

CURRICULUM FRAMEWORK POLICY

RATIONALE

At Goonawarra Primary School, we implement the Victorian Curriculum F–10, which sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

Following the Framework for Improving Student Outcomes (FISO), Goonawarra Primary School will use the latest research on student learning and global best practice to focus on key areas that are known to have the greatest impact on school improvement.

Staff participate in a formal performance and development process in which goals are aligned with schools' Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards. This will occur annually, with teacher evaluation against goals.

To ensure school effectiveness, the four DET state wide priorities will underpin our curriculum framework;

1. Excellence in Teaching and Learning
2. Professional Leadership
3. Positive Climate for Learning
4. Community Engagement in Learning

Goonawarra Primary School will:

- recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan
- comply with all DET guidelines about the length of student instruction time required in Victorian schools
- resource programs within our Student Resource Package
- will provide at least 25 hours student instruction per week

The curriculum includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated. For example, where skills and knowledge such as asking questions, evaluating evidence and drawing conclusions are defined in Critical and Creative Thinking, these are not duplicated in other learning areas such as History or Health and Physical Education. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

The design of the Victorian Curriculum F–10 is set out below:

Learning Areas

- English
- Mathematics
- Science
- Languages
- Health & Physical Education
- The Humanities
- Technologies
- The Arts

Capabilities

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

The Victorian Curriculum F–10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age. Each curriculum area includes content descriptions explaining what is to be taught and achievement standards describing what students are able to understand and do. The achievement standards are provided in 11 levels for English and Mathematics or in five or six bands for all the other learning areas and capabilities. www.victoriancurriculum.vcaa.vic.edu.au

ASSESSMENT AND REPORTING TO PARENTS

Teachers use the following to assess a child's level of understanding:

- Pre and post-testing
- A variety of teaching practices and assessment tools are used by teachers for observing, recording and analysing a student's abilities in order to plan the next steps.
- NAPLAN and other standardised and diagnostic tests
- Written reports are provided to parents twice a year, at mid-year and end of year
- Individual Learning Plans (ILPs) which have a specific focus and are a record of current performance, goals, strategies and achievements to assist students requiring additional support
- Parent meetings are requested when necessary and are offered alongside written reports at mid-year
- Student learning goals
- Whole school and cohort data sets are used to develop the Annual Implementation Plan, aligning with the School Strategic Plan

Individual Learning Needs

- Those students who require additional support are assisted within the classroom and through other support programs, with advice and guidance being sought from a wide range of professionals including child psychologists, speech therapists and welfare officers.

CURRICULUM PROVISION

Goonawarra 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 students from English as an Additional Language (EAL).

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. Teachers understand that students are at different stages in their learning and plan lessons to meet the variety of learning needs within the class.

Teaching Teams will work with school leaders to oversee the development and reflection of Curriculum Overviews and Scope and Sequence documentation for English, Mathematics, Humanities, Science, Technologies Health and STEM.

The School's Leadership team ensure the creation of a Strategic Plan and Annual Implementation Plan (AIP) that will guide the best practice of Goonawarra Primary School. Within the AIP, targets will be set and reviewed on a semester basis which will be reflected in the six-monthly review section of the AIP. It will be crucial to involve all

staff in the review process, which will be conducted at whole school staff meetings, providing opportunity for reflection and discussion and further planning forward, based on the results achieved.

The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL) will 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 policy.

STUDENT WELLBEING AND LEARNING

Goonawarra 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:

- 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 Curriculum stages of schooling

Goonawarra Primary School is committed to curriculum planning to address Child Safe Standard 7. Teachers will explicitly deliver a social and emotional learning program consistently throughout the school. We teach healthy and respectful relationships, resilience and child abuse awareness and prevention as part of the curriculum. We will conduct targeted Student Wellbeing Programs to help empower children in our school, especially those who are vulnerable.

The Department of Education and Training and Goonawarra 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. The School will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

KOORIE EDUCATION

Goonawarra Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- implementation of Individual Learning Plans
- 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 Engagement Support Officers
- all staff completing Cultural Understanding and Safety Training

PROGRAM EVALUATION & REVIEW

The school's leadership team will meet regularly to monitor and 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, Achievement data and teacher judgments based on learning outcomes in Victorian Curriculum.

Goonawarra Primary School will regularly review the curriculum program. This will enable professional learning teams to assess the curriculum of a particular program to see which domains, dimensions and standards of the Victorian Curriculum are currently being addressed. This process will then influence future curriculum planning. Teachers will work and monitor implementation of the School curriculum in collaborative learning teams, consistently referring to the School Strategic Plan and Annual Implementation Plan. Professional Learning Community alignment will be monitored and supported.

Student learning outcomes data will be reported in the Annual Report to the School Community via the website and provided to DET.

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

Time Allocation Years

Foundation to Year 6 - 25 hours per week

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	9:00am-11:00am	9:00am-11:00am	9:00am-11:00am	9:00am-11:00am	9:00am-11:00am
Recess	11:00am-11:30am	11:00am-11:30am	11:00am-11:30am	11:00am-11:30am	11:00am-11:30am
Middle Session	11:30am-1:30pm	11:30am-1:30pm	11:30am-1:30pm	11:30am-1:30pm	11:30am-1:30pm
Lunch	1:30pm-2:30pm	1:30pm-2:30pm	1:30pm-2:30pm	1:30pm-2:30pm	1:30pm-2:30pm
Afternoon Session	2:30pm-3:30pm	2:30pm-3:30pm	2:30pm-3:30pm	2:30pm-3:30pm	2:30pm-3:30pm

TIME ALLOCATION PER SUBJECT AREA

Learning Area	Hours Per Week
English	11
Mathematics	5
STEM	1
Integrated Studies: Technology Health Science Humanities	3
PE/ Sport	1
The Arts	1
Languages	1
Student Wellbeing	2
Total Per Week	25
Total Per Term (average)	250
Total Per Year	1000

Incorporated across all Learning Areas will be the four Capabilities that include:

Critical and Creative Thinking
Personal and Social Capabilities
Intercultural Capabilities
Ethical Capabilities

REVIEW CYCLE

This policy was last updated on June 2019 and is scheduled for review in June 2021.