

CURRICULUM FRAMEWORK POLICY

1. PURPOSE

Curriculum covers all the arrangements the school makes for students' social, emotional and education development and learning. It includes 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.

Chatham Primary fosters a supportive and engaging learning environment which aims to develop motivated students who exhibit positive attitudes to learning as global citizens.

We acknowledge the unique abilities of every child and encourage an inquisitive approach to learning to assist students to reach their academic, social, emotional and physical potential. Through the delivery of a child-centered curriculum we foster individual, independent, collaborative and co-operative learning and acknowledge and celebrate the efforts and achievements of every student.

Our dynamic learning environment is based around our six school values and the core skills in numeracy, literacy and technology to help prepare our students for their global future. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based, differentiated and inclusive curriculum.

2. GUIDELINES

- 2.1** There will be a broad offering of programs to meet the needs of students. AusVELS will be implemented from Foundation (formerly known as Prep) to Year 6. See website for AusVELS Curriculum Framework <http://ausvels.vcaa.vic.edu.au/>
- 2.2** The DET places a high priority on the teaching of Physical and Sport Education, Language Other Than English (LOTE), Visual and Performing Arts, English as an Additional Language (EAL) and Science. Our school also places a high priority on the teaching of these learning areas.
- 2.3** Our school will comply with all Department of Education and Training (DET) guidelines about the length of student instruction time required in Victorian schools.
- 2.4** Our school will recognise and respond to diverse student needs when developing its curriculum programs.
- 2.5** School curriculum programs will be designed to enhance and support effective learning.
- 2.6** Teaching and learning programs will be resourced through Program Budgets.
- 2.7** Preparing young people for the transition from Prep-Prep to Foundation, to the next grade level each year or higher school setting into further education, is a critical element in our program.

3. PROGRAM

- 3.1** AusVELS will be used as a framework for curriculum development and delivery from Foundation to Year 6 in accordance with DET policy and guidelines. The Walker Learning Approach (Investigations Program) will be used to complement the delivery of AusVELS in Foundation and Year 1.
- 3.2** 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 language backgrounds other than English.
- 3.3** Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- 3.4** Our school, when developing its Curriculum Plan, will provide 25 hours of student instruction per week.

- 3.5** 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.
- Input will be sought from the relevant staff in a particular curriculum area when determining programs for the following school year.
- 3.6** The school will develop a yearly Integrated Scope and Sequence Chart centred around the delivery of AusVELS using an Inquiry Concept model.
- 3.7** Each term teachers will develop Term Planners to guide their sequential teaching and learning programs in Literacy and Numeracy.
- 3.8** Every year, our school will do an audit of the Foundation to Year 6 curriculum. Level learning teams and specialists will audit the curriculum of a particular program to see which domains, dimensions and strands of the AusVELS are currently being addressed. This audit will inform future curriculum planning.
- 3.9** The DET requirements related to the teaching of Physical Education, Language other than English (LOTE), Visual Arts and Performing Arts, English as an Additional Language (EAL) and Science will continue to be implemented.
- 3.10** The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the enhancement of teaching and learning outcomes.
- 3.11** In developing its curriculum plan, the school will provide a broad range of educational pathways to ensure improved student outcomes.
- 3.12** Every year the school will undertake mandatory student assessments/surveys as per Department Guidelines, as well as developing a school-based Student Assessment Schedule across the school.
- 3.13** In line with Department Guidelines teachers will assess and report against the AusVELS twice yearly.

4. BASIS of DISCRETION

- 4.1** The Leadership Team will determine the curricula programs for the following year based on Budget priorities.
- 4.2** This policy will be reviewed every three years or when necessary due to changes in regulations or circumstances.

Status: *Approved by School Council 2015*

Policy Review Date: 2018