

## 2019 POLICY

# CURRICULUM and STUDENT LEARNING

Leader: **Trudy Smith**

### 1. Rationale:

The core purpose of Taylors Hill Primary School is to provide an inclusive and supportive learning environment that challenges and engages every student to grow as independent, reflective, life-long learners. Our culture puts learning at the centre, with strong literacy and numeracy skills forming the foundation to facilitate learning. We best equip our students to thrive in a rapidly changing world through integrated learning opportunities provided to develop the skills to communicate, collaborate, think critically and be creative. Nurturing the development of the whole child also ensures that we foster students who demonstrate strong social values, resilience and confidence when interacting with the community.

### 2. Broad Guidelines

2.1 A comprehensive curriculum is provided in line with the Victorian Curriculum Guidelines, with strong classroom programs focused on daily English and Mathematics learning. In addition, an Integrated Curriculum addresses the domains of Civics and Citizenship, The Humanities – History, Geography, Economics & Business, Design and Technology, Digital Technologies and Health.

2.2 Specialist Teachers provide instruction in Physical Education, Science, The Arts and Language (Italian).

2.3 Personal and Social Capabilities are addressed within all classroom and specialist programs, taught specifically through the TEAM Learning Program, the Resilience, Rights and Respectful Relationships Program and our School Values, reinforced through positive teacher role-modelling. This learning is also supported by extra-curricular activities, including camps, excursions, incursions, lunchtime clubs, interschool sports, student leadership programs, student achievement awards and school events.

2.4 The Curriculum Team, led by the Assistant Principal – Curriculum Director, ensures curriculum coverage, assessment and reporting is monitored across the school. There is a well-structured approach to curriculum planning, with consistent scope and sequence plans, shared planning documentation and a shared understanding of the whole school curriculum and teaching methods by all teachers.

2.5 Student data is analysed regularly by teachers and leadership during curriculum planning and staff meetings. A suite of assessments for each year level are used to collect data, in line with a school-wide Assessment Schedule and Meeting Schedule to drive weekly data discussions, moderation and planning to meet the individual learning needs of all students.

2.6 School Improvement Teams (SITs) are led by members of the Leadership Team, with teacher membership from each level of the school. These teams have a regular meeting schedule each term and focus on Literacy, Numeracy, 21<sup>st</sup> Century Learning and Student Engagement in line with the School Strategic Plan.

2.7 Teachers have access to high quality professional learning to support their knowledge and growth within our learning environment through coaching, Staff/PLT/PLT Leaders/SIT meetings, professional collaboration, professional readings, curriculum days, feedback and external PL/networking aligned to our School Strategic Plan and Annual Implementation Plan.

2.8 There is a strong partnership between the school and home, supported by the Compass Parent Portal and other avenues of communication to and from parents about student learning.

### **3. Implementation:**

3.1 Teachers work in year level and specialist Professional Learning Teams (PLTs) to collaboratively plan and implement the learning program for students. The Specialist Timetable supports collaborative planning time for teachers each week and the Meeting Schedule allows for weekly PLT collaboration for data analysis, planning and professional learning discussions. Provisions are also made for a Professional Practice Day each term.

3.2 Planning follows the school's Yearly Overviews for each year level, based on the Victorian Curriculum. PLTs collaborate to produce year level Term Planners, which inform Weekly Work Programs for each class. All planning is guided by the THPS Teaching and Learning Documents and all planners are saved on the school's server and/or google drive.

3.3 Teaching and learning programs are guided by high quality research and resources. Each PLT has a teacher reference library ('Books Of Knowledge') and all classrooms are equipped with student learning resources.

3.4 Student data is used to guide curriculum planning and differentiate learning experiences to target student learning needs. Teachers and students collaboratively set personal learning goals for all students in Literacy, Numeracy and Personal/Social Learning. Student progress is monitored by each teacher, with a shared responsibility for all students through PLT and whole school data discussions and moderation.

3.5 Assessment, reporting and curriculum review are supported through comprehensive and well aligned documents and processes, which include:

- Term Meeting Schedules
- School Wide Assessment Schedule
- All THPS Teaching and Learning Documents
- Reporting Timeline
- Reporting To Parents Policy

Whole-school review of curriculum occurs in Term 4 each year, after regular monitoring and adaptations each term in PLTs in response to student needs.

3.6 Home learning is aligned to the classroom learning program and expectations are in line with the school's Home Learning Policy.

### **4. Evaluation**

This policy will be evaluated as part of the school's cyclic review program.

