



**Leadership, Excellence, Acceptance, Respect, Never Give Up**

# Curriculum Framework Policy

## Rationale

Preston West 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.

Preston West Primary School will meet the minimum standard with:

- **A time allocation per each of the eight learning areas**
- **An Outline of how the school will deliver its curriculum this** is found in the Preston West Primary School Scope and Sequence documents (a separate document at each year level).
- **A whole school curriculum** – Year level units mapped to the Victorian Curriculum and Scope and Sequence documents
- **A documented strategy to improve student learning outcomes** (found within the **current** School Strategic Plan/ FISO 2.0)

## Purpose

- To support student learning through the implementation of the Victorian Curriculum and in accordance with FISO 2.0 across all year levels in a manner consistent with departmental requirements and locally identified needs.
- To ensure Preston West Primary School complies with DET policy and guidelines in relation to its curriculum framework.

## Implementation

- The school is committed to the successful implementation and ongoing use of the Victorian Curriculum.
- The school will ensure that the curriculum substantially addresses The Arts, English, Health and Physical Education (including Sport), Humanities, Languages, Mathematics, Science, Technologies.
- The school may support the Victorian Curriculum with other programs according to priorities e.g. Outdoor Education, School-wide Wellbeing & Resilience Program, Respectful Relationships, Bounceback, Protective Behaviours and Family Life Education.
- All students will receive a curriculum that is challenging and achievable. Students deemed to be 12 months above or 12 months below their expected level, will have an Individual Learning Plan (ILP).

- Time for each learning area will be allocated according to the whole-school curriculum plan. For interim Curriculum Plans, please see Appendices A.
- The school will ensure English as an Additional Language (EAL) is provided for new arrivals.
- If applicable, the school will provide quality and meaningful education for Koorie students by use of the *Marrung: Aboriginal Education Plan 2016-2026*.
- All school programs will support and promote the principles and practice of Australian democracy including a commitment to the following, as outlined in s 1.2.1 of the *Education and Training Reform Act 2006 (Vic)*:
  - elected government
  - the rule of law
  - equal rights for all before the law
  - freedom of religion
  - freedom of speech and association
  - the values of openness and tolerance

The school will use the FISO 2.0 documents to develop and document through its School Strategic Plan and the Annual Implementation Plan which key strategies for improvement in student learning outcomes form part of its curriculum plan.

- Curriculum will be reviewed annually according to the school's priorities and data sets.
- A wide range of educational resources to support teaching and learning will be accessed.
- The school will undertake a range of student assessment and reporting activities.
- The school will ensure that classrooms are safe and classroom activities are conducted safely.
- Every four years, the school will undertake a major review of curriculum, curriculum delivery and student learning outcomes.
- Support professional learning and peer observation

### **Evaluation**

This policy, will be reviewed as part of the school's policy review cycle. Evaluation of a consistent approach across the school will be formally undertaken annually, during which the successes and concerns of the program will be addressed or amended if guidelines change

### **Reference:**

[PAL curriculum programs policy](#)

### **Appendix A**

The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with each other and the school community.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of:

- Science
- Humanities/History
- Technologies/Design Technology

- Civics and Citizenship
- Health.

These curriculum areas are cross-referenced with the literacy program to ensure sufficient time is allocated to address the content.

Specialist teachers provide instruction in Physical Education, a Language Other than English and Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of Outdoor Education camps and excursion initiatives.

Student learning is impacted by four connected components:

- The curriculum - defines what it is that students should learn, and the associated progression or continuum of learning.
- Pedagogy - describes how students will be taught and supported to learn.
- Assessment - defines how well a student has learnt specific content/skills/strategies
- Reporting - explains to the student and the teacher where a student is on the learning continuum at the end of a specific period of schooling.

Teaching and learning teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams are responsible for core curriculum development and delivery in Literacy, Numeracy and Integrated Studies. Support programs for “children at risk” are provided at each level.

The school has Curriculum Teams with a curriculum leader and teacher membership from each level of the school. These teams focus on literacy, numeracy, digital technologies.

The Leadership Group is focused on 4 to 5 year planning cycles and ongoing analysis of a range of data, centered on school improvement. At this level there is an integration of long-term planning around fiscal management, workforce planning and school structures.

The School Improvement Leadership Team (SILT) will meet each fortnight 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, teacher judgments based on learning outcomes in Victorian Curriculum. Tools used will include SPA and Compass.

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.

There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and teaching & learning teams and consultancy support for key initiatives.

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common template documentation and common understanding of the whole-school curriculum by teachers and parents.

The data is analysed regularly by teachers during curriculum planning, includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

This policy was reviewed on 15th February 2022.