



WILLIAMSTOWN PRIMARY SCHOOL

Curriculum Framework Policy

BACKGROUND

Schools use a range of standard curriculum options to develop and provide education programs that are meaningful for students including:

- the Victorian Curriculum F-10
- senior secondary programs such as Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) in Schools
- programs that support the standard curriculum i.e. multicultural education, cycling programs, traffic safety education, etc.

Schools access a wide range of educational resources to select appropriate teaching and learning resources, set homework that supports classroom learning, undertake a range of student assessment and reporting activities to support student learning and ensure that classrooms are safe and classroom activities are conducted safely.

Schools use a range of standard curriculum options to develop and provide education programs that are meaningful for students including the Australian Curriculum in Victoria (AusVELS) for Foundation – 10, senior secondary programs such as Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) in Schools as well as programs that support the standard curriculum i.e. multicultural education, cycling programs, traffic safety education, etc.

The Department provides resources and support to assist regions and schools in implementing the Victorian Curriculum F-10. These resources include advice on:

- Curriculum Planning
- Assessment and Reporting

There also are a range of programs available to support international students.

PURPOSE

- To ensure Williamstown Primary School complies with DET policy and guidelines in relation to its curriculum framework.

DEFINITIONS

School means Williamstown Primary School.

The Victorian Curriculum F-10 together with the Victorian Early Years Learning and Development Framework, specifies the skills children and young people need for success in work and life.

The Victorian Curriculum F-10 provides the framework for curriculum development for Foundation – Year 10. It is structured as a learning continuum that enables teachers to identify the student's current levels of achievement and then deliver teaching and learning programs that support progression of learning. The curriculum integrates the 'Towards Foundation Level Victorian Curriculum' directly into the curriculum and is referred to as 'Levels A to D'.

The Victorian Curriculum F-10 includes eight learning areas and four capabilities. The curriculum achievement standards are provided in 11 levels for English and Mathematics and in five or six bands for all the other learning areas and capabilities. Achievement standards are provided in four levels (Levels A to D) for students with disabilities.

The Victorian Certificate of Applied Learning (VCAL) is based on applied learning and designed to: give students practical work-related experience, literacy and numeracy skills and the opportunity to build personal skills that are important for work and life provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education.

The Victorian Certificate of Education (VCE) is undertaken by students in Years 11 and 12 but can be started in Year 10. It provides a range of subjects to meet the needs of students and provides pathways to further study at university, TAFE or employment.

Vocational Education and Training (VET) in Schools is a vocationally oriented program that is part of either VCAL or VCE. It provides credit towards these certificates as well as the opportunity to undertake a nationally recognised VET qualification within the Australian Qualifications Framework.

Note: The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the curriculum, assessment and certification of both the VCE and the VCAL.

PROCEDURES FOR IMPLEMENTATION

The school will use the Victorian Curriculum as the basis of its curriculum framework.

- The school will ensure that the curriculum substantially addresses The Arts, English, Health and Physical Education (including Sport), Humanities, Languages, Mathematics, Science, Technologies.
- The school may support the Victorian Curriculum with other programs according to priorities e.g. RRRR, LLLI, Tutor Initiative Program, eSafe Smart, Outdoor Education and Drug Education.
- All students will receive a curriculum that is challenging and achievable. Students requiring extension activities will have these provided by the classroom teacher and this will be acknowledged in the written comment for the subject. Some students who have diagnosed learning difficulties may be offered a modified assessment program.
- Time for each domain will be allocated according to the whole-school curriculum plan.
- The school will ensure English as an Additional Language (EAL) is provided for new arrivals.
- If applicable the school will provide quality and meaningful education for Koorie students by use of the Marrung: Aboriginal Education Plan 2016-2026.
- The school will document through its School Strategic Plan and the Annual Implementation Plan which key strategies for improvement in student learning outcomes form part of its curriculum plan.
- Curriculum will be reviewed annually according to the school's priorities.
- A wide range of educational resources to support teaching and learning will be accessed.
- The school will undertake a range of student assessment and reporting activities.
- The school will ensure that classrooms are safe and classroom activities are conducted safely.
- Every four years, the school will undertake a major review of curriculum, curriculum delivery and student learning outcomes.
- Please refer also to the school's Assessment Policy, Child Code of Conduct Policy, Inclusion and Diversity Policy, Reporting to Parents Policy, Homework (Home Learning) Policy, Student Wellbeing & Learning Policy, Digital Technology Policy
- **References:**
 - www.education.vic.gov.au/school/principals/spaq/curriculum/pages/curriculum.aspx

5. REVIEW AND POLICY HISTORY

This policy is due for formal review in August 2022 although it may be changed at any time as required after discussion with School Council and the Principal or if guidelines change.

Policy History

Version Approval Date	Summary of changes	VRQA Requirement	DET Mandated Policy	School Council Input
August 2019	Comprehensive review	Yes	No	Consultation required. Approval not required.
November 2022	Update	Yes	No	Not required

School Specific Procedures

1. POLICY STATEMENT

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.

Williamstown 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, broadly based and culturally inclusive curricula.

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan (**see Appendix A**).

2. GUIDELINES

Williamstown Primary School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (**see Appendix A**).

Williamstown 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.

The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, Languages and EAL. Our school also places a high priority on the teaching of these learning areas.

Teaching and learning programs will be resourced through Program Budgets.

3. PROGRAM

3.1 Program Development

Williamstown 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. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

The Victorian Curriculum will be used as a framework for curriculum development and delivery in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

The school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.

3.2 Program Implementation

The Principal, in consultation with the Consultative Committee will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain

balance and a broad provision of subject choices. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.

The DET requirements related to the teaching of Languages, Physical and Sports Education, and New Arrivals Program / English as an Additional Language (EAL) 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 policy.

Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

3.3 Student Wellbeing and Learning

Williamstown 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 Essential Learning Standards stages of schooling

3.3.1 Students with Disabilities

The Department of Education and Training and Williamstown 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.

Williamstown Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

3.3.2 Koorie Education

Williamstown Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- 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.

3.4 Program Evaluation & Review

The School Improvement Team meets once per term to track whole school data and identify potential curriculum areas that require focus. Additionally, teams meet through PLT's and PLC's to track individual year level data. Data analysed will include, but is not limited to, NAPLAN, school based testing and teacher judgments based on learning outcomes in the Victorian Curriculum.

Student learning outcomes data will be reported in the Annual Report to the School Community provided to DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

Appendix A

Curriculum Plan – time allocations

Foundation – Year 6

The curriculum, F – Year 10 is based on the Victorian Curriculum. The timetable is structured on a weekly basis. Each period is 60 minutes. The breakdown of the weekly cycle is as follows:

Foundation –Year 4	
Domain	Sessions per week
English	10.5
Mathematics	5
Inquiry Learning (Science & Humanities)	3
Willy Kids/RRRR/Childwise (Personal & Social Learning)	1.5
Languages – French (3 out of 4 terms)	.75
Kitchen Garden Program (1 out of 4 terms)	.25
PE/ Health & Sport	1
Visual Art	1
Performing Arts	1
Assembly (S&L, C&C)	1
TOTAL	1500 minutes per week (25 sessions per week)

Year 5 & 6		
Domain	Sessions per week	
	Semester 1	Semester 2
English	10	10
Mathematics	5	5
Inquiry Learning (Science & Humanities)	2	3
Willy Kids/RRRR/Childwise (Personal & Social Learning)	1.5	1.5
Languages – French (3 out of 4 terms)	1	.5
Kitchen Garden Program (1 out of 4 terms)	0	.5
PE/ Health & Sport	2.5	1
Visual Art	1	1
Performing Arts	1	1
Assembly (S&L, C&C)	1	1.5
TOTAL	1500 minutes per week (25 sessions per week)	