

	<p style="text-align: center;"><b>Debney Meadows Primary School</b></p> <p style="text-align: center;"><b>Curriculum Framework and Student Learning Outcomes Statement and Policy</b></p>	<p style="text-align: center;"><b>Authorisation</b></p> <p style="text-align: center;">March 2019 Review 2022</p>
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**Purpose:**

Implementation of the Victorian Curriculum across the school will provide all students with a sequential curriculum framework that guides their learning, as well providing measures of learning achievement that allow students, teachers and parents the opportunity to assess student performance against standardised learning outcomes.

The VRQA minimum registration standard states that a framework must be in place for the organisation, implementation and review of the school’s curriculum and teaching practices and to ensure that, taken as a whole, the learning areas are substantially addressed.

**Aim:**

To improve student learning through the implementation of the Victorian Curriculum across all key learning areas and across all year levels in a manner consistent with departmental requirements and locally identified needs.

**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.

Debney Meadows 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 curricula.

Each year the school will map out its yearly curriculum plan.

Debney Meadows Primary School will meet the minimum standard with:

- A time allocation per each of the eight learning areas (Appendix 2).
- An explanation of how and when curriculum and teaching practice will be reviewed.
- An outline of how the school will deliver its curriculum is found in the Debney Meadows Primary School Scope and Sequence document/s.
- A whole school curriculum map which can also show time allocation (Appendix 1).
- A documented strategy to improve student learning outcomes (Intervention Process – Appendix 3).

**Implementation:**

**CURRICULUM GUIDELINES**

- Debney Meadows Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.
- The school will comply with all the Department of Education and Training (DET) guidelines about the length of student instruction time required in Victorian schools.
- The DET places a high priority on the teaching of all curriculum areas including Physical and Sport Education, Languages and EAL. Our school also places a high priority on the teaching of all learning areas.
- Teaching and learning programs will be resourced through Program Budgets.

**PROGRAM DEVELOPMENT:**

- Debney Meadows Primary 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 school will implement the Framework for Improving Outcomes (FISO), a model for continuous school improvement. Key components include:-
  - Evaluate and diagnose
  - Prioritise and set goals
  - Develop a plan
  - Implement and monitor
- In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.

**PROGRAM IMPLEMENTATION:**

- The school's Professional Learning Communities' (PLCs) and the Leadership Team will determine the curriculum program for the following year, based on provision needs and departmental policy requirements. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.
- To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation, handbooks and templates will be used.
- The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL) will continue to be implemented.
- 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.

**STUDENT WELLBEING AND LEARNING:**

Debney Meadows Primary School PS 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
- provide a flexible, relevant, inclusive and appropriate curriculum
- accommodate student developmental needs within the Victorian Essential Learning Standards stages of schooling.

**STUDENTS WITH DISABILITIES:**

- The Department of Education and Training and Debney Meadows 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.
- The school's Welfare Teacher will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

**KOORIE EDUCATION:**

Our 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.

#### **CURRICULUM AND TEACHING PRACTICE REVIEW:**

- The school's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation.
- The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.
- All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan.
- The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.

#### **STUDENT LEARNING OUTCOMES:**

- The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement.
- The school's Annual Implementation Plan will outline incremental stages of the strategic plan implementation, monitoring and evaluation, broken down into 12 month targets.
- An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used.
- Data plays a key part in the ongoing school improvement process.

#### **DATA COLLECTION:**

The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include:

- Common Assessment Tasks
- NAPLAN
- English Online Interviews for Foundation students
- PAT R and M
- Fountas & Pinell benchmarking
- See the school's assessment schedule in the appendix for a full suite of assessment tasks. (Appendix 4)

The School Leadership team will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.

#### **DATA ANALYSIS:**

- All teaching staff will implement the school's assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level.

- The leadership team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.
- The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan.
- Data will also be used to determine student support options including those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

#### **DATA AND ACHIEVEMENT REPORTING:**

Data will be reported in different ways according to the audience.

**For students:** Feedback will be given about current learning and areas for future learning. The more immediate the feedback, the greater the impact.

**For staff:** Both informal and formal data will be used to inform planning and teaching on both a short and longer term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

**For parents:** Student reports and parent/guardian-teacher meetings will provide an opportunity for teachers to provide feedback regarding student achievement.

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

#### **RESOURCES:**

##### **Links and appendices**

Links to DET School Policy & Advisory Guide:

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

Attachments which are connected with this policy are:

- Whole School Curriculum Plan
- Time allocations per learning area Foundation to Year 12
- Intervention Policy
- Assessment Schedule

#### **Evaluation**

This policy will be reviewed as part of the school's three year review cycle.

## 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. Each period is 60 minutes.

The breakdown of the weekly cycle is as follows:

<b>Foundation to Year 2</b>	
<b>Learning areas</b>	<b>Hours per week</b>
English	10
Mathematics	5
Science	1
Humanities	1
LOTE - Mandarin	1
Health and PE	1
Art	2
Intervention	3
Social and Emotional Development	1
<b>TOTAL</b>	<b>25 per week</b>

<b>Year 3 – Year 6</b>	
<b>Learning areas</b>	<b>Hours per week</b>
English	10
Mathematics	5
Science	1
Humanities	1
Health & PE	2
LOTE - Mandarin	1
Art	1
Intervention	3
Social and Emotional Development	1
<b>TOTAL</b>	<b>25 per week</b>