



# Curriculum Framework Policy

## PURPOSE

To communicate how Langwarrin Primary School will develop and review the curriculum that is in place to provide for student learning. This includes course content, student activities, teaching approaches, the way in which teachers and classrooms are organised and decisions made on the need for and use of facilities and resources. implement a range of highly effective teaching and learning strategies and a range of effective assessment and reporting strategies.

## SCOPE

This policy applies to all areas of the Victorian Curriculum which are covered at Langwarrin Primary School, whether taught in general or specialist classrooms.

## POLICY

Teachers at Langwarrin Primary School are part of a professional learning team responsible for providing high quality programs to ensure success for all students within a positive, challenging and supportive environment.

Teachers will:

- ensure learning opportunities will be open-ended, cater for learning styles of all students, develop thinking skills, and be based upon cooperative learning structures.
- encourage and empower students to take increasing responsibility for their own learning; promoting high but achievable expectations for all students.
- foster a safe, stimulating and challenging learning environment.
- encourage students to extend their abilities in classroom programs and extra curricula experiences.
- use a variety of highly effective teaching and learning strategies, including Information Communications Technologies to support student learning.
- monitor and assess regularly using a variety of techniques and factor this assessment information into future planning.
- report to parents in a meaningful, clear and accurate manner.
- encourage parents to assist in their children's learning and participate in school activities.
- ensure that professional learning is targeted towards improving teaching skills and knowledge and that professional learning is shared with colleagues and implemented into classroom programs.

The principles of the Langwarrin Primary School professional learning community embraces the belief that, as well as focusing on teaching, there is an explicit focus on student learning.

An instructional model based on learning intentions, success criteria and feedback provides a solid foundation for the school with continually improving student learning outcomes.

Crucial questions drive the work of the Langwarrin Primary School professional learning community, such as:

- What is the current stage of achievement of the student?
- What do we want each student to learn?
- How will we know when each student has learned it?
- What is the next stage of learning for the student?
- What resources are available to enrich the learning for each student?

The Langwarrin Primary School professional learning community work collectively to ensure a collaborative culture of learning and teaching.

## **1. CURRICULUM GUIDELINES**

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

Langwarrin Primary School will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, Languages and English as an Additional Language (EAL). Our school also places a high priority on the teaching of these learning areas.

Teaching and learning programs will be resourced through Program Budgets.

## **2. PROGRAM**

### **2.1 Program Development**

Langwarrin 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 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 Student 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 (VC) will be used as a framework for curriculum development and delivery at Foundation to Year 6 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.

## **2.2 Program Implementation**

The school will determine the curriculum program for the following year, based on provision needs and departmental policy requirements. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.

To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation, handbooks and pro-formas will be used.

The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL) will continue to be implemented.

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

Curriculum Coordinators will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

## **2.3 Student Wellbeing and Learning**

Langwarrin 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 by:

- 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; and
- accommodating student developmental needs within the Victorian Essential Learning Standards stages of schooling.

## **2.4 Students with Disabilities**

The Department of Education and Training and Langwarrin Primary School is 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.

Langwarrin Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

## **2.5 Koorie Education**

Langwarrin Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- 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)
- working in correlation with the DET Koorie Engagement Support Officer (KESO)
- supporting the development of high expectations and individualised learning for Koorie students
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

## **2.6 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 SIT 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 (AITSL) standards.

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

## **3. 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 the 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.

### **3.1 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 Assessment and Essential Assessment)

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

### **3.2 Data analysis**

All teaching staff will implement the school's assessment schedule.

In the Professional Learning Teams 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 those at risk, developing an Individual Education Plan, provision of extra teaching support and/or referral for further assessments.

### **3.3 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. This will be done through student/teacher conferences and setting learning goals. 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 long term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For parents: Student reports and parent/teacher meetings 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 DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

### **FURTHER INFORMATION AND RESOURCES**

- *Assessment Policy*
- *Teaching and Learning Policy*

## **REVIEW CYCLE**

This policy will be reviewed as part of the school's three-year review cycle.

This policy was updated on 1<sup>st</sup> January 2018 and is scheduled for review in January 2021.