

1. Definitions

- 1.1 **ACARA** - Australian Curriculum, Assessment and Reporting Authority
- 1.2 **AIP** - Annual Implementation Plan
- 1.3 **DET** - Department of Education and Training
- 1.4 **EAL** - English As An Additional Language
- 1.5 **ELP** - Educational Learning Plan (for students with disabilities)
- 1.6 **EPIC** - (Engage, Provide Focus, Investigate & Connect and Celebrate & Evaluate)
- 1.7 **Essential Elements** - The PYP 5 Essential Elements are Knowledge, Concepts, Skills, Attitudes & Action
- 1.8 **IEP** - Individual Education Plan
- 1.9 **IBO** - International Baccalaureate Organisation - Primary Years Programme
- 1.10 **IB-PYP** - International Baccalaureate – Primary years Programme
- 1.11 **IB-PYP Learner Profile Attributes** - Reflective, Thinker, Communicator, Courageous, Balanced, Principled, Caring, Knowledgeable, Inquirer, Open Minded
- 1.12 **Inquiry Model** - Tuning In, Finding Out, Sorting Out, Going Further, Reflection and Acting and Evaluating
- 1.13 **Mother Tongue** - A student's first language
- 1.14 **PSD** - Program for Students with Disabilities
- 1.15 **SSP** – School Strategic Plan
- 1.16 **Transdisciplinary Themes** - Who We Are, Where We Are In Place & Time, Sharing the Planet, How We Organise Ourselves, How the World Works, How We Express Ourselves
- 1.17 **UOI** - Unit of Inquiry
- 1.18 **Vic Curric** - Victorian Curriculum
- 1.19 **WALT** - We are learning to
- 1.20 **WILF** - What I'm looking for

2. Purpose

- 2.1 Coatesville Primary School's Purpose Statement is:

Coatesville Primary School aims to nurture the educational journey of all within the school community, so that we “Aspire Higher” through an engaging and relevant inquiry-based curriculum that empowers us to be internationally-minded lifelong learners.

- 2.2 As an authorised IB-PYP school Coatesville Primary School seeks to align its own Purpose Statement with the Mission Statement of the International Baccalaureate Organisation which is:-

“The IBO aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”.

3. Scope

- 3.1 This policy applies to all school activities, including camps and excursions.

4. Policy

- 4.1 The SSP and AIP will identify the educational priorities for Coatesville Primary School. The four yearly School Strategic Plan and Annual Implementation Plans are in line with DET accountability requirements.
- 4.2 Teachers will provide a safe, supportive and nurturing learning climate where the school's values of Respect, Cooperation, Harmony, Achievement and Responsibility are modelled.
- 4.3 Teaching and learning will be guided by staff and grade essential agreements.
- 4.4 Teaching and learning:
- 4.4.1 aligns with the requirements of Vic Curric, IB-PYP, DET and ACARA;
 - 4.4.2 the eight learning areas of the Vic Curric are covered through the implementation of the Program of Inquiry and is reviewed yearly both horizontally and vertically.
 - 4.4.3 engages students as inquirers and thinkers;
 - 4.4.4 fosters the development of the whole child, inclusive of social, emotional, physical, spiritual and academic wellbeing;
 - 4.4.5 builds on what students know and can do;
 - 4.4.6 supports students to become actively responsible for their own learning;
 - 4.4.7 promotes the understanding and practice of academic honesty;
 - 4.4.8 addresses human commonality, diversity and multiple perspectives;
 - 4.4.9 addresses the diversity of student language needs, including those for students learning in a language(s) other than their Mother Tongue;
 - 4.4.10 uses a range and variety of strategies;
 - 4.4.11 differentiates instructions to meet the needs and learning styles of students;
 - 4.4.12 allows for meaningful student action;

- 4.4.13 engages students in reflecting on how, what and why they are learning;
- 4.4.14 fosters a stimulating learning environment based on understanding and mutual respect;
- 4.4.15 is respectful towards differences related to ethnicity, race, religious beliefs, disability and gender;
- 4.4.16 encourages international mindedness;
- 4.4.17 incorporates ongoing formal and informal assessment of student progress; and
- 4.4.18 involves regular reporting to parents. (refer to the Assessment and Reporting Policy on the school's website)

Resources and Support

- 4.5 School Council allocates funding annually for the implementation and development of teaching and learning programs.
- 4.6 The Executive Leadership Team ensures that all staff receive IB-PYP accredited professional development and other professional learning opportunities to build knowledge, skills and attitudes for quality instructional practice.
- 4.7 The Executive Leadership Team provides dedicated time for teachers' collaborative planning and reflection.
- 4.8 The physical and virtual learning environments, facilities, resources and specialised equipment support the implementation of teaching and learning.
- 4.9 The library plays a central role in supporting teaching and learning.
- 4.10 Support is provided for students with learning and/or special educational needs, including students with disabilities who are eligible for funding under the DET-PSD program.
- 4.11 Where the budget allows, EAL support is provided by a designated teacher.
- 4.12 The timetable allows for both DET and IB-PYP requirements to be met.
- 4.13 The school utilises resources and expertise of the community and beyond, to enhance learning.

Planning

- 4.14 Teacher collaborative planning:
 - 4.14.1 takes place weekly;
 - 4.14.2 ensures that all teachers have an overview of students' learning experiences;
 - 4.14.3 is based on agreed expectations for student learning;
 - 4.14.4 incorporates differentiation for students' learning needs and styles;
 - 4.14.5 is informed by ongoing assessment; and
 - 4.14.6 recognises that all teachers are responsible for the language development of every student; and
 - 4.14.7 addresses the IB-PYP Essential Elements.

Instructional Practice

- 4.15 Staff and grade essential agreements are developed during the Jumpstart program within the first six weeks of school each year.
- 4.16 Learning engagements are guided by the CPS Instructional Model of EPIC (Engage, Provide Focus, Investigate & Connect and Celebrate & Evaluate)
- 4.17 New staff and graduates are provided with an annual induction programme led by the Leadership Team.
- 4.18 Prep undertake 5 UOI's as opposed to the Six UOI's which are taught annually from Grade 1 to Grade 6 under the IB-PYP Transdisciplinary Themes. Specialists cover the six Transdisciplinary Themes over a two year period.
- 4.19 Teachers clearly display Learning Intentions (We are learning about, to and to be) (Grade 3 – 6) and a WALT and a WILF (Prep – Grade 2).
- 4.20 Literacy and Numeracy instruction are integrated authentically, wherever possible, into learning programs. Stand-alone units will be implemented where authentic links are not possible and will always be through the lens of inquiry.
- 4.21 IEP's are developed for students who are achieving well above or below their expected grade level.
- 4.22 Educational Learning Plans are developed each term for students involved in the PSD programme.

Community Engagement

- 4.23 Parents are strongly encouraged to be active partners in their child's learning at school and at home.
- 4.24 Parent Classroom Friends play a key role in building parental assistance in learning programmes, such as reading, perceptual motor program, sports days, special events, Grade 6 PYP Exhibition, Arts Fiesta and the school concert.
- 4.25 Incursions, excursions and camps enhance learning experiences for students.
- 4.26 Extra-curricula activities are available to broaden learning opportunities and generally incur sessional costs.

5. Evaluation

- 5.1 This policy will be reviewed every three to four years (or as required) as part of the school's regular policy review cycle.