



CURRICULUM & CURRICULUM EVALUATION POLICY

Aim

Pioneer Village School provides a safe and appropriate teaching and learning environment for both students and staff. The Pre-primary to Year 6 curriculum is based on the WA State Curriculum. The Early Years (K-2) curriculum also integrates the Early Years Learning Framework under the guidance of the National Quality Standards.

Implementation

Great emphasis is placed on the key learning areas of English and Mathematics. We acknowledge without a solid understanding in these subjects, students' learning in other areas is compromised. We comply with the Western Australian Curriculum and provide learning in all STEAM (Science, Technology, Engineering, Arts and Mathematics) subjects, as well as HASS (Humanities and Social Sciences), Languages, and Health and Physical Education.

The school updates its curriculum scope and sequence to reflect any changes to the WA State Curriculum. At Pioneer Village School we acknowledge classroom teachers are in the best position to plan the scope and sequence for their curriculum content to ensure they are delivering engaging learning programs. Staff work closely with their teaching teams to ensure curriculum is delivered in an academically and developmentally appropriate sequence and re-evaluate this annually. All planning is overseen by the Principal to ensure compliance to the WA State Curriculum. This plan is considered a working document and is updated over the year based on cohort and individual student needs. Teachers provide a written report to parents and guardians twice per year at the end of Semester 1 and Semester 2, and also offer parent teacher interviews, parent information sessions and a Learning Journey.

Children who meet the criteria for an Individual Education plan (IEP) will be provided with one. Parents and guardians of children on an IEP will be offered a School Support Group Meeting (SSG meeting) with their child's teacher throughout the school year. Teachers will carefully monitor the performance of students with special needs. The Principal or Curriculum Leader will report on student progress as a whole cohort to the Board to develop a better understanding of student levels of learning within the school compared to national or standardised bench marks. Curriculum reviews will consider student progress.

The Board will receive reports on student progress, including the Annual Report, regular Analysis of School Data and reports of NAPLAN performance.

Document Group	Learning and Curriculum
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