



Curriculum Policy

(Ratified by School Council: November 2016)

1. PURPOSE:

This policy is written to support the ongoing development and revision of Curriculum Documentation and content at Glen Waverley Primary School (GWPS)

GWPS regularly reviews Curriculum in response to current research and data. Curriculum Documentation and revisions are developed as a Whole School to maximise scaffolding and transition from year to year.

Curriculum decisions are guided by our school's Philosophy;

1. The students are at the centre of everything we do.
2. Building staff capacity is paramount.
3. Everything we do is based on research and a whole school approach.

This school ensures that Curriculum development maximises guidelines published by the Department of Education and Training (DET), The Victorian Curriculum and Assessment Authority (VCAA & Victorian Curriculum), Australian Curriculum Assessment and Reporting Authority (ACARA), and The Council of International Schools (CIS) accreditation standards.

Glen Waverley Primary School is a High Performing School. In addition to our Guiding Statements, curriculum development embraces the four Preconditions that are identified as evident in High Performing Schools

Precondition 1 - Strong leadership that is shared, stable and sustained over time

Precondition 2 - High levels of expectation and teacher efficacy

Precondition 3 - Ensuring an orderly learning environment where every student is well known

Precondition 4 - A focus on what matters most

2. GUIDELINES:

2.1 To adhere to, and maximise the potential of DET legislation

2.2 To adhere to, and maximise the potential of VCAA and Victorian Curriculum guidelines and legislation.

2.3 To adhere to, and maximise the potential of the Australian Curriculum and Assessment and Reporting Authority (ACARA) legislation.

2.4 To utilise School Data to inform our whole school approaches to high quality development of teaching and learning, pedagogy and Curriculum.

2.5 To structure Curriculum to facilitate effective assessment & reporting (ref; Assessment And Reporting Policy GWPS).

2.6 Curriculum Planning that in principle matches the Council Of International Schools accreditation standards and Code of Ethics - <http://www.cois.org/page.cfm?p=1071> GWPS has a commitment to the implementation of international and intercultural perspectives within our Curriculum.

2.7 Curriculum that is responsive to the four preconditions and six lessons of High Performing Schools as indicated in the research and report conducted and published by DET. - <http://www.education.vic.gov.au/Documents/about/research/signpostpaper16may09.pdf>

2.8 Curriculum that exemplifies our Guiding Statements. This manifests in student centred programs that prepare our learners for further Primary, Secondary and Tertiary education, in addition to building the four Capabilities of;

- i. Critical and Creative Thinking,
- ii. Ethical Capabilities,
- iii. Intercultural Capabilities, and,
- iv. Personal and Social Capabilities.

2.9 The Assistant Principal (Curriculum) will effectively manage relevant budgets.

2.10 To plan for the effective development of Digital Literacy within the Curriculum to support and enhance teaching and learning outcomes.

2.11 To differentiate Curriculum content and standards of achievement to address specific needs of all students. This includes high achieving students, giftedness, different genders, special learning needs, disabilities, impairments, English as an additional language and intervention programs.

3. IMPLEMENTATION:

3.1 Whole School Planning

School planning at Glen Waverley Primary School is an integral part of the improvement process maximising Whole School Approaches and involving four key stages.

1. Gathering and analysing data – this includes student achievement and personalised learning needs

2. Planning for improvement – this includes breadth and depth in Curriculum planning

3. Teaching and learning – this includes;

- Clear articulation of Learning Intentions and Success Criteria,
- Individual student goal setting,
- Sequential learning pathways,
- A deep belief that all students can achieve,

- cohort specific content
- embedded opportunities for student self-reflection
- A focus on metacognitive rigour and clear articulation of student thinking and reasoning

4. *Assessment and reporting* – as outlined in the GWPS Assessment and Reporting Policy

3.2 *Timetable allocation*

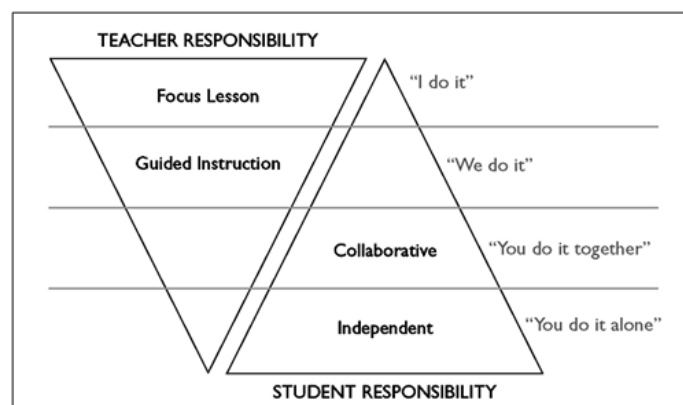
The timetable is structured on a weekly basis. Each period is 60 minutes and there are 5 lessons taught per day. The breakdown of the weekly cycle is as follows.

Foundation to Year Six		
Domain	Expected Sessions Per Fortnight	Minutes per Fortnight
English	20 (2 per day – this allocation includes two Library sessions)	1200
Mathematics	10	600
Science/Humanities/Inquiry	10 (this includes Smart 8 in years 3 to 6)	600
L.O.T.E	2	120
Visual Arts	1	60
Performing Arts	1	60
P.E/Health	2	120
You Can Do It???	2 (can be integrated into other Curriculum Areas)	120

The above time allocation is a guide only and flexibility must be given when other extra-curricular activities may take precedence over the times outlined above.

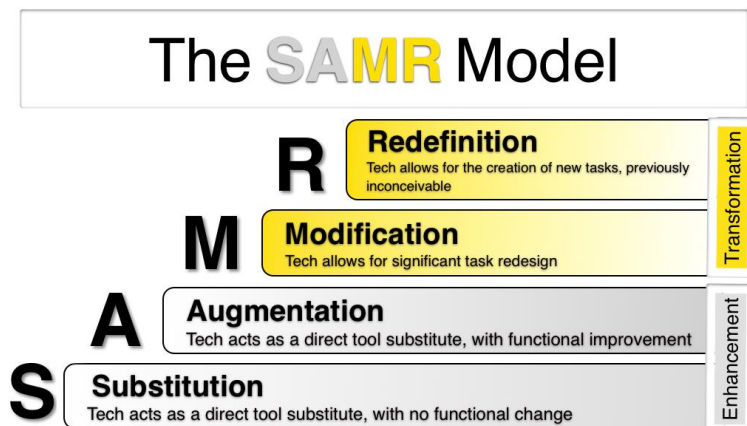
3.3 *A model for success for all students*

Pedagogy and Curriculum will be explicitly planned using the Gradual Release of Responsibility Model. Furthermore, Learning Intentions and Success Criteria will be explicitly expressed wherever possible in all teaching and learning environments.



3.4 Digital Learning implementation

Digital Learning will be integrated wherever possible as part of planned Curriculum, teaching and learning. Use of technology will be guided by the SAMR Model, guiding incremental development of how it is utilised in the classroom.



4. RELATED LEGISLATION:

Department of Education and Training (DET) <http://www.education.vic.gov.au/Pages/sitemap.aspx>

Victorian Curriculum and assessment Authority (VCAA)

<http://www.vcaa.vic.edu.au/Pages/index.aspx>

<http://www.education.vic.gov.au/Pages/sitemap.aspx> (AusVELS)

Australian Curriculum and Assessment and Reporting Authority (ACARA)

<http://www.acara.edu.au/default.asp>

Council Of International Schools (CIS) <http://www.cois.org/>

5. RELATED POLICIES:

This policy is to be read in conjunction with the following Curriculum based policies at Glen Waverley Primary School;

- *Art Policy*
- *Assessment and Reporting Policy*
- *English as an additional language Policy*
- *English Policy*
- *Health and Physical Education Policy*
- *Home Learning Policy*
- *Languages Other Than English (L.O.T.E.) Policy*
- *Mathematics Policy*
- *Information and Communication Technology (ICT) Policy*
- *Music Policy*
- *Science Policy*

6. POLICY EVALUATION:

Evaluation will be conducted bi-annually by the Curriculum SSP Team

7. DUE DATE FOR REVIEW:

Due for review in November 2018