



# Lake Boga Educational Hub

*'Be the best that we can be'*



**Principal: Joe Summerhayes**

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## CURRICULUM

### POLICY

#### **Rationale:**

Implementation of the Victorian Curriculum, ABLES and Victorian Early Years Learning and Developmental Framework (VEYLDF), provides Early Years to Year 6 students with a sequential curriculum framework for their learning, including measures of learning achievement to assess student performance against the expected standards of their years of education.

#### **Aims:**

To optimise student learning in a manner consistent with departmental requirements and locally identified needs.

**Implementation:** The school provides a comprehensive curriculum with a strong focus on literacy and numeracy.

- The school has curriculum planning teams (F-2 and 3-6). These teams focus on literacy, numeracy and the integration of learning areas and capabilities.
- The leadership group is focused on 4-year planning cycles and continuous analysis of a range of data around school improvement.
- School Council has the opportunity to provide input as part of the AIP. School council provides adequate resources and management for the implementation of the Framework and ABLES standards and associated professional development.
- A staff member is assigned accountability for leading the curriculum approach and ensuring compliance with Department of Education timelines and reporting requirements.
- Whole school and Early Years professional development opportunities will be provided, as well as personal professional development plans that cater for curriculum understanding and implementation needs of each staff member.
- The community will be kept informed of the Curriculum through a range of forums, which may include information sessions, curriculum celebrations, and the school newsletter.
- Our strategic plan incorporates assessments of existing curriculum areas against the Victorian Curriculum, the Framework and ABLES and requires staff collaboration to achieve consistency with curriculum implementation and transitions.
- All teachers are required to provide lessons based on student needs using agreed planning templates, assessment tools and session structures. This is reviewed regularly at staff meetings.
- Allocation of hours for each subject area will be in line with the DET recommendations. Currently the approximate hours of learning are structured in the following allocation:

|                                 |    |
|---------------------------------|----|
| The Arts                        | 1  |
| English                         | 12 |
| Health and Physical Development | 2  |
| The Humanities                  | 2  |

|              |    |
|--------------|----|
| Languages    | 1  |
| Mathematics  | 5  |
| Science      | 1  |
| Technologies | 1  |
| total        | 25 |

**Homework**

- The school has a policy that homework is set to compliment classroom learning, to foster good study habits and provide students an opportunity to take accountability for their own learning.
- Homework guidance is issued by the classroom teacher at the start of each year outlining the nature and extent of homework to be completed which will not exceed 30 minutes up to grade 4 and 45 minutes for grade 5/6.
- Homework is to be set by classroom Teachers appropriate to each student's skill level and classroom activities

**Reporting** - To accurately and comprehensively report student performance in a timely manner.

- Student achievement is measured and reported to students, parents, Department of Education and the wider community against the Victorian Curriculum, the Framework and ABLES achievement standards, in each learning area.
- All staff participate in the collection of student achievement data, and staff have input into decisions resulting from interpretations of student achievement data.
- We participate in NAPLAN to gain information for staff, parents and students on students' progress in relation to the Victorian Curriculum.
- Each year parents are provided with at least two written reports on student achievement, indicating progress in all key learning areas.
- Formal opportunities for parent/teacher interactions are provided twice per year – the first in term one and the second in term two (Student Led Conference)

<https://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf>

**is the DET reference document used**

**Evaluation:**

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council ....

**June 2018**