

DOREEN PRIMARY SCHOOL



RATIONALE FOR DELIVERY OF LEARNING CURRICULUM

2022 – Reviewed Annually

Introduction

Doreen Primary School has now grown to the largest it has been in its 150 year history. It has reached the top of its enrolment ceiling, at 150 children spread out over 7 grades, one at each chronological level. For the first time in its history it has a staff of 11, and a support staff to match. It has now become necessary to formalise teaching approaches and learning strategies to ensure a cohesive and united approach to providing engaging and effective learning experiences at this school.

The Student Engagement Policy outlines the culture we are promoting in relation to providing a positive and engaging atmosphere at school, as well as the procedures for dealing with issues that may arise.

Curriculum Base

The school currently bases its teaching curriculum on the Victorian Curriculum, and uses Programs and Policies that have been found to be engaging and effective, and based or related to the Victorian Curriculum. Staff at this school plan and execute programs which support the learning outcomes in the Victorian Curriculum, and have re-developed the schools Long developed Integrated Curriculum Model to be Victorian Curriculum compliant. Due to a vast wealth of experience in the teaching staff, many resources and program previously found to be effective are also assimilated into these programs.

Culture

Doreen Primary School is very proud of its culture. It is based on the small school model, where education is a partnership between families and their school, and the best way for children to reach their full potential is co-operation between both. The school looks at Primary School education as a 7 year process, where progression may be differentiated and in many areas. Educating the whole child is often quoted by schools, but at this school we use it as a driver. Programs are across many areas, where Literacy and Numeracy are only part of the focus. The Arts, Music, Film Making, Sport, Bike Education, Gymnastics, Social Welfare and Swimming are all programs that allow all children learn about both success and failure, and the need for Resilience to ensure positive outcomes are constant.

An unofficial motto at this school, and basis for our positive culture is that we expect everyone to do their best, and where this lies on the continuum is where it lies. This culture fosters expectation on both self and others to do the same, and creates an atmosphere of acceptance, inclusion and ownership.

Programs

Doreen Primary School runs Programs in:

Literacy

Numeracy

Information/Communication Technology

Visual Arts

Performing Arts

- Including choir, music tutoring (drums, singing, keyboard, strings), Rock Bands
- Drama and Dance

Health, Physical Education and Sport

- Including Bike Education, Gymnastics, Swimming, Inter-School sport, Family Life, Life Education

Integrated Curriculum

- Including Science, Social Studies, Geography, History

Language

- Chinese Mandarin

With such a crowded curriculum, many subject areas are combined into our Integrated Curriculum Model.

Specialist teachers provide lessons in:

Music – 55mins, Art – 55mins, Physical Education – 55mins, Language – 40 mins

An example of a Timetable

SPECIALIST TIMETABLE TERM TWO 2022							1/6/2022			
DAY	9.05 - 10.00		10.05 – 11.00		11.35 – 12.30		12.35 – 1.30		2.20 – 3.20	
MONDAY	APT		TUTORING		ART 4		ART 2			
TUESDAY	TUTORING		TUTORING		ART 1		ART PREP		ART 3	
	APT		TUTORING		MUSIC 5		MUSIC 6		BAND 1	
	PHYS. ED. 5		PHYS. ED. 6		PHYS. ED. PREP					
WEDNESDAY	TUTOR/INTER MEETING		TUTORING		ART 5		ART 6			
	TUTOR/INTER MEETING		TUTORING		MUSIC PREP		MUSIC 2			
	PHYS ED 3		PHYS ED 4		PHYS ED 2		PHYS ED 1		APT	
THURSDAY	MUSIC 4		MUSIC 3		TUTORING		MUSIC 1			
FRIDAY	LANGUAGE 6	LANGUAGE 5	LANGUAGE 4	LANGUAGE 2		LANGUAGE 1	LANGUAGE P	LANGUAGE 3	APT	

JSC will be on Wednesday afternoons at 3.00pm. Students should take their bags.

Full School JSC will be every second week, starting week one of each term.

MUSIC & Tutor- Rachel

ART & Tutor- Dianne

Phys.Ed. - Sara

AUSLAN - Tennielle

ART, MUSIC, PHYS ED Specialist Sessions will be 58 minutes long, LANGUAGE will be 40 mins.

Time Spent in Curriculum Areas. (to the nearest hour)

Grade	Literacy	Numeracy	ICT	ARTS	Health&PE	Humanities	Sciences	Languages
F	12	5	1	2	1	3	1	1
1	12	5	2	2	1	3	1	1
2	12	5	2	2	1	3	1	1
3	10	5	5	2	2	3	1	1
4	10	5	5	2	2	3	1	1

5	10	5	5	2	2	3	1	1
6	10	5	5	2	2	3	1	1

The times do not and will not add up to week (25 hours). It is impossible, so by using the Integrated Curriculum Model, students can work in several areas in one session. ie Grade six will do a Group Reading session in their Literacy block that looks at First Australian History, then will produce a short text on the tools used 40,000 years ago. Reading, Research, Technology, Science, History, Writing etc all in one activity.

Year Planners

Teachers will plan their years work and have it ready for discussion with the Principal during the PDP process. The Year planner will be an overview of the topic and subject areas to be covered over each term, and will be a guide. Teachers will use Diagnostic testing during the year to determine the progress of their students through their planner. Planners can be discussed during area and staff meetings.

Templates and ideas can be accessed from the Principal.

Weekly Work Programs

Teachers will produce weekly work programs which will be a more detailed plan of activities and tasks. They should include topics, teaching focus, success criteria and have notes and observations added if notable issues occur during sessions ie *this concept is in need of more work*.

Work Programs should be discussed at grade area meetings. They are to collaborative between colleagues to ensure consistency and whole school approach.

Work programs should be usable and **not** become more important than what is being taught.

Reporting

Teachers will provide Parents with two reports, one at the end of First Semester, and one at the end of Second Semester. It will be formatted on the uEducateUs App., and is a web based report. Hard Copy reports will be provided to parents when applicable and as seen applicable by staff. Semester reports will have achievement levels of students against Victorian Curriculum Outcomes, and be scaled against 5 staff agreed outcomes ie ABCDE. Reports will contain scaled results for each area, with corresponding comments included as well.

When reports are delivered to parents, they will be made aware via the newsletter and teachers as able, that an interview with classroom teacher and/or principal can be arranged to discuss the results of the current report.

Standardised test results for each student should be included in written reports in the comments section related to each topic.

Specialist teachers will provide a scaled outcome for each student, along with a comment.

Whole staff agreement with Principal endorsement may alter these Report Requirements, but DET expectations must be adhered to.

Information sharing on student progress with parents may be a continuous process, but teachers will have at least one Parent/Teacher/Student (where applicable) interview during the year, generally mid term 2. This does not stop unofficial interaction with parents to share information on a student's progress, but

should be run past the Principal if issues/conflict occurs.

Please note the DPS Evaluation schedule.

Communication

Communication is a huge component of a successful school, and it is to be encouraged between school and home. Privacy issues and what is shared should be kept in professional realms, and if issues occur, the Principal should be notified.

An official weekly newsletter, uEducateUs notifications and an official Facebook page will disseminate all official information, but class newsletters are to be encouraged, and in fact at least one at the start of each term is mandatory. It should introduce teachers, outline approaches, home expectations, and outline tasks teachers will expect students to complete both at home and in general at school. An effective means of communication between teachers and parents should be developed early in the school year.

Values



Teaching and Learning Strategies

WHOLE SCHOOL THEORIES OF ACTION

1. When schools and teachers set **high expectations and develop authentic relationships** then student confidence, curiosity and commitment to education increases and the school's ethos and culture deepens and curiosity can flourish.
2. When explicit teaching occurs, students are engaged in developmental and sequential programs that build scaffolding for extension into Enquiry based activities.
3. When teacher directed instruction becomes more **Inquiry focused** the level of student engagement and achievement increases. This is the foundation stone for high quality teaching and the development of curiosity. A greater emphasis on inquiry leads to improved achievement and curiosity is enhanced.
4. By consistently adopting **protocols for teaching** student behavior and engagement is enhanced.
5. **Learning protocols** enhance student capacity to learn, develop skills, confidence and curiosity and ensure that this happens in all classes.

THEORIES OF ACTION FOR TEACHERS

1. **Learning intentions, pace and narrative** lead to students being more secure about their learning (and more willing to take risks); and achievement and understanding is increased and curiosity enhanced.
2. Teachers systematically using **higher order questioning** leads to the level of student understanding deepening and the level of achievement increasing. Students who are regularly required to analyse, synthesise and evaluate are more likely to be curious.
3. When **cooperative group structures/techniques** are used to mediate between whole class instruction and students carrying out tasks, then the academic performance of the whole class will increase as well as the spirit of collaboration and mutual responsibility. Curiosity will be developed as students learn from each other in a structured manner.
4. When teachers consistently use **feedback and data** on students' actions and performance, then behavior becomes more positive, progress accelerates and curiosity is enhanced.
5. When **peer assessment and assessment for learning** are consistently utilized student engagement, learning and achievement accelerates. Curiosity will be enhanced as the depth of student understanding increases.
6. When **learning tasks** are purposeful, clearly defined, differentiated and challenging, (according to the student's Zone of Proximal Development) then the more powerful, progressive and precise the learning for all students. Curiosity will be enhanced and students work at a level appropriate to their understanding.
7. When explicit teaching takes place, all stake holders are engaged and focused on outcomes.