 Pascoe Vale North Primary School

**VICTORIAN CURRICULUM STATEMENT**

Pascoe Vale North Primary School’s motto **‘Rise to Excellence’** establishes a focus on learning which then embodies challenge and risk taking.

We pride ourselves on having a **supportive culture** where everybody is valued. Our community is important to us. At Pascoe Vale North Primary, we believe that the educational process is a joint responsibility of the school and home, and we seek to involve parents in their child’s educational program. We are committed to the academic, social and personal growth of every student.

The school endeavours to develop motivated, creative and independent learners who demonstrate strong social values and whose self-management, resilience and confidence is evident when interacting with others.

Whilst English and Mathematics are a priority at PVNPS, developing students’ **curiosity** about learning is integral in their development, with the incorporation of digital technologies embedded within this learning. The school invests heavily in providing all students access to a device when required. Digital technologies are used throughout the school as learning and research tools. We have initiated a BYOD program in 2021 and this will greatly benefit our student accessibility to information and collaboration.

We offer a range of **Specialist programs** for all students. This includes Physical Education, Visual and Performing Arts, (including instrumental music classes), STEM (Science, Technology, Engineering & Mathematics), and LOTE (Auslan). Sustainability is incorporated into units of work, nude food and recycling programs are both implemented. Pascoe Vale North Primary has a strong focus on student wellbeing and have implemented the Resilience Project, Smiling Minds Wellbeing program and incorporates key elements of the Rights, Resilience & Respectful Relationships program in all levels across the school.

School camps are undertaken in years 3-4 and 5-6 annually. Swimming is also undertaken at the P-2 grade level. The school is an active participant in interschool and district sports competitions. Opportunities for students to participate in choir, school band and end of year school concert celebrations are offered. The school implements various excursions and incursions based on the curriculum being covered. We open our school to the community for many occasions including Art show & Discovery Learning Day. Other special events are celebrated including Harmony Day, Reconciliation Day & Anzac Day.

The school uses the Victorian Curriculum to plan units of work across all domains, embedding Personal and Social, Ethical, Intercultural, Critical & Creative Thinking Capabilities.

Professional Learning Communities are embedded across the school, where teams work collaboratively to discuss student achievement and develop comprehensive units of work.

Teachers use **assessment data** to cater for the growth of their students and plan their teaching and learning within their teams. **Individual Learning Plans** are created for students if required, to further assist in their growth and the partnership from home. Student Support Group meetings are organised every term to discuss goals and targets for students who are funded under the Program for Students with Disabilities.

A whole school assessment schedule is implemented F-6, incorporating formative and summative assessment. Assessment informs planning, ensuring the delivery of differentiated learning opportunities for all students. Teachers use Fountas and Pinnell for running records, Essential Assessments for Reading and Mathematics and design pre and post common assessment tasks. Teachers moderate student writing across the school. Data is collated and analysed by the leadership team to track and monitor growth and identify opportunities for improvement and supports.

A 1:1 ‘Meet the Teacher’ opportunity is organised at the beginning of the year in Term 1 to establish the home school partnership. Written reports are provided to families mid-year, supplemented with a ‘Three-Way Conference’ and again at the end of year.

Staff professional learning is a priority to ensure that our teachers are highly skilled with evidence based research to prepare our students for a changing and challenging world. The school implements an internal professional development program for all staff, aligned to school goals and improvement focus areas, informed by the Annual Implementation Plan. The Framework for Improving Students Outcomes (FISO) underpins all professional learning, to ensure a focus on continuous improvement and the achievement of positive change.

The school adopts the Workshop Model for our pedagogical teaching approach for Reading and Writing. This model is underpinned by the Gradual Release of Responsibility moving from teacher modelling to independent student application through modelled, guided, collaborative & independent work. We use the phrase ‘I Do, We Do, You Do together and You do Alone to scaffold student learning. Instructional teaching approaches that scaffold the learning of all students of all students to reach their capacity, building on prior knowledge and actively involving the student learning process. High Impact Teaching Strategies (HITS) are implemented across all curriculum areas. We use a structured framework to deliver the mathematic curriculum to develop students’ numeracy skills. We strive to develop behaviours and dispositions that students need in order to use mathematics in a wide range of situations. Our mathematics instructional model incorporates the stages: Anticipate, Launch, Explore, Summarise, re-launch, re-explore and re-summarise. We use the Moto ‘You Do, We Do, You Do’.

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| Last reviewed  | November 2023 |
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| Next scheduled review date  | 2027 |