

Curriculum Framework Policy

1. RATIONALE

Curriculum covers all the arrangements the school makes for student 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. Templestowe Park 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, broad based and culturally inclusive curriculum.

2. GOALS

- 2.1 To plan and implement a dynamic curriculum program that is outcome focused, engaging, provides opportunities for students to think and is compliant with DET policies and the Victorian Curriculum.

3. IMPLEMENTATION

- 3.1 Templestowe Park Primary School (TPPS) will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. TPPS will comply with all DET guidelines about the length of student instruction time required in Victorian schools. The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, STEM, English and Mathematics. Our school also places a high priority on the teaching of these learning areas. Preparing young people for the transition from school into further education and careers will be a critical element in a senior secondary program. Teaching and learning programs will be resourced through frequently revised program budgets.

3.2 Program Development

Templestowe Park 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.

The school will implement the Framework for Improving Student 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. In developing its Curriculum Plan, the school will provide 25 hours of student instruction per week.

3.3 Program Implementation

The school will determine the curriculum program for the following year, based on provision needs and departmental policy requirements. Input will be sought from teaching staff 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 pro formas will be used.

The use of Information and Communication 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.

3.4 Student Wellbeing and Learning

TPPS will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies, positive education philosophy and creating an educational environment and curriculum that is inclusive and meaningful to all students by:

- 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; and
- accommodating student developmental needs within the Curriculum stages of schooling.

3.5 Students with Disabilities

The Department of Education and Training and TPPS 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. TPPS will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

3.6 Koorie Education

TPPS is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- 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.

3.7 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 and the Australian Institute of Teaching and School Leadership (AITSL) standards.

The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one to one meetings to support staff to continually improve their method and practice of teaching.

3.8 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.

3.9 Data collection

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 drive lesson differentiation particularly in the areas of Literacy and Numeracy.

3.10 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. This will be done through student/teacher conferences and setting learning goals. 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 long term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For parents: Student reports, parent/teacher meetings and informal conversations 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.

4. EVALUATION

This policy was reviewed by school's Leadership Team in July 2018 and will be reviewed in 2020.