



## **Statement of Practice - Curriculum and Programming**

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### **Related CECG Policies**

[CECG Curriculum Policy](#)

[Religious Education Policy](#)

[CECG Aboriginal and Torres Strait Islander Education Policy](#)

[CECG Assessment Policy](#)

[CE Assessment Schedule](#)

[CECG Homework Policy](#)

### **Curriculum**

St John the Apostle Primary School delivers a high-impact, low-variance, knowledge rich curriculum across Kindergarten to Year 6. In 2024 we transitioned to Version 9 (V9.0) of the Australian Curriculum. This underpins all curriculum content decisions for all learning areas. The Australian Curriculum is three-dimensional - it includes learning areas, general capabilities, and cross-curriculum priorities. When planning teaching, learning and assessment opportunities, we use the:

- Achievement standards to understand the expected quality of learning that students should demonstrate by the end of a year or 2-year band. We teach and assess against the achievement standards.
- Content descriptions to select the specific essential knowledge, understanding and skills that students are expected to learn by the end of the year or 2-year band. We teach but don't necessarily assess each of the content descriptions.

St John the Apostle Primary School uses an evidence-based approach to teaching and learning. This teaching approach, known as High Impact Teaching Practice, guides the way in which every teacher plans, delivers, and supports learning for every student. The approach has been developed and designed based on national and global research into how children learn, known as the *Science of Learning*.

High Impact Teaching Practice involves embedding evidence-based pedagogy, informed by Rosenshine's Principles of Instruction, supported by high-quality curriculum resources.

### **Programming**

When planning for teaching and learning, teachers follow V9.0 of the Australian Curriculum and use the CECG Low Variance English and Mathematics Curriculum. Teachers plan English and Mathematics lessons according to outlines set by Catholic Education with ongoing assessment to inform classroom instruction, meeting the needs of all students. The Brisbane Curriculum and CECG low variance scope and sequence is used when planning for Religious Education.

Teachers provide Curriculum Overviews each term outlining the focus for learning for each grade. This is made available to parents via Compass.

Each term during a staff meeting, teachers revise and discuss their programs in a formal capacity. This is done in a collaborative manner with the band leader present for feedback and questions. During Term Two and Four, a larger time allocation is given to the feedback of programs. We are refining and developing this process as we become more familiar in implementing the CECG programs with fidelity and consistency. Teachers record program notes and adjustments electronically. This is done in day books or directly on programs.

## ❖ ENGLISH - CECG English Curriculum

K-2: InitialLit and the CE Low Variance English Curriculum

3-6: CECG Low Variance English Curriculum and Spelling Mastery

All English classes are taught using explicit instruction, with high impact teaching practice.

In K-2, explicit instruction is derived primarily through InitialLit, a comprehensive, research-based Tier 1 reading and spelling program developed by MultiLit. InitialLit is an explicit systematic synthetic phonics program. The phonics component is used to systematically and explicitly teach the basic and advanced alphabetic code in a set sequence. In addition to learning letter-sound correspondences and how these are applied to reading and spelling, children will be introduced to common morphemes and simple grammatical concepts and handwriting.

K-2, also uses the K-2 Language and Literature Curriculum (Express Path) to prioritise our students' oral language and literacy skills through shared read alouds, explicit vocabulary instruction and opportunities to develop their vocabulary. It is a knowledge rich curriculum that places high quality texts at the centre of all instruction.

Teachers implement InitialLit and the K-2 Ochre Language and Literature Curriculum 4-5 times a week.

In K-6 we explicitly teach students correct letter formation to the point of automaticity. As they progress through school, fluent handwriting helps our students develop and communicate their understanding in all subject areas. Students use lined whiteboards and teachers use consistent language to help our students develop automaticity.

In Years 3-6 explicit instruction is derived primarily through the 3-6 CECG English Resources, including Low Variance Novel Study English Units. The Writing Revolution is used for the development of writing across 3-6. Spelling Mastery is delivered across Years 3-6.

### Literacy/English Blocks

#### Kinder and Year 1

**Foundation English Timetable - InitialLit and F-2 Language and Literature Curriculum**

	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher					
9.00-9.40 40 mins	InitialLit Lesson	InitialLit Lesson	InitialLit Lesson	InitialLit Lesson	InitialLit Lesson
9.40- 10.00 20 mins	Reading Fluency	Reading Fluency	Reading Fluency	Reading Fluency	Reading Fluency
10.00- 10.30 30 mins	Independent Practice	Independent Practice	Independent Practice	Independent Practice	Independent Practice
10.05- 10.20 15 mins	Teacher-Led Group	Teacher-Led Group	Teacher-Led Group	Teacher-Led Group	Teacher-Led Group
10.30- 11.00 30 mins	F-2 Language & Literature	F-2 Language & Literature	F-2 Language & Literature	F-2 Language & Literature	

#### **InitialLit**

- 40 minutes of whole-class teaching using a detailed scripted lesson plan.
- 20 minutes of Reading Fluency using Sounds and Words Book (word reading, sentence reading and paragraph (extension))
- 30 minutes of Independent Practice (these are activities to consolidate the teaching, either completed independently with the assistance of a Classroom Support Assistant while the teacher works with groups on reading and word-building)

## K-2 Language and Literature Curriculum (Express Path)

- Daily Review (10 minutes five times per week)
- Shared Read Aloud and questioning for comprehension (20 minutes per week)
- Vocabulary (10 minutes per week)
- Sentence-level-writing (30 minutes twice per week)

## Year 2

### Year 1 and Year 2 English Timetable- *InitialLit* and *F-2 Language and Literature Curriculum*

	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher					
9.00-9.45 45 mins	InitialLit Spelling	InitialLit Spelling	InitialLit Spelling Week A InitialLit Grammar Week B	InitialLit Comprehension and Fluency	InitialLit Comprehension and Fluency
9.45- 10.30 45 mins	Independent Practice	Independent Practice	Independent Practice Week A: Week B:	Independent Practice	Independent Practice
10.05- 10.20 15 mins	Teacher-Led Group	Teacher-Led Group	Teacher-Led Group	Teacher-Led Group	Teacher-Led Group
10.30- 11.00 30 mins	F-2 Language & Literature	F-2 Language & Literature	F-2 Language & Literature	F-2 Language & Literature	F-2 Language & Literature

### **InitialLit**

- 45 minutes of whole-class teaching using a detailed scripted lesson plan (including spelling, comprehension and fluency)
- 45 minutes of Independent Practice (these are activities to consolidate the teaching, either completed independently with the assistance or a Classroom Support Assistant while the teacher works with groups on reading and word-building))

## K-2 Language and Literature Curriculum (Express Path)

- Daily Review (10 minutes five times per week)
- Shared Read Aloud and questioning for comprehension (20 minutes per week)
- Vocabulary (10 minutes twice per week)
- Sentence-level-writing includes grammar and punctuation (30 minutes per week for five weeks per term)
- Paragraph/Text-level writing (30 minutes three times per week for four weeks per term)

## Years 3-6

- Daily review up to 5 times per week.
- Years 3-6 programs will be informed by the 3-6 CECG English Curriculum.
- Teachers in Years 3-6 will teach the CECG recommended novels. Teachers may choose to follow the second novel or choose their own. If a teacher decides to study their own text, this must be programmed and submitted to Exec.
- Spelling Mastery is taught 4 days a week in Years 3-6.
- Silent reading is not included within the Literacy Block. When this is done varies between classes.

## Assessment

St John the Apostle Primary School follows the CE Assessment Schedule from K – 6 and conducts a range of assessments, including universal screening, Diagnostic, Formative and Summative Assessments to track student performance and progress over time. Student performance is measured against the Australian

Universal screening: The Dynamic Indicator of Basic Literacy Skills (DIBELS) 8<sup>th</sup> Ed is administered three times a year from Kindergarten through to Year 6 to inform classroom instruction and identify at risk students who require additional intervention support for their literacy development. The DIBELS measures include six subtests that focus on the big ideas and critical skills of beginning reading. Other screening assessments include:

- K-2 teachers begin each year with the InitialLit screener to identify student's specific reading and spelling skills and to inform classroom instruction and students who may require additional support.
- the Spelling Mastery placement test is administered to students in Years 3-6 to form instructional groupings
- the Year 1 Phonics Screening Check is administered in Term 3 so teachers can check the phonics knowledge of the Year 1 students. This informs classroom instruction and also helps identify students who may need additional support with their reading instruction.

Diagnostic assessments are conducted (following the administration of DIBELS 8<sup>th</sup> Ed) to evaluate students' strengths and weaknesses in reading. These tools can help teachers plan what to teach and how to teach and provide timely and target instruction/intervention to help students catch up.

Formative assessments are used to check for understanding and provide timely, relevant and individualised feedback. Data from formative assessments informs teachers of students' needs and directs teachers' explicit teaching. These include:

- Daily Review practice allows teachers to regularly assess students' conceptual understanding and procedural fluency.
- InitialLit program in K-2 has built-in progress monitoring tools (e.g. Stop and Check, Stop and Spell) to check whether students have mastered the content, knowledge and skills previously taught. This informs future instruction and identify teachers who may require additional support.
- Spelling Mastery program includes a spelling test every 5th lesson, ensuring students are achieving mastery in their current level
- DIBELS progress monitoring.

Summative assessments provide evidence of student learning to inform teacher judgements about achievement in relation to the curriculum, and performance standards. It occurs at specific points in time and may be used to report student achievement. These include:

- the standardised PAT-Reading and PAT-Maths (adaptive) as well as PAT-Spelling assessments are administered in Years 2-6, allowing teachers to measure student growth using scale scores
- the standardised PAT- Early Years Maths assessments are administered in Kinder and Year 1, allowing teachers to measure student growth using scale scores
- the Phonics Screening Check is administered in Year 1
- the standardised NAPLAN assessment in Years 3 and 5
- Spelling Mastery cumulative review and criterion tests are used to determine whether the students are ready to move up a level in spelling

- the InitialLit Cumulative Reviews are administered regularly throughout the program to determine whether the skills taught are retained and applied accurately.

### Running records

Running records are not mandated and are only used at an individual teacher level to further support student data. Running records are administered and stored at a classroom teacher level.

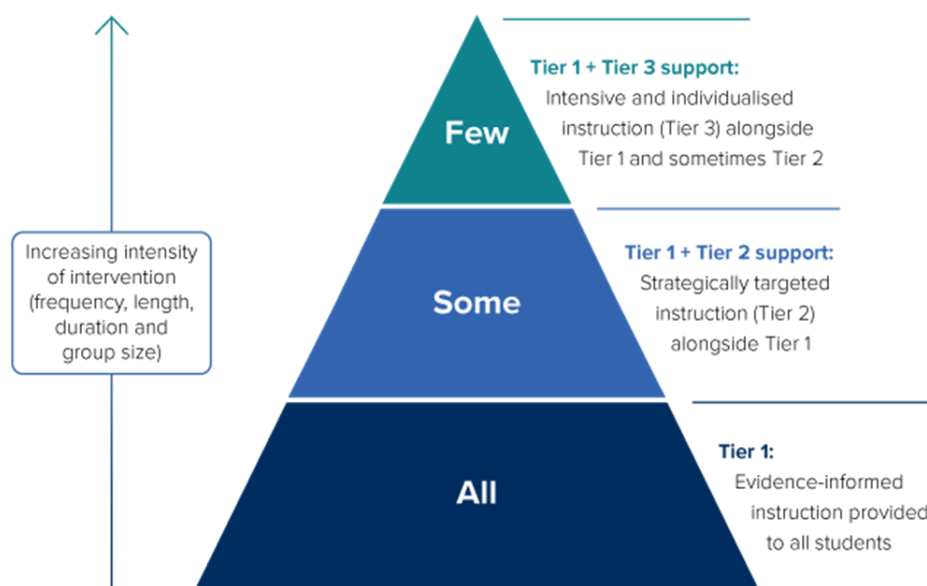
### Intervention

At St John the Apostle, we implement a Multi-Tiered System of Support (MTSS) approach to meet the needs of all students, ensuring no child falls through the gap. This model includes a continuum of instruction (Tier 1, Tier 2, Tier 3, see infographic) that provide more intensive support for students who require additional instruction.

Tier 1 is for all students and provides effective evidence-based reading instruction.

Tier 2 and Tier 3 literacy interventions are delivered by the Classroom teacher, the Classroom Support Teachers and the Classroom Support Assistants. Students in the bottom quartile of expected reading progress are prioritised for our MultiLit Intervention small group literacy programs - MiniLit Sage for Year 1 and 2 students (that effectively dovetails the Year 1 and 2 tier 1 Literacy program, InitialLit) and MacqLit for Years 3-6 students. These programs are evidence-based and are systematic, synthetic phonics programs of 45-minute sessions, four times per week.

Data is reviewed on a regular basis so that children can move between the tiers to meet them at their point of need.



Source: AERO 2023

The DIBELS measures include six individual tests that focus on the big ideas and critical skills of beginning reading.

Big Ideas	What is it? Why is it important?	DIBELS Measures	Grades Assessed					
			K	1	2	3	4-6	7-8
<b>Phonemic Awareness</b>	Phonemic awareness refers to your child's ability to hear and manipulate sounds in spoken words only. This skill is a powerful predictor of future reading success. It is a skill that is typically assessed early in a child's schooling (i.e., kindergarten), but it is also used with older children who are experiencing difficulty reading.	Phoneme Segmentation Fluency (PSF)	√	√				
<b>Phonics</b>	Phonics refers to the ability to learn the individual sounds in spoken language and map those sounds to specific written letters in the English language. Students who have strong phonics skills are able to connect individual sounds with letters and use those sounds to read words.	Nonsense Word Fluency (NWF)	√	√	√	√		
		Word Reading Fluency (WRF)	√	√	√	√		
<b>Reading Fluency</b>	Reading fluency refers to your child's ability to read text accurately and automatically so that students can understand what they are reading.	Oral Reading Fluency (ORF)		√	√	√	√	√
		Word Reading Fluency (WRF)	√	√	√	√		
<b>Vocabulary</b>	Vocabulary refers to your child's knowledge of the meanings of individual words being read. Vocabulary knowledge is important to a student's ability to read and comprehend what is read.							
<b>Reading Comprehension</b>	Reading comprehension refers to your child's ability to understand what he or she reads. It is the ultimate goal of reading instruction.	Maze			√	√	√	√

#### Test of Related Early Literacy Skills

	Letter Naming Fluency assesses a student's ability to say the "names" of upper and lowercase letters in the English alphabet. This skill is a strong predictor of future reading success in young children.	Letter Naming Fluency (LNF)	√	√				
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dibels.uoregon.edu

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## EALD

While learning to speak is biologically primary (Such, 2021), effective oracy in a school setting requires explicit instruction. At St John the Apostle, we want all our students to build their vocabularies; we know language helps our students to think, retain and synthesise information across subject areas. "(A) large and rich vocabulary knowledge is strongly related to reading proficiency in particular and school achievement in particular" (Beck, McKeown & Kucan, 2013). Australian Curriculum: English assumes children come to school with 'age-appropriate' oral language. But this is not the case for all our students. St John the Apostle has many English as an Additional Language or Dialect (EAL/D) students, many of whom are new arrivals to Australia. While many access EAL/D lessons, classroom teachers have the most time with EAL/D students and greater opportunities and responsibility to boost their English.

## ❖ MATHEMATICS - CECG Mathematics Curriculum

At St John the Apostle, we provide evidence-based practice with consistency of approach, authenticity of context and effective tracking of all student progress. Mathematics is taught using the CECG Low Variance Curriculum across all grades, Kinder to Year 6. This document is underpinned by The Australian Curriculum Version 9 and the Science of Learning. The Mathematics Low Variance Curriculum includes Core Daily Review Content, Cyclical Daily Review Content and three direct instruction lessons; each with supplementary lessons for reteaching when required. Mathematics is taught a minimum of three days a week and teachers use formative assessment data, to determine what is taught on the other two days. This includes reteaching concepts, breaking lessons apart to be taught over multiple days and planning for consolidation or extension of concepts.

Using Ochre as the primary resource, teachers access the following:

- daily review
- explicit teaching lessons
- reteach materials
- assessments
- intervention support

Programming and adjustments for learning and evidence of differentiation based on assessment data analysis are evident in the digital weekly program documentation. All links for the programs, adjustments and assessments can be accessed from the digital day book.

If required, supplementary and complementary programs and resources are used to reinforce taught concepts, close learning gaps, and enrich advanced learners.

At St John the Apostle teachers use the following resources to reinforce learning and gauge outcomes:

- Rocket Maths - conducted a minimum of three times a week in every class from K -6.
- Acadience - selected classes in years 1 and 5 have been part of the Acadience Trail in 2025. During Semester Two, these screening tests have been used in kindergarten and year 2 to set up and develop a maths intervention program.

Students in years 5 and 6 have the opportunity to be selected to participate in Maths Games, which is aligned with the Australian curriculum and focuses on teaching students to think laterally and creatively when solving mathematically-based problems and highlights the fact that there may be multiple ways to reach a solution. There are four contests per year, supervised by a designated person in charge. Students receive their results and feedback on their work after each contest.

## ❖ RELIGIOUS EDUCATION

### Context

St John the Apostle Primary School is a Christ-centred community, striving for excellence through the example of St John, and encounter with the Sacred Heart of Jesus. We strive to offer each member of our community, students, parents and staff, the chance to develop a rich relationship with God. Our mission: *'To be on Earth the heart of God'* highlights our commitment to the work of the holy Catholic Church in uniting all people through the Sacred Heart of Jesus.

The Religious Education Curriculum aims to develop in each student the knowledge and understanding, skills and values, and attitudes to lead informed, responsible, and socially fulfilling lives. At St John the Apostle Primary School, we embrace the Archdiocesan vision for Religious Education, which emphasises the complementary nature of the two dimensions of Religious Education: *the Teaching and Learning of Religious Education; and the Religious Life of the School.*

### Adoption of the CE CG Religion Curriculum Sample Scope and Sequence

St John the Apostle Primary School uses the Brisbane Catholic Education (BCE) Curriculum and the 2024 CE CG Religion Curriculum Scope and Sequence to develop units of work. We note that Religion programs are currently in a state of transition and will be fully compliant by the end of 2025.

We have put in place the following strategy to ensure compliance by that time:

- Participating in the Communities of Collaboration, ensuring that all teachers of Religion have a chance to attend, to ensure they have a sound understanding.
- Monitoring of Religion programs and providing coaching to assist teachers in developing compliant units of work.
- Both the 2023 and 2024 Religion Scope and Sequences as evidence of transitioning.

### Programming

Religious Education is a priority learning area at St John the Apostle Primary School, influencing our culture, curriculum, and teaching programs. A minimum of 150 minutes of Religious Education lessons are taught each week. Through the adoption of the Religion Scope and Sequence, and our engagement with the Communities of Collaboration, we aim to develop rigorous and engaging learning programs that incorporate High Impact Teaching Practices (HITP).

We aim to provide Religious Education programs that:

- Develop an appreciation of the love of God revealed through the person of Jesus Christ, the wonders of God's creation and the dignity of the human person.
- Develop knowledge of the life, faith and mission of the Catholic Church.
- Increase understanding of the nature of religion and different religions.
- Foster skills of reflection, discernment, critical thinking, and how to act with conscience.
- Give meaningful opportunities for deep encounters with the Sacred Heart of Jesus.

### Prayer and Liturgy

Prayer is a central element of each school day. At St John the Apostle Primary School, prayer occurs in a variety of ways:

- Whole school prayer occurs each morning at assembly, led by Year 6.
- Staff participate in prayer twice a week and before meetings.
- Classroom teachers are encouraged to provide a variety of prayer experiences for students each day. This can include prayer before meals and before the end of the school day.
- The practice of Christian meditation is ongoing throughout the school, and we are working to coordinate across the whole school to ensure that the practice happens at the same time.
- Prayer opportunities are also encouraged when studying and reflecting on scripture.
- Each classroom has a cross, a prayer table, a Bible, Christian meditation chimes, a battery candle, and a set of prayer cloths.
- The whole school attends Mass at the Church on a variety of occasions; these can include Masses for the opening and closing of the school year, the Assumption of Mary and the Feast of the Sacred Heart. Parents and carers are invited to attend all Liturgies and Masses that are celebrated at the Church.
- Kindergarten to Year 3 participate in a class Liturgy each semester, and Year 4 to Year 6 participate in a Mass each semester in our school chapel.

### Faith Formation

Staff undertake a variety of faith formation activities throughout the year, including a formal Formation Day once a year, usually at the beginning of the school year. Students undertake retreat experiences with St. Francis Xavier's youth ministry team. Students from SFX support the REC in providing a retreat after each of the Sacraments (First Reconciliation, First Eucharist and Confirmation). Other Archdiocesan faith formation activities for staff and families are promoted by the REC and Principal.

### Sacraments

At Saint John the Apostle Primary School, students participate in a shared Parish and home-based sacramental program. The Parish provides a formation series for parents of students receiving each sacrament for the first time. The Parish also provides resources to support families as they learn about the Sacraments at home. Students also learn about all the Sacraments, including Reconciliation, Eucharist and Confirmation at school as part of the Religious Education Curriculum.

The typical year levels for students to receive the Sacraments are:

- Year 3: Sacrament of First Reconciliation.
- Year 3: Sacrament of First Eucharist.
- Year 6: Sacrament of Confirmation.

### Mission and Outreach

Through intentional teaching and learning opportunities, and through our actions, attitude and prayer, we aim to instill and promote the values of Catholic Social Teaching.



These are:

- Respect for the human person.
- Preferential option for the poor.
- Political and economic rights.
- Promotion of the common good.
- Subsidiarity.
- Political participation.
- Economic justice.
- Stewardship.
- Global solidarity.
- Promotion of peace.

Our fundraising goals each year prioritise Catholic charitable works. These include Caritas Australia's Project Compassion, Catholic Mission, and the St Vincent de Paul Society. We also reach out to help national organisations and families in times of need and support several other charities in various capacities.

### Parish Partnerships

Since its commissioning in 1972, St John the Apostle Parish has been under the pastoral care of the Missionaries of the Sacred Heart (MSC). The MSC priests and assistant priests who have led the parish over this time have each nurtured the MSC charism within the community. As of 2025, the Parish of St John the Apostle is undergoing a merger with the Parish of St Thomas Aquinas, with both Parishes to come under the care of the MSCs. The school is actively engaged with this process, already exploring opportunities to work together with St Thomas Aquinas Primary School to combine elements of our Sacramental preparation.

### ❖ SCIENCE

Science has three interrelated strands: science understanding, science as a human endeavour and science inquiry skills. Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described processes. At St John the Apostle, Science is taught using *Inquisitive* units that align to V9 of the Australian Curriculum. Throughout 2025, teachers have been trailing the Catholic Education OCHRE units. This varies based on the availability of units. We are working towards all grades and teachers using the CE produced Science units in 2026.

### ❖ HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences subjects in the Australian Curriculum provide a broad understanding of the world we live in, and how people can participate as active and informed citizens with high-level skills needed now and in the future. They provide opportunities for students to develop their own personal and social learning, and to explore their perspectives as well as those of others. At St John the Apostle, HASS is taught using *Inquisitive* units that align to V9.0 of the Australian Curriculum. Throughout 2025, teachers have been trailing the Catholic Education OCHRE units. This varies based on the availability of units. We are working towards all grades and teachers using the CE developed HASS units in 2026.

### ❖ THE ARTS

The Australian Curriculum (V9.0) is used to develop units of work in the Arts. Music, Media Arts, Drama and Dance are taught by a specialist teacher from K-6 every term. Footsteps Dance Company delivers an aligned program for K-6 each year, in the first term. Drama, Visual Arts and Media arts are taught using the ACARA sequence of content. Visual Arts is planned and taught by classroom teachers. We are working towards developing a template to be used consistently across the school. Additional events held include school choir, Fete, Floriade, Christmas picnic and concert.

## ❖ TECHNOLOGIES

Technologies is taught by the classroom using *Inquisitive* units that align to V9.0 of the Australian Curriculum. The Australian Curriculum is used to plan for teaching, learning and assessment. St John the Apostle has a 1:1 Chromebook program for Years 4, 5 and 6. Multiple sets of iPads and Chromebooks are used by all other year levels.

## ❖ HEALTH AND PHYSICAL EDUCATION

Physical Education is taught by a specialist teacher from K-6 every term, one day a week. The planning and programming for Physical Education using V9.0 of the Australian Curriculum is done using a template designed by the school. The classroom teacher teaches an additional physical education lesson, once a week. Throughout the year, there are various sporting clinics run by external parties that are aligned to the Australian Curriculum. These lessons are reflected in the teachers digital weekly 'day book'.

Health is taught by the classroom teacher. Lessons are in collaboration with the *Second Steps* program, as well as the *Daniel Morcombe Child Safety Curriculum Program* which have individually tailored lessons based on V9 of the Australian Curriculum. We are working towards developing a template to be used consistently across the school.

## ❖ LANGUAGES

Beginning in 2025 Spanish is taught by a specialist teacher each term, once a week. The Australian Curriculum is used to plan teaching, learning and assessment from Kinder to Year 6 and recorded on a school designed template. Prior to 2025, the Languages program at St John the Apostle has been disjointed and therefore paused due to staffing shortages.

## ❖ LIBRARY

A specialist teacher conducts Library lessons, each term, once a week with each class. These lessons focus on a range of literature and literacy skills, as well as, exploring important events and topics such as NAIDOC Week, Book Week and engaging with Author visits. Students are encouraged to borrow books each week to diversify their range of reading materials.

## Homework

At St John the Apostle, teachers encourage homework completion but there are no consequences applied at school in the event of non-compliance. All students are asked to read and complete a reading log. This is paper based in the junior years (K-3), and either digitally recorded or paper based in the upper years (4-6).

We believe that homework is most beneficial when:

- it reinforces and extends classwork and consolidates basic skills and knowledge
- it is challenging and purposeful, but not too demanding.
- students take responsibility for their homework, supported by their parents or caregivers.
- it is well coordinated, and teacher expectations are clearly communicated.
- it considers students' home responsibilities and extracurricular activities.

Including reading time, the suggested amount of time recommended to be spent on homework each day is:

Kindergarten	10 minutes
Year 1	10 minutes
Year 2	20 minutes

Year 3	20 minutes
Year 4	25 minutes
Year 5	30 minutes
Year 6	30 - 40 minutes

Students in grades 4-6 have their own Chromebook devices they take home daily. Any incomplete work, large research tasks or set homework tasks are encouraged to be done at home. The work to be completed is outlined verbally by the teachers, and more formally on Google Classroom for each class.

### **Home readers**

Kindergarten and Year 1: Each student has a reading folder and an InitialLit Reading Journal. Students also have access to the InitialLit eLibrary in addition to physical books. Readers are swapped on a Friday. They are decodable readers that are aligned to what students are working on during class. Students are encouraged to read the same book for the week working on fluency and comprehension. Students also read books borrowed from the Library, with the support of the Librarian to choose age appropriate books.

Year 2: Each student has a reading folder and reading record sheet to be completed by an adult. With assistance from the classroom teacher, readers are swapped weekly. Readers sent home are aimed to be 'easy' reads at a level the student is competent and comfortable.

Years 3: Each student selects their own readers which are swapped on a Friday

Year 4: Students are given a reading folder where their home reading book is kept, they log their reading on Google Classroom which is checked by the classroom teacher weekly. Every fortnight students present a speech based on a news article on Kids News. They are also encouraged to do maths work on Splash Maths which is updated weekly. Other research based homework tasks are individually set by the classroom teacher. This includes extension opportunities based on the students level of needs.

Years 5 and 6: Students select 'good fit books' from the Library each week. They borrow and return at least one book a week, overseen and encouraged by the Librarian during their designated Library time. Students are encouraged to select enough books to meet the required minimum reading time. Other research based homework tasks are individually set by the classroom teacher. This includes extension opportunities or projects based on the students level of needs.