

## **CURRICULUM FRAMEWORK POLICY**

### **Rationale**

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 learning programs that deliver a comprehensive, broadly based and inclusive curriculum. The school will identify its curriculum allocations in the form of a Curriculum Plan ([see Appendix A](#)).

### **Aims**

- Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan ([see Appendix A](#)).
- Our school will comply with all DET guidelines about the length of student instruction time required in Victorian schools.
- There will be a broad offering of programs to meet the demands of students. The Victorian Curriculum will be implemented from level Foundation to Year 6 at our school.
- The Department of Education and Early Childhood Development places a high priority on the teaching of Physical and Sport Education, Languages and EAL.
- School curriculum programs are designed to enhance effective learning and student outcomes.
- Preparing young people for the transition from Pre-School to Foundation and from Year 6 to Secondary School contexts are critical elements in Primary School
- Teaching and learning programs will be resourced through program budgets and prioritised according to the Strategic Plan and AIPs.

### **Implementation**

#### **Curriculum Development**

- Our school shall comply with mandates set out in the *DET revised F-10 Curriculum Planning and Reporting Guidelines (December 2015)* in regards to curriculum and reporting requirements.
- The Victorian Curriculum will be implemented from Foundation to Year 6 at Morang South Primary School.
- The Victorian Curriculum will be used as a framework for curriculum development and delivery from Foundation to Year 6 in accordance with DET policy and guidelines.
- Our school, when developing its Curriculum Plan, will provide 26 hours of instruction per week.
- The Leadership and School Improvement Teams will determine the curriculum program for the following year, based on the allocations in the school Curriculum Plan to maintain a balanced, broad provision of curriculum content.
- Early Years of schooling approaches will continue to be developed and implemented.
- Middle Years of schooling approaches will continue to be developed and implemented.
- Collaborative practices will be undertaken with relevant staff responsible for leading or teaching curriculum areas when determining program directions or allocations for the following school year.
- The curriculum shall be collaboratively planned, assessed and reflected upon by all teachers, inclusive of specialist teachers.
- Every child's academic progress shall be closely monitored and teachers should implement best practices, using a variety of evidence based instructional and curriculum techniques to ensure that learning is targeted and that children are engaged with their learning.
- The DET requirements related to the teaching of Physical Education, Sports Education, Languages and EAL will continue to 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.
- Curriculum leaders will be required to review their Curriculum Policy Statement.
- Curriculum budgets will reflect the priorities outlined in the School Strategic Plan and AIPs.

#### **Inclusive Practices**

- 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, giftedness and students from language backgrounds other than English.
- Our school is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs and will work with DET guidelines, agencies and programs to meet these needs.
- Our school is committed to providing culturally appropriate and inclusive programs to Koorie students through: working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community
- Our school is committed to creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum implementing initiatives and programs that meet student needs and in partnership with the Koorie community

#### **Student 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 will play a key part in the ongoing school improvement process.
- The School Improvement (SIT) - will meet regularly to track whole school data and identify potential curriculum areas that require focus. Student assessments and the data analysed will include, but is not limited to, NAPLAN, On-Demand, PAT, school based testing, teacher judgments based on learning outcomes in Victorian Curriculum. Tools used will include (but not be limited to) SPA, School Performance Report and Panorama Reports.
- 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 School Improvement 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, developing an Individual Learning Improvement Plan, 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 semester reports, student portfolios, the setting of learning goals and student/teacher conferences

For staff: Both informal and formal data will be used to inform planning and teaching on both a short and long term basis. PLC's will be implemented to examine data and action changes from inquiries. Trend data will be used to provide relevant information about the school's continuous improvement journey.

For parents: 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

Links which are connected with this policy are:

<https://www.education.vic.gov.au/school/principals/spag/curriculum/pages/curriculum.aspx>  
<https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx>  
<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx>  
<https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/techsupport.aspx>  
<https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/wellbeing.aspx>  
<https://www.education.vic.gov.au/school/teachers/studentmanagement/transitions/Pages/transdisability.aspx>  
<https://www.education.vic.gov.au/school/principals/spag/curriculum/pages/koorie.aspx>

## Evaluation

This policy will be reviewed as part of the school's four-year policy review cycle in conjunction with the School Review, or in-line with changes to DET guidelines or regulations, or where local changes to curriculum practice occur.

Date Implemented	13th March 2019
Author	Principal
(To be )Noted By	School Council
Date Reviewed	
Responsible for Review	Assistant Principal
Review Date	13th March, 2023
Related Policies & Materials	F-10 Victorian Curriculum Revised Curriculum Planning and Reporting Guidelines (Dec 2015) Framework for School Improvements (FISO) EAL Developmental Curriculum
References	<ul style="list-style-type: none"><li>• Victorian Government Schools Policy Advisory Guide</li></ul>

## Appendices

Appendices which are connected with this policy are:

- Appendix A: Curriculum Plan – including time allocations

## Appendix A

# Curriculum Plan – including time allocations

## Years P - 2

The curriculum is based on the AusVELS standards. The timetable is structured on a weekly basis. Each period is 60 minutes. The breakdown of the weekly cycle is as follows:

## Years F – 6

Year: Foundation		1 - 2		3 - 6	
Domain	Minutes per week	Domain	Minutes per week	Domain	Minutes per week
English	600	English	600	English	600
Mathematics	300	Mathematics	300	Mathematics	300
Science	60	Science	60	Science	60
Interpersonal Development	80	Interpersonal Development	80	Interpersonal Development	80
Health and Physical Education	60	Health & Physical Education	60	Health & Physical Education	60
The Arts	60	The Arts	60	The Arts	60
Library	60	Library	60	Library	60
Integrated Curriculum*	320	Integrated Curriculum*	320	Integrated Curriculum*	200
Languages	60	Languages	60	Languages	60
				Sport	120
TOTAL (per week)	1600	TOTAL (per week)	1600	TOTAL (per week)	1600

\*Includes the Victorian Curriculum - History, Geography, Economics, Civics and Citizenship, Digital Technology, Design Technology, as well as the local Curiosity electives.