

CURRICULUM FRAMEWORK POLICY

POLICY STATEMENT

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 distribution of facilities and resources.

Saltwater College 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, differentiated, broad-based and inclusive curriculum, based on the Victorian Curriculum.

The Curriculum will allow every Saltwater College student the opportunity to develop:

- a solid foundation in knowledge, understanding, skills and values
- deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications
- general capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise.

AIM

Saltwater College will develop curriculum plans and scope and sequence documents to map out our curriculum structure. This will be reviewed and updated annually.

At Saltwater College, we will:

- recognise and respond to diverse student needs when developing its curriculum programs.
- comply with all Department of Education and Training (DET) guidelines about the length of student instruction time required in Victorian schools.
- offer a broad range of programs based on Victorian Curriculum Learning Areas and Capabilities to meet the demands of students from Foundation to Year 6.
- provide diverse curriculum programs that enhance learning and engagement for all students and cater for their individual needs.
- ensure all students are challenged and are working within their Zone of Proximal Development.
- ensure transition into primary, within levels and into secondary are considered.
- resource teaching and learning programs through Program Budgets.
- map out curriculum offerings in the form of a Curriculum Plan

IMPLEMENTATION

The College will:

- provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English
- provide a Specialist curriculum that is delivered by teachers qualified in the relevant areas

- identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- comply with all DET guidelines about the length and allocation of student instruction time required in Victorian Schools.
- have a strong emphasis on building teacher capacity. All teachers will be part of a rigorous Professional Learning model that will align with the School Strategic Plan and Annual Implementation Plan. The school targets will be used to set the direction of the school. This will be supported by a Professional Learning Community approach to teacher collaboration.
- review and improve teacher practice through differentiated professional learning, coaching, direct observation and PDP conversations and documentation, and a prescriptive PLC approach.
- plan in PLCs directly related to student goals and school targets.
- offer a broad offering of programs to meet the demands of students. The Victorian Curriculum in conjunction with the International Baccalaureate's Primary Programme will be implemented from Years Prep to Year 6 at our school.
- place a high priority on the teaching of Physical and Sport Education, LOTE and the ARTS.
- offer curriculum programs that are designed to enhance effective learning.
- offer teaching and learning programs that are resourced through Program Budgets.
- determine the curriculum program for each year based on student demand and the need to maintain balance and a broad provision of subject choices.
- seek input from the relevant staff in the curriculum area when determining programs for the following school year.
- use the Victorian Curriculum and the Primary Years Programme as a framework for curriculum delivery.
- produce implementation, assessment criteria and planning documentation proformas that reflect the Victorian Curriculum.
- integrate Information and Communications Technology (ICT) across the curriculum to support the improvement of teaching and learning outcomes in students.
- track whole school data in line with goals and targets set in the Strategic Plan and AIP and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, school based testing, teacher judgments based on learning outcomes in Victorian Curriculum. Student learning outcomes data will be reported in the Annual Report to the School Community provided to the Education Department, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

Each team will

- plan based on Victorian Curriculum framework for curriculum development and delivery at years Prep to 6 in accordance with DET policy and guidelines.
- determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices.
- audit the curriculum of a particular program to ensure required domains, dimensions and strands of the Victorian Curriculum are being addressed. This audit will inform future curriculum planning.
- use technology while integrated it across the curriculum to support the enhancement of teaching and learning outcomes.

ASSESSMENT AND REFLECTION

- Teachers will report to parents against Victorian Curriculum standards twice yearly.
- Teachers will assess in line with the school's Assessment Schedule to ensure data can be tracked,
- Teachers, in conjunction with the Principal and Assistant Principals, will critically and collaboratively reflect upon curriculum delivery to ensure the Learning Areas and Capabilities Victorian Curriculum are being covered to inform future curriculum planning.
- Whole school data (growth) will be tracked to identify potential curriculum areas that require focus by the Leadership Team, for Annual Planning and Strategic Planning and in establishing meeting schedules.
- The successful implementation of the Victorian Curriculum and Primary Years Programme will form part of each staff member's annual performance review.
- Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

LINKS AND APPENDICES

Links which are connected with this policy are:

- <http://www.education.vic.gov.au/studentlearning/curriculum/default.htm>
- <http://www.education.vic.gov.au/studentlearning/curriculum/year10to12.htm>
- <http://www.education.vic.gov.au/studentlearning/curriculum/elearning.htm>
- <http://www.vcaa.vic.edu.au/vce/>
- <http://www.vcaa.vic.edu.au/vcal/index.html>
- <http://www.education.vic.gov.au/Documents/about/educationstate/outcomes.pdf>
- Appendix A : Time allocation
- Appendix B: Curriculum Plan

Links to DET School Policy & Advisory Guide:

- [Curriculum](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)
- [Koorie Education](#)

Appendices which are connected with this policy are:

Appendix A: Curriculum Plan – Including Time Allocation

REVIEW CYCLE

This policy was last updated on May 2021 and is scheduled for review in May 2022.

APPENDIX A: TIME ALLOCATIONS- YEARS P-6

The timetable is structure around 25 teaching hours per week. With a 2 hour literacy block every day and a minimum of 5 hours per week for mathematics. An integrated studies approach will be used which will link across strands and domains to provide learning flexibility for every student.

YEARS P-6 DISCIPLINE BASED LEARNING	
Domain	Hours per Week
English / Literacy	10
Mathematics	5
Science	2
LOTE	1
Arts – Art and Music	1
Health & Physical Education (including Sport)	2
ICT (including Robotics)	1
Integrated Studies – Civics & Citizenship, Critical and Creative Thinking, Ethical capability, Intercultural capability, Personal and social capability and Humanities.	4
Total	25

Timetable A	START TIME	FIRST BLOCK	RECESS TIME	MIDDLE BLOCK	LUNCH TIME	END BLOCK
Daily	9:00am	9:00am 11:00am	11:00am 11:30am	11:30am 1:40pm	1:40pm 2:20pm	2:20pm 3:20pm

Timetable B	START TIME	FIRST BLOCK	RECESS TIME	MIDDLE BLOCK	LUNCH TIME	END BLOCK
Daily	9:00am	9:00am 10:00am	10:00am 10:30am	10:30am 12:40pm	12:40pm 1:20pm	1:20pm 3:20pm