

CURRICULUM FRAMEWORK POLICY

BETHAL PS

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 Curriculum Plan (**see Appendix A**).

2. GUIDELINES

- 2.1 Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (**see Appendix A**).
- 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 AusVELS will be implemented from Foundation to Year 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 EAL. Our school also places a high priority on the teaching of these learning areas.
- 2.5 School curriculum programs are designed to enhance effective learning.
- 2.6 Preparing young people for the transition from kindergarten into primary school and then into secondary school is a critical element in our school program.
- 2.7 Teaching and learning programs will be resourced through Program Budgets.

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>)

3.3.1 The School Improvement Team in collaboration with the Principal will determine the curriculum program for the following year.

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

3.4.2 Every year our school will do an audit of the year F to 6 curriculum using an [audit tool \(Word - 32Kb\)](#). This tool will enable professional learning teams to audit the curriculum of a particular program to see which domains, dimensions and standards of the Aus/VELS are currently being addressed. This audit will inform future curriculum planning.

To facilitate this implementation, planning templates, assessment criteria and record keeping pro-formas will be produced that reflect the Australian Curriculum and Victorian Essential Learning Standards (AusVELS).

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

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

3.6.2 Middle Years of schooling approaches will continue to be developed and implemented.

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

3.8 Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to the Principal.

3.9 The School Improvement Team and Data Management Team will meet regularly to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, On Demand, English On Line, school based testing, teacher judgments based on learning outcomes in AusVELSs. Tools used will include Student Performance Analyser.

3.10 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.

4. LINKS AND APPENDICES

Links which are connected with this policy are:

- <http://www.education.vic.gov.au/studentlearning/curriculum/default.htm>

Appendices which are connected with this policy are:

- Appendix A: Curriculum Plan – including time allocations

5. EVALUATION

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

Appendix A

Curriculum Plan – including time allocations

Years F - 6

The curriculum is based on the AusVELS standards. The timetable is structured on a weekly basis. Each session is 60 minutes. The breakdown of the weekly cycle is as follows:

Years F - 2		Years 3 - 6	
Domain	Minutes per week	Domain	Minutes per week
English	600	English	600
Mathematics	360	Mathematics	360
Science	60	Science	60
Integrated Studies	180	Integrated Studies	180
Languages (includes 1/2 Spanish/Art)	120	Languages	60
PE/ Health	120	PE/ Health (including 5/6 Interschool sport)	180
Art	60	Art	60
TOTAL	1500 per week	TOTAL	1500 per week

*Includes the AusVELS Interpersonal Development, Personal Learning, Thinking Processes, and Communication domains.

IMPROVING STUDENT LEARNING BETHAL PS

OVERVIEW

At Bethal Primary School, the 'Improving Student Learning Outcomes Strategy' is based upon the DEECD Literacy & Numeracy P-10 Improvement Schedule for School Leaders. The strategy promotes a differentiated approach to student learning and is based on addressing student need as determined by analyzing assessment data and using this data to inform instruction.

The Bethal Primary School's Improving Student Learning Outcomes Strategy provides a framework for using a variety of DEECD tools and resources to improve student learning outcomes across the curriculum. It is divided into two sections:

1. Assessment & Analysis Components

- Focus on Teaching & Learning

2. Whole School Planning components

- Stimulating & Secure Learning Environments
- High Expectations For all Learners
- Accountability
- Shared Vision & Goals
- Professional Leadership
- Learning Communities

The Improving Student Learning Outcomes strategy aims to support school leaders, teachers, students and their families to work together to ensure there is a shared focus on and approach to improving student learning outcomes.

Teachers are further supported by a range of Teaching & Learning DEECD resources available online to ensure a common approach on Literacy and Numeracy and Integrated & Specialist Curriculum provision and assessment practices to improve student learning outcomes across the school.

ASSESSMENT & ANALYSIS

Focus On Teaching and Learning

The school's Leadership (School Improvement Team) supports teachers to analyze key school-wide data such as:

1. English Online Interview data - Foundation – Year 2
2. Numeracy Interview data- Foundation – Year 2
3. Most recent AusVELS data - Teacher Judgement Foundation – 6
4. Most recent NAPLAN data
5. Prep Transition Statements
6. Most recent Attitudes to School Survey
7. On Demand Reading and Numeracy Years 3 -6

8. PAT Reading and Maths Years 2 -6 (students deemed capable in Year 2)
9. Ongoing Running Records

The Staff are supported to analyze data in order to identify students well above or well below expected levels in the first instance and then plot individual student's level of achievement in their class and Unit.

Students who have and or require Individual Plans are identified, including:

- Koori students
- Students in Out Of Home Care
- Students with a Disability
- Students with Language difficulties

Individual Learning Plans are developed for students in partnership with the family, teachers and Specialist Staff.

The school Improvement team ensures school accountability measures are completed in a timely manner.

WHOLE SCHOOL PLANNING

The Annual Implementation Plan is reviewed in order to ensure that challenging and focused one-year targets are set that build on the previous year's achievements and reflect the goals of the Strategic Plan.

ACCOUNTABILITY

The School Improvement Team ensures school accountability measures are completed in a timely manner, including.

- Analysing the staff opinion survey, parent opinion survey and attitude to school survey data at school council, leadership and teacher level.
- Developing and submitting the draft of The Annual Implementation Plan based upon student achievement data collected.
- Completing the Annual Report to the school community.

SHARED VISION & GOALS

The School Improvement Team consolidates a school wide focus on curriculum (literacy & numeracy) improvement by:

- Leading AusVELS data analysis at an individual student and cohort level.
- Working with all members of the school community, including students to ensure there is a shared understanding.
- Meet regularly with Consultants and external providers to support the whole school approach.

HIGH EXPECTATIONS FOR ALL LEARNERS

The School Improvement Team and Professional Learning Teams review:

- That the Learning Intervention Plans are evidence based and being implemented at prescribed intensity
- The progress of students participating in the learning intervention programs
- That all students requiring additional support (this will include students at risk and also students who require extension) are identified by classroom teachers at The Professional Learning Team and at School Improvement Team Level with relevant assessment and background data recorded and the focus of student intervention identified.
- All interventions are evidence – based and implemented with prescribed intensity.
- Clear procedures for monitoring student’s progress in Intervention or support programs are developed and known by all key staff.

PROFESSIONAL LEADERSHIP

The School Improvement Team ensures that professional learning stays focused on students learning needs and meeting the goals of the Annual Implementation Plan. This includes:

- Continuing to strengthen Professional Learning Teams
- To assist teachers to develop teacher capacity to analyse student data by cross referencing the different types of data, for instance AusVELS teacher judgments/moderations, VCCA On Demand Adaptive Test, NAPLAN, School Based Assessment and discussions with parents.
- Using Key Characteristics of Effective Literacy and Numeracy Teaching P-6 to build teacher capacity in curriculum planning and instruction.
- Use Equity Guidelines website.
- Using information provided by VCAA
- Using information provided by NAPLAN website

LEARNING COMMUNITIES

The School Improvement Team strengthens structures in place to partner with families in supporting literacy & numeracy education. This includes:

- Providing Curriculum Information Nights for parents in term 1.
- Providing parents with accurate reports of their child’s achievement throughout the year.
- Creating opportunities for broad participation in annual Literacy, Numeracy, Science, Education and Book Weeks

STIMULATING & SECURE LEARNING ENVIRONMENTS

The School Improvement Team prepares for the school year by:

- Planning for and resourcing safe and engaging learning environments for every students
- Planning and resourcing for external consultants and coaching across the school
- Planning for and resourcing the whole school assessment schedule, including the timely analysis of student learning data and relevant professional learning.