



Curriculum Frameworks Policy

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 Walwa 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.

Walwa 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.

Walwa 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 Walwa 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:

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

Walwa 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:

Walwa 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:

Walwa 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 Walwa 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.
- Walwa 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 profess monitored in support groups (SSG's).

Koorie Education

Walwa 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.

Walwa 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](#)

Appendices:

- Appendix 1: Timetable
- Appendix 2: Whole School Curriculum Plan.

This policy was last ratified by Walwa Primary School Council in ????

Appendix 1

TABLE B: Hours per learning area per year level per week

School number	Name of School	Learning area	* Total time in hours allocated for the learning area per week across all year levels
2806	Walwa Primary School	English	11
		Mathematics	5
		STEM	1.4
		Humanities & Social Sciences	1.2
		The Arts	1.4
		Languages	1
		Health & Physical Education	3
		Info & Communication Technology & Design & Technology	1

Appendix 2

Whole school curriculum plan

Year Level	Learning Area	Term 1										Term 2										Term 3										Term 4									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Year F-6	Integrated Studies	GOLD RUSH										SPACE										Student Voice										??									
	Writing	Creating a Community of Writers					To Record: Personal narrative					To Persuade - Persuasive essay and advertisement					To Inform-Report					To Entertain: Narrative fables					Poetry					To Inform-Procedure-					To Inform-Transactional/ Functional				
	Reading	Creating a Community of Readers					Self-selecting/Annotating Fluency					Genre & Text Features (NF)					Non-Fiction Main Idea (NF)					Character traits (F)					Plot & Setting (F)					Themes & Social (F)					Descriptions & Text Features (NF)				
	Maths	Whole Number/Place Value					Shape and Measurement Reasoning Patterns and Algebra					Chance Addition Tools					Measurement Location & Transformation					Multiplication Division					Length Mass Area & Perimeter					Fractions & Decimals Money					Data Representation & Interpretation Volume and Capacity				
	STEM	Chemical Science					Chemical Science					Student Voice for Recovery (SVR) project					Student Voice for Recovery (SVR) project					Student Voice for Recovery (SVR) project					Student Voice for Recovery (SVR) project														
	Performing Art	Theater/Dance/Music					Poetry Performance					Student Voice for Recovery (SVR) project					Student Voice for Recovery (SVR) project					Student Voice for Recovery (SVR) project					Student Voice for Recovery (SVR) project														
Technology/STEM	Computer Skills (copy & paste) Animations					PowerPoint & recording voice, Cyber safety					STEM					STEM					STEM					STEM															
Wellbeing		Resilience Project - What is empathy Mind full vs Mindful Introduction to emotional literacy					Resilience Project- My Character strengths Moments of gratitude Gratitude Journal Identifying how others feel					Resilience Project- 11. Introduction to Mindfulness Part 1 12. Introduction to Mindfulness Part 2 13. Mood Changers 14. What influences our emotions					Resilience Project- 15. Bucket filling 16. Gratitude letter 17. Empathy and friendship 18. Putting others first 19. Mindful Safari 20. Rock the boat					Resilience Project- 21. Expressing emotions appropriately 22. A map of Gratitude 23. Taking things for granted 24. Walking in the shoes of others					Resilience Project- 26. Kind to you, kind to me, kind to the planet 27. Mind-body research 28. Mindful reflection					Resilience Project- 29. The role of emotions (EL) 30. Emotional Vocabulary (EL)									
Physical Education	Downball & Schoolyard games					Kanga Cricket- Skills and Games					Netball Skills Cross Country - run around Australia (Google Earth)					Football Skills					Athletic Skills					Gymnastics					Bike Ed					Swimming					

