

## **1. POLICY STATEMENT**

Curriculum covers all the 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 Dunkeld Consolidated School encourages its students to better themselves in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum that is designed to challenge learners to reach their full potential. Particular attention will be paid to the culture and inclusion of: Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, gender diverse children, children with a disability and children who are vulnerable.

The Dunkeld Consolidated School follows the Victorian Curriculum which may be accessed at: <http://victoriancurriculum.vcaa.vic.edu.au/>

## **2. CURRICULUM STATEMENT**

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The Dunkeld Consolidated School encourages its students to better themselves in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum that is designed to challenge learners to reach their full potential. Inclusive education acknowledges that some children and young people have intersecting identities or additional needs that schools may need to take into consideration. These identities may relate to:

- having a disability or additional learning needs
- gender identity
- sexual orientation
- being an Aboriginal or Torres Strait Islander person
- race/cultural identity
- speaking a language other than English
- social factors/economic factors
- experience of abuse, neglect or family violence

The Dunkeld Consolidated School follows the Victorian Curriculum which may be accessed at: <http://victoriancurriculum.vcaa.vic.edu.au/>

Dunkeld Consolidated School aims to give students a solid foundation, with a strong emphasis on Literacy and Numeracy. The curriculum and instruction aim to assist children to develop their potential to the fullest in all aspects of their school life and be ready to progress in their future endeavours. The school seeks to develop 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 school provides a comprehensive curriculum with a strong focus on English and Mathematics. Curriculum initiatives in English include the Readers Workshop, Writers Workshop and SMART Spelling. In addition to the comprehensive classroom programs offered in English and Mathematics, an integrated classroom curriculum program, known as the Inquiry Cycle, addresses the curriculum areas of Science, Humanities/History/Geography, Technologies/Design Technology, Civics and Citizenship, and Health. The Inquiry Cycle is a two-year cycle taught at four levels: Prep, One/Two, Three/Four and Five/Six. The Stephanie Alexander Kitchen Garden Program is also incorporated into our English, Mathematics and Inquiry curriculum programs.

Dunkeld Consolidated School plays an important role in promoting student mental health and wellbeing. The following programs/methodologies are aligned in a scope and sequence, and embedded at Dunkeld Consolidated School:

- Play is the Way – <https://playistheway.com.au/>

- The Resilience Project - <https://theresilienceproject.com.au/education-2/>
- Resilience Rights & Respectful Relationships - <https://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R>

Teaching and learning teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams are currently responsible for core curriculum development and delivery in English, Mathematics, Inquiry and Wellbeing. Supportive curriculum initiatives and programs include MiniLit and Macqlit Reading programs, along with the Tutor Learning Initiative implemented by DET in 2021.

The school has curriculum leaders and a leadership team. The leadership team is focused on year planning cycles and continuous analysis of a range of data around school improvement. At this level there is an integration of long-term planning around fiscal management, workforce planning and school structures. 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.

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 and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

### 3. GUIDELINES

- 3.1 Our school will recognise and respond to diverse student needs and interests when developing its curriculum programs and curriculum plan in line with mandated subject time allocations (**see Appendix A**).
- 3.2 Our school will comply with all Department of Education and Training guidelines about the length of student instruction time required in Victorian schools.
- 3.3 There will be a broad offering of programs to meet the demands of students. The Victorian Curriculum will be implemented from Foundation to 6 at our school.
- 3.4 The Department of Education and Training (DET) places a high priority on the teaching of Physical and Sport Education, Language Other Than English (LOTE) and English as an Additional Language (EAL). Our school also places a high priority on the teaching of these learning areas, along with Literacy and Numeracy. At times, human resources may impact on the delivery of languages at Dunkeld Consolidated School.
- 3.5 School curriculum programs are designed to enhance effective learning.
- 3.6 Preparing young people for the transition from primary school into secondary education is a critical element in our program.
- 3.7 Teaching and learning programs will be resourced through Program Budgets.

### 4. PROGRAM

- 4.1 Our school will provide a variety of programs 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.
- 4.2 Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- 4.3 Our school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.
- 4.4 Staff will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices.
- 4.5 The Victorian Curriculum will be used as a framework for curriculum development and delivery from Foundation to 6 in accordance with DET policy and guidelines.
- 4.6 Every year our school will do an audit of the curriculum to see which domains, dimensions and standards of the Victorian Curriculum are currently being addressed.

**4.7** The DET requirements related to the teaching of Physical Education, Sports Education and LOTE will continue to be implemented, depending on the availability of human resources.

**4.8** The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

**4.9** In developing its curriculum plan the school will provide a broad range of educational initiatives to ensure improved student outcomes.

**4.10** The teaching staff will meet regularly to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, and school based testing, teacher judgments based on learning outcomes in Victorian Curriculum. The school follows an assessment schedule which includes Essential Assessments and ACER tests using the Online Assessment and Reporting System (OARS).

**4.11** 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 Qualifications Authority and on the school website.

This policy will be reviewed on an annual basis.

#### **EVALUATION**

Policy last reviewed	November 2022
Approved by	Principal
Next scheduled review date	November 2023

#### **APPENDICES:**

Appendix A: Curriculum area time allocations

Appendix B: Implementation of Assessment

## Appendix A

### Mandated subject time allocations

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#### Years F- 6

The curriculum is based on the Victorian Curriculum standards. The timetable is structured on a weekly basis. Each period is 60 minutes. The breakdown of the weekly cycle is as follows:

	Year 3 - 6	Years F - 2
Domain	Hours per week	Hours per week
English	10	10
Mathematics	5	5
PE/ Health	1.5	2
The Arts (Visual, Music, Drama, Media)	2	2
<b>INQUIRY</b> – two-year cycle		
Humanities		
ICT		
Civics		
SAKG		
Science		
Unallocated / Wellbeing	2.5	3
TOTAL	25 per week	25 per week

Year level involvement in the Stephanie Alexander Kitchen Garden (SAKG) program varies, due to age and timetabling constraints, with more involvement for older classes.

## Appendix B

### Implementation of Assessment

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- Schools are responsible for accurately assessing student achievement against state-wide standards and progression points detailed within the Victorian Curriculum.
- Assessment requires a mix of summative assessment of learning to determine and report what the student has learned, formative assessment to guide future learning, and ongoing assessment to focus teacher feedback alongside student self-assessment and reflection. Fundamentally, assessment will be used primarily to guide future lessons and learning, rather than simply a prelude to reporting achievement.
- The Principal and staff will establish a whole-school 'Assessment Schedule' for teachers which will include a variety of assessment strategies providing multiple sources of information about student achievement. The school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
- Teachers will use the data they collect to make judgements about, and report on, student achievement against the Victorian Curriculum. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in state-wide standardised testing processes such as NAPLAN and school entry assessment tests.
- Staff will participate in moderation professional development involving assessment maps and annotated work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum standards across the school.
- Our school will continuously develop Individual Learning Plans for students that require extra assistance and for those who require further challenges in consultation with students, parents and where appropriate, others with specific expertise.
- Self-assessments by students against individual learning goals will be a feature of our assessment regime.
- Teacher to provide regular feedback to students in order to strengthen students' capacity to self-regulate their own performance. For example, proficiency scales (learning lines).
- The school will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum. Program support groups will help develop individual student profiles containing learning goals for each student. Progress towards learning goals will be assessed and reported by the program support group.
- Students for whom English is a second language (ESL) will have their progress in English reported against the ESL Companion to the Victorian Curriculum.
- **Reporting:** The school subscribes to XUNO – Student Mapping and Data Tracking Module to follow student growth and generate two formal reports to parents, mid-year and at the end of the year. Parent/Teacher interviews are held twice yearly – early Term 1 and at the beginning of Term 3. The school encourages families to connect with classroom teachers at any stage throughout the year with concerns and/or questions regarding their child's learning and wellbeing.

*(Appendix B taken from the Assessment Policy)*