
CURRICULUM FRAMEWORK

STATEMENT

The core purpose of this school as defined in the Strategic Plan is to provide an inclusive, innovative learning environment that encourages excellence through high expectations. We aim to strengthen resilience, support deep creative thinking, recognise diversity, develop compassion and respect our environment. We want all our students to have the skills to fully participate in a sustainable global future.

The school provides a comprehensive curriculum based on the Victorian Curriculum including Literacy, Numeracy, Physical Education, the Humanities, Japanese, Art, Music and STEM. In addition, students take part in Philosophy each week. Our Respectful Relationships curriculum combined with the Berry Street Education Model help students to build healthy relationships, resilience and confidence. We offer a Forest Classroom Program with the adjoining kindergarten.

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 Physical Education, Language (Japanese), 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 instrumental music, choir, recorder and assembly performances

Teaching and learning teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams are currently responsible for core curriculum development and delivery in literacy, numeracy and integrated studies including history, design technology, sustainability and digital technologies.

Specialist programs from Prep to Year 6 are delivered for Physical Education, Visual and the Performing Arts, Language (Japanese), including a Literacy initiatives in reading support of Mini and MacLit for year 1-4 and Corrective reading in Year 5-6

The school has a School Improvement Teams with a curriculum leader in Literacy, Numeracy, Assessment, Wellbeing, Inquiry and a Professional Learning Community (PLC) Learning Specialist, PLC Team leaders and Team Leaders with teacher membership from each level of the school. These teams focus on literacy, numeracy, digital technologies, sustainable schools, access (welfare), assessment and reporting and personalised learning.

GUIDELINES

- Our school is committed to the successful implementation of each of the Victorian Curriculum domains and capabilities from Foundation to Year 6.
- School Council will have an active Education Committee in order to oversee curriculum direction and Victorian Curriculum implementation across the school.
- The Leadership Team will be allocated the responsibility to lead a team in the development and implementation of a strategic plan for the integration of the Victorian Curriculum from Foundation to Year 10 and other curriculum issues as they arise.
- In doing so, all Department of Education timelines and reporting requirements will be met.
- Whole school professional development opportunities will be provided, as well as personal professional development plans developed that cater for the Victorian Curriculum understanding and implementation needs of each staff member.
- The community will be kept well informed of the Victorian Curriculum, with open evenings to explain structure and implementation of the new curriculum, regular bulletins in the newsletter, and updates of school progress in implementing the Victorian Curriculum made available.
- Our strategic plan will incorporate audits of existing curriculum areas against the Victorian Curriculum and will require teams to work closely together to achieve consistency with curriculum implementation.
- All teachers are required to work with their respective teams, to contribute to the development and implementation of guaranteed and viable Victorian Curriculum based programs for all students, and to implement student needs based lessons using agreed planning templates, assessment tools and lesson structures.
- Student achievement will be measured and reported to students, parents, Department of Education and the wider community against the Victorian Curriculum achievement standards, in each of the domains.
- All staff will participate in the collection of student achievement data, and all staff will have input into school decisions resulting from interpretations of student achievement data.
- Implementation of the Victorian Curriculum will be a key performance indicator of each staff member's annual performance review.
- School council will provide adequate resources for the implementation of the Victorian Curriculum and associated professional development via the budget.

CONTINUOUS IMPROVEMENT

Our school seeks to provide the best education it can for our students by establishing a workplace where continuous improvement is embedded in the school's ethos and culture and strategically identifying and implementing improvements in all facets of our school.

- Continuous improvement is as much about attitude as it is about process.
- All staff at our school are committed to continuous improvement, and understand that a high performing school is to the benefit of everybody.
- Our school values and relies upon robust, authentic and valid performance data.
- Discussions relating to continuous improvement data will focus on opportunities for development and enhancement as opposed to shortcomings or deficits.
- A School Improvement Team will analyse whole school data and develop strategic plans to improve performance in identified areas of need.
- The Leadership Team will set high and realistic expectations, and clearly articulate expected levels of performance by students and staff.

- Individual staff members will, in consultation with others, analyse their own performance related data and propose strategic plans to the principal class for consideration, to improve their own performance levels in targeted areas.
- Targeted whole school and personal professional development will provide significant support in the achievement of identified improvement goals.
- Mentors will be identified for all staff members, and staff with expertise in specific fields will be identified and made available to all.
- Achievement progress will be closely monitored and constructive and precise feedback based on data will feature prominently.
- Achievements will be publicly and enthusiastically celebrated, and will set benchmarks for new improvements.

CURRICULUM DEVELOPMENT

The Patch Ps will provide 25 hours (300 hours) of student instruction and learning per week. The School Improvement Team (SIT) will determine the structure of the program based on latest research pertaining to effective teaching and learning, how students learn best and involves teachers and students in the development and determinations of programs for each year

DET requirements related to the teaching of Physical Education and Sports Education will continue to be implemented. Student involvement in community-based physical and sport education will be promoted at all times. Languages other than English- Japanese are currently taught by a registered VIT teacher, with support from the local High School Japanese teachers and an intern from Japan.

Considerations and advice will be set out regarding the effective use of ICT across the school. Please refer to the school's ICT Digital Technologies (Internet, Social Media, Devices) Policy

The school's curriculum program is based on the Victorian Curriculum as follows

The Learning areas are:

- The Arts
- The Humanities – Economics & Business, Civics and Citizenship, Geography and History
- English
- Languages
- Mathematics
- Science
- Health & Physical Education
- Technologies

The Capabilities areas are

- Ethics
- Personal and Social
- Intercultural
- Critical & Creative Thinking

FURTHER INFORMATION AND RESOURCES

Please also refer to the school's:

- Annual Report Policy
- Framework for Improving Student Outcomes
- Statement of Values and School Philosophy Policy
- Teaching and Learning Policy

EVALUATION

This policy was originally formed, and will be reviewed in consultation with all members of the wider community (all staff, parents, students, and interested members of the community) as part of the school's five - year review cycle.

SIGNATURE



Debra Herrmann
Principal



Becks Wapshott
School Council President