

# Curriculum Framework Policy



## 1. OVERVIEW

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.

Kananook Primary 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 culturally inclusive curricula. Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan. Kananook Primary School will meet the minimum standard with:

- A time allocation per each of the eight learning areas. See Appendix 1.
- An explanation of how curriculum and teaching practice will be reviewed. See Statement 4.
- An Outline of how the school will deliver its curriculum is found in the Kananook Primary Whole School Planning documents (Yellow and Red Folders). A whole school curriculum delivery plan is made by each Year level termly using the Scope and Sequence documents as a guide.
- A documented strategy to improve student learning outcomes (found within the School Strategic Plan (SSP) and followed through in our Annual Implementation Plans AIP)).

## 2. CURRICULUM GUIDELINES

Kananook Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. Kananook Primary School will comply with all DET guidelines about the length of student instruction time required in Victorian schools, along with mandated curriculum offerings. There will be a broad offering of programs to meet demand, commencing with Foundation students, designed to enhance effective learning for the 21st century. The Department of Education and Training places a high priority on the teaching of Physical and Sport Education and Phonics instruction. Our school also places a high priority on the teaching of these learning areas. Teaching and learning programs will be resourced through Program Budgets.

## 3. PROGRAM

### 3.1 Program Development

Kananook Primary 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. Every staff member will identify students' individual needs, through ongoing assessment and data analysis. The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes. Staff will use the Whole School Curriculum Document to complete Term Planners, and weekly plans to develop sequences of lessons. Term Plans will be located on the Staff Public Drive. Staff will map students and track individual data and growth. The Victorian Curriculum (VC) and Australian Curriculum (AC) will be used as a framework for curriculum development and delivery at Foundation - Year 6 in accordance with DET policy and Victorian Curriculum and

Assessment Authority (VCAA) guidelines. The school, when developing its Curriculum Plan will provide at least 25 hours student instruction per week.

### *3.2 Program Implementation*

The Kananook Primary School staff will determine the curriculum program for the following year, based on student demand, staffing 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. To facilitate this implementation, assessment schedules, planning documentation, criteria and record keeping and pro-formas will be produced that reflect the Victorian Curriculum. The use of Digital Technologies will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide and the school's own endorsed policy. The school leadership team will be required to review policy statements and prepare a comprehensive annual program budget and submit these to School Council.

### *3.3 Student Wellbeing and Learning*

Kananook Primary School 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:

- Providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- Implementing the Tiered Response Model when planning and adapting curriculum to suit individual needs.
- Providing a flexible, relevant, inclusive and appropriate curriculum
- Accommodating student developmental needs within the Victorian Curriculum Standards for the stages of schooling
- Providing every student with individual goals that they negotiate with their teachers based on their data

### *3.4 Students with Disabilities*

DET and Kananook Primary School are 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. Kananook Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities. Adjustments will be made to ensure all students have their individual needs catered for.

### *3.5 Koorie Education*

- Kananook Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students though:
- 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)
- Supporting the development of high expectations and individualised learning for Koorie students
- Creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum

- Implementing initiatives and programs that meet student needs in partnership with the Koorie community

#### **4. PROGRAM EVALUATION AND REVIEW**

The whole school staff will meet regularly (at least twice per term) to track whole school data and identify potential curriculum areas that require more focus. Professional Learning Communities (PLC) will meet weekly to track level data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, Essential Assessment, PAT testing, Running Records, school based testing, writing moderation using NAPLAN assessment criteria and teacher judgments based on learning outcomes in the Victorian Curriculum. Accelerus Data Tracking module and Essential Assessments will be used as tracking facilities. Inquiry units will be established through the PLC structure to further investigate best practice when implementing the curriculum. Teachers will complete tracking tools, such as a continuum of practice matrix, to inform teacher practice and curriculum delivery. Every year during Term 4, our school will do an audit of all curriculum areas, and budgeting plans will be made. This audit will inform future curriculum planning and evaluate progress against the AIP and Strategic Plan goals. Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

#### **5. 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 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. Data plays a key part in the ongoing school improvement process.

##### *5.1 Data Collection*

The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include NAPLAN, English Online Interview, PM Benchmarking Assessment System, Student/Teacher Conferences, Individual Learning Plans, Rubrics, Moderation, Mathematics Online Interview, Automatic Number Facts Response Testing, Pre- and Post-Testing, Essential Assessment and PAT testing. The Kananook Assessment Schedule can be found in the Assessment and Reporting Policy. The School Leadership team will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.

##### *5.2 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. All staff have attended PLC training and use this process to gain a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning. The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan. Data will also be used to determine student support options including for those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

##### *5.3 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. The more immediate the feedback, the greater the impact.

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

For parents: Student report cards and parent/teacher meetings and conferences will provide an opportunity for teachers to provide feedback regarding student achievement.

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

## 6. LINKS AND APPENDICES

- Appendix 1 - Time allocation per Term

## REVIEW CYCLE AND EVALUATION

<b>DEVELOPED/REVIEWED</b>	March 2023
<b>CONSULTATION</b>	Staff Leadership team
<b>ENDORSED BY PRINCIPAL</b>	July 2023
<b>EVALUATION</b>	This policy will be reviewed each year to ensure new Curriculum guidelines are in place and that Curriculum delivery is in accordance with VRQA standards

## Appendix 1: Time allocations per learning area. (Figures are weekly time allocations)

### TERM 1

Subject	Time allocation P-3	4-6
English	10 hours	10 hours
Maths	5 hours	5 hours
STEM: Specialist Program	1 hour	1 hour
ART Specialist Program	1 hour	1 hour
PE Specialist	1 hour	1 hour
THE NOOK Specialist Program1	1 hour	1 hour
PE P-3	1 hour	
PE 4-6		2 hours
Integrated Theme 4-6		4 hours
Integrated Theme P-3	4.5 hours	

\*The four capabilities are integrated throughout all subject areas as prescribed in the Victorian Curriculum

### TERM 2

Subject	Time allocation P-3	4-6
English	10 hours	10 hours
Maths	5 hours	5 hours
STEM Specialist Program	1 hour	1 hour
ART Specialist Program	1 hour	1 hour
THE NOOK Specialist Program1	1 hour	1 hour
PE Specialist	1 hour	1 hour
PE P-3	1 hour	
PE 4-6		2 hours
Integrated Theme 4-6		4 hours
Integrated Theme P-3	4.5 hours	

\*The four capabilities are integrated throughout all subject areas as prescribed in the Victorian Curriculum

### TERM 3

Subject	Time allocation P-3	4-6
English	10 hours	10 hours
Maths	5 hours	5 hours
ART Specialist Program	1 hour	1 hour
STEM Specialist Program	1 hour	1 hour
THE NOOK Specialist Program1	1 hour	1 hour
PE Specialist	1 hour	1 hour
PE P-3	1 hour	
PE 4-6		2 hours
Integrated Theme 4-6		4 hours
Integrated Theme P-3	4.5 hours	

\*The four capabilities are integrated throughout all subject areas as prescribed in the Victorian Curriculum

**TERM 4**

Subject	Time allocation P-3	4-6
English	10 hours	10 hours
Maths	5 hours	5 hours
ART Specialist Program	1 hour	1 hour
THE NOOK Specialist Program1	1 hour	1 hour
PE Specialist	1 hour	1 hour
STEM Specialist Program	1 hour	1 hour
PE P-3	1 hour	
PE 4-6		2 hours
Integrated Theme 4-6		4 hours
Integrated Theme P-3	4.5 hours	

\*The four capabilities are integrated throughout all subject areas as prescribed in the Victorian Curriculum