

CURRICULUM FRAMEWORK POLICY

OVERVIEW

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.

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. An overview of our whole school approach can be found in the River Gum Victorian Teaching & Learning Model.

River Gum Primary School (RGPS) 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 culturally inclusive curriculum.

Each year the school will map out its curriculum offerings. It will be in the form of a Yearly Overview, identification of Priority Standards and a Viable Guaranteed Curriculum Plan.

RGPS will meet the minimum standard with:

- A Viable Guaranteed Curriculum Plan which can also show time allocation per week
- An explanation of how and when curriculum and teaching practice will be reviewed (statement is at 2.4 of this Guide)
- An outline of how the school will deliver its curriculum is found in teacher examples of weekly overviews and Professional Learning Team planning documentation examples
- A time allocation for each of the eight learning areas & 4 capabilities
- A documented strategy to improve student learning outcomes (statement is at 3.0 of this policy)

1. CURRICULUM GUIDELINES

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

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



2. PROGRAM

2.1 Program Development

RGPS will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, extension and intervention students 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 its curriculum plan which includes priority cohorts from Out of Home Care, Koorie students and other at risk students.

In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

The school will implement the Framework for Improving Student Outcomes (FISO) Inquiry Cycle, a model for continuous school improvement. Target areas are identified in the school's Annual Implementation Plan.

Key components include:

- Evaluate and diagnose
- Prioritise and set goals
- Develop a plan
- Implement and monitor

Monitoring will occur linked to AIP goals and targets regularly against Action Plans developed each term.

The Victorian Curriculum (VC) 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.

In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.

2.2 Program Implementation

The school 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. RGPS follows whole school Curriculum Approaches in Mathematics & English. Delivery in classrooms is through a whole school Instructional Model. Overviews of our whole school approaches are available in our Essential Documents.

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'.



2.3 Student Wellbeing and Learning

A summary of Engagement & Wellbeing approaches can be found in the RGPS Culture and Climate Booklet.

RGPS 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 by:

- 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 through the Resilience Program and;
- accommodate student developmental needs within the Victorian Curriculum

2.3.1 Students with Disabilities

The Department of Education and Training and RGPS 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.

RGPS will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

2.3.2 Koorie Education

RGPS 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) & (Koorie Education Support Officer) KESO
- supporting the development of high expectations and individualised learning for Koorie students through the Marrung Plan
- 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

2.4 Curriculum and Teaching Practice Review

The school's curriculum will be audited on a yearly 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. Teams will be asked to review Yearly Overviews and Priority Standards at the end of each year.



All staff will participate in the 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, and peer observation to support staff to continually improve their method and practice of teaching.

3. 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 the 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.

3.1 Data collection

Data plays a key part in the ongoing school improvement process. The school will continuously monitor student outcomes using a variety of formative and summative assessment strategies and tools that include: (eg. NAPLAN, English Online Interview, Mathematics Online Interview, Assessment, Fountas and Pinnell Assessment, Essential Assessment, PAT-R, Dibels, Common Misunderstandings & SNMY_Scaffolding Numeracy In the Middle Years, Moderation & Common Assessment Tasks)

3.2 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.

RGPS will collectively track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus. A data focus is set each week as part of the PLT agenda, with a data protocol set to scaffold team discussion around data. Teams use the Professional Practice Day each term to review SMART goals on the data wall and track student growth individually on the Data Wall.

The use of data will inform curriculum planning in the follow up planning session each week to plan tasks that are relevant and personalised to meet student needs.

Data will also be used to determine student support options including those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

3.2.1 Intervention & Extension

Intervention & Extension is provided throughout the school with the provision of Equity Funding aimed at addressing the disparity and gaps in Student Outcomes. Intervention & Extension staff are allocated to areas of need in the school, based on data and learning need priorities. They focus on an



in class approach and work with small groups of students with an explicit teaching focus, determined by data discussed in PLT meetings.

2.3 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. This will be done through student/teacher conferences, Seesaw, strategy groups and setting learning goals.

For staff: Both informal and formal data will be used to inform planning and teaching on both a short and long term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For parents: Student reports and Student led conferences will provide an opportunity for teachers to provide feedback regarding student achievement. Seesaw work samples will provide parents with ongoing feedback on their child's learning each term

For community: Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET

Links to DET School Policy & Advisory Guide:

- Curriculum
- Framework for Improving Student Outcomes
- Assessment
- Using Digital Technologies to Support Learning and Teaching
- Student Wellbeing and Learning
- Students with Disabilities
- Koorie Education

School Documentation Connected to this policy:

- Victorian Teaching and Learning Model
- Viable Guaranteed Curriculum Plan
- Inquiry Overview
- Yearly Overview
- Specialist Teaching Overview
- Priority Standards
- Instructional Model | English Teaching Model | Mathematics Teaching Model
- Whole School Approaches Overview
- Weekly Overview
- Weekly Planning Template Example
- Whole School Assessment Schedule
- Data protocols
- Team Data Schedule
- Team Data Wall SMART goals
- Class Data wall tracking & Reflection



- PLT Agenda
- Individual Learning Plan
- Culture & Climate Booklet

REVIEW CYCLE AND EVALUATION

PREPARED BY	ROBYN TRZECIAK
REVIEWED IN	JUNE 2019
REVIEWED BY STAFF	JUNE 2019
REVIEWED BY C.C	JUNE 2019
REVIEWED & RATIFIED BY SCHOOL COUNCIL	JUNE 2019
NEXT REVIEW DATE	JUNE 2022

