



Curriculum Provision

Glendal Primary School's motto "Learning for Life" reflects the primary objective of schooling which is the teaching of tools for life long learning. We aim to:

- Empower students with thinking skills, such as the ability to reason, to make informed judgements, to critically evaluate information and to think creatively.
- Empower individuals and teams to enable a sense of connectedness, purpose and zest for life and learning.
- Build self-confidence, self-esteem and resilience in order for our students to approach future life experiences, opportunities and challenges with self-assurance and energy.
- Communicate effectively and interrelate successfully with others within the school and the wider community.
- Access, interpret and identify key data and apply concepts / ideas in a range of contexts.

In order to achieve these objectives our school offers a comprehensive, differentiated curriculum (a program of learning experiences that develop and extend knowledge and skills, challenge thinking, provide choice and ignite passions) to cater for the diverse needs and stages of development of all children. Glendal Primary School teachers cater for students with a wide range of talents and abilities in the classroom setting. They are supported by additional teachers in the areas of student wellbeing, numeracy and literacy. For example, our Reading Recovery teacher works with grade 1 students who need help with their reading whilst our numeracy specialist works with students in the Junior (and sometimes the Upper school) who need extra assistance with mathematics.

Glendal makes special provision for Gifted Learners:

- Moderately Gifted Learners have their needs met in Type 111 Enrichment Activities according to the Renzulli Enrichment Triad.
- Highly Gifted Learners are provided with fast pace content work and ability grouping with their intellectual peers in their area of talent, acceleration in subject areas and mentorship.
- Exceptionally Gifted Learners are provided for through Highly Individualised programs which detail radically accelerated learning in specific talent areas.

Gifted Students have:

- Wide general knowledge.
- Advanced understanding of global issues.
- The ability to abstract and reason critically.
- Curiosity and interest in adult issues.
- Capacity for leadership.
- A highly sensitive nature and a strong sense of justice.

In order to cater for these qualities, we provide opportunities for students to:

- Learn higher order thinking skills.
- Use creative problem solving in real-life situations.
- Set their own learning goals.

- Practise leadership through group work and involvement outside the classroom.
- Develop social skills through cooperative learning opportunities.

Glendal offers a methodology for Curriculum Differentiation. This is the RENZULLI ENRICHMENT TRIAD. This is a class-based, inclusive model that caters for individual differences.

It is a continuing program at three levels.

Type 1 Enrichment: Exploratory Experiences

...are designed to surround the student within formation from a variety of sources-guests speakers, excursions, film, video, print and print media.

Type 2 Enrichment: Group Training Activities

...promotes the development of:

- Skills in creative thinking and affective processes.
- Specific learning how-to-learn skills e.g. note-taking, interviewing, classifying, analysing data and drawing conclusions.
- Appropriate skills in the use of advanced level reference materials e.g. directories, guides and abstracts.
- Written, oral and visual communication skills that are designed to produce excellent products.

Type 1 and Type 2 level activities are appropriate for all learners. Type 3 investigations are designed for Gifted Learners and/or for those, whose high motivation attracts them to extension and specialization.

Type 3 Enrichment: Investigations of Real Problems

...involves pursuing "self-selected" areas (within guideline topics) for advanced content acquisition and process training in which students assume the role of first hand enquirer.

The goals of these type of activities include:

- Providing opportunities to apply interests, knowledge, creative ideas and task commitment to the selective problem.
- Acquiring advanced-level understanding of knowledge (content) and methodology (process).
- Developing authentic products.
- Developing self-directed learning skills in the areas of planning, organisation, resource utilization, time management, decision-making and self-evaluation.
- Developing task commitment, self-confidence and feelings of creative accomplishment.

Individual Learning Plans

The needs of most students are met by the Renzulli Model, but some students require individual programs.

Individual Learning plans are designed in partnership with parents, students and teachers. They target a student's strengths and goals area set to improve, diversify and/or extend student's learning.

They can be short term and/or long term. They are designed to meet the unique academic, social, emotional and behavioural needs of the students are implemented at school and at home.

Planning, monitoring and formal review are important aspects of this process.

**VICTORIAN ESSENTIAL LEARNING
STANDARDS
(VELS)**

DIFFERENTIATED CURRICULUM

RENZULLI ENRICHMENT TRIAD

A methodology for curriculum differentiation
incorporating BLOOMS NEW TAXONOMY
to extend and challenge thinking

THINKING CURRICULUM

Tools to develop thinking
(Six Thinking Hats, Extended Brainstorming,
Questioning Techniques, Thinkers Keys,
CORT, Creative Problem Solving)
Tools to organise thinking
(Graphic Organisers)

**EXTENSION AND
ENRICHMENT
ACTIVITIES**

**INDIVIDUAL LEARNING
PLANS**

