

Tyers Primary School - Curriculum Framework Policy

Purpose of this policy

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.

Tyers 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.

Curriculum Guidelines

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

Tyers Primary School will comply with all Department of Education and Training (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.

DET and Tyers Primary School places a high priority on the teaching of Physical and Sport Education, Languages and English as an Additional Language (EAL).

Preparing young people for the transition from kindergarten to school and Year 6 to secondary school is an integral element of Tyers Primary School's curriculum programs.

Teaching and learning programs will be resourced through Program Budgets.

Procedures

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

Tyers Primary School will meet the minimum standard with:

- A time allocation per each of the eight learning areas (Appendix 1).
- A explanation of how curriculum and teaching practice will be reviewed.
- An outline of how the school will deliver its curriculum is found in the Tyers Primary School Scope and Sequence.
- A whole school curriculum.
- A documented strategy to improve student learning outcomes (found within the School Strategic Plan and Annual Implementation Plan).

Program

Program Development

Tyers Primary School will provide a variety of programs to 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 teaching and learning programs to ensure improved student outcomes.

The Australian Curriculum and Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation - Year 6 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.

Program Implementation

The Tyers Primary School Professional Learning Team (PLT) will determine the curriculum program for the following year, based on identified areas of needs as delineated in the School Strategic Plan and student and school wide data.

The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program/EAL will 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](#)'.

The Tyers Primary School PLT will regularly review the curriculum plan and prepare a comprehensive annual program budget and submit these to School Council.

Student Wellbeing and Learning

Tyers 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,
- targeting learning programs to accommodate student developmental needs within the Victorian Curriculum's continuum of learning.

Students with Disabilities

DET and Tyers 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.

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

Koorie Education

Tyers Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- 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 Koorie Engagement Support Officer (KESO),
- 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 PLT 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, school based testing, teacher judgments based on learning outcomes in Australian and Victorian Curriculum. Every year our school will do an audit of the curriculum. 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.

Links & Appendixes (including processes related to this policy)

Links to DET School Policy & Advisory Guide:

- [Curriculum](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)
- [Koorie Education](#)

Appendices which are connected with this policy are:

- Appendix 1: Whole School Curriculum Plan.
- Appendix 2: Time allocations per learning area Foundation to Year 6.

Review

The Tyers Primary School School Council and staff will regularly monitor and review the effectiveness of the Curriculum Framework Policy and revise the policy tri-annually or as required by completing a policy review.

Curriculum Framework Policy updates and requirements will be made available to staff, families and visitors.

This policy was ratified by School Council at the School Council Meeting held 03/05/2016

| | | Whole School Curriculum Plan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------|--------------|---------------------------------|-------|-------|------------|---------|-------------|-----------------------------|---------------------|---------|------------------------|-------------------------------|------------------------|-----------|---------|---------------------------------------|--------------------------------|-------------------------|--|--------------------|--------------------------|----------------------------|--------------------------------|------------------------|-------------------------|----------------------|-----------------------------|-----------|---------------------|------------------------|-----------------------------|--------------------|--------------------|-------------------------------|---------------------------------|---|---|---|---|
| | | Learning Areas | | | | | | | | | | | | | | | | | | | | Capabilities | | | | | | | | | | | | | | | | | |
| | | The Arts | | | | English | | | The Humanities | | | Health and Physical Education | | Languages | | Mathematics | | | Science | | Technologies | | Critical and Creative Thinking | | Ethical | | Intercultural | | Personal and Social | | | | | | | | | | |
| | | Annual Average Minutes per week | Dance | Drama | Media Arts | Music | Visual Arts | Visual Communication Design | Reading and viewing | Writing | Speaking and listening | Civics and Citizenship | Economics and Business | Geography | History | Personal, Social and Community Health | Movement and Physical Activity | Communicating in a LOTE | Intercultural knowledge and language awareness | Number and Algebra | Measurement and Geometry | Statistics and Probability | Science Understanding | Science Inquiry Skills | Design and Technologies | Digital Technologies | Questions and Possibilities | Reasoning | Meta-Cognition | Understanding Concepts | Decision Making and Actions | Cultural Practices | Cultural Diversity | Self Awareness and Management | Social Awareness and Management | | | | |
| Foundation to Year 2 | English | 500 | | | | | | | ■ | ■ | ■ | | | | | ■ | | ■ | | | | | | | | ■ | ■ | | | | ■ | | | | | | | | |
| | Mathematics | 380 | | | | | | | | | | | | | | | | | | ■ | ■ | ■ | | | | | | | | | | | | | | | | | |
| | Science | 120 | | | | | | | ■ | ■ | | | | | | | | | | | | | ■ | ■ | | | | | | ■ | | | | | | | | | |
| | PE/Sport | 120 | | | | | | | | | | | | | | | ■ | | | | | | | | | | | | | | | | | | | ■ | | | |
| | Art | 60 | | | ■ | | ■ | | | | | | | | | | | | | | | | | | | | | ■ | | | | | | | | | | | |
| | Music/Drama | 60 | ■ | ■ | | ■ | | | | | | | | | | | ■ | | | | | | | | | | | ■ | | | | | | | ■ | | | | |
| | AUSLAN | 80 | | | | | | | | | | | | | | | ■ | | ■ | ■ | | | | | | | | | | | | | ■ | | | | | | |
| | Health | 30 | | | | | | | | | | | | | | | ■ | | ■ | ■ | | | | | | | | | | | | | | | ■ | | | | |
| | Humanities | 150 | | | | | | ■ | ■ | | | ■ | | ■ | ■ | ■ | ■ | | | | | | | | | | ■ | | | | | | | | | | | | |
| | Technologies | | | | | | ■ | ■ | ■ | ■ | ■ | | | | | | | | | | ■ | | | | | | ■ | | | | | | | | | | | | |
| Year 3 - 6 | English | 500 | | ■ | | | | ■ | ■ | ■ | | ■ | ■ | ■ | ■ | | | ■ | | | | | ■ | ■ | | | ■ | ■ | ■ | ■ | ■ | ■ | | | ■ | ■ | | | |
| | Maths | 380 | | | | | | | | | | | ■ | | | | | | | ■ | ■ | ■ | | | | | | ■ | ■ | ■ | ■ | ■ | | | | | | | |
| | Science | 60 | | | | | | ■ | ■ | ■ | | | | | | | | | | | | | ■ | ■ | | | | ■ | | | | ■ | | | | | | | |
| | PE/Sport | 120 | | | | | | | | | | | | | | | ■ | | | | | | | | | | | | ■ | | | ■ | | | | ■ | ■ | | |
| | Art | 60 | | | ■ | | ■ | ■ | | | | | | | | | | | | | | | | | | | | ■ | | | | | | | ■ | ■ | | | |
| | Music/Drama | 60 | ■ | ■ | | ■ | | | | | | | | | | | ■ | | | | | | | | | | | ■ | | | | | | | ■ | ■ | | | |
| | AUSLAN | 80 | | | | | | | | | | | | | | | ■ | | ■ | ■ | | | | | | | | | | | | | ■ | ■ | | | | | |
| | Health | 60 | | | | | | | | | | | | | | | ■ | | ■ | | | | | | | | | | | | | | | | ■ | | | | |
| | Humanities | 180 | | | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | | | | | | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| | Civics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Technologies | | | | | | ■ | ■ | ■ | ■ | ■ | | | ■ | ■ | ■ | | | | | ■ | ■ | ■ | | | ■ | ■ | | | | | | | ■ | ■ | | | | | |

Appendix 2 – Time Allocations per learning area

The curriculum, F – Year 10, is based on the Australian Curriculum and Victorian Curriculum. The timetable is structured on a weekly basis.

The breakdown of the weekly cycle is as follows:

| Foundation to Year 1 | |
|-------------------------------------|-------------------------|
| Domain | Minutes per week |
| English | 500 |
| Mathematics | 380 |
| Science | 120 |
| Humanities | 90 |
| Languages (AUSLAN) | 80 |
| PE/ Health & Sport | 150 |
| Art | 60 |
| Music | 60 |
| Technologies – Digital technologies | 60 |
| | |
| TOTAL | 1500 per week |

| Year 2 – Year 6 | |
|------------------------------------|-------------------------|
| Domain | Minutes per week |
| English | 500 |
| Mathematics | 380 |
| Science | 60 |
| Humanities | 60 |
| PE/ Health & Sport | 180 |
| Languages (AUSLAN) | 80 |
| Arts (Art, Media, Music and Drama) | 120 |
| Technology (Digital Technologies) | 120 |
| | |
| TOTAL | 1500 per week |