

### Policy Statement

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.

Our 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 inclusive curriculum.

Each year the school incorporating all teaching staff will review its curriculum offerings and time table allocations reflective of its Strategic and Annual implementation plan. It will be in the form of a Curriculum Plan.

### **Ardmona Primary School will meet the minimum standard with:**

- A time allocation per each of the eight learning areas
- An explanation of how curriculum and teaching practice will be reviewed
- An Outline of how the school will deliver its curriculum is found in the schools School Scope and Sequence.
- A whole school curriculum.
- A documented strategy to improve student learning outcomes (found within the School Strategic Plan).

### Guidelines

1. Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.
2. Our school will comply with all DET guidelines about the length of student instruction time required in Victorian schools.
3. There will be a broad offering of programs to meet the demands of students. The Victorian Curriculum will be implemented from Foundation to Year 6 at our school.
4. School curriculum programs are designed to enhance effective learning.
5. Preparing young people as lifelong learners in the 21<sup>st</sup> Century is influential in planning programs.
6. Teaching and learning programs will be resourced through Program Budgets.

### Program

- Our 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. Our school has an Italian LOTE program
- Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- Our school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.

<http://www.eduweb.vic.gov.au/edulibrary/public/schadmin/environment/4-3.pdf>



- The Victorian Curriculum will be used as a framework for curriculum development and delivery at years Foundation to 6 in accordance with Victorian Curriculum and Assessment Authority (VCAA) guidelines. DET policy and guidelines
- Every year our school will do an audit of the curriculum to see which domains, dimensions and standards of the Victorian Curriculum are currently being addressed. This audit will inform future curriculum planning. Assessment criteria and record keeping will reflect Australian and Victorian Curriculum and have alignment to Victorian Curriculum and Assessment Authority (VCAA) guidelines.
- The DET requirements related to the teaching of Physical Education, Sports Education, LOTE and EAL will continue to be implemented.
- The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.
- Curriculum leaders will be required to review this policy statement and prepare a comprehensive annual program budget and submit these to School Council.

#### **Student Wellbeing and Learning**

Ardmona Primary School acknowledges that each student can achieve given the support and has differentiated needs and identified strengths. Embed in curriculum planning is a focus on student wellbeing and strategies drawn from the 'Berry Street Education Model' that identifies supports for increased stamina in learning and engagement, a whole school approach to consistent processes and classroom routines.

Ardmona Primary School in delivery of education recognizes the alignment of student welfare and curriculum policies in creating a resource supportive educational environment through the provision of an integrated and comprehensive curriculum. Vital curriculum links are related to the personal and social issues of students through provision of a flexible, relevant, inclusive and appropriate curriculum that accommodates student developmental needs within their stages of schooling that is comprehensive, culturally appropriate and inclusive in providing diverse programs to each and every student.

#### **A key element of provision is sustained by:**

- 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), First Nations schools and network group, Marrung DET – and implementing initiatives and programs that supports high expectations outcomes in learning and meet individual student needs.
- supporting the advance of high expectations relationships and learning outcomes (Berry Street Education Model) and personalised individual learning of all students
- creating a whole school ethos and learning environment that respects, recognises and celebrates cultural identity through practice and curriculum

#### **Program Evaluation and Review**

Ardmona Primary School will meet at regular planned intervals (minimum twice per term) to track whole school data and identify potential curriculum areas that require focus. Data analyzed will include, but is not limited to, NAPLAN, On Demand, school based testing- example NFA, teacher judgments based on learning outcomes in both AS and Victorian Curriculum.



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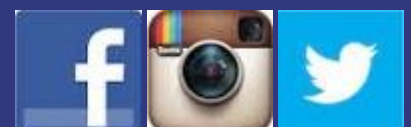
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Tools used will Sentral and excel documents. Every year our school will do an audit of the curriculum. Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

### **LINKS AND APPENDICES (including processes related to this policy)**

Links which are connected with this policy are:

<http://www.education.vic.gov.au/studentlearning/curriculum/default.htm>

<http://www.education.vic.gov.au/studentlearning/curriculum/year10to12.htm>

<http://www.education.vic.gov.au/studentlearning/curriculum/elearning.htm>

<http://www.vcaa.vic.edu.au/vce/>

<http://www.vcaa.vic.edu.au/vcal/index.html>

<https://www.berrystreet.org.au/our-work/helping-children-to-learn>

[Marrung Aboriginal Education Plan 2016-2026](#)

### **Appendices which are connected with this policy are:**

Appendix A: Curriculum Plan – annual time allocations

#### **Evaluation**

This policy will be reviewed every year or due to changes in regulations or circumstance.

#### **Appendix A**

#### **Curriculum Plan – including time allocations**

##### **Years Foundation - 6**

The curriculum is based on the Victorian Curriculum standards. The timetable is structured on a weekly basis.

<b>Domain</b>	<b>Average Annual Hours</b>
English	400 hours
Mathematics	300 hours
Science	60 hours
Physical Education/Sport	80 hours
Arts (Visual and Performing Arts including Dance, Drama and Music)	60 hours
Language and Culture	60 hours
Integrated Studies (Civics, Citizenship, Critical and Creative thinking , Design and Technologies, Geography, History, Media Arts)	60 hours

#### **Note 2022 Priority Areas**

10 hours of Literacy/English per week based on 2 hour literacy block per day.

7.5 hours of Mathematics per week based on 1.5 hour numeracy block per day.



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## Review Cycle

Policy last reviewed	June 2022
Approved by	Principal
Next scheduled review date	June 2025



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