

Curriculum Framework Policy

Movelle School Values and Mission Statement:

Respect, Responsibility, Resilience, Learning, Teamwork

Movelle Primary School values continual learning and encourages respect, resilience, teamwork and responsibility in all that we do.

1. 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 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 Scope and Sequence Chart (See Appendix 1)

2. GUIDELINES.

- 2.1** Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan
- 2.2** Our school will comply with all DEECD guidelines about the length of student instruction time required in Victorian schools
- 2.3** There will be a broad offering of programs to meet the demands of students. The Aus/VELS will continue to be implemented from Foundation Year (prep) to Grade 6 at our school
- 2.4** The Department of Education and Early Childhood Development places a high priority on the teaching of Physical and Sport Education, LOTE and EALD. Our school also places a high priority on the teaching of these learning areas. Physical Education and LOTE are Specialist areas in our curriculum and EALD teaching strategies are incorporated into classroom teaching approaches in general
- 2.5** School curriculum programs are designed to enhance effective learning
- 2.6** Teaching and learning programs will be resourced through Program Budgets
- 2.7** Staff will be organized into Professional Learning Teams (PLTs) to constantly collect and analyse data and set goals for future learning.

3.PROGRAM

3.1.1 Our school 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

3.1.2 Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan

3.2 Our school when developing its Curriculum Plan will provide at least 25 hours student instruction per week

[\(<http://www.eduweb.vic.gov.au/edulibrary/public/schadmin/environment/4-3.pdf>\)](http://www.eduweb.vic.gov.au/edulibrary/public/schadmin/environment/4-3.pdf)

3.3.1 The School Leadership Team will 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

3.3.2 Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year

3.4.1 The AusVELS will be used as a framework for curriculum development and delivery at years F to 6 in accordance with DEECD policy and guidelines

3.4.2 The DEECD requirements related to the teaching of Physical Education, Sports Education, LOTE and EAL will continue to be implemented

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

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

(Pathways ~ refers to the considerations that teachers make when presenting work to students, such as, but not limited to: differentiation of student work, student preferred learning styles and interests, Individual Learning Plan goals, etc.)*

3.7 PLT teams across the school will meet regularly to track whole school and individual data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, CATs, school based testing, teacher judgments based on learning outcomes in AC and AusVELSs

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

1. LINKS AND APPENDICES (including processes related to this policy)

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>

Appendices which are connected with this policy are:

- Appendix 1 Scope and Sequence Chart

2. EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Date Implemented:	2011
Date reviewed	2014
Approved by School Council	August 26 th 2014
School Council President signature & date	
Responsible for Review	Assistant Principal
Review Date	February 2017

Appendix A

Curriculum Plan – including time allocations

Foundation to Year 6

Foundation to Year 4		Years 5 & 6	
Domain	Hours per week	Domain	Hours per week
English	12	English	10
Mathematics	5	Mathematics	6
Science	1	Science	1
Humanities (History/Geography)	1	Humanities (History/Geography)	2
LOTE	1	LOTE	1
PE/ Health	1	PE/ Health	1
Arts	2	Arts	2
Sport	1	Sport	1
Technology	1	Technology	1
TOTAL	25	TOTAL	25

*Includes the Aus/VELS Interpersonal Development, Personal Learning, Thinking Processes, and Communication domains.