



CURRICULUM FRAMEWORK POLICY ***(Incorporating School Specific Procedures)***

Rationale

- 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'.
- 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 additional learning needs or a disability.
- The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian standards and priorities.

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 Ivanhoe Primary School complies with DET policy and guidelines in relation to its curriculum framework.

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.
- 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 reviewing its Curriculum Plan.
- 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.
- An audit of the F to Year 6 curriculum using an [audit tool \(Word - 32Kb\)](#) will be conducted annually. This tool will enable Professional Learning Teams to audit the curriculum of a particular program to see which standards are currently being addressed. This audit will inform future curriculum planning.
- The digital technologies will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- A wide range of educational resources to support teaching and learning will be accessed.
- Curriculum leaders will be required to review their policy statements and prepare a comprehensive annual program budget and submit these to School Council.
- 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, Reporting Student Progress & Achievement Policy, Homework Policy, Koorie Education Policy, School Hours Policy, Wellbeing & Learning Policy, Digital Devices (Internet, Social Media, Devices)* and *Using Digital Technology Policies* and specific policies such as the *Drug Education Policy*.

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 if guidelines change (latest DET update late May 2018).

Mandatory for VRQA purposes

School Council Approval No Longer Required

The Principal may choose to table this policy with Council for noting

Reference:

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.