



Respect

Responsibility

Safety

BEAUFORT PRIMARY SCHOOL CURRICULUM STATEMENT

The core purpose of this school, as defined in the Strategic Plan, is to provide an inclusive, rigorous learning environment that challenges and engages young people to grow as passionate learners. The school seeks to develop motivated, creative, independent and lifelong learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. Curriculum initiatives include Cafe, 6+1 Traits of Writing, Fountas and Pinnell Benchmarking System and the Levelled Literacy Intervention in Literacy and QuickSmart Maths. We follow the School Wide Positive Behaviour System to guide student behaviour. The school is a “Sun Smart” and “Achieve” School with accredited recognition.

Across-the-board programs of learning are offered in Literacy and Numeracy and cater for the wide range of student levels of achievement. Teaching practices follow the guidelines of the school’s Instructional Models for Reading, Writing and Maths. Planning reflects consideration of the HITS, the Practise Principles for Excellence in Teaching and Learning and FISO. Teachers base their instruction in Reading on the Café strategies and the Fountas and Pinnell Literacy Continuum. For Writing, staff work to improve student outcomes through the use of the 6+1 Traits of Writing. Practises in Maths include pre testing, after which students are sorted into fluid groups to address their point of need. Post Tests show student growth.

In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. These curriculum areas are also cross referenced with the literacy and numeracy programs to ensure sufficient time is allocated to address the content. 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, under the guidance of an appointed senior teacher.

Specialist teachers provide instruction in Physical Education, Language (Auslan), Visual and Performing Arts and Sustainability. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of camps and excursion initiatives. In addition, as part of the SWPBS framework, the first 3 weeks of the year are set aside for a “Quality Beginnings” program of learning where routines and expectations are explored and determined. Furthermore, weekly lessons based around the School Values of Respect, Responsibility and Safety reinforce the Victorian Curriculum’s Capabilities. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in lunch time activities including choir, gardening and chess.

The school has School Improvement teams with a Literacy Leader and teacher membership from each level of the school. These teams focus on Reading and Writing.



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.