

SCHOOL CURRICULUM PROFILE



Watervale Primary School

School Purpose Statement

At Watervale Primary, we educate learners in a vibrant setting allowing for engagement, curiosity and stretch. Educators are guided by the Australian Curriculum and ensure there is differentiation for all, respecting each child's learning needs. Learners will engage with values education and focus on the importance of RESPECT, COMMUNITY, HAPPINESS AND LEARNING both in the classroom, school and the wider community. Educators will support and promote the wellbeing of all learners, creating a place of comfort and belonging whilst promoting learning in a positive way, enabling success for all.

School Curriculum Profile

Educators at Watervale Primary School develop curriculum programs as informed by the Australian Curriculum. The Australian Curriculum is a progression of learning from Reception to Year 10 that outlines to teachers, parents, learners and the wider community what is to be taught and the quality of learning all children should receive. Educators' programs reflect current practice and are purposeful, rigorous and consistent to the curriculum to develop successful learners. This document provides staff, families, and the community with a broad overview of a coordinated and consistent curriculum approach.

This **school curriculum profile** articulates our curriculum delivery structures. It outlines the interplay between people, time and place to best meet our students' learning needs. It provides clear curriculum direction focusing on student learning outcomes. This profile creates a shared understanding of curriculum implementation to guide:

- **planning** the curriculum
- **resourcing** the curriculum
- **assessing** learning across the curriculum
- **improving** curriculum delivery.

Planning the Curriculum

To meet the diverse needs of our unique school context and community, we take the following approaches to implement the Australian Curriculum learning areas, general capabilities and cross-curriculum priorities for all learners.

PLANNING	Strategies and practices
Curriculum leadership	The Principal, with support from the Curriculum Lead, oversees, supports and implements the development of curriculum planning, collaboration, delivery and review at Watervale Primary.
Planning expectations	Teachers at Watervale Primary School are expected to plan, implement and review in line with Australian Professional Standards for Teachers, the Australian Curriculum and the South Australian Certificate of Education. At Watervale, staff plan in alignment with "Whole School Agreement" in Literacy and are currently involved in the developing of the Numeracy agreement. Educators follow planning proformas as agreed upon.

Type of Plan	Areas To Include:
Year overview Submitted Term 1, week 2	<input type="checkbox"/> All learning areas & strands identified & scheduled appropriately over the 4 terms <i>Within your planning be mindful of:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Whole school special events, camps, performances etc are included (if known) and factor into planning <input type="checkbox"/> Assessment schedule information (i.e. NAPLAN, Brightpath moderation, Phonics Check, reporting, A-E grading, PAT, and Tracking and Monitoring Agreement) and include where appropriate <input type="checkbox"/> Aligns with Whole school agreements (External Review Directions, SIP, Literacy, Numeracy, Data, Wellbeing/Berry Street Education Model)
Term Program Submitted each term, week 2	<ul style="list-style-type: none"> <input type="checkbox"/> 10-week curriculum delivery sequence documented for all curriculum areas <input type="checkbox"/> Learning Intentions included relating to each new learning sequence <input type="checkbox"/> Links to AC Achievement Standards & Content Descriptors <input type="checkbox"/> Planning reflects the general capabilities* <input type="checkbox"/> Where applicable, planning reflects the cross-curriculum priorities** <input type="checkbox"/> Assessment and feedback strategies documented – formative and summative methods and relevant marking guides (i.e. rubrics) <input type="checkbox"/> Identify key resources to be used (books, websites, etc) <input type="checkbox"/> Includes relevant vocabulary to be explicitly taught <input type="checkbox"/> Includes differentiation to cater for varied needs and abilities <input type="checkbox"/> Includes targeted use of SSO support time
Unit Plans Submitted each term, week 2	<ul style="list-style-type: none"> <input type="checkbox"/> Unit title <input type="checkbox"/> Links to AC Achievement Standards & Content Descriptors <input type="checkbox"/> Planning reflects the AC general capabilities* <input type="checkbox"/> Where applicable, planning reflects the AC cross-curriculum priorities** <input type="checkbox"/> Learning sequence detailed <input type="checkbox"/> Learning Intentions included relating to each new learning sequence <input type="checkbox"/> Assessment and feedback strategies documented – formative and summative methods and relevant marking guides (i.e. rubrics) <input type="checkbox"/> Identifies key resources (books, websites, etc) to be used throughout the unit <input type="checkbox"/> Includes relevant vocabulary to be explicitly taught throughout this unit <input type="checkbox"/> Includes differentiation to cater for varied needs and abilities <input type="checkbox"/> Includes targeted use of SSO support time
Weekly/Day Plan Does not need to be submitted	<ul style="list-style-type: none"> <input type="checkbox"/> Briefly outlines daily schedule and planned activities across the week in line with the Whole School Timetable, NIT lessons and changes to program <input type="checkbox"/> Provides information relating to SSO programs/involvement <input type="checkbox"/> Information regarding differentiation strategies for those students with individual learning plans and specific goals

PLANNING	Strategies and practices
Specialist teachers	<p>Learners participate in specialist lessons on a weekly basis. These include:</p> <ul style="list-style-type: none"> - Science - The Arts – Visual Art, Dance, Drama, Music and Media Arts - Languages: Auslan - Digital Technology - Sustainability
Planning for learning differentiation	<p>All educators use a range of learning achievement data to track and monitor student progress. This is seen visually within the classroom, allowing learners to develop an understanding of their own learning and help them to be a part of building their own capacity. Teachers use this data to build upon their programs in line with evidence-based teaching approaches and strategies to support and challenge each learner. Teachers use the Tiers of Intervention to record and plan for differentiation within the subject areas.</p>
Learning support intervention	<p>One Plans are used to guide programs for learners with additional needs. Learning intervention at Watervale Primary also includes best advice programs such as:</p> <ul style="list-style-type: none"> - Speech and Language programs in line with recommendations and support from Speech Pathologists - Primary Maths small group work to support knowledge of Base 10 and Recall of Facts - Literacy Improvement in small supported groups - Extension Numeracy opportunities in the Upper Primary classroom <p>Through the use of data collection, learning charts and knowledge of learners, individual learning needs and stretch are considered in the development of all teaching and learning programs.</p>
Timetable	<p>Learners receive 1 600 minutes of instruction per week at Watervale Primary School. Educators meet guaranteed minimum teaching times for all subject areas, in alignment with DfE's curriculum guidelines:</p> <p>English/Literacy Reception to Year 6: Guaranteed minimum per week: 300 minutes or 5 hours</p>

PLANNING	Strategies and practices
	<p>Mathematics/Numeracy Reception to Year 6: Guaranteed minimum per week: 300 minutes or 5 hours</p> <p>Science Reception to Year 3: Guaranteed minimum per week: 90 minutes or 1½ hours Years 4 to 6: Guaranteed minimum per week: 120 minutes or 2 hours per week</p> <p>HASS Reception to Year 2: Guaranteed minimum per week: 65 minutes or 1^{1/12} hour Years 3 to 4: Guaranteed minimum per week: 90 minutes or 1½ hours Years 5 to 6: Guaranteed minimum per week: 135 minutes or 2¼ hours</p> <p>Technologies Reception to Year 2: Guaranteed minimum per week: 35 minutes or ½ hour & 5 min Year 3 to 4: Guaranteed minimum per week: 65 minutes or 1^{1/12} hour Years 5 to 6: Guaranteed minimum per week: 100 minutes or 1^{2/3} hours</p> <p>The Arts Reception to Year 2: Guaranteed minimum per week: 65 minutes or 1^{1/12} hour Year 3 to 6: Guaranteed minimum per week: 80 minutes or 1^{1/3} hour</p> <p>Languages Reception to Year 6: Guaranteed minimum per week: 80 minutes or 1^{1/3} hours</p> <p>Health & Physical Education: Reception to Year 6: Guaranteed minimum per week: 130 minutes or 2^{1/6} hours</p>
<p>Curriculum planning</p>	<p>Class teachers are responsible for planning in English, Mathematics, Science, Health and PE and Sustainability.</p> <p>Specialist teachers plan for The Arts, Digital Technology, Science and Auslan.</p> <p>General capabilities are developed across the years of school and reflected in the teacher planning. Our site is located on Ngadjuri land</p>

PLANNING	Strategies and practices
	<p>and the culture is reflected in all curriculum areas but with emphasis through Sustainability and HASS.</p> <p>Keeping Safe: Child Protection Curriculum is delivered in alignment with DfE guidelines and is taught through health lessons.</p> <p>The Department for Education scope and sequence documents are used to inform planning in all 8 learning areas.</p>
<p>Family engagement</p>	<p>Strong partnerships with family and community are integral at Watervale Primary School as we recognise that, with this, the best learning is achieved.</p> <p>We use a variety of communication tools including a school website, fortnightly newsletter via SWAY, Facebook page and SeeSaw. Learners use SeeSaw to share positive learning experiences and celebrate achievements. Educators send home term overviews to share the teaching and learning focus for the school term.</p> <p>Learner achievement is reported on in Term 2 and 4 using the A-E grade system via a written report. Parent interviews are offered in Term 1 & 3 and by appointment.</p>

Resourcing The Curriculum

Resources are annually reviewed and prioritised to create and sustain a student-centered learning environment. The following resources support curriculum implementation.

RESOURCING	Strategies and practices
Curriculum leadership	<p>As a small site, the curriculum leadership is the responsibility of the Principal. To ensure continuity and a positive learning culture, all staff collaborate to ensure a viable curriculum is being offered throughout the year levels.</p> <p>We engage with other DfE support personnel to strengthen our knowledge and support base including:</p> <ul style="list-style-type: none"> - Principal Consultant - Curriculum Lead - Support Services Special Educators - Project Officers - Aboriginal Services and Community Education Officers <p>By bringing together a range of personnel, we ensure we are delivering a positive, viable curriculum with opportunities for all.</p>
Teachers and learning support staff	<p>1 full time, 2 part time teachers including classroom and specialist teacher. The principal also has a part time teaching load.</p> <p>8 SSO's support curriculum implementation and provide targeted support.</p>
Staff meeting structure	<p>We hold weekly staff meetings on Tuesdays (change of day if necessary) which consist of:</p> <ul style="list-style-type: none"> - Culture and wellbeing of staff and learners - WHS - Administrative needs - Whole-school professional learning focus <p>This is mapped at the beginning of each school year and given to staff.</p>
Class structures	<p>Junior Primary Class – R – 2 Middle Primary Class - 3 & 4 –8:50 –12:50 Upper Primary Class – Year 5 & 6 – 8:50 – 12:50 Year 3-6 Class - 1:25 – 3:10</p>
Learning spaces	<p>Learners have access to a range of learning spaces with spacious, open classrooms, a resource centre and specialised learning room. There are quiet spaces for intervention and a focus on inspiring spaces has been implemented throughout the school. This enables learners to feel safe, secure and at home within their learning space.</p> <p>Outdoor facilities include lawned area, double basketball court, playground, nature play, vegetable gardens and a shaded area for</p>

RESOURCING	Strategies and practices
	undercover play
Learning resources	<p>Our site is well resourced and has had significant financial investment in:</p> <p>English: decodable readers</p> <p>ICT: Laptops, iPads, 3D printers, robots</p> <p>Mathematics: PMA resources, MTA resources aligned with the drawers of maths as per the Primary Maths Association learning</p> <p>Science: Resources as per the Primary Connections curriculum</p> <p>Updated furniture and resources to support our work around inspiring spaces</p>

Assessing Learning Across The Curriculum

Systematic assessment informs teaching and learning improvement.

ASSESSING	Strategies and practices
Evidence of learning	<ul style="list-style-type: none"> - All teachers embed formative assessment and regularly monitor learning progress through use of the 'Tracking and Monitoring' commitment - Provide learners with feedback using the language from the success criteria - Summative assessment includes assessment tasks aligned to the Australian Curriculum achievement standards and forms the basis of the grades - Gather a range of evidence of learning and are put in folios which are disseminated at the end of the year - Teachers use Brightpath to collaboratively moderate writing assessment tasks - Dibels - Learning Folders
State and national	<ul style="list-style-type: none"> - Annual NAPLAN testing for year 3 & 5 students - Annual PAT testing in Term 3 for all learners Year 1 – 6

ASSESSING	Strategies and practices
	<ul style="list-style-type: none"> - Annual Phonics Check Year 1 - Dibels Yr 2
School-based	<ul style="list-style-type: none"> - A to E grades for year 1 to 6 - Diagnostic testing for phonological awareness, phonemic awareness and orthographic mapping using Dibels, PSC. - Brightpath Writing Assessment – to analyse growth and plan for next steps with teaching. This is in line with our text type map and tracking and monitoring of assessment document. - Frequent diagnostic testing of Base 10 and Recall of Facts - Dibels

Improving Curriculum Delivery

Maintaining high expectations for improving teaching and learning includes consistent and accessible curriculum documentation.

IMPROVING	Strategies and practices
Curriculum planning review	<p>Curriculum maps for learning areas under development Implementation of curriculum planning and agreement around this. Collaborative analysis of student data – data to inform teaching</p>
Pedagogical focus	<p>Improvement Focus: Planning for English and Maths curriculum using data, evidence-based resources and release time with professionals such as Curriculum Lead, Project Officers and Literacy Guarantee Unit, Lisa-Jane O'Connor from PMA.</p> <p>Using of curriculum units to support the continuity of learning.</p>

IMPROVING	Strategies and practices
	Involvement in PMA professional learning community to build students number sense to further develop problem solving and reasoning skills.
Professional learning	<p>Brightpath Writing:</p> <ul style="list-style-type: none"> - Learning intentions and success criteria - Moderation of student work and use of the data within planning - Ongoing feedback - Next steps for learning <p>PMA Maths:</p> <ul style="list-style-type: none"> - Building number sense - Use of Base 10 scripts - Recall of facts - Educating families - Building on educator knowledge of number and positive use of vocabulary <p>Spelling</p> <ul style="list-style-type: none"> - To guide change and support for upper primary spelling programs - Update <p>Fluency reading and Decoding:</p> <ul style="list-style-type: none"> - Use of Sheena Cameron resources and Professional Learning - Site wide commitments to reading focus (comprehension strategy)
Community engagement	<p>Watervale Primary School is highly active within the community and celebrates all there is on offer in line with their inquiry themes. This includes:</p> <ul style="list-style-type: none"> - Book Week - Sports Day - Significant local events - School Concert - Open Days - Parent Learning Opportunities - Family days - Welcoming of others to our Sustainable Friday's - Walks & Talks
School improvement goals	<ol style="list-style-type: none"> 1. To accelerate reading improvement R - 6 2. To excel number improvement R - 6

