

Aim

To ensure that all of our students receive a high quality education that equips them with a broad range of knowledge, skills and personal qualities to confidently meet the challenges of life in a complex, information-rich and constantly changing world.

Guidelines

1. AusVELs will be the framework for all school curriculum.
2. The framework will be based upon the three core strands of Physical, Personal and Social Learning, Discipline-based Learning and Interdisciplinary Learning.
3. Cross Curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability will be embedded into student learning.
4. In Foundation to Year 4, the curriculum will focus on developing the fundamental knowledge, skills and behaviours in literacy and numeracy and basic physical and social capacities which underpin all future learning.
5. In years 5 and 6 the literacy and numeracy will become more sophisticated and important discipline-based and interdisciplinary capacities will be introduced.
6. An Inquiry Approach to student learning will be implemented, whereby students are given the opportunity to take increasing responsibility for aspects of their own learning.
7. It is acknowledged that all students can learn given sufficient time and support.
8. Students will be encouraged and supported to do their best and reach their potential.
9. Positive links between home and school will be encouraged
10. Classrooms will provide a supportive environment where students feel comfortable to take risks and learn from mistakes.
11. The Principles of Learning and Teaching (PoLT) will form the basis for teachers to develop a positive and supportive learning environment for their students.

Implementation

1. Teachers will be part of a Professional Learning Team (PLT).
2. PLTs will meet on a regular basis with a focus on the four questions:
What do students need to know and be able to do?
How will we know when they have learned it?
What will we do when they haven't learned it?
What will we do when they already know it?
3. PLT agendas will include data analysis, moderation and the sharing of ideas, with a purpose of improved student learning outcomes for all.
4. Teaching and Learning at all levels will be based on research-based best practice and a consistent approach will be expected across year levels.
5. A Skills based scope and sequence for maths and English will be followed.
6. The class program will be differentiated to accommodate the learning needs of all students including high and low achievers.
7. Grouping of students will be flexible and fluid to allow for successful and challenging experiences for all students.
8. Individual Learning Improvement Plans will be developed to support students
9. The Whole School Assessment Schedule for English and Maths will be adhered to.
10. Specific procedures for English and Maths will be followed (see appendix 1)
11. Related policies include: Professional Development, Educational Opportunity, Promoting Excellence, PE Health, Performing and Visual Arts, Reading Recovery, LOTE, Bike Ed, Homework and Swimming.
12. It is an expectation that Parent Helpers will be rostered into all P-2 Early Years Classrooms and 3-6 where appropriate.
13. A classroom Helpers /Literacy Partnership Course may be run each year. Parents will be asked to sign an agreement regarding confidentiality, expectations etc.

MATHEMATICS

1. All classrooms will have at least 5 hours of mathematics every week.
2. Students in all classrooms will have access to a variety of learning tools including computers, concrete materials, Maths Task Centre, calculators etc.
3. Mathletics will be the core computer software program.
4. Student's mathematical knowledge should be developed using their everyday experiences, the environment and their interests.
5. Students will be challenged with interesting, relevant, open-ended problems to solve and encouraged to use, share and refine their own strategies.
6. The development of both skills and understanding is important.
7. Automatic response of tables and basic number facts will be essential.
8. The proficiency strands describe the actions in which students can engage when learning and using the content and are incorporated into the three strands. Teachers are to emphasise understanding, fluency, problem solving and reasoning.
9. A borrowing system will operate in the Maths Resource Room and Task Centre.
10. Teachers to check materials prior to their return and notify the Maths Coordinator of damaged or missing equipment.
11. A range of strategies will be used to assist with the timetabling of the Individual Early Years interviews.
12. Teachers will plan a flexible, term planner to ensure all areas are adequately covered. PLTs?
13. A consistent approach to mathematics teaching and learning will be adopted across classrooms.

ENGLISH

1. All classrooms will have at least 10 hours of literacy every week.
2. A balanced program will be provided, where conventional aspects such as handwriting, grammar, punctuation and spelling retain their importance.
3. A consistent approach to attempting unknown words and editing will be implemented.
4. Where resources allow, students at risk will be supported by programs such as Reading Recovery, Bridging the Gap and Bridges.
5. Students in years 3 to 6 will borrow take-home books from the library.
6. A Literacy Partnerships Course will be run annually.
7. A consistent approach to the literacy block will be adopted across classrooms.

INQUIRY LEARNING

1. The content of the program is derived from the Whole School Plan, which implements the AusVELS and balances content from all disciplines.
2. Where appropriate, specialist programs may support Big Question development.
3. Inquiry big ideas have been audited to ensure that there is balance of discipline based learning, personal learning and interdisciplinary learning. The statements below each will assist in continuity and understanding of the areas to be investigated.
4. Big ideas, Inquiry questions, deep understandings and the Inquiry Learning Ladder will be displayed for children and teachers to use as an 'anchor' for discussion and to the follow inquiry process
5. Department Leaders to store planning records on the school intranet facility. Hard copies will be kept with each team member of the planning team. Planning will also indicate the activities undertaken to meet the specified outcomes.
6. Inquiry learning planning time will be built into our meeting schedule.
7. Parent awareness of the program will be enhanced through articles published in the school newsletter, the class bulletin, school reports and on the website bulletins for each department.
8. A variety of learning styles exists in every class and this requires appropriate planning.
9. Resources will be stored centrally and comprise a selection of thematic resource tubs, a supply of consumable science/technology resources, reading and appropriate research books. Big books, DVD's and other texts are also located in the library