

# Curriculum Reform Parent Information Session

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GARDEN SUBURB PUBLIC SCHOOL

MONDAY 6<sup>TH</sup> MARCH, 2023



We recognise the Ongoing Custodians of the lands and waterways where we work and live. We pay respect to Elders past and present as ongoing teachers of knowledge, songlines and stories.

We strive to ensure every Aboriginal and Torres Strait Islander learner in NSW achieves their potential through education.

'Gaawaa' created by Finley Andrews from John Palmer Public School on Darug Country as part of 2022 Schools Reconciliation Challenge.



# What is curriculum?



The curriculum is a plan for learning based on mandated and approved syllabus documents and current departmental policies and procedures.



The NSW curriculum refers to the suite of resources that are the syllabuses and the support resources to support teachers to implement the syllabuses. This includes, but is not limited to, resources including teaching and learning advice, assessment resources, and syllabus-specific materials including scope and sequences, units of work, standards materials and work samples.

Each year, the students at Garden Suburb Public School will be taught subjects from the following syllabuses developed by the NSW Education Standards Authority:

- **English**
- **Mathematics**
- **Science and Technology**
- **Human Society and Its Environment (HSIE) (History and Geography)**
- **Creative Arts**
- **Personal Development, Health and Physical Education (PDHPE)**

NSW syllabuses provide an outline of the requirements for teaching and learning in various subjects for stages of students' learning. They also contain the outcomes and content which are intended to be inclusive of the learning needs of all students, including:

- **Aboriginal students**
- **students with disability**
- **high potential and gifted education**
- **students learning English as an additional language or dialect (EAL/D).**

Our teaching and learning programs are carefully designed with the needs of your child at the core. Programs are adapted to cater for the needs of each student in the class. Our teachers use a range of high-quality resources to deliver innovative teaching and learning. Evidence-based teaching pedagogies are collaboratively explored and intentionally implemented in classrooms to enhance student learning outcomes and provide engaging learning activities.

At Garden Suburb Public School, we value the important role our parents and carers have in the educational journey of our students. Please contact the school should you have any questions or would like to discuss your child's specific learning needs.





# What is the curriculum reform?



The NSW education system is reforming the curriculum which will be taught in all classrooms from Kindergarten to Year 12. The new curriculum, as a result of the NSW Curriculum Reform, will give students more time to focus on key learning areas so that they can acquire a deeper understanding of central concepts. It will ensure students develop strong foundations for learning, life and work in a complex and fast-changing world.

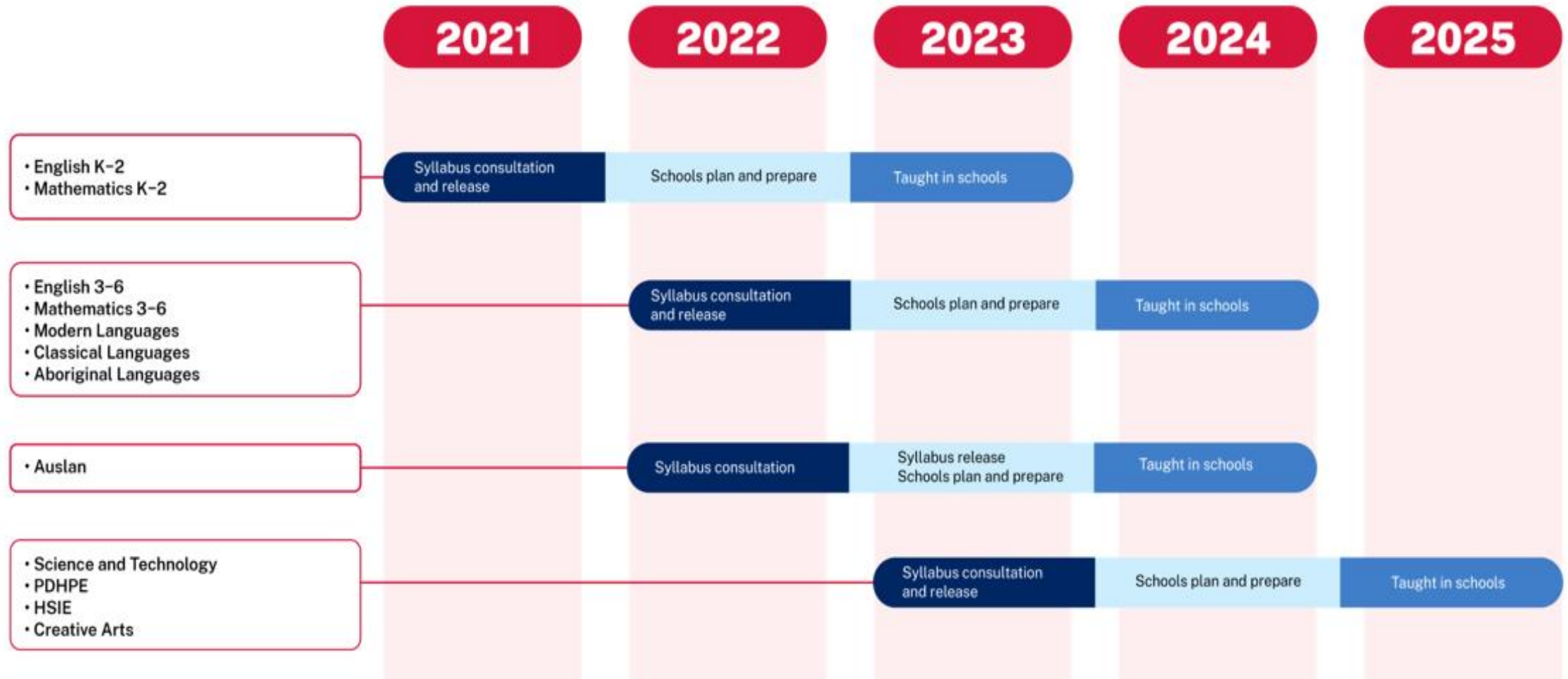
This reform has been informed by extensive consultation with teachers, parents and education experts, and is underpinned by extensive research. Curriculum reform involves change that spans many aspects of schooling, including teaching, learning, assessment and reporting to parents. New syllabuses provide schools with a unique opportunity to re-focus and place curriculum at the heart of school planning. Key curriculum changes include:

- building strong foundations for future learning with new English and mathematics syllabuses for Kindergarten to Year 2
- an entirely new curriculum from 2022 with new syllabuses focused on what is essential to know and do in early and middle years of schooling, and key learning areas in the senior years
- providing more time for teaching by reducing the hours teachers spend on extra-curricular topics and issues and compliance requirements
- strengthening post- school pathways with new learning areas for Years 11 and 12 that clearly link learning to future employment and study options.

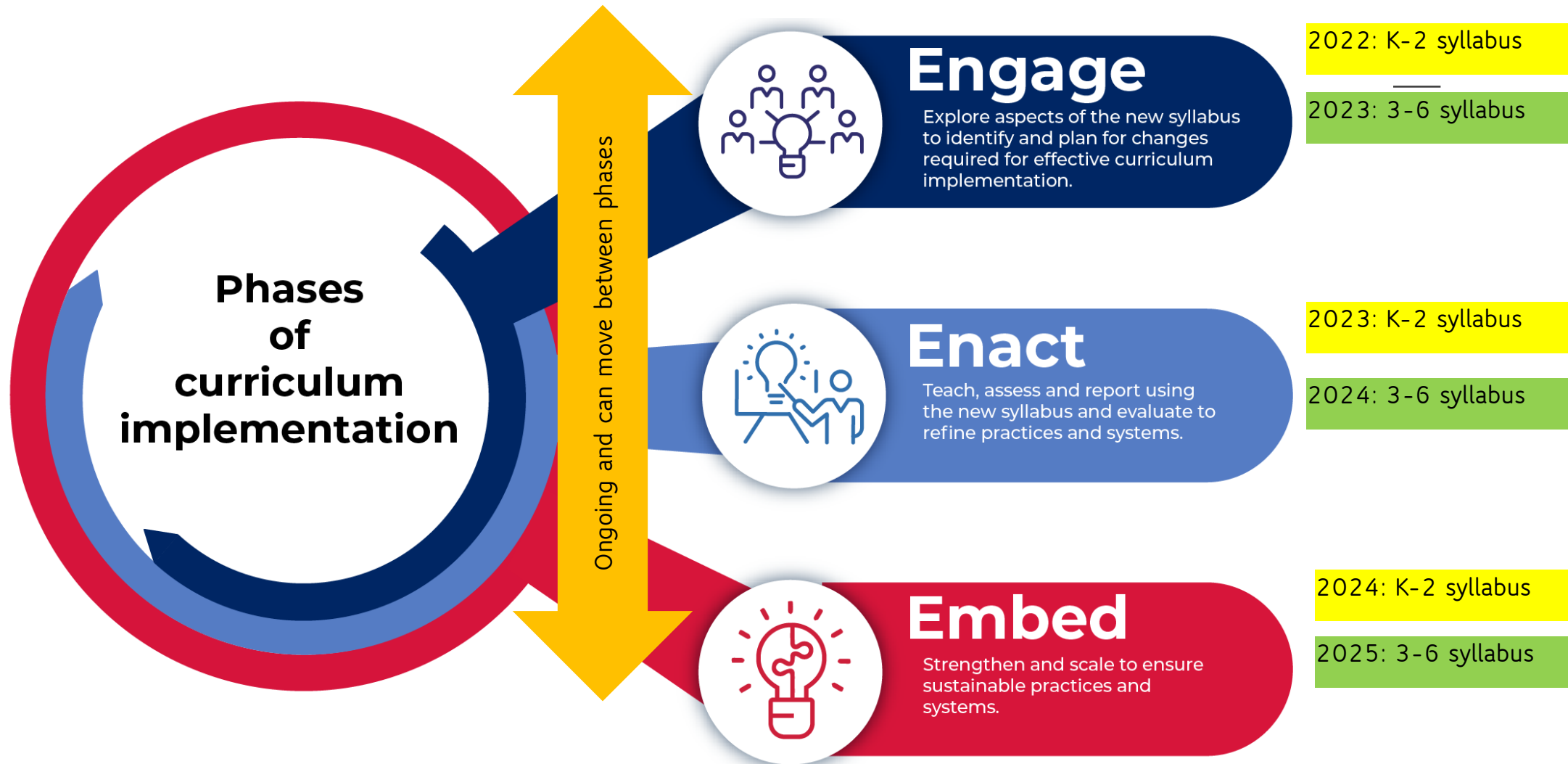
# NESA syllabus timeline

Primary – Kindergarten to Year 6

Thursday 27 October 2022



# Phases of curriculum implementation in NSW schools



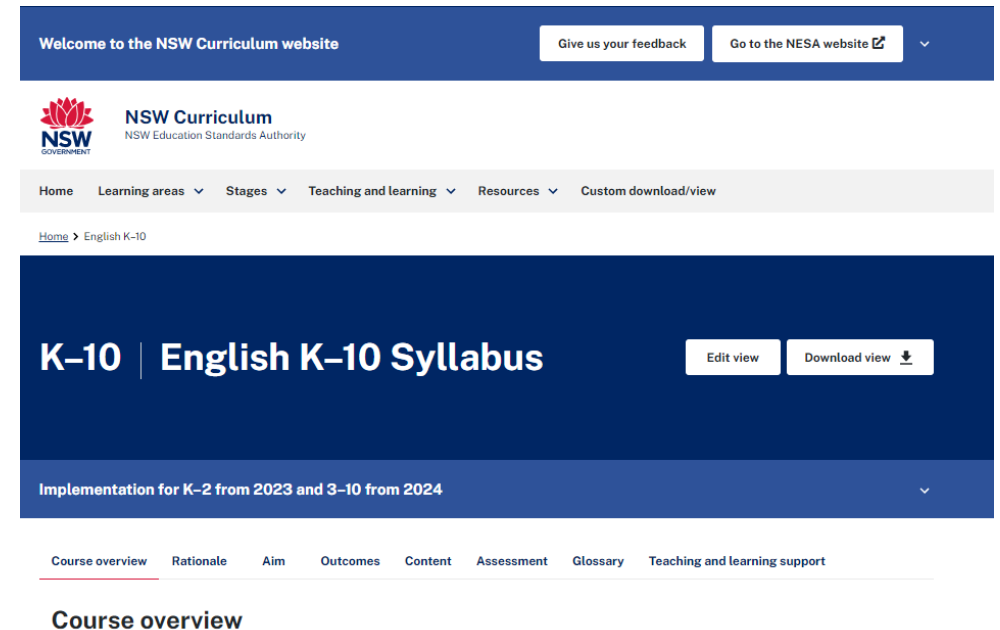
# How staff have been engaging with the new curriculum



- ✓ Completing department K-2 English and Mathematics micro learning modules
- ✓ Liaising with our Cardiff Community of Schools to learn from our curriculum advisors
- ✓ Observing K-2 classes at Cardiff South PS in 2022 to see the trial units in action
- ✓ Trialing decodable readers and Heggerty Phonemic Awareness in K-2 classrooms and LST programs
- ✓ Professional learning to unpack the new syllabus and understand their evidence base
- ✓ Collaborative planning days for K-2 staff to plan for a successful start to 2023
- ✓ Whole school focus on the forms of spelling and their link to the new syllabus
- ✓ Whole school 'Teaching Sprint' focused on vocabulary
- ✓ Whole school focus on Number Talks and Working Mathematically proficiencies



# How you can access the new syllabus from home



<https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022>

**ENGLISH IS HARD...**

**IT CAN BE UNDERSTOOD**

**THROUGH TOUGH THOROUGH**  
**THOUGHT THOUGH!**

# Cheat sheet for families – impress your kids!

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## GSPS Language Features

Language Feature	Explanation	Example
Grapheme	The individual letters or groups of letters that represent the individual speech sounds are called graphemes.	Sounds when you write them down or see them in a word.
Phoneme	The individual sounds that make up a word are called a phoneme.	Sounds, when you say them out loud.
Noun	A noun is a naming word. It can name person (teacher, brother, opponent), place, thing or animal.	This is a <b>dog</b> .
Verb	A verb is a doing word.	I am <b>swimming</b> .
Adjective	An adjective describes a noun.	The <b>big red</b> dog was swimming.
Preposition	A preposition links nouns, pronouns and phrases. They are often words describing position, but not always.	The tiny crab is <b>under</b> the rock.
Prepositional phrase	A prepositional phrase includes the object that the preposition in a sentence is referring to and any other words that link it to the preposition.	He hid <b>beneath the covers</b> .
Noun group/phrase	A noun phrase is a group of words made up of a noun and words to describe that noun.	I love <b>my brown dog</b> .
Pronoun	Pronouns are used to replace nouns or other pronouns.	Instead of 'John' is very happy. <b>He</b> is very happy.
Adverb	Adverbs modify verbs, adjectives, or other adverbs.	She shouted <b>loudly</b> .
Conjunction	Conjunctions link words, phrases and clauses.	I don't like lemons <b>because</b> they are sour.
Proper noun	The name of a person or place. These will always have a capital letter.	On <b>Sunday</b> , <b>Elizabeth</b> is going to <b>England</b> .
Punctuation	Punctuation is the use of symbols such as full stops, commas, or question marks to divide written words into sentences and clauses.	. ? , ! "
Compound sentence	A compound sentence is used to join two related sentences together into a single idea.	<b>I baked cookies and I baked cupcakes.</b>
Complex sentence	A complex sentence is a sentence that contains an independent clause with a subordinate clauses. We use complex sentences when we want to provide more information to support our point.	<b>Ashley didn't get a treat after dinner, because she didn't do her homework on time.</b>

# Structural features of the English K-2 syllabus

English K-2

## Outcomes and content overview

### Understanding texts

### Creating texts

Oral language and communication

Vocabulary

Phonological awareness (ES1)

Print conventions (ES1)

Phonic knowledge

Reading fluency  
Reading comprehension

Creating written texts

Spelling

Handwriting

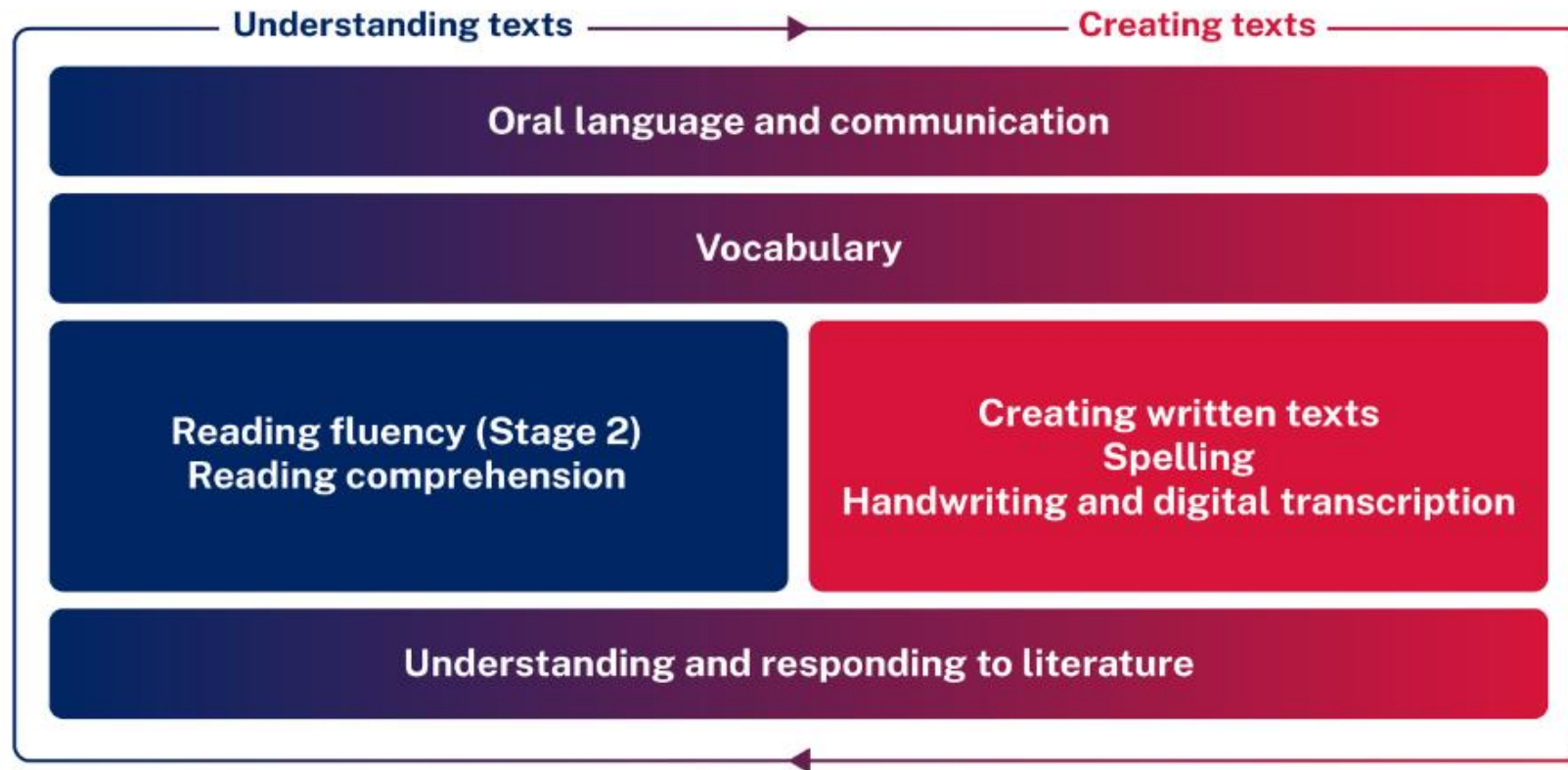
Understanding and responding to literature



# Structural features of the 3-6 English syllabus



English  
3-6



# Reading evidence base

## The Simple View of Reading

**Word  
Recognition**

**X**

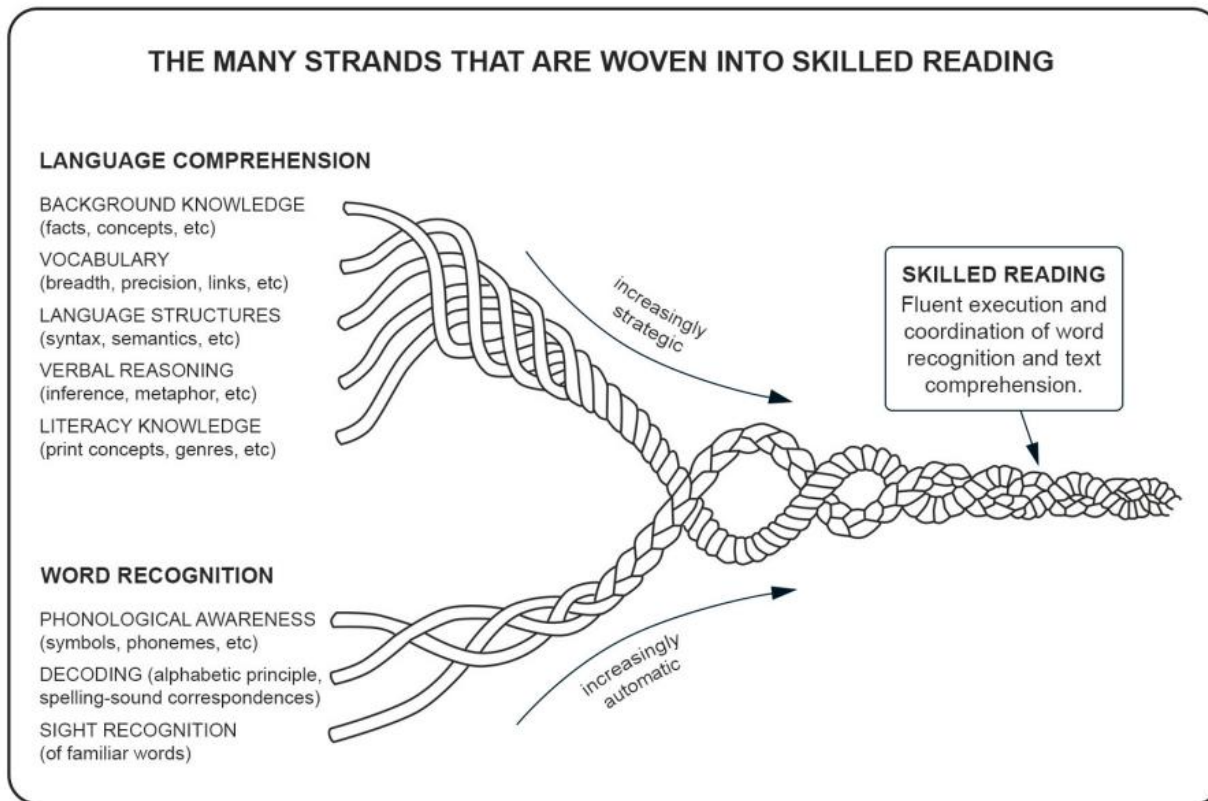
**Language  
Comprehension**

**=**

**Reading  
Comprehension**

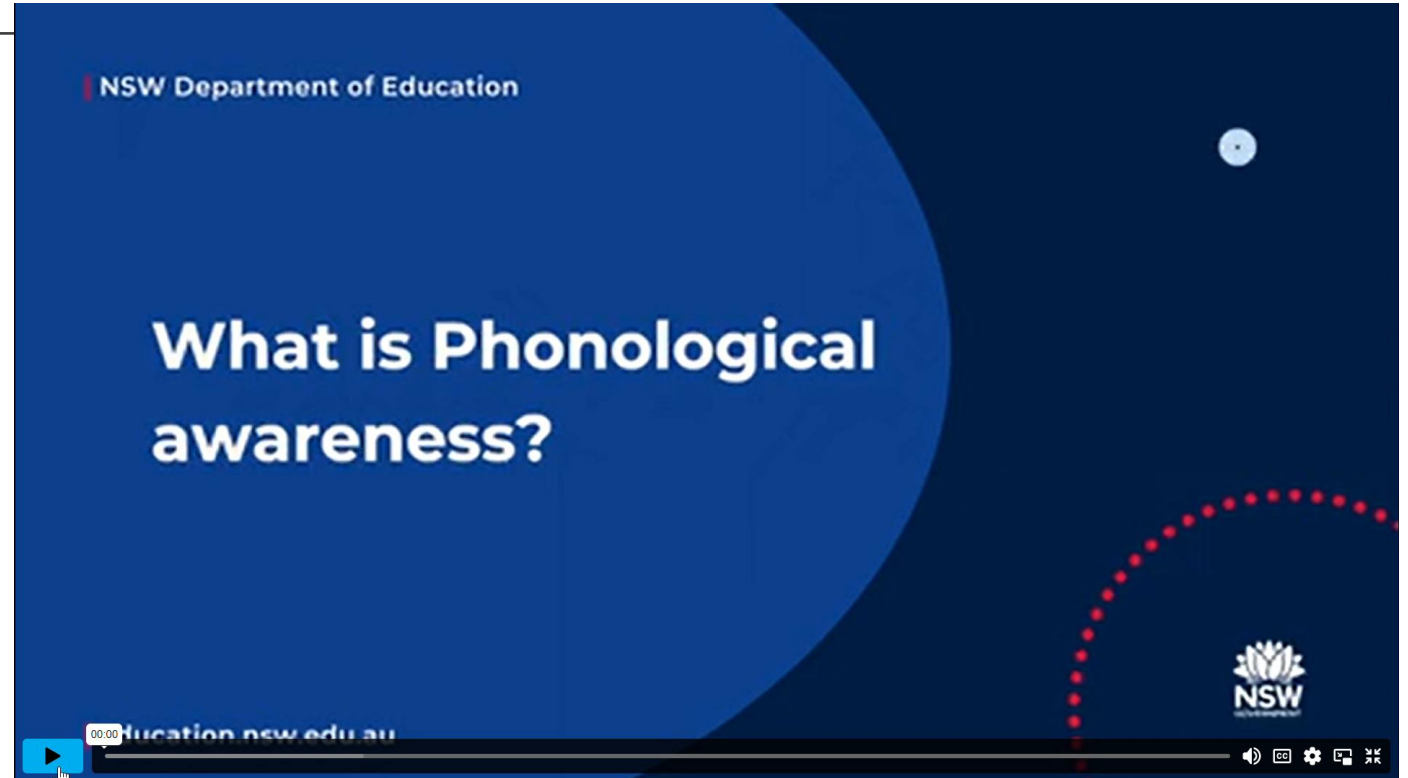
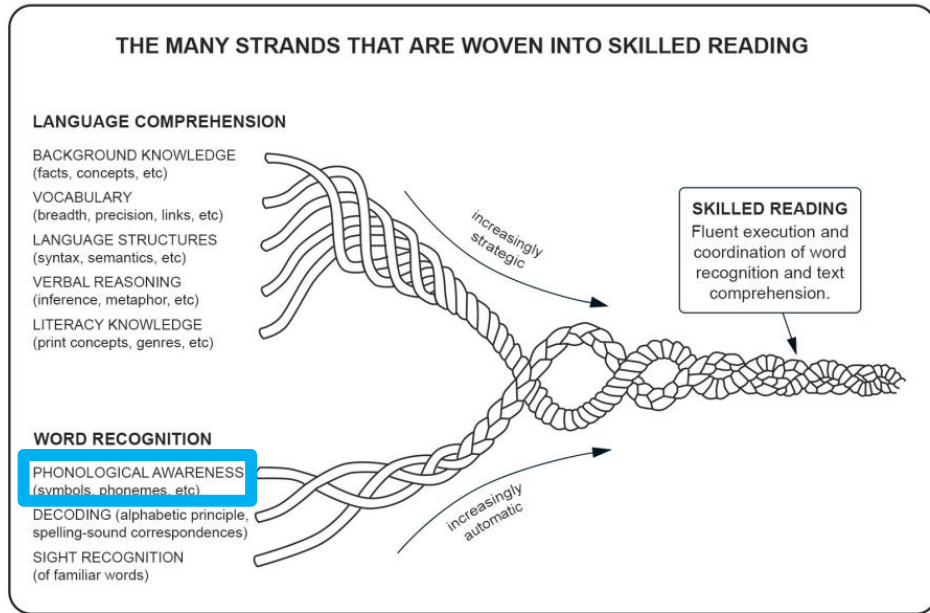
THE **Early**  
ALPHABET

# Reading evidence base



<https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/effective-reading-in-the-early-years-of-school/comprehension>

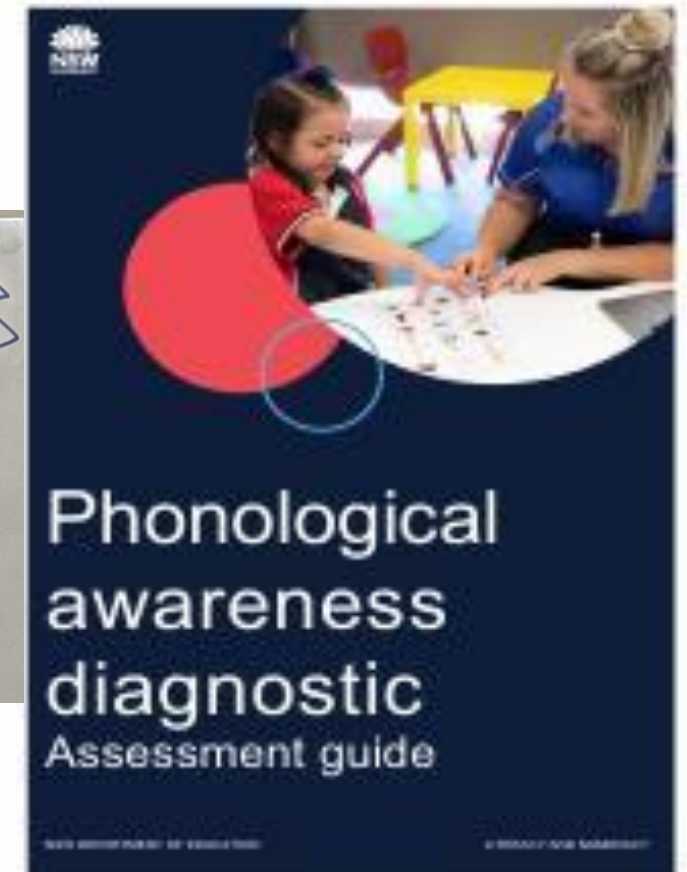
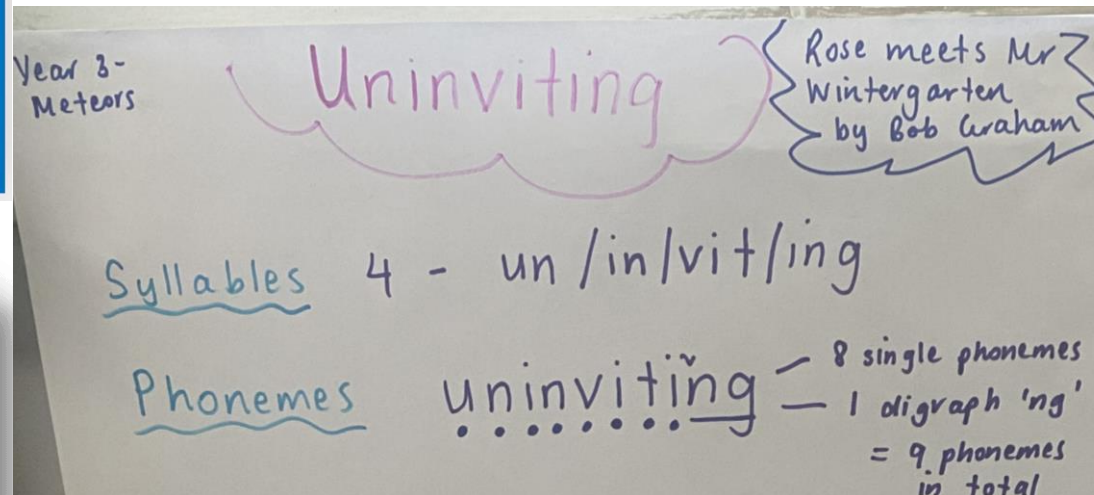
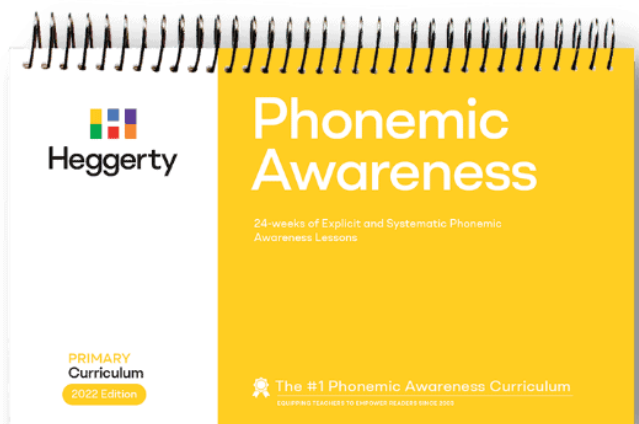
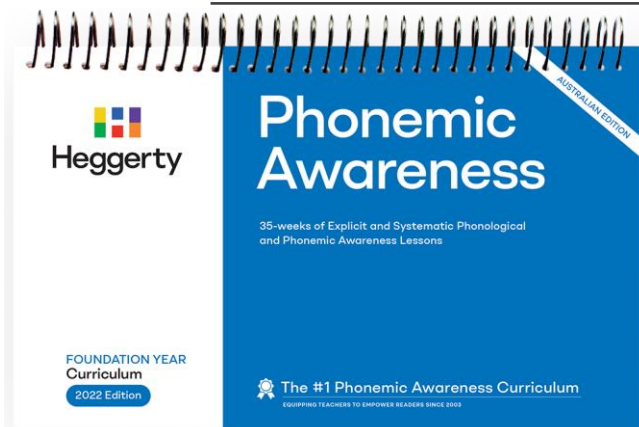
# What is phonological awareness?



<https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/effective-reading-in-the-early-years-of-school/phonological-awareness>



# Phonological Awareness snapshot...

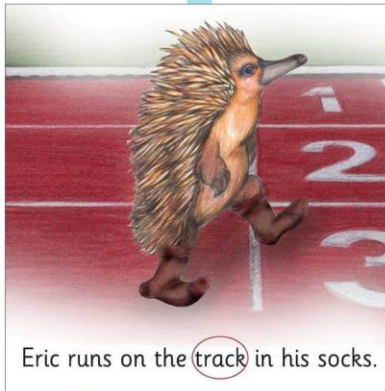


# Science of Reading VS Balanced Literacy

## Science of Reading

VS

## Balanced Literacy



### Strategy:

Learn the sounds.  
Decode the words

### Teacher:

"Blend the sounds to read the word."

### Student Response:

"/t/ /r/ /a/ /ck/ - track"

### Strategy:

Look at the picture.  
What makes sense?  
Guess the word.

### Teacher:

"Look at the picture. What is Eric running on?"

### Student Response:

"red road?"

unknown word = track

Decodable Readers  
Australia

## Overview of Science of reading:

<https://www.edweek.org/teaching-learning/how-do-kids-learn-to-read-what-the-science-says/2019/10>

## The Simple View of Reading

Word  
Recognition

X Language  
Comprehension

= Reading  
Comprehension

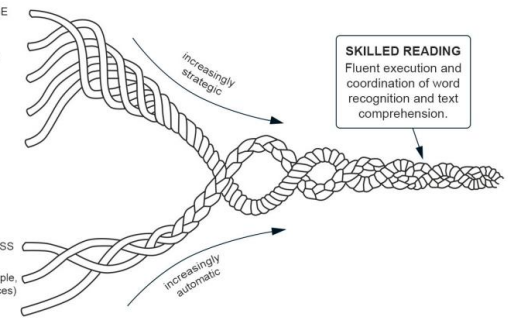
## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

### LANGUAGE COMPREHENSION

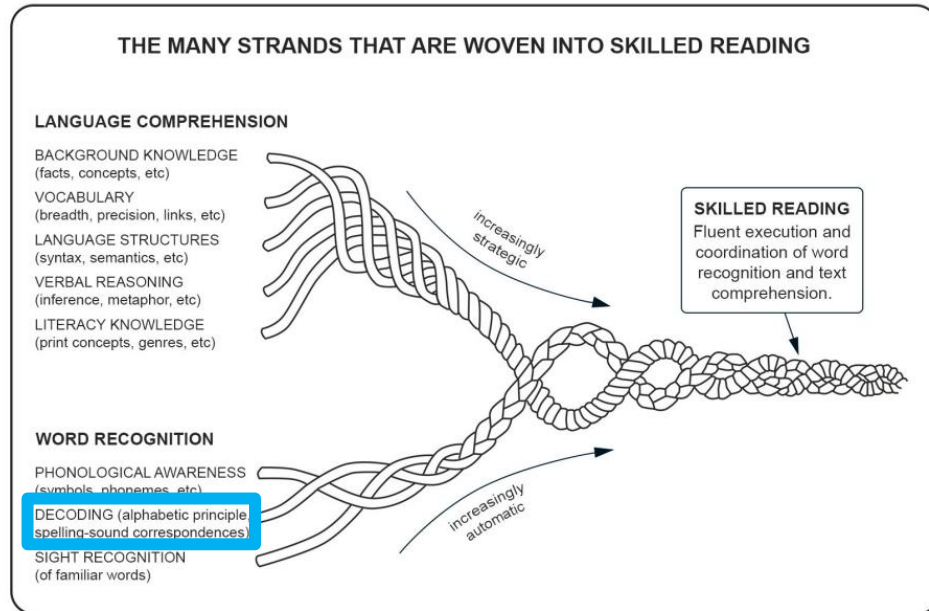
BACKGROUND KNOWLEDGE  
(facts, concepts, etc)  
VOCABULARY  
(breadth, precision, links, etc)  
LANGUAGE STRUCTURES  
(syntax, semantics, etc)  
VERBAL REASONING  
(inference, metaphor, etc)  
LITERACY KNOWLEDGE  
(print concepts, genres, etc)

### WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(symbols, phonemes, etc)  
DECODING (alphabetic principle;  
spelling-sound correspondences)  
SIGHT RECOGNITION  
(of familiar words)



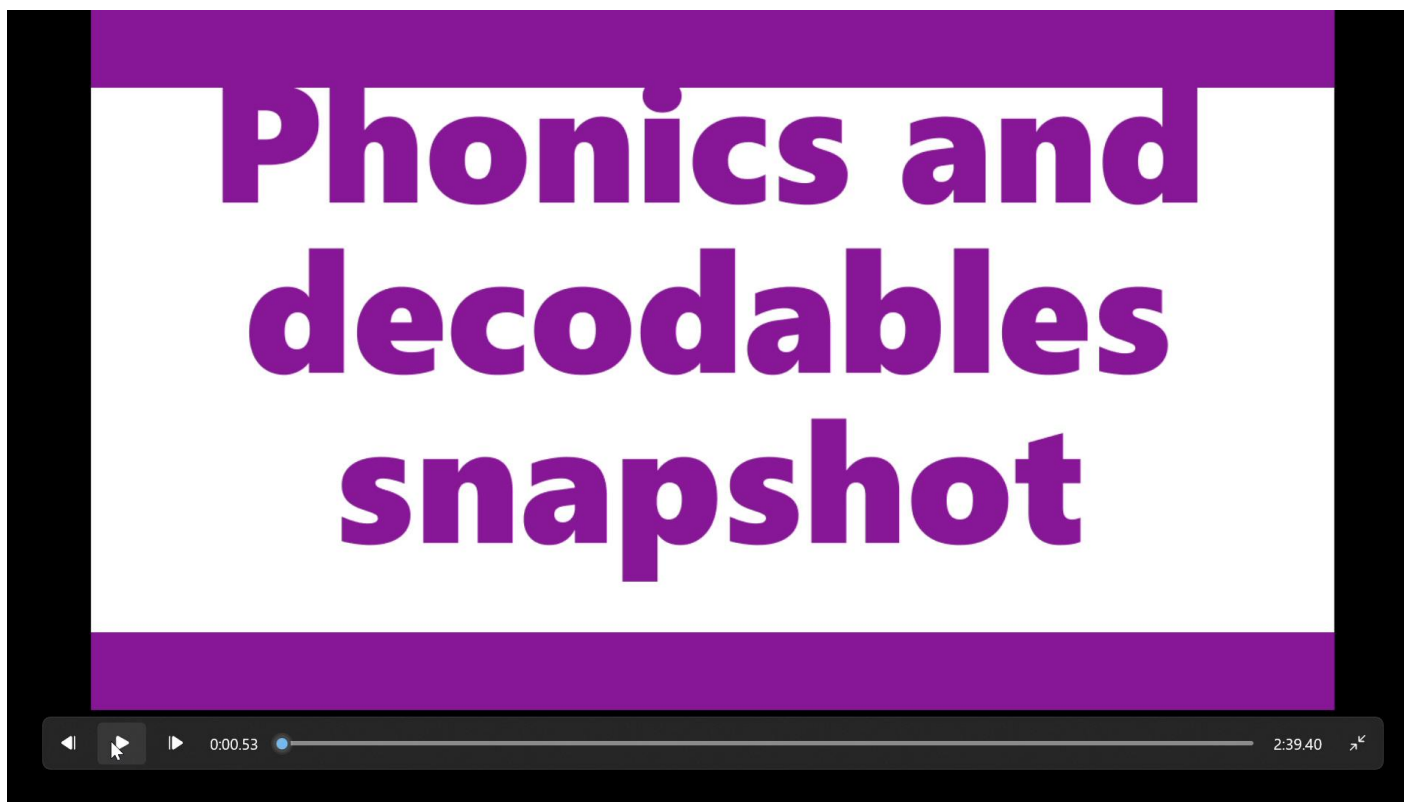
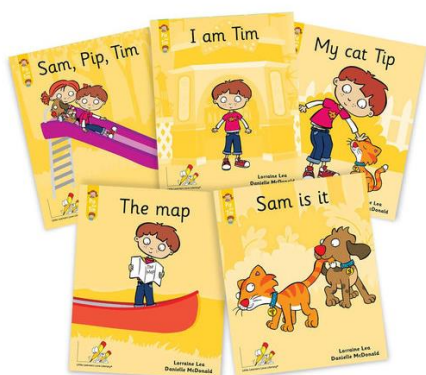
# What is phonics?



<https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/effective-reading-in-the-early-years-of-school/phonics>



# Phonics and decodables snapshot...







## Garden Suburb Public School

### English – Stage 1 – Unit 2

**Textual Concept:** Narrative

**Mentor Text:** *A Bag and a Bird* by Pamela Allen

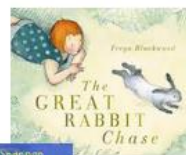
**Supporting Texts:** *The Great Rabbit Chase* by Freya Blackwood and *Duck on a Bike* by David Shannon

#### *A Bag and a Bird*



Pamela Allen

education.nsw.gov.au



# GSPS quality literature



#### THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

##### LANGUAGE COMPREHENSION

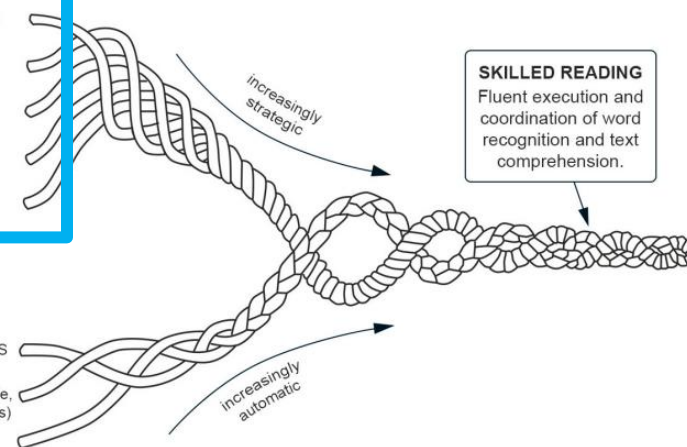
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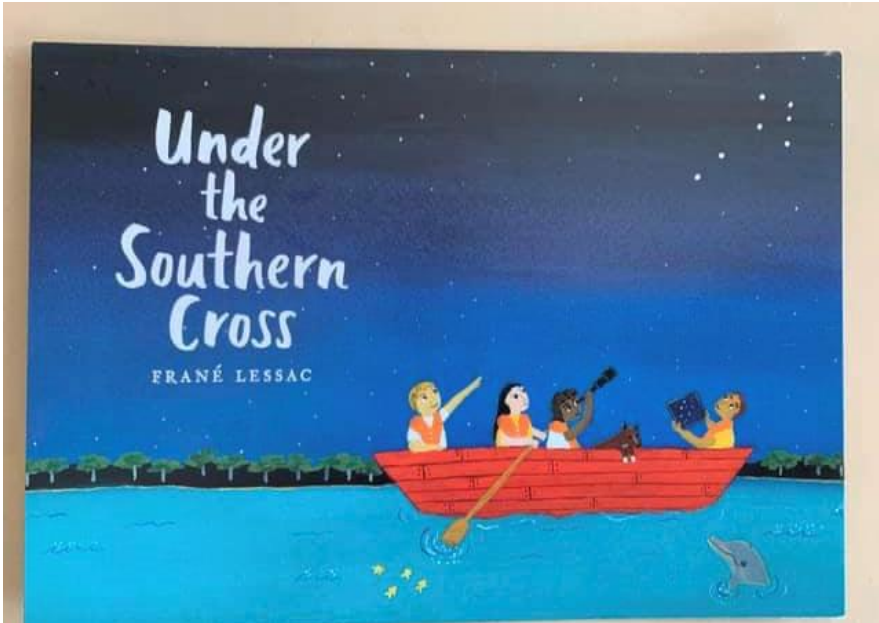
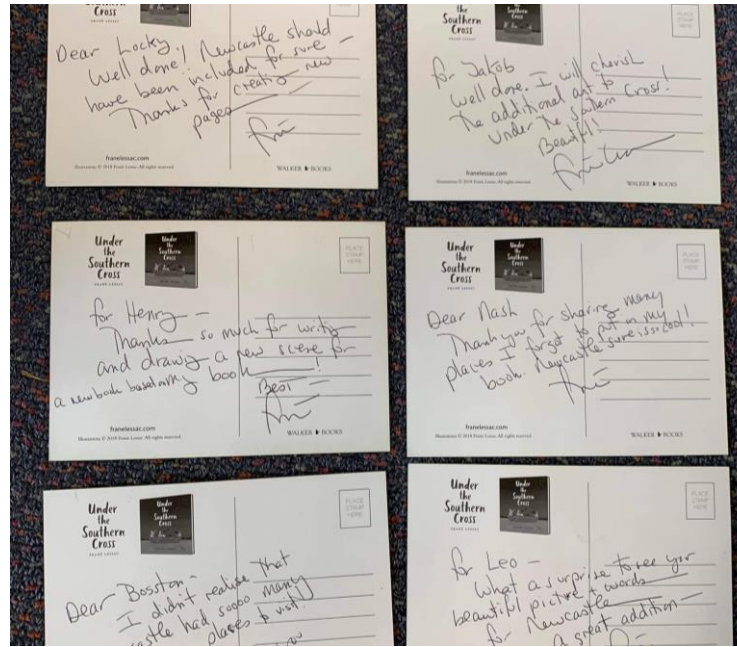
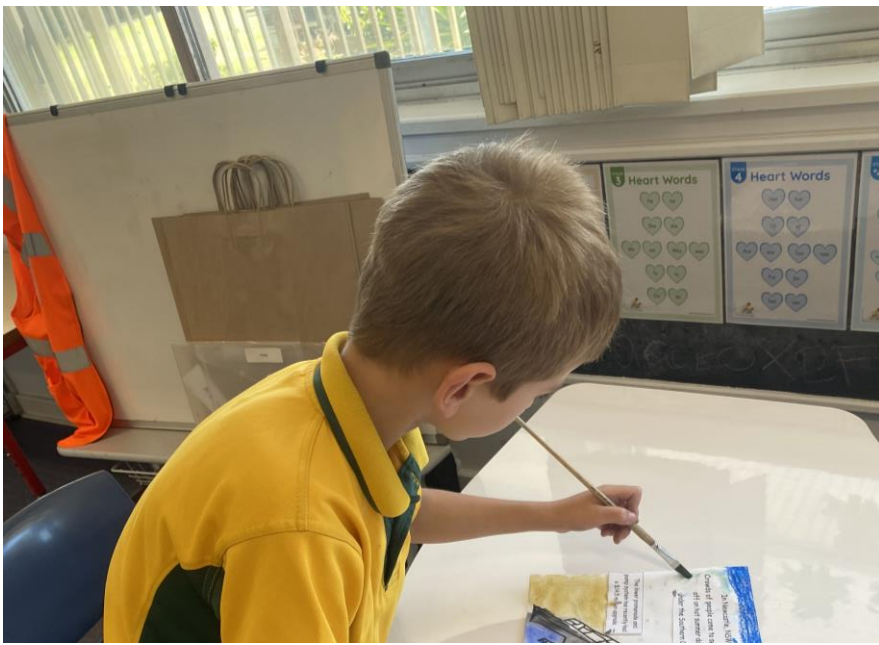
##### WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(symbols, phonemes, etc)  
DECODING (alphabetic principle,  
spelling-sound correspondences)  
SIGHT RECOGNITION  
(of familiar words)

##### SKILLED READING

Fluent execution and  
coordination of word  
recognition and text  
comprehension.





# Bringing texts to life...

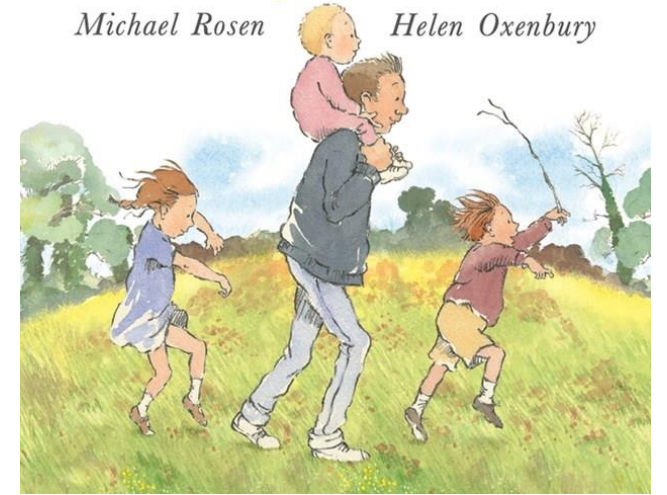


We're going on a principal hunt.



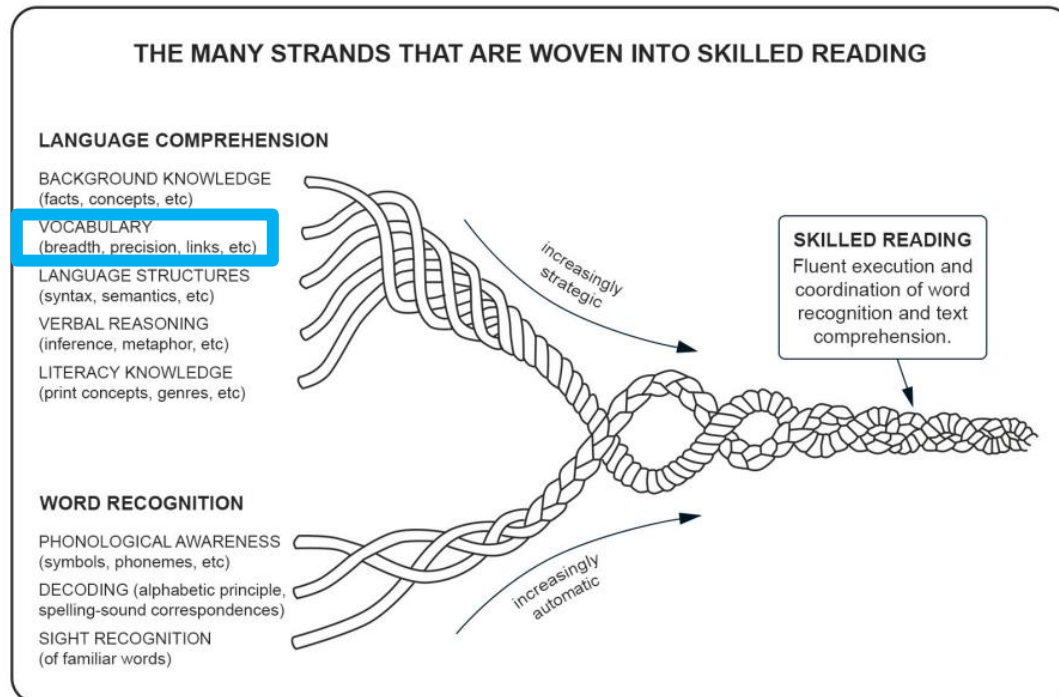
By KT

*We're Going on a Bear Hunt*  
Michael Rosen      Helen Oxenbury



Bringing texts  
to life...

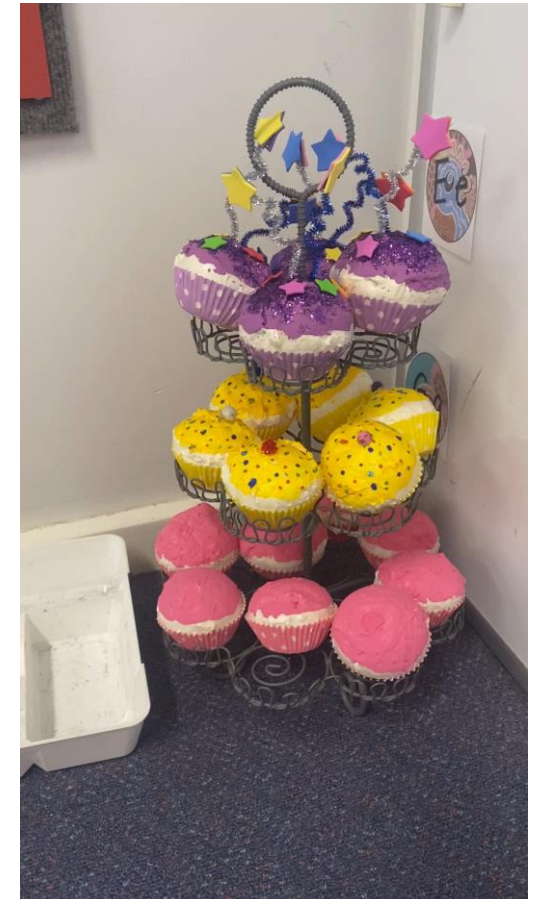
# VOCABULARY



**Tier 3**  
 \*low frequency words that are content specific.  
 They have distinct meanings and purposes.

**Tier 2**  
 \*robust, high-frequency words across various content areas.  
 These words are often referred to as academic vocabulary words.

**Tier 1**  
 \*basic, familiar words commonly used by everyone in everyday conversation.





# King Pig Tier 2 Vocabulary

agreed	spectacular	ferocious	fearless	miserable
complain	empty	adore	sulk	guilty
prance	fancy	deflated	ignored	attention

Rose meets Mr Wintergarten by Bob Graham

ing

g = 8 single phonemes  
= 1 digraph 'ng' = 9 phonemes in total

→ uninviting

add 'ing'

and then change

nick someone

we or go to

ve or appealing

dinner/house

\* unfriendly people

uninviting

Syllables - 4 un/in/

Phonemes - 9 u/n/i/d/n/v

Spelling

prefix - un

suffix - ing

base word

rule - drop the 'le' and

- the 'le' in invite is

drop when adding a

Definition

\* not inviting

\* excluding

\* something that does not

\* good to eat

Morphology

un → the opposite

invite → ask to join

ing → present tense

Synonyms / Antonyms

excluding

unaccepting

declining

inviting

invited

liking

including

Pig the Rebel

By Aaron Blabey

TIER 3

galloped Steed

wisdom bellowed

Contain

velocity TIER 2 gruff

Obedience innocence

triumph

antics hurtled condemned

cake wait hotdog pig

lazy big TIER 1 step was

sharing

school behave sit caught sorry

TIER 3 VOCABULARY

pterodactyl igneous osmosis

thesis electrolyte

diastole Barricade photosynthesis

TIER 2 VOCABULARY

coiled detectable leaping

humungous glide

astute

motif squawking

gazing

gassy

Slender

lapping

TIER 1 VOCABULARY

lashed eye mix bird drag

make hour cycle but

Cyclone

Based On Book By Jackie French

The trees swayed as dark, gloomy clouds encased our town. Birds began to flee. The wind shrieked and howled as the spiral formed. Large pieces of debris were thrown. The roof began to detach. Screams of pure fear echoed around the house. As we rushed to escape. Windows shattered and people began to weep. A cyclone had been born.

# SPELLING

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## ORTHOGRAPHIC KNOWLEDGE

Letter patterns and combinations



## PHONOLOGICAL KNOWLEDGE

How words sound



## MORPHEMIC KNOWLEDGE

How words are built and change



Coordinated – taught together



# Parent challenge!

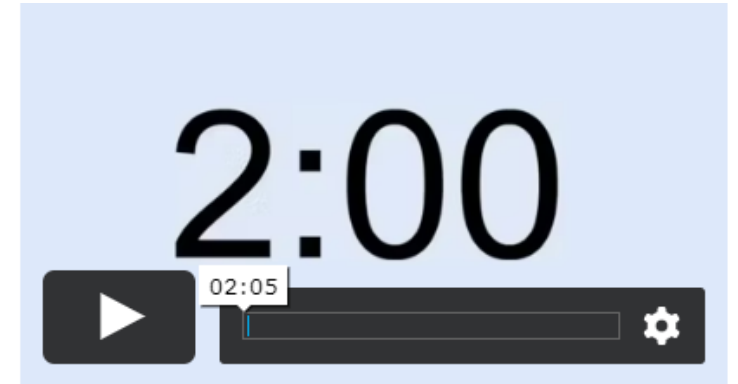
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How many ways can you spell the same sound?

There are at least 15 different ways to spell the sound /ay/.

For example, the words **say** and **rain** both contain the /ay/ sound but this is represented by different graphemes: **ay** as in say and **ai** as in rain. Same phoneme, different grapheme.

Select the **play** button on the 2 minute timer video and then, in the space below, **write as many words as you can with an /ay/ sound that have different letters representing the /ay/ sound.**





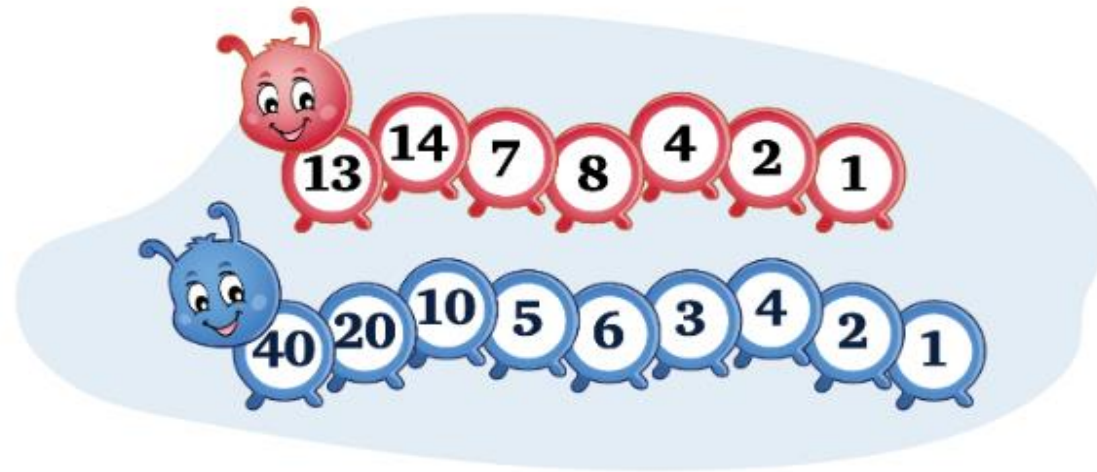
# GSPS spelling journey snapshot...





# Mathematics challenge...

Consider the following figure.



Adapted from Attard (2013).

- What do you notice and what do you wonder?
- Self-reflect and consider sharing and discussing your thoughts and observations with a colleague.

# SOLUTION!

How did you feel during this challenge?



You may have noticed that the numbers on the caterpillars grow according to the following rules:

- If the number is even, then the next segment is half of that number.
- If the number is odd, then the next segment is one more than that number.
- Caterpillars stop growing when they grow a segment with 1.

# Mathematics evidence base

The evidence base highlights the importance of

- The coordinated development of the working mathematically processes
- Making connections between mathematical ideas
- Focusing on the language and vocabulary of mathematics
- Mathematical reasoning.



# Structural features of the K-2 Mathematics syllabus

Mathematics K-2

## Outcomes and content overview

### Working mathematically

Number  
and algebra

Representing  
whole  
numbers

Combining  
and separating  
quantities

Forming  
groups

Measurement  
and space

Geometric  
measure

2D spatial  
structure

3D spatial  
structure

Non-spatial  
measure

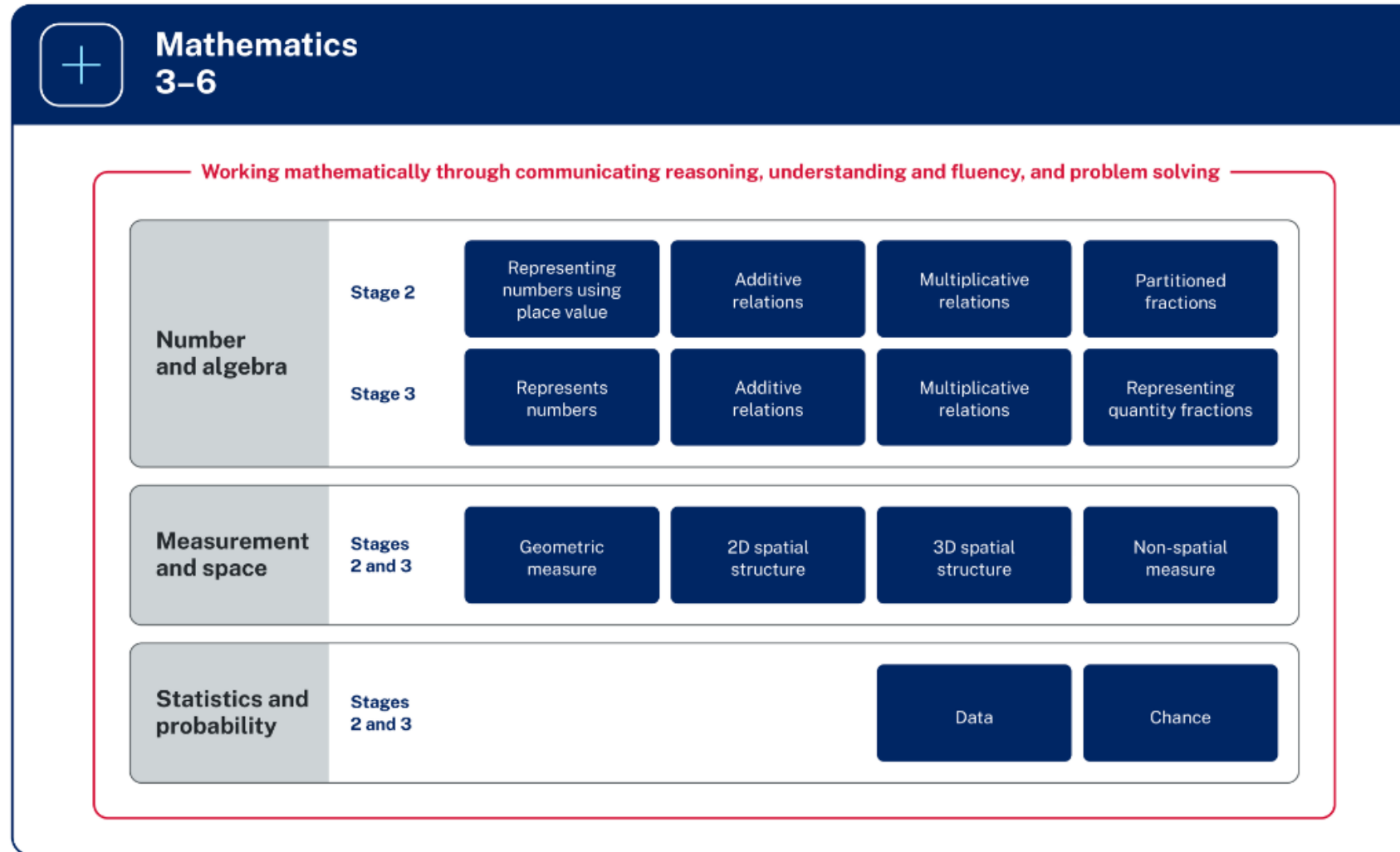
Statistics  
and probability

Data

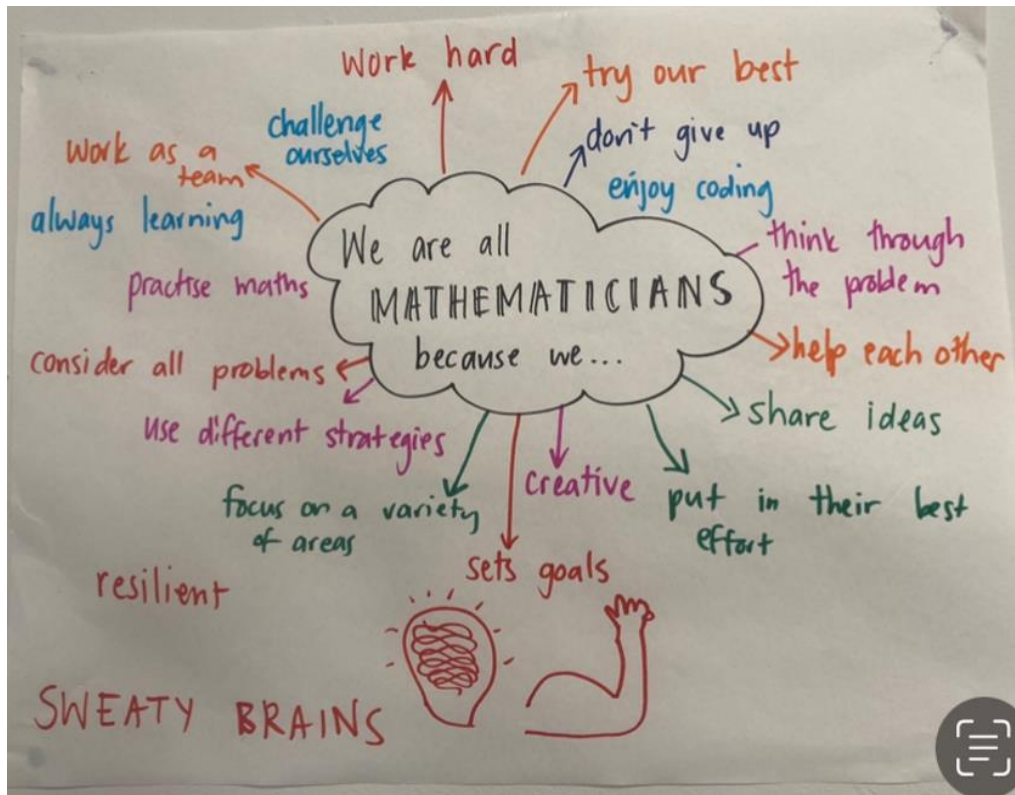
Chance



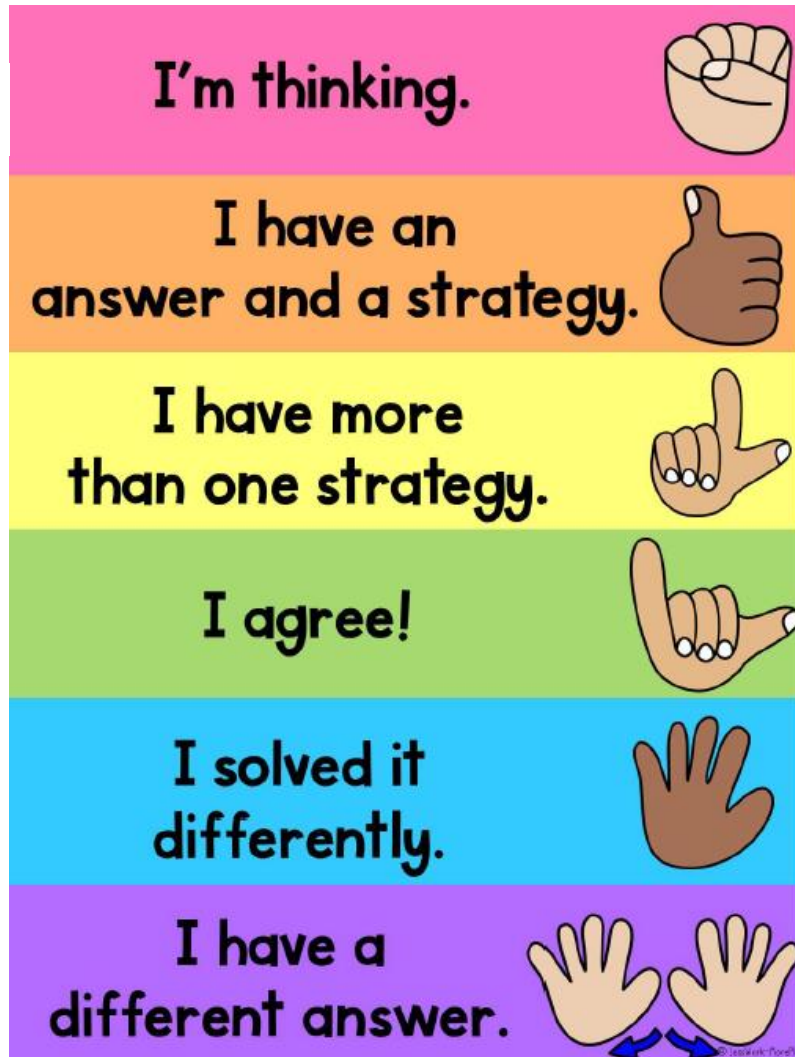
# Structural features of the 3-6 Mathematics syllabus



# Class mathematical dispositions



# Number Talks at GSPS





L1: We are learning to communicate our math

S1: I can share my strategy in Number Talks

"groups of"

$5 \times 10$

$25 + 25$   
Caleb

$20 + 30$   
Elise

$2 + 3 = 5$   
 $20 + 30 = 50$

$10 \times 10 = 50$

$50$

$51 - 1$   
Georgia

$54 - 4$   
 $53 - 3$

$52 - 2$

$5 + 5$   
 $50 +$

Learning Intention - We are learning mathematical thinking.

Success Criteria - We will:

- Share our thinking with our 'Turn and Talk' partner
- Listen carefully to each other to build our 'sweaty brains'

$5 + 5 + 5 + 5 + 5 + 5 + 2 + 1$   
Logan added on  $10 + 10 + 10 + 3$

$37 - 4$   
 $30 + 2$   
Stella

$30 + 3$   
Emily

$35 - 2$   
Emily

$33$

$33$  is made up of a 3 and a 3  
Ashton

double digit number  
Parker

$4$   
 $38 - 1$   
Charlie

$20 + 13$   
King

it's an odd number because 3 is in the ones column and 3 is an odd number - Campbell

can't use 3  
number contains 3 consec in order)  
sum of two consec numbers

can't use numbers twice

2 digit  
 $5 \times 15$   
 $15 \times 5$

75 ones

$35 + 40$   
 $25 + 50$

$60 + 15$   
double is 150  
 $\frac{3}{4}$  to 100

$55 + 20$   
 $100 - 25$   
 $70 + 10 - 5$   
 $150 \div 2$

odd number  
 $16 + 59$   
 $25 \times 4 - 25$

$70 + 5$   
7 tens  
5 ones

$3 \times 25$   
 $25 \times 3$   
 $25 \times 2 + 25$   
 $25 + 25 + 25$

5th figure of the five-digit  
3 consecutive numbers,  
2nd and 4th digits are

Levi  
 $479$   
 $4 + 3 = 7$   
 $70 + 10$   
 $9 + 1 = 10$   
 $700 + 8$   
Sienna  
 $479 + 1$   
 $480 +$   
 $80 + 10 = 90$   
 $400 + 30 = 430$   
 $700 +$

# Sneak peek of our Number Talks...



# Traditional Mathematics VS purposeful and connected pedagogy



- ☐ Focus on memorising facts and rote learning
- ☐ Speed
- ☐ Teaching one area in isolation
- ☐ Explicitly teaching number strategies as 'one way'
- ☐ Only one way to find an answer
- ☐ Some people have 'Maths brains' and some do not
- ☐ You are either right or wrong
- ☐ Focus on working mathematically
- ☐ Productive struggle 'having a sweaty brain'
- ☐ Connecting areas to develop understanding
- ☐ Exploring multiple ways to solve a problem
- ☐ Everyone is a mathematician!
- ☐ We learn from our mistakes