



# CURRICULUM FRAMEWORK POLICY

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## PURPOSE

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

Malvern Valley Primary 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.

## POLICY

### Curriculum Guidelines

Malvern Valley Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. Malvern Valley Primary School will offer a broad range of programs based on Victorian Curriculum Learning Areas and Capabilities to meet the diverse needs and demands of students from Foundation to Year 6 designed to enhance effective learning for the 21<sup>st</sup> Century. A documented strategy will be created to improve student learning outcomes (found within the School Strategic Plan and followed through in our Annual Implantation Plans). Curriculum plans will comply with all DET guidelines about the length of student instruction time required in Victorian schools, (Appendix 1) along with mandated curriculum offerings. Students' individual needs will be catered for and all students at Malvern Valley Primary School will be challenged and are working within their Zone of Proximal Development.

### Resourcing

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. Teaching and learning programs will be resourced through Program Budgets. The Education Sub-committee will review and provide guidance to School Council as to curriculum direction, associated policies across the school.

### Planning and Practice

Malvern Valley Primary School will provide all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training or further education. Malvern Valley Primary School will design and deliver school-based curriculum programs flexibly, responding to the strengths, needs and aspirations of students and the school and wider community.

Teachers will use the Whole School Pedagogical Framework Planning (Appendix 2) and Teaching (Appendix 3) as the basis for all curriculum planning and implementation. Students will receive at least 25 hours student instruction per week and teachers will be provided with collaborative planning time to facilitate this.

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. An Inquiry Cycle is used to ensure there is breadth in curriculum offered and that understandings and skills are built upon each year.

Malvern Valley Primary School students will experience a diverse program, including subjects such as Visual Arts, Performing Arts, Physical Education (including: Year Four Bike Education, Swimming and Interschool Sport), LOTE (Japanese), Digital Communications and a Literacy Support program.

Diverse learning opportunities will be provided to students through experiences such as excursions, incursions, guest speakers and parent helpers. A diverse co-curricular program will also be provided including opportunities such as Brass Band, individual music lessons, student leadership, Kitchen Garden and Malvern Valley Precinct opportunities.

Technology will be used to implement a blended approach to teaching and learning outcomes and all students in Grades 3-6 will be provided with a device as per the school's 1:1 Device Program.

### **Program for Students with Disabilities**

The Department of Education and Training and Malvern Valley Primary School is 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. Malvern Valley Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

### **Assessment and Reflection**

At Malvern Valley Primary School, 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, with data uploaded to Sentral for analysis.

Teachers, in conjunction with the Principal, Assistant Principal and Learning Specialists will critically and collaboratively reflect upon curriculum delivery to ensure the Learning Areas and Capabilities of the Victorian Curriculum are being covered and to inform future curriculum planning.

Malvern Valley Primary School leaders and teachers will analyse and track whole school data 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. The successful implementation of the Victorian Curriculum will be incorporated into each staff member's annual performance review.

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: Fortnightly Time Allocation

Appendix 2: Whole School Pedagogical Framework (Planning)

Appendix 3: Whole School Pedagogical Framework (Learning)

## **LINKS**

Links to DET School Policy and Advisory Guide:

[Victorian Curriculum and Assessment Authority Curriculum](#)

[Framework for Improving Student Outcomes](#)

[Assessment](#)

[Using Digital Technologies to Support Learning and Teaching](#)

[Student Wellbeing and Learning](#)

[Students with Disabilities](#)

## **EVALUATION**

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

## Appendix 1



### Fortnightly Time Allocation

Subject / focus	JUNIOR	SENIOR
	Priority / Definite	Priority / Definite
	<i>Fortnightly allocation of 50 minute sessions</i>	
<b>English</b>	<b>21</b>	<b>20</b>
<i>Reading</i>	8	8
<i>Writing</i>	8	8
<i>Spelling</i>	3	3
<i>Handwriting</i>	1	<i>0 (needs-basis, in situ)</i>
<i>Touch typing</i>	1	1
<b>Maths</b>	<b>10</b>	<b>10</b>
<b>Specialists</b>	<b>10</b>	<b>10</b>
<b>Science</b>	<b>2</b>	<b>2</b>
<b>Library</b>	<b>2</b>	<b>1</b>
<b>Assembly</b>	<b>1</b>	<b>1</b>
<b>Inquiry:</b> Humanities, Technologies, Science	<b>8</b>	<b>6</b>
<b>Wellbeing</b>	<b>4</b>	<b>4</b>
<b>Buddies</b>	<b>1</b>	<b>1</b>
<b>Inter-school sport</b> (6 weeks in each of Terms 2, 4)	0	When on, no Buddies, Touch typing, library & spare.
<b>Bike Ed</b>	0	Intensive: Term 1 Wk 3&4 When on, 3/4 Team plan accordingly
<b>Academy: Capabilities</b>	0	<b>4</b>
<b>Spare session</b>	1	1
<b>TOTAL</b>	<b>60</b>	<b>60</b>

## Appendix 2

# Whole School Pedagogical Framework: Planning

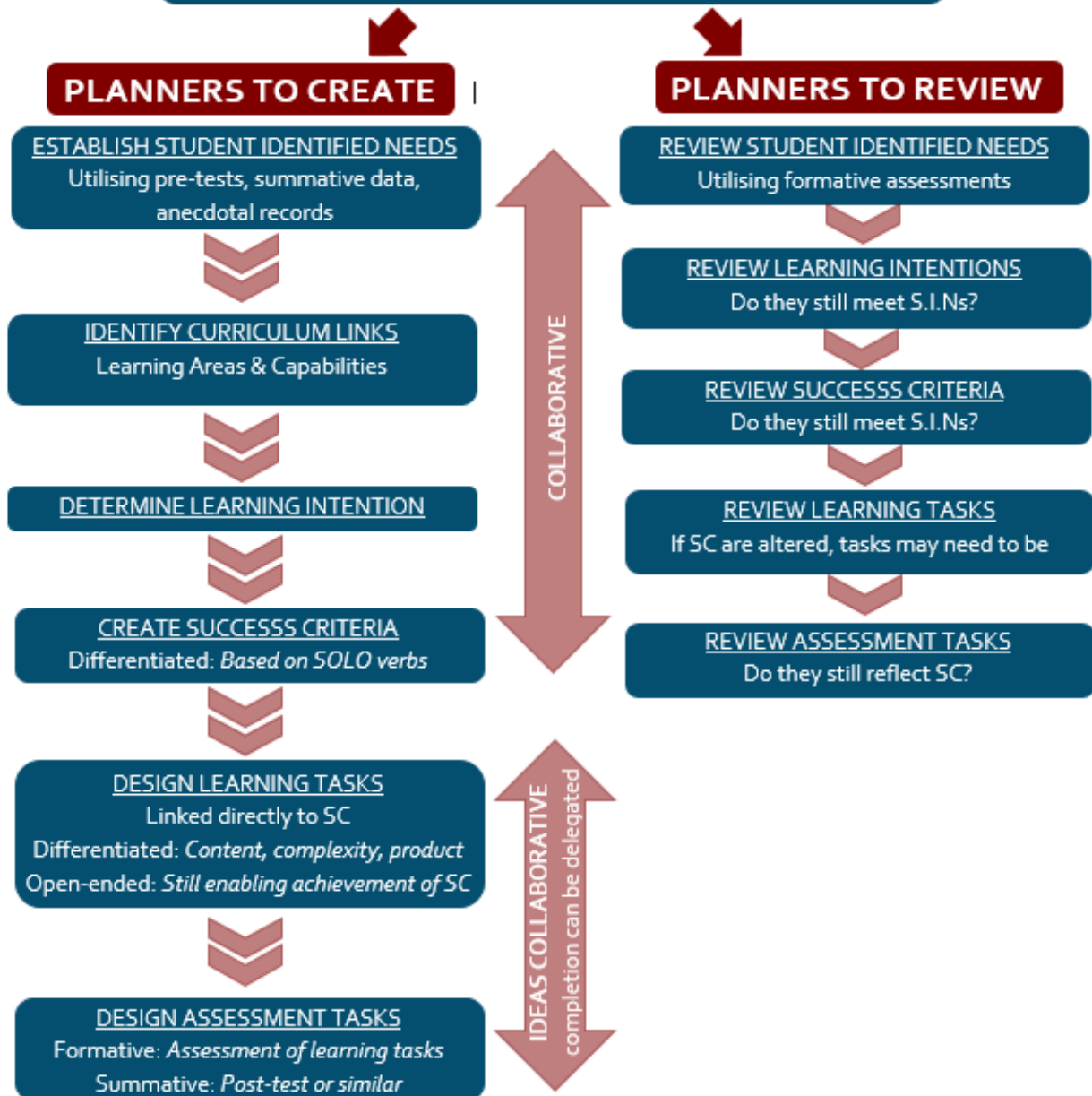


## WHOLE-SCHOOL PEDAGOGICAL FRAMEWORK PLANNING

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



## Appendix 3

# Whole School Pedagogical Framework: Instruction

