



CURRICULUM FRAMEWORK POLICY

BLACKBURN LAKE PRIMARY SCHOOL

Florence Street Blackburn 3130

RATIONALE

Curriculum covers all the arrangements the school makes for students' social, personal, physical and academic development and learning. It includes teaching and learning time, student activities and the way in which teachers and classes are organised and the need for and the use of school facilities and resources.

APPROACH

Our school values shared agreement of effective teaching practices, and sets high expectations across the school, encouraging its students to strive for high standards in all of their endeavours. To achieve this, the school has developed whole school practices and, based on The Victorian Curriculum provides sequential teaching and learning programs that deliver a comprehensive curriculum.

Blackburn Lake Primart School is responsive to student diversity. Our curriculum design ensures students are catered for through our differential teaching and learning programs which cater for students working below, at and above expected levels. More specifically These include curriculum planning documents, the teaching and learning framework, thinking skills scope and sequence, and external programs including WiseOnes, Robotics, and Gateways. In addition, the school's Intervention programs; Toe by Toe, Reading Recovery and Quick Smart Numeracy as well as Individual Learning plans support students at risk. By regularly reviewing student performance we are able to identify interventions that will support improved student performance. Furthermore, the school's assessment schedule provides reliable data to inform curriculum direction.

Curriculum timetabling is based on the the Victorian Curriculum standards and structured to meet the diverse needs of our students by balancing their academic, social and emotional growth. As our curriculum design acknowledges student diversity and ensures all students are challenged, the Victorian Curriculum and the e5 Instructional Model provide both standards and a common language for teacher practice, thus providing a framework for the sharing of excellent teacher practices and student Curriculum Standards.

The current Framework for Improving Student Outcomes (FISO model) uses the latest research on student learning and global best-practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement. It is structured around four state-wide priorities: Excellence in teaching and learning, Professional leadership, Positive climate for learning and Community engagement in learning. Six evidence-based initiatives aligned with the four state-wide priorities help schools take action to lift student achievement outcomes, wellbeing and engagement in learning. Through the school's Strategic Plan, Annual Implementation Plans, and the staff Professional Learning schedule, the school outlines its curriculum plans, curriculum focus and professional learning opportunities.

As part of the school's Review process, the school's curriculum teaching practice is reviewed based on student data. Additionally, staff are given the opportunity to annually review whole school curriculum teaching practices against the FISO Framework and review their personal teaching practice against the e5 Instructional Model. Informally, staff use the *Minds at Work Renovation Tool* as a springboard for further discussion and curriculum improvement.

AIMS

Recognise and respond to diverse student needs.

- Comply with all Department of Education guidelines about the length of student instruction time required in Victorian schools.

- Implement the Victorian Curriculum from Foundation to Year Six at our school.
- Place a high priority on the teaching of English and Maths, consistent with the Victorian Department of Education
- Promote a culture of orderliness and high expectations
- Enhance effective teaching and learning through school curriculum programs and professional development
- Provide adequate resource allocation enabling a positive impact on improving student learning outcomes
- Resource teaching and learning programs through program budgets

IMPLEMENTATION

- The Victorian Curriculum will be used as a framework for curriculum development and delivery from Foundation to Year Six, in accordance with Department of Education policy and guidelines.
- Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. This includes provision of a variety of programs that will address the specific needs of students including special learning needs, disabilities, illness and impairments, giftedness, gender and students from language backgrounds other than English, including Aboriginal peoples and Torres Straight Islanders.
- Our school when developing its Curriculum Plan will provide at least 25 hours student instruction per week. **In agreement with the School Council and school community**, a variation to school hours includes a 4 days per week attendance for Prep students at the beginning of each new school year.
- School Leadership, Strategic Improvement teams and Professional Learning Teams will determine the curriculum program for that year, based on student demand and the needs of the school's Curriculum Plan. Input will be sought from relevant staff in the curriculum area when determining staff professional development and student teaching and learning needs.
- Blackburn Lake Primary accesses a wide range of educational resources to select appropriate teaching and learning resources, sets homework that supports classroom learning, undertakes a range of student assessment and reporting activities to support student learning and ensures that classrooms are safe and classroom activities are conducted safely.
- The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- Effective Models of Practice will continue to be developed and implemented.
- In developing its curriculum plan the school will provide a broad range of educational opportunities through extra curricular activities to ensure improved student outcomes
- Curriculum leaders will be required to review their curriculum policies, roles and responsibilities and prepare a comprehensive annual program budget and submit these to School Council.

EVALUATION

This policy will be reviewed within three years.

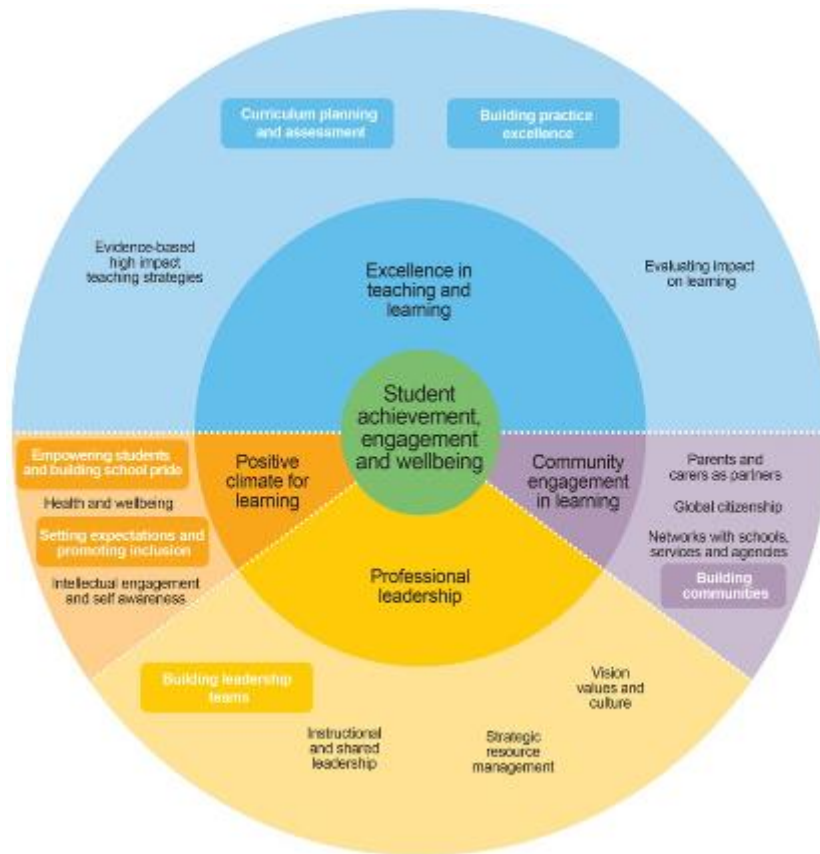
RATIFIED BY SCHOOL COUNCIL: August, 2017

PRINCIPAL: Loisia Steed **SCHOOL COUNCIL PRESIDENT:** Dan Watts

Appendices

Appendix 1

Curriculum Plan – including time allocations				
Domain	Minutes per week			
	<u>Foundation</u>	<u>Years 1-2</u>	<u>Years 3-4</u>	<u>Years 5-6</u>
Disciplined Based Learning - English	650	650	600	600
Disciplined Based Learning - Maths	300	300	300	300
Disciplined Based Learning - Science - The Humanities	120	120	120	120
Disciplined Based Learning – Arts - Visual Art/Music	100	100	100	100
Disciplined Based Learning – Arts – choir	NA	NA	Lunchtime	Lunchtime
Disciplined Based Learning - Languages – Italian	50	50	50	50
Physical, Personal & Social Learning - PE/Health	50	50	50	50
Physical, Personal & Social Learning – Interschool sport	NA	NA	NA	50
Physical, Personal & Social Learning – PMP	50	NA	NA	NA
Physical, Personal & Social Learning- Civics and Citizenship Circle time	50	50	50	50
Physical, Personal and Social Learning - Personal/Interpersonal development – Pro Social Programs (Buddies/Bounceback) - Leadership	50	50	50	100
Interdisciplinary Learning – ICT, Communication, Technology, Thinking	50	100	100	Embedded
STEAM	NA	NA	50	50
Other – School assembly	30	30	30	30
TOTAL	1500 min per week	1500 min per week	1500 min per week	1500 min per week



Appendix 2
Framework for Improving Student Outcomes Model



Appendix 3
E5 Instructional Model

Appendix 4 **2017 – TERM 1 DAILY TIMETABLE**

9:00

9:50

10:40-11:10

12:00

12:50-1:50

2:40

3:30

	9:00	9:50	10:40-11:10	12:00	12:50-1:50	2:40	3:30
MON	PE -Phil	3/4S	4L	4J	3E	NCT	5/6 Sport
	ART - Johanna	NCT Art Displays	2A	2L	2S	PS	PB
	ITALIAN -Sonia	6N	6M	SIT RELEASE	3A	PE	PN
	RR-Kate	RR	RR	RR	RR	RR	RR
	LIBRARY		1D			1B	1C
TUES	PE -Phil	5W	5A	1B	1D	PB	PS
	ART - Johanna	5A	5D	1C	1B	NCT	4L
	ITALIAN -Sonia	5D	5W	1D	1C	NCT	2A
	MUSIC – Sam	6M	6N	3/4S	NCT	PN	PE
	RR- Kate	RR	RR	RR	RR		
	Library				3A	2S	2L
WED	PE -Phil	NCT	5D	6M	6N	2A	2L
	ART - Johanna	5W	NCT	6N	6M	3E	3A
	ITALIAN -Sonia	NCT	4J	5A	3E	2L	2S
	MUSIC - Sam	NCT	1B	1C	1D	2S	2A
	RR-Kate	RR	RR	RR			
	LIBRARY			4L	3/4S	PS&PN	PE&PB
THURS	PE – Phil	3A	2S	PE	PN	1C	NCT (Buddies)
	ART – Johanna	4J	3/4S	PN	PE	1D	NCT (Buddies)
	ITALIAN – Sonia	3/4S	4L	PS	PB	1B	NCT (Buddies)
	MUSIC– Sam	4L	4J	PB	PS	2L	NCT (Buddies)
	RR-Kate	RR	RR	RR			
	KATHRYN	STEAM Level 5	STEAM Level 3	STEAM Level 4	Library Release	LT Release (Bec)	NCT (Buddies)
	LIBRARY		5W	5A	5D	3E	
FRI	KATHRYN	LT Release (Suellen)	LT Release (Suellen)	LT Release (Deb)	3E (Music)	3A (Music)	NCT / LT Release (Deb)
	MUSIC– Sam	5A	5D	5W	Instrumental Org	Instrumental Org	Set Up Assembly
	LIBRARY	6M	6N	4J	2A		
	PMP - Gay	PB	PS	PN	PE		

TEACHING AND LEARNING GUIDELINES - WHOLE SCHOOL EXPECTATIONS

Student Wellbeing	Student Achievement	Student Engagement	Productivity
<ul style="list-style-type: none"> • Teachers plan curriculum that supports the school values • Classroom implementation of TRRAC values • TRRAC values displayed • Classroom code of conduct displayed • Linking TRRACS start-up program • TRRAC into transition program • Circle time • Restorative practice • Playground expectations • Use of Three –step telling rule • Social competencies program – Alternate Buddies & Peer support program Bounce Back program • Establish a student’s zone of proximal development for targeted teaching to the point of need • ILP for D/E students in English and, or Mathematics • Brain food-fruit or vegetable • Student Leadership development • Student of the week • House Points 	<ul style="list-style-type: none"> • Teacher work hours from 10 min to 9 am until 10 to 4pm • Victorian Curriculum teaching and learning • Two hour English block daily • One hour Maths block daily • Follow scope and sequence in Reading, Writing, Spelling, Thinking, Integrated Studies, Mathematics and ICT • Clear statement of <i>Learning Intentions</i> that focus on skills, knowledge and understanding <p>Assessment</p> <ul style="list-style-type: none"> • Assessment, differentiation tools and school resources to support teaching and learning • Reflection tool box • Portfolio assessment tasks match the learning intentions • Multiple sources of feedback including teacher, peer and self • Use of the school’s assessment schedule , pre and post and SPA • Establish clear and explicit success criteria for assessment before a piece of work has begun • Record student progress through the Victorian reporting system, SSG’s, student portfolios and parent teacher interviews 	<ul style="list-style-type: none"> • Whole class, small group, and individual instruction • Whole – part – whole instruction • Differentiate – Different content, different process (how) or different product • Reading models – Guided, reciprocal, Bloom’s Taxonomy • Learning Styles - Cater for different learning needs through Gardner’s Multiple Intelligences • Higher order questioning • Thinking tools • Thinking routines • Bloom’s Taxonomy to support teaching and learning planning and practice • Use of graphic organizers • Reflective thinking tools • Embed a range of technologies • Use of IWB resources • Curriculum is developmentally appropriate • Reading and Writing stars • Daily word study. Focus on visual, meaning, sound, connections • Premier’s reading challenge 	<ul style="list-style-type: none"> • Use of the e5 teaching model to inform excellent teaching practice • Weekly planning • Work programs meet checklist requirements. Uploaded weekly • Year level planning documents • Management boards • Learning environments and displays are purposeful, reflecting the culture of our school. They assist with greater independence, act as a stimulus, as information, as a celebration • Seating arrangements reflect task • Follow school daily timetables • Surveys – student, e5, PoLT • School self-evaluation process • Personal performance reviews • Include the use of community and parent helpers • Roles and responsibilities • One hour team meeting weekly • Member of a School Improvement team • Access professional development • NAPLAN for years 3 and 5 • ICAS testing – optional • Provide student progress reports • Provide Educational Learning Plan • Explicit Learning Intentions

