



DEBNEY MEADOWS PRIMARY SCHOOL

Curriculum Implementation: Policy and Guide

Rationale

Debney Meadows Primary School facilitates the development of thoughtful, kind, independent and self-directed learners, who are highly literate and competent in Literacy, Numeracy and Metacognitive skills. Our students are equipped to critically challenge, reflect on, question and assess the world in which they live.

We will provide a high-quality, comprehensive, meaningful education for all members of our learning community to prepare them to live in, and contribute to, the immediate, wider and global community.

Student Wellbeing and Learning

Debney Meadows Primary School will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies, and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- providing a flexible, relevant, inclusive and appropriate curriculum
- accommodating student developmental needs within the Victorian Essential Learning Standards stages of schooling.

Students with Disabilities

The Department of Education and Training and Debney Meadows Primary School are committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.

Debney Meadows Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

Koorie Education

Debney Meadows Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Debney Meadows Primary School to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG)
- supporting the development of high expectations and individualised learning for Koorie students

- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

Curriculum Framework

Curriculum is the broad term used for the framework and content of the educational programs offered at Debney Meadows Primary School. We provide a comprehensive and relevant curriculum framework that directs classroom programs and aims to provide students with the skills they need in the 21st century.

The school and its community have a strong commitment to using the inquiry pedagogy and continue to reflect and refine its implementation.

Thinking Pedagogy

What do we believe about how children learn?

Vygotsky defined learning as “the creation of meaning that occurs when an individual links new knowledge with...existing knowledge” (Williams and Woods 1997). Consequently, when planning to teach it is important to ascertain students’ prior knowledge, and then provide experiences through the curriculum and environment that give them opportunities to test and revise their models. They will be able to make connections between their previous and current perceptions, with the freedom to construct their own meaning.

Other theorists, including Bruner (1990) and Gardner (1993), have also argued that the focus of teaching curriculum content needs to change to enable teachers to make connections between learners’ existing knowledge and their individual learning styles in the context of new experiences. This challenge is addressed by providing opportunities for students to build meaning and refine understanding, principally through structured inquiry. As students’ learning and their attempts to understand the world around them are essentially social acts of communication and collaboration, this inquiry may take many forms, with students working sometimes on their own, with partners, or in larger groups.

Our teachers’ are skilled at understanding the importance of structuring new experiences, and giving support to students’ ideas about new experiences, which is fundamental to students’ knowledge, understanding, and conceptual development—the ability to have an understanding of abstract concepts, to make links between them, and to think conceptually. Our school recognized that development and learning are interrelated, and curriculum framework allows for concept development that applies across and beyond subject-specific areas.

Our programs supports the student’s struggle to gain understanding of the world and to learn to function comfortably within it, to move from not knowing to knowing, to identify what is real and what is not real, to acknowledge what is appropriate and what is not appropriate. To do this, the student must integrate a great deal of information, and apply this accumulation of knowledge in a cohesive and effective way.

We acknowledge that experiences during the early years lay the foundations for all future learning. Research indicates that the rapid rate of development that occurs in the physical, social, emotional,

intellectual and aesthetic domains are particularly significant. It is our responsibility as educators to recognise and maximize this crucial stage of learning.

Although development usually occurs in recognizable and predictable directions, it is unique in each child, occurring at varying rates from child to child, and inconsistently for each child. For many children, these early years also mark the first transition from home to group experiences outside of the family and to new physical environments. The school must strive to make this adjustment as successful as possible by encouraging the development of secure and trusting relationships with new adults and peers.

Teachers of students in the early years are encouraged to support students' interests, build up their self-esteem and confidence, and respond to spontaneous events, as well as support the development of skills in all cognitive areas in relevant ways. Children, from birth, are full of curiosity, and we provides a framework that gives crucial support for them to be active inquirers and lifelong learners.

Expectations

Planning Documentation

All staff are involved in the planning process and collaboratively plan formally for 2 hours weekly. Guidelines are set by the leadership team at the beginning of each year in conjunction with the staff which outline what is to be taught at a particular time of the year. This is documented in the Program of Maths, English and Specialist year planners.

Reflection

All planners for the year are reflected upon and constructive feedback recorded about the success of the student learning and the teaching of the unit. Time is also given to all planning teams to reflect on student work regularly in professional learning meetings. Reflection and Feedback on student work also appears regularly in the Student Portfolios (2019)

Continuums

All students receive both a Literacy and Mathematics continuum of learning. The student centred learning continuums are an articulated sequence of learning and the students' progress is plotted and recorded regularly throughout the year. The continuums are handed to the new year level each year and are a record of student progress over time. They are used to assist planning for teachers but also as a guide for the students to set their own goals for learning. These continuums were developed by staff using resources including WA First Steps and Vic Curriculum and reviewed annually.

Differentiation

Data combined with the yearly overviews are used as a basis from which to begin planning. The students' strengths and weaknesses are identified through a comprehensive collection of data and a differentiated curriculum is planned to cater for all students within the classroom. Modified programs and Individual Learning plans are designed where necessary and the continuums provide an individualised plan for all students.

Data Collection

Data is used both to assess the students but also to inform planning. Data is collected in a variety of ways and includes:

- Pre and post testing
- Work samples
- Portfolio pieces
- Standardised testing
- Learning Continuums
- Moderation of work samples

The data is recorded and analysed providing information not only about individual children but also cohorts and the whole school. This information is used to plan student learning, staff professional learning and informs the Strategic Plan and Annual Implementation Plan.

Moderation

Moderation time is given regularly to staff throughout the year in weekly professional learning meetings as well as in team level moderation and assessment days which are supported by Principal, Curriculum Leaders and facilitated by Team Leaders three times each year. The focus of the moderation is guided by the Assessment Schedule and there are protocols in place to guide discussion. The discussion and results are recorded and used as a form of evidence when writing reports or assigning progression points.

Coaching

All teaching staff receive individual coaching from the Principal and/or Curriculum leaders throughout the year with either a team focus or an individual focus as negotiated amongst the staff involved. The coaching can take a variety of forms such as modelling, lesson observations and/or assistance with planning and data analysis. Debrief time is allocated to allow all involved staff to receive feedback and make plans to move forward within the coaching cycle.

Consultants

Our school regularly employs consultants to work across the school so all staff have access to, and receive coaching from, highly experienced consultants throughout the year. We have retained the services of both Alan Wright (literacy coach) and Kathy Palmer (maths coach) to support our teaching staff. The focus has been on building the capacity of teachers to improve student learning outcomes in Reading, Writing and Numeracy. The coaching focus for the consultants is informed by the Annual Implementation Plan and the student data and decided upon by the Leadership Team in consultation with teachers and consultants.

Assessment and Reporting

Reporting Compass

There are two written reports, each year with a five point scale reporting information about the students' achievement in the learning domains of the Australian Curriculum in relation to the standard of achievement expected at that year level. Individual growth over a year is shown and the reports include individual comments related to student learning progress, behaviour, effort, social and emotional development.

Moderation is undertaken regularly throughout the year to ensure that the progression points assigned by the teachers accurately reflect the student's achievement at the time of reports. A NAPLAN report is also given in Years 3 and 5 which gives standards referenced information about the student's achievement.

Parent/Teacher Interviews

Parent/Teacher/Student interviews are offered twice a year after the semester reports and portfolios have been sent home. The purpose of the interviews is to offer parents a formal opportunity to discuss their child's report and learning. The reports and the student portfolios are reflected on in the interview and any parent / student questions, comments or suggestions discussed. Parents are encouraged to make an appointment at any time throughout the year if they feel the need to discuss their child's learning and development.

Continuums

The student centred learning continuums in Literacy and Numeracy provide an individual learning sequence and plan for all students. They are used regularly throughout the year and provide teachers and students with information about what the students have achieved and an articulated path of learning to focus on next. This allows goal setting to be strategic, authentic and transparent. It also provides a framework for students to participate in their assessment and reporting.

Portfolios

The portfolio is a record of learning over time. The portfolio essential agreement outlines the focus for all stakeholders- teachers, parents and students and the work samples to be included each semester. The portfolio is used as evidence of learning in the Celebrations of Learning occurs four times a year, at the end of term. Both the teachers and students choose pieces of work to be included in the portfolio and include work samples that show growth as well as those that show the need for further development. Many of the pieces of work are annotated with either feedback from the teachers or a reflection from the students and sometimes both.

Moderation

The teachers are provided with regular opportunities to moderate student work and testing results throughout the year. The moderation focus for each session is closely aligned with the Assessment Schedule. The teachers are also allocated a student meeting time each Wednesday to ensure their moderation of work samples for the term is comprehensive and analyse standardised and teacher developed testing data. The purpose in Terms One and Two is to inform planning for the following term and in Terms Three and Four is to ensure the accurate allocation of achievement for the written reports.

Program evaluation and review

The leadership team will meet regularly to track whole school data and identify potential curriculum areas that require focus.

Every year our school will do a review of the program to ensure the domains, dimensions and standards of the Victoria Curriculum are addressed.

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

English at Debney Meadows Primary School

Reading and Viewing

Reading and Viewing involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts. Reading involves active engagement with texts and the development of knowledge about the relationship between them

and the contexts in which they are created. It also involves the development of knowledge about a range of strategies for reading.

Writing

Writing involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas and experiences, and to reflect on these aspects. It involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a metalanguage to discuss language conventions and use.

Speaking and Listening

Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. It also involves the development of active-listening strategies and an understanding of the conventions of different spoken texts.

English Policy

RATIONALE:

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

Learning English is about appropriate and effective use of language to convey and discover information, organise, explore and construct ideas and express feelings. It assists students to have a better understanding of themselves, their culture and their world. Learning English is important to personal and social development, employment and further education.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. (DEED)

AIMS:

- To learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- To appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue

- To understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- To develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature

IMPLEMENTATION:

- Provide a minimum 12 hours of literacy per week– Language / Literature / Literacy: Reading and Viewing; Writing and Spelling; Speaking and Listening
- Provide support to all students by differentiating the curriculum to meet their learning needs, including intervention and extension programs where possible
- Weekly planning to incorporate a variety of opportunities to use language in different contexts through modelling and real life experiences
- The use of Debney Meadows’s Literacy consultant [Alan Wright] Literacy- Aussie WMR, Calkins, to be used in planning and implementation.
- Provide regular opportunities for students to share, reflect and articulate their learning
- Term and weekly planning to reflect all aspects of DMPS planning and curriculum documents (example G&V and Calkins- Literacy Scope and Sequence)
- Weekly planning to include the use of ICT to enhance and support literacy learning
- Classroom teachers to conduct regular individual student reading and writing conferences where goals are set, discussed and recorded

Establishment of classroom libraries to support literacy teaching and learning

- Rotation of classroom library collections in semester two
- All students are expected to read every night. To support this, classroom structures must include individual student reading logs, teacher monitoring of home reading and reading logs, and provision of a variety of high quality reading materials through the development and maintenance of classroom libraries
- Teachers to read a range of high quality literature daily to students
- Monitoring students using formal and informal assessments according to the yearly ‘Assessment and Reporting Schedule’
- Classroom and team term planners to be informed by analysis of English data including whole school and class data
- Using English environment checklists to monitor and promote positive literacy learning environments within classrooms

- The use of mentor texts is encouraged, enabling teachers to use high quality texts to teach literacy skills
- During spelling lessons, provide opportunities for students to learn about words, to learn words and to expand their vocabulary
- Provide ongoing professional development for teachers in the areas of English

EVALUATION:

The English Policy is to be reviewed in 4 years using whole school data to inform the success of the policy.

Mathematics at Debney Meadows Primary School

Number and Algebra

Number and Algebra are developed together, and each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Measurement and Geometry

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

Statistics and Probability

Statistics and Probability develops initially in parallel, with the curriculum progressively building links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. Students recognise variation, assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

Specialists at Debney Meadows Primary School

The specialists collaborate with classroom teachers to implement units of inquiry across teams at least once each year.

Physical Education

It should be noted that the focus areas are not discrete topics. This means that when designing

teaching and learning programs, a teacher may draw on more than one focus area, for example a unit of work titled circus may include the focus areas of rhythmic and expressive movement activities, fundamental movement skills and safety or a unit focusing on developing resilience may draw on the focus areas of alcohol and other drugs, relationships and sexuality as well as mental health and wellbeing.

Health benefits of physical activity addresses the influence and impact regular physical activity participation has on individual and community health and wellbeing. The curriculum supports students to develop knowledge, understanding and skills to make active choices and to explore the range of influences on physical activity participation and choices.

Mental health and wellbeing addresses how mental health and wellbeing can be enhanced and strengthened at an individual and community level. The curriculum supports students to develop knowledge, understanding and skills to manage their own mental health and wellbeing and to support that of others.

Art

Explore and Express Ideas

Exploring, imagining, experimenting and expressing ideas, concepts, themes, values, beliefs, observations and experiences in artworks that students view and make.

Visual Arts Practices

Developing understanding and skills by exploring, selecting, applying and manipulating techniques, technologies and processes. Conceptualising, planning and designing artworks.

Present and Perform

Creating, exhibiting, discussing, analysing artworks and considering the intention of artists and curators. Considering the relationship between artist intentions and audience engagement and interpretation.

Respond and Interpret

Analysing, evaluating interpreting and reflecting upon meanings, beliefs and values in artworks. Examining artworks in historical and cultural contexts.

Communicating:

Using language for communicative purposes in interpreting, creating and exchanging meaning.

Socialising - Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

Informing - Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.

Creating - Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.

Translating - Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

Reflecting - Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

Understanding:

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Systems of Language - Understanding language as a system, including sound, writing, grammatical and textual conventions.

Language variation and change - Understanding how languages vary in use (register, style, standard

and non-standard varieties) and change over time and place.

The role of language and culture - Analysing and understanding the role of language and culture in the exchange of meaning.

Mapping of the Victorian Curriculum content descriptors is recorded on the POI and illustrates the transdisciplinary nature of the units.

Appendices which are connected with this policy are:

1. Inquiry Planner
2. Yearly Planner
3. Maths Planner
4. English Planner
5. Weekly Planner
6. Specialist Scope and Sequence
7. Assessment Schedule
8. Standardised testing used to triangulate data
Expectations
9. Reflection
Continuums
10. Literacy and Maths continuum of Learning
Differentiation
11. Differentiated curriculum
12. Modified programs and Individual learning plans moderation
13. Sample Agenda
Assessment and Reporting
14. Reporting –
15. Whole School Curriculum Plan
16. Time allocations per learning area Foundation to Year 6

Evaluation

This policy will be reviewed as part of the school's 3-4 year review cycle

The specific details will be updated annually.