CURRICULUM AND STUDENT LEARNING FRAMEWORK GUIDE 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.

Clarinda 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.

Clarinda Primary School will meet the minimum standard with:

- **A time allocation per each of the three learning areas of Physical, Personal and Social Learning, Discipline-based Learning, Interdisciplinary Learning** (Appendix 1)

- **A explanation of how curriculum and teaching practice will be reviewed** (statement is at 3.4 of this Guide)

An Outline of how the school will deliver its curriculum is found in the Clarinda Primary School Scope and Sequence.

- **A whole school curriculum (Appendix 1).**

- **A documented strategy to improve student learning outcomes** (found within the School Strategic Plan)

2. CURRICULUM GUIDELINES

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

Clarinda Primary School 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, from Foundation to Year 6, designed to enhance effective learning for the 21st century.

The Department of Education and Training 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.

Teaching and learning programs will be resourced through Program Budgets.

3.   PROGRAM

3.1 Program Development

Clarinda 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 Australian Curriculum (AC) and Victorian Essential Learning Standards (AusVELS) 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. At Clarinda Primary School staff opted to commence the day 10 minutes early to allow them to complete a range of tasks and to add value to the learning of all students.   The school day commences at 8.50am – 3.30pm.

3.2 Program Implementation

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.

3.3 Student Wellbeing and Learning

Clarinda 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 Essential Learning Standards stages of schooling

3.3.1 Students with Disabilities

The Department of Education and Training and Clarinda 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.

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

<ins>3.3.2 Koorie Education</ins>

Clarinda Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students if and when Koorie students enroll at the school 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 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 school Leadership team 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, On Demand, PAT Reading and Maths, Early Years Online Assessment and school based testing, teacher judgments based on learning outcomes against AusVELSs.

Every year our school will do an audit of the curriculum using an <ins>audit tool (Word - 32Kb)</ins>. This tool will enable professional learning teams to audit the curriculum of a particular program to see which domains, dimensions and standards of the Aus/VELS 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.

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

Links to DET School Policy & Advisory Guide:
- <ins>Curriculum</ins>
- <ins>Using Digital Technologies to Support Learning and Teaching</ins>
- <ins>Student Wellbeing and Learning</ins>
- <ins>Students with Disabilities</ins>
- <ins>Koorie Education</ins>

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

5. EVALUATION

This policy will be reviewed as required due to changes in regulations or circumstances e.g. School Strategic Plan, Annual Implementation Plan, Professional Learning Team recommendations and staff professional development.

Whole School Curriculum Plan – 2014 -2016

Appendix 1

Appendix 2

Time allocation per learning area

Foundation - Year 6

The curriculum, F – Year 6 is based on the Aus/VELS standards and the Australian Curriculum.

The timetable is structured on a weekly basis. Each period is 50 minutes. Some subjects are taught on a rotational basis e.g. Civics and Citizenship and Humanities may rotate each semester.

The breakdown of the weekly cycle is as follows:

Foundation	
Domain	**Minutes per week**
English	820
Mathematics	250
Science	80
Languages / LOTE Greek / Mother tongue	50
PE/ PMP	100
Arts (Performing Arts and Visual Arts)	100
Interdisciplinary Learning e.g. ICT, Communication, etc.	100
Interpersonal development / Personal learning	50
TOTAL	**1575 per week** **Students commence tuition at 8.45am.**

Year 1 - 2	
Domain	**Minutes per week**
English	800
Mathematics	250
Science	100
Humanities	50
Languages / LOTE Greek / Mother tongue	50
PE/ Health & Sport	100
Arts (Performing Arts and Visual Arts)	100
Interdisciplinary Learning e.g. ICT, Communication, etc.	100
TOTAL	**1550 per week**

Year 3 – Year 4	
Domain	**Minutes per week**
English	700
Mathematics	250
Science	100
Humanities	50
Civics and citizenship	50
PE/ Health & Sport	100
Languages / LOTE Greek / Mother tongue	50
Arts (Performing Arts and Visual Arts)	100
Interdisciplinary Learning e.g. ICT, Communication, etc.	100
Interpersonal development / Personal learning	50
TOTAL	**1550 per week**

Year 5 – Year 6	
Domain	**Minutes per week**
English	600
Mathematics	250
Science	100
Humanities	100
Civics and citizenship	50
PE/ Health & Sport	150
Languages / LOTE Greek / Mother tongue	50
Arts (Performing Arts and Visual Arts)	100
Interdisciplinary Learning e.g. ICT, Communication, etc.	100
Interpersonal development / Personal learning	50
TOTAL	**1550 per week**

Curriculum Profile

Specialist Subjects - *Time allocation per week 1 lesson = 50 minutes*

SUBJECT	FOUNDATION (PREP)	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
VISUAL ARTS	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
PHYSICAL EDUCATION	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
LANGUAGE - Greek	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
PERFORMING ARTS/ MUSIC	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
LIBRARY	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson

In addition to Literacy, Numeracy, Science, ICT and other core curriculum subjects we also offer an extensive range of curriculum opportunities - Time allocation

SUBJECT	FOUNDATION (PREP)	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
EAL	As required – needs basis						
SWIMMING	8 day intensive program term 4(optional - additional cost)						
LITERACY IMPROVEMENT PROGRAM		Small groups at each level weekly					
GREEK Mother Tongue	1 session weekly Plus opportunity for after school program for 1 hour (optional - additional cost)						
PERCEPTUAL MOTOR PROGRAM (PMP)	1 session weekly						
INTERSCHOOL SPORT						2 hours over two terms when applicable (Bus costs payable)	
INTEGRATION	As required						
PROTECTIVE BEHAVIOURS	Regular introductory program						
STUDENT COUNCIL		Elected members to represent grades – meet twice per term					
CAMPS				Sleep over (Additional cost)	3 - 5 days (Additional cost)		
SCHOOL SPORT				1 session in addition to weekly PE lesson		Intra-school sport 2 sessions per week	
University of NSW ICAS COMPETITIONS				Annually (optional - additional cost)			