CLYDE PS CURRICULUM FRAMEWORK

HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy please contact Clyde Primary School on 5998 5293.

DEFINITION OF CURRICULUM

The curriculum is a statement of the purpose of schooling. It is the common set of knowledge and skills that are required by all students for life-long learning, social development and active and informed citizenship. As such, the curriculum is the foundation of schools' teaching and learning programs which are the school-based plans for delivering, expanding and extending this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts. There is a distinction between the curriculum and a school's teaching and learning program.

RATIONALE

The core purpose of Clyde Primary School, as defined in the Strategic Plan is to provide a positive, personalised and nurturing learning environment that motivates students to reach their maximum potential as lifelong learners. To achieve this, staff work in a collaborative and collective manner, focusing on students' achievements to inform teaching and learning programs that are sequential, engaging and inclusive. The school is committed to a holistic approach to the growth of each student and seeks to develop respectful, empathetic and determined students who demonstrate independence, creativity and strong social values.

AIM

1. To ensure students and their needs are at the centre of curriculum planning and delivery.
2. To provide a guaranteed and viable curriculum that defines increasingly complex knowledge, skills and concepts and enables students to develop deep levels of understanding, knowledge and the skills for life-long learning.
3. To develop and publish a whole-school curriculum plan that documents the teaching and learning program.
4. To define the curriculum content for each year level program at each level of whole school, curriculum area, individual year level and units of work making clear what is most important for all students to learn.
5. To enable teachers to identify the point of learning progression of each individual student against the Victorian Curriculum achievement standards and to plan for the appropriate next steps in learning.
6. To identify students requiring academic and/or behavioural intervention and implement support to improve student outcomes.
7. To provide opportunities for students to give voice to their interests and needs and to have input into the school's curriculum.
8. To support the school's values, mission and philosophy.
9. To establish a learning community where continuous improvement is embedded in the school's ethos and culture.

DEPARTMENT OF EDUCATION GUIDELINES

Current regulatory curriculum requirements as set by the Victorian Registration and Qualifications Authority (VRQA) state: *A framework must be in place for the organisation, implementation and review of a school's curriculum and teaching practices and to ensure that, taken as a whole, the learning areas of the Victorian Curriculum are substantially addressed.*

At the Foundation stage (Prep-Year 2) schools focus on five curriculum areas: English, Mathematics, The Arts, Health and Physical Education and the Personal and Social Capability.

At the Breadth stage (Years 3-8) schools broaden the focus to include each of the curriculum areas with a focus on English, Mathematics and Science.

IMPLEMENTATION

1. The Curriculum Plan will be informed by the Strategic and Annual Implementation Plans (AIPs).
2. The Curriculum Framework will be based on the Victorian Curriculum and the Department guidelines.
3. The Curriculum Plan will be based on a stages of schooling approach based on the Foundation Stage (Prep-Year 2) and Breadth Stage (Years 3 – 8).
4. The Framework for Improving School Outcomes (FISO) Curriculum and Planning continuum will be used to evaluate curriculum planning and measure the school's success and progress.
5. The School Improvement Team (SIT) will meet regularly to track whole school data and identify potential curriculum areas that require focus; and will monitor the evidence of impact outlined in the Annual Implementation Plan (AIP) of the teaching program on student outcomes.
6. The identified curriculum focus areas will be aligned to the staff Performance and Development process.
7. A Professional Learning Community approach will be used to engage teams of teachers in developing, implementing and reviewing the teaching and learning program. Professional Learning Team meetings will follow a Data Driven Model and focus on developing student outcomes through analysis of data and reflection of teaching practices.
8. Teaching teams will meet weekly to share pedagogical content knowledge about the curriculum and will plan content-specific instruction to meet the needs of a cohort of students or individual students.
9. The Curriculum leader will guide and participate in planning meetings to facilitate coherent and sequential programs across the school. Standardised unit and lesson planning templates will be used.
10. Further consistency will be achieved through regular analysis and moderation of assessment data by teaching teams. Data analysed will include, but is not limited to, NAPLAN, teacher judgments based on learning outcomes in the Victorian Curriculum, surveys completed by staff, students and parents, formalised school testing including Fountas and Pinnell and Benchmark Reading assessments, On Demand Testing, PAT Testing and student work samples.
11. The focus of teaching and learning will be on students' point of need and teachers will use formative assessments to identify gaps in students' learning and to monitor the progress of each student.
12. Specialist programs from Prep to Year 6 will be delivered for Physical Education, Visual and Performing Arts, STEM and Auslan.
13. Additional support programs will be provided such as Tiered Intervention and Individual Learning Plans as well as individual programs prepared for students with disabilities or other learning needs, including extension.
14. Catching on Early, Wise Child and Respectful Relationships will be part of the curriculum provided to students.
15. Student engagement will be enhanced through programs such as Visual Arts, Music and Performing Arts, Physical Education, Auslan, Digital Technologies, Clyde TV, School Wide Positive Behaviour Support System, Bring Your Own Device program and the Student Voice, Agency and Leadership program.

16. Student achievement will be reported against the learning achievement standards set out in the Victorian Curriculum and EAL Curriculum Standards.

17. Student reporting will occur in written format twice a year in June and December. Formal Three-Way Conferences Student-Parent-Teacher conferences will occur twice a year.

18. The staff will participate in targeted, ongoing professional learning to ensure curriculum remains current and best practice is used for planning, teaching and assessment. This will include networking, action research, collaboration, coaching, mentoring and observation.

19. Teachers will participate in the Peer to Peer Observation program to provide formal feedback on teaching and learning.

20. An Induction Program will be implemented for graduate teachers and mentors will be provided for new staff members; and staff with expertise in specific areas will support other staff members.

21. Student learning outcomes data will be reported in the Annual Report to the School Community.

22. The Curriculum Plan will outline odd and even year focuses in Humanities and the Capabilities. Cross-curricula integration using themes and topics will be used to enhance the learning process.

23. The school will provide a minimum of 25 hours of student instruction per week.

24. The time allocations per week will be as follows:

Learning Area	Foundation-2	Years 3-4	Years 5-6
The Arts (Visual and Performing) 2x 50 sessions per week	1 hour 40 minutes	1 hour 40 minutes	1 hour 40 minutes
English (Reading& Viewing, Writing, Speaking & Listening, Spelling)	12 hours Literacy Block of Reading Writing and Spelling integrated- 5 x 2hr 24 mins	10 hours Reading- 5x50 mins Writing- 5x50 mins Spelling 4x25 mins	10 hours Reading- 5x50 mins Writing- 5x50 mins Spelling 4x25 mins
Physical Education	1 hour 40 minutes	3 hours	3 hours
Integrated Learning focus: Term 1 - The Humanities (Geography, History, Civics & Citizenship, Economics & Business) Term 2 – Science Term 3 – Health Term 4 – Technology STEM 1x 50 pw	2 hours	2 hours	2 hours
Languages (Auslan)	50 minutes	50 minutes	50 minutes
Mathematics (Number & Algebra, Measurement & Geometry, Statistic & Probability) 6x 50 minute sessions	5 hours	5 hours	5 hours
Other- SWPBS, RR	1 hours 50 minutes	1 hour 30 minutes	1 hour 30 minutes
TOTAL	25	25	25

25. All subjects in the table above are mandatory at Clyde Primary School.

26. Time allocations will be reviewed annually by the Leadership team to remain compliant with Department policies and reflect the needs of Clyde Primary School students.

Curriculum and Teaching Practice Review Schedule

	Term 1	Term 2	Term 3	Term 4	Responsibility
Whole School Scope and Sequence. Yearly Scope and Sequence. (Includes Curriculum Areas).			x	x	SIT 1 SIT 2 (Respectful Relationships and SWPBS).
How…			In response to NAPLAN and school data we review and revise the Yearly Scope and Sequence.	This is completed in Term 4 ready for PLT planning week 8 Term 4.	
Term Planner. Year Level Units	x	x	x	x	PLTs led by LT.
How…	By using SVAL feedback and school assessment data for each term we review and revise the term planners.				
Weekly Planner. Year Level Lessons	x	x	x	x	PLTs led by LT.
How…	By using SVAL feedback and school assessment data for each term we review and revise the weekly planners.				
Teaching Practice	x English Instructional Model	x Assessment Schedule.	x Maths Instructional Model	x Whole School Curriculum Delivery.	
How… (If a problem of Practice is identified in a particular area this schedule may be modified)	The English Curriculum Leader will undertake learning walks and data collection and consult with the curriculum team for English. PLTs Curriculum team members consult with their PLT and provide feedback to the English team leader.	Annually reviewed and PLTs Curriculum team members consult with their PLT and provide feedback to the Assessment Leader (LT).	The Maths Curriculum Leader will undertake learning walks and data collection and consult with the curriculum team for maths. PLTs Curriculum team members consult with their PLT and provide feedback to Maths team leaders.	Annually reviewed and PLTs Curriculum team members consult with their PLT and provide feedback to the Assessment Leader (LT).	

REVIEW CYCLE AND EVALUATION

Policy last reviewed	November 2021
Endorsed by	Michelle Mackenlay, Principal
Next scheduled review date	November 2024

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