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# CURRICULUM FRAMEWORK POLICY

## OVERVIEW

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the teaching 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.

Chelsea Primary School encourages its students to strive for excellence in all their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and culturally inclusive curriculum.

## GUIDELINES

- Chelsea Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.
- Chelsea Primary School will comply with DET guidelines about the length of student instruction time required in Victorian schools.
- There will be a broad range of programs to facilitate effective learning which are based on Foundation to Year 6 Victorian Curriculum.
- Our programs are designed to enhance effective learning and improve student outcomes.
- The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, Languages and EAL.
- Preparing our students for the transition from each year level and onto secondary school is an important wellbeing feature at Chelsea Primary School. Our formalised **Step Up** and **Step into Prep** programs support transition from kindergarten to prep and across all levels. We support our 6-7 student transition through liaison with local secondary schools which includes participating in science programs, visits to productions, It's Academic, student and parent visits and extended transition programs for students requiring social/emotional support. Additional local kinder and playgroup visits further build positive connections for our future students.
- Teaching and learning programs will be supported through Program Budgets.
- Teaching programs, practices and the curriculum will be regularly reviewed and adaptations made to suit the changing needs of our students and the community.

## PROGRAM

### 3.1 Program Development

- The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation to Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.
- To facilitate this implementation, unit documentation and assessment criteria will be produced that reflect the Victorian Curriculum.
- In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.

## Foundation –Year 6

The timetable is structured on a weekly basis. Each period is 60 minutes.

The following table provides the time tabled allocation for the Victorian Curriculum learning domains at Chelsea Primary School. In addition, our integrated approach encourages purposeful cross curriculum opportunities to enhance learning through meaningful context.

Timetabled Allocation	Minimum Timetabled	Weekly %
	Hours per Week	
English	10	40%
Mathematics	5	20%
Inquiry	2-3	8-12%
Physical Education and Sport	1-3	4-12%
Visual Arts	1	4%
Performing Arts	1	4%
Languages-Korean	1	4%
Assembly/Social capabilities- Respectful Relationships/SWPBS	1	4%

### 3.2 Program Implementation

- Chelsea 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, abilities and students from language backgrounds other than English.
- The school will identify and cater for the different needs of particular cohorts of students when developing curriculum plans to improve student outcomes.
- Programs will reflect Framework for Improving Student Outcomes (FISO 2.0) that underpins the original FISO, but with an enhanced focus on wellbeing.
- The school's Professional Learning Communities (PLC) in consultation with staff will determine the curriculum program for the following year, based on provision needs and departmental policy requirements. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.
- To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation, handbooks and pro-formas will be used.
- The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL) will continue to 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 endorsed policy.
- Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

### 3.3 Student Wellbeing and Learning

Chelsea 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
- promote DET initiatives e.g., SWPBS, Respectful Relationships

### **3.3.1 Students with Disabilities**

- The Department of Education and Training and Chelsea Primary School is 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.
- Chelsea Primary School will liaise with DET, where necessary to provide suitable programs and resources to support the delivery of high-quality schooling for students with disabilities.

### **3.3.2 Koorie Education**

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

- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG) and KESO
- supporting the development of high expectations and individualised learning for Koorie students
- 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 community.

### **3.4 Curriculum and Teaching Practice Review**

- The school's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation.
- The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.
- All staff will participate in the agreed staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.
- The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.

## **STUDENT LEARNING OUTCOMES**

- The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan will outline incremental stages of strategic plan implementation, monitoring and evaluation, broken down into 12-month targets. An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used.
- Data plays a key part in the ongoing school improvement process.

### **4.1 Data collection**

- The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include NAPLAN, English Online Interview, etc.

- The School Leadership team, Curriculum and Improvement Teams, will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.

#### **4.2 Data analysis**

- All teaching staff will implement the school's assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level.
- The executive team will collaborate with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.
- The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan.
- Data will also be used to determine student support options including for those at risk, developing an Individual Education Plan, provision of extra teaching support and/or referral for further assessments.

#### **4.3 Data and achievement reporting**

Data will be reported in different ways according to the audience.

- **For students:** Feedback will be given about current learning and areas for future learning. The more immediate the feedback, the greater the impact.
- **For staff:** Both informal and formal data will be used to inform planning and teaching on both a short and longer term basis. Trend data will also provide relevant information about the school's continuous improvement journey.
- **For parents:** Student reports and 3-way conferences (Year 5-6) with parents/teachers and students' meetings will provide an opportunity for teachers to provide feedback regarding student achievement.
- **For community:** Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

#### **LINKS AND APPENDICES**

Links to DET School Policy & Advisory Guide:

<a href="#"><u>Curriculum</u></a>	<a href="#"><u>Student Wellbeing and Learning</u></a>
<a href="#"><u>Framework for Improving Student Outcomes</u></a>	
<a href="#"><u>Assessment</u></a>	<a href="#"><u>Using Digital Technologies to Support Learning and Teaching</u></a>
<a href="#"><u>Students with Disabilities</u></a>	<a href="#"><u>Koorie Education</u></a>

#### **EVALUATION**

**This policy was ratified in April 2022 and will be reviewed yearly in 2023**