



Curriculum

POLICY

The Curriculum is underpinned by the Victorian Essential Learning Standards (VELS)

The curriculum at Kororoit Creek PS is underpinned by the Victorian Essential Learning Standards. These standards identify three core and interrelated strands for the Prep to Year 10 curriculum which facilitates the achievement of students to their fullest potential. Each strand has a number of domains which describe the essential knowledge, skills and behaviours that students need to prepare them for further education, work and life. The domains include the standards, organised by dimension, by which student achievement and progress is measured. The VELS Curriculum Framework will underpin the inquiry model of learning, as the basis for the full documentation and pedagogical approach to learning and teaching.

Physical, Personal and Social Learning

- Health and Physical Education
- Interpersonal Development
- Personal Learning
- Civics and Citizenship

Discipline-based Learning

- The Arts
- English
- The Humanities
- Languages Other Than English (LOTE) (Community consultation will take place in 2011 to determine the language to be taught. Until this is finalised cultural studies will be taught)
- Mathematics
- Science

Interdisciplinary Learning

- Communication
- Design, Creativity and Technology
- Information and Communications

VELS will be contextualised through an inquiry based program which will support personalised learning for every student. This will be structuring in the following way:

Specific programs:

The Inquiry Approach to Learning and Teaching with the implementation of the E5 model will be embraced in the form of the P-6 Curriculum Throughlines and subsequent 'Inquiry

Units of work' that integrate curriculum and sequence the skill and knowledge development of students.

The Inquiry units are framed within six transdisciplinary themes that run across the school from prep to year six:

Who We Are

An inquiry into social relationships amongst family, friends and communities.

Understanding yourself and appreciating others as learners and thinkers. Our rights and responsibilities, beliefs and values. Inquiring into how our personal identity is influenced by relationships and structures and how we contribute effectively to cultures.

Our Natural World

An inquiry into the natural world and its laws (physical, chemical and biological).

How humans question, investigate and explore the natural world. How we attempt to understand science and its principles, and the impact of scientific and technological advances on society and the environment.

Responsible Citizenship

An inquiry into what it means to be a citizen.

The connections between people, systems, sustainability of the environment, economics and politics. The structure and function of organizations, community engagement, human rights and social justice on a local, national and global level.

Sharing the World

An inquiry into rights and responsibilities when sharing the natural world and its finite resources with people and other living things.

An investigation into the sustainable use and management of the world's resources. Considering the future well-being of societies and the environment, from a local to a global level.

Journeys in Place and Time

An inquiry into local and global histories and orientation in place and time.

Investigating homes, journeys, personal histories, explorations and migrations. The influences and connections between countries, cultures and time. Developing and strengthening understandings of cultures, ideas and values that are important to societies.

Expressing Ourselves

An inquiry into of how we express ideas, feelings, culture, beliefs and values.

The ways in which we develop, form, reflect on, extend and enjoy our creativity. Our appreciation of the aesthetic.

This curriculum design allows for student inquiry and teacher adaptability to facilitate the learning needs and enhance the cultural understandings of our students.

Assessment & Reporting

The School has developed the following agreed understandings:

Assessment for learning is undertaken to ascertain student's prior knowledge, perceptions and misconceptions, and to monitor student learning progress. The evidence gained through this assessment is used to inform teaching practice and curriculum planning in order to support student's future learning and understanding.

Assessment as learning focuses on ongoing constructive feedback from the teacher and on developing the student's capacity to self assess and reflect on their learning - to improve their future learning and understanding.

Assessment of learning makes judgements about what the student has learned in relation to the teaching and learning goals. It should be comprehensive and reflect the learning growth over the period assessed, this includes state-wide testing in the areas of literacy and numeracy.

The School aims to:

- Ensure that all assessment conducted has meaning and focuses on assessment for learning.
- Deliver assessment in an ongoing capacity.
- Ensure teachers include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These may include tests, anecdotal records, observations, work samples, projects, portfolios, performance observations, student self-assessment discussions and involvement in state-wide standardised benchmarking of Reading and school entry assessment tests.
- Have a focus on moderation to ensure a common interpretation of VELS and student progress through the progression points
- Ensure that assessment is used to drive teacher planning (which demands that teachers reflect on their current practice to ensure that it meets the needs of all students).

There is a comprehensive assessment schedule for the year detailing the required benchmarks and assessment tasks that staff undertake with students.

The reporting to parents schedule includes:

- Curriculum Information Evening
- Parent/ teacher interview at midyear and an optional end of year interview
- Two Written Reports
- Six celebrations of learning across the year at the completion of each unit of inquiry

This policy was last ratified by School Council in	22/12/2010
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