



Curriculum Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact the administration office.

Purpose

The core purpose of Aitken Creek Primary School is defined in the school vision:

“At Aitken Creek Primary School our students will achieve personal success in their learning and become responsible and productive citizens.

An environment that is caring, safe and supportive will be provided so that each student achieves their full potential.

Parents, students and staff are strongly encouraged to work together in partnership to ensure our students succeed.”

The core beliefs that we base our work on are:

- *Through effort everyone can succeed and personal achievements are celebrated.*
- *Active engagement as well as positive work habits and attitudes are essential to learning.*
- *Social skills are fundamental in the way we interact with each other.*

The Strategic Plan and Annual Implementation Plan outline our key goals, targets and key improvement strategies that we continually work towards. In addition to academic achievements we also focus on explicitly teaching social and emotional wellbeing, therefore providing a holistic curriculum.

This policy explains how the Victorian Curriculum is implemented across the school. It demonstrates how the school will provide all students with a sequential curriculum framework that guides their learning, as well providing measures of learning achievement that allow students, teachers and parents the opportunity to assess student performance against standardised learning outcomes.

Aim

To improve student learning through the implementation of the Victorian Curriculum in a sequential manner, consistent with departmental requirements and through identified and personalised needs within our school cohorts.

Policy

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy, equipping students with knowledge skills and dispositions for life long learning. Classroom practice encapsulates research based best practice with links to the Department of Education and Training's Victorian Teaching and Learning Model, which explores: Practice Principles, Pedagogical Model and High Impact Teaching Strategies. Professional Learning Communities are focused on improving student outcomes and teacher capabilities through teacher inquiries which follow the Framework for Improving Student Outcomes (FISO) Improvement Cycle.

In addition to the comprehensive literacy and numeracy programs offered at Aitken Creek Primary School, Challenge Based Learning integrates the curriculum areas of : Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. These curriculum areas are explored through 'Big Ideas' which develop concepts, skills and understandings linked to the Victorian Curriculum. Interdisciplinary, personal and social learning is addressed within the curriculum and specifically addressed through our Social and Emotional Learning programs. Specialist teachers provide instruction in Physical Education, Language (Spanish), Visual Arts and Performing Arts.

Teaching and learning teams across year levels ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams are responsible for core curriculum development and delivery in literacy, numeracy and CBL. Intervention follows a Tiered Response to Intervention (RTI) Model for both curriculum and wellbeing.

The leadership group is focused on continuous analysis of a range of data around school improvement. There is a high level of professional development for all staff and the structures within the school support consistency of pedagogical knowledge through middle leadership development. The school has a School Improvement Team which focuses on ensuring the targets and actions set out in the Strategic Plan and Annual Implementation Plan are being addressed. At ACPS we have a strong culture of staff growth and development which is underpinned by professional learning, coaching and mentoring.

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 by teachers. Data is at the forefront of all planning and teacher inquiries and drives a reflective continuous culture of improvement.

Curriculum planning is reviewed each week through PLC planning sessions where teachers who are led by Learning Specialists and Head of Departments hold detailed analysis of work

programs and their implementation in the classroom. Teachers are supported with the implementation of work programs and teaching practice through regular coaching opportunities with Learning Specialists and Heads of Department. Similarly to the conversations around Weekly planning, conversations are held within PLC teams around the implementation of Units and Lessons. These Units are reviewed at the conclusion of the Unit, so that feedback can be considered and reflected on for the future. The curriculum is reviewed at the Cohort level, by Learning Specialists and Heads of Department, consistently throughout the year to ensure that all areas are being covered in depth and that the pace of the learning is adjusted for students needs. Learning Specialists in conjunction with the Teaching and Learning Assistant Principal review the overall curriculum areas at a Whole School level to ensure that the Scope and Sequence documentation is able to be effectively implemented.

To ensure that parents are aware of how their child/ren are progressing, written reports are provided to families twice per year, at the end of each semester. Students are assessed using the Victorian Curriculum F-10 achievement standards. When English is an additional language, the Victorian Curriculum F-10 EAL achievement standards are used. Student reports can be discussed with teachers and relevant leaders during Three Way Conferences or through making additional appointments.

Communication

This policy will be communicated to our school community in the following ways:

- Available publicly on school website
- Included in staff handbook/manual

Policy Review and Approval

Policy last reviewed	22nd November 2021
Approved by	Principal
Next scheduled review date	22nd November 2024