PALMY PAGE – CURRICULUM

Quality curriculum. Connected learning. Every student, every day.

OUR BELIEF – THE WHY?

- Is strengthened by a balance of knowledge, skills, and dispositions
- Is informed by assessment, student growth, and coherent knowledge-rich planning that connects intended and enacted curriculum
- Is responsive, agile, inclusive, and builds transferable understanding and skills
- Is strengthened through shared frameworks, clear expectations, and aligned practice
- Values student and teacher agency to foster engagement, voice, and ownership of learning

HOW WE WORK – THE HOW?

We bring this belief to life through five connected ways of working:

A CONTINUOUS LEARNING CYCLE

Our curriculum is developed through a continuous and responsive cycle.

We use evidence of student learning to understand where students are, plan purposeful learning, teach responsively and adapt practice. Reflection informs the next cycle of assessment and planning.

STUDENT-CENTRED & INCLUSIVE PRACTICE

Curriculum is designed and adapted around students' strengths, needs, growth and voice.

Adjustments, differentiation, intervention, and extension are embedded within curriculum planning and delivery so students can access, participate in and be appropriately challenged by their learning.

EVIDENCE BASED

We maintain high expectations and a consistent, evidence-informed practice grounded in the ACT Strong Foundations.

This guides teaching, learning and data use to challenge and support every learner to grow.

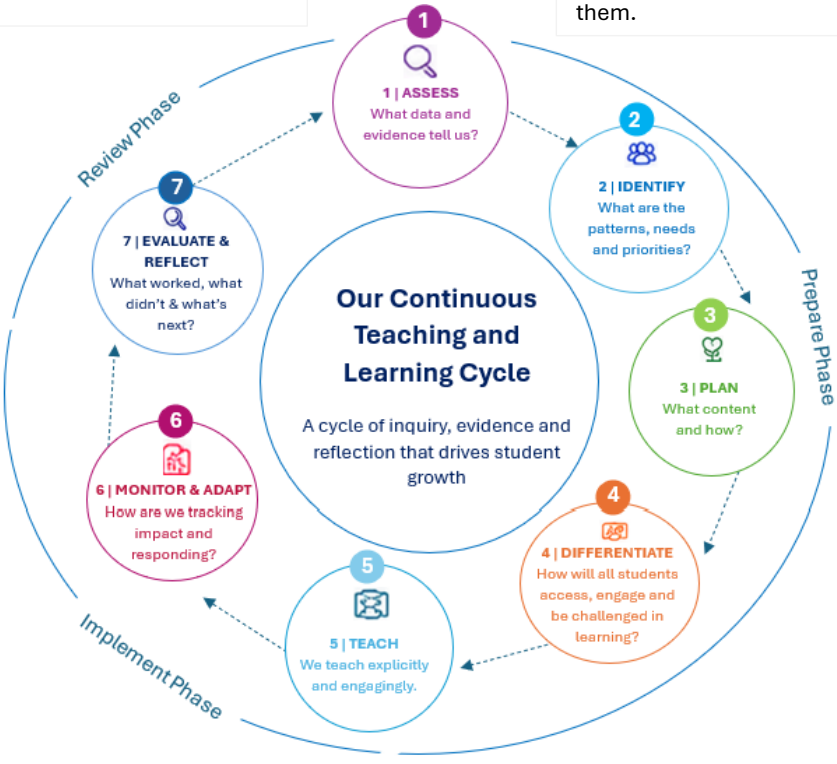
COLLABORATIVE CURRICULUM DEVELOPMENT

Students benefit when teachers collaborate in Professional Learning Teams (PLTs) as they can be responsive to students' needs.

Curriculum development is collaborative and evidence-informed, building collective responsibility for student growth while supporting teachers to respond to the students in front of them.

CLEAR & COHERENT DOCUMENTATION

Our shared planning connects the Australian Curriculum and aligned with Strong Foundations with what is planned, taught and assessed *(i.e. intended and enacted Curriculum)*. Curriculum documentation is flexible and dynamic, evolving in response to assessment evidence, student progress and emerging needs.



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INTERVENTIONS / STRATEGIES – WHAT IT LOOKS LIKE ON THE GROUND

This Palmy Page should be read in conjunction with the Palmy Pages for Pedagogy, Assessment & Reporting and Inclusion, which together describe how we plan, teach, assess, differentiate and respond to student learning.

CURRICULUM ENTITLEMENT

All students access a **balanced, consistent and appropriately challenging curriculum**, with sufficient time and opportunity to develop knowledge, skills and dispositions across the full curriculum.

As our strategic priority is **reading and spelling**, this needs to be included explicitly and integrated across all subjects.

Staff develop their class and cohort planning in alignment with the **school timetable**, ensuring that across the week students have access to the agreed curriculum entitlement. This includes:

- **Daily Literacy block (90 minutes)** — aligned with our Literacy approach
- **Daily Numeracy block (60 minutes)** — aligned with our Numeracy approach
- **Science, HASS, Technologies, Visual Arts and Physical Education** — planned across the week through purposeful curriculum and inquiry-based learning
- **Specialist Learning – 3 hours per week** including HPE, Japanese, Performing Arts
- **Explicit Social and Emotional Learning (SEL)** — planned and embedded through classroom learning, routines, circle time, transitions and relational practices, aligned with the Wellbeing and Inclusion Palmy Pages
- **Australian Curriculum – General Capabilities / Cross Curriculum Priorities** — intentionally planned across units, terms and the year to ensure students access the breadth of the curriculum

PLTs, TEACHING SPRINTS AND THE UNIT

Teachers and PLTs use the school timetable, Unit Planners and assessment evidence together to organise learning across the week. These structures establish a consistent curriculum entitlement while allowing teams flexibility to integrate learning areas, respond to student needs and adapt the sequence and timing of learning where appropriate.

UNIT OUTLINE

The Unit Planner is our shared curriculum planning document.

It connects curriculum expectations with learning goals, learning experiences, assessment, differentiation and adjustments and provides a clear record of the curriculum being planned, implemented (taught) and reviewed.

TEACHING SPRINTS

Teaching Sprints empower teachers to enact the continuous teaching and learning cycle.

Using formative, diagnostic and summative assessment evidence to identify priorities, strengthen teaching and determine next steps.

PLTs

PLTs work collaboratively to plan, teach, assess and refine learning.

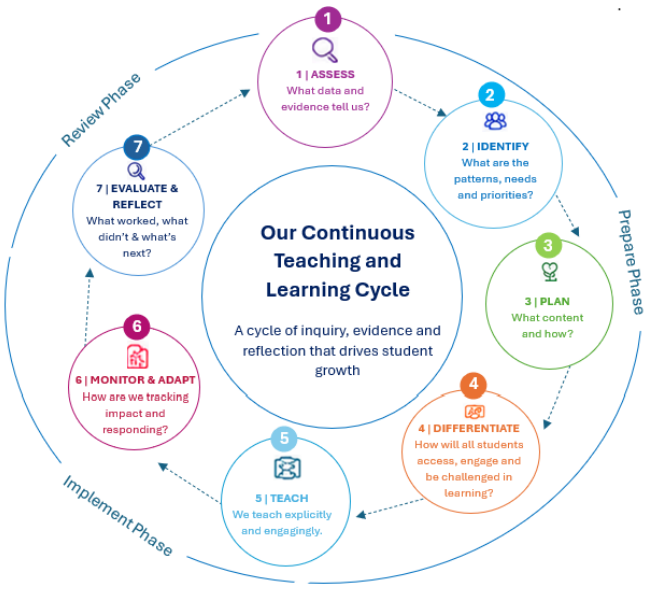
Through disciplined dialogue, shared data analysis and reflective practice, PLTs ensure our curriculum is consistent, responsive and continually improving.

THE CYCLE IN PRACTICE

EVALUATE & REFLECT
- Reflect with and about students about needs.
- Reflect as a PLT.
- Refine priorities and baseline the next cycle.

MONITOR & ADAPT
- Gather evidence before, during and after learning.
- Adapt teaching and plans based on student progress or need.

TEACH
-Teach using activate, instruct, apply and reflect *(ACT Directorate Lesson Structure)*.
-Use agreed pedagogies and consistent routines.



ASSESS
- In PLTs look at formative, diagnostic and summative assessment data using a disciplined dialogue.

IDENTIFY
- Identify strengths, gaps and patterns.
- Determine learning priorities and next steps for individuals and cohorts.

PLAN
- Plan coherent knowledge-rich learning using the unit planning document.
- Consider UDL, differentiation, adjustments and interventions.

DIFFERENTIATE
- Adjust curriculum, process, product and environment.
-Plan for extension, intervention and individual needs.

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