



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office.

Rationale

Implementation of the Victorian Curriculum across the school will provide all students with a sequential curriculum framework that guides their learning, as well providing measures of learning achievement that allow students, teachers and parents the opportunity to assess student progress and performance against the expected achievement standards. The school takes guidance from the VCAA for planning and documenting the curriculum.

Aims

To optimise student learning through the implementation of the Victorian Curriculum across each domain from Prep to Year 6 in a manner that is consistent with Department of Education and Training requirements and school-identified needs. As outlined in the Victorian Curriculum, we aim to provide a sequential curriculum that will enable students to:

- Learn knowledge, skills and behaviours in the eight learning areas of the Arts, English, Health and Physical Education, the Humanities (including civics and citizenship), languages (Spanish), Mathematics, Science and Technologies
- Explore different ways of thinking, solving problems and communicating. They develop skills in building and managing social relationships and working with others. Students take responsibility for their learning, and learn about their own and others' cultures as global and ethically responsible citizens. These aspects of the curriculum are outlined in the four general capabilities.

Implementation

- School council will provide adequate resources for the implementation of the Victorian Curriculum and associated professional development.
- A senior staff member will be allocated the responsibility to lead a team in the development and implementation for strategic planning in the areas of literacy, numeracy and inquiry-based learning.
- All teachers are required to work with their respective teams to use the Victorian Curriculum to contribute to the development and implementation of guaranteed and viable curriculum, and to implement student-needs based lessons using agreed planning templates, assessment tools and instructional model/s.
- All staff will use the Victorian Curriculum *content descriptions* when planning as these describe the knowledge, understanding, skills and processes that teachers are expected to teach and students are expected to learn.

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- Curriculum will be differentiated in the key areas of literacy and numeracy so that the learning is within the students' zone of proximal development. Zones of proximal development for each student will be determined by pre and post-testing and will be used to create fluid and flexible student groupings.
 - Student achievement will be measured and reported to students, parents, Department of Education and Training and the wider community against the Victorian Curriculum *achievement standards*. The *achievement standards* outline the essential knowledge, skills and behaviours students are expected to demonstrate within each domain.

Evaluation

This policy will be reviewed as part of the school's four-year strategic plan.

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