



# Curriculum Framework Statement

The core purpose of Streeton 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.

Streeton Primary School prides itself on being a child safe environment. Our school actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm within our school environment, in accordance with their legal obligations including child safe standards.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. Curriculum initiatives include Little Learners Love Literacy, the Cafe and Daily 5 Literacy programs, the Writers Workshop, 6 + 1 Traits of Writing, Victorian Curriculum for Mathematics, Growth Mindset resilience and welfare program, The Berry Street Education Model (BSEM) strategies to support teachers to increase engagement of students with complex, unmet learning needs and successfully improve *all* students' self-regulation, relationships, wellbeing, growth and academic achievement and the URSTRONG whole-school strategy that empowers kids with friendship skills to create cultures of kindness in schools. The school is a sustainable school with a dedicated Kitchen/Garden 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 Language (Mandarin), Visual Arts, Performing Arts and STEAM. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of outdoor education camps, excursion and incursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in an opt-in instrumental 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, sustainability and digital technologies. Specialist programs from Foundation to Year 6 are delivered for Visual and the Performing Arts, STEAM and Language (Mandarin). Physical Education, Kitchen/Garden and Library are also taught in designated specialist learning spaces. Supportive curriculum initiatives and programs include Literacy and Maths.

The school has School Administration and School Improvement teams. These teams focus on literacy, numeracy, digital technologies, sustainable schools, access (welfare), assessment and reporting and personalised learning.

All staff attend staff meetings on a fortnightly basis to ensure there is a consistent understanding of our strategic direction, processes and procedures. Staff are also members of Professional Learning Teams and within these teams meet weekly to work through the 'Evaluate and diagnose', 'prioritise and set goals', 'Develop and plan' and 'Implement and monitor' cycle. Staff have worked with The High impact Teaching Strategies and Data pertaining to Mathematics.

The leadership group is focussed on a 4-year planning cycle 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. The Department uses Differentiated School Performance Groups to inform how it undertakes school reviews and supports schools' improvement processes.