

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. 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 DCS:

- 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.

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Supportive curriculum initiatives and programs include MiniLit and Macqlit Reading programs, along with the Tutor Learning Initiative (TLI) 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.