



## CURRICULUM FRAMEWORK POLICY

**Latest Update: July 2017**

**First Developed in This Format: March 2018**

**Updated: April 2022**



### Help for non-English speakers

If you need help to understand the information in this policy please contact the staff at Lethbridge Primary School.

### Rationale

- The core purpose of this school 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.
- 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
  - programs that support the standard curriculum i.e. visiting artists, multicultural education, cycling programs, traffic safety education, etc.
  - The school has a strong focus on developing the literacy and numeracy skills of all of its students.
- Schools access a wide range of educational resources to select appropriate teaching and learning resources, can 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.

### Aims

- To support student learning through the implementation of the Victorian Curriculum across all year levels in a manner consistent with departmental requirements and locally identified needs.
- To ensure Lethbridge Primary School develops its curriculum in accordance with DET policy and guidelines in relation to its curriculum framework.

### Definition

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.

A Guaranteed and Viable Curriculum (GVC) is the absolute essential knowledge and skills students must acquire in a particular subject and level. It is the curriculum that is deemed essential for all students attending Lethbridge Primary School as indicated by evidence based research and the Victorian Curriculum.

## Implementation

- The school will use the Victorian Curriculum as the basis of its curriculum framework. Where possible, it will develop a GVC.
- 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. 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.
- All staff will participate in the collection of student achievement data, and all staff will have input into school decisions resulting from interpretations of student achievement data.
- 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.
- Staff members will be part of the process of developing a Guaranteed and Viable Curriculum. As these documents are created and completed, they will be audited by leadership and then linked to the Curriculum Framework.
- A Guaranteed and Viable Curriculum will include a guide for teachers to follow at every level, formative assessments and other sources of documentation.
- Please refer also to the school's *Assessment Policy, Multicultural Education Policy, Reporting to Parents Policy, Homework Policy, Koorie Education Policy, School Hours Policy, Wellbeing & Learning Policy, Using Digital Technology Policy* and specific policies such as the *Drug Education Policy*.

## Evaluation

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