communicate scientific understanding and findings to a range of audiences, to justify ideas using evidence and to evaluate and debate scientific arguments and claims
- An understanding of historical and cultural contributions to science as well as contemporary Science issues and activities and an understanding of careers related to Science

School Expectations:

- Be familiar with the Australian Curriculum Science at: www.australiancurriculum.edu.au/Science/Rationale
- Timetable the teaching of Science for 1 hour (T-2) and 1.75 hours (3-6) and 2.5 hours (7-10) each week
- Clearly communicate (articulate and display) learning goals in Science to students
- Clearly communicate (articulate and display) learning goals in Science to students
- Collect evidence of student knowledge, understanding and skills in all areas of Science
- Provide ongoing feedback to students on their learning
- Participate in professional conversations and moderation activities to achieve consistency in teacher judgement across classes
- Work toward s school targets in Science

Sustainability

The college has developed partnership with the Pop-Up-Farm foundation and Professor Paul Clarke. This program teaches students how to live sustainable lives through sustainability education. It combines thinking and action around patterns of sustainable knowledge - the basic elements of water, waste, energy, food, growing, buildings, health and wellbeing we use to demonstrate different ways people can change their lives to the mutual benefit of communities and the planet. This program reflects the already strong and embedded knowledge of the local Anangu. This program reconnects out young students to the ancient knowledge of their elders. Professor Clarke is supporting the school and the local communities to market bush medicine and bush tucker for sale within the global pop up community.

Science Overview -

	Term 1	Term 2	Term 3	Term 4
Transition	Our living world (ACSSU002)	Our material world (ACSSU003)	Weather watch (ACSSU004)	Move it, move it (ACSSU005)
1	Describing Living things (ACSSU0017)	Material madness (ACSSU0018)	Changes around me (ACSSU0019)	Light and sound (ACSSU020)
2	Living things grow (ACSSU030)	Mixing Materials (ACSSU031)	Earth's resources (ACSSU032)	Push and Pull (ACSSU033)
3	Is it living? (ACSSU044)	Changing States (ACSSU046)	Spinning Earth (ACSSU048)	Hot stuff (ACSSU049)
4	Life Cycles (ACSSU072)	Living things depend on each other (ACSSU073)	Material use (ACSSU074)	Earth changes – Human and Natural (ACSSU075)
5	Survival in the Australian environment (ACSSU043)	Our place in the solar system (ACSSU078)	Now you see it! (ACSSU077)	Light (ACSSU080)
6	The physical environment (ACSSU094)	Power up - electricity uses down (ACSSU097) (ACSSU219)	Our changing world (ACSSU096)	Science affects our lives (ACSHE100) (ACSHE220)
7 - 10	Water – waste not want not (ACSSU222) Water – waste not want not (cont) (ACSSU223)	Moving right along – exploring motion (ACSSU117) Moving right along – applications in real systems (ACSSU118)	Heavenly bodies Sensational Seasons (ACSSU115)	Organising organisms (ACSSU111) Affecting organisms (ACSSU112)

History:

The curriculum generally takes a world history approach in which the history of Australia is taught. It does this to equip students for the world (local, regional and global) in which they live. This enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and continuing value of their culture.

This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

Aims in History:

- To develop an interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity to be informed and active citizens
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- Understanding and the use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- Understanding these concepts from an Anangu perspective – Land Rights, 1981 APY hand back, 1985 Uluru hand back and the struggle by their elders to win these rights

School expectations

- Be familiar with the Australian Curriculum: History available at:
- <http://www.australiancurriculum.edu.au/History/Rationale>
- Timetable the teaching of History to a minimum of 30 minutes (T-2), 1 hour (Years 3 – 6) and 1.25 hours (7 -10) each week or equivalent
- Identify student's prior knowledge, skills and understanding through pre-testing
- Clearly communicate (articulate and display) learning goals in History to students
- Apply agreed standards to student work for the purpose of assessment
- Participate in informal professional conversations and moderation activities to achieve consistency in teacher judgements across classes.
- Report on student progress twice a year.

2014 -15 History Overview

	Semester 2 - 2014		Semester 1 - 2015	
Transition - Year 2 Class	<ul style="list-style-type: none"> • Exploring Families – Belonging/Identity • Exploring this moment in time • Exploring the impact of changing technology on people's lives 		<ul style="list-style-type: none"> • Tell me a story about the past • Exploring yesterday and today – my grandparents, my parents and me • Exploring my local community 	
Year 3 - Year 6 Class	<ul style="list-style-type: none"> • Investigating celebrations, commemorations and community diversity • Investigating European exploration and the movement of peoples • Exploring the development of British colonies in Australia • Exploring the development of the Australian nation 		<ul style="list-style-type: none"> • Exploring continuity and change in local communities • Investigating the impact of colonisation • Investigating the colonial period in Australia • Investigating the emergence of Australia as a diverse society 	
Years 7 - 10	A	Investigating the past The Industrial Revolution (18.5 hours)	The Asian World: China (16.5 hours)	The Mediterranean World: Rome (16.5 hours)
	B	Investigating the past (18.5 hours)	The Mediterranean World: Greece (16.5 hours)	The Asian World: India (15 hours)
	C	Investigating the past (18.5 hours)	The Mediterranean World: Egypt (16.5 hours)	The Asian World: China (15 hours)

Geography

Geography is a structured way of exploring, analysing and explaining the characteristics of the places that make up our world, through perspectives based on the concepts of place, space and environment. Students examine why places have their particular environmental and human characteristics, explore the similarities and differences between them, investigate their significance and meanings to people, explain how they change over time, and evaluate their futures

Aims in Geography:

- To develop an interest in geography by teaching about where we live, the natural features and the impact of human intervention
- Connect with traditional knowledge, land management and ranger work
- Knowledge, understanding and appreciation of the local Anangu and their knowledge of the environment
- Understanding how tourism impacts on the economy of the local communities
- Understanding the importance of environmental studies and sustainability

School expectations

- Be familiar with the Australian Curriculum: Geography available at:
- <http://www.australiancurriculum.edu.au/Geography/Rationale>
- Timetable the teaching of Geography to a minimum of 30 minutes (T-2), 1 hour (Years 3 – 6) and 1.25 hours (7 -10) each week or equivalent
- Identify student's prior knowledge, skills and understanding through pre-testing
- Clearly communicate (articulate and display) learning goals in Geography to students
- Apply agreed standards to student work for the purpose of assessment
- Participate in informal professional conversations and moderation activities to achieve consistency in teacher judgements across classes.
- Report on student progress twice a year.

Geography Overview

	Semester 2 - 2014	Semester 1 - 2015
Transition	Place: Their own special place – their community, its location and features show on a map.	Communities: names of the neighbouring communities, location on maps. The reasons why some places are special to people and how they can be looked after.
Year 1	Places have distinctive features: The natural, managed and constructed features of places The weather and seasons – Anangu	The ways the activities located in a place create its distinctive features. (Tourism, Arts etc
Year 2: People are connected to many places: What is a place? How are people connected to their place? What factors affect my connections to places		
Year 2	Definition of place is different for different people.	Different places – different meaning.
Year 3: Places are both similar and different How and why are places similar or different? How would it be like to live in a neighbouring country? How do people's feelings about places influence their views about the protection of places?		
Year 3	Australian States & Territories - the natural and human features.	Main climate types of Australia and the world – similarities and differences. demographics etc.
Year 4: The Earth's environment sustains all life How does the environment support the lives of people and other living things? How do different views about the environment influence approaches to sustainability? How can people use places and environments more sustainably?		
Year 4	South Africa and South America & Australia - impact on local peoples	The natural resources provided by the environment - sustainably
Year 5: Factors that shape the human environment How do people and the environment influence one another? How do people influence the human characteristics of places and the management of spaces within them? How can the impact of bushfires or floods on people and places be reduced?		
Year 5	The influence of people - environment	Management of spaces. The impact of bushfires or floods on the environment.
Year 6: A diverse and connected world How do places, people and cultures differ across the world? What are Australia's global connections between people and places? How do people's connections to places affect their perception of them?		
Year 6	The Asian region – economics & demographics	Events that connect people and places through out the world.
Year 7: Two Units- Water in the world and liveability How do people's reliance on places and environments effect their perception of them? What effect does the uneven distribution of resources and services have on the lives of people? What approaches can be used to improve the availability of resources and access to services		
Year 7	Unit 1: Water in the world	Place and liveability The factors that influence the decisions people make about where to live and their perceptions of liveability.

The Arts

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five Arts subjects in the Australian Curriculum are Dance, Drama, Media Arts, Music, and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Aims -The Arts is divided into five different subjects:

Dance:

Students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making.

Drama:

Students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

Media Arts:

Students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them.

Music:

Students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyze music.

Visual Arts:

Students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practice, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

School expectations

- Be familiar with the Australian Curriculum: 'The Arts' available at:
- <http://www.acara.edu.au/arts.html>
- Timetable the teaching of Arts to a minimum of 1 hour (T-2), 1.5 hours (Years 3 – 6) and 2 hours (7 -10) each week or equivalent
- Clearly communicate (articulate and display) learning goals in Art to students
- Present a balanced Arts program incorporating all 5 subject areas
- Apply agreed standards to student work for the purpose of assessment
- Participate in informal professional conversations and moderation activities to achieve consistency in teacher judgements across classes.
- Report on student progress twice a year.

Information and Communication Technology (ICT)



Nyangatjatjara College is committed to providing the most up to date technology for our students in order to teach important skills for the 21st Century. Students have their own iPad to support learning and improve engagement.

Work Education

The College is committed to providing opportunities for all students to participate in activities that enhance the possibility of gaining work at the completion of secondary education. Expos such as *Try-a-Trade* and the APY Lands Work Expo are attended by Year 9 and 10 students. Work related courses (e.g. First Aid, Food Hygiene, Manual Handling) are provided to students to build 'work readiness', as well as the opportunity to undertake work experience with a variety of local employers.

The College is developing a Year 11 SACE unit of work called 'Working on Country' in conjunction with the Uluru/Kata Tjuta National Park Rangers with the aim of teaching local knowledge, gaining credits towards this recognised SACE unit and providing an employment pathway for our senior students.

The Work Education Action Plan provides more details.

School expectations

- Be familiar with the "Shape of the Australian Curriculum: Work Studies Years 9–10" Work Studies http://www.acara.edu.au/curriculum/national_trade_cadetships/work_studies_years_910.html
- Explore local opportunities with service providers for work experience opportunities and training providers
- Students achieve certification in four key worksite requirements:-
 - a. First Aid
 - b. Food Hygiene
 - c. Manual Handling
 - d. Fire Warden safety



Health and Well Being

MindMatters

The school's well being program is underpinned by the Mind Matters framework. There is a strong emphasis on using Pitjantjatjara to develop skills in dealing with life in a remote community. The program, *Kulintja Palyantja Palya* was written with significant input from local Anangu women.

In 2012 the college was recognized as a Mind Matters School because of its commitment to:

- Developing environments where people feel safe and valued
- Develop social and emotional learning skills and cultural understandings
- Plan and take action to create a culture of positive mental health and well being
- Work with families, communities and the health/community sector to increase knowledge and skills towards growing and sustaining positive mental health and well being
- Promotion, prevention and early intervention for mental health and well-being.

Appendix Two

	NYANGATJATJARA COLLEGE LITERACY PRACTICES YEARS 6-10	Not Observed	Some Evidence	Ample Evidence
LOOKS LIKE	<ul style="list-style-type: none"> • Vibrant, colourful classrooms – posters, word walls and student’s work on display. • Classroom displays are regularly updated • Routines clearly explained, visible and understood by all • High expectations • Anangu as teachers/ leaders/ role models • Goal directed teaching: (Smart, Measurable, Achievable, Realistic and Timely) • Teachers using Accelerated Literacy and providing appropriate scaffolding for all students in all curriculum areas. • Opportunity to work as whole class or small groups. • Class libraries with a variety of resources to engage different interests, eg .books, appropriate magazines etc. • Students engaging with learning – busy talk • Classroom can be inside or outside depending on the learning. • Purposeful learning • Independent learning 			
	Comments:			
SOUNDS LIKE	<ul style="list-style-type: none"> • Small groups talking about learning • Classroom conversations • Bilingual • Positive interactions • Laughter • Peer sharing • Peer teaching • Sound field – clear teaching addressing hearing problems. • Sounds of ICT 			
	Comments:			
FEELS LIKE	<ul style="list-style-type: none"> • Routines and structures create a safe environment • Students feel confident and supported • Students receiving purposeful feedback to give direction to their learning. • Calm – teachers and students interacting in a respectful manner • Excitement about learning • Students feel confident and supported 			
	Comments:			

Classroom Teaching Expectations

Pedagogy

Each teacher:

1. Ensures that every lesson has a purpose and that all lesson time is productive
2. Delivers each lesson using explicit instruction
3. Uses strategies to move student knowledge from short term to long term memory
4. Uses data to inform their teaching and student learning

Learning Environment

Each teacher:

1. Establishes an atmosphere of high expectations
2. Sets a positive classroom learning tone
3. Encourages students to do their best work at all times
4. Provides information laden feedback to students in a positive and encouraging tone
5. Displays student work in the classroom and regularly updates the display

Student Engagement

Each teacher facilitates high student engagement by:

1. Building positive and caring relationships with all students, ensuring that all students feel valued and respected
2. Differentiate the learning so that all students are given work at a level they can access and which is challenging
3. Supporting each student to have friends at school
4. Establishes SMART goals for each student

Professional Development

Ongoing professional development is essential in maintaining skilled and confident teachers. Throughout 2014 teachers at Nyangatjatjara College will be involved in targeted, ongoing professional development, (including professional conversations, professional readings, workshops and presentations) around key areas.

Whole School Professional Development – 2014-15	
Term 1	Teacher Induction – 4 days. Introduction to Accelerated Literacy, Days 1 & 2 (March 15 th -16 th) Understanding the Numeracy Portal (2 Days) iPads in Education – First week of School Holidays (24 th -25 th May)
Term 2	Cultural Awareness – Cave Hill Learning Communities – Moderating Writing Samples Data Collection and Report Writing Accelerated Literacy – Consolidation of Term 1 PD Safe Talk Training – Early Intervention strategies (Suicide)
Term 3	Introduction to Accelerated Literacy – Days 3 & 4 (August 30 th -31 st) First Steps in Mathematics (Space) School Wide Positive Behaviour Support Cultural Awareness – Walka Caves
Term 4	<i>MindMatters</i> - MentalHealth SACE School Wide Positive Behaviour Support Accelerated Literacy – Developing Writing Skills First Steps in Mathematics (Chance and data)
Professional Development – 2015	
Term 1	Teacher Induction – 4 days. (January 22 nd - 25 th) Introduction to Accelerated Literacy, Days 1 & 2 Accelerated Literacy – Days 3 & 4 School Wide Positive Behaviour Support
Term 2	Data Collection and Report Writing School Wide Positive Behaviour Support Learning Communities - Mathematics
Term 3	Accelerated Literacy – Explicitly teaching Spelling Learning Communities – Mathematics School Wide Positive Behaviour Support Cultural Awareness -
Term 4	Accelerated Literacy – Developing Writing Skills Learning Communities - Mathematics School Wide Positive Behaviour Support

Throughout the year, teachers will be provided with professional readings, professional learning sessions, and the opportunities to unpack data around these targeted areas and discuss them with their learning communities.

Nyangatjatjara College - Data Collection Overview

Year Level	Term One	Term Two	Term Three	Term Four
T	AEDI checklist Concepts about print Diagnostic Maths tests (ongoing)	Letter/Sound checklist PM Benchmarks Sight word checklist Diagnostic Maths tests (ongoing)	SPAT – R PM Benchmarks Letter/Sound checklist Sight word checklist Diagnostic Maths tests (ongoing)	Letter/Sound checklist Sight word checklist PM Benchmarks Diagnostic Maths tests (ongoing)
Years 1 & 2	AEDI checklist Concepts about print Letter/Sound checklist Diagnostic Maths tests (ongoing)	Letter/Sound checklist Sight word checklist Waddington’s Reading PM Benchmarks Diagnostic Maths tests (ongoing)	Letter/Sound checklist Sight word checklist SPAT – R PM Benchmarks Diagnostic Maths tests (ongoing)	Letter/Sound checklist Sight word checklist Waddington’s Reading PM Benchmarks Diagnostic Maths tests (ongoing)
Years 3 & 4	SPAT – R Sight word checklist Waddington’s Reading Diagnostic Maths tests (ongoing) PM Benchmarks	Sight word checklist PM Benchmarks Diagnostic Maths tests (ongoing) Monster Spelling test NAPLAN (Year 3)	Sight word checklist Waddington’s Reading PM Benchmarks Diagnostic Maths tests (ongoing)	Letter/Sound checklist Sight word checklist PM Benchmarks Monster Spelling test Diagnostic Maths tests (ongoing)
Years 5, 6 & 7	Sight word checklist Monster Spelling test PM Benchmarks Diagnostic Maths tests (ongoing)	Sight word checklist PM Benchmarks South Australian Spelling Test Diagnostic Maths tests (ongoing) NAPLAN (Years 5 & 7)	Sight word checklist Monster Spelling test PM Benchmarks Diagnostic Maths tests (ongoing)	Sight word checklist PM Benchmarks South Australian Spelling Test Diagnostic Maths tests (ongoing)
Years 8 to 12	Sight word checklist Monster Spelling test PM Benchmarks Diagnostic Maths tests (ongoing)	Sight word checklist PM Benchmarks South Australian Spelling Test Diagnostic Maths tests (ongoing) NAPLAN (Year 9)	Sight word checklist Monster Spelling test PM Benchmarks Diagnostic Maths tests (ongoing)	Sight word checklist PM Benchmarks South Australian Spelling Test Diagnostic Maths tests (ongoing)