



Help for non-English speakers

If you need help to understand the information in this outline, please contact Administration.

Purpose

The core purpose of Serpell 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

This outline addresses how Serpell Primary School aims to implement a dynamic curriculum that:

- is engaging and relevant and enables students to develop deep levels of knowledge, processes, and skills for life-long learning.
- is differentiated in approaches to teaching that cater for the needs of students with a range of interests, abilities, and skills.
- provides opportunities for students to think, reflect and become independent, resourceful and adaptable learners.
- is based on the Victorian Curriculum, with overarching principles being provided from the Framework for Improving Student Outcomes (FISO 2.0).
- ensures that curriculum development maximises guidelines published by the Department of Education and Training (DET), The Victorian Curriculum and Assessment Authority (VCAA & Victorian Curriculum), Australian Curriculum Assessment and Reporting Authority (ACARA), and The Council of International Schools (CIS) accreditation standards and Code of Ethics.
- provides a commitment to the implementation of international and intercultural perspectives within the curriculum.
- differentiates curriculum content and standards of achievement to address specific needs of all students, this includes high achieving students, gifted students, special learning needs, disabilities, impairments, English as an additional language and intervention programs.

Outline

Innovative curriculum and a culture of excellence creates a stimulating learning environment at Serpell Primary School that engages and challenges students to achieve personal growth.

Students develop intercultural understandings as they learn to value identity through the experience of culture, language, and beliefs. They learn to appreciate commonalities and differences in diverse cultural perspectives and practices. Students develop dispositions such as empathy and respect towards other cultures by creating connections with others. Students have a sense of how their own role as a world citizen can shape sustainable communities locally, nationally, and internationally.

The leadership team focuses on 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.

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.



Serpell Primary School Curriculum Framework Outline



Whole school professional learning opportunities will be provided, and Performance Development Plans for all staff members will be developed that cater for understandings of the Victorian Curriculum in line with the School Strategic Plan and Annual Implementation Plan.

Implementation of the Victorian Curriculum across the school will provide all students with a sequential curriculum framework that guides their learning, as well providing measures of learning achievement that allow students, teachers, and parents the opportunity to assess student performance against expected achievement standards. A school Assessment Schedule informs decisions on planning, curriculum delivery and reporting on student progress.

Teaching and learning teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. 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, Languages (Greek and Mandarin), Visual Arts and a Literature (Library) program.

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 sport competitions as well as providing opportunities for students to participate in Music and the Performing Arts. Supportive curriculum initiatives and programs include Literacy, Maths Support and Extension and Reading Recovery, English as an Additional Language (EAL), Health Education, and the Program for Students with Disabilities.

Home learning (homework) supports classroom teaching and learning across all year levels.

Digital Learning will be integrated wherever possible as part of planned curriculum, teaching and learning. Use of technology will be guided by the SAMR Model, guiding incremental development of how it is utilised in the classroom.

The timetable is structured on a weekly basis. Each period is 60 minutes and there are 5 lessons taught per day. Curriculum areas covered include:

Curriculum Area	Description	Time Allocation
English	English learning will encompass the modes of Reading and Viewing, Writing, and Speaking and Listening. This can include integrating literacy teaching across other areas of learning, including Library.	It is expected that ten hours of literacy be scheduled each week.
Mathematics	Mathematics teaching will encompass the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability as outlined in the Victorian Curriculum. This could be integrated across other areas of learning.	It is expected that 5 hours of Mathematics be scheduled each week.
Health and Physical Education	All students to participate in a specialist session, each week. Additionally, Year 3-6 students participate in a weekly sport session, with Year 5 and 6 participating in Interschool Sport.	It is expected that 1-2 hours of Physical Education be scheduled each week.
Languages	The school will provide tuition in a Language other than English from Prep to Year 6 by a suitably qualified teacher and report student achievement for students in Year 5 and 6.	It is expected that 1 hour of Languages will be scheduled each week.
Digital Technologies	Digital technologies will be embedded across the whole school curriculum.	Embedded across the curriculum.



The Arts	The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Where possible, The Arts activities will be integrated with the other areas.	It is expected that 1 – 1 ½ hours of The Arts will be scheduled each week.
Science and The Humanities	The Humanities include, Civics and Citizenship, Geography and History. The Humanities will be taught twice a year in term three and four. The Science curriculum will be delivered by teachers to the students through the Primary Connections units written by the Australian Academy of Science. Science units will be taught twice a year in terms two and four.	It is expected that 5 hours will be scheduled each week.
Capabilities	The Capabilities include, Critical and Creative Thinking, Ethical Capability, Intercultural Capability, and Personal and Social Capabilities. These Capabilities will be embedded across the whole school curriculum.	Embedded across the curriculum.

A range of thinking curriculum tools such as the Philosophy program will compliment this curriculum.

Assessment and Reporting: Parent Teacher Interviews are offered twice per year – in term 1 and term 3. To compliment these interviews, formal written reports that indicate a student's progress against Victorian Curriculum are made available in June and December. Student learning outcomes data will be reported in the Annual Report to the School Community, provided to the DET, and available on the State Register maintained by the Victorian Registration and Qualifications Authority.

Commitment to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs. The school will liaise with DET to provide suitable programs and resources to support the delivery of high-quality schooling for students with disabilities. A Special Needs/Inclusion Co-ordinator (Assistant Principal) oversees the Program for Students with Disabilities.

More Information and Resources

- Victorian Curriculum and assessment Authority (VCAA): <http://victoriancurriculum.vcaa.vic.edu.au/>
- Framework for Improving Student Outcomes: <http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx>
- Department of Education and Training (DET): <http://www.education.vic.gov.au/Pages/sitemap.aspx>
- Council Of International Schools (CIS): <http://www.cois.org/>

Review

Outline last reviewed	This outline was last updated on the 15 th of February 2022.
Approved by	Principal
Next scheduled review date	This outline will be reviewed as required.