



Heidelberg Primary School

CURRICULUM FRAMEWORK POLICY

Heidelberg Primary School recognises that the most effective curriculum is one in which parents and teachers work together as partners. We share responsibility for what and how our students learn, and the creation of a safe and disciplined learning environment. Within this environment our students prepare to be productive and reflective global citizens with a disposition to lifelong learning.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy based on the Victorian Curriculum which has been written to equip young Australians with the skills, knowledge and understandings that will enable them to engage effectively with, and prosper in, a globalised world. Students gain personal and social benefits, are better equipped to make sense of the world in which they live, and make an important contribution to building the social, intellectual and creative capital of our nation.

We place a strong emphasis on the development of literacy and numeracy skills. The Mappen online integrated curriculum is implemented throughout the school. This spiral curriculum contains 32 integrated units designed around eight rich concepts addresses Science, History, Geography, Civics and Citizenship and The Capabilities. Each eight week sequence is fully resourced including pretests, immersion tasks, assessment tasks, rubrics and inquiry ideas. The two-year scope and sequence ensures that there is no repetition and no gaps in the teaching of content and skills. These curriculum areas are also cross referenced with the literacy and numeracy programs to ensure sufficient time is allocated to address the content.

Current curriculum initiatives include the introduction of the emotional resilience program Resilience, Rights and Respectful Relationships, supported by a school-wide scope and sequence plan. We support students' transition into the new year level with an introductory program in December – A Day in the Life and with the Start Up Learning Program for the first five days of the new school year. The emphasis of this program is building our school's Teaching and Learning Protocols and metacognitive processes. The Start Up Learning Program at the beginning of term 3 further develops students' abilities to set individual learning goals, as well as self, peer and teacher assessment and feedback.

Specialist teachers provide instruction in Physical Education, Language (Japanese), Science and Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within all curriculum areas and supported through a sequential camping and excursions program. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in:

- additional assistance programs, including intervention and extension programs in literacy and mathematics
- extra-curricular programs which offer students a wide range of opportunities to explore learning and activities beyond the classroom such as:
 - Choir
 - Music instrumental tuition (recorder, drums, guitar and keyboard)
 - Kelly Sport dance programs and sports programs
 - Chess club (facilitated by Northern Star Chess Club)

- Lunch time programs (construction club, reading club, Science club)
- Interschool sports competition for athletics, summer and winter sports and basketball Hooptime

Teaching and learning teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams are responsible for core curriculum development and delivery in literacy, numeracy and other domains in the Victorian Curriculum.

The school has four School Improvement Teams, each led by a Learning Specialist, with teacher membership from each level of the school. These teams ensure the goals and direction of the School's Strategic Plan and Annual Implementation Plan are achieved. In 2019 these teams are:

- Student Engagement and Wellbeing
- English
- Mathematics
- Data

The leadership team focuses on a continuous analysis of a range of data around student achievement and improvement. The Staff Professional Learning Plan is directly related to achieving goals and targets of the School Strategic Plan and the Annual Implementation Plans. Individual teacher and education support staff Performance and Development Plans are also based on the development of skills and pedagogy which will support the achievement of the school goals. A whole school peer observation program supports all teachers to further increase their teaching skills

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development and a common understanding of the whole-school curriculum by teachers and parents. The data, analysed regularly by teachers in their Professional Learning Teams and School Improvement Teams, includes the implementation of the whole school literacy and numeracy assessment schedules, including formative and summative assessment and NAPLAN, as well as an analysis of school performance data including student, staff and parent surveys.