

CURRICULUM FRAMEWORK STATEMENT

OVERVIEW:

Our school aims to provide an inclusive, rigorous learning environment that challenges and engages young people to grow as passionate learners. The school seeks to 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.

The school provides a comprehensive curriculum (based on the Victorian Curriculum) with a strong focus on literacy and numeracy. This is then reported on in writing each June and December to families. Curriculum initiatives include incorporating High Impact Teaching Strategies (pedagogical model) in these areas in conjunction with the school's instructional model (Hume Region placemats). We also place a large emphasis on social and emotional learning which is incorporated in the Health Curriculum using 'Play is the Way' and 'Respectful Relationships'.

We are a KidsMatter school, which recognises its commitment to the prevention and early intervention of child mental health issues. In addition to the comprehensive classroom programs offered in literacy and numeracy we have a comprehensive and well-planned approach in all curriculum areas. Specialist teachers provide instruction in Language (French), Science and Visual Arts. Interdisciplinary, personal and social learning are addressed within these domains and supported by a range of outdoor education camps and excursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in other community events.

Teachers across all levels ensure scope and sequence and curriculum coverage is monitored across the school. All teachers are responsible for core curriculum development and delivery.

The school improvement team is focused on 2 year planning cycles and continuous analysis of a range of data around school improvement. There is a high level of professional development particularly through our participation in our small school cluster professional learning community which focuses on individual school and whole cluster improvement.

The school is developing 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. Student data is analysed regularly by teachers in their curriculum planning. Formative assessment is used at all levels to analyse teacher practice. Teachers plan a variety of other assessment tasks throughout all programs in addition to the standardised whole school assessment schedule.

DATA COLLECTION AND ANALYSIS:

At Wahgunyah Primary School, we place a large emphasis on the acquisition and analysis of data. This is gained through a variety of informal and formal methods, including (but not limited to):

- Formative assessment tasks (to measure the accuracy of teaching), student discussion based on the learning zones, exit cards, and anecdotal teacher observations etc.
- Summative assessment tasks (to measure the accuracy of the learning) such as writing tasks, written tests, presentations, speeches, reading benchmarking (running records) etc.

Teachers use a combination of these forms of assessment throughout their planned units of work.

In addition to planned assessment tasks, all teachers complete the Standardised Assessments from the Whole School Assessment Schedule.

The School Improvement Team meet at least four times per term to discuss data via the FISO improvement cycle.

Assessment data is stored electronically in a central/shared location where it can be accessed by all teaching staff. We also present every student's achievement in Reading (Fountas and Pinnell), Writing (VCOP Big Write) and Mental Maths level (Number Recall Pathway) on three separate data walls which are updated at least every term or as standardised testing occurs.

References: <http://curriculumplanning.vcaa.vic.edu.au>

This statement was last updated in June 2021 and is scheduled for review in June 2025.