



# Serpell Primary School Curriculum Framework Policy



## Rationale

Innovative curriculum and a culture of excellence creates a stimulating learning environment at Serpell PS that engages and challenges students to achieve personal growth.

Students develop intercultural understandings as they learn to value identity through the experience of culture, language and beliefs. They learn to appreciate commonalities and differences in diverse cultural perspectives and practices. Students develop dispositions such as empathy and respect towards other cultures by creating connections with others. Students have a sense of how their own role as a world citizen can shape sustainable communities locally, nationally and internationally.

Implementation of the Victorian Curriculum across the school will provide all students with a sequential curriculum framework that guides their learning, as well providing measures of learning achievement that allow students, teachers and parents the opportunity to assess student performance against expected achievement standards. A school Assessment Schedule informs decisions on planning, curriculum delivery and reporting on student progress.

## Aims

The School aims to implement a dynamic curriculum that:

- is engaging and relevant and enables students to develop deep levels of knowledge, processes and skills for life-long learning;
- is differentiated in approaches to teaching that cater for the needs of students with a range of interests, abilities and skills;
- provides opportunities for students to think, reflect and become independent, resourceful and adaptable learners;
- is based on the Victorian Curriculum, with overarching principles being provided from the Framework for Improving Student Outcomes (FISO);
- ensures that curriculum development maximises guidelines published by the Department of Education and Training (DET), The Victorian Curriculum and Assessment Authority (VCAA & Victorian Curriculum), Australian Curriculum Assessment and Reporting Authority (ACARA), and The Council of International Schools (CIS) accreditation standards;
- matches the Council of International Schools accreditation standards and Code of Ethics;
- provides a commitment to the implementation of international and intercultural perspectives within the curriculum;
- differentiates curriculum content and standards of achievement to address specific needs of all students, this includes high achieving students, gifted students, special learning needs, disabilities, impairments, English as an additional language and intervention programs.

## Implementation

1. A commitment to the successful implementation of the Victorian Curriculum learning areas.
2. Whole school professional learning opportunities will be provided, and Performance Development Plans for all staff members will be developed that cater for understandings of the Victorian Curriculum in line with the School Strategic Plan and Annual Implementation Plan.
3. To utilise School Data to inform our whole school approaches to high quality development of teaching and learning, pedagogy and curriculum.
4. Access to a wide range of educational resources to select appropriate teaching and learning resources.
5. Set home learning that supports classroom learning.
6. Undertake a range of student assessment and reporting activities to support student learning and development.
7. Ensure that classrooms are safe and classroom activities are conducted safely.
8. A budget will support the curriculum programs.

9. Digital Learning will be integrated wherever possible as part of planned curriculum, teaching and learning. Use of technology will be guided by the SAMR Model, guiding incremental development of how it is utilised in the classroom.
10. The timetable is structured on a weekly basis. Each period is 60 minutes and there are 5 lessons taught per day. Curriculum areas covered include:

Curriculum Area	Description	Time Allocation
English	English learning will encompass the modes of Reading and Viewing, Writing, and Speaking and Listening. This can include integrating literacy teaching across other areas of learning, including Library.	It is expected that ten hours of literacy be scheduled each week.
Mathematics	Mathematics teaching will encompass the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability as outlined in the Victorian Curriculum. This could be integrated across other areas of learning.	It is expected that 5 hours of Mathematics be scheduled each week.
Health and Physical Education	All students to participate in a specialist session, each week. Additionally, Year 3-6 students participate in a weekly sport session, with Year 5 and 6 participating in interschool Sport.	It is expected that 1-2 hours of Physical Education be scheduled each week.
Languages	The school will provide tuition in a Language other than English from Prep to Year 6 by a suitably qualified teacher and report student achievement for students in Year 5 and 6.	It is expected that 1 hour of Languages will be scheduled each week.
Digital Technologies	Digital technologies will be embedded across the whole school curriculum.	Embedded across the curriculum.
The Arts	The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Where possible, The Arts activities will be integrated with the other areas.	It is expected that 1 – 1 ½ hours of The Arts will be scheduled each week.
Science and The Humanities	The Humanities include, Civics and Citizenship, Geography and History. The Humanities will be taught twice a year in term three and four. The Science curriculum will be delivered by teachers to the students through the Primary Connections units written by the Australian Academy of Science. Science units will be taught twice a year in terms two and four.	It is expected that 5 hours will be scheduled each week.
Capabilities	The Capabilities include, Critical and Creative Thinking, Ethical Capability, Intercultural Capability, and Personal and Social Capabilities. These Capabilities will be embedded across the whole school curriculum.	Embedded across the curriculum.

11. A guided inquiry approach that encourages purposeful cross curriculum opportunities to enhance learning through meaningful context. A range of thinking curriculum tools such as the Philosophy program will compliment this curriculum.
12. A comprehensive assessment schedule will be implemented to support assessment of student learning.
13. Assessment and Reporting: Parent Teacher Interviews are offered twice per year – in term 1 and term 3. To compliment these interviews, formal written reports that indicate a student's progress against Victorian Curriculum are made available in June and December. 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.

14. Students with Disabilities: Commitment 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. The school will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities. A Special Needs/Inclusion Co-ordinator (Assistant Principal) oversees the Program for Students with Disabilities.
15. A range of DET programs will support curriculum delivery in the school. These may include English as an Additional Language (EAL), Reading Recovery Program, Health Education, Gifted Education, ESL New Arrivals Program, and the Program for Students with Disabilities.

**Resources:**

- Victorian Curriculum and assessment Authority (VCAA): <http://victoriancurriculum.vcaa.vic.edu.au/>
- Framework for Improving Student Outcomes: <http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx>
- Department of Education and Training (DET): <http://www.education.vic.gov.au/Pages/sitemap.aspx>
- Council Of International Schools (CIS): <http://www.cois.org/>

**Evaluation:**

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

**Ratification:**

This policy was ratified by the School Council on Monday the 16<sup>th</sup> of April 2018.