



HIGHVALE PRIMARY SCHOOL

30. Student Learning - Curriculum Policy

Last Reviewed: June 2019

Review date: June 2020

Rationale:

Student learning is produced, shaped and affected by four connected components. Each of these components plays a separate and distinct role in the process of student learning and each is interconnected with all of the others.

- **Curriculum** defines *what* it is that students should learn, and the associated progression or continuum of learning.
- **Pedagogy** describes *how* students will be taught and supported to learn.
- **Assessment** identifies *how well* a student has (or has not) learnt specified content.
- **Reporting** explains to the student, parent and teacher *where* a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals.

Our school encourages and supports students to strive for excellence in all of their endeavours. To achieve this, our school provides a developmental teaching and learning program which draws upon the common set of knowledge and skills of the Victorian Curriculum.

As such, the Victorian Curriculum is a central component of the school's teaching and learning program. This is the school-based plan for delivering, expanding and extending this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts. This is paramount to the achievement of our School Purpose and enables our school to develop particular specialisations and areas of expertise and innovation while ensuring the curriculum is delivered.

Aims:

To implement a comprehensive 21st century teaching and learning program which:

- Supports the Highvale Primary School Purpose, specifically the diverse learning needs and interest of our students.
- Is informed by the DET Framework for Improving Student Outcomes (FISO), specifically the Curriculum and Planning dimension.
- Enables students to develop deep levels of understanding, knowledge and the skills for life-long learning.
- Reflects the needs of Highvale students, encompasses the Victorian Curriculum and is compliant with VRQA registration requirements and VCAA policies.

Implementation:

The Curriculum policy is one of a suite of Student Learning policies reviewed annually by the Learning and Engagement Team and Leadership Team.

- The Principal has overall responsibility for the implementation of curriculum. Aspects of this role can be delegated to other staff members who will work in conjunction with the Principal to develop curriculum provision, delivery and programs.
- The FISO Improvement Cycle is used to inform the development and continual improvement of the curriculum plan.

- The Victorian Curriculum is used as the framework for curriculum development and delivery for students in accordance with DET policy and guidelines.
- The Victorian Curriculum is structured as a continuum of learning and students can be anywhere along this continuum. The curriculum plan must reflect this.
- The Learning and Engagement Team in consultation with the Leadership Team will determine the curriculum program for the following year, to maintain balance, broad curriculum provision and to satisfy the needs of the school's Curriculum Provision.
- Curriculum Provision Time allocations will be reviewed annually by the Leadership Team to be compliant with DET policies and reflect the needs of Highvale students.
- Our school when developing its Curriculum Plan will provide at least 25 hours instruction per week.
- Input will be sought from the relevant staff from the Learning and Engagement Team when determining programs for the following school year.
- Student voice, agency and leadership will contribute to curriculum development. For example:
 - Ensuring cultural backgrounds, needs and abilities are recognised and addressed in the learning program.
 - Through the development of independent and self-regulating learners who contribute to the direction of, and responsibility for their learning.
 - Through students' developing and sharing their own opinions about current issues and to engage in debate, discussion, critiques and actions about such issues.
- The curriculum will be audited as part of an ongoing process. This will enable the Learning and Engagement Team, Positive Behaviour for Learning (PBL) Team and Professional Learning Teams (PLT) to audit particular Learning Areas and programs to ensure the curriculum is being addressed.
- The Leadership Team will communicate regularly to track whole school data and identify potential curriculum areas that require focus. Areas for focus will be evaluated and reconciled to ensure the curriculum plan meets student needs. Data analysed will include, but is not limited to; data captured through the implementation of Panorama, HPS Assessment Schedule and Victorian Curriculum student learning outcomes (Teacher Judgments), NAPLAN and Student Attitudes to School.
- The impact of the curriculum plan on student engagement and learning outcomes will be monitored and evaluated to inform adjustments.
- Digital Technologies and Capabilities will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- Early and Middle Years of schooling approaches will continue to be developed and implemented.
- The Learning and Engagement Team and teachers with program and budget responsibilities will be required to review and evaluate their program annually and prepare a comprehensive program budget to inform the development of the Indicative Budget for School Council.
- Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.
- The Teaching and Learning program and curriculum development and renewal will be resourced through Program Budgets.

Links and Appendices

Links which are connected with this policy are:

VCAA

- <http://curriculumplanning.vcaa.vic.edu.au/home>

DET Improvement Cycle

- <https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/improvement-cycle.aspx>

FISO Curriculum Planning and Assessment Dimension

- <https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/dimension1curriculum.aspx>

Appendices which are connected with this policy are:

- Appendix A: Concept Curriculum Overview
- Appendix B: Concept Curriculum Audit and Planning Tool
- Appendix C: HPS Student Learning Overview
- Appendix D: Curriculum Provision Time allocations
- Appendix E: HPS Specialist Learning Area Scope & Sequence
- Appendix F: HPS Vic Curriculum Concept Map
- Appendix G: Concept Inquiry Unit Planner Template
- Appendix H: HPS Inquiry Processes & Concepts & Skills Overview

Evaluation

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.