

CAMPBELLFIELD HEIGHTS PRIMARY SCHOOL

CURRICULUM FRAMEWORK

POLICY



1. POLICY STATEMENT

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.

Our 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 inclusive curriculum.

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan (**see Appendix A**).

2. GUIDELINES

2.1 Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (**see Appendix A**).

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

2.3 There will be a broad offering of programs to meet the demands of students. The Victorian Curriculum is used from Level Foundation to Level 6 at our school. With the use of ABLES, Level 7 & the EAL curriculum when required.

2.4 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.

2.5 School curriculum programs are designed to enhance effective learning.

2.6 Preparing young people for the transition from kindergarten into primary school and then into secondary school is a critical element in our school program.

2.7 Teaching and learning programs will be resourced through Program Budgets.

3. PROGRAM

3.1.1 Our 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, giftedness and students from language backgrounds other than English.

3.1.2 Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.

3.2 Our school when developing its Curriculum Plan will provide at least 25 hours of student instruction per week.

3.3.1 The teaching teams in collaboration with the School Improvement Team will determine the curriculum program for the following year.

3.4.1 The Victorian Curriculum will be used as a framework for curriculum development and delivery at Level Foundation to Level 6 in accordance with DET policy and guidelines.

3.4.2 Every year our school will do an audit & evaluation of the Level F to 6 curriculum using an audit tool (Word - 32Kb). This tool will enable professional learning teams 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.

To facilitate this implementation, planning templates, assessment criteria and record keeping pro-formas will be produced that reflect the Victorian Curriculum standards.

3.5 The DET requirements related to the teaching of Physical Education, Sports Education, LOTE and EAL will continue to be implemented.

3.6 The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

3.7 In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

3.8 Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to the Principal.

3.9 The School Improvement Team will 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, On Demand, English On Line, Fountas & Pinnell Benchmarking, Maths Online, school based testing, formative assessment practices and teacher judgments based on learning outcomes in Victorian Curriculum Achievement Standards. Tools used will include GradeXpert.

3.10 Student learning outcomes data will be reported in the Annual Report to the School Community provided to DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

4. APPENDICES

Appendices which are connected with this policy are:

- Appendix A: Curriculum Plan – including time allocations

5. EVALUATION

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

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in **19th February 2020**

Signed by:

School Council President: _____ Faye Khalil

Principal: _____ (Jo Howard)

Date: 20th February 2020

Appendix A

Curriculum Plan – including time allocations

Years F - 6

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:

Years F		Years 1/2	
Domain	Minutes per week	Domain	Minutes per week
English	720	English	720
Mathematics	300	Mathematics	300
Science	60	Science	60
Integrated Studies	120	Integrated Studies	180
Languages (Italian)	60	Languages	60
PE/ Health	150	PE/ Health	150
The Arts	90	Art	90
TOTAL	1500 per week	TOTAL	1500 per week
Years 3/4		Years 5/6	
Domain	Minutes per week	Domain	Minutes per week
English	690	English	690
Mathematics	300	Mathematics	300
Science	60	Science	60
Integrated Studies	150	Integrated Studies	150
Languages (Italian)	60	Languages	60
PE/ Health	210	PE/ Health (includes interschool sports)	210
The Arts	90	Art	90
TOTAL	1500 per week	TOTAL	1500 per week

*Includes an integration of all Victorian Curriculum capabilities (Critical & Creative Thinking, Ethical, Intercultural, Personal & Social) developed, practised and applied across all areas of the curriculum.