

CURRICULUM FRAMEWORK

INTRODUCTION – SCHOOL SUMMARY

Sandringham East is a coeducational primary school located in beachside Sandringham, approximately 15kms south east of Melbourne CBD.

Our vision is: ***“To build an inclusive community where our children are active learners, critical thinkers and creative explorers who Think... Imagine... Become”.***

Our values are ***Care, Aspiration and Respect***, and ***“Always our best”*** is the school motto.

Sandringham East Primary School (SEPS) is a progressive school preparing students for a dynamic and challenging future where problem solving of global issues is paramount. SEPS prides itself on a diversity of programs that cater for personalising student learning through curriculum programs and Individual Learning Plans. Literacy and Numeracy are essential foundations for student success. Our school has a range of strategies to promote engagement, positive behaviour and respectful relationships for students.

Students enjoy our engaging flexible learning environments which cater for a range of learning styles and individual needs. Technology, robotics and coding resources provides students with critical thinking skills which challenge all. Our 1:1 computer program for students in Levels 3 – 6 sees around 75% of students with their own device.

The FISO priority for our school is Building Practice Excellence; encompassing teaching and learning, with a focus for students to: Think...Imagine...Become... Finances are budgeted to cater for 21st century learning with a high priority on staff professional learning. The biggest impact on student learning is the quality of the teacher and their relationships. Professional Learning Communities (PLCs) are set up and dedicated to unpacking data, setting high expectations and personalising learning to improve student outcomes in the three priority areas as defined by the school strategic plan – Literacy, Numeracy and Well-being.

The school employs a Welfare Officer/ Counsellor who supports our families for educational, wellbeing and family needs. Social and Emotional Learning is a focus with the school nominated as a Lead school in the RRRR (Resilience, Rights and Respectful Relationships) program. Play is the Way teaches students resilience and essential social and emotional skills through weekly lessons.

The school works with external staff to improve teaching and learning including Adam Voigt from Real Schools, Tracey Ezard provides leadership training and Misty Adoniou supports literacy teaching. The Walker Learning Approach connects learning with student interests in Investigations and Inquiry Learning culminates in an Educational Research Project. The school employs support teachers to enhance and challenge student learning in Literacy and Numeracy.

CURRICULUM PROVISION

The Victorian Curriculum, together with the Victorian Early Years Learning and Development Framework, specifies the skills children and young people need for success in work and life.

The Victorian Curriculum F-10 provides the framework for curriculum development for Foundation – Year 10. It is structured as a learning continuum that enables teachers to identify the student's current levels of achievement and then deliver teaching and learning programs that support progression of learning. The curriculum integrates the 'Towards Foundation Level Victorian Curriculum' directly into the curriculum and is referred to as 'Levels A to D'.

We undertake a range of student assessment and reporting activities to inform the planning of teaching and learning, support student learning and development of goals, and report to parents.

Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning.

The aim of the curriculum framework at SEPS is:

- To optimise student learning through the implementation of the Victorian Curriculum across each learning area from Foundation to Level 10
- To use the Framework for Improving Student Outcomes (FISO) to increase the focus on student learning in schools.
- To select and focus on improvement initiatives, monitor their progress and evaluate the impact on student outcomes.

Implementation of the curriculum framework is delivered by:

- Whole-school curriculum planning to deliver the F–10 curriculum for all students reflecting the school's decisions, resources and priorities.
- The use of Amplify to explore and enhance an understanding of student voice, agency and leadership as the key elements which empowers our students.
- Professional Practice Days that enable teachers to select from planning, preparation, assessment of student learning, collaboration, curriculum development, relevant professional development, peer observation including feedback and reflection.
- Employment of Learning Specialists who:
 - 1) are highly skilled classroom practitioners who continue to spend most of their time in the classroom
 - 2) build excellence in teaching and learning within the teaching service
 - 3) support the learning and development of colleagues and are comfortable in demonstrating a wide range of teaching strategies, building excellence and leading change
 - 4) use inquiry, evidence-based teaching strategies and evaluate their impact on student learning
 - 5) have deep knowledge and expertise in high quality teaching and learning.

- Evidence of Impact that builds the assessment capability of teachers as they work together to make sense of evidence, clarify what progression of learning looks like and empower students to make themselves known.
- The use of High Impact Teaching Strategies (HITS) as a bank of reliable instructional practices teachers can use with confidence.
- Assessment as an ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning.
- Reporting which communicates comprehensive information about student learning and achievement reporting to parents/carers strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs.
- Measurement of student achievement that is reported to students and parents through Semester 1 and 2 Reports and to the Department of Education and the wider community through the Annual Report.
- The School Improvement Team (SIT) taking responsibility to lead their teams in the development and implementation of the Victorian Curriculum F-10.
- Outlining curriculum provisions in the school's strategic plan and AIP.
- Provision of professional development opportunities to ensure that teachers understand the requirements of the curriculum.
- Implementation of Personal Professional Development plans (PPDP) (identified through PDP processes) developed to cater for the implementation of the curriculum by individual staff members.
- All teachers working with their respective teams to contribute to the development and implementation of curriculum planners for teaching and learning, and to implement student needs based lessons using agreed planning templates, assessment tools and lesson structures.
- Utilisation of the Student Performance Analyser (SPA) as a tool in gathering and evaluating data for student achievements.
- Provisions by School Council adequate resources for the implementation of the Victorian Curriculum and associated professional development.

CURRICULUM DELIVERY - TEACHING AND LEARNING AT SEPS

Research shows that the quality of the teacher is the most important factor for student learning. Teachers therefore must ensure that their teaching skills, knowledge and commitment are of the highest standard as stated in 'AITSL' and VIT standards. "Visible teaching" and "visible learning" (*Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. Visible Teaching and Learning occurs when teachers see learning through the eyes of students and help them become their own teachers. John Hattie*). Visible Learning is promoted through identifying the learning intentions, success criteria and using explicit teaching combined with an opportunity to practise the skills and a commitment to the process of "share, reflect, assess". Feedback is given and sought; teachers and students are involved in 'the act' of learning.

At SEPS we believe that students learn best in an environment that fosters positive relationships, engendering trust and respect, and encouraging students to take risks in order to grow and learn in a safe and orderly environment.

SEPS aims through the Strategic Plan and Annual Implementation Plan (AIP) to:

- Improve outcomes for all students in Numeracy and Literacy
- Enhance the wellbeing and engagement of all students
- Develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community.
- Promote the highest quality teachers; who work collaboratively and industriously and with professional standards, to provide optimal learning for our students.
- Acknowledge that students deserve the very best teaching possible, and recognise the strong link between quality of teaching, timely feedback and student performance.
- Analyse data regularly including NAPLAN and an analysis of school performance data including student, staff and parent surveys.
- Focus on FISO's Excellence in Teaching and Learning.

SEPS teachers are supported to deliver the curriculum and to:

- Use the SEPS Instructional Model to guide their teaching.
- Develop Formative Assessment strategies in line with learning and modelling from Real School's consultant Adam Voigt.
- Provide for the individual needs through personalisation and provision of extension and intervention opportunities for all students.
- Implement a developmental curriculum (Foundation-2) and Inquiry Learning Approach (Levels 3-6) as identified in the Walker Learning Pedagogy – Play Matters and Engagement Matters respectively.
- Differentiate instruction ensuring individual student learning needs are met with a focus on Literacy and Numeracy.
- Use social and emotional focus to challenge, engage, and involve practical 'hands-on' activities and first-hand encounters promoting thinking skills, problem solving and risk taking.
- Identify the skills and proficiencies of students to ensure the appropriate choice of teaching and tools for learning.
- Develop Individual Learning Plans (ILPs) for students achieving 12 months above or below their expected level or those requiring specific behavioural / social/ emotional goals. ILP's are developed with students, teachers and parents identifying targets and achievement goals that reflect the curriculum and each child's individual needs.
- Inform parents of their child's progress through;
 - reporting of student progress through Semester Reports and termly Learning Tasks
 - opportunities for parent-teacher interviews and 3-way conferences
 - expos and invitations to allow students opportunity to showcase their learning
 - provision of ongoing opportunities to improve their own teaching and learning skills in order to support learning at home through training programs such as Parent Helpers, and via the termly Level Newsletters
- Assess students against the Victorian Curriculum learning outcomes with subsequent learning experiences reflecting each student's needs.
- Provide open ended learning opportunities catering for the interests and multiple intelligences of all students, inclusive of thinking skills.

- Ensure all learning domains are developed and implemented by supportive teams of teaching teams cooperating and working together, who constantly review and analyse content, student achievement data, resources and teaching techniques at a weekly planning meeting.
- Include student voice when planning what students learn.
- Provide specialist instruction in Physical Education, LOTE, and Visual and Performing Arts.
- Address interdisciplinary, personal and social learning within these curriculum areas supported by a range of camps and excursion initiatives.
- Plan annual, term and weekly programs developed using Victorian Curriculum.
- Use the VCOP Writing Criteria to assess and moderate student's writing on an individual level and students will also self-assess using the student criteria.
- Use the CAFÉ reading strategies as central to the reading program with individual goal setting (for staff and students) and reflection monitored and promoted.
- Use Education Research Project (ERP) Rubrics and proposals to assess artefacts and student learning growth.
- Form partnerships with agencies, organisations and members of the wider community to broaden teaching and learning opportunities for students.
- Become skilled practitioners in the use of learning technologies to enhance learning opportunities, making optimal use of the 1-1 computer program and ICT resources.
- Undertake both whole school and personal professional development to enhance their teaching and learning skills, in line with the AIP. Appropriate Program Budget support will ensure these opportunities along with Learning Specialists and critical friends who will model and mentor teachers.
- Plan as a level, ensuring consistency for all children across the level.
- Promote best practice, collegiality, shared learning and feedback.
- Be involved in peer coaching and peer assessment through team and co-teaching opportunities, PDP feedback and evaluation.

REVIEW

This Curriculum Framework Statement is current as at **August 2020**, and is to be reviewed every **1 year**.

RELATED SCHOOL POLICIES

- Arts (Visual and Performing) Policy
- Behaviour Management Policy
- English (Literacy) Policy
- Health and Physical Education Policy
- Homework Policy
- LOTE Policy
- Mathematics (Numeracy) Policy
- Statement of Vision and Values
- STEAM (inc. Science) Policy
- Student Wellbeing and Engagement Policy