

Policy Name:	Curriculum and Student Learning
Date Adopted:	September 2016
Review Date:	September 2018
Referred Documents:	

RATIONALE:

The core purpose of Wedge Park Primary School is to provide an inclusive and supportive learning environment that challenges and engages every student to grow as independent, reflective, life-long learners. Strong literacy and numeracy skills forming the foundation to facilitate learning. We best equip our students to thrive in a rapidly changing world through integrated learning opportunities provided to develop the skills to communicate, collaborate, think critically and be creative.

GOAL:

A comprehensive curriculum is provided in line with the Victorian Curriculum Guidelines, with strong classroom programs focused on daily English and Mathematics learning. In addition, an Investigation Curriculum addresses the domains of the Humanities, History, Design, Creativity and Technology, Civics and Citizenship, Science, Health and 21st Century Learning skills.

Specialist Teachers provide instruction in Physical Education, Science, The Arts and Language (Italian).

Personal and social learning are addressed within all classroom and specialist programs, taught specifically through the Start Up Program, You Can Do It Program and positive teacher role-modelling. This learning is also supported by extra-curricular activities, including camps, excursions, incursions, lunchtime clubs, interschool sports, student leadership programs and school events.

The Leadership Team, led by the Principal, ensures curriculum coverage, assessment and reporting is monitored across the school. There is a well-structured approach to curriculum planning, with consistent scope and sequence plans, shared planning documentation and a shared understanding of the whole school curriculum and teaching methods by all teachers.

Student data is analysed regularly by teachers and leadership during curriculum planning and staff meetings. A suite of assessments for each year level are used to collect data, in line with a School-Wide Assessment Schedule and Meeting Schedule to drive data discussions, moderation and planning to meet the individual learning needs of all students.

School Improvement Teams (SITs) are led by members of the Leadership Team, with teacher membership from each level of the school. These teams have a regular meeting schedule each term and focus on Literacy, Numeracy, Digital Technology and School Wide Positive Behavior in line with the School Strategic Plan.

Teachers have access to high quality professional learning to support their knowledge and growth within our learning environment through coaching, Staff/PLT/PLT Leaders/SIT meetings, 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.

IMPLEMENTATION:

Teachers 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 meeting.

Planning follows the school’s Yearly Overviews for each year level, based on the Victorian Curriculum. PLTs collaborate to produce year level Term Planners, which inform Weekly Work Programs for each class. All planning is guided by the WPPS Teaching and Learning Documents and all planners will be saved in a central storage space.

Teaching and learning programs are guided by high quality research and resources. Each PLT has a teacher reference library and all classrooms will be equipped with student learning resources.

Student data is used to guide curriculum planning and differentiate learning experiences to target student learning needs. Teachers and students collaboratively set learning goals for all students. Student progress is monitored by each teacher, with a shared responsibility for all students through PLT and whole school data discussions and moderation.

Assessment, reporting and curriculum review are supported through comprehensive and well aligned documents and processes, which include:

- Term Meeting Schedules
- School Wide Assessment Schedule
- WPPS Teaching and Learning Documents
- Reporting Timeline
- Reporting To Parents Policy

Homework will be aligned to the classroom learning program and expectations will be in line with the school’s Homework Policy.

POLICY EVALUATION:

This policy will be reviewed as part of the school’s review cycle