



SHERBOURNE PRIMARY SCHOOL CURRICULUM FRAMEWORK POLICY

RATIONALE

Sherbourne Primary School provides a well-balanced curriculum, to appropriately prepare our students for the future and meet the needs of all children.

AIM:

To enable consistency of implementation and whole school curriculum delivery

To document implementation of the Victorian Curriculum at Sherbourne PS

For students at Sherbourne to become literate, numerate, and curious. To develop a lifelong love of learning and have the skills and capabilities to pursue that. We want our children to be effective communicators and collaborators who care about each other and the environment. They are tolerant, articulate, resilient and confident.

Curriculum decisions are guided by our school philosophy;

1. The students are at the centre of everything we do.
2. Building staff capacity is paramount.
3. Everything we do is based on research and a whole school approach.

IMPLEMENTATION:

Our school will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.

Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.

Our school when developing its Curriculum Plan will provide at least 25 hours of student instruction per week.

Sherbourne PS implements the Victorian Curriculum

Sherbourne Primary School is organised into Teaching and Learning Units or Teams.

- The Junior team – made up of Prep (Foundation), Year 1 and 2 teachers.
- The Middle School Team – Made up of Year 3 and 4 teachers
- The Upper School Team – made up of Year 5 and 6 teachers.

Teams meet weekly to plan, share and organise the implementation of the Curriculum. There is a sharing of documentation, resources, expertise within a team and between teams. Planning documents are an accountability requirement and an integral part of the Performance and Development process

Teams prepare an annual, termly and weekly implementation plan of the Curriculum.

Team leaders are appointed and form the School Improvement Team (SIT) with the Principal and other interested staff.

Within that framework the class teacher prepares a weekly plan for her class with daily detail including personalization or individualization of teaching and learning to cater for the students in that classroom.

Individual Learning Plans are developed for PSD students and as required including students identified in the top 10 % and bottom 10 % of literacy and numeracy performance in that class. They are prepared on a common school template.

At Sherbourne we have documented our Agreed Instructional model of teaching and learning protocols including non-negotiable features of teaching and learning delivery.

The day is structured as follows

9.00 – 11.30am	Learning block 1
11.30-11.40	Lunch inside
11.40 – 12.20pm	Lunch recess outside
12.20- 2.00pm	Learning Block 2
2.00 – 2.40	Recess break (outside)
2.40 – 3.30 L	Learning Block 3

Blocks are based on 50 minute sessions.

Specialist programs in 2018 are Art, PE and Japanese – where a specialist teacher takes all students from F-6 for one 50-minute session per week throughout the year in that subject area.

Classroom teachers are responsible for the delivery of all other curriculum content at that level.

Within a year level we acknowledge that students vary in their entry points and research shows there will be at least 5 levels of ability at any one year level. What is important is to assess to accurately identify where a child is currently operating and plan to appropriately stretch and challenge their learning to make at least one year's progress or growth of The Victorian curriculum in 12 months.

At Sherbourne we have a focus on growth of all students built on our belief that all students can learn and grow given the appropriate goals and supports. We foster a growth mindset in our community.

Teaching and learning has an Inquiry approach at Sherbourne, encouraging students to question deeply and pursue their curiosities.

At Sherbourne we actively promote and facilitate student voice, student goal setting, self and peer assessment.

REPORTING

In Term 1 and 3 students participate in a Student Led Progress Meeting with their teacher and parents to reflect on their goal setting and progress. In Term 2 and 4 a written report is provided.

TIME IN SESSION SPENT PER WEEK ON DELIVERY OF CURRICULUM AT SHERBOURNE PS

One session = 50 mins, 6 x 50 min sessions per day. 30 x50 min sessions per week = 1500 mins

CURRICULUM DELIVERY per week (minutes)

Yr	ENG	MATHS	ARTS	SCIENCE	TECH	HUM	HPE	LANG	CAP	TOTAL
P	500	250	100	50	50	50	100	50	I	1150
1	500	250	100	50	50	50	50*	50	N	1100
2	500	250	100	50	50	50	50*	50	T	1100
3	500	250	100	50	50	50	50*	50	E	1100
4	500	250	100	50	50	50	200	50	R	1250
5	500	250	100	50	50	50	200	50		1250
6	500	250	100	50	50	50	200	50		1250

KEY

ENG– English

MATHS- Mathematics

ARTS -The Arts – Dance, Drama, Music, Visual Arts

SCIENCE

TECH-Technologies – Design and Technology /Digital Technologies.

HUM - Humanities – Civics and citizenship/ Economics and business/Geography/ History

HPE- Health and Physical Education

LANG -Languages – Japanese.

CAP – Capabilities – Critical and Creative Thinking/Ethical/Intercultural/Personal and Social

The above time allocation is a guide only and flexibility must be given when other extra-curricular activities may take precedence over the times outlined above.

STUDENT LEARNING OUTCOMES

The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan will outline incremental stages of strategic plan implementation, monitoring and evaluation, broken down into 12 month targets. An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used.

The use of data plays a key role in the ongoing school improvement process

DATA COLLECTION

The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include: NAPLAN, English Online Interview, PAT testing program, Numeracy Fluency, Reading Benchmarking, VCAA adaptive tests, South Australian Spelling and PROBE. This is outlined in our school assessment schedule.

The School Leadership team will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.

DATA ANALYSIS

All teaching staff will implement the school's assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level.

The leadership team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.

The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan.

Data will also be used to determine student support options including for those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

DATA ACHIEVEMENT AND REPORTING

Data will be reported in different ways according to the audience.

For students: Feedback will be given about current learning and areas for future learning. The more immediate the feedback, the greater the impact.

For staff: Both informal and formal data will be used to inform planning and teaching on both a short and longer term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For parents: Student reports and student progress meetings will provide an opportunity for teachers to provide feedback regarding student achievement.

For community: Student learning outcomes data will be reported in the Annual Report to the School Community provided to DET.

REVIEW CYCLE

This policy was endorsed by School Council	September 2018
Due for review:	September 2021