



KOONDROOK PRIMARY SCHOOL

2265

Koondrook Primary School Curriculum Framework Policy

PURPOSE

Koondrook Primary School ensures the implementation of the Victorian Curriculum, ABLES and Victorian Early Years Learning and Developmental Framework (VEYLDF), provides. This provides Prep to Year 6 students with a sequential curriculum framework for their learning, including measures of learning achievement to assess student performance against the expected standards of their year level.

OBJECTIVE

Koondrook Primary School optimises student learning in a manner consistent with departmental requirements and locally identified needs.

POLICY

Koondrook Primary School provides a comprehensive curriculum with a strong focus on literacy and numeracy.

- The curriculum shall be collaboratively planned, assessed and reflected upon by all teachers. The school plans in teams supported by the Instructional Leader. These teams focus on literacy, numeracy and the integration of learning areas and capabilities.
- The staff is focused on continuous analysis of a range of data around school improvement.
- Every child's academic progress shall be closely monitored and teachers should implement best practices, using a variety of evidence based instructional and curriculum techniques to ensure that learning is targeted and that children are engaged with their learning.
- School Council has the opportunity to provide input as part of the Annual Implementation Plan (AIP). School council provides adequate resources and management for the implementation of the Framework and ABLES standards and associated professional development.
- A staff member is assigned accountability for leading the curriculum approach and ensuring compliance with Department of Education timelines and reporting requirements.
- Professional development opportunities will be provided, as well as personal professional development plans that cater for curriculum understanding an implementation needs of each staff member.
- The community will be kept informed of the Curriculum through a range of forums, which may include information sessions, curriculum celebrations, and the school newsletter.
- Our strategic plan incorporates assessments of existing curriculum areas against the Victorian Curriculum, the Framework and ABLES and requires staff collaboration to achieve consistency with curriculum implementation and transitions.
- All teachers are required to provide lessons based on student needs using agreed planning templates, assessment tools and session structures. This is reviewed regularly at staff meetings.
- Allocation of hours for each subject area will be in line with the DET recommendations.
- The School will comply with all DET guidelines in regards to the length of student instruction time in Victorian schools and provides at least 25 hours of face-to-face student instruction per week. The current school timetable is structured into three sessions of a 2 hour morning block, 90 minute middle and 90 minute afternoon block. The breakdown of the weekly cycle is as follows.

• Prep to Year 2			
Prep		Year 1-2	
Domain	Minutes Per Week	Domain	Minutes Per Week
English	660 =11	English	660
Mathematics	300- 5	Mathematics	300
Integrated Inquiry Studies- Investigations	90 -	Integrated Inquiry Studies- Investigations	90

including <i>The Humanities</i>		including <i>The Humanities</i>	
Wellbeing	60 -1	Wellbeing	60
The Arts (Music, Visual Art)	60-1	The Arts (Music, Visual Art)	135
Languages (Indonesian)		Languages (Indonesian)	45
Health and Physical Education	1	Health and Physical Education	120
Science		Science	45
Digital Technology		Digital Technology	45

Years 3-6			
Year 3-4		Years 5-6	
Domain	Minutes Per Week	Domain	Minutes Per Week
English	660-11	English	660
Mathematics	300-5	Mathematics	300
Integrated Inquiry Studies/Education Research Projects including <i>The Humanities/ science/ digital technology</i>	90	Integrated Inquiry Studies/Education Research Projects including <i>The Humanities/ science/ digital technology</i>	90
Wellbeing	60-1	Wellbeing	60
The Arts (Visual Art)	60=1	The Arts (Visual Art)	135
Languages (Indonesian)		Languages (Indonesian)	45
Health and Physical Education	120-2	Health and Physical Education	120
Science		Science	45
Digital Technology		Digital Technology	45

<https://www.vcaa.vic.edu.au/Documents/viccurr/RevisedF10CurriculumPlanningReportingGuidelines.pdf> is the DET reference document used

Homework

- The school has a policy that homework is set to complement classroom learning, to foster good study habits and provide students an opportunity to take accountability for their own learning.
- Homework guidance is issued by the classroom teacher at the start of each year outlining the nature and extent of homework to be completed which will not exceed 30 minutes up to Grade 4 and 45 minutes for Grade 5/6 per week.
- Homework is to be set by classroom Teachers appropriate to each student's skill level and classroom activities. Activities include reading, spelling, sight words

Reporting

- To accurately and comprehensively report student performance in a timely manner.
- Student achievement is measured and reported to students, parents, Department of Education and the wider community against the Victorian Curriculum, the Framework and ABLES achievement standards, in each learning area.
- All staff participate in the collection of student achievement data, and staff have input into decisions resulting from interpretations of student achievement data.
- We participate in NAPLAN to gain information for staff, parents and students on students' progress in relation to the Victorian Curriculum.
- Each year parents are provided with at least two written reports on student achievement, indicating progress in all key learning areas.
- Formal opportunities for parent/teacher interactions are provided twice per year – the first in term one and the second is flexible.

REVIEW CYCLE

This policy was last ratified by School Council on August 17th 2020 and is scheduled for review in **August 2023**.