

# Curriculum Framework Policy



## Purpose

Pakenham Primary School 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.

This policy aims to:

- Encourage students to strive for high academic achievement levels
- Provide sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum
- Build a culture of continuous monitoring and improvement of curriculum planning and assessment
- Embed a culture of continuous improvement by assessing the impact of learning programs on student achievement levels, and adjusting them to learning needs to enable students to reach their potential
- Demonstrate how student assessment data will inform future learning programs and direct feedback to ensure that students understand their learning needs and have a voice in the setting of future learning goals
- Demonstrate of the evaluation of student progress will enable monitoring of the impact of teaching and learning programs and interventions

## Policy

Pakenham Primary School staff will implement the FISO model for improving student learning outcomes. The school will have an ongoing improvement cycle that ensures curriculum programs and evaluated regularly and new goals are planned, prioritised and monitored to ensure relevance and that they are meeting the needs of the individual students. The FISO model provides a common language for school improvement across the Victorian government school system. It is structured around the following four priorities:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning

## Implementation:

Pakenham Primary School will:

- Recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (see Appendix A)
- Comply with all DET guidelines about the length of instruction time required in Victorian schools
- Offer a broad range of programs to meet the demands of students
- Prepare young people for the transition into school, within school and into further education
- Resource teaching and learning programs through Program Budgets
- Implement the Victorian Curriculum from Years Prep to 6
- Prioritise the teaching of Physical and Sport Education, LOTE and EAL in line with DET priorities
- Design school curriculum programs to enhance effective learning
- 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

- Identify and cater for the different learning needs of particular cohorts of students when developing curriculum plans
- Provide at least 25 hours of student instruction per week
- Determine the curriculum program for the following year, based on DET policy, student learning needs and the need to maintain balance and a broad provision of subject choices
- Seek input from relevant staff and students when determining curriculum programs for the following school year
- Annually map out curriculum areas
- Use student achievement data including, but not limited to, NAPLAN, On Demand Assessment, Essential Assessment and other teacher assessment tasks to track and monitor student achievement levels, progress and growth
- Identifying students who are 'at risk' academically, planning for their individual needs and referring them to support services as required
- Analyse student achievement data regularly during Professional Learning Community (PLC) regular meeting sessions
- Integrate Information and Communications Technology (ICT) across the curriculum to support and enhance student learning outcomes
- Expect that PLC Leaders review their policy statement and prepare an annual program budget for approval at School Council
- Ensure the Leadership Team meets regularly to review the curriculum and teaching practice
- Facilitate weekly PLC meetings and fortnightly Leadership meetings to ensure the ongoing monitoring of curriculum programs, teaching and learning and student outcomes
- Develop and monitor the effectiveness of an Assessment Schedule to ensure that student achievement is being monitored and tracked and to assess the quality of teaching and learning programs offered
- Audit the school's curriculum cyclically to ensure currency with the Victorian Curriculum and DET priorities
- Facilitate the Leadership team to implement of model of improved instructional practice through a model of observation, modelling and mentoring to collaboratively create a culture of inquiry learning and continuous improvement
- Ensure staff participate in a formal performance and development process in which goals are aligned with the schools' Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards
- Utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one to one meetings to support staff to continually improve their method and practice of teaching
- Ensure whole school and individual achievement data is monitored to identify improvement areas in curriculum and teaching practice
- Develop a Strategic Plan to set out the school's direction, goals, targets and key strategies for improvement
- Develop an Annual Implementation Plan to outline the incremental stages of strategic plan implementation, set annual targets and monitor and evaluate progress
- Produce an Annual Report to the community with information about the school's performance in implementing improvement strategies and how resources have been used
- Report student learning outcomes data in the Annual Report to the School Community provided to DET, and also make it available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

## Further information and resources

School Policy and Advisory Guide:

- Curriculum Framework
- Teaching and Learning Policy

Version 1


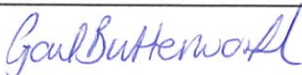
School Council approved this policy on: 15th December 2020

- Assessment and Reporting Policy
- Disability and Impairments Policy
- DET: <http://www.education.vic.gov.au/studentlearning/curriculum/default.htm>

## Evaluation

This policy will be reviewed every 2 years by School Council to confirm/enhance internal control procedures.

Proposed amendments to this policy will be discussed with relevant staff and School Council if applicable.

Approved Date	School Council President	School Principal
	Name: Travis Mether	Name: Gail Butterworth
	Signed: 	Signed: 

## Review cycle

This policy was last updated in December 2020 and is scheduled for review in December 2022.

Version	Date	Modification	Modified By
DRAFT	July 2018	Personalised policy to Pakenham Primary School	Gail Butterworth
Version 1	December 2020	Updated Curriculum Framework for 2021 school year	Rachael Kimber

## Appendix A

## TIME SCHEDULE FOR EACH DAY OF THE SCHOOL WEEK

DAY	MORNING BLOCK	RECESS	MIDDLE BLOCK	LUNCH	END BLOCK
Monday	9.00 – 11.00am	11.00 – 11.30am	11.30 – 1.30pm	1.30 – 2.10 pm	2.10 – 3.15 pm
Tuesday	9.00 – 11.00am	11.00 – 11.30am	11.30 – 1.30pm	1.30 – 2.10 pm	2.10 – 3.15 pm
Wednesday	9.00 – 11.00am	11.00 – 11.30am	11.30 – 1.30pm	1.30 – 2.10 pm	2.10 – 2.50 pm
Thursday	9.00 – 11.00am	11.00 – 11.30am	11.30 – 1.30pm	1.30 – 2.10 pm	2.10 – 3.15 pm
Friday	9.00 – 11.00am	11.00 – 11.30am	11.30 – 1.30pm	1.30 – 2.10 pm	2.10 – 3.15 pm

## YEARS FOUNDATION TO SIX – 25 HOURS PER WEEK

DOMAIN	FOUNDATION TO SIX						
	F	1	2	3	4	5	6
English	10	10	10	10	10	10	10
Mathematics	5	5	5	5	5	5	5
Integrated Topic*	3	3	3	3	3	3	3
Personal and Interpersonal	1	1	1	1	1	1	1
Sport	1	1	1	1	1	1	1
Health & PE	2	2	2	2	2	2	2
The Arts	1	1	1	1	1	1	1
Science	1	1	1	1	1	1	1
Language	1	1	1	1	1	1	1
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

- Integrated Topic includes the following subject areas: Humanities and Social Sciences (History, Geography, Civics and Citizenship, Economics and Business), Technologies (Design and Technologies, Digital Technologies)
- Language education will run for all students F-6

# Victorian Curriculum Plan: Prep to Year 6

Years 3 and 4		Prep to Year 2	
English	80	1	2
Mathematics	50	3	3
Language	25	4	4
Physical education/Sport	25	5	5
The Arts	10	1	2
STEM	10	3	4
Integrated study cycle 1: 2021	10	4	5
Health/Respectful Relationships	12.5	1	2
Geography	12.5	3	4
Science/Tech/STEM	12.5	4	5
Civics and Citizenship	12.5	5	5
Integrated study cycle 2: 2022	12.5	1	2
Health/Respectful Relationships	12.5	3	3
History	12.5	4	4
Science/Tech/STEM	12.5	5	5
Civics and Citizenship	12.5	1	2
Annual programs 3-4	80	3	4
English	50	4	4
Mathematics	10	1	2
STEM	10	3	4
Health and Physical Education	25	4	5
The Arts	10	1	2
Languages	25	3	4
Integrated study cycle 1: 2021	12.5	4	5
History	12.5	1	2
Health/Respectful Relationships	12.5	3	3
Civics and Citizenship	12.5	4	4

1000  
annual  
teaching  
hours  
or  
250 hours  
per term

See key	Dance	1	2	3	4	5
	Drama	1	2	3	4	5
	Media Arts	1	2	3	4	5
	Music	1	2	3	4	5
	Visual Arts	1	2	3	4	5
See key	Questions and Possibilities	Critical and Creative Thinking				
	Reasoning					
	Meta-Cognition					
	Reading and Viewing	English				
	Writing					
	Speaking and Listening					
	Understanding Concepts	Ethical Capability				
	Decision Making and Actions					
	Personal, Social and Community Health	Health and Physical Education				
	Movement and Physical Activity					
	Cultural Practices	Intercultural Capability				
	Cultural Diversity					
See key	Civics and Citizenship	1	2	3	4	5
	Economics and Business	1	2	3	4	5
	Geographical Concepts and Skills	The Humanities				
	Geographical Knowledge	Geography				
	Historical Concepts and Skills	History				
	Historical Knowledge					
	Communicating	Languages				
	Understanding					
	Number and Algebra	Mathematics				
	Measurement and Geometry					
	Statistics and Probability					
	Self-Awareness and Management	Personal and Social Capability				
Social Awareness and Management						
Science Understanding	Science					
Science Inquiry Skills						
Technologies and Society	Technologies					
Technologies Contexts	Design and Technologies					
Creating Designed Solutions						
Digital Systems	Digital Technologies					
Data and Information						
Creating Digital Solutions						

Years 5 and 6																												
Science/Tech/STEM	12.5																											
<b>Integrated study cycle 2: 2022</b>																												
Geography	12.5																											
Health/Respectful Relationships	12.5																											
Civics and Citizenship	12.5																											
Science/Tech/STEM	12.5																											
<b>Annual programs 5-6</b>																												
English	80																											
Mathematics	50																											
STEM	10																											
Physical Education/Sport	25																											
The Arts	10																											
Languages	25																											
<b>Integrated study cycle 1: 2019</b>																												
History	12.5																											
Health/Respectful Relationships	12.5																											
Civics and Citizenship	12.5																											
Science/Tech/STEM	12.5																											
<b>Integrated study cycle 2: 2020</b>																												
Geography	12.5																											
Health/Respectful Relationships	12.5																											
Economics and Business	12.5																											
Science/Tech/STEM	12.5																											

**Key: The Arts**

Dance strands	Drama strands	Media Arts strands	Music strands	Visual Arts strands
1. Explore and Express Ideas	Explore and Express Ideas	1. Explore and Represent Ideas	1. Explore and Express Ideas	1. Explore and Express Ideas
2. Dance Practices	Drama Practices	2. Media Arts Practices	2. Music Practices	2. Visual Arts Practices
3. Present and Perform	Present and Perform	3. Present and Perform	3. Present and Perform	3. Present and Perform
4. Respond and Interpret	Respond and Interpret	4. Respond and Interpret	4. Respond and Interpret	4. Respond and Interpret
5. All strands covered	All strands covered	5. All strands covered	5. All strands covered	5. All strands covered

**Key: The Humanities**

Civics and Citizenship strands	Economics and Business strands
1. Government and Democracy	1. Resource allocation and making choices
2. Law and Citizens	2. The business environment
3. Citizenship, Diversity and Identity	3. Consumer and financial literacy
4. All strands covered	4. Work and work futures
	5. Entrepreneurial behaviour and capabilities
	6. Reasoning and Interpretation
	7. All strands covered

**Note the Revised Curriculum Planning and Reporting Guidelines:**

- Breach Stage (Years 3-8):**
- (a) A structured teaching and learning program in English, Mathematics and Science at each year level
  - (b) Substantial attention to Health and Physical Education
  - (c) A languages program
  - (d) A Humanities program, including History, Geography and Civics and Citizenship in each two-year band, and Economics and Business from Year 5
  - (e) An Arts program, including all 5 Arts disciplines in Years 3-4, and at Years 5-6 and 7-8 includes at least two Arts disciplines, one performing Arts and one Visual Arts
  - (f) A Technologies program
  - (g) A learning program that includes each of the Capabilities
- More information on page 30:  
<http://www.education.govt.nz/Documents/curriculum/Revised-Curriculum-Planning-and-Reporting-Guidelines.pdf>
- Please also refer to applicable sector-specific information.