

George Street Primary School

CURRICULUM FRAMEWORK POLICY

1. 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.

George Street Primary 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 culturally inclusive curricula.

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan.

George Street Primary School will meet the minimum standard with:

- **A time allocation per each of the eight learning areas** (at Appendix 1 of this Guide)
- **An explanation of how curriculum and teaching practice will be reviewed** (statement 3.4 of this Guide)
- **An Outline of how the school will deliver its curriculum** is found in the George Street Primary School Scope and Sequence.
- **A whole school curriculum plan is found in the** George Street Primary School yearly planner and Scope and Sequence.
- **A documented strategy to improve student learning outcomes** (found within the School Strategic Plan)

2. CURRICULUM GUIDELINES

George Street Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

George Street Primary School will comply with all DEECD guidelines about the length of student instruction time required in Victorian schools.

There will be a broad offering of programs to meet demand, commencing with Foundation students, designed to enhance effective learning for the 21st century.

The Department of Education and Early Childhood Development places a high priority on the teaching of Physical and Sport Education, Languages and 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 senior secondary program.

Teaching and learning programs will be resourced through Program Budgets.

3. PROGRAM

3.1 Program Development

George Street Primary 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.

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 (VC) and Australian Curriculum (AC) 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.

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

3.2 Program Implementation

The George Street Primary School staff 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 pro-formas will be produced that reflect the VC.

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 Digital Technologies will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide 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.

3.3 Student Wellbeing and Learning

George Street Primary School 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 Curriculum Standards for the stages of schooling

3.3.1 Students with Disabilities

The Department of Education and Training and Penshurst 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.

George Street Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

3.3.2 Koorie Education

George Street Primary School 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, for example via Local Aboriginal Education Consultative Groups (LAECG)
- 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.

3.4 Program Evaluation & Review

The whole school staff will meet regularly (at least twice per term) to track whole school data and identify potential curriculum areas that require more focus.

Every year during Term 4, our school will do an audit of the curriculum. This tool will enable professional learning teams 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 available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

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

Links to DEECD School Policy & Advisory Guide:

- [Curriculum](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Learning](#)

Appendices which are connected with this policy are:

- Appendix A: Time allocations per learning area Foundation to Year 6

5. EVALUATION

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

Appendix A

Time allocations per learning area

Foundation - Year 6

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

The timetable is structured on a weekly basis.

The breakdown of the weekly cycle is as follows:

Foundation -6 (from 2014)	
Domain	Minutes per week
English (including spelling Mastery)	600
Mathematics	480
Integrated: STEAM /Humanities /SCIENCE	120
LOTE (Italian /French)	60
PE/ Health	60
Art	60
Music	60
ICT	60
TOTAL	1500 per week

This policy was last updated in December 2018