



Help for non-English speakers

If you need help to understand the information in this policy please contact (03) 5281 3291 or email shelford.ps@education.vic.gov.au

Curriculum covers all the arrangements Shelford Primary 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.

Shelford Primary School encourages its students to strive for excellence 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.

Scope:

Shelford Primary School will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

There will be a broad offering of programs to meet the demands of students. The Victorian curriculum will be implemented from Foundation to Year 6.

The Department of Education and Training places a high priority on the teaching of literacy and numeracy. Our School also places a high priority on the teaching of these learning areas.

School curriculum programs are designed to enhance effective learning.

Teaching and learning programs will be resourced through the effective use of all resources; human, physical, fiscal etc.

Curriculum Overview:

Shelford School implements the Victorian Curriculum F-10 which sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The design of the Victorian Curriculum F-10 is set out below:

Learning Areas

- English
- Mathematics
- Science
- Languages
- Health & Physical Education
- The Humanities
- Technologies
- The Arts

Capabilities

- Critical and Creative Thinking
- Ethical

- Intercultural
- Personal and Social

The Victorian Curriculum F–10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

Reporting Achievement:

Students: Feedback will be given about current learning and areas for future learning in a timely ongoing manner for all areas of learning and development. Students will be provided the opportunity to reflect on their individual goals, gather evidence to ascertain achievement and set new ones to drive future learning.

Staff: Both informal and formal data will be used to inform planning and teaching on both a short and longer-term basis. Trend data will also provide relevant information about the school’s continuous improvement journey.

Parents: Each semester, parents will be provided with a written summary report that includes teacher judgements against the Victorian Curriculum Standards in the learning areas and capabilities that have been part of the teaching and learning program for that semester. Teachers will also provide information about the student’s engagement and wellbeing so parents are fully informed in relation to the learning and development of the whole child.

Throughout the semester parents will be kept informed of their student’s achievement progress and areas for future learning through student led Learning Conversations. These conversations between teachers, students and parents/carers are designed to celebrate learning, help students to create a greater sense of ownership of their learning journey, strengthen home/school partnerships and foster community engagement in learning.

Informal opportunities for parents/carers to meet with teachers will occur before and after school on a daily basis with all teaching staff being present in classrooms between 8:50am and 9:00am and 3:15pm and 3:25pm. A child’s classroom teacher is the primary contact for parents and carer’s to ensure that a strong relationship is developed and effective communication is built and maintained.

Community: Student learning outcomes data will be reported in the Annual Report to the School Community provided to DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

Program:

Shelford Primary School will provide a variety of programs (as needed) that will address the specific needs of students in relation to special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.

Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.

Shelford Primary School when developing its Curriculum Plan will provide 25 hours of student instruction per week.

The Victorian curriculum will be used as a framework for curriculum development and delivery at Foundation to year 6 in accordance with DET policy and guidelines.

The DET requirements related to the teaching of Reading, Writing, Maths, Physical Education and Languages will continue to be implemented.

The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes. The School is committed to providing a 1:1 learning program with a focus on iPads and laptops across P-6.

In developing its curriculum plan the School will provide a broad range of educational pathways to ensure improved student outcomes.

School 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, school based testing, ACER tests, teacher judgments based on learning outcomes in the Victorian curriculums. Tools used will include SPA and Google sheets.

Links and Appendices:

Appendices which are connected with this policy are:

Appendix A: Curriculum Plan – including time allocations

Appendix B: SPS Teaching and Learning model

Review Cycle and Evaluation:

Policy last reviewed	24 th August 2022
Approved by	Principal
Next scheduled review date	24 th August 2025

Appendix A:

Curriculum Plan – including time allocations

The curriculum is based on the Victorian curriculum. The breakdown of the weekly cycle is as follows:

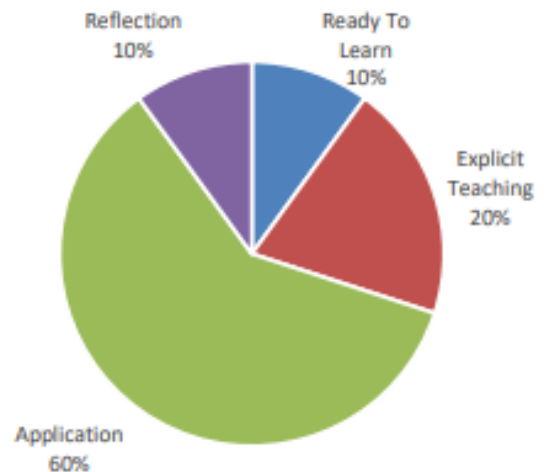
P-6	
Domain	Hours per week
English	10
Mathematics	5
Science	1
Humanities	2.5
Technologies	1
Languages	1
Health and Physical Education	2
The Arts	1
Social and Emotional Learning	1.5
TOTAL	25 hours per week

Appendix B:



SPS Teaching and Learning Model

We are committed to ensuring the learning growth of every individual child and the deliver of a high quality, personalised and engaging educational experience for each and every child.
As a team, we have developed and refined the SPS Teaching and Learning Model. This is the process we use for each and every Unit of Work that is delivered in our classrooms.



Teachers	Core Elements	Students
<ul style="list-style-type: none"> Establish a safe environment Create a positive climate Set classroom routines Maintain high expectations Facilitate regulation strategies 	<p>Ready to Learn</p> <ul style="list-style-type: none"> De-escalation Regulation Organisation Warm up Brain break 	<ul style="list-style-type: none"> Be punctual Bring required materials Follow instructions Practise self regulation Have a growth mindset
<ul style="list-style-type: none"> Introduce new concepts Modelling / Demonstrating Diversify instructions Explain worked examples Multiple exposures Vocab development Activate prior knowledge Stimulate curiosity 	<p>Explicit Teaching</p> <ul style="list-style-type: none"> Learning Intention Success Criteria Modelling New information Questioning Hook 	<ul style="list-style-type: none"> Take notes Ask clarifying questions Follow instructions Contribute to discussions Active listening
<ul style="list-style-type: none"> Differentiated tasks Actively monitor learning Support where required Provide opportunities for success Assess and address learning need Provide feedback 	<p>Application</p> <ul style="list-style-type: none"> Conferencing Mini Lesson Skills practice Stamina building Collaboration / Cooperative learning Assessment Goal setting 	<ul style="list-style-type: none"> Peer to peer learning Be accountable Share understanding Build stamina Practise skills Complete and submit work Use metacognitive strategies
<ul style="list-style-type: none"> Review and summarise learning Determine next point of learning Recognise patterns of learning Develop metacognitive strategies Celebrate growth 	<p>Reflection</p> <ul style="list-style-type: none"> Referring to Learning intention & Success Criteria Reflective strategies Formative assessment Teacher-student, student to teacher, peer to peer Self reflection - learning behaviours 	<ul style="list-style-type: none"> Revisit Success Criteria Clarify learning success Shared understanding Identify successful strategies Identify areas of need Plan for home learning