

Curriculum Framework Policy

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, including:
 - 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.

- The design of 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](#) (closed link)
- when the curriculum is taught and the progression of content in the [Whole School Integrated Units of Inquiry Scope and Sequence](#) (closed link). 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 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](#) (closed link)
 - [Writing at Croydon Hills Primary School - Instructional and Pedagogical Model](#) (closed link)
 - [Numeracy](#) via:
 - [Maths at Croydon Hills Primary School - Instructional and Pedagogical Model](#) (closed link)
 - The Maths [Scope and Sequence](#) (closed link) 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, Sensory Motor Gym 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 is analysed regularly by teachers and 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
- Excursions Policy

REVIEW CYCLE

- Ratified by the Leadership Team - March 2021
- Review Date - March 2022