

CURRICULUM FRAMEWORK POLICY		
UPPER SANDY CREEK PRIMARY SCHOOL		
Policy Implementation Date: 2019	Policy review date: 2023	Responsible for review: School Council

### **RATIONALE/AIMS:**

The Victorian Curriculum and VCAA Study Designs specify the skills children and young people need for success in work and life. This framework policy sets out how Upper Sandy Creek Primary School provides this opportunity for our students by providing a broad range of programs for students in the later years.

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.

Upper Sandy Creek Primary 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 culturally inclusive curricula. The school is committed to offering students a curriculum which will meet their pathways.

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan.

Upper Sandy Creek Primary School will meet the minimum standard with:

- **A time allocation per each of the eight learning areas** (Appendix 1).
- **An explanation of how and when curriculum and teaching practice will be reviewed** (statement found at 'Review Process').
- **An Outline of how the school will deliver its curriculum** is found in the Upper Sandy Creek Primary School Curriculum Planning (Scope and Sequence) documents.
- **A whole school curriculum map which can also show time allocation** (Appendix 2).
- **A documented strategy to improve student learning outcomes** (refer to Student Learning Outcomes Statement).

### **IMPLEMENTATION:**

Staff are expected to follow the current curriculum, as specified by DET and VCAA. It is each staff member's responsibility to ensure that their teaching programs align with these curriculum documents. The Principal class, Curriculum Coordinator, as well as all staff, have the responsibility to ensure changes to curriculum are made known to all staff members.

The school's Curriculum Committee will assist to determine the curriculum program for the following year, based on provision needs and departmental policy requirements. Input will be

sought from the relevant staff in the curriculum area when determining programs for the following school year.

To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation, handbooks and pro-formas will be used.

The DET requirements related to the teaching of Languages, Physical and Sports Education will continue to be implemented.

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide '[Using Digital Technologies to Support Learning and Teaching](#)' and the school's own endorsed policy.

Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

### **PROCEDURES:**

Upper Sandy Creek Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

Upper Sandy Creek Primary School will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

There is a broad offering of programs to meet demand, designed to enhance effective learning for the 21st century.

The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, Languages and EAL. Our school also places a high priority on the teaching of these learning areas, where relevant.

Teaching and learning programs will be resourced through Program Budgets.

### **PROGRAM DEVELOPMENT:**

Upper Sandy Creek Primary 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 and giftedness and students from language backgrounds other than English.

The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

The school will implement the Framework for Improving Outcomes (FISO), a model for continuous school improvement. Key components include:-

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

## **VICTORIAN CURRICULUM F-10:**

The Victorian Curriculum F-10 provides the framework for curriculum development for Foundation – Year 10, in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. It is structured as a learning continuum that enables teachers to identify the student's current levels of achievement and then deliver teaching and learning programs that support progression of learning. The curriculum integrates the 'Towards Foundation Level Victorian Curriculum' directly into the curriculum and is referred to as 'Levels A to D'.

The Victorian Curriculum F-10 includes eight learning areas and four general capabilities. The curriculum achievement standards are provided in 11 levels for English and Mathematics and in five or six bands for all the other learning areas and general capabilities. Achievement standards are provided in four levels (Levels A to D) for students with additional learning needs or a disability.

## **ASSESSMENT AND REPORTING**

Student achievement is assessed regularly by teachers using both formative and summative assessment. Students achievement against the Victorian Curriculum standards using a five-point scale (ranging from well-below to well-above) is reported in written form at the end of each semester. Assessment and teacher judgements are used to assess the quality of the student's achievement against what is expected for students at that level, at the time of reporting, for reporting against the achievement standards in English, Mathematics and Science (where applicable). Parent teacher interviews are held in alignment with reports being shared and are in addition to Student Support Group Meetings (these are held in term 1 and 3 for identified students).

## **STUDENT WELLBEING AND LEARNING:**

Upper Sandy Creek Primary School will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students. We will:

- Provide an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences.
- Provide a flexible, relevant, inclusive and appropriate curriculum.
- Accommodate student developmental needs within the Victorian Curriculum stages of schooling.

### Students with Disabilities

- The Department of Education and Training (DET) and Upper Sandy Creek Primary School are 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.
- Upper Sandy Creek Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.
- ILP's will be written for these students and progress monitored in support groups (SSG's).

### Koorie Education

Upper Sandy Creek Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- Working with the DET Koorie Engagement Support Officers (KESO).
- Where possible, working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG).

- Supporting the development of high expectations and individualised learning for Koorie students.
- 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.
- Encouraging Koorie students to undertake career opportunities.

### **REVIEW PROCESS:**

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 Principal class and Curriculum Coordinator will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.

All staff will participate in the staff Performance and Development Process (PDP) in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.

The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.

Staff will attend FISO focused Professional Learning Teams, Positive Climate for Learning and Evaluating Impact on Learning.

Staff are able to use their planning time, as well as other meeting times, such as Faculty meetings and Professional Learning Teams, to review/update/develop their teaching programs.

The School Strategic Plan (SSP), Annual Implementation Plan (AIP) and Staff Performance and Development Plans (PDPs) include the expectation that staff review their teaching programs on a regular basis.

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

### References:

<http://victoriancurriculum.vcaa.vic.edu.au/>

<http://www.vcaa.vic.edu.au/>

<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/seniorsec.aspx>

<http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/curriculum.aspx>

### Related Policies and Documents:

Whole-School Curriculum Plan.

Upper Sandy Creek Primary School Curriculum Planning (Scope and Sequence) documents.

Student Learning Outcomes Statement.

- [Framework for Improving Student Outcomes](#)

- [Assessment](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)
- [Koorie Education](#)

APPENDICIES

Appendix 1 – TIME ALLOCATION

Appendix 2 – INSTRUCTIONAL MODEL

Appendix 3 – WHOLE SCHOOL CURRICULUM PLAN

## APPENDIX 1 –TIME ALLOCATION

### Time allocations per learning area

The curriculum, F – Year 10 is based on the Victorian Curriculum.

The timetable is structured on a weekly basis.

The breakdown of the weekly cycle is as follows: Prep to 6

<b>FOUNDATION- YEAR 6</b>		
<b>Domain</b>	<b>Minutes per week</b>	<b>Sessions per week</b>
<i>English</i>	600	10
<i>Mathematics</i>	300	5
<i>Languages (Auslan)</i>	60	1
<i>The Arts</i>	60	1
<i>Techologies (integrated)</i>	60 (alternating semesters)	1
<i>Health &amp; Physical Education &amp; Wellbeing</i>	300	5
<i>Humanities and Social Sciences</i>	60 (Alternating semesters)	1
<i>Science</i>	60	1
<b>TOTAL</b>	<b>Per week</b>	<b>25</b>



APPENDIX 2 – INSTRUCTIONAL MODEL

# UPPER SANDY CREEK PS

## Instructional Model

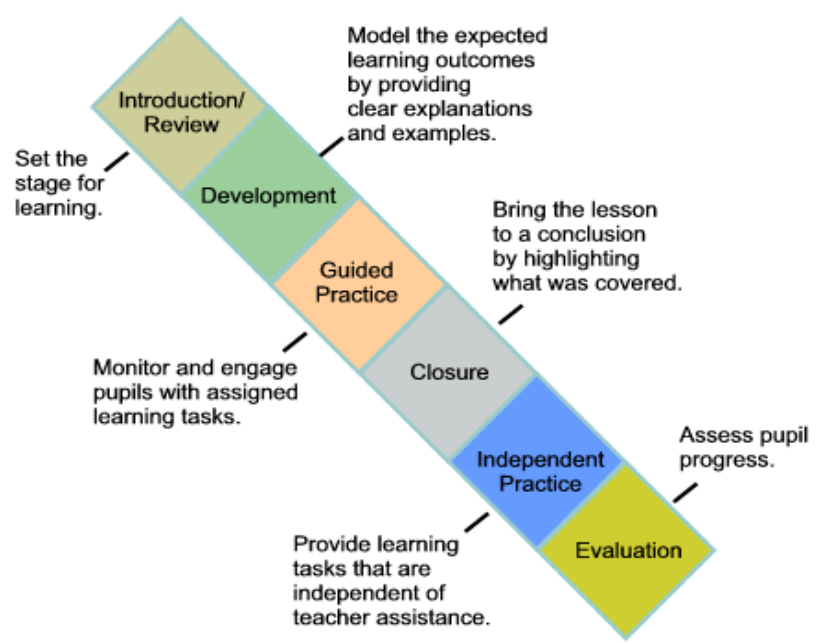


Upper Sandy Creek Primary School's Instructional model is designed to allow for consistent and collaborative instruction. It builds on our capacity to provide differentiated instruction based on student capacity.

This model is used to determine how the teaching and learning will occur and places importance on active student voice and collaboration.

We provide support for the transfer of learning, enhancing a balance between focused instruction and shared and independent practice.

### DIRECT INSTRUCT MODEL



APPENDIX 3 – WHOLE SCHOOL CURRICULUM PLAN



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