



No. 2479

# DIGGERS REST PRIMARY SCHOOL

Plumpton Road, Diggers Rest Vic. 3427

PHONE: 9740 1391

## DRPS POLICY: *Curriculum Statement*

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### HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy please contact Diggers Rest Primary School

## CURRICULUM STATEMENT

The core purpose of this school is to empower all students to excel through a culture of high expectations, purposeful relationships, challenge and support. The school seeks to inspire our learners with the understandings and capabilities needed to engage and thrive in an ever-changing world. We believe:

- Every child deserves a champion – an adult who will never give up on them, who understands the power of a connection, and insists they become the best they can possibly be.
- Meaningful learning is achieved through effort and challenge.
- Exemplary practice is informed by research and inquiry.
- Strong relationships need to be fostered and cultivated.
- Collaboration makes a difference.
- High expectations set strong standards and encourage all to be the best they can be.
- Academic, social and emotional development is strengthened through a commitment to community.

Diggers Rest Primary School provides a comprehensive curriculum with a strong focus on literacy and numeracy. Curriculum initiatives include the 'Respectful Relationships learning sequence, STEM (Science, Technology, Engineering, Math), a focus on math proficiencies and incorporation of 'The Big 6' in reading. The school is proud of its E-Smart accreditation which is supported by a 1:1 BYOD program for students in years 3-6. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities, Digital Technologies and Civics and Citizenship. 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, Language (Italian), and Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of incursion and excursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music.



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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 the humanities, science and digital technologies. Specialist programs from Prep to Year 6 are delivered for Physical Education, Visual and the Performing Arts, and Language (Italian). Tier 2 intervention supports the learning of all students in literacy and numeracy and a math extension group focuses on the development of reasoning and problem solving in selected students.

The school has a School Improvement Teams with curriculum leadership and teacher membership from each level of the school. These teams focus on key goals identified through the Annual Implementation Plan. Leadership support the development of professional learning communities through the collection and analysis of learning progress at all levels. The leadership group is focused on 4–5 year 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. 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.

## STATEMENT REVIEW & APPROVAL

Policy last reviewed	26/10/2022
Consultation	School Leadership Team, Consultative Team & School Council
Approved by	Principal & School Council
Next scheduled review date	26/10/2026