

CURRICULUM PROGRAMS

FOUNDATION-YEAR 10 POLICY



Policy and Guidance:

Schools must provide all students with a planned and structured school-based curriculum program. 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
- an explanation of how and when the curriculum and teaching practice will be reviewed
- 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)

Purpose:

To ensure that Cambridge Primary School is aware of the requirements for school-based curriculum programs in Victorian government schools across Foundation to Year 10.

Implementation:

- 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 deliver times for physical education and sport education are allocated:
 - Prep to Year 3
20 to 30 minutes of physical education per day
 - Year 4 to 6
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
- At the Foundation stage (Prep–Year 2), 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 (as outlined above)
 - substantial attention to The Arts
 - substantial attention to Personal and Social Capability; and
 - a learning program that draws on the curriculum areas of: Languages, Humanities (History and Geography), Science, Technologies (Design and Digital Technologies), Critical and Creative Thinking, Ethical Capability and Intercultural Capability
- At the Breadth stage (Years 3-6), 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 (as outlined above)
 - 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 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
- 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.
- Cambridge 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.
- The school will ensure English as an Additional Language (EAL) 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*.
<http://www.education.vic.gov.au/about/programs/aboriginal/Pages/marrung.aspx>
- 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.
- 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.

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, teacher judgements based on learning outcomes Victorian Curriculum.

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.

<u>Ratification Date</u>	<u>Review Date</u>	<u>Policy Number</u>	<u>Version Number</u>	<u>Date Produced</u>
2021	Year 2022	90	6	April 2014

LINKS AND APPENDICES (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](#)
- [Koorie Education](#)