

## CURRICULUM FRAMEWORK

**Note: This document contains extracts from a more detailed curriculum, assessment and reporting process at this school. This framework provides summary information about the curriculum framework at Findon Primary School.**

Our school aims to develop in students, lifelong learning skills, which enable them to achieve their individual goals and personal best, in a caring and stimulating environment, that sets high expectations for all. We foster independence, friendship, connections with others, responsibility, global awareness and our school values of: Doing your Best, Respect, Honesty, Responsibility, Care and Compassion. We focus on students developing effective literacy skills and a sound understanding of mathematic competency skills and problem solving in the real world. Our school is committed to building excellence in teaching and learning and building a positive climate for learning. We value our parent and wider community and foster the collective partnership between home and school.

Our school motto: 'Learning for Life' captures what is most important to our school and its community. Our values shape the way we interact and work together and are pivotal to the life of our school community. We strive to set high expectations because we expect the best from ourselves; show care and respect for other people and property; develop a sense of pride, self esteem and personal identity. We foster a sense of being honest, sincere, truthful and trustworthy, and taking responsibility for yourself and your actions, as well as towards others. Educating the whole person, academically, socially, emotionally and mentally is a partnership between school, home and the wider community, who work together to ensure this for all students.

Our school provides a comprehensive curriculum with a strong focus on English and Mathematics which is guided by the School Strategic Plan and the Annual Implementation Plan. The expectation is that five hours of Reading, Writing and Mathematics are delivered to students weekly. Curriculum initiatives include the Workshop Model as an instructional approach, 'Write to Read' Literacy program, Independent Reading and the e5 Instructional Model. The school has a Student Welfare Officer who supports the wellbeing of students across the school. As a Respectful Relationships and PATHS (Promoting Alternative Thinking Strategies) and Be You (formerly KidsMatter) school, and through our social and emotional skills programs, we explicitly teach students to be resilient, self regulate their emotions, form positive friendships, seek solutions to problems, and understand the importance of good citizenship and building a positive school community. We use a restorative practices approach to whole school behaviour management. Our school values are our strength, and are integral to the smooth, successful and productive operation of the school community.

In addition to the comprehensive classroom programs offered in English, Mathematics, and Wellbeing, Inquiry classroom curriculum programs, delivered on a two year cycle (exception of Foundation), addresses the curriculum areas of Science, Humanities (Civics and Citizenship, Economics/Business, Geography and History), Technologies and Health. The e5 instructional model is used in the delivery of inquiry sessions. Specialist teachers provide weekly instruction in Physical Education, Visual Art and Performing Art (two year cycle with the exception of Foundation), Indonesian (F-4) and the Stephanie Alexander Kitchen Garden (SAKG), which is delivered by an Educational Support team member, under the supervision of class teachers, to the Year 3/4 cohort. The school is an active participant in interschool sport (5/6) and district sport competitions. General capabilities of Critical and Creative Thinking, Ethical Capability, Intercultural Capability and Personal/Social Capability are an explicit focus of our Respectful Relationships Education program and are delivered through all school programs.

Teaching and learning teams across the school use the Victorian Curriculum F-10 Framework to plan and deliver a guaranteed and viable curriculum. Teaching staff utilise scope and sequence documents in English, Mathematics, Inquiry and Specialist programs to ensure curriculum coverage is monitored across the school.

There is a high level of professional development and the promotion of professional autonomy via the

context of school improvement, teaching/learning teams and consultancy support for key initiatives. The school focuses on capacity building for staff through internal professional learning programs, coaching and mentoring and access to high quality departmental learning opportunities. The school works within an eSmart and Aussie Resource Smart framework.

At each area of the school, teams have an Instructional Leader, Team Manager and Data Manager. This supports teams to focus on student learning through the use of evidence and data, and reflect on, and monitor the teaching and learning programs across the school on an ongoing basis. The school has two Learning Specialists working alongside teams, and along with the principal class team make up the School Improvement Leaders (SIL) with a clear focus on the implementation of the School Strategic Plan, Annual Implementation Plan and ongoing review and assessment of teaching and learning programs, school and student goals and data analysis. Staff engage in a planning day each term to ensure curriculum delivery is monitored and tailored to the needs of the current cohort and the school engages in a departmental review process on a four year cycle.

Each week, staff engage in a Professional Learning Community (PLC) meeting with continuous analysis of a range of data sources for school improvement. Through the leadership model and the implementation of PLCs, the school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole school curriculum by the community. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments, Attitudes to School survey, NAPLAN and an analysis of school performance data including student, staff and parent surveys. Staff gather and use formative data on a regular basis through the schools cycle of assessment and engage in ongoing reflection of teaching and learning programs.

#### **EVALUATION:**

This policy shall be reviewed as part of the school's annual review cycle. This policy is communicated to the community as part of the ratified policy list in the newsletter, via the school website, through the school office, snippets in the school newsletter and through student and parent forums and discussions as relevant. The policy is tabled at staff briefing and used as required to support the work of teachers to guide teaching and learning and school improvement.

#### **REFERENCES:**

Victorian Curriculum Framework F-10 <https://victoriancurriculum.vcaa.vic.edu.au/>  
Findon Primary School Strategic Plan  
Findon Primary School Annual Implementation Plan