TEACHING AND LEARNING POLICY

RATIONALE

The core purpose of this school, as outlined in the Strategic Plan, is to provide a rich, connected learning community that is inclusive and maximises opportunities for all. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and inclusivity, and whose leadership, resilience and self-esteem is evident when interacting with the community.

AIM

The purpose of this policy is to outline the core teaching and learning that underpins classroom practice at South Yarra Primary School.

IMPLEMENTATION

Curriculum

South Yarra Primary School uses the Victorian Curriculum to guide teaching and learning. Our focus is strongly on the explicit teaching of Literacy and Numeracy, as an essential basis for future learning, and on values education and respectful relationships.

Literacy

The school provides a comprehensive curriculum with a strong focus on initiatives that enable differentiation to meet individual student needs. Explicit teaching of reading, comprehension and writing as well as technical processes such as phonic knowledge, spelling, grammatical knowledge and pronunciation are key components of the literacy program from Prep – Grade 6.

Numeracy

Authentic mathematical experiences feature problem solving, rich assessments, hands-on learning, number fluency, differentiated learning activities (enabling and extending), and open ended tasks in the curriculum areas of number and algebra, statistics and probability, measurement and geometry.

Social and Emotional Learning

South Yarra Primary School is a 'Better Buddies' school, promoting positive school interactions and engaging school communities in student wellbeing. Within the classroom, students engage in learning that promotes the school values of Caring, Including Others, Valuing Differences, Friendliness, Responsibility and Respect. All teachers display and use the SYPS Student Wellbeing Support processes. The Student Wellbeing School Improvement Team review the whole school SEL scope and sequence to plan term focus areas. Classroom based activities from the Respectful Relationships and the Better Buddies curriculum and resources at all year levels of the school include Restorative Practices such as Circle Time, Buddy Programs and the 'Come and Sit with Me' Program. The school is SunSmart and e-Smart accredited. It is also an Asthma Friendly School. The Junior School Council also has a key role in SEL promotion at assemblies.

Other Curriculum Areas

In addition to the comprehensive classroom programs offered in Literacy and Numeracy, an Inquiry Learning approach is applied which addresses the curriculum areas of Science, The Humanities, Technologies and Health Education. At South Yarra Primary School we follow the e5 pedagogical model.

These aspects of the curriculum are integrated within the literacy program. The Cross-curriculum Priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability are addressed through Inquiry Learning as well. Furthermore, the four capabilities of Critical and Creative Thinking, Ethical, Intercultural, Personal and Social are also integrated.

Specialist teachers provide instruction in Physical Education, Language other than English (LOTE, French), and Visual and Performing Arts (Terms 2 – 4). Interdisciplinary, personal and social learning are addressed within these domains and supported by a range of outdoor education camps and excursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental musical programs and extra-curricular art, chess and lego classes.

Support and Enrichment
The school offers a number of different initiatives to support students working below and above expected levels. Support programs in English include Toe by Toe and EAL and Literacy Intervention programs. Support and Enrichment within the classroom takes place through a differentiated program and small group explicit teaching practices. Individual Learning Plans are co-constructed between parent and teacher for students receiving extensive adjustments outside of the everyday classroom curriculum.

Planning
Professional Year Level Teams (Prep, Year 1, Year 2, Year 3, Year 4, Year 5 & 6 and the Specialist Teacher Team) ensure scope and sequence and curriculum implementation is monitored across the school. Non-negotiable explicit teaching practices and methodology is published in the SYPS Pedagogical Model to ensure consistency across the school. Each level team is responsible for core curriculum planning and delivery in Literacy, Numeracy and Inquiry Learning in line with the SYPS Pedagogical Model. A school wide coaching program is used to support and guide teachers in curriculum implementation of Literacy and Numeracy. Teachers also utilise the expertise of our Literacy Learning Specialist and our EAL Learning Specialist to support student learning. A highly skilled team of Education Support personnel also focus on supporting student learning.

The school has School Improvement (SIT) Teams, led by Leading Teachers, with teacher membership from each level of the school. These teams focus on **Achievement** (Literacy, Numeracy, and STEM), **Engagement** (Inquiry Learning, Learning Environments, Student Voice, Agency and Leadership) and **Wellbeing** (Respectful Relationships and other SEL curriculum, student and staff wellbeing). The school also has specialised Leaders in the areas of ICT and Assessment and Reporting.
The Leadership Team is focused on four-year planning cycles, as guided by the School Strategic Plan, and continuous analysis of a range of data sets around school improvement. At this level there is an integration of long term planning around fiscal management, workforce planning and school structures.

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. Consistency in methodology, planning and curriculum delivery is documented in the SYPs Pedagogical Model and incorporates the DET High Impact Teaching Strategies and the Practice Principles.

Reflection
There is a high level of professional development including the engagement of external consultants who provide mentoring and coaching in the areas of Mathematics and Leadership. This framework promotes professional autonomy with the key purpose of continual school improvement and teacher education.

Peer Observation and Mentoring structures are also in place to support staff in reflecting on their own practice and professional learning goals.

Assessment and Reporting
Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement. Teachers plan for and conduct a wide range of assessment and

reporting activities to support student learning and development, as outlined in the SYPS Assessment Schedule. Individual and cohort data is analysed on a regular basis during planning and team meetings, whole staff sessions and moderation.

Formal reporting provides comprehensive information about student learning and achievement in different forms. Student reports are provided to parents/carers twice a year to strengthen partnerships between home and school, and to provide meaningful communication about student learning needs. The Annual School Report provides the school community with a summary of the school's achievements and progress each year.

Ongoing information about our school curriculum and classroom learning is regularly communicated to community via Curriculum Information Documents for each year level, the school newsletter and Compass News Feeds.

EVALUATION

This policy was last updated in February 2019 and will be reviewed every four years in line with the school's new Strategic Plan in 2020.