

## LEARNING, TEACHING AND CURRICULUM IMPROVEMENT

### Curriculum Framework Policy

#### PURPOSE

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

The purpose of this policy is to ensure:

- the teaching and learning program promotes a safe and inclusive learning community.
- teaching programs are consistent with the Victorian Curriculum.
- students are at the centre of the school's planning and are supported through a culture of collaboration, shared responsibility, and high expectations.
- the school's values of Collaboration, Excellence, Respect and Resilience are integral to curriculum planning and support teachers to create inclusive and respectful learning environments that nurture, support, inspire and challenge all students.
- students build a solid foundation of knowledge, understandings and skills through sequential, comprehensive, and authentic teaching and learning programs.
- staff are supported in the delivery of a consistent, guaranteed, and viable curriculum through agreed whole-school approaches and practices.
- the school is responsive to current evidence-based research and student outcome data, and work as a whole school to maximise all staff's curriculum and pedagogical knowledge and expertise.

#### SCOPE

This policy applies to all school staff. It is inclusive of all school activities, including camps, incursions, excursions, sporting activities and special events.

#### OVERVIEW

The Victorian Curriculum F–10 sets out curriculum that every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development, and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

The 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.

# SPRINGVALE RISE PRIMARY SCHOOL



The design of the Victorian Curriculum F-10 is set out below:

Learning Areas	Capabilities		
<ul style="list-style-type: none"> <li>● The Arts                             <ul style="list-style-type: none"> <li>○ Dance</li> <li>○ Drama</li> <li>○ Media Arts</li> <li>○ Music</li> <li>○ Visual Arts and Visual Communication Design</li> </ul> </li> <li>● English</li> <li>● Health and Physical Education</li> <li>● The Humanities                             <ul style="list-style-type: none"> <li>○ Civics and Citizenship</li> <li>○ Economics and Business</li> <li>○ Geography and History</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Critical and Creative Thinking</li> <li>● Ethical Understanding</li> <li>● Intercultural Understanding</li> <li>● Personal and Social Capability.</li> </ul>		
<ul style="list-style-type: none"> <li>● Language</li> <li>● Mathematics</li> <li>● Science</li> <li>● Technologies                             <ul style="list-style-type: none"> <li>○ Design and Technologies</li> <li>○ Digital Technologies</li> </ul> </li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="855 694 1497 730">Cross-Curriculum Priorities</th> </tr> </thead> <tbody> <tr> <td data-bbox="855 730 1497 976"> <ul style="list-style-type: none"> <li>● Aboriginal and Torres Strait Islander Histories and Cultures</li> <li>● Asia and Australia’s Engagement with Asia</li> <li>● Sustainability</li> </ul> </td> </tr> </tbody> </table>	Cross-Curriculum Priorities	<ul style="list-style-type: none"> <li>● Aboriginal and Torres Strait Islander Histories and Cultures</li> <li>● Asia and Australia’s Engagement with Asia</li> <li>● Sustainability</li> </ul>
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## POLICY

### Curriculum 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
- Design curriculum programs to enhance student achievement, engagement, and wellbeing.
- Recognise and respond to our student’s diverse needs when developing curriculum programs and curriculum plans.

Springvale Rise Primary School will provide a comprehensive curriculum with a strong focus on the core curriculum areas (Literacy and Numeracy). We will offer a minimum of three specialist areas which currently include Physical Education, LOTE (Vietnamese) and Visual Arts. Students will receive 25 hours of instruction per week and teachers will be provided with collaborative planning time to facilitate this. The hours spent on each curriculum area are documented below:

# SPRINGVALE RISE PRIMARY SCHOOL



Teaching and Learning Time Fractions Per Week			
DOMAIN	Foundation to Year 2	Year 3 and 4	Year 5 and 6
English	5 hours Reading <i>(inc. Speaking and Listening)</i>  5 hours Writing <i>(inc. Speaking and Listening, Spelling, Grammar and Word Study)</i>  1.5 hours – additional	5 hours Reading <i>(inc. Speaking and Listening)</i>  5 hours Writing <i>(inc. Speaking and Listening, Spelling, Grammar and Word Study)</i>  1.5 hours – additional	5 hours Reading <i>(inc. Speaking and Listening)</i>  5 hours Writing <i>(inc. Speaking and Listening, Spelling, Grammar and Word Study)</i>  1 hour – additional
Mathematics	5.5 hours	5 .5hours	5 hours
Humanities and Science	3 hours	3 hours <i>(inc, Multi-Cultural Kitchen Garden)</i>	3 hours
Languages (Vietnamese)	1 hour	1 hour	1 hour
Visual Art	1 hour	1 hour	1 hour
Physical Education	1 hour	1 hour	2 hours
Health and Wellbeing (SEL)	2 hours	2 hours	2 hours
TOTAL	25 23	25 21	25

## School Targets

The School's Strategic Plan (SSP) will set out the school's direction (vision and values), goals, targets, and key improvement strategies over the course of a four-year period. The school's Annual Implementation Plan (AIP) will outline incremental stages of the Strategic Plan implementation, monitoring and evaluation; broken down into 12-month targets and actions / milestones. An Annual Report will provide the community with information about the school's performance relating to the implementation of its identified improvement strategies, how resources have been used and relevant data.

The SSP and yearly AIP will guide whole school decision making and clearly pinpoint what area/s of the curriculum will be a focus. Strategies to improve student outcomes within the identified area/s will include but not be limited to:

- formally scheduled professional learning team (PLT) meetings, staff forums (professional learning) and coaching conversations
- action research using the FISO Improvement Cycle.
- the use of knowledgeable others, including members of the Leadership Team, Learning Specialists, leadership coaches and curriculum consultants, external professional development, professional practice days, and whole school curriculum days.
- targeted professional readings.

The above vehicles will be used to drive change relating to staff's knowledge and skills linked to:

- the Victorian Curriculum.
- the sequences of learning within the curriculum.
- data literacy (including how to track, monitor and measure student learning)
- the Springvale Rise Primary School Instructional Model
- current agreed teaching practices including identified high impact teaching strategies (HITS).

## Student Engagement

# SPRINGVALE RISE PRIMARY SCHOOL



The Victorian Curriculum F–10 (including the English as an additional language - EAL - continuum) has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including:

- Students with disabilities and additional learning needs
- English as an additional language (EAL) students
- Gifted and talented students.

Springvale Rise Primary School recognises and is responsive to its students' diverse needs. Reasonable adjustments are made for students with disabilities, as well as those performing above or below the expected level (as documented in the school's *Inclusion and Diversity Policy* and *Student Wellbeing and Engagement Policy*).

Springvale Rise Primary School also acknowledges that student engagement, health and wellbeing is a key pillar for all other curriculum programs and prioritises intentional teaching of social and emotional literacy (embedding the Restorative Practices approach, the Respectful Relationships program and Zones of Regulation across the whole school).

Springvale Rise Primary School is committed to providing culturally sensitive and, as importantly, culturally rich teaching and learning environments / programs for Aboriginal and Torres Strait Islander students. This is demonstrated through:

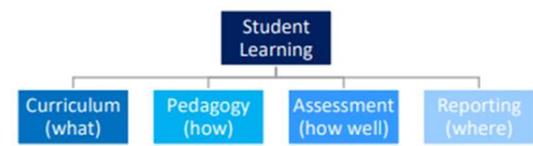
- our commitment to developing our students, staff, and extended school community's understanding of and appreciation for our First Nations people and culture. This commitment will be formally documented and actioned in our school's 2021 Reconciliation Action Plan (RAP)
- our commitment to creating a learning environment and teaching and learning program that instils, strengthens and celebrates Koorie student's (and staff's) sense of cultural identity
- high expectations, individual education plans and regular student support group meetings for all Koorie students
- the implementation of initiatives and programs that meet the needs of our Koorie students and in partnership with family and community.

## Resourcing

School Council and the Principal will provide adequate resources for the implementation of the Victorian Curriculum and the development of staff's capacity to successfully implement the school's instructional model (and agreed teaching and learning practices) to a high level. Teaching and learning programs will be resourced through annual program budgets that are strategically targeted and clearly link to the school strategic plan, annual implementation plans and other priority areas.

## Implementation

Springvale Rise Primary School is committed to the implementation of a comprehensive differentiated curriculum across all year levels, which is clearly consistent with the Victorian Curriculum. All staff members have access to Victorian Curriculum information online and are required to work with their respective teaching teams to implement the curriculum in a manner that is responsive to our students' identified needs.



## Whole-school curriculum documents articulate:

1. When the curriculum is taught and the progression of content throughout each year.  
*Springvale Rise Primary School Whole School Scope and Sequence (closed links) map out when students engage in units of study and how the four capabilities and three cross curriculum priorities are integrated throughout. Scope and Sequences are broken down into the following areas of study:*

- English

# SPRINGVALE RISE PRIMARY SCHOOL



- Mathematics
  - Projects (Science, Humanities and History)
  - Physical Education
  - Social and Emotional Learning (Health)
  - Visual Arts
  - Languages (Vietnamese).
2. How teachers structure their lessons and implement the curriculum:
- The Springvale Rise Primary School Instructional Model and Instructional Model Support document.
3. How teaching teams document their planning and assessment
- SRPS Weekly Planner templates.
4. Agreed teaching practices and approaches for specific learning areas:
- The Gradual Release of Responsibility (GRR) framework for effective differentiation
  - Structure of a Mathematics Lesson (F-2) and (3-6)
  - Mathematics General Guidelines
  - Structure of a Reading Lesson (F-2) and (3-6)
  - Reading General Guidelines Structure of a SEL Lesson (F-6)
  - SEL General Guidelines.

Extra-curricular learning opportunities are provided to students through experiences such as:

- Camps, excursions and sporting events
- Incursions and guest speakers
- Whole school celebratory events and special days
- Co-curricular programs such as the Multi-Cultural Kitchen Garden Program (Year 3/4)
- The integration of technology (students in Years 3-6 are provided with a laptop and F-2 with an iPad).

Staff are supported in their responsibility for and coordination of curriculum implementation through a variety of ways, including:

- Formally scheduled PLT meetings (including 2 hours of protected collaborative planning time during the school day and 1 hour after school) and Staff Forums
- Curriculum Days
- Professional Practice Days
- Targeted professional learning opportunities when appropriate including the use of coaches / consultants linked to key curriculum areas. (ie: Numeracy consultants, Literacy coaches).

## **Student Learning Outcomes**

Data plays a key part in the ongoing school improvement process. A wide variety of assessment practices are used to capture all dimensions of student learning. Assessment at various points of teaching and learning can be 'for' learning, 'as' learning and 'of' learning.

The SRPS Assessment Schedule (*closed link*) outlines what assessment takes place across the school and when it takes place. This assessment meets DET requirements and is reviewed annually. Teaching teams utilise PLT time to implement the FISO Improvement Cycle to regularly analyse student data, which then informs their curriculum planning. Assessments include, but are not limited to:

- NAPLAN
- Victorian Curriculum Teacher Judgments
- Essential Assessment (Mathematics and Reading)
- PM Reading Assessment (Running Records)

# SPRINGVALE RISE PRIMARY SCHOOL



- English Online Interview (EOI)
- Maths Online Interview (MOI)
- Oral Language Assessments
- Phonological Awareness Assessments
- Common Assessment Tasks
- School Based Moderation Tasks.

The School Leadership team tracks whole school data, cohort data and/or individual data and routinely identifies potential teaching and learning areas that require further focus. Whole school data is collated four times a year in March, June (Mid-Year AIP reflection), October and December (End-Year AIP reflection).

## Reporting

Student achievement is measured and reported to students, parents, DET and the wider school community against the Victorian Curriculum achievement levels. All reporting outcomes are documented and filed digitally on Compass. Formal reporting to parents takes place twice a year in Term 2 and Term 4. For students with additional needs, Student Support Group meetings (SSGs) are held each term (see *Student Wellbeing and Engagement Policy* for further information). “Getting to Know You” Parent-Teacher Interviews take place early in Term 1 and Mid-Year Parent-Teacher Interviews are held at the end of Term 2 to discuss each child’s report. Outside of these times, parents may request meetings with their child/ren’s teacher/s to discuss their child/ren’s progress at any time.

## FURHTER INFORMATION AND RESOURCES

- School Policy and Advisory Guide:
  - [Victorian Curriculum and Assessment Authority Curriculum](#)
  - [Framework for Improving Student Outcomes](#)
  - [Assessment Using Digital Technologies to Support Learning and Teaching](#)
  - [Students with Disabilities](#)
- Other related policies can be found on the school [website](#):
  - Student Engagement and Wellbeing Policy
  - Inclusion and Diversity Policy
  - Camps, Excursions, and Inclusion Policy

## REVIEW CYCLE

The Leadership Team/ School Improvement Team (SIT) will lead all staff at Springvale Rise Primary School to take a collaborative approach in reviewing the effectiveness of the school’s Curriculum Framework Policy. This will be completed on a cyclical basis in accordance with DET guidelines.

This policy was last updated in May 2021.