**KEYSBOROUGH PRIMARY SCHOOL**

**CURRICULUM FRAMEWORK**

**Help for non-English speakers**

If you need help to understand the information in this policy, please contact the school office on 9798 4764.

## **Purpose**

Keysborough Primary School 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 to Learn, thrive, connect & contribute.

At Keysborough Primary School our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning.

To support the delivery of the curriculum at Keysborough Primary School we access and select a wide range of suitable educational resources, including Knowledgeable Others and Learning Specialists and Lead teachers and undertake a range of student assessment and reporting activities.

## **Scope**

Schools use a range of curriculum options, including Victorian Curriculum, to develop and provide education programs that are meaningful for students. 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.

The Curriculum will allow every Keysborough Primary School 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.

## **Policy**

Keysborough Primary School is committed to implementing a dynamic curriculum program that:

* is outcome focussed.
* is engaging and relevant and enables students to develop deep levels of knowledge, processes, and skills for life-long learning.
* is differentiated in approaches to teaching that cater for the needs of students with a range of interests, abilities, skills, and motivation.
* provides opportunities for students to think, reflect and become independent, resourceful, and adaptable learners.
* enables students to interact with other students in their cohort and across the school
* is compliant with Department of Education and Training (DET) policies and based on the Victorian Curriculum. Refer to:

<https://victoriancurriculum.vcaa.vic.edu.au/>

**Further information and resources** Links to DET School Policy & Advisory Guide:

* [Curriculum](http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/curriculum.aspx)
* [Using Digital Technologies to Support Learning and Teaching](http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/techsupport.aspx)
* [Student Wellbeing and Learning](http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/wellbeing.aspx)
* [Students with Disabilities](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/pages/disabilities.aspx)
* [Koorie Education](http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/koorie.aspx)

**IMPLEMENTATION**

Each year Keysborough Primary School will map out its curriculum plan to cater for student need using current data. All students in Foundation – Year 6 are provided with access to all Victorian Curriculum learning areas, capabilities and cross-curriculum opportunities through PLC planning and Project Investigations.

Key learning areas are formally reviewed at the end of every year to ensure guaranteed and viable curriculum for the following year. This review process is facilitated by an Assistant Principal and Leading teacher. For further details on how the review process is conducted please refer to the documents titled ‘Curriculum and Teaching practice review’ and ‘Data analysis for planning days’.

Extensive documentation includes curriculum mapping including our specialist areas, an assessment schedule, data profiles in Reading, reporting statements, term overviews, unit plans in Literacy, Numeracy and Inquiry projects and weekly classroom planners.

 The following table provides the time tabled allocation for the Victorian Curriculum learning domains at Keysborough Primary School.  In addition, our guided inquiry approach encourages purposeful cross curriculum opportunities to enhance learning through meaningful context.

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| --- | --- |
| **Allocation** | **Minimum timetabled** |
| English | 10 |
| Mathematics | 5 |
| Project Investigations (Inquiry Approach) | 5 |
| Physical Education | 1 |
| The Arts-Visual and Performing | 1 |
| Digital technology | 1 |
| Languages-Engage with Asia | 1 |

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| --- | --- |
| **Learning Areas** | **Capabilities** |
| The Arts   * Dance * Drama * Media Arts * Music * Visual Arts * Visual Communication Design    English   * English * English as an Additional Language (EAL)    Health and Physical Education   * Personal, social and Community health * Communicating and interacting for health and wellbeing * Contributing to healthy and active communities   The Humanities   * Civics and Citizenship * Economics and Business * Geography * History    Languages   * Mandarin    Mathematics   Science   * Biological Sciences * Chemical sciences * Physical sciences    Technologies   * Design and Technologies   Digital Technologies | Critical and Creative Thinking  Ethical  Intercultural  Personal and Social |

The core purpose of Keysborough Primary School as defined in the Keysborough Primary School Strategic Plan is to provide an inclusive, rigorous learning environment that challenges and engages young people to grow as passionate learners. Keysborough Primary School seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community.

The school provides a comprehensive curriculum with a strong focus on Literacy, Numeracy and Inquiry approaches. Curriculum initiatives include Differentiated Reading Pathways and 6+1 Writing Traits in Literacy, open ended problem solving and real-life maths experiences in Mathematics as well as The Respectful Relationships program for Resilience and Zones of Regulation as part of our Welfare program. Keysborough Primary School has a substantial garden which is utilised in Sustainability classes for Years 3 and 4.

Keysborough Primary School uses an Inquiry Approach to learning and includes the integration of Science, History, Geography, Civic & Citizenship and the General Capabilities in playful classroom environments from Foundation to Year 6.

Specialist teachers provide instruction in Physical Education, Language (Engage with Asia- Mandarin), Digital Technologies and Visual and Performing Arts.

The school is an active participant in interschool and district sport competitions.

Teaching and learning teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. These teams are currently responsible for core curriculum development and delivery in literacy, numeracy, inquiry approaches and wellbeing.

Specialist programs from Foundation to Year 6 are delivered for Physical Education, Visual and the Performing Arts, Language (Mandarin) and Digital Technologies.

Supportive curriculum initiatives and programs in classrooms support our most vulnerable children and children on the PSD program as well as MiniLit which supports the phonetics development of our EAL learners.

The school has School Improvement Teams (SIT) across the areas of Literacy, Numeracy, Inquiry and Wellbeing with a SIT leader and co leader facilitating focused agendas and action plans. SIT’s have a representative from each Professional Learning Community (PLC) across Foundation, 1-2, 3-4 and 5-6. These PLCs also include a member of the leadership team in the role of co-learner.

The SITs focus on whole school improvement in literacy, numeracy, inquiry approaches (project investigations) and wellbeing. SITs work through tasks and activities outlined in the current Annual Implementation Plan (AIP) and School Strategic Plan (SSP) to progress the work. Current data sets are consulted and analysed to improve student learning outcomes and to guide next steps.

The leadership group is focused on 4-year planning cycles (SSP) and continuous analysis of a range of data around school improvement. There is a high level of professional development and the promotion of professional autonomy in the context of participation in the School Improvement Teams and PLCs and consultancy support from Knowledgeable Others for key initiatives.

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding and language of the whole-school initiatives by teachers and parents.

PLC cohort and whole school data is analysed regularly by teachers in their curriculum planning. This includes a suite of year level assessments including pre and post assessments, conversations, observations, NAPLAN and an analysis of school performance data including student, staff and parent surveys.

**COMMUNICATION**

This policy will be communicated to our school community in the following ways:

* Provided to staff at induction and included in staff handbook/manual
* Discussed at staff meetings/briefings as required
* Made available in hard copy from the school administration upon request
* Available publicly on our school’s website and SENTRAL parent portal
* Discussed at parent information nights/sessions
* Included as annual reference in school newsletter

**POLICY REVIEW AND APPROVAL**

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| --- | --- |
| Policy last reviewed | 23/03/ 2022 06/04 |
| Consultation |  |
| Approved by | Principal |
| Next scheduled review date | 2026 |