



CURRICULUM FRAMEWORK POLICY

Approved by School Council:
August 2020

Review date:
August 2021

Purpose:

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 lessons are organised and decisions on the need for and the use of facilities and resources.

Aim:

Our school encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and 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**).

Implementation:

- Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (**see Appendix A**).
- The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation to Year 6 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.
- The school implements the Framework for Improving Student Outcomes (FISO) model for continuous school improvement.
- In developing its Curriculum Plan, our school will provide at least 25 of student instruction per week.
- School curriculum programs are designed to enhance effective learning.
- Teaching and learning programs will be resourced through Program Budgets.
- Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- Our school will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.
- Our school will ensure all students, including students with disabilities have access to a quality education that meets their diverse needs.
- Our school will provide culturally appropriate and inclusive programs to Koorie students by supporting the development of high expectations and individualised learning for Koorie students and by creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum.
- The Leadership Team will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices.
- Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.

- The DET requirements related to the teaching of Health, Physical Education, Resilience Rights Respectful Relations and LOTE will be implemented.
- The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

Curriculum and Teaching Practice Review

The school's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation. The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving feedback will be a key component of teaching practice improvement.

Student Learning Outcomes

The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan will outline incremental stages of the Strategic Plan implementation, monitoring and evaluation, broken down into 12 month targets. An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used.

Data Collection

Data plays a key part in the ongoing school improvement process. The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include: (NAPLAN, English Online Interview, Mathematics Online Interview, Fountas and Pinnell Running Records, Writing Moderation, Number Fluency Assessment, Booker Numeration and Essential Assessments - Numeracy and Literacy)

The School Leadership team will track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus.

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 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 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 Plan.

Data will also be used to determine student support options including those at risk, such as developing Individual Learning Plans, provision of extra teaching support and/or referral for further assessments.

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. This will be done through student/teacher conferences and setting learning goals. The more immediate the feedback, the greater the impact.

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 also provides relevant information about the school's continuous improvement journey.

For Parents / Caregivers:

Student reports, parent/teacher meetings and student led conferences will provide an opportunity for teachers to provide feedback regarding student achievement.

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.

Links and Appendices (including processes related to this policy)

Links which are connected to this policy are:

[Victorian Curriculum](#)

[Respectful Relationships](#)

[Curriculum](#)

[Assessment](#)

[Using Digital Technologies to Support Learning and Teaching](#)

[Framework for Improving Student Outcomes](#)

[Students with Disabilities](#)

[Koorie Education](#)

Appendices which are connected with this policy are:

Appendix A: Curriculum Plan –including time allocations

Review Cycle:

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.



Appendix A- Curriculum Plan – including time allocations

The curriculum is based on the Victorian Curriculum standards. The timetable is structured on a weekly basis. The breakdown of the weekly cycle is as follows:

Foundation	
Learning Areas	Hours per week
English	10
Mathematics	6
Investigations-Science / History / Humanities	4
Visual Arts	1
PE/Health	1
Performing Arts	1
Languages	1
Personal Development	1
TOTAL	25 per week

Year 1-Year 6	
Learning Areas	Hours per week
English	10
Mathematics	6
Investigations-Science / History / Humanities / Geography	4
Visual Arts	1
PE/Health	1
Performing Arts	1
Languages	1
Personal Development	1
TOTAL	25 per week