RATIONALE
Bellbridge Primary School offers a comprehensive, differentiated curriculum to cater for the diverse needs and different stages of development of all our students.

Staff will develop and extend students’ knowledge, skills and thinking, support their interests/passions and provide the students with choice and challenge in their learning experiences. A student-centred approach to learning will be implemented in partnership with parents and guardians.

PURPOSE
The school will:
• Provide a learning environment that is supportive and productive
• Create a learning environment that promotes independence, interdependence and self-motivation
• Ensure students’ learning needs, backgrounds, perspectives and interests are reflected in the learning program
• Challenge and support students to develop levels of thinking and application
• Provide a range of current technology to support interactive and innovative teaching and learning experiences across the school
• Implement assessment practices that are an integral part of teaching and learning
• Connect learning with the local and broader community
• Develop a range of communication, negotiation, conflict resolution and cooperative team work skills

IMPLEMENTATION
• The curriculum is differentiated using AusVELS as a framework, Department of Education & Training (DET) and Victorian Curriculum and Assessment Authority (VCAA) curriculum guidelines, and school based strategies related to regional guidelines
• A school based Curriculum Map that includes scope and sequence in key learning areas will be used as a reference tool when planning across P - 6
• Feedback strategies are taught and implemented using John Hattie’s research related to Visible Learning
• A guaranteed and viable curriculum is planned in teaching teams across the school to ensure the implementation of common and consistent teaching and assessment practices
• ICT skills, techniques and applications using new media and technologies are taught explicitly and embedded in learning programs to engage students and create new knowledge and understandings
• Assessment as, for and of learning is designed to monitor and support student learning, providing critical data that informs planning, teaching and the provision of additional support strategies for students
• Teachers will work in Professional Learning Teams (PLT’s) to provide opportunities for developing consistent and effective classroom practices related to individual and team learning and teaching goals.
• Students are encouraged to become meta-cognitive learners with teachers catering for individual learning style.
• Our school acknowledges that curriculum is dynamic and will be respectful and responsive to current initiatives and research developments, such as the Australian Curriculum (AusVELS in Victoria).
• New learning theory and initiatives will be incorporated where appropriate and suited to the school’s needs
EVALUATION/REVIEW

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

Ratified by Bellbridge Primary School Council – August 2015

Principal: Debbie Clancy  School Council President: Ellisa Cole