Rowville Primary School
Curriculum Framework Policy

Purpose

Rowville Primary School encourages students to strive for excellence in all their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum.

Each year the school will map out its curriculum in the form of a curriculum plan.

Guidelines

The Principal has the overall responsibility for the implementation of curriculum at Rowville Primary School.

Aspects of this role are delegated to other staff members and curriculum leaders who work in conjunction with the Principal in leading curriculum delivery and development.

Professional Learning Teams will be formed to develop specific curriculum areas and lead the learning of other staff.

Professional Learning Communities embed high quality and consistent curriculum, assessment and pedagogical practice throughout the school.

Rowville Primary School will recognise and respond to diverse student needs when developing curriculum programs and curriculum plan.

Rowville Primary School will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

The Victorian Curriculum will be implemented from Foundation to Year 6.

A range of Department of Education and Training (DET) programs will support curriculum delivery at Rowville Primary School. These may include English as an Additional Language (EAL), Program for Students with Disabilities (PSD) and Koorie Education.

Teaching and learning programs will be reviewed each year in October and will be resourced through Program Budgets.

Implementation

Rowville Primary School will identify and cater for the different needs of cohorts of students when developing its curriculum plan.

The Victorian Curriculum will be used as a framework for curriculum development and delivery from Foundation to Year 6 in accordance with DET policy and guidelines.

To facilitate this implementation, essential learnings, an assessment schedule and tracking of student data will reflect the Victorian Curriculum.

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The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

The four capabilities in the Victorian Curriculum F – 10 which includes: critical and creative thinking, ethical, intercultural and personal and social will be taught explicitly in and through all learning areas.

1. *Time Allocation per Learning Area   Please note that our timetable goes across a 2-week period*

The timetable is structured on a weekly basis. Each period is 60 minutes. The breakdown of the weekly cycle is as follows:

Foundation to Year 2		
Learning Areas	Hours per week	Breakdown
English (reading, writing and word study)	11	44%
Mathematics	5	20%
How The World Works (science, humanities and technologies)	3	12%
LOTE/Italian	1	4%
Health and Physical Education	2	8%
Visual Arts	1	4%
Performing Arts	1	4%
Assembly Values	1	4%
TOTAL	**25**	**100%**

Years 3-6		
Learning Areas	Hours per week	Breakdown
English (reading, writing and word study)	10	40%
Mathematics	5	20%
How The World Works (science, humanities and technologies)	2	8%
Science and Sustainability (SA Kitchen/Garden)	1	4%
LOTE/Italian	1	4%
Health and Physical Education	3	12%
Visual Arts	1	4%
Performing Arts	1	4%
Assembly Values	1	4%
TOTAL	**25**	**100%**

2. *Data and Achievement Reporting*

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 Plans.

The School 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.

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Professional Learning Communities will monitor and track individual students and cohort data to identify teaching and learning areas that require re-teaching, consolidation or extension.

The School Improvement Team and Leadership Team will track whole school data, cohort and/or individual student data.

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. 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 longer-term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For parents/carers: Ongoing reporting around learning tasks, student reports and parent/teacher conferences will provide an opportunity for teachers to provide feedback regarding student achievement and progress.

For community: Student learning outcomes data will be reported in the Annual Report to the School Community provided to the Department of Education and Training (DET) and available on the State Register maintained by the Victorian Registration and Qualifications Authority (VRQA) and on the school website.

3.   *Whole School Curriculum Plan*

English (refer Rowville Primary School English Policy)

Mathematics (refer Rowville Primary School Mathematics Policy)

Health and Physical Education
In accordance with DET policy, Rowville Primary School will mandate the following times to Physical Education:
F-2: Two hours per week including a sixty-minute specialist P.E. session each week.
3-6: Three hours per week of physical education and sport with a sixty-minute session for P.E.
Rowville Primary School will be a member of School Sport Victoria each year. Rowville Primary School will participate in the SSV sport events: summer sport, winter sport, athletics and cross-country. The Swimming Program will run once a year for each year level. Outside sporting associations may run clinics during P.E. sessions, to support the development of specific sporting skills. Rowville Primary School will have a whole school approach to Health Education, including the Stephanie Alexander Kitchen Garden Program. Other health related topics that the school will cover include Healthy Eating, Sex Education and Student Wellbeing.

Language
Italian is the language at Rowville Primary and will be delivered face to face for F-2 and online for 3-6.

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<u>Information and Communication Technologies</u>
At Rowville Primary School, it is a priority to include ICT across the whole school curriculum. A one-to-one device program will operate from years 3-6. An ICT project team provides advice on ICT priorities. All classroom teachers are expected to integrate ICT into their learning programs. All Level Team Planners must include an ICT component.

<u>How The World Works</u>
A whole school Inquiry program will operate around the themes: *how communities are organised; how the natural world works; how we express ourselves, where we are in place in time.* Through these units, we implement the humanities (civics and citizenship; economics and business; geography; history); science; technologies (design technologies; digital technologies; critical and creative thinking); ethical and intercultural capabilities and personal and social capability.

Through these units, students are engaged at both a local and global level, where they examine the complex processes that shape the modern world and investigate and take action in responses to different challenges and provocations.

RELATED POLICIES AND RESOURCES

- http://victoriancurriculum.vcaa.vic.edu.au/

- https://curriculumplanning.vcaa.vic.edu.au/home

- https://www2.education.vic.gov.au/pal/fiso/guidance/fiso-improvement-model

- DET School Policy and Advisory Guide

- English Policy

- Mathematics Policy

- Assessment and Reporting Policy

- Learning Intervention Policy

- Homework Policy

- One-to-One Digital Device Policy

- Rowville Primary School Assessment Schedule

EVALUATION

This policy will be reviewed as part of the school's three-year review cycle.

This policy was ratified October 2023 and will be reviewed October 2026