



HIGHVALE PRIMARY SCHOOL

Student Learning - Curriculum Policy

Ratified by School Council: July 2014

Review date: July 2017

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 AusVELS.

As such, the AusVELS 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 dynamic 21st century teaching and learning program which:

- Is compliant with DEECD policies, encompasses AusVELS and reflects the needs of Highvale students.
- Is responsive to the diverse learning needs and interest of our students.
- Is timely, engaging, inclusive and relevant.
- Enables students to develop deep levels of understanding, knowledge and the skills for life-long learning.
- Supports the School Purpose.

Implementation:

This policy is one of a suite of Student Learning policies reviewed annually by the Curriculum 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.

Respect

Responsibility

Honesty and Integrity

Commitment

- Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- Our school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.
- The Curriculum 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 **Appendix A**.
- Input will be sought from the relevant staff from the Curriculum Team when determining programs for the following school year.
- The Aus/VELS will be used as a framework for curriculum development and delivery for Foundation to Year 6 in accordance with DEECD policy and guidelines.
- The curriculum will be audited as part of an ongoing process throughout each year from Foundation to Year 6. See **Appendix B and C** as an example of a curriculum audit tool. This tool will enable each Professional Learning Team to audit the curriculum of particular programs to identify the domains, dimensions/strands and standards of the AusVELS which are currently being addressed. Audits and evaluations will inform future curriculum planning.
- The use of Information and Communications Technology (ICT) tools 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.
- Curriculum leaders and teachers with program and budget responsibilities are 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.
- Each Professional Learning Team will meet weekly to plan, analyse assessment tasks and track cohort data. Areas for focus will be identified and planned accordingly to meet student needs. The Curriculum Team will meet regularly to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to; assessments from the HPS Assessment Schedule, AusVELS student learning outcomes, NAPLAN, Student Attitudes to School and GradeXpert.
- Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DEECD, 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.
- Curriculum Provision Time allocations will be reviewed annually by the Leadership Team to remain compliant with DEECD policies and reflect the needs of Highvale students. See **Appendix D**

Links and Appendices

Links which are connected with this policy are:

- <http://ausvels.vcaa.vic.edu.au/>
- <http://www.vcaa.vic.edu.au/Pages/foundation10/curriculum/index.aspx>

Appendices which are connected with this policy are:

- Appendix A: Concept Curriculum Scope & Sequence
- Appendix B: Concept Curriculum Audit and Planning Tool
- Appendix C: Concept Curriculum Planning Scope & Sequence
- Appendix D: Curriculum Provision Time allocations

Evaluation

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