

SPS WHOLE SCHOOL CURRICULUM & TEACHING & LEARNING PROGRAM



Stanhope Primary School's Curriculum is based on the Victorian Curriculum Foundation to Year 10 curriculum that provides a comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents

Definition of Curriculum and the Teaching and Learning Program

The WHAT: The curriculum is:

A statement of the purpose of schooling. It defines what it is that students will have the opportunity to learn as a result of their schooling.

The content of the curriculum includes both knowledge and skills.

The common and core set of knowledge and skills that are required both for life-long learning and active and informed citizenship.

The HOW: Our school's teaching and learning program is:

The school-based plan for delivering this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts.

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Curriculum planning

Our curriculum planning is based upon our understandings of students; their personal development, needs, talents, interests and learning styles. Our curriculum is also based on the premise that all students are capable of achieving, of working effectively with others, of making decisions and are able to express themselves in creative ways.

At Stanhope Primary School, curriculum planning and implementation is undertaken using a whole school approach to ensure effective curriculum development

Stanhope Primary School is pleased to be able to offer all students a full and comprehensive curriculum.

Our core business is engaging students in a curriculum that focuses on developing literate and numerate students, this is the key to opening the doors for life long and future focussed learning.

The staff engage in personal learning, continually accessing professional development opportunities in order to ensure our students are provided with learning experiences that are in line with current educational research.

The staff have high expectations for all students and students are offered the following educational experiences:

- School Wide Positive Behaviour Supports
- Rights, Responsibilities and Respectful Relationships program
- Physical education classes for all grades
- Interschool sport – grade 3 – 6
- Joint local schools camp program
- Kinder / prep transition program
- Whole school concert (biannually)
- Visual art program via MACC visiting teacher
- Whole school swimming
- Junior School Council
- Dedicated literacy and numeracy sessions
- Library program via MARC visiting teacher
- Student Leadership structure

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Education is recognised as a life-long process so we promote the development of high level thinking skills and problem solving to equip students for the future. We are told that most of the jobs, which Prep children will ultimately take up, have not yet been created. In responding to this uncertainty, we teach students to reflect on their experiences in order to understand how they learn best and thus to become independent learners capable of responding to change.

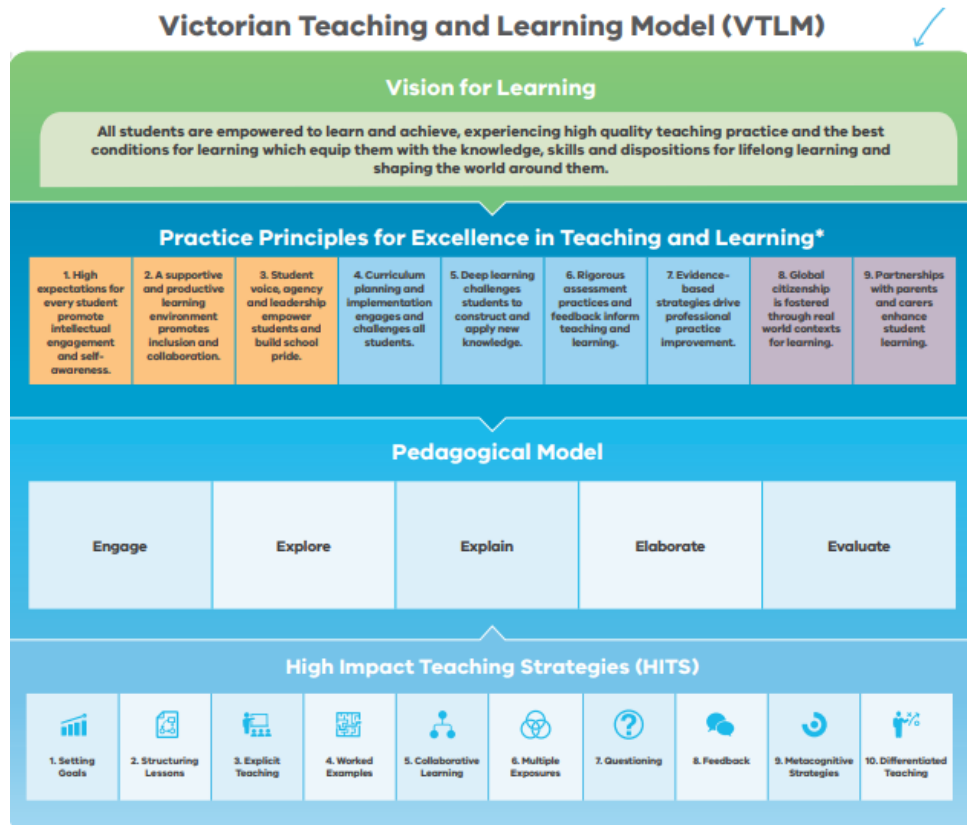
We have planned our curriculum over a two year cycle to enable all curriculum areas to be covered and so that different approaches can be undertaken each year, within each term's focus.

	TERM 1	TERM 2	TERM 3	TERM 4
ODD YEAR	<p>Healthy Me</p> <p>Food, Nutrition, Sleep, Exercise, Friendship/Relationships, Healthy Body- Healthy Mind</p> <p>Host Domain: Science Biological Associated Domain: Civics & Citizenship Capabilities focus: Personal & Social</p>	<p>Science is Everywhere</p> <p>Science as a Human Endeavour Earth & Space Chemical Physical Biological (select one science area per year over four years to avoid repetition of focus)</p> <p>Host Domain: Science (Earth & Space/Chemical/Physical, Biological) Associated Domain: Capabilities Capabilities focus: Critical & Creative Thinking</p>	<p>Fairy Tales</p> <p>Fairy Tales, Nursery Rhymes, Myths & Legends from Australia & other Countries (select one main area per year over the years, to ensure all VC reqs are met)</p> <p>Host Domain: English Associated Domain: History Capabilities focus: Intercultural</p>	<p>Celebrating Culture</p> <p>Cultural Differences, Food, Languages, clothing, Customs</p> <p>Host Domain: Geography Associated Domain: Design & Technologies Capabilities Focus: Personal & Social & Ethical</p>

EVEN YEAR	<p>Social Structures/Values</p> <p>Rules, Local government, State & Federal Governments</p> <p>Host Domain: Humanities - Civics & Citizenship Associated Domain: Digital Technologies Capabilities focus: Ethical</p>	<p>Habitats</p> <p>Human/Animal/Environments(land, water, air)</p> <p>Host Domain: Science Associated Domain: Geography Capabilities focus: Critical & Creative Thinking: Ethical Capability</p>	<p>Then & Now</p> <p>Local, National & International history/ lifestyles, technology development</p> <p>Host Domain: Humanities – History, Geography, Associated Domain: Civics & Citizenship Capabilities Focus: Personal & Social Capability</p>	<p>Inventions/Communications/Innovations</p> <p>Toys, Tools, Buildings & Structures, Transport, The Physical World, Force & Movement (one main area per year ensures all VC reqs are met)</p> <p>Host Domain: Science Associated Domain: Design & Technology Capabilities focus: Critical & Creative Thinking</p>
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Teaching and Learning

At Stanhope Primary School, we aim to embed the Victorian Learning and Teaching Model into our own small school context.



As a whole team, we work together to align the VTLM Elements to the goals in our current Strategic Plan and connect our existing practices to the Practice Principles.

SSP Goal1: To improve literacy and numeracy for all students, with personal achievements and outcomes continuously shared with all stakeholders. Aligned Practice Principles selected: #1; #4; #6

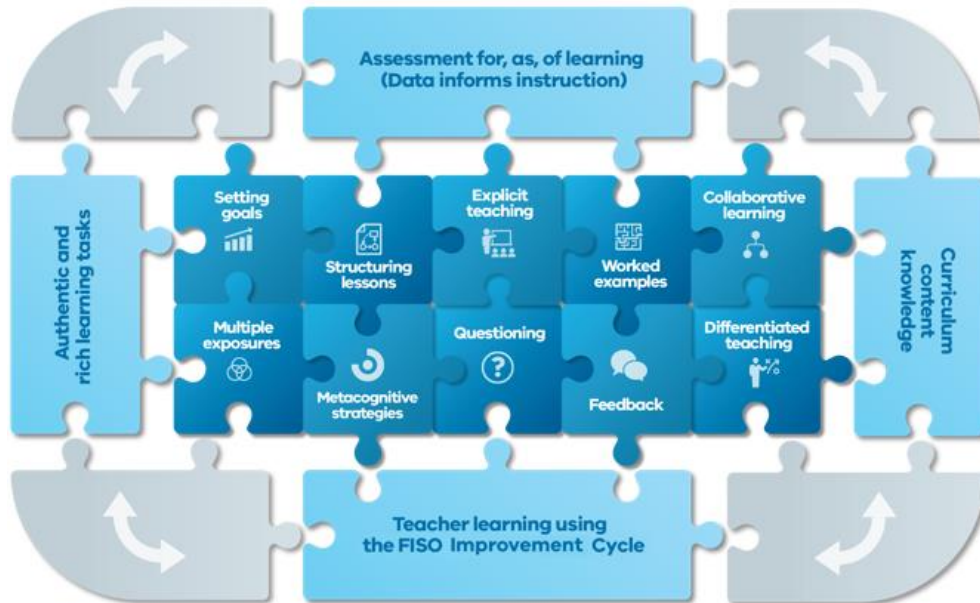
SSP Goal 2: To best advance the use of **21st century** pedagogy, incorporating digital learning opportunities across all aspects of school's teaching and learning agenda. . Aligned Practice Principles selected: #2; #3; #5

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Positive climate for learning	1. High expectations for every student promote intellectual engagement and self-awareness
	2. A supportive and productive learning environment promotes inclusion and collaboration
	3. Student voice, agency and leadership empower students and build school pride
Excellence in teaching and learning	4. Curriculum planning and implementation engages and challenges all students
	5. Deep learning challenges students to construct and apply new knowledge
	6. Rigorous assessment practices and feedback inform teaching and learning
	7. Evidence-based strategies drive professional practice improvement
Community engagement in learning	8. Global citizenship is fostered through real world contexts for learning
	9. Partnerships with parents and carers enhance student learning

We examine our pedagogical model to identify key High Impact Teaching Strategies which will most positively impact our teaching practices and student outcomes.

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Our instructional model is based on Hattie’s ‘visible learning’. This aligns successfully with the HITS, as shown using his 10 Mind Frames and also incorporates the five elements of the Pedagogical Model as outlined in the Victorian Teaching and Learning Model, specifically, Engage; Explore; Explain; Elaborate and Evaluate. Hattie’s 10 Mind Frames are:

1. *My fundamental task is to evaluate the effect of my teaching on students’ learning and achievement.*
2. *The success and failure of my students’ learning is about what I do or don’t do. I am a change agent.*
3. *I want to talk more about learning than teaching.*
4. *Assessment is about my impact.*
5. *I teach through dialogue not monologue.*
6. *I enjoy the challenge and never retreat to “doing my best”.*
7. *It’s my role to develop positive relationships in class and staffrooms.*
8. *I inform all about the language of learning.*
9. *I recognize that learning is hard work.*
10. *I collaborate.*

In practice this will mean the following:

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- Our lessons have clear routines that introduce the lesson focus and learning intention, facilitate engaging with content
- Our lessons reflect on prior learning, and provide success criteria appropriate for the range of students in the class.
- We establish classroom routines and procedures and acknowledge students positively adhering to these through the consistent application of SWPBS principles and the use of Class Dojo app.
- We show enthusiasm and passion for our subject areas and the content being taught and learnt through having a solid knowledge themselves of the content and the Victorian Curriculum outcomes for that area.
- We are respectful and consistently fair in our relationships with students
- We are interested in students' lives and backgrounds
- We recognise and reward students' efforts and learning
- Our lessons encourage student input, feedback and questions through careful design, planning and preparation
- We consistently provide targeted, high quality feedback to students in a timely, constructive and supportive format
- Together we model our school values of Learning, Success, Respect and Citizenship.



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