1. **POLICY STATEMENT**

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.

Our 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 inclusive curriculum.

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

2. **GUIDELINES**

2.1 Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (see Appendix A).

2.2 Our school will comply with all DEECD guidelines about the length of student instruction time required in Victorian schools.

2.3 There will be a broad offering of programs to meet the demands of students. The AUSVELS will be implemented from Years Prep to 6.

2.4 The Department of Education and Early Childhood Development places a high priority on the teaching of Physical and Sport Education and LOTE. Our school also places a high priority on the teaching of these learning areas, to include Japanese.

2.5 School curriculum programs are designed to enhance effective learning.

2.6 Preparing young people for the transition from primary school into secondary education is a critical element in our P to 6 program.

2.7 Teaching and learning programs will be resourced through Program Budgets.

3. **PROGRAM**

3.1.1 Our school will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs and disabilities and impairments.

3.1.2 Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
3.2 Our school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.


3.3 The AUS/VELS will be used as a framework for curriculum development and delivery at years Prep to 6 in accordance with DEECD policy and guidelines.

3.4 The DEECD requirements related to the teaching of Physical Education and LOTE will continue to be implemented.

3.5 The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

3.6 In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

3.7 P to 6 Year Level Professional Learning Teams (PLTs) meet weekly to plan explicitly for their students and engage in quality conversations and discussions about their teaching programs, student needs and quality teaching practices. Team summary planning notes are prepared and shared with all teachers and saved on the staff curriculum drive for ongoing reference. These notes (minutes) clearly outline

- Literacy, Numeracy and Inquiry Learning focus plans, explicit Learning Goals and Intentions and curriculum programs
- ICT strategies and tools implemented
- Assessment tools and strategies used
- Monitoring of student progress and data analysis
- Excursion/Incursion/Camp effective planning and implementation and whole school costing
- Professional Development needs and sharing of ideas
- Incidental and miscellaneous information
- Behaviour management and discipline strategies to include KidsMatter and Restorative Practices frameworks
- Timetable changes and homework
- Incidental and miscellaneous information
- Resourcing

3.8 P to 6 Curriculum Professional Learning Teams (PLTs) meet at least twice a term to plan explicitly for their students and engage in quality conversations and discussions about their teaching programs, student needs and quality teaching practices. Team summary planning notes are prepared and shared with all teachers and saved on the staff curriculum drive for ongoing reference. These notes clearly outline

- P to 6 Literacy, Numeracy and Inquiry Learning focus plans, explicit Learning Goals and Intentions and curriculum programs
- ICT strategies and tools implemented
- Assessment tools and strategies used P to 6 to include SWST, SPA and school based tools
KENT PARK PRIMARY SCHOOL CURRICULUM FRAMEWORK
POLICY

- Monitoring of student progress and data analysis to include the use of SPA P to 6
- Implementation of NAPLAN ACTION PLAN each year
- Professional Development needs and sharing of ideas
- Incidental and miscellaneous information

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

Links which are connected with this policy are:


Appendices which are connected with this policy are:

- Appendix A: Curriculum Plan – including time allocations

5. EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.
Appendix A

Curriculum Plan – including time allocations

Years Prep - 6

The curriculum is based on the AUSVELS standards. The timetable is structured on a weekly basis. For 2014 each specialist teaching session is timetabled for 50 minutes. The breakdown of the weekly cycle is as follows:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Years Prep to 2 Minutes per week</th>
<th>Years 3 to 6 Domain</th>
<th>Minutes per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>620</td>
<td>English</td>
<td>620</td>
</tr>
<tr>
<td>Mathematics</td>
<td>300</td>
<td>Mathematics</td>
<td>300</td>
</tr>
<tr>
<td>Science</td>
<td>30</td>
<td>Science</td>
<td>30</td>
</tr>
<tr>
<td>Humanities (History/Geography)</td>
<td>180</td>
<td>Humanities (History/Geography)</td>
<td>180</td>
</tr>
<tr>
<td>LOTE</td>
<td>50</td>
<td>LOTE</td>
<td>50</td>
</tr>
<tr>
<td>PE/ Health</td>
<td>50/120</td>
<td>PE/ Health</td>
<td>50/70</td>
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<tr>
<td>Visual Art</td>
<td>50</td>
<td>Art</td>
<td>50</td>
</tr>
<tr>
<td>Sport</td>
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<td>Sport</td>
<td>50</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>50</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1450 per week</td>
<td><strong>TOTAL</strong></td>
<td>1450 per week</td>
</tr>
</tbody>
</table>

*Includes the AUS/VELS Interpersonal Development, Personal Learning, Thinking Processes, and Communication domains

JULY 2014