



Whole School Curriculum

POLICY



Rationale:

- The core purpose of this school as defined in the Strategic Plan is to provide an inclusive, challenging and engaging learning environment so that our students grow into inquisitive and passionate learners. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values. The school believes that every student is capable of learning.
- 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 effect. Whole school data collection is noted on the year level curriculum maps.
- The school provides a comprehensive curriculum with a strong focus on **Literacy** and **Numeracy**. Curriculum initiatives include the ResourceSmart cross-curriculum priorities, Stephanie Alexander Kitchen Garden Program, Chess and School-Wide Positive Behaviour expectations. (SWPBIS) In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the domains of: Science, Humanities/History, Design and Technology, Civics and Citizenship, Performing Arts and Health.
- These domains are also cross referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in **Language (Indonesian)** and **Visual Arts**. Interdisciplinary, personal and social learning are addressed within these domains and supported by a range of Outdoor Education camps and excursion initiatives. These are reported upon through the SPACE program (Social, Physical, Academic, Creative and Social). The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music and chess.

Aims:

- To ensure a rich and robust curriculum is developed and followed across the whole school.
- To ensure all classrooms allow for time allocation per learning area.
- To ensure students are able to access learning that is appropriate for their ability levels.
- Create a common language and set of understandings around curriculum delivery (line of sight).
- Ensure AusVELS and department guidelines around curriculum are followed.

Implementation:

- Teaching and learning teams across levels ensure curriculum coverage is enacted according to whole-school documentation.
- These teaching and learning teams are currently responsible for core curriculum development and delivery in Literacy, Numeracy and Integrated Studies including History, Science, Cross Curriculum priorities, Health and PE and ICT.
- Specialist programs from Prep to Year 6 are delivered for Visual Arts and LOTE (Indonesian).
- Teachers report on students in a written format and assess against AusVELS at the end of Semesters 1 and 2.

- Teachers use the SPACE framework for written comments.
- Teacher report to parents through a Parent Teacher Interview in Term 1 and through Student Led Conferences in Term 3.
- Each subject area will be covered using the following time fractions:

English 10 hrs per week	Maths 5hrs per week
Visual Arts 1.5 hrs per week	LOTE 1 hr per week
PE/Health 2.5 hrs per week	Integrated units 5 hrs per week

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council

February 2015