

# Curriculum Framework Policy

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## PURPOSE

This policy is written to support the ongoing development and revision of curriculum documentation and content at Croydon Hills Primary School.

The purpose of this policy is to ensure:

- a safe and secure learning and teaching environment is provided to the learning community
- students and staff maintain delivery of learning and teaching programs consistent with the Victorian Curriculum F - 10
- students are supported in the acquisition of a solid foundation in knowledge, understanding, skills and values
- students develop capabilities that underpin flexible and analytical thinking, a capacity to work with others, an ability to create new ideas and an ability to translate skills and concepts into practical applications
- staff are supported in the delivery of a consistent, guaranteed and viable curriculum via agreed whole-school approaches and practices
- staff are supported in exploring and implementing contemporary evidence based innovative learning and teaching approaches.

## SCOPE

This policy applies to all school activities, including camps and excursions.

## POLICY

### Guidelines

Our school will:

- comply with all Department of Education and Training (DET) guidelines around:
  - The implementation of the Victorian Curriculum from Prep (Foundation) to Year Six
  - the length of student instruction time required in Victorian schools
  - Victorian Curriculum Assessment Authority (VCAA) student reporting requirements.
- design curriculum programs to enhance student achievement, engagement and wellbeing
- recognise and respond to diverse student needs when developing curriculum programs and curriculum plans.

## Implementation

Croydon Hills Primary School delivers a comprehensive differentiated curriculum, consistent with the Victorian Curriculum. Whole-school curriculum documents and statements articulate:

- how teaching and learning time is allocated and organised across the eight Learning Areas and four Capabilities in the [Whole School Curriculum Plan](#)
- when the curriculum is taught and the progression of content in the [Whole School Integrated Units of Inquiry Scope and Sequence](#). This document maps when students engage in eight units of study over a two-year cycle, with Prep students completing four units in their Prep year. These units are aligned to the Victorian Curriculum and delivered pedagogically through an inquiry approach. The school has a termly aligned vertical focus on teaching the Capabilities, the Humanities, Health, [Science](#), [Digital Technologies](#) and [Global Education](#) through these units.
- how the curriculum is delivered through whole-school approaches to:
  - [Literacy](#) via:
    - [Reading at Croydon Hills Primary School- Instructional and Pedagogical Model](#)
    - [Writing at Croydon Hills Primary School - Instructional and Pedagogical Model](#)
  - [Numeracy](#) via:
    - [Maths at Croydon Hills Primary School - Instructional and Pedagogical Model](#)
    - The Maths [Scope and Sequence](#) outlines the order of teaching and number of lessons for each strand and substrand of mathematics.
- when and which students are assessed against the Victorian Curriculum via the [Assessment Scope and Sequence](#)
- information regarding specialist subject program delivery for:
  - [Indonesian Language](#)
  - [Performing Arts](#)
  - [Physical Education and Sport](#)
  - [Visual Arts](#)
  - [Science](#)
- the school's comprehensive [Health and Wellbeing](#) program. See also:
  - Student Wellbeing and Engagement Policy
  - Inclusion and Diversity Policy

## Monitor

The school has developed a structured approach to curriculum planning with agreed protocols that ensure consistent documentation and a common

understanding of the whole-school planning expectations. Data analysed regularly by teachers informs their curriculum planning, this includes a suite of assessments including, but is not limited to:

- Early Years Online Interviews
- NAPLAN
- PAT Testing
- Essential Assessment Testing
- PROBE, Oxford and Fountas & Pinnell Reading Assessments
- Common Assessment Tasks
- School based moderation
- Victorian Curriculum teacher judgments
- Student, staff and parent surveys.

## **Evaluate**

Principal, School Improvement, Leadership, Professional Learning and Curriculum Teams:

- meet regularly to track whole school data and identify potential curriculum areas that require focus.
- use research and evidence informed models to ensure that programs are reviewed
- ensure units of work and curriculum programs are monitored across the school to optimise student achievement, engagement and wellbeing
- are responsible for core curriculum development and enhancement
- report student learning outcomes data to the school community in the Annual Report
- provide an evidence informed staff professional learning program to meet the needs of the school.

## **RELATED**

- Student Wellbeing and Engagement Policy
- Inclusion and Diversity Policy
- Camps and Excursions Policy

## **REVIEW CYCLE**

- Ratified by the Leadership Team - March 2020
- Review Date - December 2020