



# Curriculum Framework Policy

## Rationale

This policy is written to support the ongoing development and revision of Curriculum Documentation and content at Camberwell South Primary School.

Camberwell South regularly reviews Curriculum in response to current research and data. Curriculum Documentation and revisions are developed as a Whole School to maximise scaffolding and transition from year to year.

Camberwell South Primary School uses the Victorian Curriculum F-10 to develop and provide education programs that are meaningful for students. CSPS is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated.

Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence and their personal best in all of their endeavours.

Our broad curriculum is planned and taught sequentially. It is designed to develop critical thinking, foster engagement with the wider community and includes the use of a wide range of technology to enhance student learning.

To support the delivery of the curriculum, we access and select a range of suitable educational resources that enhance classroom learning. A Whole School Assessment Schedule (WSAS) informs reporting on student progress.

The Curriculum allows every student the opportunity to develop:

- A solid foundation in knowledge, understanding, skills and values on which further learning and adult life can be built
- deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications
- general capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise.

Camberwell South Primary School focuses on and embraces the preconditions identified as evident in creating high performing schools as stated by ACARA (Australian Curriculum Assessment and Reporting Authority). These are:

1. Strong leadership that is shared, stable and sustained over time
2. High levels of expectation and teacher efficacy
3. Ensuring an orderly learning environment where every student is known well
4. A focus on what matters most

## Aims

- Camberwell South Primary School recognises and responds to diverse student needs when developing its curriculum programs and curriculum plan.
- Our school aims to comply with all Department of Education and Training (DET) guidelines about the length of student instruction time required in Victorian schools.
- There is a broad offering of programs to meet the demands of students. The Victorian Curriculum is implemented from Foundation to Year 6.
- School curriculum programs are designed to enhance effective learning.
- Supporting students with transition into school, through school and on to secondary education is an important focus for the school.
- Teaching and learning programs are resourced through Program Budgets.

## Implementation

- Our school provides a variety of programs to address the specific needs of students in relation to gender, disabilities, vulnerability, learning difficulties, giftedness, high achieving students and students from language backgrounds other than English.
- Our school identifies and caters for the different needs of individuals and particular cohorts of students when developing its curriculum plan.
- Our school provides 25 hours of student instruction per week.
- The Victorian Curriculum F-10 is used as a framework for curriculum development and delivery from Foundation to Year 6 in accordance with DET policy and guidelines.
- To facilitate this implementation, documentation for teaching, learning and assessment will be produced that reflects the Victorian Curriculum.
- The DET requirements related to the teaching of Physical Education, Languages and EAL will continue to be implemented.
- The use of Digital Technologies will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

## Whole School Planning

School planning at Camberwell South Primary School is an integral part of the improvement process maximising Whole School Approaches and involving four key stages.

1. Gathering and analysing data – this includes student achievement and personalised learning needs
2. Planning for improvement – this includes breadth and depth in Curriculum planning
3. Teaching and learning – this includes;
  - A Whole School Instructional Model based on High Impact Teaching Strategies,
  - Sequential learning pathways,
  - High expectations and fostering a belief in achieving personal best,
  - Cohort specific content,
  - Embedded opportunities for student voice, learner agency and reflection,
4. Assessment and reporting

### Program Evaluation and Review

- Leadership and Curriculum Teams will meet regularly to track whole school data and identify potential curriculum areas that require focus.
- Level Teams will meet weekly to track level data and identify potential curriculum areas that require focus.
- Data analysed will include, but is not limited to: NAPLAN, Essential Assessment Testing, PM and F&P Reading Assessments, student work, other school-based testing, school-based moderation practices, teacher judgments based on learning outcomes and the Victorian Curriculum.
- 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.

### Curriculum Time Allocations – Foundation to Year 6

The curriculum is based on the Victorian Curriculum, with the timetable being structured on a weekly basis. Each session of teaching is 50 minute, with 6 sessions making up the day. A breakdown of the weekly cycle is as follows:

<b>FOUNDATION TO YEAR 2</b>	
<b><i>Domain</i></b>	<b><i>Time Allocation Per Week</i></b>
English	650 Minutes
Mathematics	300 Minutes
Physical Education & Health	100 Minutes
Arts	100 Minutes
Technologies	100 Minutes
Language (French)	50 Minutes
Science	50 Minutes
Humanities: Geography, History	50 Minutes
Capabilities: Personal & Social Capability; Ethical Capability; Intercultural Understanding; Creative & Critical Thinking	100 Minutes
<b>TOTAL</b>	<b>1500 Minutes</b>

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<b>YEAR 3 &amp; YEAR 4</b>	
<b><i>Domain</i></b>	<b><i>Time Allocation Per Week</i></b>
English	600 Minutes
Mathematics	300 Minutes
Physical Education & Health	150 Minutes
Arts	100 Minutes
Technologies	100 Minutes
Language (French)	50 Minutes
Science	50 Minutes
Humanities: Geography, History	50 Minutes
Capabilities: Personal & Social Capability; Ethical Capability; Intercultural Understanding; Creative & Critical Thinking	100 Minutes
<b>TOTAL</b>	<b>1500 Minutes</b>

<b>YEAR 5 &amp; YEAR 6</b>	
<b><i>Domain</i></b>	<b><i>Time Allocation Per Week</i></b>
English	600 Minutes
Mathematics	300 Minutes
Physical Education & Health (not inclusive of Interschool Sport)	150 Minutes
Arts	100 Minutes
Technologies	100 Minutes
Language (French)	50 Minutes
Science	50 Minutes
Humanities: Geography, History	50 Minutes
Capabilities: Personal & Social Capability; Ethical Capability; Intercultural Understanding; Creative & Critical Thinking	100 Minutes
<b>TOTAL</b>	<b>1500 Minutes</b>

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The above time allocations are a guide only and flexibility must be given when other extra-curricular activities may take precedence over the times outlined above.

## Related Documentation and Legislation

Department of Education and Training (DET) <http://www.education.vic.gov.au/Pages/sitemap.aspx>  
Victorian Curriculum and assessment Authority (VCAA) <http://www.vcaa.vic.edu.au/Pages/index.aspx>  
Australian Curriculum and Assessment and Reporting Authority (ACARA)  
<http://www.acara.edu.au/default.asp>

## School Documentation

Literacy and Numeracy Instructional Models  
Whole School Assessment Schedules  
Annual Year Level Curriculum Overviews  
Whole School Incursion/Excursion Overview  
Term Planners  
Weekly Planners

## Evaluation

A committee of staff and the Education Subcommittee will review this Policy on a cyclical basis according to the School Council Policy Review Schedule. The review will ensure that it reflects the changing needs of the Camberwell South community.

This policy was last updated in October 2019 and is scheduled for review in October 2022 due October 2023.

Ratified by School		Date: October 2019
Education Committee Lead		Name: Leah Stevenson
Available to Staff		Yes

Department of Education Policy Requirements	
Compulsory	Yes
Type	Operational
Need for School Council Approval	No
Need for Education Committee consultation	Optional
Review Cycle	3-4 Years
Made Publically Available	No