

CURRICULUM FRAMEWORK POLICY



Help for non-English speakers

If you need help to understand the information in this policy please Kingswood Primary School at kingswood.ps@education.vic.gov.au

PURPOSE

To ensure that Kingswood Primary School meets the curriculum guidelines set out by the Department of Education and Training (DET) and provides an inclusive curriculum for all students to access. Kingswood Primary School is committed to ensuring a leading learning environment celebrated for inspiring young minds. Kingswood Primary school as a collective builds the foundations for a full and successful life by nourishing curiosity and empowering each child.

A holistic approach to learning is adopted where the academic, physical, social, emotional and psychological needs of all children are taken into account underpinned by the following key values:
We are here for the students, Lead the way, Thrive in a team culture, A place to shine, Connected to community

SCOPE

Kingswood Primary School understands the importance of following all requirements and regulations outlined by the Victorian Department of Education and Training. Curriculum is a broad term that covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches and other organisational considerations.

POLICY

Teaching and Learning

Kingswood Primary School will ensure that the Framework for Improving Student Outcomes (FISO), a model for continuous school improvement, forms the basis of teaching and learning at the school. The FISO identifies that effective teaching is the single biggest determinant of student improvement in schools. Effective teaching and learning takes place in schools where teachers:

- Have deep knowledge of the curriculum
- Understand and be capable of teaching each student according to where they are on the learning continuum
- Have skills to analyse data and use that data to inform their teaching
- Have the skills to utilise High Impact Teaching Strategies (HITS) to improve student learning
- Believe that every child is capable of learning
- Use Professional Learning Communities (PLC) to develop pedagogical approaches, based on evidence-based research to improve student outcomes
- Embed a culture of thinking across the school

The FISO Improvement Cycle emphasises that the planning and implementation of the curriculum is an ongoing process, subject to monitoring, evaluation, and adaptation. Kingswood Primary School use this cycle to plan for effective teaching and learning at both a classroom and school level.

The Victorian Teaching and Learning Model (VTLM) brings the FISO specifically into the classroom. It creates a line of sight between the whole-school improvement approach and classroom practice. This model allows teachers and school leaders to focus on high impact improvement initiatives and drive those initiatives through evidence-based decisions about their teaching and student learning. The VTLM consists of four components:

1. A vision for learning helps create a unified set of values and beliefs to drive a high-performance learning culture.
2. The practice principles for excellence in teaching and learning are nine signature pedagogies which make the difference in improving student achievement and motivation.
3. The pedagogical model describes what effective teaching looks like in the classroom and helps teachers apply the practice principles.
4. The high impact teaching strategies (HITS) are ten instructional practices that reliably increase student learning wherever they are applied.

All teaching staff at Kingswood Primary School will utilise these understandings to deliver high quality teaching and learning experiences for all students.

Victorian Curriculum F-10

In Victoria, the school curriculum is set out in the Victorian Curriculum F-10 and defines the common and core set of knowledge and skills that are required both for life-long learning and active and informed citizenship. It includes knowledge and skills, which are organised under eight learning areas and four capabilities. The capabilities are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas.

Incorporating the Australian Curriculum, the Victorian Curriculum F-10 reflects Victorian standards and priorities and is the curriculum for all Victorian Government schools.

The Victorian Curriculum F-10 includes opportunities for students to learn about the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability. These are embedded in the relevant curriculum areas of the Victorian Curriculum F-10.

All Victorian government schools must provide students with access to the content set out in the Victorian Curriculum F-10, and report against the achievement standards. Schools have considerable flexibility to design a teaching and learning program that develops areas of specialisation and innovation in ways that reflect and use local resources, expertise, and contexts, while also providing the content set out in the Victorian Curriculum F-10 and enabling the reporting of progress against the achievement standards.

At Kingswood Primary School, the Victorian Curriculum F-10 is used as a framework for curriculum development and delivery across all year levels from Foundation to Year Six in accordance with DET policy as well as Victorian Curriculum and Assessment Authority (VCAA) guidelines. The curriculum plan provides twenty-five hours of student instruction each week in accordance with guidelines.

Appropriate time is allocated to all domains each week, with the expectation that the capabilities be incorporated across all domains where possible. The following shows a breakdown of these time allocations:

Domain	Time per week
English	600 minutes
Mathematics	300 minutes
Integrated (The Humanities, Health, Science, Civics and Citizenship – Economics and Business) Technologies (Design and Digital)	200 minutes
Visual Arts	50 minutes
Performing Arts (Drama, Music, Dance)	50 minutes
Languages - Japanese	50 minutes
Health and Physical Education	150 minutes
Capabilities- Critical and Creative thinking, Ethical, intercultural	Embedded into the curriculum
Capabilities - Personal and Social	50 minutes

All teaching staff at Kingswood Primary School work to ensure that these allocations are adhered to each week, and the principal is responsible for the overseeing of timetabling across the school.

Student Wellbeing

Kingswood Primary School, is a Respectful Relationships school and in alignment with the Department of Education and Training, is committed to delivering an inclusive education that ensures all students have access to a quality education that meets their diverse needs. This includes:

- A commitment to students with disabilities in liaising with DET and relevant support services to provide suitable programs and resources to support the delivery of high-quality schooling.
- A commitment to Koorie students through: Sustaining a culture of high expectations and meeting the individualised learning needs of Koorie students
- Creating an environment that respects, recognises, and celebrates cultural identity through practice and curriculum
- A commitment to vulnerable students through careful tracking of personalised learning approaches that cater to their specific needs, with referral to relevant support services where required.

Further information regarding student wellbeing can be accessed in Kingswood Primary School's endorsed Student Wellbeing and Engagement Policy which also contains the school's personalised Inclusion and Wellbeing Framework

Program Development

When developing and implementing the teaching and learning program, Kingswood Primary School will:

- provide a teaching and learning program that incorporates the specific needs of all students, including needs relating to gender, special learning needs, disabilities and impairments, giftedness, Aboriginal and Torres Strait Islanders and students from language backgrounds other than English.
- cater for the different needs of cohorts of students when developing its curriculum plan, which will provide pathways for all students to ensure improved outcomes.
- use the Victorian Curriculum F-10 as a framework for curriculum development and delivery in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.
- provide at least twenty-five hours of student instruction per week.
- comply with DET requirements related to the teaching of Languages, Physical and Sports

Education, and the New Arrivals Program/English as an Additional Language (EAL) and implement these where required.

- integrate Information and Communications Technologies (ICT) across the curriculum to support the improvement of teaching and learning outcomes and adhere to DET’s School Policy and Advisory Guide ‘Using Digital Technologies to Support Learning and Teaching’ as well as the NDPS endorsed Digital Learning Policy.
- use a consistent pedagogical approach across all classrooms and learning domains to ensure continuity of practice.
- ensure adequate and appropriate resourcing is managed through school program budgets.
- review annual budgets and programs in consultation with staff in preparation for the following year.
- The school uses the Framework for Improving Student Outcomes (FISO) and Professional Learning Communities (PLCs) which provides a model for continuous school improvement.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school’s website
- Included in staff induction processes
- Made available in hard copy from school administration upon request

FURTHER INFORMATION AND RESOURCES

The Department’s Policy and Advisory Library:

- Languages Education
- Program for Students with Disabilities
- Victorian Curriculum
- Statement of Values and School Philosophy Policy
- Student Wellbeing and Engagement Policy
- Digital Learning Policy
- Homework Policy
- Inclusion and Diversity Policy

REVIEW DATE

Policy last reviewed	APRIL 2022
Consultation	Staff Student Learning and Wellbeing Sub Committee School Council
Approved by	Principal
Next scheduled review date	APRIL 2025

