

CURRICULUM POLICY

RATIONALE

Schools use a range of curriculum options, including AusVELS, to develop and provide education programs that are meaningful for students. At Amsleigh Park Primary School our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in their learning. To support the delivery of the curriculum at Amsleigh Park Primary School we access and select a wide range of suitable educational resources to support the curriculum taught, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities to support student learning.

GOALS

To implement a dynamic curriculum program that:

- Is compliant with DEECD policies and based on AusVELS and/or the Australian Curriculum
- Is engaging and relevant and enables students to develop deep levels of knowledge, processes and skills for life-long learning
- Is differentiated in approaches to teaching that cater for the needs of students with a range of interests, abilities, skills, and motivation
- Provides opportunities for students to think, reflect and become independent, resourceful and adaptable learners
- Enables students to Interact with other students and the wider community.

GUIDELINES

- **The Curriculum Policy replaces all previous policies for AusVELS subjects.**
- This policy works in conjunction with the Assessment and Reporting and Homework policies.
- The Principal has the overall responsibility for the implementation of curriculum at the school. Aspects of this role can be delegated to other staff members who will work in conjunction with the principal in developing curriculum delivery and programs. Professional Learning Teams will be formed to develop specific curriculum areas and provide advice to the staff as a whole.
- The curriculum taught at Amsleigh Park Primary School will encompass all the areas in AusVELS, which includes the Australian Curriculum (^{AC}). The domains are:

Physical Personal & Social Learning	Discipline-Based Learning	Interdisciplinary Learning
Civics & Citizenship	The Arts	Communication
Health & Physical Education	English ^{AC}	Design Creativity & Technology
Personal Learning	The Humanities	Information & Communication Technologies
Interpersonal Development	The Humanities- History ^{AC}	Thinking Processes
	The Humanities- Geography	
	The Humanities-Economics	
	Languages	
	Mathematics ^{AC}	
	Science ^{AC}	

- Cross Curricular Learning in Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia and Sustainability spans across all curriculum areas. See the AusVELs website for more detailed information about AusVELS.
- The school will ensure that it has a comprehensive budget to support curriculum programs. Budget requests will be formulated by program leaders in October before the next school year. These will be compiled by the Principal and discussed in the Finance Sub Committee Meeting. Indicative Budgets must be approved by School Council prior to the school year. Program Leaders are strongly encouraged to expend curriculum budgets in first and second terms of the school year.
- Each term, AusVELS level teams will produce a curriculum planning document detailing the learning focuses of the term. This will include references to AusVELS and/or Australian Curriculum.
- A range of current DEECD teaching and instructional models will be referred to in curriculum planning documents. This could include the Principles of Learning and Teaching (POLT) and the e⁵ instructional model.
- The teaching of literacy and numeracy will be an integral component in all curriculum planning and delivery.
- The school will have a range of specialist programs to deliver various curriculum programs such as ICT, Physical Education, German and Visual Art/Performing Arts. These will be offered depending on school/DEECD priorities; access to qualified teaching staff; and timetable provisions.
- The school will teach a concept based Inquiry curriculum. The whole school will focus on the same concept each term. The curriculum is progressive and different focuses are studied in each level team. Inquiry learning sessions should be undertaken for approximately 3 hours per week.
- The Inquiry Learning Program will encompass learning in all the domains in AusVELS over the school year. A range of thinking curriculum tools such as ‘Habits of Mind’, ‘Debonno’s Thinking Hats’, ‘Bloom’s Taxonomy’ and ‘Gardner’s Multiple Intelligences’ will compliment this curriculum.

Time Allocations – AusVELS Learning Domains

Time Tabled Allocation		Minimum Timetabled Hours per Week (P-2)	Weekly	Minimum Timetabled Hours per Week (3-6)	Weekly %
English		10	40%	10	40%
Mathematics		5	20%	5	20%
Inquiry		2-3	8-12%	2-3	8-12%
Physical Education and Sport		1-3	4-12%	1-3	4-12%
The Arts	Visual Arts Performing Arts	8%			8%
Language		1	4%	1	4%
Assembly/TRIBES LC		1	4%	1	4%

- A range of DEECD programs will support curriculum delivery in the school. These include English as an Additional Language (EAL), Multicultural Education, the Language Support Program, Health Education, Koorie/WANNIK. Gifted Education, ESL New Arrivals Program, Drug Education, and the Program For Students with Disabilities. Further information <http://www.education.vic.gov.au>
- A range of teaching resources will be accessed when developing curriculum programs. The school will ensure that teaching and learning resources balance the need to provide challenging and engaging learning programs for students with the use of materials that do not offend students and the wider community due to their obscene, highly offensive or overly controversial nature. Teaching and learning resources include any spoken, written or visual text or activity used or conducted by schools such as text books , novels , films , plays , radio programs , multimedia , digital learning resources including video, audio, text, animations and images , lectures , speeches and performances. Teaching resources can be commercial products or those accessed on the DEECD website, FUSE. Please see: <http://www.education.vic.gov.au> for more information.
- A comprehensive assessment schedule will be devised and implemented to support assessment of student learning (See APPS Assessment Schedule).
- The school will offer excursions and/or incursions to compliment the curriculum. Generally two excursions and two incursions will be organised per year. Other experiences, such as camps, sporting programs and leadership courses will also be offered.
- The school will engage with affiliations to assist in curriculum planning and delivery e.g. Peta – Primary English Teachers Association
- Special school events and days will be celebrated at the school to enhance curriculum programs. For example, Science Week, Education Week, Harmony Day, Book Week, Literacy & Numeracy Week.
- Special provisions for particular curriculum areas are detailed below:

English:

- English learning should encompass the modes of Reading, Writing and Speaking and Listening as outlined in AusVELS.
- It is expected that a two-hour literacy block be scheduled each day. This can include integrating literacy teaching across other areas of learning.
- All classes should follow the core requirements of Café reading.
- Literacy classes should be conducted for 8-10 hours per week as required by Australian Curriculum.

Mathematics

- Mathematics teaching should encompass the areas of Number & Algebra, Measurement & Geometry and Statistics and Probability as outlined in AusVELS.
- It is expected that an hour numeracy block be scheduled each day. This could be integrated across other areas of learning. Average time should be 5 hours per week.
- The Key Characteristics of Effective Numeracy Teaching should be used as a guide to plan numeracy teaching

Health & Physical Education

- In accordance with DEECD policy, Amsleigh Park Primary School will mandate the following times to Physical Education:

- P–2 – 45 minutes specialist session each week
- 3–6: 60 minutes specialist session each week
- 5-6: 2 hours of physical education/sports in addition to the specialist session
- The school will be a member of ODSSA each year (Oakleigh District School Sports Association)
- The school will participate in the ODSSA sport events summer sport, winter sport, athletics, cross-country
- The Swimming Program will run yearly for all year levels.
- The Physical Education Program will be supplemented by outside sporting associations who may run clinics in Physical Education sessions to support the development of specific sporting skills.
- The school will have a whole school approach to Health Education, including Life Education. Other health related topics that the school will cover include Healthy Eating, Sexual Education- Student Wellbeing (e.g. Habits of Mind, School Values). For more information see <http://www.education.vic.gov.au>
- In accordance with DEECD policy the school must provide effective drug education consistent with the national *Principles for School Drug Education* and should deliver 10 hours of drug education per year level, per year. This could be integrated into other learning programs offered by the school.

Religious Education

- In accordance to DEECD policy and Section 2.2.11 of the *Education and Training Reform Act 2006* (the Act) Amsleigh Park Primary School should offer Religious Education. The Act makes the following distinctions. It defines:
 - General religious education as ‘education about major forms of religious thought and expression characteristic of Australian society and other societies in the world
 - Special religious instruction (SRI) as ‘instruction provided by churches and other religious groups and based on distinctive religious tenets and beliefs.’
 - Any SRI delivered should be provided during the hours set aside for the instruction of students.
 - Persons providing SRI must be accredited representatives of churches or religious groups and who are approved by the Minister for the purpose.
 - Attendance at SRI is not to be compulsory for any student whose parents desire that he or she be excused from attending.
 - The Principal must:
 - Ensure all SRI instructors are qualified and have a Working with Children Check, registration and training. The Department engages two major organisations to administer the accreditation and approval of religious instructors. They are ACCESS Ministries and World Conference of Religions for Peace. The Catholic Education Office/Diocese and United Jewish Education Board also accredit religious instructors in their respective faiths.
 - Arrange for the provision of SRI where an accredited and approved instructor is available
 - Schedule SRI in the school timetable (usually 30 minutes per week) when accredited and approved instructors are available
 - Ensure appropriate supervision for students who attend SRI
 - Ensure that students who do not attend SRI are appropriately supervised by teachers, and engaged in positive learning
 - Ensure core curriculum is not delivered to non-attendees during the period of SRI
 - Request and retain a copy of the instructor’s formal accreditation in the school’s records
- Visit: <http://www.education.vic.gov.au> for more information.

Languages

- According to DEECD policy, schools must provide tuition in languages from Prep to Year 10 by a suitable qualified teacher and report student achievement from Level 4 onwards.
- At Amsleigh Park Primary School our Language is German.

Information and Communications Technologies

- At Amsleigh Park Primary School it is a priority to include ICT across the whole school curriculum in addition to the specialist ICT program.
- An e-learning team provide advice on ICT priorities.
- All classroom teachers are expected to integrate ICT into their learning programs
- All Level Teams planners must include an ICT component.
- See <http://www.education.vic.gov.au> for more information

ACHIEVEMENT MEASURES

- AusVELS student achievement data
- Student, staff and parent opinion surveys
- Specialist Timetable
- Term Level Planners
- Work programs

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