



# CURRICULUM FRAMEWORK POLICY

## Overview

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.

Carlton North Primary School (CNPS) 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.

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

CNPS will meet the minimum standard with:

- A whole school curriculum map which can also show time allocation (Appendix A)
- An explanation of how and when curriculum and teaching practice will be reviewed (statement is at 3.4 of this Guide)
- An outline of how the school will deliver its curriculum is found in the CNPS Scope and Sequence documents.
- A time allocation per each of the ten learning areas (Appendix B)
- A documented strategy to improve student learning outcomes (statement is at 4.0 of this Guide)

## 1. CURRICULUM GUIDELINES

CNPS will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

CNPS will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, Languages and English as an Additional Language (EAL). Our school also places a high priority on the teaching of these learning areas.

Preparing young people for the transition from school into further education and careers will be a critical element in senior secondary program.

Teaching and learning programs will be resourced through Program Budgets.

## 2. PROGRAM

### 3.1 Program Development

CNPS 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.

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 Student Outcomes (FISO), a model for continuous school improvement. Key components include:

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

The Victorian Curriculum (VC) will be used as a framework for curriculum development and delivery at Foundation to Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.

### 3.2 Program Implementation

The school will 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, and New Arrivals Program / English as an Additional Language (EAL) 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 Coordinators will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

### 3.3 Student Wellbeing and Learning

CNPS 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 by:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences;
- providing a flexible, relevant, inclusive and appropriate curriculum; and
- accommodating student developmental needs within the Victorian Essential Learning Standards stages of schooling.

#### 3.3.1 Students with Disabilities

The Department of Education and Training and CNPS 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.

CNPS will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

#### 3.3.2 Koorie Education

CNPS 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, 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.

### 3.4 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 productive feedback will be a key component of teaching practice improvement.

All staff will participate in the staff performance and development process 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 to one meetings to support staff to continually improve their method and practice of teaching.

### 3. 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 plays a key part in the ongoing school improvement process.

#### 4.1 Data collection

The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include: (eg. NAPLAN, English Online Interview, Mathematics Online Interview, PM Benchmark Assessment, Fountas and Pinnell Assessment, Essential Assessment, PAT)

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.

#### 4.2 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, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

### 4.3 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 will also 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 and Appendices (including processes related to this policy)

Links to DET School Policy & Advisory Guide:

[Curriculum](#)

[Framework for Improving Student Outcomes](#)

[Assessment](#)

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

[Student Wellbeing and Learning](#)

[Students with Disabilities](#)

[Koorie Education](#)

Appendices which are connected to this policy are:

Appendix 1: Whole School Curriculum Plan

Appendix 2: Time allocations per learning area Foundation to Year 6

Evaluation

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

This policy was ratified by School Council on 6 September 2017.

Appendix A

Victorian Curriculum Plan: Prep to Year 6

	1000 annual teaching hours or 250 hours per week	The Arts				Critical and Creative Thinking	English	Financial Capability	Health and Physical Education	Humanities	Languages	Mathematics	Personal and Social Capability	Science	Technologies	
		Drama	Dance	Music	Visual Arts										Design and Technologies	Digital Technologies
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
<b>Annual Program Foundation</b>																
English - Reading	107															
English - Writing	107															
Mathematics	107															
Science	33															
Wellbeing	33															
Physical Education/Sport	33															
Performing Arts	33															
STEAM	66															
Year 1 - It's at School Now	75.25															
Year 2 - What Are We	75.25															
Year 3 - Express Yourself	75.25															
Year 4 - Staying Active	75.25															
<b>Annual Program Year 1/2</b>																
English - Reading	107															
English - Writing	107															
Mathematics	107															
Science	33															
Wellbeing	33															
Physical Education/Sport	33															
Performing Arts	33															
STEAM	66															
Languages	33															
<b>Inquiry Cycle 2017</b>																
Year 1 - It's at School Now	75.25															
Year 2 - It's at School Now	75.25															
Year 3 - Another brick in the wall	75.25															
Year 4 - Walk in the Water	75.25															
<b>Inquiry Cycle 2018</b>																
Year 1 - It's What You Value	75.25															
Year 2 - Womansika (Welcome to country)	75.25															

Appendix B

Time Allocations Per Learning Area

Foundation - Year 6

The curriculum, F - Year 6 is based on the Victorian Curriculum.

The timetable is structured on a weekly basis. Each period is 50 minutes.

The breakdown of the weekly cycle is as follows:

Foundation	
Learning areas	50 minute sessions per week
English - Reading	5
English - Writing	5
Mathematics	5
Science	A minimum of 1
Physical Education	1
Performing Arts	1
Science Technologies Engineering Art Mathematics (STEAM)	2
Wellbeing	A minimum of 1
Inquiry	A minimum of 1
TOTAL	30 sessions per week

Year 1 - Year 6	
Learning areas	50 minute sessions per week
English - Reading	5
English - Writing	5
Mathematics	5
Science	A minimum of 1
Physical Education	1
Languages - Italian	1
Performing Arts	1
Science Technologies Engineering Art Mathematics (STEAM)	1
Wellbeing	A minimum of 1
Inquiry	A minimum of 1
TOTAL	30 sessions per week