

<b>Huntly Primary School</b>	<b>Curriculum Framework Policy</b>	
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## **POLICY STATEMENT**

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.

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. The curriculum plan consists of:

- Thematic based units of work
- Yearly Literacy and Numeracy plans
- Term based literacy and numeracy plans

There is an ongoing focus on improving teacher capacity to deliver effective teaching and learning programs. Documents used to direct the professional learning and program development include:

- Annual Implementation Plan
- Literacy and Numeracy Plans
- High Impact Teaching Strategies
- Amplify
- Teacher Performance & Development Plans

## **GUIDELINES**

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

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

There will be a broad offering of programs to meet the demands of students. The Victorian Curriculum will be implemented from Years Foundation to 6.

The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, the Arts and Languages. Our school also places a high priority on the teaching of these learning areas.

School curriculum programs are designed to enhance effective learning.

Huntly Primary School 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.

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

Successfully preparing young people for the transition from primary school into secondary school is an essential part of our school program.

Teaching and learning programs will be resourced through program budgets.

## **PROGRAM**

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.

Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.

Our school when developing its Curriculum Plan will plan for 25 hours of student instruction per week.

The School Improvement Team will determine the curriculum program for the following year. This is 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 staff coordinating curriculum areas when determining programs for the following school year.

The Victorian Curriculum will be used as a framework for curriculum development and delivery at years F to 6 in accordance with DET policy and guidelines.

The DET requirements related to the teaching of Physical Education, Sports Education, and Languages will continue to be implemented.

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

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

### *Data collection*

The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include: (eg. NAPLAN, English Online Interview, Mathematics Online Interview, PM Benchmark Assessment, Fountas and Pinnell Assessment, Essential Assessment)

The School Improvement Team will track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus.

### *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.

The leadership team will work with teachers (at an individual, team or whole school level) ensuring 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 those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

#### *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 and setting learning goals. 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 long term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For parents: Student reports, parent/teacher meetings and student led 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. The School Improvement Team will audit the year F to 6 curriculum to ensure the Domains, Dimensions and Standards of the Victorian Curriculum are addressed in planning and implemented accordingly. The audit will also inform future curriculum planning.

### **LINKS AND APPENDICES (including processes related to this policy)**

Links which are connected with this policy are:

- <http://www.vcaa.vic.edu.au/pages/foundation10/f10index.aspx>
- <http://curriculumplanning.vcaa.vic.edu.au/home>
- <https://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/curriculum-area-advice.aspx>

### **Evaluation**

This policy will be reviewed every 3 years or more often if necessary due to changes in regulations or circumstances.

### **Review Cycle**

This policy was last amended on 15<sup>th</sup> March, 2021 and is scheduled for review in February 2024

# Curriculum Plan – including time allocations

## Years F – 6- Huntly PS Learning Area Time Allocation

The curriculum is based on the Victorian Curriculum Standards. The timetable is structured on a weekly basis. There are 5 sessions per day. Session 1 & 2 - 120 minutes. Session 3 & 4 - 120 minutes and session 5 - 60 minutes.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>English Including Library</b>	660	660	660	600	600	770	770
<b>Mathematics</b>	300	300	300	300	300	300	300
<b>Science</b>	60	60	60	60	60	60	60
<b>Humanities</b>	120	120	120	120	120	60	60
<b>Health and Physical Education</b>	120	120	120	180	180	150	150
<b>Languages</b>	45	45	45	45	45	45	45
<b>The Arts</b>	90	90	90	90	90	90	90
<b>Technologies</b>	60 (ICT)	60 (ICT)	60 (ICT)	120	120	120	120
	Integrated into Science & Humanities						

NOTE: Critical & Creative Thinking, Ethical Capability, Intercultural Capability and Personal and Social Development are integrated into the curriculum program.