



Thomastown Meadows Primary School Curriculum Policy

HONESTY EMPATHY RESPECT

Note: This document contains extracts from more detailed curriculum, assessment and reporting documents prepared by this primary school. These extracts are provided as contextual information, to support viewing the examples of the four interrelated layers within whole-school curriculum planning.

Purpose

The core purpose of Thomastown Meadows Primary School as defined in the Strategic Plan, is 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.

Scope

Schools must provide all students with a planned and structured school-based curriculum program to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training or further education.

Under the minimum standards for school registration, there must be evidence of:

- a school-based curriculum plan showing how the learning areas of the Victorian Curriculum F–10 will be substantially addressed, and how the school-based curriculum program will be organised and implemented, noting that some schools in unique circumstances can be exempted by the VRQA from addressing one or more of the learning areas of the Victorian Curriculum F–10
- an explanation of how and when the curriculum and teaching practice will be reviewed
- an outline of how the school will deliver its curriculum

Schools are encouraged to design and deliver their school-based curriculum programs flexibly, responding to the strengths, needs and aspirations of students and the school and wider community.

Policy

Thomastown Meadows Primary School provides a comprehensive curriculum with a strong focus on literacy and numeracy. Curriculum initiatives include the, 'Write to Read' Literacy program and the 'Respectful Relationships' resilience welfare program. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. These curriculum areas are also cross referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, STEM, Performing Arts/Language (Auslan), and Visual Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas 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 a YMCA Sports program.

Teaching and learning teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams are currently responsible for core curriculum development and delivery in literacy, numeracy and integrated studies including history, design technology, and digital technologies. Specialist programs from Prep to Year 6 are delivered for Physical Education, Visual Arts, Language/Performing Arts (Auslan) & STEM.

The school has Curriculum and School Improvement teams with a curriculum leader and teacher membership from each level of the school. These teams focus on literacy, numeracy, digital technologies, sustainable schools, access (welfare), assessment and reporting and personalised learning.

The leadership group is focused on Four year planning cycles and continuous analysis of a range of data around school improvement. At this level there is an integration of long term planning around fiscal management, workforce planning and school structures. There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and teaching and learning teams and consultancy support for key initiatives.

The school has developed 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 by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

Policy review

Policy written updated	School Council approved	Review date	Responsibility
26/02/2021	N/A	December 2021	Leadership Team