

Curriculum Framework Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on 9890 1560 or via email at surrey.hills.ps@education.vic.gov.au.

PURPOSE

The purpose of this policy is to outline the agreed upon protocols and expectations at Surrey Hills Primary School in developing curriculum and effective teaching and learning strategies to meet the needs of the students from Prep – 6 and align with our Strategic Plan, Annual Implementation Plan and school mission and values. These philosophies are communicated to the school community through annual information sessions, newsletters, online and School Council.

DEFINITION

Curriculum refers to the content that is taught at Surrey Hills Primary School and is informed by numerous resources, predominantly the Victorian Curriculum and International Baccalaureate – Primary Years Program (IB-PYP) guidelines. All work programs will align with the philosophies, content and structures consistent with their intent.

The school has a strong focus on achieving high literacy and numeracy results across the school and implements initiatives which include but are not limited to: 6 +1 Traits of Writing, Essential Assessment for Mathematics and Reading, the SoundWaves spelling program and differentiated groups for literacy and numeracy.

In addition to these initiatives, the school has been accepted as a candidate school to offer the IB-PYP from September 2018. This promotes a transdisciplinary approach to curriculum, authentically teaching the Program of Inquiry (POI) through English, Mathematics, Science, Humanities, Technologies/Digital Technology, Civics and Citizenship, Health, Critical and Creative Thinking and the Capabilities (Ethics, Personal and Social, Intercultural). Specialist teachers provide instruction in Physical Education, Performing Arts, Visual Arts and LOTE (Mandarin) which are integrated where possible with the POI. Additional literacy support is provided through our Growth and Development program, provided targeted small group reading support for students who have been identified as achieving below the expected level.

The school is also an active participant in district sport competitions as well as providing opportunities for students to participate in whole school productions, choir and brass, string, piano and keyboard programs.

IMPLEMENTATION

- A Program of Inquiry (POI) ensures scope and sequence, and curriculum coverage is documented and monitored across the school.
- Teams will use the IB-PYP planner to develop interesting, engaging, significant and relevant teaching sequences based in Inquiry learning that will document how curriculum areas are taught through the unit. English and Maths are compulsory curriculum areas, whereas links with other areas such as the Humanities, Digital Technologies and Capabilities are made authentically across the POI.
- Termly Programs will outline broad teaching sequences of concepts.

- Weekly Programs, Maths Planners and Literacy Planners will reflect individual work for students to target needs of individuals and small groups within the class.
- Individual Learning Programs will be developed for every student from Prep – 6.
- All work programs will be saved to the staff share drive and weekly planners will be emailed to the Assistant Principal the Friday prior to the week beginning.

Levels will plan to meet the following expectations and guidelines per regular week:

Subject	Time allocation (50 minute sessions)
Differentiated Literacy	4
Differentiated Numeracy	4
Writing	4
Specialists (including library)	5
Yr 3/4 and 5/6 sport	2
Digital Technologies	1

As Surrey Hills follows an Inquiry transdisciplinary approach to teaching, as per the philosophies outlined in the IB-PYP, additional time will be spent on Literacy and Mathematics throughout the week.

REVIEW PRACTICES FOR CURRICULUM AND TEACHING PRACTICES

- Leadership Team, consisting of the Principal, Assistant Principal, Leading Teacher and Learning Specialist, review curriculum planning and teaching practices on a regular basis and maintain open communication with PLC leaders and Team Leaders to set, implement, monitor and review goals. The Leadership Team is focussed on 4 year planning cycles and continuous analysis of data to inform future school improvement.
- In addition to this, Literacy, Numeracy, Inquiry PLCs are involved in review of curriculum and effective teaching practices. PLC leaders meet with the Leading Teacher and Learning Specialist approximately twice a term to track progress and discuss future directions.
- Team Leaders also meet with the Principal, Assistant Principal, Leading Teacher and Learning Specialist on a fortnightly basis.
- The Learning Specialist meets with each Level team and the Specialist team on their Professional Practice Days to review and plan future teaching sequences to meet the goals outlined in the AIP and Strategic Plan and in alignment with the Victorian Curriculum and IB-PYP guidelines.
- Data is analysed regularly through a range of contexts by the teams previously mentioned, including data such as year level assessments, NAPLAN and school performance data including student, staff and parent surveys (in addition to additional surveys using 'SurveyMonkey' to future unpack responses).
- Longer term teaching practice changes would be incorporated into our Strategic Plan.
- Decisions about changes or refinements in teaching practice come through PLC, fortnightly leadership and/or staff meetings where any changes or alterations agreed upon become part of our daily practice.
- Scheduled staff meetings are used to review, share, monitor achievement and provide feedback on curriculum and strategies for effective teaching and learning providing all teachers with a voice.
- The curriculum is reviewed regularly by Level teams through collaborative planning structures, as is strategies for effective teaching and learning.
- The Victorian Curriculum website provides resources which are incorporated into our daily practice.

- The Leadership Team is involved with long term planning for fiscal management, workforce planning and school structures. There is a high level of professional development and the promotion of professional autonomy to be involved with school improvement, teaching teams, PLCs and consultancy support for key initiatives.

HOW THE SCHOOL DELIVERS ITS CURRICULUM

Surrey Hills Primary School:

- bases its curriculum on the Victorian Curriculum and IB-PYP guidelines to deliver programs consistent with their intent.
- operates in collaborative teaching teams – Prep, Level 1 (Years 1 & 2), Level 2 (Years 3 & 4), Level 4 (Years 5 & 6) and Specialists.
- has PLCs in the areas of Literacy, Mathematics, Inquiry who plan and work together.
- has a focus on providing high quality teaching and learning to ensure all students are extended to reach their full potential.
- maintains high expectations of achievement for all students.
- bases its teaching practice and program delivery on individual point of need in our students.
- roots its teaching philosophies and practices in Inquiry learning.
- encourages Student Agency.
- has three teaching blocks each day from 8:55-10:35, 11:05-12:45 and 1:50-3:30.
- operates under a distributed leadership framework to build capacity and ownership throughout the staff.
- looks to build engagement in social, personal and academic learning.
- will continue to develop and review shared protocols, practices and philosophies for effective teaching and learning.
- aims to develop well-rounded and internationally minded students who understand and demonstrate the attributes outlined in the IB-PYP Attitudes and Learner Profile.

REVIEW CYCLE

This policy updated on 11 February 2022 and is scheduled for review in February 2024

REFERENCES

- International Baccalaureate - 'Making the PYP Happen'
- International Baccalaureate – 'Programme Standards and Practices'
- Victorian Curriculum and Assessment Authority – Victorian Curriculum Foundation – 10