



Curriculum Overview 2018

we show

Respect

we are always

Learning

we are

Confident

we are part of a

Community



Curriculum Framework and Student Learning Outcomes

Healesville Primary School aims: to provide a friendly, safe and purposeful environment in which students are able to value and enjoy learning together; and to value personal growth and wellbeing for all students. The school endeavours to create an atmosphere that is stimulating, meaningful and in which all students can experience success. The school also aims to create a stimulating and supportive environment for all teachers to assist in the development of exemplary and engaging programs. Parents are encouraged to feel a sense of ownership of the programs and every effort is made to make them feel welcome and confident in contributing.

Review of Curriculum and Teaching Practice:

Staff members participate in a performance and development process using the DET template, including an initial meeting with principal or leadership team member, a mid cycle and end of cycle review each year.

The curriculum is reviewed as part of the 4 yearly School Strategic Plan, and on a needs basis through the Annual Implementation Plan with the introduction of new curriculum elements and pedagogy, based on current research. This is led by the curriculum leader with School Improvement Team, principal and assistant principal.

Victorian Curriculum and Whole School Curriculum Development:

Healesville Primary School uses the Victorian Curriculum. Maths and English are based on Victorian Curriculum, using the scope and sequence developed by the school. *See attached documents.*

Science is based on the Primary Connections Science units (based on Victorian Curriculum).

The staff have been engaged in professional learning to build knowledge of the Victorian Curriculum and it's implementation.

Students participate in Rock and Water sessions on a weekly basis to develop personal and social skills.

Teachers incorporate other areas through an integrated curriculum, this includes humanities and personal learning.

Teachers form yearly and termly planners using scope and sequence documents to ensure all aspects of the curriculum are addressed.

Staff use learning intentions and success criteria to frame planning, learning and teaching.

Assessment and Reporting:

The school assessment schedule is based on assessments which provide information to plan future learning experiences as well as to report to parents and stakeholders and make strategic decisions. The schedule includes Essential Assessments, NAPLAN testing, Fountas and Pinnell Benchmarking, individual conferences and moderation.

In terms 2 and 4 formal written report documents are written for each student and distributed to parents.

In term 1 there are parent teacher meetings to promote the partnership between school and home. In term 2 there are student led conferences providing the opportunity for students to take ownership of their learning and set goals for the future. In term 4 interviews are offered.

Analysing Student Data:

Teachers analyse their own students' data on an ongoing basis to plan for future teaching and learning experiences, this is done individually and on a team level.

In terms 2/4 teachers analyse data to report to parents. At the beginning of each year, and at the beginning of term 3, whole school teacher judgment data is looked at to identify areas for teaching and learning amongst cohorts.

When NAPLAN results are available the leadership team, and whole staff analyse the results and look at areas for improvement. At School Improvement Team meetings data is also considered to plan for future directions and professional learning.

At the end of each year in preparation for the Annual Implementation Plan being written leadership and staff analyse results through Sentral, using NAPLAN and teacher judgment data to identify areas for development. When preparing the Annual Report, leadership, staff and School Council also review the results.

Setting Goals and Targets

The information that is drawn from the analysis of data is used to drive the focus areas for teams, for professional learning and performance and development plans of staff.

Managing Students At Risk

Differentiation:

Teachers provide differentiation within their planning, and teaching and learning to cater to students' point of need.

Staff at Healesville Primary School create Individual Learning Plans for students requiring additional support in their learning. Teachers make use of assessment data to identify students requiring Individual learning plans. Students may be achieving below the expected level, be in a vulnerable category, or be receiving additional funding. The pro forma used across the school is based on SMART goals, identifying the current skills and strategies to achieve outcomes. Through Student Support Group meetings, parents are aware of the current goals and past achievement.

Intervention Programs:

Healesville Primary School offers intervention programs to support literacy and numeracy development. These include; Levelled Literacy Intervention (primarily focused on grade Prep – 4), and additional literacy support in the classroom. Individual and small group literacy and numeracy tutoring in grades prep - 2.

Students are selected to participate in these programs following analysis of student results, and identifications of students needs.

Specialists:

Students are provided with specialist learning opportunities for 3 ½ hours per week. These include visual arts (1 hour), performing arts (40 mins), PE (1 hour). Classroom teachers provide additional PE/ sport and ICT time.

Extra Curricula:

Healesville Primary School provides a wide range of activities and learning opportunities for students from Prep – 6. Whole school events such as house sports, incursions, productions, walk to school day and dress up days promote engagement and a sense of community. Year level groups also participate in a number of activities including regular sporting events, bike ed, excursions, camps, cooking etc. Staff are always striving to encourage students to be engaged in activities that will build self confidence and a positive attitude and provide for the whole child.

Time Allocation

English:

P – 2: 9 hours (minimum 5 hours)

3 – 6: 8 hours (minimum 5 hours)

Maths:

P – 2: 6 hours (minimum 5 hours)

3 – 6: 6 hours (minimum 5 hours)

Science:

P – 2: 1 ½ hours (minimum 1 ½ hours)

3 – 6: 2 hours (minimum 2 hours)

Humanities:

P – 2: ½ hour

3 – 6: 1 hour (minimum 1 hour)

The Arts:

P – 2: 1 hour 40 mins

3 – 6: 1 hour 40 mins

Physical Education and Health:

P – 3: 20 – 30 mins per day

4 – 6: 3 hours per week

ICT and Design technology:

P – 6: 1 hour (minimum 1 hour)

Language: Woiwurrung language (Exemptions have been given up to 2018)

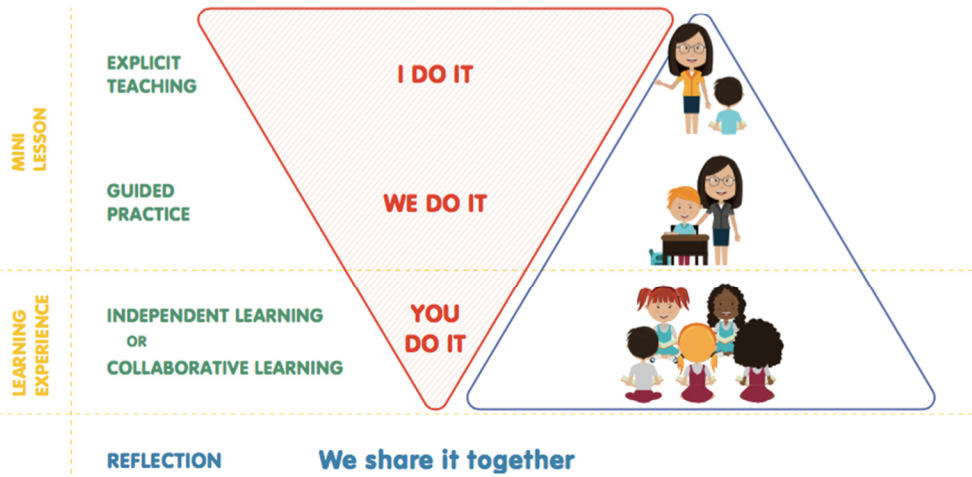
Prep – 2: 30 mins

Professional Learning:

Staff are engaged in professional learning on a frequent basis. Each fortnight teachers participate in professional learning sessions based on School Strategic Plan and Annual Implementation Plan goals. Teachers also participate in professional learning teams fortnightly, to share planning, review data and share strategies. Staff also work alongside a coach to Staff are also involved in other targeted professional learning based on needs and goals, that may be internal or external.



Teaching & Learning Model



Teaching and Learning Model Elaboration

This is the teaching and learning model for new concepts or revision of concepts. Lessons may begin with number fluency tasks, a tuning in hook, a discussion to pre test knowledge or connection to previous learning.

Learning sequences are to be based on concrete, pictorial, abstract, project understandings.

Phase	What it might include:	
	Teacher	Students
Explicit teaching 'I do it'	<ul style="list-style-type: none"> • Shares learning intention • Hooks students in • Models / demonstrates • Thinks aloud • Provides explicit instruction 	<ul style="list-style-type: none"> • Actively listens
Guided practice 'We do it'	<ul style="list-style-type: none"> • Scaffolds learning and provides feedback • Confers • Provides additional modeling • Clarifies and checks for understanding before moving on • Interactive instruction • Meets with needs based groups • Strategy groups • Anchor charts created 	<ul style="list-style-type: none"> • Practices what was demonstrated • Interactive instruction • Asks and responds to questions • Completes process alongside others
Independent 'You do it'	<ul style="list-style-type: none"> • Confers with students one on one or in group – gives feedback, assess students' progress, sets goals • Touches base with individuals • Monitors and adapts to students' learning • Provides open ended tasks 	<ul style="list-style-type: none"> • Demonstrates skills with minimal assistance • Solves problems on their own • Applies what they know to new contexts • Uses anchor charts
Collaborative	<ul style="list-style-type: none"> • Provides support – questioning, directing to resources, feedback • Encourages deeper thinking • Clarifies misconceptions 	<ul style="list-style-type: none"> • Work in small groups to collaborate on task
Reflection 'We share it together'	<ul style="list-style-type: none"> • Revisit learning intentions • Questions • Clarifies misconceptions • Celebrates successes • Connects to different contexts 	<ul style="list-style-type: none"> • Shared responsibility • Based on skills and strategies • Uses own work to explain • Celebrates successes • Self assesses

See Appendices:

- Reading / Writing workshop plan
- Reading / Writing Overview (scope and sequence)
- Maths scope and sequence
- I can statements (Literacy, Maths, Science) as curriculum plan
- Term planning documents
- Weekly planning documents
- Individual Learning Plans
- Assessment Schedule
- Professional Learning Schedule
- Specialist Timetable

