



10 Lacey's Rd, Cottles Bridge VIC 3099 Phone: 9718 1481
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Learning Co-operative Curriculum Policy

1 Rationale:

- 1.1 The Learning Co-operative supports the ongoing development and revision of Curriculum Documentation and regularly reviews Curriculum in response to current research, data and children's interests and passions.
- 1.2 Curriculum documentation and revisions are developed as a Whole School to maximise scaffolding and transition from year to year.
- 1.3 Curriculum decisions are guided by our school's Philosophy;
 - The students are at the centre of everything we do.
 - Parents play a critical role in helping to deliver curriculum activities
 - Inquiry based/cross curricula/multi-sensory learning that engages children's interests, encourages them to recognise and develop their passions and supports a love of learning
 - A focus on the individual and personalised learning plans
- 1.4 The Learning Cooperative is committed to building staff capacity, using evidence-based research to guide learning pedagogy and a whole school approach to Curriculum planning.
- 1.5 The school ensures that Curriculum development maximises guidelines published by the Department of Education and Training (DET), The Victorian Curriculum and Assessment Authority (VCAA & Victorian Curriculum), and Australian Curriculum Assessment and Reporting Authority (ACARA).

2 Guidelines:

- 2.1 To adhere to, and maximise the potential of DET legislation
- 2.2 To adhere to, and maximise the potential of VCAA and Victorian Curriculum guidelines and legislation.
- 2.3 To adhere to, and maximise the potential of the Australian Curriculum and Assessment and Reporting Authority (ACARA) legislation.
- 2.4 To use primarily formative assessment to inform our whole school approaches to the development of teaching and learning, pedagogy and Curriculum.
- 2.5 To structure Curriculum to facilitate effective assessment & reporting



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2.6 Curriculum that exemplifies our Philosophy and Guiding Statements. This manifests in student centred programs that prepare our learners for further education, in addition to building the four Capabilities of; i. Critical and Creative Thinking, ii. Ethical Capabilities, iii. Intercultural Capabilities, and, iv. Personal and Social Capabilities.

2.7 To plan for the effective development of Digital Literacy within the Curriculum to support and enhance teaching and learning outcomes.

2.8 To differentiate Curriculum content and standards of achievement to address specific needs of all students. This includes high achieving students, giftedness, different genders, special learning needs, disabilities, impairments, English as an additional language and intervention programs.

3. Implementation:

Whole school planning

3.1 Whole School Planning at the Learning Co-operative is an integral part of the improvement process maximising Whole School Approaches and involving four key stages.

1. Gathering and analysing data – this includes student achievement and personalised learning needs from student portfolios, student/parent feedback in 3-way conferences, formative assessments

2. Planning for improvement – this includes breadth and depth in Curriculum planning, including incorporating child interests and parent skills and passions. Planning occurs each term in Curriculum days at the start of each term, in parent Curriculum focused meetings at the start of each term, staff meetings and ongoing review and reflection by individual teachers supported by peer teaching.

3. Teaching and learning – this includes;

- Developing engaging fun, multi-sensory, practical, curiosity driven activities to maximise student engagement and develop a genuine love of learning
- Individual student goal setting and supported projects
- Sequential learning pathways,
- A deep belief that all students can achieve,
- Cohort specific content
- Integrated, cross- curricula learning that focuses on developing capabilities
- Embedded opportunities for student self-reflection



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- A focus on outdoor learning, peer teaching, supported risk taking and informal learning opportunities

4. Assessment and reporting – as outlined in the Assessment and Reporting Policy

Integrated Learning

- 3.2 Each term, students explore a whole school 'theme' that is selected in close consultation with children and parents. Theme activities are mapped in term and year curriculum plans that cover the eight learning areas. Each theme is developed with Foundation to Year 6 level skills and content. The students may be divided into age, skill or interest-based groups (Littlies years P-2, Middlies 3-4 Biggies 5-6), so that all children can work at their appropriate level within the scope of the theme for the term.

In addition to theme-based activities and projects, children have weekly 'stand-alone' subject-based lessons in health and physical education, music, language, English and mathematics, which link into the theme and the children's interests wherever possible. This focus ensures a comprehensive coverage of these areas of the Victorian curriculum. Children are also supported to explore areas of the curriculum that are not directly related to the theme with personal, curiosity driven inquiry-based projects and individual learning goals.

Child Interests and the Development of Individual Learning Plans

- 3.3 Our philosophy and approach embrace child-inspired learning at their core. Each child has an individual learning plan (ILP) that is developed and updated in biannual three-way meetings between teachers, parents and children. During these meetings, interests, strengths, learning preferences, motivators and any learning challenges or needs are discussed and each of the 8 Learning Areas considered. Activities developed throughout the semester are matched directly to each child's interests and needs as they develop and diversify. Feedback from ILPs informs the development of theme and standalone subject activities. Each term, children nominate an individual learning project based on any of the key learning areas in consultation with the parents and teachers. These are communicated at fortnightly adult meetings, where resources and adult support for the project are allocated. The child's most immediate learning interest is written on the blackboard above their locker and evidence in the form of photos attached when it has been achieved.

The Learning Co-operative's high adult:child ratio and individualised approach to teaching and learning ensures all children are catered for in the delivery of the Curriculum. Our NCCD (Nationally Consistent Collection of Data on School Students



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with Disability) program and differentiated learning within individual learning plans ensure all children can access learning at an appropriate level of challenge.

Student feedback:

- 3.4 Child empowerment is a strong value at the Learning Co-operative. Feedback from children is collected throughout the term and directly informs Curriculum Development. Monday night parent meetings are regularly attended by representatives from the Student Council to present feedback to the parents and staff. Feedback from the children also comes from their student journals, the Daily Chronical, Suggestion Box, and the child-led daily meetings.

Student wellbeing:

- 3.5 Staff and parents strongly believe that happy children learn. Our main focus is to ensure children are happy, feel safe, respected, empowered and are aware of their rights and responsibilities as part of a community and as global citizens. This is supported through genuine Whole School Curriculum Planning where student voice is central and valued.

Informal learning of Curriculum and developing capabilities occurs on a daily basis both inside the classrooms and outside in the playground and the bush. The library, art area, musical instruments and sports equipment are always open and accessible to the children, with the support of adults when needed. Outside of focus time, literacy and maths occur while playing shops, cooking in the kitchen, or organising special events. Physics, or conversations about Ancient Egypt, sharing, or volcano construction occur in the sandpit. Our local indigenous flora and fauna and sustainability practices provide ongoing opportunities for observation, research, art and discussion. Cross-age child-to-child teaching is an informal yet regular part of Co-op life, whether it be social skills, art, music or technology.

Parent Run Activities:

- 3.6 Parents play a large and integral role in Curriculum development (guided by teachers) at termly parent group meetings and regular smaller meetings and discussion during their volunteer time at the school. As part of their commitment to the Co-operative, each family commits to coming for at least half a day a week to support teaching and learning.

Parents:



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- support targeted skills-based sessions to enable a particularly high adult:child ratio that provides children with more opportunity for individualised learning and support
- support individual reading
- support individual and small group interest groups and clubs e.g. magic club, coding club, craft club, school rock band, basket ball
- provide enrichment activities based on the parent groups highly diverse skill set and interests that provide children with a wide range of exciting learning opportunities
- run Curriculum based activities (with teacher support) in all learning areas

Timetable:

3.6 The Curriculum is delivered in a weekly timetable with a twice daily focus times that provide opportunities to deliver activities covering each of the learning areas.

Student groups are flexible and shift according to each student's individual learning needs and interests. Focus sessions are sometimes divided into age groups, to ensure that the skills are appropriately addressed for all children from Foundation to Year six, at other times they are skill-based or interest-based groups to allow opportunities for multi-age learning.

In addition to the focus time activities, there are optional activities children can choose to participate in throughout the day and opportunities for self-led projects and learning with adult support.

The weekly timetable ensures an allocation of time for each of the eight learning areas. Each day also contains a student meeting, either with the whole school or split into age or interest groups. These meetings provide a forum for the children to raise, discuss and reflect on a broad range of topics, ensuring that the Curriculum capabilities are a regular part of Co-op life.

4 Individual subject areas:

General

- .1 Planning will highlight differentiation to support personalised student learning needs. Approaches will inclusively cater for students where English is an Addition



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Language (EAL) as well as students that are part of the NCCD Program for Students with Disabilities.

- .2 Assessment will be based on the Victorian Curriculum achievement standards.
- .3 Pupil data will be collected from a range of assessments to ensure data is consistent, accurate and utilised for future goal setting and curriculum planning. These assessments include student portfolios and formative teacher assessment.
- .4 Each semester a three way conference will be held with individual students and parents to set personal learning goals.
- .5 Whole school moderation will occur in Terms Two and Four to ensure consistent assessment and reporting

English

- 4.6 The aims of teaching English at the Learning Co-operative are to develop:
 - A desire and willingness to listen, speak, write and read for a range of purposes and contexts to enable them to relate to others and the world around them.
 - The ability to become competent, independent and enthusiastic readers, writers, speakers and viewers.
 - A love of literature.
 - The ability to think critically and be able to discuss, compare, analyse, justify and respond to texts and language through speaking, writing, reading and viewing.
 - The ability to be text 'Decoders', 'Participants', 'Users' and 'Analysts'.
 - An understanding of the distinctive text structure and language features of text types, e.g. information report, still/moving images, via a range of experimentation, investigations and explicit teaching.
- 4.7 The English Curriculum will consist of the three modes which represent and are in accordance with the Victorian Curriculum.
 1. Reading and Viewing
 - The Learning Co-operative implements a whole school approach to the teaching of Reading
 - Lessons generally consist of a Mini lesson, personalised strategy work, partner reading, independent reading and student conferencing on a regular basis.



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- Reading Assessments will be completed through teacher observation for each student, aligning with the Assessment Schedule and our whole school approach to assessment.
- Book clubs provide opportunities for peer discussion to deepen literacy skills
- All students have open access to the school library
- An organic love of reading is developed through parents and teachers reading regularly with and to children throughout the day

2. Writing

- The Learning Co-operative implements a whole school approach to the teaching of Writing.
- A Scope and Sequence (S&S) document specific to the Learning Co-operative outlines Writing units and their instructional sequence for all year levels from Prep to Year 6. The S&S was designed to best enhance scaffolding as students transition from year to year.
- Whole school moderation will be conducted by teachers throughout the year to ensure consistent assessment and reporting.
- Small group targeted, skills based sessions develop proficiency and confidence and larger cross-age/ability groups allow opportunities for peer teaching
- Each year, older children will get the opportunity to go on a 'writing camp' that spends a week focusing on writing detailed descriptions of a variety of local ecosystems and weaving a story through these environments.

3. Speaking and Listening

- Speaking and Listening, or oral language development will be integrated into a range of Curriculum areas including (but not limited to) Reading, Writing, and Inquiry
- Students will be given opportunities to develop oral language skills through additional curricular opportunities such as daily meetings chaired by children, and negotiating social interactions during extensive, extended free play sessions.
- Each year the school concert involves the dramatic performance of a Shakespeare play along with other plays chosen or written by the students. This provides extensive opportunities for children to engage with in depth literacy analysis and understanding through performance.



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- 4.8 The teaching of English is timetabled daily. This teaching may be inclusive of and make explicit linkages to other areas of the curriculum which are being studied, as this helps to promote transfer between English and other areas of the curriculum. During English sessions there will be a balance between whole-class learning, group teaching and individual practice that is personalised to meet the ability levels of students within the classroom.
- 4.9 The assessment and reporting of English is conducted in line with the Assessment and Reporting Schedule which is reviewed each year. Diagnostic assessment is gathered from students in the form of portfolio pieces.

Mathematics

- 4.10 The aims of teaching Mathematics at the Learning Co-operative are:
- To build numerate children that are able to see the purpose behind mathematical strategies and patterns
 - To understand that Maths can be learned through resilience as we are capable of figuring out and solving current and future problems
 - To promote enjoyment and enthusiasm for learning through practical experiences, exploration and discussion.
 - To develop logical thinking and reasoning skills through a natural curiosity and investigative approach.
 - To promote confidence and competence so that children are 'proud to shine' about their achievements.
 - To develop a practical understanding of how to effectively gather and present information.
 - To develop a thorough knowledge and understanding of the Victorian Curriculum learning areas of Number and Algebra, Measurement and Geometry and Statistics and Probability.
 - To develop an ability to solve problems through decision-making and reasoning in a range of contexts.
 - To extend problem solving skills to deepen critical and creative thinking.
 - To understand the importance of mathematical skills in everyday life.
- 4.11 Within the Victorian Curriculum, Mathematics is a learning area which are organised into three interlinked Strands;
- Number and Algebra



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- Measurement and Geometry
 - Statistics and Probability
- 4.12 The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of the Mathematics content across the three content strands. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.
- 4.13 The teaching of Mathematics is timetabled daily. This teaching may be inclusive of and make explicit linkages to other areas of the curriculum which are being studied, as this helps to promote transfer between Mathematics and other areas of the curriculum. During Mathematics sessions there will be a balance between whole-class learning, group teaching and individual practice that is personalised to meet the ability levels of students within the classroom.
- 4.14 The assessment and reporting of Mathematics is conducted in line with the Assessment and Reporting Schedule which is reviewed each year. Diagnostic assessment is gathered from students where they can demonstrate learning via concrete, pictorial and abstract representations.

Health and Physical Education

- 4.15 The aims of teaching Health and Physical Education at the Learning Co-operative is to develop the knowledge, understanding and skills to enable students to:
- Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan.
 - Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships.
 - Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings.
 - Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.
- 4.16 The Victorian Curriculum, Health and Physical Education Learning Area, covers five diverse, research based propositions for a futures-oriented curriculum:



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1. Focus on educative purposes - The priority for the Health and Physical Education curriculum is to provide ongoing, developmentally appropriate and explicit learning about health and movement.
 2. Take a strengths-based approach - The curriculum has a strong focus on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others' health and wellbeing.
 3. Value movement - Health and Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts students require, to participate in physical activities with competence and confidence. The knowledge, understanding, skills and dispositions students develop through movement in Health and Physical Education should encourage ongoing participation across their lifespan and in turn lead to positive health outcomes.
 4. Develop health literacy - The Health and Physical Education curriculum focuses on developing knowledge, understanding and skills related to the three dimensions of health literacy:
 - Functional dimension — including researching and applying information in order to respond to a health-related question
 - Interactive dimension —to apply new information to changing circumstances
 - Critical dimension — including accessing and critically analysing health information from a variety of sources which might include scientific information, health brochures or messages in the media, in order to promote personal health and wellbeing or that of others.
 5. Include a critical inquiry approach. The Health and Physical Education curriculum engages students in critical inquiry processes that assist students to research, analyse, apply and appraise knowledge in health and movement fields. In doing so, students will critically analyse and critically evaluate contextual factors that influence decision making, behaviours and actions, and explore inclusiveness, power inequalities, taken-for-granted assumptions, diversity and social justice.
- 4.17 Health and physical education is timetabled each week, in term 1 and 4 students take part in weekly swimming sessions and in term 2 and 3 in gymnastics with an external gymnastics coach. Weekly wellbeing sessions promotes respectful relationships and resilience, and support students to make decisions and take actions that promote their health, safety and wellbeing.



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- 4.18 The assessment and reporting of Health and Physical Education is conducted in line with the Assessment and Reporting Schedule which is reviewed each year.

Visual Art

- 4.19 The teaching of Visual Arts at the Learning Co-operative aims to develop students' creativity, imagination, confidence, curiosity and enjoyment through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.
- 4.20 The teaching of Visual Arts is scheduled on the Curriculum Plan and also occurs weekly as part of parent enrichment activities. Children have access to the art and craft table and supplies and often spend their free time engaging in child-led activities.
- 4.21 The planning of Visual Arts is based upon scope and sequence documentation developed for alignment with the Victorian Curriculum - The Arts. The Victorian Curriculum is organised into four strands;
1. Explore and Express Ideas
 2. Visual Arts Practices
 3. Present and Perform
 4. Respond and Interpret
- 4.21 The assessment and reporting of Visual Arts is conducted in line with the Assessment and Reporting Schedule. Students produce portfolio pieces and reflections.

Music

- 4.22 The Learning Co-operative has a strong tradition of music teaching and learning and the inclusion of music in the curriculum has been found to improve student performance in other areas, including literacy and numeracy. Music and music education also have the power to significantly benefit student wellbeing and the development of confidence.
- 4.23 Music at the Learning Co-operative brings children together and creates opportunities to work with one another using a universal language. Music is also used to develop children's ability to take part in practical activities, both individually and in groups.



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4.24 At the Learning Co-operative we aim to:

- Provide a fun, engaging, individualised musical curriculum for all children in the school with relevant differentiated experiences.
- Develop the understanding that music can be a social or personal activity.
- Provide experiences and resources which promote knowledge, skills and understanding in music in relation to both their own and the musical traditions of others and of different ages.
- Develop children's ability to observe and respond to the world around them through the use of a wide variety of instruments and musical recordings.
- Through the encouragement of listening to instruments or music for a variety of different reasons, develop children's listening skills.
- Develop children's discussion and negotiating skills through working with other children on a given task.
- Celebrate the value of children's work through recording and performance of their work.

4.23 The music program includes core lessons for all students that are timetabled weekly as well as optional ensembles, and individual lessons on violin, cello, marimba, guitar, ukulele and keyboard. Each year the older children participate in the Boite school chorus.

4.24 The assessment and reporting of Visual Arts is conducted in line with the Assessment and Reporting Schedule. Students produce portfolio pieces and reflections and all students perform at the annual school concert and in regular 'door stop' concert for parents throughout the year.

Language

4.25 Italian is the current language for study in the language program. It aims to provide students with the opportunity to enhance the development of Italian linguistic and communication skills while building cultural knowledge and awareness in a learning environment designed to immerse students in a language other than English.

4.26 The aim of the Language program is to;

- Provide students with opportunity to learn a language in addition to English, and increase the awareness of the way language works.
- Develop targeted language skills through the use of song, games, practical activities and immersive conversation.
- Stimulate creativity through the learning of languages.



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- Develop students' understanding of the intercultural community and of the wider society, building an appreciation and respect for people belonging to cultures different to their own.
 - Enhance student's self-esteem and gain personal confidence through learning a language other than English.
- 4.27 The Italian program includes lessons for all students that are timetabled weekly.
- 4.28 The assessment and reporting of Italian is conducted in line with the Assessment and Reporting Schedule. Students produce portfolio pieces including an Italian play performed at the school annual concert.

Humanities

- 4.29 Humanities at the Learning Co-operative provides a framework for developing key ideas and concepts that enable students to understand the way in which people and societies have organised their world under particular conditions and made meaning of it. Teaching of Humanities encourages use of research skills and inquiry processes.
- 4.30 The aim of teaching Humanities at the Learning Co-operative is to enable students to:
- learn to plan an investigation, ask key questions and analyse a range of data and sources, form conclusions supported by evidence and presenting and evaluating information in a variety of ways.
 - develop an understanding of self in relation to their History and place in the world.
 - develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture
 - develop Geographical skills such as exploring, analysing and understanding the characteristics of the places that make up our world.
 - develop Historical skills such as questioning and investigating artifacts and evidence. They will look at the impact of historical events and people that have helped to shape Australia as it is today.
 - be introduced to Civics and Citizenship; exploring an understanding of democracy as rule by the people through learning about decision making within communities.
 - be introduced to Business and Economics, giving students the opportunity to develop their understanding of economics and business concepts by exploring the importance of decision making in everyday life



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- 4.31 Humanities is integrated as an inquiry or cross curricula project based over a two year cycle.
- 4.32 The assessment and reporting of Humanities is conducted in line with the Assessment and Reporting Schedule. Students produce a portfolio inquiry project.

Science

- 4.33 Science teaching at the Learning Co-operative is about developing children's ideas and ways of working that enable them to :
- Think critically and communicate their understanding;
 - Have opportunities to apply their scientific skills in different contexts across the curriculum;
 - Develop enquiry skills useful for science and across the curriculum.
- 4.34 The aim of Science at the Learning Co-operative is:
- Giving children an understanding of scientific processes.
 - Helping children to acquire practical scientific skills.
 - Developing the skills of investigation - including observing, questioning, measuring, predicting, hypothesising, experimenting, communicating, interpreting, pattern spotting, explaining and evaluating.
 - Developing the use of scientific language, recording and techniques.
 - Enabling our children to become effective and critical communicators of scientific ideas, facts and data.
 - Foster concern about, and active care for, our local and global environment.
 - Enabling children to appreciate every-day and technological applications of science, both positive and negative.
 - Building on children's natural curiosity and developing a scientific approach to problems.
 - Encouraging open-mindedness, self-assessment, perseverance and responsibility.
 - Encouraging children to engage in scientific enquiry; posing questions and investigating.
 - Developing children's social skills to work co-operatively with others.
 - Providing children with an enjoyable experience of science, so that they will develop a deep and lasting interest
- 4.35 Science is integrated as an inquiry or cross curricula project based over a two year cycle. In addition children take part in regular science experiments and engineering



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challenges to develop scientific thinking. Students will have the opportunity to work in the edible garden beds surrounding the school and will be expected to be involved in the program including growing vegetables through to cooking the produce for others. Students will also learn about companion planting, worm farming and safe weed management. Children will regularly be given the opportunity to go on nature bushwalks, mini beast hunts, take part in annual national bird surveys and the ongoing school Biodiversity project to increase biodiversity through planting and habitat management.

- 4.36 The assessment and reporting of Science is conducted in line with the Assessment and Reporting Schedule. Students produce a portfolio inquiry project.

Design and Technologies

- 4.37 Design and Technologies at the Learning Co-operative includes: cooking, sewing and craft and information technology, including coding. These are all woven into our curriculum to help each child build their motor skills and confidence in working in different technological areas.
- 4.38 The Design and Technologies Curriculum focuses on students' engaging in designing, creating and evaluating processes, products and technological systems using a range of materials as a way of developing creativity and innovation. It focuses on the development of students' skills in managing and manipulating materials and resources using a range of tools, equipment and machines to make, produce or grow functional physical products or systems. Essential to this domain is the development of creativity and innovation.
- 4.38 Design and Technologies in the Victorian Curriculum is organised by the three related strands of Technologies and Society, Technological Contexts, and Creating Design Solutions.
- 4.39 Design and Technologies is timetabled as weekly clubs, for example coding club, gardening club, engineering club and craft club. There is a different focus each term depending on child interest and requests. Children have free access to the art and craft table and often engage in child-led self motivated technology projects, adults supervise equipment and encourage them to reflect and evaluate on their designs to deepen understanding.
- 4.40 The assessment and reporting of Design and Technologies is conducted in line with the Assessment and Reporting Schedule. Students produce a portfolio inquiry project.



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4.41 Digital technology is a theme throughout the Curriculum areas and is used to research, present and explore throughout the Curriculum as an integrated framework. The eSafety Policy is implemented to ensure students are safe digital citizens.

5 Related policies:

This policy is to be read in conjunction with the Assessment and Reporting Policy.

6. Policy Evaluation:

6.1 Evaluation will be conducted bi-annually by the Principal and the School Board

Evaluation

This policy was ratified by the board on: **11/10/2021**

This policy will be reviewed every three years as part of the ongoing overall policy review process.

Chairperson's signature

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(MYRA THEISZ)



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Version and revision control record

No previous versions

Date	version	Approver	Next review
15/10/2021	1	Name: MYRA THEISZ Position: Chairperson Signature: 	October 2024