



Purpose

Altona Meadows Primary School Curriculum Policy sets out the school's commitment and approach to providing an engaging and comprehensive curriculum to cater for all learners.

As our Strategic Plan sets out, we are committed to providing an engaging, friendly, safe and supportive environment that enhances learning, personal growth and wellbeing of all students, enabling them to become lifelong learners.

Aim

At Altona Meadows Primary School, we are committed to improving student learning growth and achievement in all key learning areas, particularly Literacy and Numeracy.

Implementation

Altona Meadows Primary School implements the Victorian Curriculum F-10, which provides the framework for what each student should learn during their first 11 years of schooling.

Learning Areas	Capabilities
The Arts English Health and Physical Education The Humanities Languages Mathematics Science Technologies	Critical and Creative Thinking Ethical Intercultural Personal and Social

The Victorian Curriculum is structured as a continuum across the Learning levels, which enables the development of targeted learning programs for all students. It is used by teachers to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

English is undertaken on a daily basis with Reading and Writing sessions. Speaking and Listening is integrated not just in reading and writing but across all learning areas. Teachers use an Instructional model for the Reading and Writing sessions based on the Gradual Release of Responsibility (I do, We do, You do).

Mathematics is undertaken on a daily basis with a mathematical session focused on the development of skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. Within each of these sessions the proficiencies of Understanding, Fluency, Problem Solving and Reasoning, which are fundamental to learning Mathematics and working mathematically are applied. Lessons are developed using the Instruction model and contain hands on applications of mathematical skills and understandings using real-life problem solving contexts.

In addition to the comprehensive classroom program in Literacy and Numeracy, Inquiry concepts address the curriculum needs of The Humanities (History, Civics & Citizenship and Geography), Science, Health and Technologies (Design and Technologies). There are 6 - 8 Inquiry concepts undertaken across a two year cycle in each of the Units (1/2, 3/4 and 5/6) and 4 concepts undertaken each year in Foundation. The school utilises the Kath Murdoch Inquiry Cycle to support the development of our curious and creative learners through the areas of Tuning In, Finding Out, Sorting Out, Going Further, Making Conclusions and Taking Action.

The use of Digital Technologies will be integrated across all areas of the curriculum, adhering to the DET and school policies that support the use of Information, Communication and Technology (ICT).

Our Specialist programs provide instruction (through a 1 hour session each week) in the following Learning areas:

- Physical Education
- Language (Indonesian – Semesterly)
- Visual Arts
- Music

Our school is part of the Stephanie Alexander Kitchen Garden Program which links the kitchen table to the garden by involving the students in the growing and harvesting of fresh, seasonal herbs, vegetables and fruits that are directly used in the meals that they prepare. Each fortnight, students across Years 3 to 6 spend a minimum of 60 minutes in the garden, and 90 minutes in the kitchen preparing and sharing meals created from their produce. The program employs kitchen and garden specialist staff members to run these sessions. Created in conjunction with the Stephanie Alexander Kitchen Garden Foundation, the program aims to positively influence our students' food choices. It also supports the primary school curriculum through reinforcement of English, Mathematics, Science, culture and environmental sustainability. In addition, the program delivers observable social benefits to all students, including those with special needs.

The school also participates in District Sport competitions for the Grade 3-6 students and Interschool Sport competitions for Grade 5-6. As well as providing opportunities for students to participate in recorder and ukulele programs.

Student Wellbeing

Student wellbeing is an essential element of the school curriculum. The school values and behavioural expectations are explicitly taught at the beginning of the year and revisited throughout the school year. The school also explicitly teaches social and emotional wellbeing through the Life Skills Go program.

Assessment and Student Learning

Altona Meadows Primary School has an assessment schedule that sets out the tasks and assessment tools that will be utilised by teachers to gather information about and evaluate student performance.

These include:

- Pre and post tests for units of study that will be used to shape learning programs and organise groupings for instruction.
- Tuning In learning tasks to activate student voice and prior knowledge to inform inquiry design.
- A variety of formative and summative tools used by teachers to gather evidence 'for', 'as' and 'of' learning with the intention to improve student achievement. These include NAPLAN, Mathematical Online Interview, English Online Interview and other standardised and diagnostic tests.

Assessment at Altona Meadows Primary School is on-going evidence of student learning, with the analysis of this evidence occurring during Professional Learning Communities (PLCs). Teachers will review the data collected from assessments and then together ensure that the needs of the students can be best met. Each PLC will utilise the Victorian Curriculum and collaboratively plan and document the teaching and learning program. The PLC will collectively meet weekly to analyse data and plan differentiated learning tasks for the cohort of students they have direct responsibility for.

Reporting Achievement

At Altona Meadows Primary School, reporting achievement is provided to students, staff and parents in varied ways:

- To students: Feedback will be given about current learning and areas for future learning in a timely ongoing manner for all areas of learning and development. Students will be provided the opportunity to reflect on their individual goals, gather evidence to ascertain achievement and set new ones to drive future learning.

- To staff: Formative and summative data will be used to inform planning and teaching. Trend data will also provide relevant information about the school's continuous improvement journey.

- To parents: Each semester parents will receive an online report that will include the teacher judgements against the Victorian Curriculum Standards in the learning areas and capabilities that have been part of the teaching and learning program for that semester. Teachers will also provide information about the student's engagement, wellbeing and attendance so parents are fully informed in relation to the learning and development of the whole child.

Informal opportunities for parents/carers to meet with teachers will occur before and after school on a daily basis. Parents also have the opportunity to email teachers through our Compass App and can organise a phone call if required.

References

- Victorian Curriculum: <https://victoriancurriculum.vcaa.vic.edu.au/>
- Altona Meadows Primary School Assessment Schedule
- Altona Meadows Primary School ICT policy

Evaluation:

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

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

February 2022