CURRICULUM FRAMEWORKS
POLICY

RATIONALE

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.

The school operates its curriculum using the AusVELS and EAL Continuum (which caters for the needs of our English as Additional Language) students which provides a set of prescribed content and common achievement standards that schools can use to plan student learning programs, assess student progress and report to parents.

AusVELS uses an eleven level structure to reflect the design of the Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning.

IMPLEMENTATION

1. Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (see Appendix A).
2. Our school will comply with all DEECD guidelines about the length of student instruction time required in Victorian schools.
3. There will be a broad offering of programs to meet the demands of students.
4. The Department of Education and Early Childhood Development places a high priority on the teaching of Physical and Sport Education, LOTE and EAL. Our school also places a high priority on the teaching of these learning areas.
5. School curriculum programs are designed to enhance effective learning. Each year, broad topics will be designated for each month which will provide all teachers with the scope to incorporate concepts into the outcomes required to be achieved.
6. Teaching and learning programs will be resourced through the allocation of budgeting within sub programs

PROGRAM
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.

Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.

Our school when developing its Curriculum Plan will provide 25 hours student instruction per week.

The Aus/VELS will be used as a framework for curriculum development and delivery at in accordance with DEECD policy and guidelines.

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

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

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DEECD, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

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

EVALUATION

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

Data obtained in relation to student learning will be assessed by the teaching staff both in team meetings and also through professional developing/learning sessions.
Appendix A

Curriculum Plan – including time allocations

The school has one general timetable across all levels. The breakdown of the weekly cycle is as follows:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Minutes per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>600</td>
</tr>
<tr>
<td>Mathematics</td>
<td>300</td>
</tr>
<tr>
<td>Science</td>
<td>60</td>
</tr>
<tr>
<td>Humanities (History/Geography)</td>
<td>60</td>
</tr>
<tr>
<td>LOTE</td>
<td>60</td>
</tr>
<tr>
<td>PE/ Health</td>
<td>60</td>
</tr>
<tr>
<td>The Arts</td>
<td>120</td>
</tr>
<tr>
<td>Sport</td>
<td>60</td>
</tr>
<tr>
<td>ICT Skill Development</td>
<td>60</td>
</tr>
<tr>
<td>Assembly</td>
<td>30</td>
</tr>
<tr>
<td>Religious Education (optional)</td>
<td></td>
</tr>
<tr>
<td>Those not doing RE additional 30 mins Mathematics</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1500 per week</td>
</tr>
</tbody>
</table>

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

* This time allotment also changes in Term 1 & 2 for students in Year 4 – 6 where Interschool sport takes up a further 30 minutes reducing English time in that week