

# YEA PRIMARY SCHOOL

## Curriculum Framework Policy and Student Learning Outcomes Statement

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REGISTRATION REQUIREMENT 3.1

### Policy Reference:

**VRQA minimum registration standard:** A framework must be in place for the organisation, implementation and review of the school's curriculum and teaching practices and to ensure that, taken as a whole, the learning areas are substantially addressed.

## 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.

Yea 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.

Yea Primary School will meet the minimum standard with:

- **A time allocation per each of the eight learning areas** (Appendix 2)
- **An explanation of how and when curriculum and teaching practice will be reviewed** (statement is at 3.4 of this Guide)
- **An Outline of how the school will deliver its curriculum** is found in the Yea Primary School Scope and Sequence document/s.
- **A whole school curriculum map which can also show time allocation** (Appendix 1)
- **A documented strategy to improve student learning outcomes** (statement is at 4.0 of this Guide)

## 2. CURRICULUM GUIDELINES

Yea Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

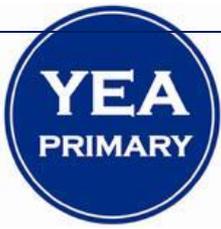
Yea Primary School will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

There will be a broad offering of programs to meet demand, 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, Languages and EAL. Our school also places a high priority on the teaching of these learning areas.

Preparing young people for the transition from school into further education and careers will be a critical element in primary school program.

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Teaching and learning programs will be resourced through Program Budgets.

### 3. PROGRAM

#### 3.1 Program Development

Yea 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.

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.

The school will implement the Framework for Improving Outcomes (FISO), a model for continuous school improvement. Key components include:-

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

The Victorian Curriculum (VC) will be used as a framework for curriculum development and delivery at Foundation to Year6 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.

#### 3.2 Program Implementation

The school's Curriculum Committee 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.

To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation, handbooks and pro-formas will be used.

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.

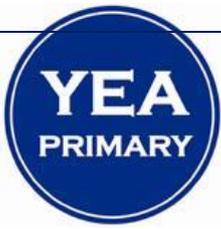
The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide '[Using Digital Technologies to Support Learning and Teaching](#)' and the school's own endorsed policy.

Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

#### 3.3 Student Wellbeing and Learning

Yea 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:

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- 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
- accommodating student developmental needs within the Victorian Essential Learning Standards stages of schooling

### 3.3.1 Students with Disabilities

The Department of Education and Training and Yea 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.

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

### 3.3.2 Koorie Education

Yea 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 and in partnership with the Koorie community.

### **3.4 Curriculum and Teaching Practice Review**

The school's curriculum will be audited on a cyclical 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.

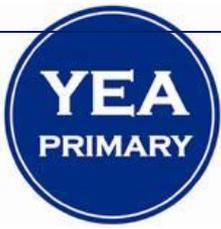
All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.

The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.

## **4. 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.



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### 4.1 Data collection

The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include:- [E.g. NAPLAN, English Online Interview, school assessment schedule, Numeracy Fluency, Reading Benchmarking, South Australian Spelling and PROBE.

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.

### 4.2 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.

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 for those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

### 4.3 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 reports and parent/teacher meetings 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.

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

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](#)



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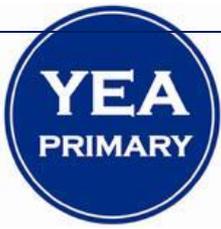
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Appendices which are connected with this policy are:

- Appendix 1: Whole School Curriculum Plan
- Appendix 2: Time allocations per learning area Foundation to Year 6

### **6. EVALUATION**

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



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### Appendix

#### Time allocations per learning area

##### Foundation - Year +6

The curriculum, F – Year 6 is based on the Victorian Curriculum.

The timetable is structured on a weekly basis. Each learning session depends on grade level and subject.

The breakdown of the weekly cycle is as follows:

Foundation to Year 1	
Learning areas	Hours per week
English	12
Mathematics	5
Science	1/2
Humanities	1
Languages	1
Health and PE	1
Arts	1 1/2
Technologies	1
Developmental play	2
<b>TOTAL</b>	<b>25 per week</b>

Year 2 – Year 6	
Learning areas	Hours per week
English	10
Mathematics	5
Science	1
Humanities	2
Health & PE	2
Languages	1
Arts	2
Technologies (also integrated across curriculum)	2

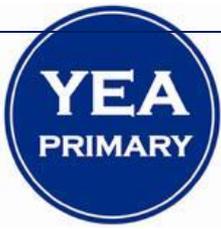


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TOTAL	25 per week
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<b>Date Implemented</b>	22/5/2017
<b>Author</b>	F Joseph
<b>Approved By</b>	School Council
<b>Approval Authority</b>	15/5/2017
<b>School Council President</b>	Sign  Amanda Jolly  Date
<b>Principle</b>	Sign  Deborah George  Date
<b>Date Reviewed</b>	15/5/2017
<b>Responsible for Review</b>	D George
<b>Review cycle</b>	Annual
<b>Review Date</b>	2018
<b>References</b>	