

Foundation Curriculum



Welcome

MCS is a proud state government school which dates back to its inaugural year of 1875.

We have adopted a progressive approach to educating students for the 21st century and beyond.

The school leadership and staff of professional educators are intentional and purposeful in pursuing the optimal learning experiences for each and every student and as such, seek to provide all children with instruction that is personalised, contemporary, research-based, evidence-based and technologically rich.

All students from Foundation to Year 6 are provided with a broad, rich and differentiated curriculum enabling the character strengths, talents and learning styles of each student to be harnessed, maximised and celebrated.

School Accountability Documents



School Strategic Plan
Malvern Central School - 1604
2016 - 2019



2016 Annual Implementation Plan: for Improving Student Outcomes

1604

Malvern Central School
2016

Based on Strategic Plan 2016 - 2019

Endorsements

Endorsement by School Principal	Signed: _____ Name: _____ Date: _____
Endorsement by School Council	Signed:  Name: Kate Brown Date: 23 March 2016
Endorsement by Senior Advisor	Signed: _____ Name: _____ Date: _____



Malvern Central School

2015 Annual Report to the School Community

Malvern Central School

School Number: 1604

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the Framework for Improving Student Outcomes: Guidelines for schools):

Priority	Initiatives
Excellence in teaching and learning	Building practice excellence: Teachers, principals and schools will work together. Curriculum planning and assessment: Schools will embed a culture of curriculum planning and assess the impact of learning programs, adjusting them to suit individual student needs.
Professional leadership	Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence.
Positive climate for learning	Empowering students and building school pride: Schools will develop approaches that give students a greater say. Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students.
Community engagement in learning	Building partnerships: Schools will strengthen their capacity to build relationships with the broader community to partnering.

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiatives.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The Guidelines provide further context and detailed information to support this work.



MALVERN
CENTRAL
SCHOOL

Foundation Curriculum

How do we decide on the Foundation Curriculum and how is it taught?

- Victorian Curriculum
- Needs, interests, student voice and abilities of the children
- School Strategic Plan and AIP



Literacy Session

Our Literacy Program includes:

- Reading and Viewing: decoding and comprehension strategies
- Writing: Recounts, Procedures, Information texts, Narratives, Poetry and Handwriting experiences
- SMART Spelling Program
- Flexible groupings of children based on identified learning needs.

Sessions may link to inquiry unit and can be play based or use digital technologies.

Reading and Viewing

Children will:

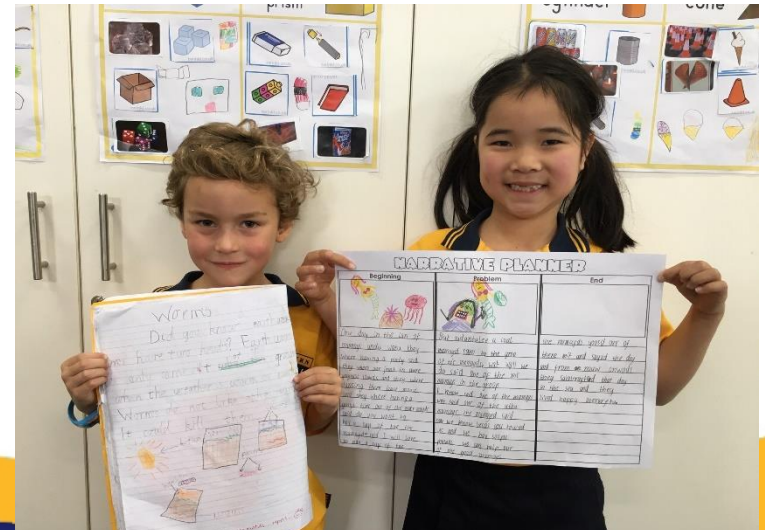
- Learn about the alphabet and the sounds they make through words
- Know sentences and words are read left to right
- Recognise some sight words and patterns in words to help them read
- Identify features of texts
- Discuss and retell stories
- Develop strategies to read and comprehend simple texts.



Writing

Children will:

- Develop fine motor skills, pencil grip and letter formation
- Learn to record sounds and letters
- Learn simple punctuation, such as capital letters and full stops
- Compose simple texts.



Fine Motor



Speaking and Listening

Children will:

- Learn the importance of active listening
- Develop confidence in sharing stories and contributing ideas in big and small groups
- Learn how to ask questions for information
- Self correct by rephrasing when a statement or question is unclear.



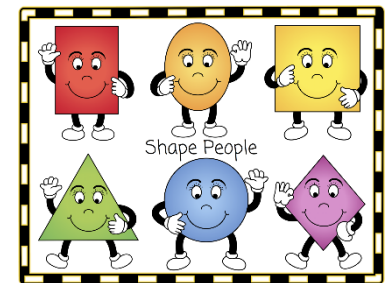
What Literacy Looks Like...



Mathematics

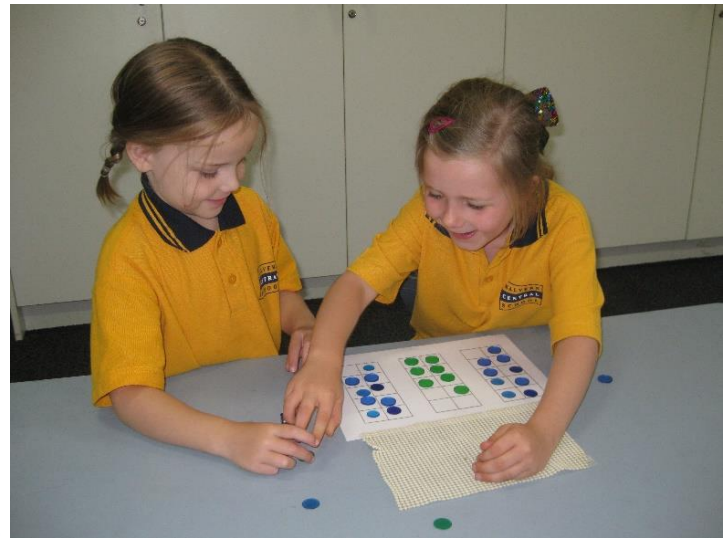
In Foundation Mathematics the standards concentrate on:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.



Mathematics Session

- We use concrete materials, games and real world experiences
- Lessons encourage reasoning, problem solving and enable the use of technology
- May be play based



Mathematics

Some examples of what children will learn:

- Use numbers 0-20 with one to one correspondence
- Learn how to join, take away, make and share into groups
- Recognise 2D and 3D shapes such as triangles, circles, spheres and cubes
- Place items in order of size
- Sequence days of the week and associate them with their daily routine.



Mathematics

- Maths is fun!
- Maths is everywhere - at the playground, at the shops, at home
- Students are involved in open ended tasks where they problem solve and explain their thinking
- We provide challenging tasks where the students devise their own strategies for the solution and encourage them to discuss these strategies.



Teachers and Parents Role

Teacher Role:

- Is to extend their thinking with prompts rather than speed.

Parents Role:

- Model a healthy attitude towards maths; to be a problem solver and curious
- Talk about maths everyday to boost their learning
- Involve your child in everyday mathematical experiences, such as cooking and shopping.



What Mathematics Looks Like...



Inquiry

Term One 'Marvellous Me'	Term Two 'Fantastic Families'	Term Three 'It's Alive!'	Term Four 'My Place, Our Place'
How am I unique and why is it important?	What is my history and what stories do people have about the past?	How do we decide if something is living or non-living?	What makes my places important?

MCS Vision:

'Creating independent, collaborative and contemporary thinkers with a passion for learning who make positive contributions as global citizens in an ever changing world'

Science

Children participate in Science experiments in learning spaces and the school's science lab.



Buddies

Students participate in the whole school buddy program, which provides support and a role model for the Foundation students.



Second Hand Uniform Shop

The Second Hand Uniform Shop will be open from 8:45am – 9:30am on:

- **Tuesday 11th December**
- **Tuesday 5th February**



PSW

The PSW Uniform Shop can be located at:

PSW Ormond

1/596 North Road
Ormond, VIC 314

Phone: (03) 9768 0387

Tuesday - Friday 9am - 5pm
Saturday - 10am - 1pm



'Welcome to Our School' Program

The program aims to help new families settle into our school community by being paired with a current Foundation family. Our intention is to support you and your child as new Malvern Central School community members by allowing opportunities for:

- coffee or play dates before or when school starts
- having your buddie's contact details to ask various questions about school
- supporting your child to develop their language of play so they can interact with others and become familiar with another child at school

If you would like to participate, please complete a form and return to the Park Street office or email the school by Thursday 29th November.

You will receive your buddy contact family in your transition information pack, available on Thursday 6th December (Meet the Teacher session).

Thank-you

