



1. POLICY STATEMENT

“At River Gum Primary School, students own their learning and our teachers use their pedagogical knowledge to personalise learning.”

We value community, relationships and reflection”.

Curriculum covers all the arrangements that River Gum Primary 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.

Our school 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 inclusive curriculum.

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan (**see Appendix A**).

2. GUIDELINES

- 2.1 River Gum Primary School will recognise and respond to diverse student needs when developing its curriculum programs and Curriculum Plan (**see Appendix A “Curriculum Plan 2014”** ; Refer to **“Student Engagement and inclusion Policy 2014”**).
- 2.2 Our school will comply with all DEECD guidelines about the length of student instruction time required in Victorian schools (**Refer to “River Gum Primary School’s Staff Manual 2014”**).
- 2.3 There will be a broad offering of programs to meet the demands of our school community (Including students, parents and teachers). Aus/VELS curriculum is implemented from Foundation to Year 6 at our school.
- 2.4 The Department of Education and Early Childhood Development places a high priority on the teaching of Science Technology Engineering and Mathematics (STEM) and Engage With Asia (EWA). Our school also places a high priority on the teaching of English and Mathematics within these learning areas.
- 2.5 School curriculum programs are designed to enhance effective learning through a personalised approach. They reflect our Strategic Plan, Annual Implementation Plan (AIP) and Pedagogical Plan.
- 2.6 Preparing young people for lifelong learning and transitioning into, within and beyond our school setting is a critical element in our educational program.
- 2.7 Teaching and learning programs will be resourced through Program Budgets.

3. PROGRAM

- 3.1.1** 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 (**Refer to “*Student Engagement and inclusion Policy 2014*”**).
- 3.1.2** Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- 3.2** Our school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.
- 3.3.1** The Executive 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 choices.
- Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.
- 3.4.1** Aus/VELS and current DEECD documents, will be used as a framework for curriculum development and delivery from years Foundation to 6 in accordance with DEECD policy and guidelines.
- 3.5** The DEECD requirements related to the teaching of Physical Education and LOTE (mandatory in Foundation area start 2015).
- 3.6.1** The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- 3.6.2** Transitioning approaches will continue to be developed and implemented across the school.
- 3.7** In developing its curriculum plan River Gum Primary School will provide a broad range of educational pathways to ensure improved student outcomes.
- 3.8** Curriculum leaders will be required to review their learning area and prepare a comprehensive annual review for submission and ratification to School Council.
- 3.9** The Curriculum Leaders will meet regularly to track whole school data and identify potential curriculum areas that require focus. Data analyzed will include, but is not limited to, NAPLAN, school based testing, teacher judgments based on learning outcomes in AC and AusVELS’s. The tools used, but is not limited to, will include Common Misunderstandings Assessment Tools, SNMY, Effect Size, SWAN, TORCH, Reading Support (Reading Recovery) and Grade Xpert,
- 3.10** Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DEECD, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

3 LINKS AND APPENDICES (including processes related to this policy)

Links which are connected with this policy are:

- <http://www.education.vic.gov.au/studentlearning/curriculum/default.htm>
- <http://www.education.vic.gov.au/studentlearning/curriculum/year10to12.htm>
- <http://www.education.vic.gov.au/studentlearning/curriculum/elearning.htm>
- <http://www.vcaa.vic.edu.au/vce/>
- <http://www.vcaa.vic.edu.au/vcal/index.html>
- [River Gum Primary School's Student Engagement and inclusion Policy 2014](#)
- [River Gum Primary School's Staff Manual 2014](#)

Appendices which are connected with this policy are:

- Appendix A: Curriculum Plan – including time allocations

4 EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Date Implemented	11/09/14
Author	Amanda McLean, Robyn Trzeciak and Margaret Dolan.
Approved By	School Council
Approval Authority (Signature & Date)	
Date Reviewed	11/09/14
Responsible for Review	Executive Team

Appendix A

Curriculum Plan – including time allocations

Foundation to Six

The curriculum is based on the AusVELS standards. The timetable is structured on a weekly basis. Selected programs are offered on a term basis, occurring weekly over the term.

Each session is 50mins long, with six sessions per day. The breakdown of the weekly/termly cycle is as follows:

Foundation to Six	Week	Sessions per week	Term
English	500mins	10	
Maths	500mins	10	
PE	50mins	1	
Performing Arts	50mins	1	
Music	50mins	1	
Engage with Asia	50mins	1	
Integrated Unit (Including Science & Humanities)	250mins	5	
STEM		2	100mins per week
Kitchen garden		2	100mins per week