

CURRICULUM FRAMEWORK POLICY

Preamble:

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.

Tarneit West Primary School (interim name) 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/review its curriculum programming. It will be in the form of a scope and sequence map.

Tarneit West Primary School (interim name) will meet the minimum standard with:

- **A time allocation per each of the eight learning areas** (Appendix 1)
- **An Outline of how the school will deliver its curriculum** is found in the Tarneit West Primary School (interim name) Scope and Sequence documents for each of the learning areas and the instructional model framework, available upon request
- **A whole school curriculum** (Appendix 1)
- **A documented strategy to improve student learning outcomes** (found within the School Strategic Plan and Annual Implementation Plan)

1. Guidelines

Tarneit West Primary School (interim name) will recognise and respond to diverse student needs, through the PLC planning cycle, when developing its curriculum programs and curriculum plan.

Tarneit West Primary School (interim name) will comply with all Department of Education and Training (DET) guidelines about the length of student instruction time required in Victorian schools.

There will be a broad offering of programs to meet curriculum requirements, designed to enhance effective learning for the 21st century including Digital Technologies and Science Technology and Mathematics (STEM).

Tarneit West Primary School (interim name) places a high priority on the teaching of literacy and numeracy as well as on the teaching of physical and sport education, languages, science and the arts (visual arts and performing arts) and the 'capabilities' (ethical understanding, intercultural understanding, critical and creative thinking and personal and social learning). Teaching and learning programs will be resourced through program budgets.

Tarneit West Primary School (interim name) 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 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 Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation - Grade 6 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

The school, when developing its scope and sequence maps, weekly and termly planners, will provide at least 25 hours of student instruction per week.

2. Implementation

Curriculum

Tarneit West Primary School (interim name) Professional Learning Communities (PLCs) will determine and develop the curriculum program, based on the school's curriculum maps that have been developed by the curriculum teams. Student special needs will also be considered when determining the curriculum program to maintain balance and a broad provision of subject choices. Input will be sought from the across the school.

To facilitate this implementation, templates for planning, assessment tools and record keeping documentation and pro-formas will be produced by the curriculum teams that reflect the Victorian Curriculum.

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 leaders, in consultation with staff, will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

Student Wellbeing and Learning

Tarneit West Primary School (interim name) 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:

- 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
- accommodating student developmental needs within the Victorian Essential Learning Standards stages of schooling.

Students with Disabilities

DET and Tarneit West Primary School (interim name) 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.

Tarneit West Primary School (interim name) will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

Koorie Education

Tarneit West Primary School (interim name) is committed to providing culturally appropriate and inclusive programs to indigenous students through:

- following the Marrung strategy to ensure all Koorie Victorians achieve their learning aspirations and realise the full benefits of the Education State reforms across early childhood, schools and further education
<http://www.education.vic.gov.au/about/programs/aboriginal/Pages/marrung.aspx>
- working in partnership with the Koorie Education Support Officers (KESOs) and 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. Evaluation

The leadership team, executive leadership team, coaching team and PLCs meet regularly to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, school based testing (pre and post common assessment), teacher judgments based on learning outcomes Victorian Curriculum. Tools used will include SPA.

Every year our school will do an audit of the curriculum enabling PLCs to audit the curriculum of a particular program to see which domains, dimensions and standards of the Victorian Curriculum are currently being addressed. This audit will inform future curriculum planning.

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.

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

<u>Ratification Date</u>	<u>Review Date</u>	<u>Policy Number</u>	<u>Version Number</u>	<u>Date Produced</u>
October 2017	2019	24	1	September 2017

LINKS AND APPENDICES (including processes related to this policy)

Links to DET School Policy & Advisory Guide:

- [Curriculum](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Learning](#)
- [Koorie Education](#)

Appendices which are connected with this policy are:

- Appendix 1: Whole School Curriculum Plan
- Appendix 2: Time allocations per learning area Foundation to Year 12

Appendix 1

Whole school curriculum plan

The whole school curriculum is under continuous review and has been set as a major key improvement strategy in the School Strategic Plan (SSP) and Annual Implementation Plan .

The plan can be provided upon request

Appendix 2

Foundation – Grade 6

The curriculum, F – Grade 6 is based on the Victorian Curriculum

Domain	Hours Per Week		Domain	Hours Per Week
	Foundation	Years 1-3		
English including library	13.5	11.5	English including library	10.5
Mathematics	5	5	Mathematics	5
Health/P.E.	1.5	1.5	Health/P.E.	3
Arts	1	1	Arts	1
LOTE - French	1	1	LOTE - French	1
Science	1	1	Science	1
Digital Technologies		1		1
Capabilities: Critical and creative thinking, ethical understanding, intercultural understanding, personal and social	2	Integrated into all learning areas	Capabilities: Critical and creative thinking, ethical understanding, intercultural understanding, personal and social	Integrated into all learning areas
Humanities Geography, History and Economics, Civics and Citizenship, Design and Technology		2 hours & integrated into all domains	Humanities	2.5 hours & integrated into all domains