

CURRICULUM FRAMEWORK

The core purpose of this school as defined in the Strategic Plan is to provide an inclusive, rigorous learning environment that challenges and engages young people to grow as passionate learners. The 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's major focus is on teaching and learning with an emphasis on making the curriculum 'authentic'. Children accept responsibility for their own learning, along with learning through collaboration with peers and adults. Opportunities are also provided for students to pursue personal learning passions and negotiate their curriculum. The development of open-ended 'Inquiry-Based' learning is embedded into the practices across the school and 'Play Based' learning is entrenched in grades Prep-2 through 'Discovery Time'. These approaches build upon the idea that students are actively involved in learning and continually reconstruct understandings in light of experience. It encourages students to participate in active investigation and to integrate, rather than separate their knowledge, as they move from acquisition of facts to the development of deeper understandings.

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/History, Technologies/Design Technology, Civics and Citizenship, and Health. These curriculum areas are also cross referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, Science, STEM, Language, Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of camps and excursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music and dance troupe.

The students are guided by caring and approachable teachers who are committed to a philosophy of developing a love of learning in all children. Dedicated to professional growth through ongoing professional development, our staff has high expectations of themselves and work collaboratively in Professional Learning Communities to develop comprehensive teaching and learning programs. We strive to accommodate the individual needs of students with tailored programs especially for those students requiring extra assistance or specific extension.

The school has a School Improvement Team (SIT) consisting of a leading teacher, two learning specialists, Professional Development Leader, EAL leader, VHAP leader and leadership from each level of the school. These teams focus on literacy, numeracy, wellbeing, personalised learning, student agency, digital literacies / technologies, assessment and reporting and sustainable schools.

The leadership group is focused on 4–5 year planning cycles and continuous analysis of a range of data around school improvement. At this level there is an integration of long term planning around fiscal management, workforce planning and school structures. There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and teaching and learning teams and consultancy support 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 of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

Curriculum Plan – including time allocations

Years Foundation (Prep) – 6

The curriculum is based on the Victoria Curriculum standards. The 2021 timetable is structured on a weekly basis.

The breakdown of the weekly cycle is as follows:

Years Foundation (Prep)		Years 1-2		Years 3-4		Years 5-6	
Domain	Mins / week	Domain	Mins / week	Domain	Mins / week	Domain	Mins / week
English	300	English	360	English	500	English	300
Maths	500	Maths	330	Maths	360	Maths	420
D.T.	480	D.T.	480	I.I.	280	I.I.	300
LOTE	30	LOTE	30	LOTE	30	LOTE	60
P.E.	60	P.E.	60	P.E./Sport	120	P.E./Sport	180
Dance	30	Dance	30	Dance	30	Dance	30
Music	30	Music	30	Music	30	Music	30
V.A.	60	V.A.	60	V.A.	60	V.A.	60
		Science	60	Science	60	Science	60
		STEM	60	STEM	60	STEM	60

- D.T. – Discovery Time
- I.I. – Integrated Inquiry
- LOTE – Language other than English
- P.E. – Physical Education
- V.A. – Visual Arts

REVIEW CYCLE

This policy was last updated on January 2021 and is scheduled for review on January 2022