



CURRICULUM FRAMEWORK POLICY



POLICY STATEMENT

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Our school encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and differentiated learning programs that deliver a comprehensive, broadly based and inclusive curriculum.

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan **(see Appendix A)**.

GUIDELINES

- 1 Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan **(see Appendix A)**.
- 2 Our school will comply with all DET guidelines about the length of student instruction time required in Victorian schools.
- 3 There will be a broad offering of programs to meet the demands of students. The Victorian Curriculum will be implemented from Years F to 6 at our school.
- 4 School curriculum programs are designed to enhance effective learning.
- 5 Teaching and learning programs will be resourced through Program Budgets.

PROGRAM

- 1.1 Our school will provide a variety of programs that will address the specific needs of students in relation to gender, cultural diversity, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.
- 1.2 Our school will identify and cater for the different needs of particular cohorts of students when developing its Curriculum Plan.
- 2 Our school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.

3 The Victorian Curriculum will be used as a framework for curriculum development and delivery at years F to 6 in accordance with DET policy and guidelines.

4 Our school will regularly do an audit of the year Pre-F to 7 curricula. Professional Learning Communities (PLC) will audit the curriculum to see which domains, dimensions and standards of the Victorian Curriculum are currently being addressed. This audit will inform future curriculum planning.

5 The DET requirements related to the teaching of Health Physical Education, Resilience Rights and Respectful Relationships and LOTE will be implemented.

6 The use of Technology (Design technologies and Digital Technologies) will be integrated throughout the curriculum to support the improvement of teaching and learning outcomes.

7 All teaching staff will meet regularly through the PLC process to track whole school data and identify potential curriculum areas that require focus. Formative and summative data will be used for tracking progress, setting goals and targets for ALL students. Data analysed could include, but is not limited to, NAPLAN, school based testing, online testing and teacher judgments based on learning outcomes in Victorian Curriculum.

8 Teaching practice to be regularly reviewed through the PLC process using the framework for Improving Student Outcomes (FISO) which provides a model for continuous school improvement incorporating four critical phases:

- Evaluate and diagnose
- Prioritise and set goals
- Develop a plan
- Implement and monitor

9 Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

THE ROLE OF DATA

To facilitate this implementation, PLC and Learning Logs and record keeping (e.g Student Performance Analyser and Essential Elements) will be utilized. These will reflect the Victorian Curriculum.

Data plays a key part in the ongoing school improvement process.

DATA COLLECTION:

- The school will continually monitor outcomes using a variety of assessment strategies and tools that include: (e.g. Naplan, English online interview, Mathematics online interview, Essential Assessment, PAT Reading and PAT Maths and on Demand Assessments)

- Teachers also develop rigorous formative assessment practices so that they and their students can work together consistently and to gather evidence of learning, provide feedback to each other and set individual learning targets to ensure consistent growth

DATA ANALYSIS

- All teaching staff will implement the school's assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level.
- The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plans.
- The School Leadership Team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.
- The School Leadership Team, in consultation with PLCs will track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus.
- Professional Learning Communities (PLCs) will track cohort and individual data to also identify teaching and learning areas that require further focus to ensure growth in learning
- Data will be used to determine student support options for those at risk, which may include developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.
- Data will also be used to identify students working above the expected level and to determine school actions or programs that could challenge, extend and meet student needs.

DATA AND ACHIEVEMENT REPORTING:

Data will be reported in different ways according to the audience.

- *For Students:* Feedback will be given about current learning and areas for future learning.using rubrics and goal setting
- *For Staff:* Both informal and formal data will be used to inform planning and teaching on both a short and long term basis. Trend data will also provide relevant information about the school's continuous improvement journey.
- *For parents:* Student reports, parent/student/teacher meetings and electronic student work samples or learning tasks will provide an opportunity for teachers to provide feedback regarding student achievement. Formal reports are provided at the end of Term 2 and Term 4. Student Support Group meetings provide a shared opportunity for parents and staff to reflect on the progress of students who have an individual learning plan.
- *For Community:* Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website. A community meeting is held each year for the purpose of sharing the School Annual report to interested parties.

LINKS AND APPENDICES (including processes related to this policy)

Links which are connected with this policy are:

- <http://victoriancurriculum.vcaa.vic.edu.au/>
- <http://www.education.vic.gov.au/about/programs/health/Pages/respectfulrelabout.aspx>

Appendices which are connected with this policy are:

- Appendix A: Curriculum Plan – including time allocations

APPENDIX A CURRICULUM PLAN

TIME ALLOCATIONS PER LEARNING AREA

The curriculum is based on the Victorian Curriculum (Foundation to year 10). The timetable is structured on a weekly basis. The current school timetable is structured into 60 minute sessions. Some subjects are not assessed nor explicitly taught in F-2. The number of subjects areas covered increase as the students move throughout the school year levels. This is reflected in school reports. The curriculum is based on the Victorian Curriculum.

PREP TO YEAR 2			
PREP		YEARS 1-2	
DOMAIN	MINUTES PER WEEK	DOMAIN	MINUTES PER WEEK
English	400 mins	English	400 mins
Maths	200 mins	Maths	200 mins
Integrated Studies (MAPPEN) including:	100 mins	Integrated Studies (MAPPEN) including:	100 mins
Science	60 mins	Science	60 mins
The Humanities		The Humanities	
Technologies		Technologies	
Languages (French)	60 minutes	Languages (French)	60 minutes
Health and Physical education	100-150 mins per week 4-6 180 mins per week	Health and Physical education	100-150 mins per week 4-6 180 mins per week
The Arts-	60 mins	The Arts-	60 mins
ADDITIONAL SCHOOL PROGRAMS THAT OPERATE WITHIN THIS STRUCTURE			
Weekly Assembly Buddies Library Cyber safety Personal Safety (every second year) Swimming		Weekly Assembly Buddies Library Cyber safety Personal Safety (every second year) Swimming	

Cross-country, Athletics Incursions / excursions SELS/RRRR	Cross-country, Athletics, Incursions / excursions SELS/RRRR
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Years 3-6			
YEARS 3-4		YEARS 5-6	
DOMAIN	MINUTES PER WEEK	DOMAIN	MINUTES PER WEEK
English	400 mins	English	400 mins
Maths	200 mins	Maths	200 mins
Integrated Studies (MAPPEN) including:	100 mins	Integrated Studies (MAPPEN) including:	100 mins
Science	60 mins	Science	60 mins
The Humanities		The Humanities	
Technologies		Technologies	
Languages (French)	60 minutes per week	Languages (French)	60 minutes per week
Health and Physical education	180 mins per week	Health and Physical education	180 mins per week
The Arts-	60 mins	The Arts-	60 mins
ADDITIONAL SCHOOL PROGRAMS THAT OPERATE WITHIN THIS STRUCTURE			
Weekly assembly Swimming Cross Country Athletics Bike Ed Incursions / excursions Camp SELS/RRRR/ SCHOOL VALUES Looking after chooks and compost Kitchen Garden program		Weekly Assembly Leadership responsibilities Buddies SELS/RRRR/ SCHOOL VALUES Interschool sports and Lightning Premierships Secondary School Orientation Program Swimming Cross Country Athletics Camp Incursions / excursions	