



# Curriculum Framework Policy

## BACKGROUND

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.

Mountain Gate Primary School follows and implements the Victorian Curriculum F-10, for teaching, assessing and reporting. The Victorian Curriculum F-10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student

Most students with disabilities and additional learning needs can engage with the curriculum provided the necessary adjustments are made to the complexity of the curriculum content and to the means through which students demonstrate their knowledge, skills, and understanding. Differentiated Curriculum will allow for 'Towards Foundation Level Victorian Curriculum' and is referred to as 'Levels A to D' being integrated into studies.

## PURPOSE

To ensure school staff understand the sequence and structure of the Victorian Curriculum.

To prioritise teaching time to meet VQRA & DET minimum guidelines and priorities for the Victorian Curriculum and the length of instruction time.

To develop and design a school curriculum and associated programs that will promote effective learning.

## SCOPE

Mountain Gate Primary school will recognise and respond to diverse student needs when developing and implementing its curriculum programs and plans.

Our school will comply will comply with DET guidelines and subject priorities.

Through the curriculum and teaching programs, our school will prepare our students for transition from preschool to school and primary school to secondary school.

We aim to provide a broad offering of programs within the scope of the school's resources and there is a strong focus on literacy and numeracy,

The school has developed a whole school structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum. This may mean Levels A – D



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## GUIDELINES

- Mountain Gate Primary School will be inclusive and identify and cater for the different learning needs of individual students and student cohorts. Our programs will address and provides programs that meet specific needs for example (but not all), gender, special learning needs, disabilities and impairments, giftedness, disadvantage, and language other than English.
- Provision will be made for at least 25 hours student instruction per week.
- The Leadership Team, School and Professional Learning Teams will review the curriculum (and Assessment Schedule) on a regular and on-going basis, in response to emerging research, school data and when new guidelines from DET or other statutory bodies are introduced.
- The School Improvement / Leadership Team/Level Leaders will meet regularly to track whole school data and identify potential curriculum areas that require focus.
- Data sets will include, but are not limited to, NAPLAN, Victorian Curriculum teacher judgments, PAT English & Maths Assessments, Online English & Numeracy, Reading benchmarking, DIPL assessment, school based pre and post testing, student reflection and self-assessment and anecdotal records.
- Tools used to track student growth and performance will include NAPLAN data ( including benchmark growth) PAT & teacher Spreadsheets, Teacher personal records, student portfolios and Sentral
- The Leadership Team and teachers will track data and meet regularly to identify potential cohorts and curriculum areas that require focus.
- The Principal/Assistant Principal will meet with Level Leaders and Level teams and individual teachers to discuss student growth and how to foster this with planned curriculum.
- The MGPS Assessment Schedule documents the data required for collection in English and Mathematics, and the times of the year this data is required. Teachers work within in their Professional Learning Teams to implement our Assessment Schedule and frequently analyse student data focusing on growth, and learning and teaching strategies to improve learning outcomes for all students including for students at risk.
- Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and is available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.
- The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

## CURRICULUM PLAN – INCLUDING TIME ALLOCATIONS

For Years F – 6 the curriculum is based on the Victorian Curriculum. The timetable is structured on a weekly basis and will provide dedicated time to literacy, numeracy and specialist programs. At all times we will endeavour to timetable for a dedicated Literacy block for F-3 in the first two hours of the day.



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Subjects will also be integrated into inquiry units, which will have a subject focus and requires flexibility and sequencing in planning across levels. Whist times are allocated ( see table below) it needs to be noted that this is an average over the year rather than a strict outline for each week. se of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

DOMAIN	Years F - 2	Years 3 & 4	Years 5 & 6
	Hours per Week	Hours per Week	Hours per Week
<b>ENGLISH</b> (Including Reading Writing Speaking & Listening and Library)	10	10	10
<b>MATHEMATICS</b>	6	6	6
<b>SCIENCE</b> (Including Design Technologies and Digital Technologies)	1	1	1
<b>INQUIRY UNIT</b> (Including History, Health, Science, Civics & Citizenship and Technologies)	4.5	3.5	3
<b>LOTE</b>	1	1	1
<b>PHYSICAL EDUCATION</b> (Including swimming extra sport, games and interschool sport)	1	2	2.5
<b>ART and MUSIC</b>	1.5	1.5	1.5
<b>TOTAL</b>	<b>25</b>	<b>25</b>	<b>25</b>

# Aboriginal and Torres Strait Islander histories and cultures and the Capabilities of Critical and Creative Thinking, Ethical, Intercultural Personal and Social are mainly addressed through Inquiry units.

[www.education.vic.gov.au/studentlearning/curriculum/default.htm](http://www.education.vic.gov.au/studentlearning/curriculum/default.htm)

<http://curriculumplanning.vcaa.vic.edu.au/home>

**This policy was last reviewed in December 2018 and is scheduled for review in December 2020**