

## **Purpose:**

Implementation of the Victorian Curriculum F-10 across the school will provide all students with a sequential curriculum framework that guides their learning, as well providing measures of learning achievement that allow students, teachers and parents the opportunity to assess student performance against standardised learning outcomes. Furthermore, by assessing students against the curriculum standards, teachers will be able to tailor the learning experiences to students' point of need.

Our school is committed to implementing the Victorian Curriculum F-10 across all grades and year levels which includes the eight learning areas and four capabilities. Through a differentiated and cross-curricula approach, our teachers plan units of work which span the curriculum, cater for individual needs and consider the Victorian Curriculum and Assessment Authority recommendations.

## **Scope:**

This policy relates to the implemented teaching and learning program offered at Grovedale Primary School. Furthermore, it applies to all teachers and the principal class of the school.

## **Policy:**

The Principal, Assistant Principal and Team Leaders form the school's Leadership Team which make recommendations to the School Council in regard to implementing a curriculum and timetable which suit the needs of our learners and is in line with The Department of Education and Training expectations.

The curriculum is reviewed in term 4 each year by the school's Leadership Team who make recommendations to staff and the School Council in relation to learning areas and capabilities being taught through inquiry based learning and in specialist teaching areas.

When changes and priorities to the curriculum have been agreed upon by the School Council, relevant and timely staff professional learning is sought. For example, from our recent Annual Implementation Plans and School Strategic Plan staff have participated in the latest evidence-based professional learning in literacy and numeracy to improve teacher practice and the related student outcomes.

Using the eight learning areas and four capabilities (below) we have developed a timetable for classroom and specialist teachers which is responsive to all requirements. It is important to note that the curriculum is separated into different stages: Foundation (Prep-Year 2) and Breadth (Year 3-8), which have specific priorities to ensure core learning areas and capabilities are taught as intended.

Learning areas	Capabilities
<ul style="list-style-type: none"> <li>● The Arts               <ul style="list-style-type: none"> <li>○ Dance</li> <li>○ Drama</li> <li>○ Media Arts</li> <li>○ Music</li> <li>○ Visual Arts</li> <li>○ Visual Communication Design</li> </ul> </li> <li>● English</li> <li>● Health and Physical Education</li> <li>● The Humanities               <ul style="list-style-type: none"> <li>○ Civics and Citizenship</li> <li>○ Economics and Business</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Critical and Creative Thinking</li> <li>● Ethical</li> <li>● Intercultural</li> <li>● Personal and Social</li> </ul>

<ul style="list-style-type: none"> <li>○ Geography</li> <li>○ History</li> <li>● Languages</li> <li>● Mathematics</li> <li>● Science</li> <li>● Technologies <ul style="list-style-type: none"> <li>○ Design and Technologies</li> <li>○ Digital Technologies</li> </ul> </li> </ul>	
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In 2018, our classroom teachers and specialist teachers have the responsibility of planning and implementing the teaching and learning of the following subjects which respond to Victorian Curriculum F-10 learning areas and capabilities:

Classroom teachers		Specialist teachers	
Subject	Learning Area	Subject	Learning Area
English	<ul style="list-style-type: none"> <li>● English</li> </ul>	The Arts	<ul style="list-style-type: none"> <li>● The Arts <ul style="list-style-type: none"> <li>○ Dance</li> <li>○ Drama</li> <li>○ Media Arts</li> <li>○ Music</li> <li>○ Visual Arts</li> </ul> </li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>● Mathematics</li> </ul>	Digital Technologies	<ul style="list-style-type: none"> <li>● Digital Technologies</li> </ul>
Inquiry	<ul style="list-style-type: none"> <li>● Health and Physical Education</li> <li>● The Humanities <ul style="list-style-type: none"> <li>○ Civics and Citizenship</li> <li>○ Economics and Business</li> <li>○ Geography</li> <li>○ History</li> </ul> </li> <li>● Capabilities <ul style="list-style-type: none"> <li>○ Critical and Creative Thinking</li> <li>○ Ethical</li> <li>○ Intercultural</li> <li>○ Personal and Social</li> </ul> </li> <li>● The Arts <ul style="list-style-type: none"> <li>○ Dance</li> <li>○ Drama</li> <li>○ Music</li> <li>○ Visual Arts</li> </ul> </li> </ul>	Languages	<ul style="list-style-type: none"> <li>● Languages <ul style="list-style-type: none"> <li>○ Italian</li> </ul> </li> </ul>
		Physical Education	<ul style="list-style-type: none"> <li>● Health and Physical Education</li> </ul>

While much of the explicit teaching of literacy occurs in the English learning area, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant literacy demands.

In the Victorian Curriculum F–10, the knowledge and skills that underpin numeracy are explicitly taught in the Mathematics strands Number and Algebra, Measurement and Geometry and Statistics and Probability and reinforced and further exemplified in and across other curriculum areas. Through this process, students recognise that mathematics is widely used both in and outside school and learn to apply mathematical knowledge and skills in a wide range of familiar and unfamiliar situations.

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including:

- Students with disabilities and additional learning needs
- English as an additional language
- Gifted and talented students

Our teachers take into consideration individual learning needs and plan learning experiences which cater for these differences. This includes completing pre and post-assessment across English, Mathematics and Inquiry in particular to ensure the learning programs are responsive to the current cohorts and the learning outcomes and accurately reported to parents/carers.

**Further Information and Resources:**

- Victorian Curriculum Plan GPS 2018
- GPS 2018 Curriculum Overview
- <http://victoriancurriculum.vcaa.vic.edu.au/>
- <http://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf>
- <http://curriculumplanning.vcaa.vic.edu.au/home>
- <http://victoriancurriculum.vcaa.vic.edu.au/static/docs/Quick%20Guide%20Websites.pdf>
- [http://www.vcaa.vic.edu.au/Documents/viccurric/viccurric\\_wsplan16\\_bands.xlsx](http://www.vcaa.vic.edu.au/Documents/viccurric/viccurric_wsplan16_bands.xlsx)

This policy was ratified by School Council in **May 2019** and is scheduled for review in **May 2020**.