



<b>Policy Name</b>	Curriculum Framework Policy	<b>Approved</b>	June 16th 2021
<b>Responsibility</b>	Sally Herbert	<b>Review Date</b>	June 2024

### 1. Overview

Curriculum covers all the arrangements the school makes for students' development and learning and 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. Schools use a range of curriculum options, all in-line with the Victorian Curriculum, to develop and provide education programs that are meaningful for students.

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

Each year the school uses a Curriculum Plan that includes the time allocation of each learning area; an explanation of how and when curriculum and teaching practice will be reviewed; an outline of how the school will deliver its curriculum (through its instructional model); and a documented strategy to improve student learning outcomes.

### 2. Curriculum Guidelines

Toolangi Primary School recognises and responds to diverse student needs when developing its curriculum programs and curriculum plan. We comply with all DET guidelines about the length of student instruction time required in Victorian schools. There is a broad offering of programs 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 and Languages. Our school also places a high priority on the teaching of these learning areas. Preparing young people for the transition from primary to secondary school is a critical element in the Year 6 program. Similarly, preparing young students for the transition from kindergarten to primary school is also an essential element of our school program with an extensive transition to primary school program being offered annually in line with department procedure and protocols. Teaching and learning programs are resourced through Program Budgets.

Toolangi Primary School provides a comprehensive curriculum with a strong focus on literacy and numeracy. Curriculum initiatives include a 'CAFE reading program, THRASS centred spelling program, Mathletics and Inquiry approach to teaching. We are a sustainable school and have an extensive kitchen garden program and performing and creative arts programs.

Specialist teachers provide instruction in the Library (MARC program), Physical Education and Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of outdoor events 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 (singing, piano and violin).

### 3. Program

#### 3.1 Program Development

Toolangi Primary School provides a variety of programs that 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 identifies and caters for the different needs of particular cohorts of students when developing its curriculum plans. These curriculum plans provide a broad range of educational pathways to ensure improved student outcomes.

The school will implement the Framework for Improving Outcomes (FISO), a model for continuous school improvement. Key components include:

- Evaluate and diagnose
- Prioritise and set goals
- Develop a plan
- Implement and monitor.

The Victorian Curriculum P-12 (VC) will be used as a framework for curriculum development and delivery at Prep to Year 6 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.

#### 3.2 Program Implementation

The school's teaching staff will determine the curriculum program for the following year, based on the provision of needs and departmental policy requirements. Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.

To facilitate curriculum planning and implementation, scope and sequence documents, assessment criteria, record keeping documentation, handbooks and proformas will be used.

The DET requirements related to the teaching of Languages and Physical and Sports Education 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.

Toolangi Primary School's Budget and Finance sub-committee will prepare a comprehensive annual program budget and submit these to the School Council.



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### 3.3 Student Wellbeing and Learning

Toolangi 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 through:

- 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 Curriculum stages of schooling.
- Provide opportunities for students to exercise 'choice' in their learning.

#### 3.3.1 Students with Disabilities

The Department of Education and Training and Toolangi Primary School are 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. Where relevant, Toolangi 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

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

- Working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community.
- 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.
- Engage with KESO for direction and advice.

### 3.4 Curriculum and Teaching Practice Review

The school's curriculum is audited on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review inform future curriculum planning and implementation.

The school Principal oversees teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback is a key component of teaching practice improvement.

At Toolangi Primary School this is an on-going process that spans across the school year through staff professional development meetings, team planning meetings, school council meetings, curriculum days and through the day to day monitoring of programs.

All staff participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School

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Leadership (AITSL) standards. The school utilises DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.

Characteristics considered when reviewing teaching and learning programs:

- Are data driven- NAPLAN, Victorian Curriculum and our Assessment schedule and pre and post testing of specific areas will be used to review the success of programs, both in whole-school application and for moderation for individual students. For example – Spelling was identified as an area for improvement across the whole school and the combination of resources used to teach spelling previously didn't substantially address the areas of most need.
- A synthetic phonics program (SoundWaves) was implemented across the whole school that incorporated the required letter/sound knowledge and grammar in a developmental way.
- Focus on stimulation and engagement
- Are relevant to student's present and future
- Align with DET guidelines and initiatives
- Encourage Professional Learning of best practice teaching and learning skills and strategies

## 4. Student Learning Outcomes

The school's Strategic Plan sets out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan outlines incremental stages of strategic plan implementation, monitoring and evaluation, broken down into 12 month targets.

An Annual Report provides the community with information about the school's performance in implementing improvement strategies and how resources have been used. Data plays a key part in the ongoing school improvement process.

### 4.1 Data Collection

The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include the following as stated in our Whole-school Assessment Schedule.

- NAPLAN, English Online Interview
- OnDemand Adaptive Testing
- Fountas and Pinnell or PM Benchmarking Assessment System
- Student/Teacher Conferences
- Individual Learning Plans
- Rubrics
- Moderation
- Mathematics Online Interview
- pre- and post-Testing

The teaching staff track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.



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### 4.2 Data Analysis

All teaching staff implement the school's assessment schedule. A variety of approaches then are used to analyse data at an individual, group, cohort and/or school level. The Principal works 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.

The use of data informs curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan. Data will also be used to determine student support options including for those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

### 4.3 Data and achievement reporting

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:** Student report cards and parent/teacher meetings and conferences will provide an opportunity for teachers to provide feedback regarding student achievement.

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

## 5. Learning Area Time Allocations

English, Mathematics, Humanities, Health and Physical Education and The Arts are timetabled weekly. Science, History and Information Communication Technology and Design and Technology are all integrated and timetabled throughout the year. All subject areas across all year levels are taught in the following approximate time allocations.

### References

- Student engagement and inclusion policy

### Evaluation

This policy will be reviewed as part of the school's three year review cycle and/or per local school agreement.

### Certification

This policy was ratified by the School Council on June 16th 2021.

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Signed.....  
**School Council President**

Signed.....  
**Principal**

### Appendix A

Time allocations per learning area

The curriculum Year Foundation - Year 6 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:

<b>Learning Sessions</b>	<b>60 minute sessions per week</b> <i>(Based on 25 teaching sessions per week)</i>
English - Reading	5
English - Writing	5
Library - MARC program	1
Mathematics	6
Physical Education (Sport)	2
Kitchen Garden (Sustainability)	2
Creative Arts and Performing Arts	3
Wellbeing	1