



# TOORAK PRIMARY SCHOOL

## CURRICULUM FRAMEWORK POLICY

### Rationale

Schools apply Victorian Curriculum expectations to develop and provide education programs that are meaningful for students. TPS is committed to providing a dynamic learning environment that engages and inspires students to achieve their personal best in an atmosphere of mutual respect and cooperation.

A holistic approach to learning is adopted where the academic, physical, social, emotional and psychological needs of all children are taken into account underpinned by the values of Tolerance, Persistence and Success.

Our school sets high expectations for students to achieve their best in all endeavours. Our broad curriculum is planned and taught sequentially and allows students to take ownership through personalised learning goals and targets. It is designed to develop thinking and social skills, foster engagement with the wider community and includes the use of a wide variety of technology to assist student learning. To support student learning at TPS we access and select a wide range of suitable educational programs and resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

Through the TPS Curriculum Framework every student has the opportunity to develop:

- a solid foundation in knowledge, understanding, skills and values to enable every student to succeed
- skills, knowledge and values that will encourage deeper thinking and an ability to create new ideas and translate them into practical application
- the capacity to work with others effectively to achieve common goals.

### Aims

TPS continually aims to improve procedures and practices so that every child has the opportunity to succeed.

Our curriculum approach is:

- outcomes focused
- presented to all students through an explicit instructional model
- differentiated for the needs of students with a wide range of interests, abilities, and skills
- provides opportunities for students to think, reflect and become independent, resourceful and adaptable learners
- compliant with DET policies and based on the Victorian Curriculum (please refer to: <https://www.education.vic.gov.au/school/teachers/teachingresources/Pages/default.aspx>).

### Guidelines

The Principal has the overall responsibility for the implementation of curriculum at the school. Aspects of this role can be delegated to other staff members and curriculum leaders who will work in conjunction with the principal in developing curriculum delivery and programs. Professional Learning Teams are formed annually to develop specific curriculum areas and provide advice to the staff as a whole.

The school will ensure that it has a comprehensive budget to support curriculum programs. Budget requests will be formulated by program leaders in October in preparation for the next school year. These will be compiled by the Principal and discussed in the Finance Subcommittee meeting. Indicative budgets must be approved by School Council prior to the school year. Program Leaders are strongly encouraged to expend curriculum budgets in first and second terms of the school year to ensure that resources are effectively used.

The TPS School Strategic Plan (SSP) is the school's statement to its community about what it stands for and intends to do, over the next four years, to improve student outcomes. It defines what the school values most and sets out the school's goals and targets, key strategies for improvement and its resourcing priorities.

The TPS Annual Implementation Plan (AIP) outlines one-year goals that are steps towards achieving the broader targets set in the strategic plan.

It also provides a reference point for monitoring the school's progress in meeting the goals and targets set in its strategic plan. Each term, level teams will produce a curriculum planning document detailing the learning focuses of the term. Weekly Year Level meetings will have a focus on student learning data and planning in order to provide differentiated approaches to teaching that cater for the needs of students with a range of interests, abilities, skills, and motivation. This will include references to the Victorian Curriculum: <http://victoriancurriculum.vcaa.vic.edu.au/>.

Curriculum and level leaders will ensure the Victorian Curriculum scope and sequence and curriculum coverage is monitored across the school. The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understandings of the whole school curricular. Learning about the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability is embedded in the learning areas of the Victorian Curriculum F–10.

A range of DET programs will support curriculum delivery in the school. These may include English as an Additional Language (EAL), Literacy Support, EAL New Arrivals Program, and the Program for Students with Disabilities.

A range of teaching resources will be accessed when developing curriculum programs. The school will ensure that teaching and learning resources balance the need to provide challenging and engaging learning programs for students with the use of materials that do not offend students and the wider community. Teaching and learning resources include any spoken, written or visual text or activity used or conducted by schools such as text books, novels, films, plays, radio programs, multimedia, digital learning resources including video, audio, text, animations and images, lectures, speeches and performances.

A comprehensive assessment schedule is documented, implemented and revised annually to support assessment of student learning (see TPS Assessment Schedule).

The school will offer excursions and/or incursions to complement the curriculum. Other experiences, such as camps, sporting programs and leadership courses will also be offered.

Special school events and days will be celebrated at the school to enhance curriculum programs, for example, STEAM Day, Education Week and Book Week.

### Implementation

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 TPS will map out its curriculum plan. All Prep to Year 6 students are provided with access to all Victorian Curriculum learning areas, capabilities and cross curriculum priorities through our daily, weekly, term and annual planning. The following information provides the time tabled allocation for Victorian Curriculum learning areas and capabilities at TPS.

Minimum Time Tabled Allocation per week:

- English 8 hours
- Mathematics 5 hours
- Inquiry (Humanities and Science) 2 hours
- ICT 1 hour (integrated throughout other learning areas)
- Health and Physical Education Prep–3 2½ hours and 4–6: 3 hours
- Arts (Music/Visual Art) - 1 hour, 50 minutes
- Language Other Than English (LOTE) – French 55 minutes
- Personal and Social Capabilities (Wellbeing, Respectful Relationships program) 1 hour

English (see TPS Approach to English, Mathematics and EAL)

English learning should encompass the modes of Reading, Writing and Speaking and Listening as outlined in the Victorian Curriculum. It is expected that two hours of literacy be scheduled each day. This can include integrating literacy teaching across other areas of learning.

#### Mathematics (see TPS Approach to English, Mathematics and EAL)

Mathematics teaching should encompass the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability as outlined in the Victorian Curriculum. It is expected that one hour of numeracy be scheduled each day. This could be integrated across other areas of learning.

#### Health and Physical Education

In accordance with DET policy, TPS will mandate the following times to Physical Education:

- Years F–3: 20-30 minutes a day of physical education (which consists of both practical and theoretical physical education).
- Years 4–6: 3 hours per week of physical education and sport (which consists of both practical and theoretical physical education).
- The school will participate in Interschool sport events, athletics and cross-country. A Swimming Program will run once per year for each year level. The Physical Education Program will be supplemented by outside sporting associations that may run clinics in Physical Education sessions to support the development of specific sporting skills.

The school will have a whole school approach to Health Education, including Life Skills. Other health related topics that the school will cover include Healthy Eating, Student Wellbeing (e.g. School Values, Mindfulness and Respectful Relationships).

#### Languages

According to DET policy, schools must provide tuition in languages from Foundation to Year 10 by a suitably qualified teacher and report student achievement from Level 4 onwards. At TPS the language is French.

#### Information and Communications Technologies (ICT)

At TPS ICT is integrated across the whole school curriculum. The STEAM (Science, Technology, Engineering, Arts, Mathematics) Action Teams provide advice and support regarding ICT priorities and cyber safety learning. All classroom and specialist teachers are expected to integrate ICT into their learning programs. All Level Team planners must include ICT components

Refer to: TPS Acceptable Use Agreement & TPS Acceptable Use Digital Technologies Agreement 2020  
Program for Students with Disabilities

The Department of Education and Training (DET) and TPS are 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.

TPS will liaise with DET Student Support Service Officers (SSSOs) to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

#### Compliance

TPS complies with the following DET guidelines in relation to:

Homework

<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/homework.aspx>

Curriculum

<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/curriculumdev.aspx>

Assessment and Reporting:

<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/assessment.aspx>

Acceptable Use of ICT

<http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/techsupport.aspx>

Program for Students with Disabilities

<https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psd.aspx>

Related policies and documents:

- Student Engagement Policy
- TPS Assessment Schedule
- TPS Approach to Mathematics, English and EAL

Advice:

- Homework Policy
- TPS Acceptable Use Agreement & TPS Acceptable Use Digital Technologies Agreement 2020

#### Evaluation

This framework document will be reviewed every three years. This framework was developed and ratified by School Council in June 2020.