



Curriculum Policy

Purpose

The core purpose of this school as defined in the Strategic Plan is to provide an inclusive, rigorous learning environment that challenges and engages young people to grow as passionate learners. The school seeks to develop happy, motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community. The aim is to have children who can articulate their learning and transfer their knowledge and skills to other contexts.

Curriculum covers all arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources. The school provides sequential learning and teaching programs that deliver a comprehensive, broadly based and inclusive curriculum. We have high expectations for all students academically, socially and culturally by striving for excellence, honouring the school's values of Responsibility, Inspiration, Strength and Empathy and valuing diversity within our school community and beyond. The core purpose of this school as defined in the Strategic Plan is to provide an inclusive, intellectually challenging and rigorous learning environment that challenges and engages young people to love learning and to embrace life.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health.

Specialist teachers provide instruction in Physical Education, Language (Italian), Science and Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of camps and excursion initiatives. These curriculum areas are also cross referenced with the literacy program to ensure sufficient time is allocated to address the content

The school is an active participant in district sport competitions. The student also have the opportunity to be in an AUSLAN Signing Choir, Djembe group, and Musical Futures activities.

Our teaching teams across levels ensure scope and sequence and curriculum is covered across the school. Supportive curriculum initiatives and programs include Literacy /Maths Intervention, a systematic synthetic phonics program from F-2 and modified programs for individual students.

Supportive curriculum initiatives and programs include Literacy intervention and extension, Rip It Up Reading, School Based Speech and Oral Language programs.

The school has a comprehensive inquiry program that promotes student agency and voice and global connections.

	<p>Our School Wide Positive Behaviour and 6c programs ensure the curriculum is inclusive and meaningful to all students by incorporating personal and social issues into the students' learning experiences.</p> <p>The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum. Grovedale West Primary School uses the Gradual Release of Responsibility Framework in line with their instructional model for the teaching and learning of English.</p> <p>The gradual release of responsibility instructional framework purposefully shifts the cognitive load from teacher-as-model, to joint responsibility of teacher and learner, to independent practice and application by the learner (Pearson & Gallagher, 1983).</p> <p>Pearson and Gallagher's (1983) Gradual Release of Responsibility Model reflects the integral relationship that exists between teacher and student.</p> <p>The way teachers scaffold learning is crucial to ensure they provide an adequate level of support to ensure students engage with tasks at their optimum level for learning to occur. If there is too much support when it isn't needed, teachers potentially rob students of learning that might have occurred. Alternatively, if they do not provide enough support when a student needs, they become frustrated and shut down. It is their job through careful and continual assessment to know what level of support is required to optimise learning outcomes and success for ALL our students.</p> <p>The Leadership Team aligns with the work of the Professional Learning Team-Leaders to shape professional learning within teams. An Instructional Leaders and Learning Specialists actively coaches, mentors and supports within each team. There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and teaching and learning teams and consultancy support for key initiatives.</p> <p>Our school is inclusive and recognises and respond to diverse student needs when developing its annual curriculum programs and curriculum plan and complies with all DET guidelines about the length of student instruction time required in Victorian Government schools.</p>
<p>Guidelines</p>	<ul style="list-style-type: none"> • Our school will recognise and respond to diverse student needs when developing its annual curriculum programs and curriculum plan. • Our school will comply with all DET guidelines about the length of student instruction time required in Victorian Government schools. • The Victorian Curriculum F-10 specifies the skills children and young people need for success in work and life. Curriculum areas include:

The Arts:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts
- Visual Communication
- Design

Languages**Mathematics****Science****Technologies**

- Design and Technologies
- Digital Technologies

English**Health and Physical Education****The Humanities**

- Civics and Citizenship
- Economics and Business
- Geography
- History

Capabilities

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Our curriculum is based on a set of progressions that define increasingly complex knowledge, skills and concepts grouped and defined by learning areas and capabilities. The school uses an evidence-based framework to lift student outcomes and build system capability. The process consists of an Improvement Cycle, Improvement Model and Improvement Measures.

Our teachers and students move through the progressions, reviewing, introducing, mastering and integrating and relating skills and knowledge across the areas. Teachers identify the point of learning progression of each student using the curriculum and plan for the appropriate next steps in learning. Teachers enable students learning progress through the use of effective pedagogy, assessment and reporting.

Curriculum

Defines *what* it is that students should learn, and the associated progression or continuum of learning. Grovedale West Primary School follows the Victorian Curriculum F-10, including Levels A,B,C,D towards Foundation for individual students.

Pedagogy

Describes *how* students will be taught and supported to learn.

Assessment

Identifies *how well* a student has (or has not) learnt specified content. Teachers follow the Grovedale West Primary School Assessment Schedule which is reviewed annually. Data collection and analysis plays a key part in the ongoing school improvement process.

The school continuously monitors student outcomes using a variety of assessment strategies and tools that include:

- NAPLAN
- Prep Screener
- English Online Interview,
- Mathematics Online Interview
- Fountas and Pinnell Benchmark Assessment,
- Essential Assessment Maths
- PAT Maths and PAT Reading.
- Benchmark assessment
- End of unit assessments
- Ongoing in class diagnostic assessment

Teachers also develop rigorous formative assessment practices so that they and their students can work together consistently and systematically to gather evidence of learning, provide feedback to each other and set individual learning targets.

- The school Leadership Team track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.
- PLC teams track cohort and individual data to also identify teaching and learning areas that require further focus.
- The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan.
- Data will also be used to determine student support options including those at risk, developing an Individual Learning Plan, provision of extra teaching support and/or referral for further assessments.

Data is reported in different ways according to the audience:

- **For students:** Feedback is given about current learning and areas for future learning.
- **For staff:** Both informal and formal data is used to inform planning and teaching on both a short and long term basis.
- **For parents:** Students reports, dynamic reporting using SEE SAW parent/teacher meetings and student led conferences provide an opportunity for teachers to provide feedback regarding student achievement

- **For community:** 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 Qualification Authority and on the school website. The school develops a Strategic Plan every four years which maps out the direction of the school. An Annual Implementation Plan is developed each year guided by the Strategic Plan.
- **Reporting** explains to the student and the 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 and/or the learning of their peers. At Grovedale West Primary School, Student Led Interviews are held in Term 2, where students discuss their learning targets. Formal reports are sent home at the end of Term 2 and Term 4.
- The SEE SAW On Line digital portfolio is used for dynamic reporting throughout the years, and value add to the regular Student School Report.

Grovedale West Primary School provides a variety of programs or activities that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.

The school will implement the Framework for Improving Student Outcomes (FISO) a model for continuous school improvement. Key components include:

- Evaluate and diagnose
- Prioritise and set goals
- Develop a plan
- Implement and monitor

The school utilises DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one to one meetings to support staff to continually improve their method and practice of teaching. Teachers at Grovedale West Primary School focus on using evidenced-based high impact teaching strategies (HITS) in conjunction Fullan's 6cs

The school has Communities of Practice, with school's locally, State and Internationally as part of the New Pedagogies for Deep Learning project, and through STEM and Sustainability.

The school's curriculum is monitored and audited on a cyclical basis to ensure alignment with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation.

The school's leadership team oversees teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback is a key component of teaching practice improvement.

All staff participate in the Staff Performance and Development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.

Curriculum Implementation	Curriculum Time Allocation		
	Curriculum Implementation	Programs	Time Allocation
	English	<ul style="list-style-type: none"> • Reading, Viewing, Writing • Speaking and Listening • Letters and Sounds synthetic phonics • Intervention • Rip It Up Reading • Oral Language Support 	<p>10 hours strategic teaching per week Literacy learning is also integrated into all curriculum areas.</p> <p>One hour of Rip It Up Reading per identified student</p>
	Mathematics	<ul style="list-style-type: none"> • Mathematics • Mathematics interventions 	<p>5 hours strategic teaching per week. Mathematics learning is also integrated into other curriculum areas</p>
	Science Humanities (History, Geography, Economics and Business, Civics and Citizenship)	<p>Discovery, Inquiry and Project Based Learning (PBL)</p> <p>Literacy and Mathematics learning is integrated into this.</p>	<p>4 hours per week</p>
	The Arts	<p>Visual Arts Performing Arts/ Music Circus Program Year 5/6</p>	<p>1 hour per week Part of the broader Performing Arts program and within the other curriculum areas.</p>
	Languages	<p>Italian AUSLAN</p>	<p>1 hour per week P-6 AUSLAN signing choir AUSLAN immersion in classrooms</p>
	Health and Physical Education	<p>Physical Education Sport Puberty Program (Grade 5 & 6) Swimming Program (Foundation -6) Camping Program (Grade 3-6)</p>	<p>1hour per week P-6 Additional two hours for winter / summer sport for Years 5/6 for part of the school year. Teachers provide additional time through the week through brain breaks and movement tasks.</p>
	Digital technologies	<p>Integrated in Learning & Teaching Programs STEAM Coding Robotics</p>	<p>Integrated in Learning & Teaching programs P-6. Explicitly taught during Science activities. Technology is used to leverage learning opportunities.</p>
	Library	<p>Literature / research</p>	<p>1 hour per week Year 5/6 regularly use the Waurn Ponds Library.</p>
Student Wellbeing	<p>Student Wellbeing Programs – Philosophy School Wide Positive Behaviours 6 c capabilities Bravehearts Life Education Mindfulness Growth Mindset</p>	<p>Daily immersion Philosophy weekly Daily Positivtree feedback Incursions</p>	
Curriculum Documents	<ul style="list-style-type: none"> • English Curriculum • Maths Curriculum • School Wide Positive Behaviours • Assessment and Reporting • Curriculum Framework • Inclusion and Wellbeing 		

	<ul style="list-style-type: none"> • Inquiry, Student Agency and Voice • Languages
School Policy and Advisory Guide:	<ul style="list-style-type: none"> • Curriculum Framework for Improving Student Outcomes Assessment Using Digital Technologies to Support Learning and Teaching Student Wellbeing and Learning Students with Disabilities Koorie Education
Review cycle	This policy was last updated on November 2020 and is scheduled for review in November 2022 or earlier if deemed required.