

Parkhill Primary School Curriculum Framework

PURPOSE

Parkhill's core purpose as defined in our Statement of Values and School Philosophy is to nurture success and for our students to develop into well-rounded individuals: to become inquirers, knowledgeable, thinkers, balanced, principled, open-minded, caring, risk takers, reflective as well as strong communicators.

CURRICULUM

The school provides a comprehensive curriculum following the Victorian Curriculum, with a strong focus on literacy, numeracy and inquiry. Our agreed whole school structures include CAFE in Reading Workshop, Seven Steps to Writing Success, inquiry and STEAM. We are a Just Get Active school, as well as a Sun Smart school.

Literacy and numeracy are taught in specific sessions, but are also linked to our inquiry learning. Our inquiry learning encompasses the learning areas of Science, Humanities, History, Geography, Economics, Digital Technologies, Design and Technologies, Civics and Citizenship, and Health. These curriculum areas are also cross referenced with the literacy and numeracy program to ensure sufficient time is allocated. Critical and creative thinking, ethical and intercultural capabilities are taught throughout the inquiry process and within all relevant learning areas.

Specialist teachers provide instruction in Physical Education, Language (Chinese), Visual Arts and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of outdoor education camps and excursions. Parkhill is an active participant in district sports competitions. We have a community garden that supports our garden program. We have a media arts-based program called Parkhill TV for the upper years. We provide opportunities for students to participate in instrumental music, choir, recorder, clarinet, saxophone, keyboard and piano, drums and guitar.

ADDITIONAL PROGRAMS

Parkhill supports those students who have additional needs through the following programs: Quick Smart, EAL program, literacy support, STEAM extension groups and GATEWAYS. The school has Curriculum and School Improvement teams, each with a curriculum leader and teacher membership from each level of the school. These teams currently focus on STEAM, writing, wellbeing and connected learning.

CURRICULUM PLANNING

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.

ALLOCATION OF LEARNING TIME (PER WEEK)

Learning area	F/1		Y2/3/4		Y5/6	
	#	%	#	%	#	%
Literacy	15	44	12	34	13	38
Mathematics	5	15	6	17	6	17
inquiry	4	12	5	15	4	11
Social & Emotional	4	12	3	9	3	9
Library	1	3	1	3	1	3
Physical Education	1	3	1	3	1	3
Performing Arts	1	3	1	3	1	3
Visual Arts	1	3	1	3	1	3
LOTE	1	3	1	3	1	3
Sport	1	3	2	6	3	9
Garden	1	3	1	3	0	0
TOTAL	34	100	34	100	34	100

7 periods per day = 35 periods per week - Assembly = 34

INQUIRY LEARNING

Inquiry learning collected together many learning areas in an action-oriented learning sequence. Students are drawn in from the planning stage to focus the learning in the direction they want to go.

Inquiry learning gathers the following learning areas when relevant: Humanities, Geography, History, Economics, Civics and Citizenship, Digital Technologies, Design and Technologies, Science, Health, as well as Critical and Creative Thinking, Ethical and Intercultural Capabilities.

Our inquiry process is as follows:

The Inquiry Learning Cycle



Image: <http://blog.istp.org/the-inquiry-learning-cycle>