

Rationale

At Wedge Park Primary School, we have high expectations for academic achievement. The Victorian Curriculum is the foundation of our curriculum program, which reflects our core priorities of English and Mathematics, along with a focus on providing our students with educational opportunities that promote continued learning and active participation in today's society.

As a School, we maintain a strong focus on ensuring consistency of the curriculum between classrooms and have developed a range of Teaching, Learning and Assessment Handbooks and we continue to work with our staff to support improved teaching practices with a focus on reducing the variability between classrooms. All staff work in year level Professional Learning Teams (PLTs) to collaboratively plan and implement the learning program for students. The Specialist Timetable supports common planning time for teachers each week and the Meeting Schedule allows for weekly PLT meetings.

Teachers have access to high quality professional learning to support their knowledge and growth within our learning environment through coaching, professional collaboration, professional readings, curriculum days, feedback and external PD/networking aligned to our School Strategic Plan and Annual Implementation Plan.

There is a strong partnership between the school and home, supported by multiple forms of communication to and from parents about student learning. Homework is aligned to the classroom learning program and expectations are aligned with the school's Homework Policy.

Definitions

At Wedge Park Primary School, we will:

- recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.
- comply with all DET guidelines about the length of student instruction time required in Victorian schools.
- ensure that the Victorian Curriculum will be used as a framework for curriculum development and delivery at Prep to Year 6 in accordance with DET policy and guidelines.
- integrated Information and Communications Technology (ICT) across the curriculum to support the improvement of teaching and learning outcomes.

Implementation

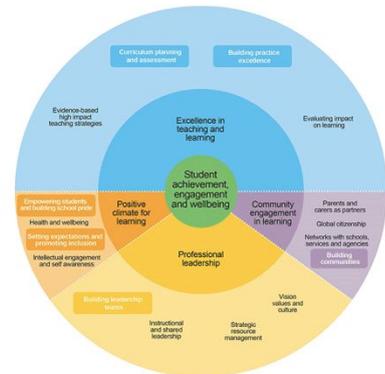
At Wedge Park Primary School, we ensure we incorporate and implement the DET initiatives, these include the following

FISO

The Framework for Improving Student Outcomes has been developed to help us work together to dramatically increase the focus on student learning in schools.

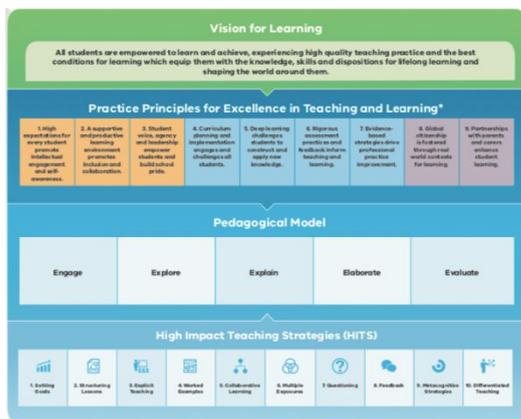
The key elements of the framework are:

- an [Improvement Cycle](#) for continuous improvement
- an [Improvement Model](#) - with four state-wide priorities, including six high-impact, evidence-based improvement initiatives on which to focus effort
- [Improvement Measures](#) to enable us to measure our success.



Victorian Teaching Learning Model (VTLM)

The Victorian teaching and learning model brings the [framework for improving student outcomes \(FISO\)](#) into the classroom. It creates a line of sight between the whole-school improvement approach and classroom practice.



The model allows teachers and school leaders to:

- focus on high impact improvement initiatives
- drive those initiatives through evidence-based decisions about their teaching and student learning.

It encourages collaboration among principals, school leaders, teachers, students and parents/carers in effective learning communities to improve learning outcomes for students

Vision for Learning

In Victoria, our vision for learning articulates our aspirations and beliefs about teaching and learning. With students at its centre, the Vision outlines our aspiration for all students to achieve and grow as learners, and to generate their own course for lifelong learning. Students will be empowered to take ownership of their learning, to make purposeful contributions to their learning environments, and to tackle issues arising in the world around them.

Vision for learning also recognises the central role of teachers as they use expert knowledge, skills and dispositions as designers. They develop engaging and challenging learning programs and create the optimal conditions for student learning, including supporting parents as first educators and partners in education. Teachers model lifelong learning as they build reflection and deep levels of thinking into their practice and challenge themselves and their students to co-construct and apply new knowledge.

'All students are empowered to learn and achieve, to experience high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and to shape the world around them.'

The Practice Principals

The Practice Principles articulate how teachers can deliver the curriculum and engage students. They are designed to link directly to a school's documented teaching and learning program, which outlines what is to be taught, and the approach to assessment, which helps teachers determine student learning needs and how students can demonstrate their levels of understanding. Each Principle is supported by a theory of action that describes how the work of teachers can generate improved student learning over time. It explains the specific changes that can be expected and creates a brief evidence-based synopsis.

Positive climate for learning	1. High expectations for every student promote intellectual engagement and self-awareness	Action 1.1 Teachers convey high expectations of learning, effort and engagement for all students	Action 1.2 Teachers co-design aspirational goals with students	Action 1.3 Teachers scaffold and differentiate learning to enable students to achieve their goals	Action 1.4 Teachers build student capacity to monitor and evaluate their own progress and achievement
	2. A supportive and productive learning environment promotes inclusion and collaboration	Action 2.1 Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner	Action 2.2 Teachers ensure all students' cultural backgrounds, needs and abilities are recognised and addressed in the learning program	Action 2.3 Teachers develop student capacity to collaborate	Action 2.4 Teachers maintain an energised and focused learning environment
	3. Student voice, agency and leadership empower students and build school pride	Action 3.1 Teachers empower students to have a democratic voice in the running of the communities in which they learn	Action 3.2 Teachers co-design opportunities for students to exercise authentic agency in their own learning	Action 3.3 Teachers co-design leadership opportunities	Action 3.4 Teachers build school pride and connectedness
Excellence in teaching and learning	4. Curriculum planning and implementation engages and challenges all students	Action 4.1 Teachers place student needs at the centre of program planning and delivery	Action 4.2 Teachers collaboratively design and implement a scope and sequence of learning	Action 4.3 Teachers regularly review and update learning programs in line with school curriculum plans	
	5. Deep learning challenges students to construct and apply new knowledge	Action 5.1 Teachers design learning programs to explicitly build deep levels of thinking and application	Action 5.2 Teachers support students to explore the construction of knowledge	Action 5.3 Teachers support students to be reflective, questioning and self-monitoring learners	
	6. Rigorous assessment practices and feedback inform teaching and learning	Action 6.1 Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives	Action 6.2 Teachers use assessment data to diagnose student learning needs and plan for learning	Action 6.3 Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards	Action 6.4 Teachers analyse student achievement data to improve their practice
	7. Evidence-based strategies drive professional practice improvement	Action 7.1 Teachers evaluate the impact of teaching on learning by analysing multiple sources of data	Action 7.2 Teachers identify and target areas for professional learning	Action 7.3 Teachers draw on current research and use an inquiry improvement cycle	Action 7.4 Teachers challenge and support each other to improve practice
Community engagement in learning	8. Global citizenship is fostered through real world contexts for learning	Action 8.1 Teachers support students to explore their role as global citizens	Action 8.2 Teachers model and facilitate use of digital tools and resources to access, use and share learning	Action 8.3 Teachers and students co-design learning that connects to real world contexts	Action 8.4 Teachers and students collaborate in learning partnerships in and beyond the school
	9. Partnerships with parents and carers enhance student learning	Action 9.1 Teachers establish open and sustained communications with parents/carers	Action 9.2 Teachers seek and use parents/carers' knowledge and feedback	Action 9.3 Teachers facilitate parent/carer involvement in education within the classroom, school and beyond	

Pedagogical Model

When implemented together with the practice principles, the pedagogical model enables teachers to maintain a line of sight between their own professional development and school-wide improvement based on FISO.

The pedagogical model is:

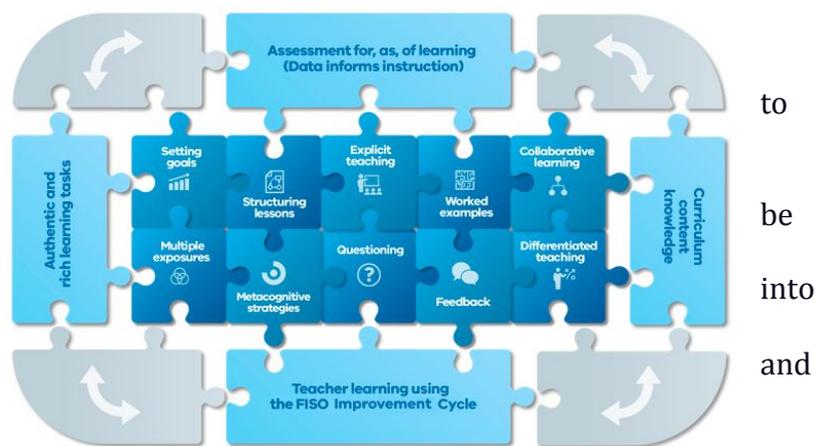


- embedded in the Victorian teaching and learning model that incorporates the [vision for learning, practice principles](#) and [HITS](#)
- focused on teacher practice as the main contributor to improved student learning outcomes
- improvement-focused to assist teachers with their professional learning, including designing their PD goals
- adaptive and can be modified to fit specific school and subject contexts
- flexible, so teachers can move in and out of different domains, depending on the context
- evolving and will be expanded through showcasing best practice across Victorian government schools.

High Impact Teaching Strategies

The HITS are 10 instructional practices that reliably increase student learning wherever they are applied. They emerge from the findings of tens of thousands of studies of what has worked in classrooms across Australia and the world. International experts such as John Hattie and Robert Marzano have synthesised these studies and ranked hundreds of teaching strategies by the contribution they make to student learning [see ‘What is effect size?’ box]. The HITS sit at the top of these rankings.

- **For teachers**
For beginning teachers, the HITS are a bank of reliable instructional practices they can use with confidence. For experienced teachers, our guide can add to their understanding of the HITS they are already using, and suggest new ways to use them in the classroom.
- **For professional learning communities** By using the HITS to build their pool of knowledge, professional learning communities can anchor their interventions in evidence-based practices and so increase the likelihood of interventions being effective.
- **For school leaders** HITS are a professional learning opportunity. The HITS are linked each other, and connected to a broader repertoire of teacher skills and knowledge. They can be connected to collaboration between teachers and integrated into classroom and school planning around curriculum, instruction and assessment.



Further Information and Resources

Links which are connected with this policy are:

- <http://victoriancurriculum.vcaa.vic.edu.au/>
- <http://www.vcaa.vic.edu.au/Pages/foundation10/f10index.aspx>
- <http://www.education.vic.gov.au/studentlearning/curriculum/default.htm>
- <http://www.education.vic.gov.au/studentlearning/curriculum/elearning.htm>

Appendices which are connected with this policy are:

Appendix A: Curriculum Plan – Including Time Allocation

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Years P-6

Wedge Park Primary School will provide a primary curriculum program based on the Victorian Curriculum

The Primary timetable is structured around 25 teaching hours per week. All classes have a two-hour English block every day and a minimum five hours of Mathematics per week. In addition to this, the primary year levels participate in Investigations of other domain areas and a specialist subject program of Literature, Physical Education, The Arts, Digital Technology and Science.

Prep - Year 2	
Curriculum Area	Minutes per week
English / Literacy	600
Mathematics	360
Music	60
Literature	60
Art	60
Physical Education	60
Sport Education	60
Investigation	180
Social and Emotional Learning	60
Total	1500
Year 3 - Year 6	
Curriculum Area	Minutes per week
English / Literacy	600
Mathematics	360
Science	60
Digital Technology	60
Art	60
Physical Education	60
Sport Education	60
Investigation	180
Social and Emotional Learning	60
Total	1500

