
Curriculum Plan 2021- 2024

Lance Holt School



Contents

School Vision	3
Policy Statement	3
School Values	4
Guiding Principles	4
Student Learning	6
Curriculum	6
Pedagogy	12
Assessment	15
Curriculum Evaluation	15
Related Policies and Plans	16

Established in 1970 Lance Holt School has placed learning by doing at the heart of what we do.

“Education through real life experience will be its theme. The emphasis will be on children learning through doing and seeing things for themselves, rather than by memorising from textbooks.” Lance Holt, *Daily News* 4 December 1969



School Vision

The vision for Lance Holt School is to construct a community of learners who are recognised as compassionate community members and innovative thinkers.

Policy Statement

This Curriculum Plan places students, and their learning needs at its core.

The purpose of this plan is to:

- Outline the curriculum needs of learners in the school
- Identify ways in which all learners will access and engage with curriculum
- Outline what is taught and assessed as part of the formal school curriculum and the notional hours allocated to Learning Areas and subjects
- Demonstrate how the school complies with system wide policies

The Curriculum Plan is to improve student outcomes by having a systematic Curriculum Delivery Plan which focuses on quality teaching. Lance Holt School provides a curriculum that is dynamic, exciting, rewarding and responsive to our students’ needs. We recognise that all students are individuals and have different abilities, learning styles, learning dispositions and learning rates. We design the curriculum with an emphasis on encouraging and supporting each student to achieve their potential. We aim to understand the skills, knowledge, talents, interests and abilities that each student brings to the school and to build upon these through the curriculum and co-curriculum.

School Values

We are committed to developing a wonder of the natural world and encouraging a care of the environment, which reflects a global stewardship.

We recognise the importance of learning as a life-long process.
We actively pursue cooperation and the peaceful resolution of conflict.

We recognise the special vulnerability of children and their need for a safe and healthy environment.

We see the education of children encompassing their social, emotional, academic and physical development.

We promote shared responsibility with regard to the relationship between self and community.

We understand the diversity and uniqueness of the Fremantle community and respect the special relationship between ourselves and that community.

We affirm the equal worth and basic right of all persons. In doing so we recognise individual differences and the uniqueness of the individual.

Guiding Principles

Alice Springs (Mparntwe) Education Declaration

The Alice Springs Declaration sets the national vision for education in Australia and guides whole school curriculum planning and decision making at Lance Holt School to improve educational outcomes for all of our students.

The Education Goals for Young Australians outlined in the Declaration are;

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community

Lance Holt School Educators' Commitment to Action (November 2020)

Three key actions have been identified from the Alice Springs (Mparntwe) Education Declaration which align with the school values, school vision and curriculum priorities.

Developing Stronger Partnerships

Developing stronger partnerships; we believe that our strong focus on relationships is what sets us apart at Lance Holt School. It's what we prioritise and do well. We value collaboration, building of relationships, compassion, connections and listening. Going forward we will consider; how to continue to provide time and space for prioritising partnerships with families, and larger than that ... a greater challenge is; How can we maintain connections in response to change? How do we welcome, adapt and celebrate change, rather than fearing it?

Supporting Quality Teaching and Leadership

The expectation that our students will become lifelong learners is fundamental to our school as is the expectation for staff who aim to make visible their love of learning to our students. By investing in ongoing quality professional development, staff plan their learning needs to ensure excellence in practice whilst empowering our students to be at the forefront of their own education.

Embedding Pathways for Learning throughout life and supporting effective transitions

Our world is rapidly changing, and it is essential that our students have the skills, knowledge, and capabilities in which to participate as active and informed citizens. They need relevant educational experiences with a clear link between theory and practice. Focussing upon the subject of transition, although we have comfortable transitions within our school, as children move between year groups and different styles of teaching, we believe that we need to look for ways for our students to better transition into social environments that are not necessarily as supportive as ours.

These commitments to action provide direction and guidance which informs a whole school approach to teaching and learning.

Student Learning

Students are at the centre of learning at Lance Holt School. We know our learners, and offer a curriculum that is dynamic, exciting, rewarding and responsive to our student's needs, capabilities and interests. We recognise that all students are individuals and have different abilities, learning styles and learning dispositions. We implement the curriculum with an emphasis on encouraging and supporting each student to achieve their potential. Students and staff are co-constructors in a collaborative learning community.

Our learning environment is welcoming, stimulating, interesting, motivating and inspiring. It is a safe, friendly place for our students. Our school is a place where each child is valued, respected and nurtured. Non-competitiveness is at the core of our beliefs and we promote a strong culture of learning, love of learning and growth mindset. Life-long learning is learning that takes place on an ongoing basis from our daily interactions with others and the world around us.

Curriculum

At Lance Holt School our learning and teaching program is based on the Western Australian Curriculum comprising of the Learning Areas, General Capabilities and the Cross-Curriculum Priorities. The academic curriculum (content) is delivered through an array of pedagogies which align with the school vision and values.

Western Australian Curriculum (Kindergarten to Year 6)



Early Years Learning Framework (Pre-Kindergarten to Year 2)

The Early Years Programs at Lance Holt School are based on evidence-based pedagogies where play based, and co-constructivist learning is central to all aspects of teaching and learning. A strong image of the child as citizens with rights and agency determines the integrated, project approach to learning where intentional teaching and learning opportunities support children's thinking, theories and interests. This is complimented by an equally strong image of the teacher as a co-constructor of knowledge alongside the child, as a researcher and as a professional with expertise and knowledge.

Our pedagogy and practice strongly reflect the pedagogy, principles and practices of the Early Years Learning Framework and is heavily influenced by international research and examples of best practice. These include but are not limited to the Schools of Reggio Emilia, Italy, including theorists Gandini and Malaguzzi; Harvard's Project Zero and the theories of George Foreman and Howard Gardner , Katz, Helm and Chards Project Approach, Koh, Grantall and Porter's theories and research into Guiding Children's Behaviour, Rogoff, fleer and Bronfenbrenner's socio-cultural theories, Freire's critical theory, and Elliot & Davis, Sobel and Warden's Place Based and Nature pedagogy and educating for sustainable future.

Wellbeing Curriculum (Pre-Kindergarten to Year 6)

At Lance Holt School we are committed to supporting our children, staff and families within our community to achieve their best possible mental health. With the core values of the school and those inherent within our wellbeing programs we maintain a focus on building positive mental health, empowering our children to express their feelings, supporting one another and seeking help when needed.

We work towards building and maintaining a respectful, inclusive and resilient community for all. We are committed to building and maintaining a safe and positive school environment to ensure that every member of our community feels a sense of belonging and connectedness.

Our Wellbeing Curriculum is delivered through the lens of Positive Education through key Social and Emotional Learning experiences for every child. (Refer to Social and Emotional Learning Statement)

Social and Emotional learning is a priority for young children and is taught explicitly and woven throughout the day and week. The Child Protection Curriculum - Keeping Safe is taught as part of the Social and Emotional Learning Program and Health Curriculum. Languages is introduced in Year 1 and is taught through to Year 6.

Delivery of Remote Learning

In 2020 a plan was established to develop systems and protocols for delivery the curriculum 'remotely' in anticipation of school close due to COVID-19. The school delivered Remote Learning for a total of four weeks in 2020. Teachers planned and delivered classroom learning using Padlet an online portal

and supplement this with Zoom meetings and lessons. Teachers communicated with students and families through EDUCA, email and phone calls.

A Remote Learning Guide was developed for families to support both them and their students during any school closure. A survey was conducted after and adjustments have to made to the plan should the school need to deliver Remote Learning in 2021.

Our Guiding Principles for Remote Learning

Keeping it simple - As a school we are here to support a model of education that is clear, equitable and fun, that maintains a safe home learning environment for all of our students.

Connected - the relationships that you and your children have with their teachers, as well as the relationships that they have with their peers and families is important to maintain and embrace. This sense of belonging remains essential for positive mental health.

Caring - Be kind to each other, your children, our staff and teachers.

Communication - teachers, students and families will have a clear understanding of what is to be expected. We all understand that everyone will be doing their best.

Specialist Teaching

Specialist Teachers support The Arts, Health and Physical Education and Languages Learning Areas. Performing Arts (Drama) and Visual Arts (Visual Art) make up the Arts subjects taught in Years P-6 taught by specialist teachers and early years teachers. Classroom teachers plan and program for additional experiences in these learning areas. The table below is a guide to nominal hours allocated to specialist teaching across Years K-6. The school welcomes the opportunity to engage additional specialist teachers for projects and events.

Specialist Teacher	K	P	1	2	3-4	5-6
Physical Education	60 min	60 min				
Visual Arts	N/A	N/A	N/A	N/A	120 min	120 min
Languages	N/A	N/A	60 min	60 min	90 min	90 min
Drama	60 min	60 min				

General Capabilities

The General Capabilities of the WA Curriculum are taught across learning areas and throughout the day-to-day teaching and learning programs.

Lance Holt School has a historical commitment to developing higher order thinking skills which is complemented by the critical and creative thinking capabilities, and to social justice which is supported through Ethical and Intercultural Understandings capabilities. ICT has been identified in the curriculum plan and as area of priority. The schools long-standing commitment to the social and emotional learning of our students supports the development of their personal and social capabilities. English and Mathematics are priority areas across the school and are integrated into many projects and nature-based programs.

Cross Curriculum Priorities of the Australian Curriculum

The Three Cross-Curriculum Priorities: Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia and Sustainability are an ongoing priority at Lance Holt School. These themes have been aligned with practices within the school since its inception is programs such as: Environmental Education, Peace Education, Social Justice, Democracy Education and Aboriginal Studies.

The Cross-Curriculum Priorities are integrated throughout our learning programs. We ensure our students have the tools and language to engage with and better understand their world across a range of levels. Our curriculum is enriched through considered focus on developing knowledge, understanding and skills in these areas. Sustainability Education and Engaging with Asia have been a focus since the inception of the Australian Curriculum and in 2020 we renewed our focus on Aboriginal and Torres Strait Islander Histories and Cultures through the development of a Reconciliation Action Plan.

Reconciliation Action Plan

The Lance Holt School Reconciliation Action Plan (RAP) developed in 2020 provides further direction for whole school curriculum planning and implementation.

Vision for Reconciliation

The Lance Holt School vision for reconciliation acknowledges Aboriginal and Torres Strait Islander peoples as the First Peoples of this Land. We will build within our school community a greater knowledge and understanding of the rich diversity of Aboriginal and Torres Strait Islander cultures and histories. We are committed to developing strong relationships with Aboriginal communities built on acknowledgment and respect and free of racism. Together our school community will take important steps towards reconciliation every day to create an inclusive, equitable Australia.

Actions will fall into three focus areas: Relationships, Respect and Opportunities and will be enacted in the classroom, around the school and with the community. Refer to the RAP Plan



Instructional Times

Pre-Kindergarten (Pre-Compulsory Schooling)

Our Pre-Kindergarten class runs for two mornings a week from 9am – 12noon. Pre-Kindy offers a program with a strong focus on developing social/emotional skills through educator supported play; and developing a sense of belonging in the school environment through a predictable routine. Literacy and numeracy learning is integrated across the morning in a fun and playful way, whilst a carefully planned environment supports children to develop skills for learning such as confidence, problem solving and curiosity as they explore the school setting.

Kindergarten (Pre-Compulsory Schooling)

Lance Holt School Kindergarten operates across three full days from 8:50 until 3pm. Our play-based program builds on the skills gained in Pre-Kindergarten and play and playful learning remain the primary vehicle for learning. In this important year before formal schooling starts, the Kindy class moves into a more structured daily routine, with curriculum areas and break times clearly programmed and timetabled, whilst our understanding of the centrality of play to the development of the child ensures learning is integrated, playful and punctuated by blocks of child led play.

Pre-Primary to Year 2 (Compulsory Schooling)

In the early years the core teaching focus is on English and Mathematics learning. Science, History and Social Sciences and Technology are taught in an integrated project approach with English, Mathematics and the Arts often incorporated into the project. This is reflected in the time allocations.

Learning Area Timetable - Year PP - 2

Subject	Year PP - 2
English	400 - 450 minutes
Mathematics	300 minutes
Integrated Studies: Science, HASS, Technology	300 - 375 minutes
SEL and Health	135 minutes
Physical Education	120 minutes
Languages	20 - 60 minutes
The Arts	120 - 150 minutes

Years 3 - 6 (Compulsory Schooling)

In the middle years the teaching of English and Mathematics continues to be a major focus. Time spent on Science and HASS increases to reflect the greater knowledge and content contained in the Western Australian Curriculum. An integrated approach continues in the middle years with many projects address multiple curriculum areas, Cross Curriculum priorities and the General Capabilities. The schools commitment to the Arts as a priority learning area is reflected in the time allocation.

Learning Area Timetable - Year 3 - 6

Subject	Year 3 - 6
English	300 - 375 minutes
Mathematics	300 - 375 minutes
The Arts	150 minutes
SEL and Health	135 minutes
Physical Education	120 minutes
Languages	60 minutes
Science	90 minutes
HASS	90 minutes
Technologies	90 minutes

Pedagogy

The Curriculum at Lance Holt School is delivered through an array of pedagogies. Our schoolwide belief in foregrounding pedagogy, creates a consistency to our teaching and learning programs across the school. The pedagogies employed at Lance Holt School take into account our students, context and environment and how students best learn in different learning areas.

Inquiry-Based Learning

The act of inquiry is critical to our learning and growth. We make sense of our world through exploring, testing and evaluating. We learn through experience and our desire to make meaning from that experience. We question others and we question ourselves.

Our inquiry classrooms are places where intentional teachers work hard to grow the capacity of all students to learn. Teachers work to help students *know what to do when they don't know*, to develop deeper understandings of how the world works and to build and refine a set of skills and dispositions that will enable life-long and life-wide learning.

Learning is explored through a project or inquiry approach, where the children are actively engaged in finding information, forming hypotheses, then testing and evaluating them. Risk-taking, trial and error, and the classroom community of learners provide opportunities for the children to extend their own thinking and learning about a topic.

Inquiry is seen as an approach to teaching and learning regardless of whether this teaching is done within a unit of inquiry or a one-off lesson. Teachers see learning as a two-way process and view students as capable and curious.

An Inquiry learning approach is often integrated across the Learning Areas of the WA Curriculum. It includes explicit teaching of inquiry skills that encourage children to explore, think creatively, question, solve problems and research topics. Students work both collaboratively and individually, and engage in challenging tasks that challenge them, and are differentiated according to individual abilities and understandings. Learning and curriculum delivery takes place in both in the classroom and 'beyond the school gate' through camps and excursions.

Play-Based Learning (Learning through Play)

The value we place on play and playful learning at LHS reflects our understanding of the centrality of play to the development of the whole child, across domains; physical, cognitive, language, spiritual and social-emotional. Play underpins all development and learning of young children.

In Pre-Kindergarten and Kindergarten years play is prioritised and timetabled into our days. Children's play is scaffolded by educators who are always on hand to assist children to problem solve and extend learning, whilst supporting inclusion, the development of social skills and friendships.

A play-based pedagogy in the primary years increasingly becomes 'playful learning' as curriculum demands change. In the classroom children are active agents of their own learning through inquiry approaches, dramatic play opportunities, play based strategies, and hands on activities. A whole school commitment to social learning supports class and whole-school park visits, and ensures educators are on hand during break times to scaffold children's social development.

Nature-Based Learning

At Lance Holt School the importance of respecting children and the vital balance between fostering the unique qualities of individuals as well as developing social and ecological responsibility guides our educational programs.

The founder of the school, Lance Holt, stated in 1970 that, "Education through real life experiences will be its theme. The emphasis will be on children learning through doing and seeing things for themselves, rather than memorising from textbooks." Nature-Based learning has therefore always been an integral part of the educational experience at Lance Holt School. In the past this was achieved through camps and excursions and more recently through our programs in studies in Sustainability and 'Beyond the Classroom' programs: Bush School, Beach School and River School.

In Nature-Based Learning children are actively engaged in exploring their environment, finding information, forming hypotheses and then testing and evaluating them by extending their thinking and learning beyond the classroom.

Place Based Learning

Lance Holt School provides place-based education, which is an international education movement. Place-Based Education immerses students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study of English, mathematics, social studies, science and other subjects across the curriculum.

Taking learning beyond our classroom walls by engaging and interacting with the local community and environment develops a sense of place and a sense of wonder about the natural world. These practices provide diverse and enriching programs for the students and promote a culture of belonging and connectedness to ensure the values of respect and concern for others and our natural environment.

Reggio Emilia Inspired

The Early Years Staff at Lance Holt school draw inspiration from The Reggio Emilia approach to education. A strong image of children as citizens with rights and agency determines much of our practice including the integrated, project approach to learning where intentional teaching and learning opportunities support children's thinking, theories and interests. This is complimented by an equally strong image of educators as co-constructors of knowledge alongside the child, as a researcher and as a professional with expertise and knowledge. We view learning as an active and social process by which children are supported to build understandings of their world. Learning does not occur in isolation but through a series of interconnected relationships and interactions with peers, adults, materials and the environment. We value documentation for making children's knowledge and learning processes visible to all.

Differentiated Learning

Students as learners have different starting points, learning dispositions and ... therefore the teacher needs to differentiate the curriculum. We recognise that students need to be taught at point of need so they can grow and succeed. The ways in which our teachers plan and provide for differentiation include:

- Individual and small group – teaching at point of need
- Individual Education Plans
- Modified programs for disability, medical condition, prolonged absence
- Support for students at educational risk
- Extension for students



Assessment

Purpose

A school culture of continuous improvement is underpinned by the ongoing assessment for learning to promote reflective practices that drive improvement in student outcomes.

Practices

Lance Holt School uses a range of assessment practices, which are effective and promote school improvement and student learning. The 'Six Principles of Assessment Practice' of Ridden and Heldsinger (2014) will guide the assessment practices of the school.

- Effective assessment is an integral part of teaching and learning
- Effective assessment is comprehensive
- Effective assessment provides worthwhile and credible information
- Effective evaluation provides answers to questions
- Effective assessment facilitates informative reporting
- Effective assessment informs school-wide evaluation processes

Lance Holt School does not use assessment practices that rank students against one another. Our Assessment Practices are guided by the core values of the school and a belief that competitive practices do not promote a supportive classroom culture and a love of lifelong learning. Comparisons with others who have been more successful is unlikely to motivate learners (Assessment Reform Group, 2002).

When classroom culture focuses on rewards, 'gold stars', grades or class ranking, then pupils look for ways to obtain the best marks rather than improve their learning. (Black & Wiliam, 1998)

Supporting documents for Assessment:

- Assessment Policy
- Teaching, Learning, Assessment, Analysis and Reporting Plan

Curriculum Evaluation

In order to have a cycle of continuous improvement in the teaching and learning there is an annual Curriculum Evaluation Review conducted annually in October. Reference: Curriculum Evaluation Policy

Related Policies and Plans

Lance Holt School

Learning Area Statements
Assessment Policy
Teaching, Learning, Assessment, Analysis and Reporting Plan
Assessment Schedule
Lance Holt School Reconciliation Action Plan
Early Years Quality Improvement Plan
Social and Emotional Learning
Curriculum Evaluation Policy
Remote Learning Guide

Curriculum Resources

Australian Curriculum www.acara.edu.au
Western Australian Curriculum www.scsa.wa.edu.au
Early Years Learning Framework <https://www.education.gov.au/early-years-learning-framework-0>