

Yarrabah School

CURRICULUM

Documentation

Rationale:

- Yarrabah School Curriculum documentation supports full implementation of the Victorian Curriculum and Individual Education Plans (IEPs) for each student.
- Yarrabah School will provide a sequential curriculum framework that guides student learning. This documentation should be read in conjunction with the Yarrabah Teaching and Learning Framework (REAL), the DETs Curriculum Program F-10 policy and revised whole school understandings of delivering a differentiated curriculum.

Aims:

- To improve student learning through the implementation of the Victorian Curriculum and IEPs across key learning areas in a manner consistent with departmental requirements and locally identified needs.
- To keep up to date with the development of the Victorian Curriculum for students with a disability and relevant implementation details.

Implementation:

- The school will provide all students a curriculum in the eight key learning areas of English, Mathematics, Health and PE, Critical and Creative Thinking, The Arts, Science, the Humanities, Personal and Social Capabilities and Language (Communication).
- The school will prioritise focus on curriculum areas as set out in the guidance material for each stage (Foundation Stage, Breadth Stage, Pathways Stage)
- School-based curriculum programs must meet the minimum standards for school registration and comply with associated departmental policies, including [Physical and Sport Education — Delivery Requirements](#), [Languages Education](#) and [Holocaust Education](#).
- The school provides an explicit level of support for students to develop communication skills in place of Language
- The school is committed to providing all students a planned curriculum program that outlines at a high level, the teaching and learning program for all year levels (school sections) in the form of the Yarrabah Curriculum Map
- The Yarrabah Curriculum Map will seek to identify the programs and subjects being taught across the eight key learning areas over a two year period
- The Yarrabah Curriculum Map will be reviewed by the School Improvement Team (SIT) at the end of each year in a scheduled meeting to evaluate programs and subjects allocated to each curriculum area
- The Yarrabah Curriculum Map will identify approximate time allocations for learning areas
- The Yarrabah Curriculum Map will identify the subjects undertaken in each section and their relationship to the key learning areas
- The Yearly Curriculum Planner will be reviewed at the beginning of each year (prior to lessons beginning)
- The school will provide a school-based Yearly Curriculum Planner showing how the learning areas of the Victorian Curriculum F-10 will be substantially addressed, and how the school based curriculum program will be organised and implemented

- The Yearly Curriculum Planner will be reviewed by Sub School Leaders (Leading Teachers or Learning Specialists) and Section Leaders at the beginning of each semester in a scheduled meeting with the Principal
- Each section teacher is responsible for the planning of short and medium term planners in English, Mathematics, Personal and Social Capabilities, and the Humanities for the beginning of each term.
- Specialist teachers in the Arts, Science, Health and Physical Education, Critical and Creative Thinking will be responsible for the planning of short and medium term planners
- All short and medium term planners will be reviewed termly by the section leader and sub school leaders.
- The School Improvement Team (SIT) and Principal class team will be ultimately responsible for overseeing the review of our current curriculum
- Whole school professional development opportunities will be scheduled each term to build collective knowledge of the scope and sequence, section term planning, weekly planning and teaching practice.
- Professional Learning Community (PLC) members will actively discuss curriculum support materials, curriculum delivery and content evaluation for the purpose of implementing curriculum with a specific learning intention, agreed work samples and criteria for student success.
- The School Improvement Team, Sub School Leaders and Section Leaders will all take part in the review and feedback for improving planning, curriculum knowledge and teaching practice.
- The school community will be kept well informed of curriculum, with open evenings/mornings that explain curriculum aims, regular bulletins in the newsletter that identify student outcomes and work towards curriculum outcomes, ‘Come See’ sessions and Website updates of school initiatives.
- Longer term individual education goals will be set against achievement standards with short term, incremental goals per term to be assessed. Outcomes of IEP progress will be reported to parents each term.
- Students will receive a report against the eight key learning areas each semester. Students will be taught the breadth of the curriculum with each teacher reporting outcomes of students as identified in the curriculum planners.
- All staff will participate in the collection, moderation and evaluation of achievement data.
- Staff will be provided opportunities to have input into curriculum design, adaptation and innovation
- Student achievement will be a key performance indicator in performance and development reviews.
- School council will provide adequate resources for the implementation of curriculum and associated professional development.

Evaluation:

- This document will be reviewed as part of the school’s review cycle or as deemed necessary according to the future development of the Victorian Curriculum.

	April 2022	
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Revision Record

Date	Version	Revision description
21/10/2014	1.1	Updated VELs to AusVELs
10/03/2016	1.2	Numerous updates regarding Victorian Curriculum
7/03/2018	1.3	Removed (Lote) Changed Individual Education Programs references to Individual Learning Plan (ILP)
27/03/2018	1.4	IEP – to ILP
19/4/2018		Ratified
29/04/2022	1.5	Changes in accordance with VRQA and PAL updates.