

SCHOOL CURRICULUM PROFILE



Reynella Primary School

School purpose statement

“Building a culture of thinking within our community to develop successful learners, people and citizens.”

School curriculum profile

Our school operates in a happy, collaborative educational setting where our students play an active role in their own learning. We offer a rich and safe learning environment and have an enduring focus on building the essential skills of Literacy and Numeracy; without these higher order learning cannot be developed. We support our students to be problem solvers who can think creatively and critically as well as resourceful users of learning technologies. Strong thinking skills are the building blocks that enable students to better know, influence and shape their world.

We explicitly teach our students how to learn as well as what to learn through our **Mindsets for Learning**:

Resilience – Reflection – Focus – Responsibility – Collaboration

We believe it is crucial to provide opportunities for students to influence their learning in and beyond the classroom and create a culture where everyone inspires and encourages each other. We have five **Student Action Teams** who meet regularly to contribute to many aspects of school life. They are:

Environment – Communication – Citizenship – Wellbeing – STEM

Planning the curriculum

Reynella Primary School’s approach to curriculum reflects current research and evidence based practices and outlines the school’s purposeful approach to curriculum implementation to ensure all students access the full Australian Curriculum. It provides staff, families, and the community with a broad overview of a coordinated and consistent curriculum approach.

To meet the diverse needs of our unique school context and community, we take the following approaches to implement the Australian Curriculum learning areas, general capabilities and cross curricular priorities for all learners.



PLANNING	Strategies and practices
Curriculum leadership	Reynella Primary School currently has a leadership team consisting of 4 leaders: Principal, Deputy Principal (Learning Improvement, Intervention and Support), Senior Leader (Innovative Pedagogies in STEM) and Student Wellbeing Leader.
Planning expectations	<p>All teachers maintain up-to-date teacher programs which are shared with line managers.</p> <p>Learning Communities (year level teams) collaborate to develop term and year level planners reflecting current practice.</p> <p>Plans can be accessed digitally to ensure transparency and consistency across classes/year levels.</p> <p>All plans outline and identify our shared literacy and numeracy expectations. Unit plans are developed collaboratively and designed to teach and assess the Australian Curriculum standards</p>
Specialist teachers	<p>French</p> <p>Physical Education</p> <p>Performing Arts: Music and Drama</p>
Planning for learning differentiation	<p>All teachers use data and high impact strategies to support and challenge every learner regardless of their starting point. These strategies include:</p> <ul style="list-style-type: none"> ○ Sharing learning intentions and success criteria with students ○ Students developing goals in Reading, Numeracy and Writing ○ Implementing a balance of explicit instruction, problem solving and inquiry ○ Designing rigorous learning opportunities that have an entry point for all learners regardless of ability ○ Providing learning experiences that are authentic, contextual and engaging ○ Explicitly developing learning behaviours – Mindsets for Learning ○ Providing opportunities and scaffolding for students to collaborate ○ Building the capacity of our students to be curious; to ask great questions that are probing, extending, revising and reflective ○ Intentionally utilising Thinking Routines across all learning areas ○ Utilising formative assessment practices to provide timely feedback ○ Seeking feedback from students ○ Providing opportunities for students to show what they know, can do and understand in different ways ○ Collaborating with peers through Learning Communities and Professional Learning Teams
Learning support intervention	<p>We offer ‘waves’ of intervention that are targeted to individual student needs and One Plan goals. Students who require additional support are identified through regular tracking and monitoring of data. We are intentional and responsive, intervening as necessary by working collegiately with Department of Education Support Services and private providers.</p> <p>‘Wave 1’ support is provided in classrooms through differentiated classroom</p>

PLANNING	Strategies and practices
	<p>teaching practice.</p> <p>'Wave 2' is additional targeted interventions for small groups of students with a focus on literacy, numeracy and social skills including MIniLit and MacqLit (Literacy) as well as <i>What's the Buzz</i> (social) and <i>Fun Club</i> (gross motor skills). In addition we run a Targeted literacy intervention, run by a teacher, for identified year 1 students struggling with Reading.</p> <p>'Wave 3' is intensive and highly personalised, individual support to those students who meet the Department of Education Inclusive Education Support Program (IESP) eligibility criteria.</p>
<p>Timetable</p>	<p>English daily with 300 minutes per week.</p> <p>Mathematics daily with 300 minutes per week.</p> <p>Daily literacy instructional routine reception to year 2.</p> <p>STEM 120 minutes per week.</p> <p>Physical Education and French – two lessons per week.</p> <p>Performing Arts – one lesson per week.</p>
<p>Curriculum planning</p>	<p>Class teachers: are responsible for Health, Media Arts, Visual Arts, Technologies, Science, Mathematics, English and HASS.</p> <p>Classrooms are located in buildings with similar year levels and the NIT roster is developed to encourage and support collaborative planning.</p> <p>Learning Technologies: iPads are utilised across the JP school (1:2 ratio) to enhance learning. Google Classroom is used in years 3 – 7. Any use of devices is intentional and deliberate, designed to support and enhance learning and not add to the screen time usage of children.</p> <p>STEM: The Reynella Solution Cycle is used to promote deep thinking about real-world issues in our community and produce creative and effective solutions: Empathise – Discover – Ideate – Create – Improve</p> <p>Our STEM learning approach aims to foster critical and creative thinking while providing a highly engaging, real-world context for the Mathematics curriculum.</p> <p>School choice: for Performing Arts is Music and Drama. <i>Footsteps</i> are engaged each year to conduct dance lessons R-7.</p> <p>Literacy and Numeracy: Improvement is an ongoing focus across all learning areas.</p> <p>General Capabilities: Are intentionally implemented across the years of schooling with a whole site focus on building critical and creative thinking in our students. Thinking routines are regularly utilised across the school as well as targeted questioning, collaboration and Community of Inquiry.</p> <p>Sustainability: renewable energy, repurposing, composting and recycling are managed through the Environmental Action Team.</p> <p>Aboriginal and Torres Strait Islanders Histories and Cultures: We have a fulltime ACEO who works alongside teachers to support planning and programming across the site as well as working with our ATSI students and their families.</p> <p>Keeping Safe: Child Protection Curriculum: implemented as part of the Health curriculum – there is a Scope and Sequence in the school.</p>

PLANNING	Strategies and practices
	The Department for Education's Scope and Sequence documents inform planning in all eight areas of learning.
Family engagement	<p>Class teachers utilise a variety of modes of communication to share learning with the community. <i>Seesaw</i> is used across R-3 on which each child has their own personal profile. <i>Google Classroom</i> and Class Blogs are used in years 3-7 to share learning and communicate with parents.</p> <p>The school has a closed Facebook group where learning is celebrated and shared. <i>Skoolbag</i> is our preferred means of communication with our community, including as a platform to publish our regular newsletter – 'The Grapevine'.</p>

Resourcing the curriculum

Resources are annually reviewed and prioritised to create and sustain a student-centred learning environment. The following resources support curriculum implementation.

RESOURCING	Strategies and practices
Curriculum leadership	<p>RPS currently has a leadership team consisting of 4 leaders: Principal, Deputy Principal (Learning Improvement, Intervention and Support), Senior Leader (Innovative Pedagogies in STEM) and Student Wellbeing Leader.</p> <p>STEM is a focus at our school and teachers work collaboratively alongside the Senior Leader to implement STEM inquiries across the site.</p>
Teachers and learning support staff	<p>22 full time, 13 part time teachers including classroom, specialist and learning support teachers (literacy)</p> <p>School support officers support learning needs in class and for targeted groups and individuals</p> <p>Aboriginal Community Engagement Officer (ACEO) – we have a permanent placement who works 30 hours per week.</p> <p>Year level teams are formed to leverage learning area strengths</p> <p>Class teachers and support staff collaboratively design learning for all learners to master curriculum concepts</p> <p>PCW – we have a pastoral care worker who supports our students and families.</p>
Staff meeting structure	<p>3.30 – 5.00 each Tuesday. Staff meetings consist of:</p> <ul style="list-style-type: none"> • 2 x Learning Communities each term (monitoring and analysing data). • 3 x Professional Learning Teams each term (self-driven professional learning). • Cold Write moderation – to support our focus on Writing. • One Plan – Intervention/Support meeting each term. • Other identified professional learning opportunities.

RESOURCING	Strategies and practices
Class structures	<p>Reception and some year 1 classes are located in Carew.</p> <p>Year 1 and year 2 students are located in Reynella and Morphett.</p> <p>Year 3 and year 4 students are located in Kurna.</p> <p>Year 4 – 7 students are located in Billabong.</p> <p>Class sizes: Reception to year 2 – 24.</p> <p>Year 3 to 6 average class size – 28.</p>
Learning spaces	<p>The school is organised in to 7 buildings, 4 containing 4 classrooms and one large building containing 8 classes. There is a main building that houses the library, Performing Arts and Mind Hub (STEM space). There is a separate Hall that has the canteen adjoining it. Within the buildings there is a dedicated computer room, pastoral care space and a Learning Hub (Curriculum SSO space) and a Kurna cultural room. The school has two ovals, several playgrounds and a COLA (covered outdoor learning space).</p>
Learning resources	<p>The school is very well resourced. R-2 students have 1 iPad between 2 and 3-7 students have 1 Chromebook between 2 students. There are numerous resources across the school to support Reading, including decodable readers, Heggarty's Phonemic Awareness Program, PM Benchmark kits, Fountas and Pinnell assessment kits and various comprehension resources.</p> <p>All classrooms are fitted with Front Row speaker systems that support students with hearing and/or auditory processing needs.</p>

Assessing learning across the curriculum

Systematic assessment informs teaching and learning improvement.

ASSESSING	Strategies and practices
Evidence of learning	<p>All teachers embed formative assessment and regularly monitor learning progress, identifying gaps to provide appropriate learning intervention.</p> <p>Quality, growth oriented feedback against success criteria provide students with next steps for learning – students develop Reading, Writing and Numeracy goals.</p> <p>Teachers collaboratively moderate assessment tasks and student results for consistent grading against the Australian Curriculum achievement standards</p> <p>Intervention data/progress is recorded on a Google sheet so that it is readily available to both teachers, SSOs and leadership and used to track and monitor One Plan, literacy and numeracy progress.</p>
State and national	<p>Phonics screening check (year 1)</p> <p>NAPLAN (year 3 and 5)</p> <p>Progressive Achievement Test (PAT) Reading and Mathematics (year 3 to 6)</p> <p>Running Records (instructional level)– Reception, year 1 and year 2</p>

ASSESSING	Strategies and practices
	Learning English; Achievement & Proficiency (LEAP) levels for English as an additional language or dialect (EALD) learners
School-based	<p>Running Records (independent level up to 26) twice a term</p> <p>Fountas and Pinnell benchmarks up to Z once a term</p> <p>Cold Write levels each term</p> <p>Multiplicative Thinking continuum – plotting once a term</p> <p>PASM – twice a year in Reception, terms 1 and 4</p> <p>A – E grades years 1 – 6</p> <p>WARL/WARP for children in MiniLit and MaQlit</p>

Improving curriculum delivery

Maintaining high expectations for improving teaching and learning includes consistent and accessible curriculum documentation.

IMPROVING	Strategies and practices
Curriculum planning review	Learning Communities – teachers review higher band student progress twice a term and document progress and accommodations which is shared with leadership
Pedagogical focus	<p>A relentless focus is on Literacy and Numeracy and providing authentic and engaging opportunities for students to be demonstrating their knowledge, skills and understandings.</p> <p>Line managers conduct Learning Walks in term 1, and weekly Classroom Walkthroughs from term 2.</p>
Professional learning	<p>Professional Learning Teams and individuals focus on:</p> <ul style="list-style-type: none"> • Writing – VCOP/BigWrite • Numeracy – implementing a pedagogical approach that has a balance of explicit teaching and inquiry based problems • Reading – Daily 5 and Café – focus groups – Big 6 – phonemic awareness • STEM – Putting the ‘M’ in STEM • Differentiation
Community engagement	Open days, family nights and student exhibitions showcase improvement and celebrate teaching and learning
School improvement goals	<ul style="list-style-type: none"> • Increase the number of primary students achieving and being retained in the higher bands in Reading • Increase the number of primary students achieving in higher bands in Numeracy • Increase the number of students achieving SEA in Writing

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