

1. **POLICY STATEMENT**

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Hume Valley School encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum. Individual student learning is scaffolded in response to ABLES and Victorian Curriculum assessments and goals set and monitored by the Student Support Group (SSG) four times per year

Each year the school maps out its curriculum offerings. These are encompassed in the school's Annual Implementation Plan as well as curriculum documents specific to each sub-school.

2. **GUIDELINES**

- 2.1 Hume Valley School recognises and responds to diverse student needs when developing its curriculum programs and curriculum plan.
- 2.2 Hume Valley School complies with all DET guidelines about the length of student instruction time required in Victorian schools.
- 2.3 There is a broad offering of programs to meet the individual needs and interests of students.
- 2.4 ABLES and Victorian Curriculum, including stages A-D, are being implemented for students from Juniors through to Secondaries (Prep – Year 10).
- 2.5 School curriculum programs are designed to enhance effective learning.
- 2.6 Preparing young people for transition from school into further education and careers is a critical element of the Careers Curriculum Framework (15 plus) and VCAL program.
- 2.7 Teaching and learning programs are resourced through Program Budgets.

3. **PROGRAM**

- 3.1.1 Hume Valley School provides a variety of programs to address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, and students from language backgrounds other than English.
- 3.1.2 Hume Valley School identifies and caters for the different needs of particular cohorts of students when developing its curriculum plan.
- 3.2 Hume Valley School when developing its Curriculum Plan provides at least 25 hours student instruction per week and a minimum of 300 minutes per day.

3.3 Victorian Curriculum inclusive of ABLES is used as a framework for curriculum development in accordance with DET policy and guidelines.

3.4 Every year Hume Valley School undertakes an audit of the curriculum. This audit informs future curriculum planning.

To facilitate this implementation, assessment criteria and record keeping pro-formas reflect the Victorian Curriculum Standards, assessment reports and the ABLES assessment tools and reports.

3.5 The use of Digital Learning is integrated across the curriculum to support the improvement of teaching and learning outcomes.

3.6 In developing its curriculum plan the school provides a broad range of educational pathways to ensure improved student outcomes.

3.7 Curriculum leaders are required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

4. LINKS AND APPENDICES (including processes related to this policy)

Links which are connected with this policy are:

- <http://www.education.vic.gov.au/studentlearning/curriculum/default.htm>

Appendices which are connected with this policy are:

Appendix A: Curriculum Plan, overview and vision, student learning outcomes

5. EVALUATION

Review: This policy will be reviewed annually or more often if necessary due to changes in DET policies or curriculum initiatives.

Ratified By Hume Valley School Council:	February 2017
Review Date:	February 2018

Appendix A

Curriculum Plan

The school has developed, and adopted, an applied learning /inquiry learning continuum.

Hume Valley School curriculum is based on the 'ages and stages' of learning with structured learning communities: Junior Sub-School 5 to 8yrs, Primary 8 -11yrs, Middle Sub-school 11- 14yrs, Secondary Sub-school 14-16yrs on the Koroit Avenue campus and the VCAL Sub-school 16-18 yrs on the Tanderrum Way Campus. Our VCAL sub-school is co-located on the Senior Secondary Campus of Hume Central Secondary College. The VCAL staff have developed a curriculum, which enables all students to access foundation level VCAL, selected Vet in Schools Programs (Cert 1, 2 and 3 courses) and School Based Apprenticeships (SBATs). The VCAL focus is on applied learning and vocational pathways.

CURRICULUM AND TEACHING PRACTICE REVIEW

Junior to Secondary curriculum is based on the Victorian Curriculum inclusive of ABLES, Careers Curriculum Framework. All staff employ the Powerful Learning strategies, including differentiated teaching and clear Learning Intentions and Success Criteria. The school has developed a comprehensive specialist program encompassing Traffic Safety Education, Digital Learning, Outdoor Education, Food Technology, Visual and Performing Arts, Health and Independent Living Skills programs and a variety of additional programs for students within specific sub schools such as Community Connections, Community Radio Program, Woodwork, Instrumental Music and Outdoor Education options including sailing, cheerleading, swimming and fitness groups. Students have access to these programs in addition to Literacy, Mathematics and Integrated studies which are taught by the classroom teachers. There is a strong emphasis on Social and Emotional learning by all staff.

OVERVIEW AND VISION:

Hume Valley School is a learning community in which there is a shared vision and explicit goals, a tone of high expectations and a strong culture of inclusion, best effort, community, collaboration, service and diversity. The Junior and Primary Sub-schools focus on orienting students to school routines, introducing programs for English listening & speaking, English reading & writing, personal learning and interpersonal learning. The Middles and Secondary Sub-schools scaffold on the learning acquired in Juniors and Primaries and begin the process of creating independent learners. Students are encouraged to have input into their Personal Learning Support Plan goals and where appropriate are included in the student support interviews. The Secondary and VCAL sub-schools have introduced the Careers Curriculum (15+) program. VCAL emphasizes pre-work skill development and specifically teaches the skills needed for successful transition to post-school options including TAFE. Every student from 15 years of age has a Career Action Plan.

BELIEFS:

- That all students can learn, be actively engaged in their learning and experience success.

- That all students can be empowered to develop a commitment to learning, perseverance, resilience and meet challenges.

- That all students will participate in all programs offered in their Sub Schools
- That all students will be engaged with real, practical problems which connect them to the world beyond the classroom.
- That best learning takes place in well resourced environments.
- That parents and carers should be engaged in planning their child's progress through school and contribute to their child's achievement and in making informed decisions about future learning and employment.
- That all students will have the knowledge and skills to contribute to ecologically sustainable development.
- That a healthy body impacts on a healthy learning mind - healthy schools.

- Students will, where practicable, have an opportunity to take ownership of their own learning plan.

LEARNING SPACES:

Teachers work in teams to deliver teaching and learning opportunities in flexible learning spaces;

- Inside/outside learning spaces, opportunities for students to spread out and move around, personal spaces are catered for.
- Cater for individual, small and larger groups.
- Promotes rich, wireless, movable, interactive ICT resources with high level technical support.
- Specialist areas which cater for Health & PE, Homecrafts, Visual Arts, Performing Arts, Digital Learning, Traffic Safety Education and Outdoor Education.

Learning Areas:

The Arts

English

The Humanities

Mathematics

Science

Design and Technology

Digital Technology

Health and Physical Education

Capabilities

Critical and Creative Thinking

Ethical

Intercultural

Personal and Social

ADDITIONAL PROGRAMS

Specialist and enrichment programs include Traffic Safety Education, Digital Learning, Outdoor Education, Homecrafts/Food Technology, Visual Arts, Performing Arts, Community Connections, Woodwork, Instrumental Music, and Fitness.

PROGRAM STRUCTURE

Program emphasis and specific focus is mandated by each student's Personalised Learning Support Plan (PLSP).

All programs are supported by Wellbeing staff, comprising Student Wellbeing Officer, Student Welfare Co-coordinator, two Youth Workers, Careers Officer and two Speech Pathologists

Integrated curriculum includes: Civics and Citizenship, Design, Creativity and Technology, Thinking Processes and Humanities

HUME VALLEY SCHOOL STUDENT LEARNING OUTCOMES

All students at Hume Valley School have Personal Learning Support Plans (PLSPs) developed and monitored by student support group (SSG) members. The SSG groups convene four times a year and can consist of parents/carers, class teachers, sub-school leaders, speech pathologist and student wellbeing staff. Each SSG is responsible for short and long term goal setting and assisting progress against specific goals.

Mathematics, English and ABLES on-line assessments, speech assessments and student work samples are used to assess progress. Professional learning teams provide ongoing teaching and learning professional

development, moderating, sharing and reviewing of data opportunities Whole school data is reported in the Annual Report and informs future planning through the Annual Implementation Plan.