

All Victorian government schools work to a set of guidelines, the **Victorian Essential Learning Standards (VELS)**. Schools use the Standards to plan their teaching and learning programs, including assessment and reporting of student progress.

The Standards outline what is important for students to learn during their time at school.

VELS sets out three strands of learning which aim to assist children in succeeding beyond the compulsory years of schooling. It develops the following capacities in students:

- **Management of themselves as individuals in relation to others;**
- **Understanding of the world in which they live;**
- **Acting effectively in that world.**

The three strands are inter-related and each strand is made up of a number of components called *domains*. The domains outline the knowledge, skills and behaviours that are considered essential to students, they include the *standards* through which student achievement, and progress is measured.

The three VELs strands and their associated domains are:

Physical, personal and social learning

- Health and Physical Education
- Interpersonal Development
- Personal Learning
- Civics and Citizenship

Discipline-based learning

- The Arts
- English and Languages Other Than English
- The Humanities (Economics, Geography and History)

- Mathematics
- Science

Interdisciplinary learning

- Communication
- Design, Creativity and Technology
- Information and Communications Technology
- Thinking

The Standards also work on five educational principles that underpin schooling for all students.

They are:

- **Learning for all:** the belief that all students can learn given sufficient time and support, and that good schools and good teaching make a positive difference.
- **Pursuit of excellence:** seeking to accomplish something noteworthy and admirable individually and collectively, and perform at their best.
- **Engagement and effort:** acknowledging that student ability is only one factor in achievement, and if students work hard and make an effort they improve.
- **Respect for evidence:** seeking understanding and truth through structured inquiry and the application of evidence to test and question beliefs.
- **Openness of mind:** being willing to consider a range of different views and consider different ways in which evidence is perceived and solutions can be reached.

The curriculum offered at Montmorency South Primary School follows the Victorian Essential Learning Standards at four levels with extension to Level 5 for some students. The relationship between the levels and the years of schooling is:

Level 1 - Prep Year

Level 2 - Years 1 and 2

Level 3 - Years 3 and 4

Level 4 - Years 5 and 6

Years Prep – 4: Laying the Foundation In these years the curriculum focuses on developing the fundamental knowledge, skills and behaviours in literacy and numeracy and other areas including physical and social capacities, which underpin all future learning.

Years 5 and 6: Building Breadth and Depth In these years, students progress beyond the foundations and their literacy and numeracy becomes more developed. An expanded curriculum program provides the basis for in depth learning within all domains in the strands.

Curriculum at Churchill Primary School is planned and delivered with the use of the Victorian Essential Learning Standards. At Churchill Primary there are ‘teaching teams’ who work together to plan and deliver the curriculum. These teacher teams plan for learning in line with the VELS levels.

Each team meets once a fortnight for an afternoon to plan student learning and focus on an area of the curriculum or teaching ideas. Additionally, teams meet every other week to monitor and assess students’ progress and further plan learning for their area. There is a continual emphasis on individual learning needs and how best to cater for all student abilities and ‘teach’ to where students are at in their learning journey.

Annually all our teaching staff will review the curriculum areas designated in the school’s **Strategic Plan**. Data is analysed and program strengths and areas needing improvement are identified. Action plans for the following year are then developed. These plans form the basis for our teaching and learning programs for the following year and are called Annual Implementation Plans.