



CURRICULUM FRAMEWORK POLICY

OVERVIEW

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Riddells Creek Primary School encourages all children to 'step up and step out for success' 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.

RCPS will meet the minimum standard with:

- A whole school curriculum plan which shows the time allocation per week
- An explanation of how and when curriculum and teaching practice will be reviewed (statement is at 2.4 of this policy)
- An outline of how the school will deliver its curriculum is found in Team Planning and Class Planning documentation
- A time allocation for each of the eight learning areas and four capabilities
- A documented strategy to improve student learning outcomes (statement is at 3.0 of this policy).

1. CURRICULUM GUIDELINES

RCPS will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

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

The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, Languages and English as an Additional Language (EAL). Our school also places a high priority on the teaching of these learning areas.

Supporting students with transition into school, through school and on to secondary education will be a focus within our school.

Teaching and learning programs will be resourced through Program Budgets.

2. PROGRAM

2.1 Program Development

RCPS will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, extension and intervention students 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 which includes priority cohorts from Out of Home Care, Koorie students and other at-risk students.

In developing our curriculum plan, we will provide a broad range of educational pathways to ensure improved student outcomes.

RCPS will implement the Framework for Improving Student Outcomes (FISO) Inquiry Cycle, a model for continuous school improvement. Key components include:



The Victorian Curriculum (VC) will be used as a framework for curriculum development and delivery from Foundation to Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

In developing our Curriculum Plan, the school will provide at least 25 hours of student instruction per week.

2.2 Program Implementation

The school 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.

RCPS follows whole school curriculum Teaching and Learning Models in Mathematics and English as well as a Mathematics Scope and Sequence.

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 and Advisory Guide 'Using Digital Technologies to Support Learning and Teaching' and the school's own endorsed policy.

2.3 Student Wellbeing and Learning

RCPS will embed student wellbeing in all learning experiences by aligning student wellbeing and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students by:

- 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 Curriculum.
- Implementing DET's Respectful Relationships. The Royal Commission into Family Violence identified the critical role that schools have in creating a culture of respect in order to change the story of family violence for future generations. Everyone involved in our school community deserves to be respected, valued and treated equally.

We know that changes in attitudes and behaviours can be achieved when positive attitudes, behaviours and gender equality are lived across the school community, and when classroom learning is reinforced by what is modelled in our school community. Taking a whole-school approach is about embedding a culture of respect and equality across our entire school community. This approach leads to positive impacts on students' academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students.

Respectful Relationship lessons cover the following topics with age-appropriate content and resources for each year level:

- Emotional Literacy
- Personal Strengths
- Positive Coping
- Problem Solving
- Stress Management
- Help-seeking
- Gender and Identity
- Positive Gender Relations

2.3.1 Students with Disabilities

The Department of Education and Training and RCPS 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.

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

2.3.2 Koorie Education

RCPS is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- 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) and Koorie Education Support Officers (KESO);
- 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.

2.4 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-to-one meetings to support staff to continually improve their method and practice of teaching.

3. STUDENT LEARNING OUTCOMES

The school's Strategic Plan will set out the school's direction, goals, targets and key improvement strategies. The school's Annual Implementation Plan will outline incremental stages of the 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.

3.1 Data Collection

Data plays a key role in the ongoing school improvement process. The school will continuously monitor student outcomes using a variety of assessment strategies that include: NAPLAN, Mathematics Online Interview, Fountas and Pinnell Assessment, Essential Assessment, PAT, Common Misunderstandings in Mathematics, writing moderation scale and common assessment tasks in line with the school's assessment schedule.

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.

3.2 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 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 in the follow up planning sessions each week to plan learning experiences that are relevant and personalised to meet student need.

Data will also be used to determine student support options including those at risk, developing an Individual Learning Plan, provision of extra teaching support and/or referral for further assessments.

3.3 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. This will be done through student/teacher conferences and setting learning goals. The more immediate the feedback, the greater the impact.
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- 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, home-school conferences 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 DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority (VRQA) and on the school website.

TIME ALLOCATION PER LEARNING AREA

Foundation to Year 6

The curriculum is based on the Victorian Curriculum

Foundation	
Learning Areas	50-minute sessions per week
English – Reading	5
English - Writing	5
Mathematics	5
Science	A minimum of 1
Physical Education	1
Performing Arts	1
Science Technologies, Engineering, Art, Mathematics (STEAM)	2
Wellbeing	A minimum of 1
Inquiry	A minimum of 1
TOTAL	30 sessions per week

Year 1-6	
Learning Areas	50-minute sessions per week
English – Reading	5
English – Writing	5
Mathematics	5
Science	A minimum of 1
Physical Education	1
Languages - TBD	1
Performing Arts	1

Science Technologies, Engineering, Art, Mathematics (STEAM)	1
Wellbeing	A minimum of 1
Inquiry	A minimum of 1
TOTAL	30 sessions per week

RELATED POLICIES AND RESOURCES

Student Wellbeing and Engagement Policy

Digital Technologies Policy

VCAA

DET – Assessment and Reporting

DET – FISO

Koorie Education

Students with Disabilities

REVIEW CYCLE

Ratified on:	Scheduled for review:
24 th September 2020	September 2022