



MALVERN VALLEY PRIMARY SCHOOL CURRICULUM FRAMEWORK POLICY

CURRICULUM

RATIONALE:

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.

Our school encourages its students to strive for excellence in all of their endeavors. 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.

AIMS:

At Malvern Valley Primary School, we will:

- Recognise and respond to diverse student needs when developing and implementing curriculum programs.
- Comply with all Department of Education and Training (DET) guidelines about the length of student instruction time required in Victorian Government 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 (Appendix 1).

IMPLEMENTATION:

1. Resourcing

- 1.1 Use the Victorian Curriculum as a framework for curriculum development and delivery at years Foundation to year six in accordance with DET requirements.
- 1.2 The Education Sub-committee will review and provide guidance to School Council as to curriculum direction, associated policies across the school.
- 1.3 School Council and the Principal will provide adequate resources for the implementation of the Victorian Curriculum and to ensure staff are equipped with the skills and understandings to implement the school's Pedagogical Framework effectively.

2. Planning and Practice

- 2.1 Students will receive at least 25 hours student instruction per week.
- 2.2 Teachers will use the Whole School Pedagogical Framework Planning (Appendix 2) and Teaching (Appendix 3) as the basis for all curriculum planning and implementation. Teachers will be provided with collaborative planning time to facilitate this.
- 2.3 Teachers will use the Structure of Observed Learning Outcomes (SOLO) Taxonomy as the framework for effective differentiation and developing higher-order skills and understandings in students.
- 2.4 An Inquiry Cycle is used to ensure there is breadth in curriculum offered and that understandings and skills are built upon each year.
- 2.5 A diverse program will be provided, including subjects such as Visual Arts, Performing Arts, Physical Education (including: Year Four Bike Education, Swimming and Interschool Sport), LOTE (Japanese), Reading Recovery/Literacy Support specialist programs.

- 2.6 A diverse co-curricular program will be provided including opportunities such as Brass Band, individual music lessons, student leadership and Malvern Valley Precinct opportunities.
- 2.7 Diverse learning opportunities will be provided to students through experiences such as excursions, incursions, guest speakers and parent helpers.
- 2.8 Technology will be used to enhance teaching and learning outcomes.

3. Assessment and Reflection

- 3.1 Teachers will report to parents against Victorian Curriculum standards twice yearly.
- 3.2 Teachers will assess in line with the school's Assessment Schedule to ensure data can be tracked, with data uploaded to Sentral for analysis.
- 3.3 Teachers, in conjunction with the Principal and Assistant Principal 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.
- 3.4 Whole school data (growth) will be tracked to identify potential curriculum areas that require focus by the Leadership and Curriculum Teams, for Annual Planning and Strategic Planning and in establishing meeting schedules.
- 3.5 The successful implementation of the Victorian Curriculum each staff member's annual performance review.
- 3.6 Student learning outcomes data will be reported in the Annual Report to the school community and the DET. This information will also be made available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school's website.

APPENDICES:

Appendix 1: Curriculum Plan

LINKS:

DET Curriculum Website: <http://www.education.vic.gov.au/studentlearning/curriculum>
Victorian Curriculum Website: <http://victoriancurriculum.vcaa.vic.edu.au/>

EVALUATION

This policy will be reviewed as part of the school's three-year review cycle.

RATIFIED BY SCHOOL COUNCIL: 2017

TO BE REVIEWED: 2020

Appendix 1

Curriculum Plan

Years Foundation-6

The curriculum is based on the Victorian Curriculum standards and the time allocations Annual Average Hours

Annual Average Hours (excluding transdisciplinary sessions)							
	Foundation	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Learning Area							
The Arts	67	67	67	67	67	67	67
English	350	350	350	350	350	350	350
Health & Physical Education	67	67	67	67	67	67	67
Humanities (Civics & Citizenship, Economics & Business, History, Geography)	30	30	30	30	30	60	60
Languages	35	35	35	35	35	35	35
Mathematics	175	175	175	175	175	175	175
Science	35	35	35	35	35	35	35
Technologies (Design & Digital)	67	67	67	67	67	67	67
Capabilities							
Critical & Creative Thinking	40	40	40	40	40	40	40
Ethical Capability	40	40	40	40	40	40	40
Intercultural Capability	40	40	40	40	40	40	40
Personal & Social Capability	80	80	80	80	80	40	40

Appendix 2

Whole School Pedagogical Framework: Planning



WHOLE-SCHOOL PEDAGOGICAL FRAMEWORK PLANNING

Structure term to ensure planning is staggered (units run over multiple weeks but don't coincide)

Establish goals before all planning meetings (formally or informally) including:

- ✓ Approximate time allocations for each planner (& designated time-keeper)
- ✓ Resources to bring (Must bring: Term / year overview, Planning Flowchart & relevant data)
- ✓ Weekly timetable pre-prepared

PLANNERS TO CREATE

ESTABLISH STUDENT IDENTIFIED NEEDS

Utilising pre-tests, summative data, anecdotal records

IDENTIFY CURRICULUM LINKS

Learning Areas & Capabilities

DETERMINE LEARNING INTENTION

CREATE SUCCESS CRITERIA

Differentiated: *Based on SOLO verbs*

DESIGN LEARNING TASKS

Linked directly to SC
Differentiated: *Content, complexity, product*
Open-ended: *Still enabling achievement of SC*

DESIGN ASSESSMENT TASKS

Formative: *Assessment of learning tasks*
Summative: *Post-test or similar*

PLANNERS TO REVIEW

REVIEW STUDENT IDENTIFIED NEEDS

Utilising formative assessments

REVIEW LEARNING INTENTIONS

Do they still meet S.I.Ns?

REVIEW SUCCESS CRITERIA

Do they still meet S.I.Ns?

REVIEW LEARNING TASKS

If SC are altered, tasks may need to be

REVIEW ASSESSMENT TASKS

Do they still reflect SC?

COLLABORATIVE

IDEAS COLLABORATIVE
completion can be delegated

Appendix 3

Whole School Pedagogical Framework: Instruction



WHOLE-SCHOOL PEDAGOGICAL FRAMEWORK INSTRUCTION

