



## **CURRICULUM AND STUDENT LEARNING FRAMEWORK GUIDE**

### **Welshpool and District Primary School**

#### **1. OVERVIEW**

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.

Welshpool and District Primary 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 culturally inclusive curriculum.

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan.

Welshpool and District Primary School will meet the minimum standard with:

- **A time allocation per each of the eight learning areas** (Appendix 1)
- **A explanation of how curriculum and teaching practice will be reviewed** (statement is at 3.4 of this Guide)
- **An Outline of how the school will deliver its curriculum** is found in the relevant curriculum Instructional Practice outline
- **A whole school curriculum**
- **A documented strategy to improve student learning outcomes** (found within the School Strategic Plan)

#### **2. CURRICULUM GUIDELINES**

Our School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

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

There will be a broad offering of programs to meet the demands of students. The Victorian Curriculum will be implemented from Foundation to Yr 6 at Welshpool and District Primary School.

The Department of Education and Training places a high priority on the teaching of Literacy and Numeracy. Our school also places a high priority on the teaching of these learning areas.

Teaching and learning programs will be resourced through Program Budgets.

#### **3. PROGRAM**

##### **3.1 Program Development**

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.

The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation - Year 6 in accordance with DEECD policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

The school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.

### **3.2 Program Implementation**

The Curriculum Committee 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 the curriculum area when determining programs for the following school year.

To facilitate this implementation, course handbooks, assessment criteria and record keeping documentation and pro-formas will be produced that reflect the Victorian Curriculum.

We provide an extensive curriculum within the framework of the Victorian Curriculum. The Victorian Curriculum is the Foundation to Year 10 Curriculum for Victorian government schools. This curriculum outlines what is essential for all Victorian students to learn for F-10 and includes English, Mathematics, History and Science. It provides a single, coherent and comprehensive set of common achievement standards which our school uses to plan student learning programs, assess student progress and report to parents.

Key features of the new Victorian Curriculum include the following elements:-

- \* Structured as a learning continuum, that is, developmental levels that enable teachers to identify current levels of achievement and readiness to learn and then plan to enable students to achieve expected levels.
- \* Capabilities represented as sets of knowledge and skills that are distinct from any single learning area but that students develop and apply across the curriculum.
- \* Cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and culture, Asia and Australian's engagement with Asia and Sustainability) are embedded and included in the learning areas and are not represented as additional or separate components of the curriculum.

Specific features that are new to the Victorian Curriculum include the following:

- \* Stronger reference to phonics and phonemic awareness in the English curriculum.
- \* The Digital Technologies curriculum includes computational thinking, developing and evaluating digital solutions and data collection, representation and interpretation. Learning about coding is included in both Digital technologies and Mathematics curriculum.
- \* Reference to respectful relationships and safety in the home have been strengthened and made more explicit.
- \* The Victorian Curriculum also now includes, Learning about world views and religions. For more information visit <http://www.vcaa.vic.edu.au/>

The Victorian Curriculum incorporates traditional curriculum areas such as Maths, English, Physical Education, Science, Humanities and Language and use skills such as information technology, design creativity, communications and thinking. Curriculum programs are delivered through specific teaching in the areas of Science, Art, Music and Physical Education. Curriculum enhancing programs include Music Program, Concerts, Camps, Sporting participation, Intensive Swimming Program, Mobile Area Resource Centre (MARC), Junior School Council, and the student Youth council.

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide '[Using Digital Technologies to Support Learning and Teaching](#)' and the school's own endorsed policy.

### **3.3 Student Wellbeing and Learning**

Welshpool and District Primary School will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- providing a flexible, relevant, inclusive and appropriate curriculum
- accommodating student developmental needs within the Victorian Essential Learning Standards stages of schooling

#### **3.3.1 Students with Disabilities**

The Department of Education and Training and Welshpool and District Primary School is 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.

WDPS will liaise with DEECD to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

#### **3.3.2 Koorie Education**

Welshpool and District Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students though:

- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG)
- supporting the development of high expectations and individualised learning for Koorie students
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

### **3.4 Program Evaluation & Review**

The Curriculum Committee will meet regularly (at least twice per term) to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, school based testing, teacher judgments based on learning outcomes in Vic Curriculum and OnDemand testing.

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.

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

Links to DET School Policy & Advisory Guide:

- [Curriculum](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)
- [Koorie Education](#)

Appendices which are connected with this policy are:

- Appendix 1: Whole School Curriculum Plan
- Appendix 2: Time allocations per learning area Foundation to Year 12

#### **5. EVALUATION**

This policy will reviewed in November 2018 and is due to be reviewed in November 2022.

# Appendix 1

## Time allocations per learning area

### Foundation - Year 6

The curriculum, F – Year 6 is based on the Victorian Curriculum.

The timetable is structured on a weekly basis.

The breakdown of the weekly cycle is as follows:

Foundation to Year 2	
Domain	Minutes per week
English	460
Mathematics	300
Science	60
Humanities	60
Languages	60
PE/ Health & Sport	150
Art	60
Music	60
Rock and Water/Respectful Relationships	60
Kitchen Garden	60

Year 3 – Year 6	
Domain	Minutes per week
English	460
Mathematics	300
Science	60
Humanities	60
PE/ Health & Sport	180
Languages	60
Arts (Art, Media, Music and Drama)	60
Rock and Water/Respectful Relationships	60
Kitchen Garden	60