

MELTON WEST PRIMARY SCHOOL

CURRICULUM FRAMEWORK POLICY

PURPOSE

The core purpose of Melton West Primary School, as defined in the Strategic Plan, is to provide an inclusive, rigorous learning environment that challenges and engages young people to grow as passionate learners. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community.

SCOPE

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.

Our 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 inclusive curriculum.

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan (see Appendix A).

POLICY

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. These curriculum areas are also cross-referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Science, Physical Education, Language (Chinese), and Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of Outdoor Education camps and excursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in choir and Drumbeat.

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

GUIDELINES

Melton West Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan,

Melton West 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 the demands of students. The Victorian Curriculum will be implemented from Years F to 6 at Melton West Primary School.

The DET requirements related to the teaching of Physical Education, Sports Education, LOTE and EAL will be implemented.

The school curriculum programs are designed to enhance effective learning. The School Improvement Team / Strategic Leadership Team will meet regularly to track whole school data and identify potential curriculum areas that require focus. Tools used to track student growth and performance will include Excel Spreadsheets with calculations of effect size, Sentral and other emerging tools. Data sets will include, but are not limited to, NAPLAN, Victorian Curriculum teacher judgments, English Online Interview, Mathematics Online, school based pre and post testing, Fountas and Pinnell benchmarks, and anecdotal records including reading conference notes.

An Assessment Schedule that documents the data required for collection in English and Mathematics, and the times of the year, this data is required and will be updated each year and made available to all staff.

Teachers will work in Professional Learning Teams referencing our Assessment Schedule and frequently analyse student data focusing on growth, and learning and teaching strategies to improve learning outcomes for all students including for students at risk.

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

Leading Teachers will be required to review their policy statement, prepare a comprehensive annual program budget, and submit these to School Council by October each year.

The School Curriculum Teams and Professional Learning Teams will review the curriculum on a regular and on-going basis, in response to emerging research and when new guidelines from DET or other statutory bodies are introduced.

Preparing young people for the transition from school into secondary education is a critical element in our school as a Primary School.

Teaching and learning programs will be resourced through Program Budgets.

FURTHER INFORMATION AND RESOURCES

Links which are connected with this policy are:

- Minimum Standards for school registration
- Victorian Curriculum and Assessment Authority (VCAA) guidelines

School Policy and 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](#)

REVIEW CYCLE

This policy was last updated on March 2021 and is scheduled for review in March 2024.

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|-------------------------------|--|
| School Council | Not required |
| Date Reviewed/Approved | May 2021 |
| Communication method | School website, Staffcom, Induction Pack |
| Date communicated | |
| Source of Requirement | Minimum Standards |
| Responsible for Review | Assistant Principal |
| Review Cycle | 3 to 4 years |
| Next Review Due Date | March 2024 |
| References | Victorian Government Schools Policy Advisory Guide |

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PRIMARY SCHOOL

Appendix A

Curriculum Plan – including time allocations

Years Prep - 6

The curriculum is based on the Victorian Curriculum. The timetable is structured on a weekly basis and will provide dedicated time to literacy and numeracy, and specialist programs. Subjects will also be integrated into inquiry units, which will require flexibility and fluidity. Whilst times are allocated below, it needs to be noted that this is an average over the year rather than a strict outline for each week.

| Domain | Year Prep | Years 1 - 4 | Year 5/6 |
|--|--------------------------|----------------|----------------|
| | Hours per week | Hours per week | Hours per week |
| English (including Oral Language/Library) | 10 | 10 | 10 |
| Mathematics | 5 | 5 | 5 |
| *Science (specialist teacher) | 1 | 1 | 1 |
| #Inquiry Unit of Work including History; Geography; Health; Civics & Citizenship | 3 | 3 | 3 |
| LOTE (Chinese specialist teacher) | | 1 | 1 |
| Schoolwide Positive Behaviours and respectful relationships | 3 | 2 | 1 |
| Physical Education (specialist teacher) | 1 | 1 | 1 |
| Arts (specialist teacher) | 2 | 1 | 1 |
| Extra sport/games | | 1 | 2 |
| TOTAL | 25 hours per week | | |

*Includes the Victorian Curriculum Learning Area of Technologies: Design Technologies and Digital Technologies.

#In addition the Capabilities: Critical and Creative Thinking, Ethical, Intercultural, Personal and Social are taught through the units of Inquiry