Curriculum Framework Policy

Overview

- 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.
- Clifton Springs PS 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 culturally inclusive curricula.
- Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan.

Clifton Springs PS will meet the minimum standard with:

- An explanation of how curriculum and teaching practice will be reviewed (Section d)
- Time allocations per each of the eight key learning areas (Appendix 1)
- An Outline of how the school will deliver its curriculum (Appendix 2)
- A whole school curriculum plan (Appendix 3).

Curriculum Guidelines

- Clifton Springs PS will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. Clifton Springs PS will comply with all DET guidelines about the length of student instruction time required in Victorian schools. There will be a broad offering of programs to meet demand designed to enhance effective learning for the 21st century.
- The Department of Education and Training (DET) places a high priority on the teaching of Physical and Sport Education, Languages and English as an Additional Language (EAL). Our school also places a high priority on the teaching of these learning areas.
- Preparing young people for the transition from school into further education and careers will be a critical element in our senior secondary program.
- Teaching and learning programs will be resourced through Program Budgets.

Program

Program Development

- Clifton Springs PS 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.
- The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.
- The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation - Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

Program Implementation

- The Clifton Springs PS teaching 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. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.

- To facilitate this implementation, course handbooks, assessment criteria and record keeping documentation and proformas will be produced that reflect the Victorian Curriculum.
- The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL) will continue to be implemented.
- The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide 'Using Digital Technologies to Support Learning and Teaching' and the school's own endorsed policy.
- Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

Student Wellbeing and Learning

Clifton Springs PS will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- Providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- Providing a flexible, relevant, inclusive and appropriate curriculum
- Accommodating student developmental needs within the Victorian Essential Learning Standards stages of schooling.

Students with Disabilities

The Department of Education and Training and Clifton Springs PS are 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.

Clifton Springs PS will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

Koorie Education

Clifton Springs PS is committed to providing culturally appropriate and inclusive programs to Koorie students though:

- Working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community
- Supporting the development of high expectations and individualised learning for Koorie students
- Creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- Implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

Program Evaluation & Review

- The teaching teams meet regularly to track whole school data and identify potential curriculum areas that require focus. Data analysed includes, but is not limited to, NAPLAN, On Demand, school based testing, teacher judgments based on learning outcomes in the Victorian Curriculum.
- Every year our school audits the curriculum using an audit tool. This tool enables professional learning teams to audit the curriculum of a particular program to see which learning areas, capabilities and achievement standards of the Victorian

Curriculum are currently being addressed. This audit informs future curriculum planning.

- At Clifton Springs PS we improve the rigour of our teachers through the Staff Performance and Development Process. Teacher goals are aligned with the school's Annual Implementation Plan (AIP) and the Australian Institute of Teaching and School Leadership (AITSL) standards. The school leadership team oversees teacher practice, including working with staff through the Performance and Development process. The school utilises written materials, workshops, external and internal expertise, personalised coaching, peer observation and 1-1 meetings to support staff to improve their practice, through the setting of goals and targets, and through the provision of evidence to demonstrate teacher professional growth and development.
- The school regularly reviews curriculum programs within stages of learning. This review includes feedback from all stakeholders, including students, parents and staff. Mechanisms for gaining feedback include forums, surveys and school visitations.
- To support teachers to evidence student learning growth and teaching practice improvement, the school utilises individual learning plans. Using assessment data, teachers identify students that are performing 12 months above and below expected levels in literacy and numeracy, they focus on specific student achievement outcomes in the child's zone of proximal development and implement differentiated teaching plans. This program supports teachers to use data strategically to: identify priorities for improvement, encourage moderation and reflective practice, and build collective responsibility for improving teaching and learning.

Use of Student Data

- Assessment data is extensively used across the school to inform teaching, track cohort and individual improvement, track achievement towards teacher and school goals, for feedback to students, for reporting to achievements to parents, for reporting school achievements to DET and the community.
- All teachers complete the assessment tasks as specified on the school's Assessment Schedule (Appendix 4) and ensure achievement data is entered in the school's electronic data tracker system. This Student Management Tools enables the easy monitoring of all students' achievements and levels of growth.
- Students who are identified as being either 12 months below or above the expected level in Literacy and/or Numeracy areas require and Individual Learning Plan to be developed. These are shared with parents and support the close monitoring of students who have additional learning needs. These needs are supported with differentiated teaching, alternative programs, intervention and extension activities and programs.
- Our curriculum is articulated in easy to understand 'I can' statements P-6, which supports students to self-assess and reflect on their current learning and future learning needs, provides clear feedback to students about their achievements, and aids students and teachers in setting personalised student learning goals.
- Student assessment data is openly shared across school teams. The professional learning teams work collaboratively to develop shared accountability of the student learning results and strategically tackle areas of student learning need. Teachers engage in moderation and professional conversations in regards to student achievement data and learning needs.
- Student learning outcomes data is analysed by the school leadership team with Strategic Plan and AIP achievement targets being reviewed at least every 6 months. Student learning outcomes against the set targets are also presented to the School Council. Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

Language Program

The School has a P-6 Language program in Italian. At P-6 level students study the language one 50 minute period per week. The program at Years P-6 is delivered through a team approach where the specialist Italian teacher works closely with the generalist teachers who ultimately deliver the program.

LINKS AND APPENDICES

Links to DET School Policy & Advisory Guide:
Koorie Education
https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/koorie.aspx
Languages
https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages
Physical & Sport Education
https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/sport.aspx
Student Wellbeing and Learning https://www.education.vic.gov.au/school/teachers/health
Students with Disabilities
https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psd.aspx
Using Digital Technologies to Support Learning and Teaching
https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/techsupport.aspx

Link to the Victorian Curriculum and Assessment Authority (VCAA):
The Victorian Curriculum Curriculum   https://victoriancurriculum.vcaa.vic.edu.au

Appendices which are connected with this policy are:
- Appendix 1: Key Learning Area Time Allocations
- Appendix 2: Curriculum Delivery Sample Scope and Sequence
- Appendix 3: Whole School Assessment Schedule
- Appendix 4: Whole School Inquiry Plan

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

Appendix 1

Clifton Springs PS Curriculum Time allocations

Foundation - Year 6
The curriculum, F – Year 10 is based on the Victorian Curriculum. Time allocations and sequencing of topics and units enable connections across domains to be identified and built upon. Each period is 50 minutes. The breakdown of the weekly cycle is as follows:

Foundation to Year 4	
Domain	Minutes per week
English	550
Mathematics	350
Science or Humanities	300
Languages	50
PE/ Health & Sport	100
Art	50
Music	50
Social Emotional lessons	50
Assembly	30-50
TOTAL	1500 per week

Year 5 – Year 6	
Domain	Minutes per week
English	550
Mathematics	350
Science & Humanities	300
PE/ Health & Sport	100
Languages	50
Art	50
Music	50
Social emotional	50
Assembly	30-50
TOTAL	1500 per week

2019 ASSESSMENT SCHEDULE SUMMARY ENGLISH & MATHEMATICS

	COMPONENTS	Upload on Compass	ASSESSING	Foundation				One				Two				Three				Four				Five				Six			
				Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4

ENGLISH

Component	Upload	Assessing
English - Victorian Curriculum Teacher Judgements	✓	Tracking student progress
English Online Interview		Letter ID, Concepts about print, Phonological Awareness, Reading vocabulary Dictation
Letter ID and Word recognition lists (MKOOW)		Letter ID only with Grade 1 students who didn't know letters by the end of Prep *as required
Marie Clay – hearing sounds in words		Writing Vocabulary Letter and sound ID
Astronaut Spelling		
Words Their Way Spelling (SMART adapt)		Used as a formative assessment Implemented at end T1 and end T3
PAT Grammar and Punctuation	✓	Grammar and Punctuation
PAT Reading	✓	Used as a benchmark assessment and to drive planning for Term 1
Reading Fountas & Pinnell BAS	✓	*New students Term 1 *Probe for students on 2+ ?
Compass Learning Tasks - Reading and Writing		
NAPLAN Tasks	✓	
The Big Write		Authorial & secretarial aspects of Writing
Pre and Post Common Assessment Tasks		All dimensions of Literacy (cold writes, traits etc.) Running Records as required to move to next reading level — Ongoing as decided by Professional Learning Team

MATHEMATICS

Component	Upload	Assessing
Mathematics - Victorian Curriculum Teacher Judgements	✓	Tracking student progress
Mathematics Online Interview	✓	Tracking student progress *Yr. 3 students as required
Number recognition		Beg. of Term 1 Middle of Term 2, 3 and 4 as required
SNMY		Multiplicative Thinking
Whole school Moderation Task	✓	Number Measurement Chance & Data Space
Compass Learning Task - Maths	✓	
Essential Assessments – General All		
PAT Maths	✓	
Pre and Post Common Assessment Tasks		All dimensions of Numeracy (focusing on Proficiency Scales) — Ongoing as decided by Professional Learning Team

FOUNDATION

SEMESTER 1			TERM 1											TERM 2							
WEEK	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
English Online Interview	A	A	A	A	A	DA														
recognition lists (MKOOW)																				
Marie Clay – hearing sounds in words																			A	DA
Reading Dispositions / Independent Reading Behav		A																		
Astronaut Spelling															A	DA				
Words Their Way Spelling (SMART adapted)																				
Reading Fountas & Pinnell BAS															A	A		DA		
Compass Learning Task - Reading						A	M	C								A	M	C		
The Big Write																				
Compass – Learning Task - Writing					A	M	C								A	M	C			
Pre and Post Common Assessment Tasks																				
Mathematics Online Interview	A	A	A	A	A	DA														
Number recognition	A	A	A	A	A	DA														
Compass – Common Assessment Task Maths				A	M	C								A	M	C				
Pre and Post Common Assessment Tasks																				

A = Administer   M = Moderate   C = Compass   DA = Data Analysis

*Running Records need to be completed throughout the term as required for students to move to the next reading level

*The Big Write and Whole school Maths Moderation Tasks can be used for online reporting if the concept/genre reflects work completed during the term.