



## **Curriculum Framework Policy 2019**

### **POLICY STATEMENT**

The core purpose of Craigieburn South Primary School as defined in the Strategic Plan is to provide an inclusive, 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. We believe that all children can learn.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. Curriculum initiatives include the CSPS Instructional Model based on the Gradual Release of Responsibility model for all curriculum areas. The school implements best practice for the teaching of literacy and numeracy based on DET guidelines and the Victorian Curriculum. The school follows the SWPBS resilience welfare program, the 4R's (Rights, Resilience and Respectful Relationships, and incorporates positive psychology to support student wellbeing. The school is 'Kids Matter' accredited. 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 also cross referenced with the literacy program to ensure sufficient time is allocated to address the content.

Specialist teachers provide instruction in:

- Physical Education P-6
- Language other than English -LOTE (Italian)
- The Arts
- Science
- Digital Technology
- English as an Additional Language.

Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of Outdoor Education camps and excursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music and keyboard programs.

Craigieburn South Primary School encourages its students to strive for excellence in all of their endeavors. 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 using the F-10 Curriculum Planning and Reporting revised Guidelines.

### **GUIDELINES**

Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

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

School curriculum programs are designed to enhance effective learning. There will be a broad offering of programs to meet the demands of students. The Victorian Curriculum and the EAL continuum will be implemented from Years Prep to 6 at our school.

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.

Preparing young people for the transition throughout primary school and from primary school into secondary school will continue to be a focus and students will be supported through these transitions.

Assessment will be ongoing and students will be provided with timely feedback.

## **TEACHING AND LEARNING**

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 literacy, numeracy and integrated studies including history, design technology, sustainability and digital technologies. Specialist programs from Prep to Year 6 are delivered for Physical Education, The Arts, Science, Language (Italian) and Digital Technology. Supportive curriculum initiatives and programs include Literacy Extension and Intervention, and Maths Extension. Teaching and Learning programs will be resourced through Program Budgets.

The school has Curriculum and School Improvement teams with a curriculum leader and teacher membership from each level of the school. These teams focus on literacy, numeracy, digital technologies, student engagement, assessment and reporting and whole school events which vary depending on the scope and sequence.

## **PROGRAM**

Craigieburn South Primary School will provide a variety of programs that will address the specific needs of students in relation to special learning needs, disabilities and impairments, high achievers, and students from language backgrounds other than English (EAL). Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. The Principal in conjunction with the Leadership Team will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject Input will be sought from the students and school staff across the curriculum areas when determining programs for the following school year through a range of feedback and evaluative tools.

Our school will provide at least 25 hours student instruction per week:

- English (10 hours per week)
- Maths (5 hours per week)
- Integrated Curriculum and Specialist programs (10 hours per week)
- One hour Social and Emotional Learning per week.

The Victorian Curriculum and the EAL continuum will be used as frameworks for curriculum development and delivery at years Prep to 6 in accordance with DET policy and guidelines.

The DET requirements related to the teaching of Physical Education, Sports Education, LOTE and EAL will continue to be implemented. Although some Specialist subjects are for one semester classroom teachers incorporate these subjects within their own planning.

Curriculum maps and policies, assessment criteria and record keeping templates will be produced that reflect the Victorian Curriculum. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

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

DET recommended approaches for Early Years and Middle Years of schooling will continue to be developed and implemented.

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

Curriculum leaders, including the school Leadership team, will meet to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but will not be limited to, NAPLAN, On Line Assessment Information; school based testing, teacher judgments based on learning outcomes as set in the school's Assessment Schedule and the Victorian Curriculum.

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

The school leadership team will focus on 3 year planning cycles and the continuous analysis of a range of data around school improvement using the established Change Process to ensure that curriculum and teaching practices and policies are continually reviewed. The process includes receiving feedback from Leadership, staff and the school community via the Education Committee. At this level there is also 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.

Craigieburn South Primary 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.

### **Evaluation**

This policy will be reviewed every 3 years as per DET requirements.

This policy was reviewed in 2019

The policy will be reviewed in 2022