

CURRICULUM FRAMEWORK POLICY

PURPOSE

To provide sequential teaching and learning programs that deliver comprehensive, broadly based and culturally inclusive curricula.

SCOPE

RATIONALE

This policy is written to support the ongoing development and revision of curriculum documentation and content at Billanook Primary School. We regularly review curriculum in response to current research and data. Curriculum documentation and revisions are developed as a whole school to maximise scaffolding and transition from year to year.

Curriculum decisions are guided by our beliefs;

- The students are at the centre of everything we do.
- Everything we do is based on research and a whole school approach.

This school ensures that curriculum development aligns with guidelines published by the Department of Education and Training (DET) The Victorian Curriculum (VicCurric) and Australian Curriculum Assessment and Reporting Authority (ACARA).

Note: This document contains extracts from a more detailed curriculum, assessment and reporting framework and teaching approaches statement prepared by this primary school. These extracts are provided as contextual information, to support an understanding of our whole-school curriculum planning.

POLICY

IMPLEMENTATION

Whole School Planning

School planning at Billanook Primary School is an integral part of the improvement process involving four key stages.

1. Gathering and analysing data – this includes students' achievements and learning needs
2. Planning for improvement – this includes breadth and balance in curriculum planning
3. Teaching and learning – this includes learning outcomes and content
4. Assessment and reporting – as outlined in the BPS Assessment and Reporting Schedule

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Each year the school will map out its curriculum offerings in the form of a yearly planner per year level. Billanook Primary School will meet the standards with:

- A time allocation per each of the eight learning areas: English, Mathematics, Health and Physical Education, Languages, Humanities (History, Geography, Civics and citizenship, Economics and Business), The Arts, and Technologies (Design and Digital Technologies)
- An explanation of how curriculum and teaching practice will be reviewed
- A documented strategy to improve student learning outcomes (found within the School Strategic Plan)

Billanook Primary School 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

Curriculum Review

Billanook Primary School has a focus on continuing to improve teacher practice to cater for all students. This is achieved through a process of ongoing data driven discussions in team planning meetings, coaching and mentoring, shadowing, and collegiate observations. This requires developing leaders with the capacity to lead teams that are focused on developing curriculum focused on what students require to progress to the next level of learning.

Teaching Teams (PLCs)

Curriculum review is linked closely to the Professional Learning Communities (PLCs): a fundamental structure that ensures all teachers plan and review curriculum. The curriculum is planned across the year in four term planners and an overarching year planner.

Teachers at each level work together weekly as a PLC to discuss and plan for student learning across the level. This develops a shared ownership for ensuring quality student learning and celebrating achievement. The team uses evidence in the form of work samples and assessment data to determine priorities for curriculum delivery based on the curriculum framework. Billanook Primary School guarantees specifically allocated planning times to ensure weekly meetings occur.

Meetings are chaired by a Teaching and Learning Leader and supported by an Administration leader accountable for archiving the minutes and evidence of student learning at their level.

Leadership will meet regularly (at least twice per term) to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, Essential Assessments, school-based testing and teacher judgments based on learning outcomes. Every year, members of the leadership team will work with relevant professional learning teams to audit the curriculum of each program. This audit will inform future curriculum planning and documentation.

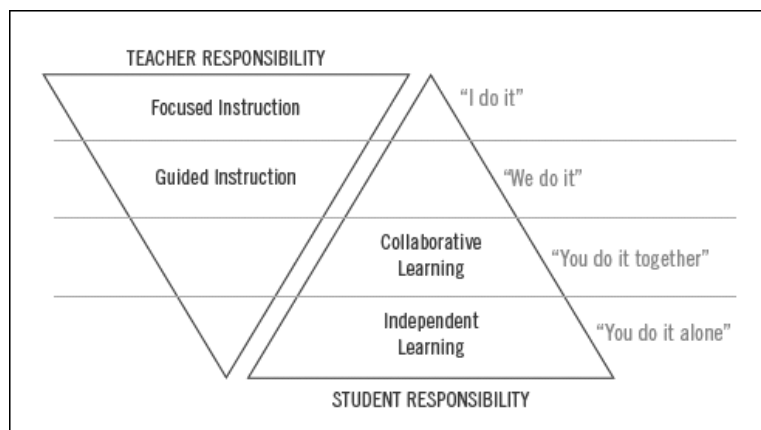
Student learning outcomes data will be reported in the Annual Report to the School Community provided to the Department, and also available on the State Register

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maintained by the Victorian Registration and Qualifications Authority and on the school website.

School Leadership will meet on a regular basis to discuss Curriculum matters and monitor progress against goals outlined in the School Strategic Plan (SSP) and the Annual Implementation Plan (AIP).

Pedagogy and Curriculum will be explicitly planned using the Gradual Release of Responsibility Model. Furthermore, Learning Intentions and Goals will be explicitly expressed wherever possible in all teaching and learning environments.



ICT will be used to enrich curriculum, teaching and learning wherever possible.

Billanook Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. It will also 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, from Foundation to Year 6, designed to enhance effective learning for the 21st century.

Billanook 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.

The Australian Curriculum (AC) and Victorian Curriculum (VC) 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 will provide at least 25 hours student instruction per week.

Timetable allocation

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The timetable is structured on a weekly basis. Each period is 60 minutes and there are 5 lessons taught per day. At Billanook Primary School the breakdown of the weekly cycle is as follows.

Foundation to Year 6	
Domain	Minimum Sessions Per Week
English	5 – Reading (includes library) 5 – Writing (including spelling, grammar and word study)
Mathematics	5
Humanities and Science	2
Languages	1
Visual Arts	1
Music	1
Health/Physical Education	1
Wellbeing	1 (including TRIBES assemblies, classroom focus or energizers)

Foundation classes may adjust this to better suit their curriculum and the needs of their students in their first year of schooling.

Other sessions to timetable may include; Sports Trainings, Individual Goal focus and Special Events.

The above time allocation is a guide only, other extra-curricular activities may take precedence over the times outlined above.

FURTHER RESOURCES

- Department of Education and Training (DET)
<https://www.education.vic.gov.au/school/Pages/default.aspx>
- Victorian Curriculum and assessment Authority (VCAA)
<https://www.vcaa.vic.edu.au/>
- The Victorian Curriculum (VicCurric)
<https://victoriancurriculum.vcaa.vic.edu.au/>
- Australian Curriculum and Assessment and Reporting Authority (ACARA)
<https://www.acara.edu.au/>

RELATED POLICIES

- Statement of Values and School Philosophy
- Student Engagement and Wellbeing
- Digital Technologies Policy

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REVIEW CYCLE AND EVALUATION

This policy was last updated on June 18 2019 and is scheduled for review every 12 months.

Date:

Feb 2020

Evaluation and Review:

Feb 2021

Ratified and Approved by School Council: Not Required