

Curriculum Policy

(Ratified by School Council: November 2023)

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 Guiding Statements and a strong commitment to our core philosophy of;

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 (DE), 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 DE 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 aligns with the Council Of International Schools accreditation standards, Code of Ethics and recommendations- [Code of Ethics - CIS Council of International Schools \(cois.org\)](https://cois.org) GWPS has a commitment to the implementation of Global Citizenship, international and cultural 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 DE. - [Presentation title \(acara.edu.au\)](https://acara.edu.au)

2.8 Curriculum that exemplifies our Guiding Statements. This manifests in student centred learning 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 Glen Waverley Primary School's Guiding Statements and CIS Review recommendations will assist in the improvement of the internationalisation of the school's curriculum.

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

High quality planning practices at Glen Waverley Primary School forms an integral part of the improvement process, maximising Whole School Approaches. This process is cyclical in nature as it moves through four key stages.

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

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

3. Planning for teaching and learning – this includes;

- Learning Intentions and Success Criteria visible throughout learning tasks,
- Success Criteria that are based on skill, strategy and thinking and draw on the Structure of Observed Learning Outcomes (SOLO) Taxonomy (Biggs & Collis, 1982) to deliver differentiation through four levels of cognitive rigour
 1. Surface Acquisition
 2. Surface Consolidation
 3. Deep Acquisition
 4. Deep Consolidation
- Individual student goal setting
- Sequential learning pathways
- A deep belief that all students can achieve to their highest ability
- Conversations that clarify what success looks like for every student
- Cohort specific content, as guided by the Victorian Curriculum, Student Voice and professional decision making
- The Global Goals and the Three Modes of Cultural Understanding
- Prioritising self-reflection, Feed-Up, Feedback and Feed-Forward
- 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.

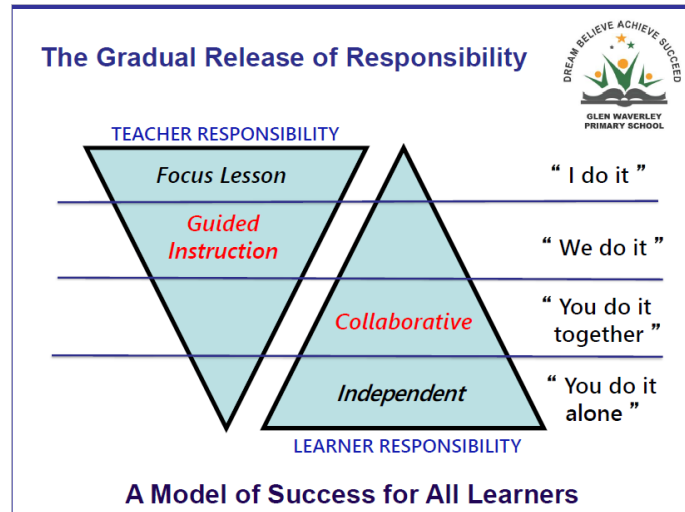
| <u>Foundation to Year Six</u> | | |
|--------------------------------------|--|------------------------------|
| Domain | Expected Sessions Per Fortnight | Minutes per Fortnight |
| English | 20 (2 per day – this allocation includes two Library sessions) | 1200 |
| Mathematics | 10 | 600 |
| Science/Humanities/Inquiry | 10 | 600 |
| Languages | 2 | 120 |
| Visual Art | 1 | 60 |
| Music | 1 | 60 |
| P.E/Health | 2 | 120 |

| | | |
|----------------|---|-----|
| Mind, Body, Us | 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.

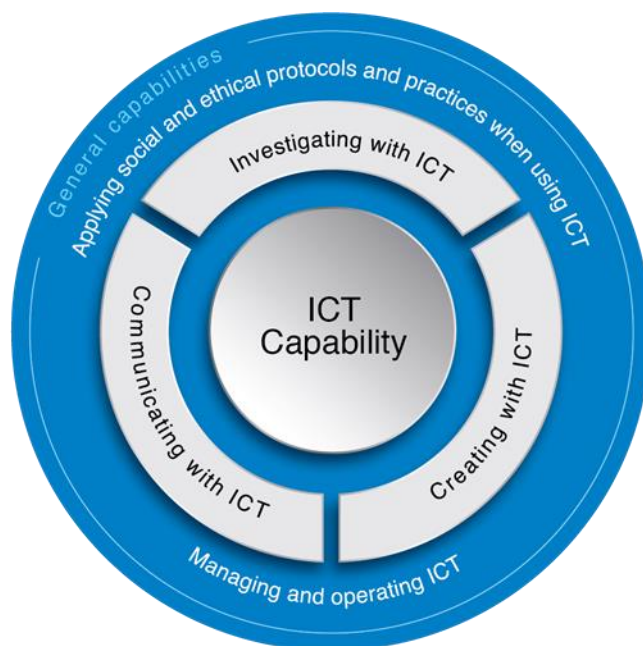
3.3 A model for success for all students

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 ICT Capabilities and implemented in line with the digital learning policy.



4. RELATED LEGISLATION:

Department of Education (DE)

[Curriculum Programs Foundation to 10: Policy | education.vic.gov.au](https://www.education.vic.gov.au/curriculum-programs/foundation-to-10/policy)

Victorian Curriculum and assessment Authority (VCAA)

<https://www.vcaa.vic.edu.au/Pages/HomePage.aspx>

The Victorian Curriculum

<https://victoriancurriculum.vcaa.vic.edu.au/>

Australian Curriculum and Assessment and Reporting Authority (ACARA)

[ACARA - Curriculum](https://www.acara.edu.au/curriculum)

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*
- *Digital Learning Policy*
- *Music Policy*
- *Science Policy*

6. POLICY EVALUATION:

Evaluation will be conducted annually by the Vertical Curriculum Teams, Assistant Principal Curriculum and Executive Team

7. DUE DATE FOR REVIEW:

Due for review in November 2024