**CURRICULUM FRAMEWORK POLICY**

**Woodside Primary School**

**May 2019**

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**Purpose**

Woodside Primary School is committed to providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. We will endeavour at all times to create a stimulating learning environment that engages and challenges our students to achieve personal success and make positive contributions to their communities. Our aim is to provide engaging and innovative learning experiences that promote a culture of high expectations. Our learning experiences will be developed in line with the Victorian Curriculum and with a constant focus on the needs and interests of our students.

We will ensure a research-based approach to selecting programs, educational support materials and when considering how we deliver content.

Our learning experiences will provide every student of Woodside Primary School with the opportunity to develop:

• A solid foundation in literacy and numeracy that will allow them to access personal interests and other learning areas

• Deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications

• General capabilities that underpin flexile and analytical thinking, a capacity to work with other and an ability to move across subject disciplines to develop new expertise Students and parents have the right to timely and accurate feedback on progress against the Victorian Curriculum Standards.

**Aims:**

Woodside Primary School aims to implement a dynamic curriculum program that:

• Is outcome focused

• Is engaging and relevant and enables students to develop deep levels of knowledge, processes and skills for life-long learning

• Is differentiated in approaches to teaching that cater for the needs of students with a range of interests, abilities, skills and motivation

• Provide opportunities for students to think, reflect and become independent, resourceful and adaptable learners

• Enables students to interact with other students and the wider community

• Is complain with DET policies and based on the Victorian Curriculum.

**Policy**

Curriculum covers 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. Each year, Woodside will map our curriculum plan in the form of our Whole-School Yearly Planner document. This will be available to all staff, students and parents.

All students will be provided with access to all Victorian Curriculum learning areas and cross-curriculum priorities through our daily, weekly, term and annual planning documents.

The following table provides the time tabled allocation for Victorian Curriculum learning domains at Woodside P.S.

**Time Tabled Allocation Minimum Timetabled Hours per Week, Weekly %**

English (Reading, Writing, Speaking and Listening)

42%

Mathematics 25%

Integrated Topics 10%

Physical Education and Activity 10%

Visual Arts 4%

Languages 4%

Wellbeing and Buddy Programs 5%

English

• English learning should encompass the areas of Reading, Writing and Speaking and Listening as outlined in the Victorian Curriculum

• It is expected that a total of two hours of literacy learning experiences will be undertaken by the students on each day of the week. This could be integrated across other areas of learning

Mathematics

• Mathematics teaching should encompass the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability as outlined in the Victorian Curriculum

• It is expected that an hour of numeracy learning experiences will be undertaken by the students on each day of the week. This could be integrated across other areas of learning

Health and Physical Education

• In accordance with DET policy, Woodside will mandate the following times to Physical Education/Physical Activity

o F-2: 1 hour specialist session each week. Additional 20 minutes per day in the form of brain breaks o 3-6: 1 hour specialist session each week. Additional 25 minutes per day in the form of brain breaks

• The school will maintain membership of the HPSSA

• The school will seek out grants wherever possible and engage external providers to support our HPE program

• The swimming program will run a minimum of bi-annually

• The school will actively promote physical activity and healthy eating as well as personal wellbeing

**Languages**

• According to DET policy, schools much provide tuition in languages from Foundation to Year 10 by a suitably qualified teacher and report student achievement from Year 4 onwards. Woodside will make every effort to provide a program in line with this, where a qualified language teacher cannot be engaged, a classroom teacher with a language certificate

• At Woodside the school language program is Auslan

**ICT**

• At Woodside Primary School it is a priority to include ICT across the whole curriculum

• We will have an ICT strategy developed and in place

• All classroom teachers are expected to integrate ICT in their learning programs

Students with Disabilities

• The DET and Woodside P.S. 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

• Woodside P.S. will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities

Guidelines

• The Principal has the overall responsibility for the implementation of curriculum at the school. Aspects of this role can be delegated to other staff members who will work in conjunction with the Principal in developing curriculum delivery and programs

• The curriculum taught at Woodside P.S. will encompass all areas in the Victorian Curriculum

• The school will ensure that it has a comprehensive budget to support curriculum programs. Budget requests will be submitted by classroom teachers in October. These will be considered when preparing the indicative budget which must be approved by School Council prior to the school year

• The Woodside School Strategic Plan is the schools’ statement to its community about what it stands for and intends to do, over the next four years, to improve student outcomes. It defines what the school values most and sets out the school’s goals and targets, key strategies for improvement and its resourcing priorities.

• The Woodside Annual Implementation Plan outlines one-year goals that are steps towards achieving the broader targets set in the strategic plan. It also provides a reference point for monitoring the school’s progress in meeting the goals and targets set in its strategic plan

• Each term, level plans will produce a curriculum planning document detailing the learning focuses of the term. Weekly Staff Meetings will have a focus on student learning data and planning in order to provide differentiated approaches to teaching that cater for the needs of students with a range of interests, abilities and motivation. It will be constantly referenced against the Victorian Curriculum

• All staff will ensure the Victorian Curriculum scope and sequence coverage is monitored across the school. Teachers are responsible for core curriculum development and delivery

• Learning about cross-curriculum priorities such as Aboriginal and Torres Strait Islander perspectives will be an integral component in planning and delivery

• A range of DET programs will support curriculum delivery across the school. These may include EAL, Reading Recover, Health Education, Drug Education, Koorie Education, Gifted Education, ESL New Arrivals program and the Program for Students with Disabilities

• A range of teaching resources will be accessed when developing curriculum programs. The school will ensure that teaching and learning resources balance the need to provide challenging and engaging learning programs for students with the use of materials that do not offend students and the wider community. Teaching and learning resources include any spoken, written or visual text or activity used or conducted by schools such as text books, novels, films, plays, radio programs, multimedia, digital learning resources including video, audio, text, animations and images, lectures, speeches and performances

**Program evaluation and review**

Staff will meet regularly (at least once per term) to track whole school data and identify potential curriculum areas that require focus. In addition, the weekly staff meetings will focus on student learning and individual needs. Data analysed will include but is not limited to: NAPLAN, PAT Testing, F&P, SWST and the Continuum Tracker in Clear Track.

**Policy Review**

This policy will be reviewed bi-annually as part of the school’s periodic review cycle.

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|  The policy was last updated in: June 2019 To be reviewed: June 2023This policy was last ratified by School Council in June 2019  |