



WALES STREET PRIMARY SCHOOL

PHILOSOPHY

SCHOOL NARRATIVE

At Wales Street Primary School we have developed a strategic statement that reflects the school's philosophy of teaching and learning, having become an International Baccalaureate: Primary Years Program School in 2015. We believe in a balanced approach to teaching and learning using a variety of models of practice including explicit teaching, concept based learning, inductive teaching and cooperative learning.

Our students are confident, curious, respectful and engaged. The introduction of the PYP, being a lead school in the Rights, Resilience and Respectful Relationships initiative and implementing the Promoting Literacy Development program have enhanced our curriculum delivery by setting high expectations and developing lifelong learning skills for all our students.

Over recent years we have seen a steady growth in enrolments and as a school established 130 years ago, we have a long and proud history of being one of the original local schools in the Northcote area, and celebrate the diversity and culture that our families bring to the school. Strong relationships are a vital element in a successful school community and we strive to develop a supportive and cooperative environment in which we are inclusive of all members of the community and be respectful in all relationships, working together to provide the best learning environment for our students.

Our Teaching Philosophy

Curiosity and a love of learning are central to the education of students at Wales Street Primary School. We believe in developing the whole child through a guaranteed and viable curriculum that is engaging, challenging and rigorous. To this end, we have committed to the International Baccalaureate Primary Years Programme which provides a curriculum framework for structured inquiry learning and the development of skills, concepts and knowledge through explicit instruction. We scaffold student learning, taking into account prior knowledge and skills while providing timely feedback to ensure student success. Our teachers are informed and knowledgeable. They differentiate the curriculum to ensure that students achieve their full potential.

We have high expectations, believe that everyone can learn and support our teachers and students to be flexible and adaptable inquirers who continue to learn throughout their lives.

MISSION STATEMENT

Wales Street PS Mission is to be an internationally minded community school dedicated to lifelong learning and helping students achieve their personal best.

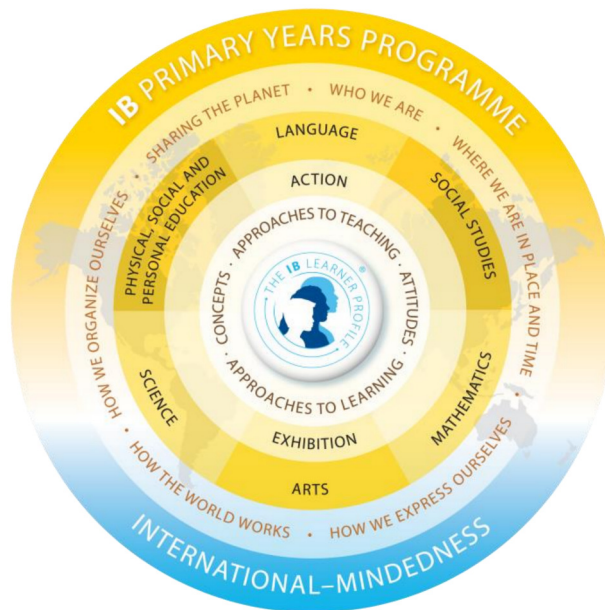
We will achieve this by:

- Fostering inquiring students, who enjoy learning, are creative and self-motivated.
- Enabling students to become active members in the local and global community
- Encouraging students to be reflective thinkers who are socially, environmentally and globally aware.
- Celebrating growth and success

The International Baccalaureate programme is designed to provide access to what is shared and what is different in human experience by:

- developing citizens of the world – culture, language and learning to live together
- building and reinforcing students' sense of identity and cultural awareness
- fostering students' recognition and development of universal human values
- stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- equipping students with the skills to learn and to acquire knowledge, individually or collaboratively, and to
- applying these skills and knowledge accordingly across a broad range of areas
- providing international content while responding to local requirements and interests
- encouraging diversity and flexibility in pedagogical approaches
- providing appropriate forms of assessment and international benchmarking

INTERNATIONAL BACCALAUREATE MODEL



Our purpose at Wales Street Primary school is to enable students to become lifelong learners and to assist them with the necessary academic, social and emotional skills in order for them to become responsible citizens in a rapidly changing world. We want our students to be part of the global community and understand their place in the world and how they can take action to make the world a better place.

Through the Primary Years Program, we have access to the latest research and twenty first century learning that will equip and challenge our students with the skills that they will need in later life.

In the PYP the traditional disciplines are acknowledged and taught within a Transdisciplinary approach so as to make the learning more authentic and meaningful through the school designed Units of Inquiry.

As a Victorian government school, we use the content and standards of the Victorian Curriculum documents and integrate them under the 'umbrella' of the elements of the PYP.

FIVE ESSENTIAL ELEMENTS

The five essential elements concepts, knowledge, skills, attitudes, action - are incorporated into the PYP framework so that students are given the opportunity to:

- gain knowledge that is relevant and of global significance
- develop an understanding of concepts that allows students to make connections across all learning areas
- acquire transdisciplinary skills
- develop attitudes that will lead to international- mindedness
- take action as a consequence of their learning

LEARNER PROFILE

The IB learner profile is the IBO mission statement translated into a set of learning outcomes for the 21st Century. The attributes of the profile express the values inherent to the IB continuum of international education. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. The Learner profile supports the achievement of our mission.

At Wales Street Primary School, our students strive to be:

- **Inquirers-** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers** -They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

- **Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk Taker** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

ATTITUDES

While students are expected to take an active role in their learning, the PYP also focuses on the importance of positive attitudes and values that support the development of Learner profile attributes and helps to create global citizenship.

We expect our students to develop the following attitudes:

- **Appreciation** -appreciating the wonder and beauty of the world and its people.
- **Commitment** -being committed to the learning, persevering and showing self-discipline and responsibility.
- **Confidence** -feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.
- **Cooperation** -cooperating, collaborating, and leading or following as the situation demands.
- **Creativity** -being creative and imaginative in their thinking and in their approach to problems and dilemmas.
- **Curiosity** -being curious about the nature of learning and of the world, its people and cultures.
- **Empathy** -imaginatively projecting themselves into another's situation, in order to understand his/her thoughts, reasoning and emotions.
- **Enthusiasm** -enjoying learning.
- **Independence**-thinking and acting independently, making their own judgments based on reasoned principles and being able to defend their judgments.
- **Integrity** -having integrity and a firm sense of fairness and honesty.
- **Respect** -respecting themselves, others and the world around them.
- **Tolerance** -feeling sensitively towards differences and diversity in the world and being responsive to the needs of others.

INQUIRY APPROACH

The PYP is centred on six transdisciplinary themes based around shared human commonalities that are considered essential in the context of international education. The traditional key subject learning areas from Victorian Curriculum are woven into these themes to provide a rich base of knowledge, concepts and skills that can be drawn upon to develop the transdisciplinary nature of the units of inquiry. The Victorian Curriculum learning areas include The Arts, English, Health and Physical Education, The Humanities, Languages, Mathematics, Science and Technologies. The Capabilities

include Critical and Creative Thinking, Ethical, Intercultural and Personal and Social learning areas. We use the content from these learning areas to develop our PYP scope and sequence and create the units of inquiry related to the six transdisciplinary themes.

Each unit is developed around a central idea which is relevant to a transdisciplinary theme and is an understanding that is of global significance, enduring, timeless and worth knowing. The central idea is explored through the lines of inquiry and student questions.

The six IB PYP transdisciplinary themes are implemented at each level of the school and consist of:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

Learning inquiries are either:

- Transdisciplinary crossing a range of learning dimensions or
- 'Stand-alone' independent units that focus on one specific learning focus.

Through this approach, teachers have the flexibility to teach explicit skills and content that will support the learning process while using the context of the transdisciplinary unit of inquiry to support their understanding of the central idea. There are times when teachers will teach subject-specific knowledge, concepts and skills, outside the programme of inquiry, using purposeful inquiry.