

# DONVALE PRIMARY SCHOOL



## CURRICULUM FRAMEWORK

## & STUDENT LEARNING OUTCOMES STATEMENT

### **1. OVERVIEW**

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.

Donvale Primary 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 culturally inclusive curricula.

### **2. CURRICULUM GUIDELINES**

Donvale Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

Donvale Primary School will comply with all Department of Education and Training guidelines about the length of student instruction time required in Victorian schools.

There will be a broad offering of programs to meet demand, designed to enhance effective learning.

Donvale Primary School programs are designed to enhance effective learning and improve student outcomes.

The Department of Education and Training and our school place a high priority on the teaching of Literacy and Numeracy.

Preparing our students for the transition from each year level and onto secondary school is a critical element at Donvale Primary School.

Teaching and learning programs, resourced through Program Budgets and the curriculum will be regularly reviewed and adaptations made to suit the ever-changing needs of our students and the community.

All teachers will use the Victorian Curriculum, subject Scope & Sequences and curriculum mapping documents to guide their curriculum planning.

### **3. PROGRAM**

#### **3.1 Program Development**

Donvale Primary School will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities, giftedness and students from language backgrounds other than English.

The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

The school will implement the Framework for Improving Outcomes (FISO), a model for continuous school improvement. Key components include:-

- Evaluate and diagnose
- Prioritise and set goals
- Develop a plan
- Implement and monitor

The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation to Year 10 in accordance with Department of Education and Training policy and Victorian Curriculum and Assessment Authority guidelines.

To facilitate this implementation, unit documentation and assessment criteria will be produced that reflect the Victorian Curriculum.

In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.

#### **3.2 Program Implementation**

Through professional learning sessions the school's staff will determine the curriculum programs for the following year, based on provision needs and departmental policy requirements.

To facilitate curriculum planning and implementation, scope and sequence documents, assessment schedules, curriculum mapping documents and planning templates will be used.

The use of Information and Communications Technologies will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to Department of Education and Training School Policy & Advisory Guide '[Using Digital Technologies to Support Learning and Teaching](#)' and the school's own endorsed policy.

Curriculum leaders will oversee the implementation of the Literacy and Numeracy programs through a combination of classroom visits, shadowing/mentoring sessions and professional learning presentations.

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

Donvale Primary School will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- providing a flexible, relevant, inclusive and appropriate curriculum
- accommodating student developmental needs within the Victorian Curriculum.

#### **3.3.1 Students with Disabilities**

The Department of Education and Training and Donvale Primary School are 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.

Donvale Primary School will liaise with the Department of Education and Training where necessary to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

### **3.4 Curriculum and Teaching Practice Review**

The school's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation. The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.

All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership standards.

The school will utilise Department of Education and Training policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.

## **4. STUDENT LEARNING OUTCOMES**

The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan will outline incremental stages of strategic plan implementation, monitoring and evaluation, broken down into 12 month targets. An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used.

Data plays a key part in the ongoing school improvement process.

### **4.1 Data collection**

The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include NAPLAN, English Online Interview, etc. See School Assessment Schedule for more specific information

The School Leadership team and the Professional Learning Teams will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.

### **4.2 Data analysis**

All teaching staff will implement the school's assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level.

The leadership team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.

The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan.

Data will also be used to determine student support options including for those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

### **4.3 Data and achievement reporting**

Data will be reported in different ways according to the audience.

**For students:** Feedback will be given about current learning and areas for future learning. The more immediate the feedback, the greater the impact.

**For staff:** Both informal and formal data will be used to inform planning and teaching on both a short and longer term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

**For parents:** Student reports, parent/teacher interviews and student conferences will provide an opportunity for teachers to provide feedback regarding student achievement.

**For community:** Student learning outcomes data will be reported in the Annual Report to the School Community provided to the Department of Education and Training, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

## 5. LINKS AND APPENDICES

Links to DET School Policy & Advisory Guide:

- [Curriculum](#)
- [Framework for Improving Student Outcomes](#)
- [Assessment](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)

Appendices which are connected with this policy are:

- Appendix 1: Year Level School Curriculum Plans and Scope and Sequence Documents
- Appendix 2: Time allocations per learning area Foundation to Year 6

## 6. REVIEW CYCLE AND EVALUATION

|                         |                                |
|-------------------------|--------------------------------|
| Date Implemented:       | 27 <sup>th</sup> November 2018 |
| Author:                 | Education Sub-Committee        |
| Approved by:            | School Council                 |
| Responsible for Review: | Principal/Assistant Principal  |
| Review Date:            | 1 Year                         |

## Appendix 1

### Whole school curriculum plans and Scope and Sequence Documents

– These can be found in our VRQA folder.

## Appendix 2

### Time allocations per learning area

#### Foundation –Year 6

The curriculum, F – 6 is based on the Victorian Curriculum.

The timetable is structured on a weekly basis. Each period is 50 minutes.

The approximate breakdown of the weekly cycle is as follows:

| <b>Foundation</b>          |                                 |
|----------------------------|---------------------------------|
| <b>Learning areas</b>      | <b>50 min. periods per week</b> |
| English                    | 12                              |
| Mathematics                | 7                               |
| Science                    | 1                               |
| Humanities                 | 1                               |
| LOTE                       | 1                               |
| Health and PE              | 2                               |
| Visual and Performing Arts | 2                               |
| Technologies               | 1                               |
| Developmental play         | 1                               |
| Library                    | 1                               |
| Assembly                   | 1                               |
| <b>TOTAL</b>               | <b>30 per week</b>              |

| <b>Year 1 &amp; 2</b>                            |                                 |
|--|---------------------------------|
| <b>Learning areas</b>                            | <b>50 min. periods per week</b> |
| English  | 12                              |
| Mathematics                                      | 7                               |
| Science  | 1                               |
| Humanities                                       | 2                               |
| L.O.T.E.   | 1                               |
| Health and PE                                    | 1                               |
| Visual and Performing Arts                       | 2                               |
| Technologies                                     | 1                               |
| Developmental play                               | 1                               |
| Library  | 1                               |
| Assembly   | 1                               |
| <b>TOTAL</b>                                     | <b>30 per week</b>              |
| <b>Year 3 &amp; 4</b>                            |                                 |
| <b>Learning areas</b>                            | <b>50 min. periods per week</b> |
| English  | 12                              |
| Mathematics                                      | 7                               |
| Science  | 1                               |
| Humanities                                       | 3                               |
| L.O.T.E.   | 1                               |
| Health and PE                                    | 2                               |
| Visual and Performing Arts                       | 2                               |
| Technologies                                     | 2                               |
| <b>TOTAL</b>                                     | <b>30 per week</b>              |
| <b>Year 5 &amp; 6</b>                            |                                 |
| <b>Learning areas</b>                            | <b>50 min. periods per week</b> |
| English  | 11                              |
| Mathematics                                      | 7                               |
| Science  | 1                               |
| Humanities                                       | 3                               |
| Health & PE                                      | 3                               |
| L.O.T.E.   | 1                               |
| Arts   | 2                               |
| Technologies (also integrated across curriculum) | 2                               |
| <b>TOTAL</b>                                     | <b>30 per week</b>              |