Rationale:

- Implementation of AusVELS across the school will provide all students with the essential and sequential curriculum to guide their learning.
- The AusVELS curriculum allows students, teachers and parents the opportunity to assess student performance against Foundation – Year 10 (F-10) AusVELS standards.
- The Australian Curriculum subjects of English, Maths, History and Science have a greater degree of specificity in order to respond to equity issues nationwide and to deliver essential curriculum for all Australian students.

Aims:

- To improve student learning through the implementation of AusVELS in all domains, general capabilities and across all year levels in a manner consistent with DEECD requirements and locally identified needs.
- To address the identified national cross-curriculum priorities of:
  - Indigenous Education
  - Australia’s engagement with Asia
  - Sustainability
- To promote student engagement and wellbeing
- To support accurate and consistent teacher judgements against the progression points and AusVELS standards
- To incorporate Assessment for, as and of learning into curriculum planning to ensure student interests, needs and questions are incorporated into class programs.

Implementation:

- The school is committed to the implementation of the school developed integrated curriculum scope and sequence plan for Years F-6+ that has been developed in response to AusVELS recommendations and requirements.
- Where an authentic connection exists, specialist teachers in Art, P.E. and LOTE will add their time and expertise to whole school units of inquiry.
- The Education subcommittee of School Council will have an active role in overseeing curriculum direction and implementation across the school.
- A Curriculum Working Party (CWP) will monitor the implementation of the school scope and sequence curriculum plan (Attachment 1.) and will evaluate existing curriculum documentation at the end of each review period.
- The Learning Partnerships Management role will support the development of partnerships around the three national curriculum priorities (listed above) The allocated teacher roles and responsibilities will also reflect these priorities by allocating coordinating roles to interested and available staff.
- To guarantee curriculum consistency (Attachment 2.) at the school, all teachers are required to plan using the following resources and reference material:
  - www.ausvels.vcaa.edu.au
- WMR English and Maths
- Improving Student Achievement- A Practical Guide to Assessment for Learning (Glasson)
- Teaching Writing Prep – Year 9 (DEECD, WMR)
- Language Conventions P-10 Planning & Teaching (Snowball & Bolton, WMR)
- Guiding Readers and Writers (Fontas & Pinnell) (Chapter 5)
- Dropbox: planning proformas

- Student achievement will be measured and reported to students, parents, DEECD and the wider community against the progression points and AusVELS standards.
- All staff are to adhere to the AVPS Assessment and reporting schedule (Attachment 3.)
- All staff will be members of a Professional Learning Team (PLT) so participate in the collection of student achievement data and have input into school curriculum decisions resulting from interpretations of student achievement data.
- Implementation of the ‘Guaranteed Curriculum @ AVPS’ will be a key performance indicator of each staff member’s annual performance review.
- School program budgets will provide adequate resources for the implementation of the school’s curriculum planning and relevant staff professional development.
- As much as possible, Unit and PLT meetings will be used to develop and plan each term’s curriculum and to moderate common assessment tasks in English and Mathematics.
- Units will produce a ‘Curriculum News’ for parents at the beginning of each term to provide key information about ‘tuning students in’ to a new topic, any related homework/ home help and, if known, any excursions or incursions that will be offered. Parents will also be provided with information about the key assessment task(s) that will allow students to demonstrate their understanding of the set topic.
- At the completion of the initial ‘finding out’ phase of a new topic of study, PLT’s will be provided with at least half a day’s time release to incorporate ‘student voice’ and to plan new learning for their particular cohort of students in light of feedback, information and questions gathered in the initial stages of a new topic.
- Inquiry units of work that establish problem based learning scenarios and integrate relevant domains of study, will be developed using common, school planning proformas.
- Teachers will plan with their PLT and to maximise peer and cross-age teaching and learning opportunities, they will check and liaise their curriculum plans in their own multi-age teaching Units before implementation begins.
- PLT leaders and/or school coaches will induct all new staff and support them in the implementation of this policy.

**Evaluation:**
- This policy will be reviewed as part of the school’s three-year review cycle.
*This policy is due to be reviewed in three years November 2016, or as needed.*