

Lavers Hill P-12 College

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Direction
Paper



Curriculum Delivery and Planning Model

The College's Core Purpose is to educate the young people of the Otways to ensure that they are well-adjusted members of society.

The College will provide a high quality education for all in a safe and happy learning environment.

In fulfilling this core purpose, the College staff will ensure that the delivery of the curriculum will meet the individual learning and wellbeing needs of each and every student.

The College community wants to see that every student achieves his/her 'personal best'.



Values

The agreed values that will inform Curriculum Delivery and Planning are:

Excellence

Respect

Responsibility

Resilience

Learning Opportunities In ensuring that the needs of the individual are well-catered for, Lavers Hill P-12 will create and nurture strong links with other schools, including those schools in close proximity but extending to schools across the country and around the globe.

This may include the establishment of staff sharing and staff exchange arrangements, students utilising communication technologies in order to join distant classes, arrangements that see the sharing of staff expertise across schools, combined professional learning initiatives and the strengthening of effective and efficient learning networks across a cluster of schools.

In order to enable this and to prepare students for further learning and work, the college needs to be a technology-driven school where students can connect to their school, their teachers, their learning and to the world at any time and from any place.

It is essential that all students experience a degree of continuity in the teachers that impact significantly on their learning programs across a particular year. Highly productive relationships between teachers and students will be established and strengthened and students' needs, strengths, learning styles and areas for further development will be well known by those staff members with whom he/she has regular contact.

The General Capabilities included in the Australian Curriculum will be used to integrate the learning opportunities provided to all students to ensure that they are successful learners, confident and creative individuals and active and informed citizens. These capabilities of Literacy, Numeracy, ICT Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical and Intercultural Understanding will form the basis of the integrated curriculum.

The relative isolation of the students in this community calls for an emphasis on taking them out into the community and bringing the wider community into the college. As students progress through their schooling, they will be provided with increasing opportunities to engage in contributing to their community in ways that have relevance to the classroom learning goals and learning activities. Contributing to community priorities will be integrated into the curriculum.

The college and its staff will actively and creatively promote the learning opportunities that are provided to students to build and maintain community confidence in the college. The college's web presence will be enhanced to improve communication and transparency and facilitate learning within and beyond the classroom.

All learning opportunities provided by the college, both in and outside the traditional classroom, will have relevance and rigour to ensure that students are suitably challenged and engaged while developing their independence, enhancing their learning experience and building their skills and capabilities for future success.

Personalised Learning / Differentiation

The college will plan, implement and evaluate a Curriculum Continuum based on the Australian Curriculum and AUSVELs that allows all students to be working at their appropriate level rather than at the level expected of them at a particular age. This Continuum will form the basis of assessment of student progress, as well as for the planning of a differentiated curriculum that caters for individual needs in each class.

In order to advance the personalisation of learning throughout the college, students' goals and progress against those goals, along with external and internal assessments will be tracked and regularly reviewed to inform curriculum planning. In order to ensure this all teachers will continue to develop their skills in the collection, collation, analysis and use of student achievement data.

All classes will make extensive use of the flexible groupings of students according to their needs and level of development in that particular area of learning. Students will have a personalised learning plan that makes use of all available evidence on the student's needs, that is regularly reviewed in terms of progress made and adjustments required and that articulates the resources required to support that student's progress.

It is essential that all teaching staff members commit to, and adhere to, the college's agreed approach to learning and teaching. This consistency in pedagogical approach will reduce any variability between classes and will engender a degree of confidence throughout the school community.

Students will be expected to take additional responsibility for, and ownership of, their own learning as they progress through the college.

Using Information & Communication Technologies

As noted, the college's ICT infrastructure could facilitate access by students to a far greater range of subjects, could ensure subject choice despite enrolment reductions and the accompanying resource limitations and could assist the college's intention to becoming a true community school.

For this to occur, an urgent need is to ensure that the college invests in its ICT infrastructure and presence and that all staff members become increasingly technology-literate. A concerted professional learning program would be required to lift and maintain confidence and competence.

For Lavers Hill to remain sustainable into the future, the college staff needs to be highly competent in the use of modern and emerging technologies in the classroom. The informed and responsible use of relevant social media will need to form a crucial part of this capability-building exercise.

This more productive use of available technologies will also assist in providing for the additional needs of the more advanced students across the college.

School Structures

Lavers Hill is committed to continue operating as a P-12 College for as long as is possible, catering for students in all year levels while supporting those students and families in the pre-school settings.

The college will offer a flexible, more vertical grouping structure within sections of the college to ensure the most effective curriculum delivery for the students. While the make-up of these sections will depend on the spread of numbers for any given year, it is acknowledged that they remain fairly consistent where possible. The groupings will be communicated to the parents and be transparent.

Learning Teams will operate throughout the college. Each Teaching Team will have a designated team leader who will oversee the curriculum delivery. The traditional arrangement of having a teacher responsible for particular year levels is no longer sustainable at this college.

Learning Team 1 -- P - Year 6

- additional staff allocated to support the Literacy and Numeracy blocks and specialist programs as deemed necessary.

Learning Team 2 -- Years 7 - 9

- additional staff allocated to support the Literacy and Numeracy.

Learning Team 3 -- Years 10 - 12

- staff allocated to ensure a breadth of curriculum offerings in senior secondary schooling.

From time to time, individual students will be allocated to other learning teams in order to better meet their learning and wellbeing needs.

Lavers Hill P - 12 College will work towards becoming a Community School providing additional support to pre-school students and their families and providing opportunities for learners of post-compulsory age to continue their involvement in formal learning. The college will establish links and partnerships with a range of agencies that provide support to members of the community, with the college acting as a community hub where relevant.

The opening up of college facilities, including its ICT infrastructure and expertise will enhance the community nature of the college. Agencies will be encouraged to make use of the college's facilities for various outreach services.

The college will explore further the notion of specialisation in fields such as Environmental Education, Creative Arts and Alternative Education for those students not regularly attending school. A proposal to explore further is that the college promotes itself as a specialty opportunity for Year 9 students from other schools to utilise accommodation, access in-depth environmental learning activities, engage in social skill programs etc. These placements could be for one term and could operate for three terms per year.

Partnerships with local and broader organisations and businesses will be used to add value to the selected area of specialisation.

Continually Improving the Quality of the Teaching

High quality and relevant professional learning, based in the classroom and accessed in a collaborative manner, will ensure that any variability in the learning and teaching program offered at the college will be kept to a minimum.

The strengthening of Professional Learning Teams (PLTs), with a strong focus on teacher learning in an environment of co-operative teamwork, will ensure that standards of planning and instruction continue to improve.

The planning of Curriculum in Year P - 9, combined with rigorous assessment, will assist in the implementation of an engaging, relevant and sequential curriculum for all.

All teachers will be expected to contribute productively to their particular PLT in terms of supporting the professional growth of their colleagues and ensuring well-planned and well-communicated learning and teaching programs, with priority given to the implementation of the Australian Curriculum.

Issues for Further Exploration

Specialisation for the College

Including the community in the life of the college

Students assuming greater ownership of their own learning program

Meeting the learning needs of all ages and interests.