



Woodend Primary School

(Woodend Campus & Carlsruhe Annex)

Curriculum Policy

Rationale:

This policy is written to support the ongoing development and revision of Curriculum Documentation and content at Woodend Primary School. Woodend Primary School regularly reviews Curriculum in response to current research, data and DET initiatives, (Victorian Curriculum) Curriculum Documentation and revisions are developed as a Whole School to maximise Scaffolding and transition from year to year.

Aims:

- To ensure consistency and have a collaborative approach throughout the school by the implementation of whole school programs (VCOP, 7Steps of Writing, Soundwaves, Woodend Primary School Instructional Model, Reading, Writing, Numeracy and Science Instructional Models, School Wide Positive Behaviour, Respectful Relationships, and Positive Education).
- To ensure staff have a sound knowledge of the Victorian Curriculum and continuum so they can provide a differentiated approach to meet the individual needs of each student.
- To provide an engaging and stimulating curriculum that keeps up to date and reflects the current needs and skills our students will need to succeed in a rapidly changing world.
- To improve the outcomes of all students and ensure each child achieves individual success.
- To ensure DET Practice Principles and High Impact Strategies are included in planning.

Implementation:

- Planning will happen at each level (whole school, PLC Teams, PLT'S, Mentoring Program, and individual).
- Whole school planning will include knowledge and understanding, reviewing and amending the Curriculum, Continuum, Curriculum Cycle, Scope and Sequence, Assessment Schedule and other evidence based programs the school is currently implementing or investigating.
- The school will follow the 'Professional Learning Communities at Work' model to ensure there is a continuous cycle of analysing, planning, assessing, reflecting and refining.
- All planning documents will be kept up to date and available to all via the staff server and Compass.
- It will be the responsibility of Leadership to ensure planning and delivery (teaching practice) is implemented effectively.

- Planning documents will include pedagogy, refer to the Gradual Release of Responsibility, Learning Intentions, Success Criteria, Practice Principles and High Impact Strategies, reference to the content descriptors and achievement standards in the curriculum, assessment tasks, differentiation and breakdown of time allocated to each subject.
- Support and Extension will be provided across the school through a range of strategies, including Individual Learning Plans, Education Support Staff, Peer Observations, Learning Walks, Coaching, modelling and mentoring.
- Student learning will also be supported through our Targeted Intervention Program, SPELD and Spaides, the Tutoring Program and support from our DET Speech Pathologist and Psychologist.
- The timetable is structured on a weekly basis. Each period is 50 minutes and there are 6 lessons taught per day. Where appropriate skills and concepts will be taught through an integrated curriculum, including the incorporation of ICT. The breakdown of the weekly cycle is as follows.

Domain	Supporting Programs
Literacy 750 minutes per week	Phonemic Awareness Program Spaides Intervention Program Tutoring Program VCOP – Big Write Sound Waves 7 Steps of Writing
Numeracy 300 minutes per week	Numeracy Instructional Model
Integrated Studies (Science, Humanities) 100 minutes per week	2 STEMs Specialist Teachers
Interpersonal Development 100 minutes per week	Positive Education Social and Emotional Program School Wide Positive Behaviour
LOTE – French (F – 6) 50 minutes per week	AIM
PE/Health 100 minutes per week	PE Teacher PMP Senior Sport Class level physical activities
Performing Arts/Music 50 minutes per week	Art and Music Specialist Teachers Instrumental Music Program (optional) Music Skills (optional)
Visual Arts	
Information Technology Integrated into all curriculum areas	P-2 Ipads Year 3 netbooks Years 4-6 Netbook Lease Programs to support Literacy and Numeracy

	On demand Assessment Essential Assessments
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Includes the Victorian Interpersonal Development, Personal Learning, Thinking Processes and Communication domains.

The above time allocation is a guide only and flexibility must be given when other extra-curricular activities may take precedence over the times outlined above.

Review

This Policy was endorsed by School Council in December 2020 and will be reviewed in December 2023.