CURRICULUM PROGRAMS FOUNDATION – YEAR 10

<u>Policy and Guidance</u>

- Schools must provide all students with a planned and structured school-based curriculum program. There must be evidence of:
  - o a school-based curriculum plan showing how the learning areas of the Victorian Curriculum F-10 will be substantially addressed, and how the school-based curriculum program will be organised and implemented
  - o an explanation of how and when the curriculum and teaching practice will be reviewed
  - o an outline of how the school will deliver its curriculum
- School-based curriculum programs must meet the minimum standards for school registration and comply with associated Departmental policies, including Physical and Sport Education — Delivery Requirements, Languages Education and Holocaust Education.
- Schools are encouraged to design and deliver their school-based curriculum programs flexibly, responding to the strengths, needs and aspirations of students and the school and wider community.
- Schools are expected to align the design and delivery of school-based curriculum programs to advice provided by Victorian Curriculum and Assessment Authority and to the Framework for Improving Student Outcomes (FISO).
- Under the minimum standards for school registration, there must be evidence of:
  - · a school-based curriculum plan showing how the learning areas of the Victorian Curriculum F–10 will be substantially addressed, and how the school-based curriculum program will be organised and implemented, noting that some schools in unique circumstances can be exempted by the VRQA from addressing one or more of the learning areas of the Victorian Curriculum F–10
  - · an explanation of how and when the curriculum and teaching practice will be reviewed
  - · an outline of how the school will deliver its curriculum

F–10 Curriculum Planning Guidelines

In the F–10 Revised Curriculum Planning and Reporting Guidelines, the VCAA provides curriculum planning guidelines for schools to support them in the design and delivery of high-quality school-based curriculum programs.

The guidelines acknowledge the need to approach key stages of school differently, given that early years learners, older children and adolescents have unique learning and development needs. Key stages of schooling in the guidelines are:

- · Foundation Stage (Prep–Year 2)
- · Breadth Stage (Years 3–8)
- · Pathways Stage (Years 9–10)

<u>Purpose</u>
- To ensure Tarneit Rise Primary School is aware of requirements for school-based curriculum programs in Victorian government schools across Foundation to Year 10.

<u>Implementation</u>
- As mandated, the school will align the design and delivery of its curriculum programs to the Framework for Improving Student Outcomes (FISO).
- The school will ensure the following mandated minimum delivery times for physical education and sport education are allocated:
  <u>Prep to Year 3</u>
  20 to 30 minutes of physical education per day
  <u>Year 4 to Year 6</u>
  1 hour and 30 minutes of physical education per week
  1 hour and 30 minutes of sport per week
- Time allocations are not mandated in any other learning area, but the school will ensure that time allocations substantially address all learning areas of the Victorian Curriculum F–10.
- <u>At the Foundation stage (Prep–Year 2),</u> the school will focus on five curriculum areas:
  - a structured teaching and learning program in English and Mathematics at each year level
  - substantial attention to Health and Physical Education
  - substantial attention to The Arts
  - substantial attention to Personal and Social Capability; and
  - a learning program that draws on the curriculum areas of: Languages (a languages program is required from Foundation), Humanities (History and Geography), Science, Technologies (Design and Digital Technologies), Critical and Creative Thinking, Ethical Capability and Intercultural Capability
- <u>At the Breadth stage (Years 3-8),</u> the school will broaden the focus and ensure that in each two-year band of schooling student learning includes each of the curriculum areas:
  - a structured program in English, Mathematics and Science at each year level
  - substantial attention to Health and Physical Education
  - a Languages program
  - a Humanities program that includes in each two-year band of schooling History, Geography and Civics and Citizenship and, from Year 5, Economics and Business
  - an Arts program that in Years 3–4 includes all five Arts disciplines and at Years 5–6 and 7–8 consists of at least two Arts disciplines, one from the Performing Arts and one from the Visual Arts
  - technologies program that includes in each two-year band of schooling both Design and Technologies and Digital Technologies
  - a learning program that includes in each two-year band of schooling each of the capabilities: Critical and Creative Thinking, Ethical, Intercultural, and Personal and Social Capability.

- The school will provide a curriculum that substantially addresses the eight learning areas:
  - · The Arts
  - · English
  - · Health and Physical Education
  - · The Humanities
  - · Languages
  - · Mathematics
  - · Science
  - · Technologies
- The school will provide a language program (French) for students from Foundation to Year 6.
- Language programs will be delivered by a Victorian Institute of Teaching (VIT) registered teacher or staff with permission to teach across all year levels.
- The school will align the design and delivery of school-based curriculum programs to advice provided by VCAA.
  - · Victorian Government priorities and Departmental policies
  - · Framework for Improving Student Outcomes
- In accordance with FISO recommendations, the school will allocate time and resources for teachers to share pedagogical content knowledge about the curriculum, the implementation and monitoring of effective learning programs, and the planning of content-specific instruction.
- Teachers will place student needs at the centre of program planning and delivery and collaboratively design and implement a scope and sequence of learning which is regularly reviewed and updated.
- The school will align the design and delivery of school-based curriculum programs to FISO.
- The school will identify and cater for the different needs of particular cohorts of students when reviewing its Curriculum Plan.
- All students will receive a curriculum that is challenging and achievable. Students requiring extension activities will have these provided by the classroom teacher and this will be acknowledged in the written comment for the subject. Some students who have diagnosed learning difficulties may be offered a modified curriculum and assessment program.
- The school will ensure English as an Additional Language (EAL) curriculum is provided for new arrivals.
- If applicable the school will provide quality and meaningful education for Koorie students by use of the *Marrung: Aboriginal Education Plan 2016-2026.*
- The school will document through its School Strategic Plan and the Annual Implementation Plan which key strategies for improvement in student learning outcomes form part of its curriculum plan.
- The digital technologies will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- The school will undertake a range of student assessment and reporting activities.
- The school will ensure that classrooms are safe and classroom activities are conducted safely.

- Every four years, the school will undertake a major review of curriculum, curriculum delivery and student learning outcomes.
- Please refer also to the school's *Assessment of Student Outcomes Policy, Reporting Student Progress & Achievement Policy, Homework Policy*, *Koorie Education Policy, School Hours Policy, Wellbeing & Learning Policy, Digital Devices (Internet, Social Media, Devices)* and *Using Digital Technology Policies* and *s*pecific policies such as the *Drug Education Policy*.

1. Evaluation

The leadership team, executive leadership team, coaching team and PLCs 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, school based testing (pre and post common assessment), teacher judgments based on learning outcomes Victorian Curriculum. Tools used will include SPA.

Every year our school will do an audit of the curriculum enabling PLCs to audit the curriculum of a particular program to see which domains, dimensions and standards of the Victorian Curriculum are currently being addressed. This audit will inform future curriculum planning.

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.

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

Ratification Date	Review Date	Policy Number	Version Number	Date Produced
Sept 2021	2022	24	3	Sept 2017

Reference
https://www2.education.vic.gov.au/pal/curriculum-programs/policy

LINKS AND APPENDICES (including processes related to this policy)

Appendices which are connected with this policy are:
- Appendix 1: Whole School Curriculum Plan
- Appendix 2: Time allocations per learning area Foundation to Year 12

<u>Appendix A</u>

The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with each other and the school community.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. These curriculum areas are cross-referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, a Language Other than English and Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of Outdoor Education camps and excursion initiatives.

Student learning is impacted by four connected components:
- The curriculum defines what it is that students should learn, and the associated progression or continuum of learning.
- Pedagogy, describes how students will be taught and supported to learn.
- Assessment, defines how well a student has learnt specific content.
- Reporting, explains to the student and the teacher where a student is on the learning continuum at the end of a specific period of schooling.

Professional Learning Teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams currently are responsible for core curriculum development and delivery in literacy, numeracy and integrated studies. Support programs for "children at risk" are provided at each level.

The school has Curriculum Teams with a curriculum leader and teacher membership from each level of the school. These teams focus on literacy, numeracy, digital technologies, access (welfare), assessment and reporting and personalised learning.

The Leadership Group is focused on 4–5 year planning cycles and continuous analysis of a range of data around school improvement. At this level there is an integration of long-term planning around fiscal management, workforce planning and school structures.

There is a high level of professional development and the promotion of a Professional Learning Team culture in the context of participation in the school improvement and teaching and learning teams and consultancy support for key initiatives.

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

Appendix B

Foundation – Grade 6

The curriculum, F – Grade 6 is based on the Victorian Curriculum

Domain	Hours Per Week		Domain	Hours Per Week
	Foundation	Years 1-3		Years 4-6 (2019)
English including library	13.5	11.5	English including library	10.5
Mathematics	5	5	Mathematics	5
Health/P.E.	1.5	1.5	Health/P.E.	3
Arts	1	1	Arts	1
LOTE - French	1	1	LOTE - French	1
Science	1	1	Science	1
Digital Technologies		1		1
Capabilities: Critical and creative thinking, ethical understanding, intercultural understanding, personal and social	2	Integrated into all learning areas	Capabilities: Critical and creative thinking, ethical understanding, intercultural understanding, personal and social	Integrated into all learning areas
Humanities Geography, History and Economics, Civics and Citizenship, Design and Technology		2 hours & integrated into all domains	Humanities	2.5 hours & integrated into all domains

	Foundation					Year 1					Year 2					Year 3					Year 4					Year 5					Year 6	
	LA	CC&T	EC	P&SC	IC	LA	CC&T	EC	P&SC	IC	LA	CC&T	EC	P&SC	IC	LA	CC&T	EC	P&SC	IC	LA	CC&T	EC	P&SC	IC	LA	CC&T	EC	P&SC	IC	LA	CC&T
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