



CURRICULUM FRAMEWORK POLICY

POLICY STATEMENT

The core purpose of this school as defined in the Strategic Plan is to provide an inclusive and rigorous learning environment that challenges and engages young people to grow as passionate learners. 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 the community.

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.

The school provides a comprehensive curriculum with a strong focus on English and Mathematics. In addition to these comprehensive classroom programs, curriculum programs that address the other AusVELS domains of Science, Humanities/History, Design and Technology, Civics and Citizenship, and Health. In addition, Specialist teachers provide instruction in Physical Education, L.O.T.E. (Indonesian), Visual Arts and Performing Art. Initiatives such as 'Sound Waves' Spelling Program and the 'Bounce Back' resilience welfare program have also been introduced to support all programs. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music, choir, recorder, brass, guitar, piano, drums and extensive keyboard programs.

GUIDELINES

- Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (**see Appendix A**).
- Our school will comply with all DEECD guidelines about the length of student instruction time required in Victorian schools.
- There will be a broad offering of programs to meet the demands of students.
- School curriculum programs are designed to enhance effective learning.
- The Department of Education and Early Childhood Development places a priority on the teaching of Physical and Sport Education and LOTE. There will be preparation for transition from primary school into secondary education.
- Teaching and learning programs will be resourced through Program Budgets.

The leadership group is focused on 3-4 year planning cycles and continuous analysis of a range of data around school improvement. At this level there is an integration of long term planning around fiscal management, workforce planning and school structures. 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 and 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 documentation and common understanding of the whole-school curriculum by teachers and parents. The student data is analysed regularly by teachers in grade levels. Planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

PROGRAM

Teaching and learning teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams are currently responsible for core curriculum development and delivery in English, Mathematics and Science, History, Design and Technology and ICT.

- 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.
- Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- Our school when developing its Curriculum Plan will provide at least 1500 minutes student instruction per week. (0.5 hours for Religious Instruction is included as mandated <http://www.eduweb.vic.gov.au/edulibrary/public/schadmin/environment/4-3.pdf>)
- The AusVELS will be used as a framework for curriculum development.
- To facilitate this implementation, level documentation and assessment criteria will be produced that reflect the Australian Curriculum and Victorian Essential Learning Standards (AC and AusVELS).
- The DEECD requirements related to the teaching of Physical Education, Sports Education, LOTE and EAL will continue to be implemented as funded by DEECD.
- The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

LINKS AND APPENDICES (including processes related to this policy)

Links which are connected with this policy are:

- <http://www.education.vic.gov.au/studentlearning/curriculum/default.htm>
- <http://www.education.vic.gov.au/studentlearning/curriculum/elearning.htm>

Appendices which are connected with this policy are:

- Appendix A: Curriculum Plan – including time allocations

Appendix A

Curriculum Plan – including time allocations

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

Domain	Minutes per week	Minutes per week	Minutes per week	Minutes per week	Minutes per week	Minutes per week	Minutes per week
	Fn	1	2	3	4	5	6
English	600	600	600	600	600	600	600
Mathematics	340	340	300	300	300	300	300
Science History Geography*	380	380	390	270	270	270	270
L.O.T.E.				60	60	60	60
PE/ Health	60	60	60	120	120	120	120
The Arts	120	120	120	120	120	120	120
RE			30	30	30	30	30
TOTAL	1500	1500	1500	1500	1500	1500	1500

*Includes the Aus/VELS Interpersonal Development, Personal Learning, Thinking Processes, and Communication domains

This is an interim policy to be reviewed

March 2014