

# SCHOOL CURRICULUM PROFILE



## Whyalla Stuart Primary School

### School purpose statement

Whyalla Stuart Primary School is an R-7 school, situated in Whyalla, 380km from Adelaide.

Our mission is to provide a safe, creative environment encouraging:

- Challenging, active learning
- Confident, successful learners
- Socially responsible citizens.

We achieve this with a strong emphasis on, and commitment to, quality teaching across the school.

We believe students are more engaged in their learning when the curriculum is explicit and success orientated, when learning is made visible, when it is differentiated, when student voice is included and when a variety of teaching methodologies are used.

We have a strong focus on student wellbeing and developing a growth mindset, developing students who are successfully able to engage in their schooling and the wider community. This is reflected in our school motto; reaching new horizons.

### School curriculum profile

Whyalla Stuart Primary School's approach to curriculum reflects current global best practice and outlines the school's alignment with the Australian Curriculum. It reflects current practice and outlines the school's purposeful approach to curriculum implementation to ensure all students access the full Australian Curriculum. It provides staff, families, and the community with a broad overview of a coordinated and consistent curriculum approach.

This **school curriculum profile** articulates our pedagogy at Whyalla Stuart Primary School. It outlines the collaboration between students, educators, families and outside agencies 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
<b>Curriculum leadership</b>	Whyalla Stuart Primary School's Leadership Team consists of the Principal, Student Wellbeing Leader, Senior Leader Literacy and Numeracy Improvement and Aboriginal Education Teacher. They work with classroom teachers to support planning and guide teaching to reflect the curriculum learning area content, cross curriculum priorities and general capabilities.
<b>Planning expectations</b>	Teachers design Term Overviews for each learning area which are handed in to Leadership by the end of Week 1 each term. Teachers will use the Department for Education's Curriculum Scope and Sequences to ensure all areas of the curriculum are being covered.
<b>Specialist teachers</b>	Primary – HASS, Science and Visual Arts Junior Primary – Science, Health & Physical Education and The Arts
<b>Planning for learning differentiation</b>	At Whyalla Stuart Primary School teachers use data and high impact strategies to support and challenge every learner based on their individual needs and abilities.
<b>Learning support intervention</b>	One Child One Plan Big Ideas in Number Quicksmart Maths Levelled Literacy Intervention
<b>Timetable</b>	<b>English</b> – 300 minutes per week <b>Mathematics</b> – 300 minutes per week <b>Science</b> – 90 minutes per week R-2, 120 minutes per week Years 3-7 <b>Technologies</b> – 60 minutes per week R-2, 100 minutes per week Years 3-4, 160 minutes per week Years 5-7 <b>Health &amp; Physical Education</b> – 200 minutes per week <b>The Arts</b> – 100 minutes per week R-2, 130 minutes per week Years 3-7 <b>HASS</b> – 60 minutes per week R-2, 100 minutes per week Years 3-4, 120 minutes per week Years 5-6, 140 minutes per week Year 7 <b>Languages</b> – not offered at this time
<b>Curriculum planning</b>	<b>Primary Class Teachers:</b> English, Mathematics, Health & Physical Education, Technologies, The Arts  <b>Junior Primary Class Teachers:</b> English, Mathematics, Technologies, HASS

PLANNING	Strategies and practices
	<p><b>Literacy and numeracy improvement</b> is a focus for all learning areas, by all staff members.</p> <p><b>General Capabilities and Cross Curricula Priorities</b> are embedded into all learning areas with a focus on Growth Mindset.</p> <p><b>Aboriginal and Torres Strait Islanders Histories and Cultures</b> is reflected in classroom activities on a regular basis across multiple curriculum areas. Our school is proud to be on Barngarla land.</p> <p>All teachers teach the <b>Keeping Safe: Child Protection Curriculum</b> as part of our wellbeing and health programs.</p>
<b>Family engagement</b>	<p>Classroom teachers maintain communication with parents and the school community through individual communication methods.</p> <p>Classroom and school communication (Newsletters, Facebook, Emails, Front Office displays and classroom displays) highlight classroom and specialist learning events and activities.</p> <p>Families are invited to school events and individualised class events.</p> <p>An Open Afternoon is held in Week 2 Term 1 and a Shared Breakfast is held in Week 2.</p> <p>Parent Teacher Interviews are held in Term 2. Teachers use this time to go through student reports with parents/caregivers.</p> <p>One Child One Plans are formulated and reviewed as required.</p>

## Resourcing the curriculum

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

RESOURCING	Strategies and practices
<b>Curriculum leadership</b>	Senior Leader Literacy and Numeracy Improvement, Principal, Student Wellbeing Leader, AET
<b>Teachers and learning support staff</b>	8 full time teachers including classroom teachers, specialist teachers and Aboriginal Education teacher.

RESOURCING	Strategies and practices
	<p>SSO's support learning needs in class for both individuals and targeted groups. This can include individualised speech programs.</p> <p>Classroom teachers design differentiated learning for all students to master curriculum concepts.</p>
<b>Staff meeting structure</b>	<p>3:30-4:00pm Tuesday Administration Meeting</p> <p>4:00-5:00pm Tuesday Professional Development based on our School Improvement Plan and Department for Education priorities.</p>
<b>Class structures</b>	<p>We have two Junior Primary classes and 3 Primary classes and the structure can be seen below.</p> <p>Year R/1/2  Year 1/2/3  Year 3/4/5  Year 5/6  Year 7</p>
<b>Learning spaces</b>	<p>Our two Junior Primary classes are situated upstairs in our Admin building, along with a specialist teaching classroom, fully functioning kitchen, SSO room and the Chill Zone (which is a space where students can go if they are having difficulty regulating their emotions).</p> <p>On the lower level is the Aboriginal Education Room and the Computer Room.</p> <p>All of our Primary classes are located on the ground floor of our second building. We share the library with Stuart High School and also have access to the gym and hall.</p> <p>Our school is fully fenced, with the main gate being opened in the morning at 8:30 and then locked at 8:50am.</p> <p>On our grounds we have playgrounds, swings, a basketball and hardcourt area, nature play area and grassed oval.</p>
<b>Learning resources</b>	<p>We have a Computer Room which contains 26 desktop computers. Classes are also able to borrow laptops and IPADS for use in addition to the desktop computers they have in their classrooms. All classrooms have Interactive Whiteboards in their classrooms and the school has recently upgraded to a new model in the Computer Room and Meeting Room.</p> <p>We have a diverse amount of mathematics manipulatives which is used to assist students with their learning.</p>

RESOURCING	Strategies and practices
	The school has created decodeable texts which are available for each class.

## Assessing learning across the curriculum

Systematic assessment informs teaching and learning improvement.

ASSESSING	Strategies and practices
<b>Evidence of learning</b>	All teachers embed formative assessment and regularly monitor learning progress, identifying gaps to provide appropriate learning intervention. Data is collated centrally and analysed regularly with staff.
<b>State and national</b>	Year 1 Phonics Screening Check A-E Grades Years 3, 5 & 7 NAPLAN PAT R PAT M EALD AECD
<b>School-based</b>	Jolly Phonics Running Records Big Ideas in Number Spelling Mastery LeST (MOTIF)

## Improving curriculum delivery

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

IMPROVING	Strategies and practices
<b>Curriculum planning review</b>	All teachers are required to send their planning to their Line Manager at the beginning of each term. Staff analyse students learning data with support from the Senior Leader in Literacy and Numeracy Improvement twice a term.
<b>Pedagogical focus</b>	Learning Intentions and Success Criteria Differentiation Growth Mindset

IMPROVING	Strategies and practices
	Ongoing Feedback
<b>Professional learning</b>	Weekly Professional Development Staff Meetings focusing on literacy & numeracy improvement and student wellbeing. Regular Pupil Free Days for professional development for all staff
<b>Community engagement</b>	Assemblies, Learning Expo, Sportsday, End of Year Concert and Special Days showcase improvement and celebrate teaching and learning.
<b>School improvement goals</b>	<p><b>Goal 1</b> Increase the number of students meeting the Standard of Educational Achievement for Reading.</p> <p><b>Goal 2</b> Increase the number of students meeting the Standard of Educational Achievement for Numeracy.</p>

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