



## ***CURRICULUM FRAMEWORK POLICY***

### **Rationale**

- The content of the Victorian Curriculum F-10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across learning areas and capabilities. These capabilities enable students to develop particular values, dispositions and self-efficacy to become “successful learners” confident and creative individuals and active and informed citizens”.
- At the Foundation stage (Prep to Year 2) the focus will be on English, Mathematics, The Arts, Health and Physical Education and Personal and Social Capabilities. The focus will then broaden to ensure that in each two-year band of schooling at the Breadth stage (Years 3 - 8), student learning will include each of the curriculum areas, with an emphasis on English, Mathematics and Science.
- The curriculum is the common set of knowledge and skills that are required by all students for work and life: literacy, numeracy, scientific knowledge and skills, resilience, respectful relationships, the use of digital technologies and the capacity for critical and creative thinking and expression.
- The teaching and learning program is the school-based plan for delivering this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts.
- The Department provides resources and support to assist regions and schools in implementing the Victorian Curriculum F-10. These resources include advice on:
  - Curriculum Planning
  - Assessment and Reporting
- There also are a range of programs available to support international students.

### **Purpose**

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

### **Definition**

The Victorian Curriculum F-10 provides the framework for curriculum development for Foundation – Year 10. 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’ for students with disabilities.

The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian standards and priorities.

The Victorian Curriculum F–10 includes eight learning areas and four 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 capabilities. Achievement standards are provided in four levels (Levels A to D) for students with disabilities.

### **Implementation**

- The school is committed to the successful implementation of the Victorian Curriculum. Curriculum planning will be based on two-year bands of schooling rather than each year level.
- 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 and Drug Education.

- All students will receive a curriculum that is challenging and achievable. Students requiring extension activities will have these provided by the classroom teacher and this will be acknowledged in the written comment for the subject. Some students who have diagnosed learning difficulties may be offered a modified curriculum and assessment program.
- Time for each learning area will be allocated according to the whole-school curriculum plan. For an interim Curriculum Plan, please see Appendix 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 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.
- 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.
- Please refer also to the school's *Assessment Policy, Multicultural Education Policy, Reporting to Parents Policy, Homework Policy, Koorie Education Policy, School Hours Policy, Wellbeing & Learning Policy, Using Digital Technology Policy* and specific policies such as the *Drug Education Policy*.

### **Evaluation**

- Evaluation of a consistent approach across the school will be formally undertaken during the annual policy evaluation process during which the successes and concerns of the program will be addressed or if guidelines change (latest DET update late May 2018).

This policy was ratified by School Council 25/3/2019.

Reference:

[www.education.vic.gov.au/school/principals/spag/curriculum/pages/curriculum.aspx](http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/curriculum.aspx)

## **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, and 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.
- 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 currently 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, sustainable schools, access (welfare), assessment and reporting and personalised learning.

The Leadership Group is focused on 4–5 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 data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.