

BELMONT PRIMARY SCHOOL

CURRICULUM FRAMEWORK POLICY

2022



OVERVIEW

Curriculum covers all 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.

Belmont Primary School is committed to seeing our children achieve to a high level in all academic areas but also to provide students with the best possible foundation in life through a well-rounded education, which values the skills, interests and abilities of our students. Our school's vision is to foster and encourage an inclusive community of learners- 'learning together' who are confident, creative and challenged to achieve their full potential within a safe, happy and supportive environment.

To embed this, the school provides sequential learning and teaching programs that deliver a comprehensive, broadly based and inclusive curriculum to all students whilst working to foster an increasing sense of student voice and learner agency. We have high expectations for all students academically, socially and culturally by striving for excellence, honouring the school's values of *Respect, Honesty, Responsibility, Courage, Learning and Community*.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. Specialist teachers provide instruction in Physical Education, Language (Italian), and Visual Arts.

Interdisciplinary, personal and social capabilities are addressed within these curriculum areas and are supported by a range of excursions, incursions and interschool initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music and district events such as public speaking and debating.

Our teachers work in teams across levels to ensure that the Victorian curriculum is implemented across the school. Intervention approaches such as Literacy Intervention, the placement of Education Support Staff, the development of individual learning plans and modified programs for individual students provide additional support for students when needed.

The school structure includes a Leadership team, which supports School Improvement Teams to focus on school improvement priorities outlined within the School Strategic Plan and Annual Implementation Plan, along with Professional Learning Communities that focus on embedding high quality and consistent curriculum, assessment and pedagogical practice throughout the school.

1. CURRICULUM GUIDELINES

- Our school will recognise and respond to diverse student needs when developing its annual curriculum programs and curriculum plan. Reasonable adjustments and supports will be made for students with disabilities in both the planning and assessment of their learning. The school is committed to providing culturally appropriate and inclusive programs to Koorie students through supporting the development of high expectations and individualised learning for Koorie students and creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum.
- Our school will comply with all DET guidelines about the length of student instruction time required in Victorian Government schools.

- Supporting students with transition into school, through school and on to secondary education will be a key focus within our school.
- Scope and sequence and team planning documents are aligned with the Victorian Curriculum F-10, which specifies the skills children, and young people need for success in work and life.
- Teaching and learning programs will be resourced through Program Budgets.
- Curriculum areas will include:

LEARNING AREAS	CAPABILITIES
THE ARTS <ul style="list-style-type: none"> ● Dance ● Drama ● Media Arts ● Music ● Visual Arts ● Visual Communication ● Design ENGLISH HEALTH AND PHYSICAL EDUCATION THE HUMANITIES <ul style="list-style-type: none"> ● Civics and Citizenship ● Economics and Business ● Geography ● History LANGUAGES MATHEMATICS SCIENCE TECHNOLOGIES <ul style="list-style-type: none"> ● Design and Technologies ● Digital Technologies 	Critical and Creative Thinking Ethical Intercultural Personal and Social

2. PROGRAM OVERVIEW

Program Development

- Belmont Primary 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, indigenous background 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.
- The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation to Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.
- In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.
- The school has implemented the Framework for Improving Student Outcomes 2 (FISO 2) which places learning and wellbeing at the centre of school improvement.

Program Implementation

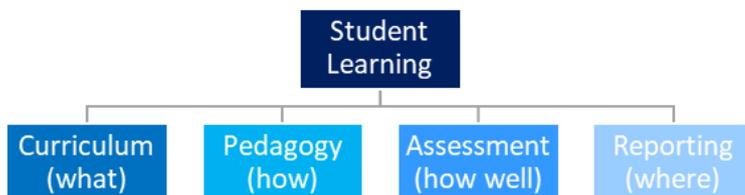
- The school determines the curriculum program for the following year, based on provision needs and departmental policy requirements.
- To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation and common templates are used.

- The school refers to the Victorian Curriculum and Assessment Authority (VCAA) *Curriculum and Planning Guidelines* to ensure our whole school curriculum plans and practices for reporting student learning achievement reflect current advice.
- The use of Information and Communications Technologies (ICT) is integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET’s School Policy & Advisory Library ‘*Digital Learning in Schools*’ and the school’s own *Digital Learning* policy.
- The curriculum will be implemented in accordance with the school’s *Time Allocation per Learning Area* outline (Appendix A).

Curriculum and Teaching Practice Review

- The school’s curriculum will be audited and reviewed 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 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 (AITSL) standards.
- The school utilises DET policy and guidelines, online resources, internal and external expertise, mentoring and coaching, peer observation and collegiate feedback to continually improve their method and practice of teaching. Professional Learning Communities provides teachers the opportunity to analyse student learning data to reflect upon and improve their teaching practice.

3. STUDENT LEARNING OUTCOMES STATEMENT



Student learning is produced, shaped and affected by four connected components. Each of these components plays a separate and distinct role in the process of student learning and each is interconnected with all of the others.

Curriculum- defines *what* it is that students should learn, and the associated progression or continuum of learning. Belmont Primary Schools follows the Victorian Curriculum F-10, including *Levels A,B,C,D towards Foundation* for individual students.

Pedagogy- describes *how* students will be taught and supported to learn

Assessment- identifies *how well* a student has (or has not) learnt specified content. Teachers follow the Belmont Primary School Assessment Schedule which is reviewed annually.

Reporting- explains to the student and the parent *where* a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals, and/or the learning of their peers (through comparison to achievement standards).

The school will document, through its School Strategic Plan and the Annual Implementation Plans, the key strategies for improvement in student learning outcomes as part of our curriculum plan. Data plays a key part in the ongoing school improvement process.

Data Collection:

- The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include: (eg. NAPLAN, English Online Interview, Mathematics Online Interview, Fountas and Pinnell Benchmark Assessment, Essential Assessment, Sound Waves Diagnostic test, Single Word Spelling Test, moderation of learning tasks and DIBELS).
- Teachers will also develop rigorous formative assessment practices so that they and their students can work together consistently and systematically to gather evidence of learning, provide feedback to each other and set individual learning targets.

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 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 Plans.
- The School 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 School Leadership Team, in consultation with School Improvement Teams, will track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus.
- Professional Learning Communities (PLCs) will track cohort and individual data to also identify teaching and learning areas that require further focus.
- Data will be used to determine student support options for those at risk, which may include developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.
- Data will also be used to identify students working above the expected level and to determine school actions or enrichment programs that could challenge, extend and meet student needs.

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.

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

For parents: Student reports, parent/teacher meetings, learning tasks and electronic student work samples will provide an opportunity for teachers to provide feedback regarding student achievement. Formal reports are provided at the end of Term 2 and Term 4. Student Support Group meetings provide a shared opportunity for parents and staff to reflect on the progress of students who have an individual learning plan.

For Community: 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. A community meeting is held each year for the purpose of sharing the School Annual report to interested parties.

FURTHER INFORMATION AND RESOURCES:

- Appendix: Time allocation per Learning Area (P-6)

- DET School Policy and Advisory Library:
 - *Curriculum*
 - *Assessment*
 - *Framework for Improving Student Outcomes*
 - *Using Digital Technologies to Support Learning and Teaching*
 - *Student Wellbeing and Learning*
 - *Students with Disabilities*
 - *Koorie Education*
- VCAA Revised Curriculum Planning and Reporting Guidelines
- School Assessment Schedule
- Student Learning Outcomes Statement

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2022
Consultation	Consulted with Curriculum and Policy Committee members
Approved by	Principal
Next scheduled review date	August 2024

Appendix A: Time Allocations per Learning Area

The curriculum is based on the **Victorian Curriculum (Foundation to Year 10)**. The timetable is structured on a weekly basis. The current school timetable is structured into 60 minute sessions. The breakdown of the weekly cycle is as follows:

FOUNDATION TO YEAR 2			
Prep		Years 1-2	
Domain	Minutes per week	Domain	Minutes per week
English	750	English	750
Mathematics	240	Mathematics	300
Science	150	Science	180
The Humanities		The Humanities	
Technologies		Technologies	
Languages (Italian)	60	Languages (Italian)	60
Health and Physical Education	180	Health and Physical Education	150
The Arts	120	The Arts	60
Additional programs that operate within this structure			
Assembly Wellbeing program (Learning Together) Buddies Library Community circles Cyber safety We Rock the Spectrum MoPA (Museum of Play an Art) Swimming Cross Country Athletics Incursions and other relevant excursions		Assembly Wellbeing program (Learning Together) Library Community circles Cyber safety Swimming Cross Country Athletics Incursions and other relevant excursions Literacy intervention	

YEARS 3-6			
Years 3-4		Years 5-6	
Domain	Minutes per week	Domain	Minutes per week
English	660	English	
Mathematics	300	Mathematics	
Inquiry studies including:		Inquiry studies including:	180
Science	90	Science	
The Humanities	90	The Humanities	
Technologies	60 (focus skill teaching)	Technologies	120
Languages (Italian)	60	Languages (Italian)	60
Health and Physical Education	120	Health and Physical Education	180
The Arts	60	The Arts	60
Additional programs that operate within this structure			

Assembly Wellbeing program (Learning Together) Library Community circles Cyber safety Swimming Cross Country Athletics Interschool sport (athletics) Incursions and other relevant excursions Camp Junior School Council Choir State School Spectacular	Assembly Wellbeing program (Learning Together) Puberty Library Community circles Cyber safety (Robbie Noggler) Swimming Cross Country Athletics Interschool sport (athletics) Lightning Premiership Incursions and other relevant excursions Camp Secondary School Orientation Program Biolab Deakin University Science Debating (out of hours) Junior School Council Choir State School Spectacular
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AREAS	BELMONT APPROACHES	TIME ALLOCATION
ENGLISH	English – Reading & Viewing, Writing, Speaking & Listening. Synthetic Phonics Program (Sound Waves) Literacy Intervention (Years 1 & 2)	2 hours daily
MATHEMATICS	Mathematics	1 hour daily
SCIENCE	Inquiry Studies approach	2 hours per week
HUMANITIES HISTORY, GEOGRAPHY, ECONOMICS & BUSINESS, CIVICS & CITIZENSHIP	Literacy and Numeracy also integrated into this curriculum	
THE ARTS	Visual Arts Performing Arts / Music	1 hour per week
LANGUAGES	Italian	1 hour per week
HEALTH & PHYSICAL EDUCATION	Physical Education Sport Puberty Program (Grade 5 & 6) Bike Education (Grade 4) Swimming Program (Foundation -6) Camping Program (Grade 3-6)	1 hour per week
DIGITAL TECHNOLOGIES	Integrated in Learning & Teaching Programs Coding Robotics	Integrated in Learning & Teaching programs
LIBRARY	Literature / Research	½ to 1 hour per week
WELLBEING	Student Wellbeing Programs- Resilience, rights and respectful relationship (Learning for Life)	1 hour per week Daily community circles

