

ESSEX HEIGHTS PRIMARY SCHOOL **CURRICULUM FRAMEWORK POLICY**

Essex Heights 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, differentiated broadly based and inclusive curriculum.

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.

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan (see **Appendix A**).

1. GUIDELINES

- 1.1** Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (see **Appendix A**).
- 1.2** Our school will comply with all DET guidelines about the length of student instruction time required in Victorian schools.
- 1.3** There will be a broad offering of programs to meet the demands of students. Victorian Curriculum will be implemented from Foundation to Year 6 at our school.
- 1.4** Essex Heights PS places a high priority on the teaching of Physical and Sport Education, Music, Visual Arts, Indonesian Language and EAL.
- 1.5** School curriculum programs are designed to enhance effective learning.
- 1.6** Preparing young people for the transition into school and into secondary education is a critical element in the primary school program.
- 1.7** Teaching and learning programs will be resourced through Program Budgets.

2. PROGRAM

- 2.1** 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.

- 2.2 Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- 2.3 Our school when developing its Curriculum Plan will provide for at least 25 hours of student contact hours per week.
- (<https://www.education.vic.gov.au/school/principals/spag/management/pages/hours.aspx>)
- 2.4 The Leadership Team will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices.
- 2.4.1 Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.
- 2.5 The Victorian Curriculum will be used as a framework for curriculum development and delivery at years Foundation to 6 in accordance with DET policy and guidelines.
- 2.5.1 Essex Heights P.S. has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of whole school curriculum by teachers and parents.
- 2.5.2 Curriculum planning is informed by interpretation of regularly analysed student data by teachers in their curriculum planning sessions and includes a suite of year level assessments including pre/post tests, standardised tests teacher observations and student feedback.
- 2.6 The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- 2.7 *Foundation* and *Breadth* stages of schooling approaches will continue to be developed and implemented.
- 2.8 In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.
- 2.9 A comprehensive annual Curriculum program budget will be submitted to School Council.
- 2.10 The Leadership Team will meet regularly to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, school-based testing, teacher judgments based on learning outcomes in Victorian Curriculum and Student Opinion Surveys. *Compass Analytics* and the *EHPS Data Manager* will be used as the primary whole-school tracking tools.
- 2.11 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.

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

Links which are connected with this policy are:

- <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/curriculum.aspx>
- <http://victoriancurriculum.vcaa.vic.edu.au/>
- <http://curriculumplanning.vcaa.vic.edu.au/>
- <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx>
- <https://www.education.vic.gov.au/about/research/Pages/learningdev.aspx>

Appendices which are connected with this policy are:

- Appendix A: Curriculum Plan – including time allocations

4. **EVALUATION**

This policy will be reviewed every three years or more often if necessary due to changes in regulations or circumstances.

George Perini

Kristen Steer

Principal

School Council President

July 2018

Appendix A

Curriculum Plan – including time allocations

Foundation – Year 6

The curriculum is based on the Victorian Curriculum standards. The timetable is structured on a weekly basis of 2 x 2 x 1 hour blocks.

Foundation to Year 6 (from 2018)	
Domain	Minutes per week
English	600
Mathematics	300
Science	80
Humanities (History/Geography)	80
Language - Indonesian	40
Personal Development/ Health	60
Art	60
PE/PMP/Sport	150
Design/Technology	60
Music	70
Assembly / RE	60
TOTAL	1500

*Includes the Victorian Curriculum Personal and Social Capabilities, Critical and Creative Thinking, Ethical Capabilities, Ethical Capabilities.