



Curriculum Framework

POLICY

Purpose

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student learning activities and teaching approaches. It also considers the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

At Ararat Primary School we have high expectations for academic achievement. The Victorian Curriculum is the foundation of our curriculum program, which reflects our core priorities of Literacy and Numeracy, along with a focus on providing our students with educational programs that provides our students with high quality learning opportunities that are differentiated to cater for their individual needs.

The school develops curriculum documentation in collaboration with staff and will review all documentation with a focus on refining the essential understandings, identifying essential vocabulary and effectively integrating the Victorian Curriculum Capabilities. We use curriculum documentation structures ensure our documented curriculum is purposeful and a working resource.

As a school we maintain a strong focus on ensuring consistency of the curriculum between classrooms. All staff (teams and subject areas) are provided with time to plan collaboratively, through the inclusion of common planning time within our timetable and as part of our meeting schedule. Our school is continuing to work with staff to support improved planning practices with a focus on reducing the variability between classrooms.

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities, Technologies/Design Technology, Civics and Citizenship, and Health. Specialist teachers provide instruction in Physical Education (Circus), LOTE (German), and Visual Arts.

Interdisciplinary, personal and social capabilities are addressed within these curriculum areas and supported by a range of camps, excursions, incursions and interschool initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music and other events.

1. Curriculum Guidelines

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

Ararat Primary School will comply with all DET guidelines about the length of student instruction time required in Victorian schools. There will be a broad offering of programs to meet demand, designed to enhance effective learning for the 21st century.

Ararat Primary School's programs are designed to enhance effective learning and improve student outcomes. The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, Languages and The Arts. Ararat Primary School also places a high priority on the teaching of these learning areas

Preparing our students for the transition from each year level and onto secondary school will be a critical element at Ararat Primary School.

Teaching and learning programs will be resourced through Program Budgets.

Teaching programs and practices and the curriculum will be regularly reviewed and adaptations made to suit the ever-changing needs of our students and the wider community.

2. Program

2.1 Program Development

Ararat 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 and giftedness

The school will aim to identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan Ararat Primary 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

The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation to Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. To facilitate this implementation, unit documentation and assessment criteria will be produced that reflect the Victorian Curriculum.

In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.

2.2 Program Implementation

Ararat Primary School's Leadership Team, in consultation with staff 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, term planning documents, Literacy and numeracy assessment schedules, Instructional models (Reading, Writing and Numeracy) and teacher record keeping documentation will be used.

The DET requirements related to the teaching of Languages and Physical and Sports Education and 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 Digital Technologies policy.

The curriculum will be implemented in accordance with the school's Time Allocation per Learning Area outline (Appendix A).

2.3 Student Wellbeing and Learning

Ararat 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 Curriculum.

2.3.1 Students with Disabilities

The Department of Education and Training and Ararat 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. Ararat Primary School will liaise with DET, where necessary to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

2.3.2 Koorie Education

Ararat 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) and KESO
- 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.

2.4 Curriculum and Teaching Practice Review

Ararat Primary 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.

Ararat Primary 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 at Ararat Primary School will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards

Ararat Primary 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.

3. STUDENT LEARNING OUTCOMES

Ararat Primary 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 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.

3.1 Data collection

Ararat Primary School will continuously monitor student outcomes using a variety of assessment strategies and tools. See Assessment Schedule for more specific information. The School Leadership team and the Professional Learning Teams will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.

3.2 Data analysis

All teaching staff at Ararat Primary School 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 School Improvement Team and 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 for those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

3.3 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: twice yearly student reports and interviews in first and third terms with parents/teachers/students 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.

4. 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](#)

EVALUATION

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

This policy was last ratified by School Council in	November 2019
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Appendix A:

Curriculum Plan - including time allocations

Ararat Primary School will provide a primary curriculum program based on the Victorian Curriculum. The current Primary school timetable is structured into 60 minute sessions, which equates to 25 teaching hours per week. The breakdown of the weekly cycle is as follows:

All classes have a minimum of 10 hours of English/Literacy and five hours of Mathematics/Numeracy per week. In addition to this, the students will participate in Investigations of other domain areas and a specialist subject program of LOTE, Physical Education (Circus) and The Arts.

Prep to Year 6	
Curriculum Area	Minutes per week
English	600
Mathematics	300
LOTE	60
The Arts	60
Physical Education, inc Circus	120
Mappen	
Health, Humanities, Science, Design and Technology, Critical and Creative Thinking, Intercultural Understanding, Personal and Social Capability and Ethical Understanding.	360
Other programs that operate within this structure	
Weekly Assembly Mid-Term and End of Term Assembly Huff and Puff Library Incursion/excursion Cybersafety Swimming Transition	