

STATEMENT OF CURRICULUM FRAMEWORK

PURPOSE

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.

Our 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 inclusive curriculum.

IMPLEMENTATION

- The Victorian Curriculum F-10 is implemented from Foundation to Grade 6 at Strathfieldsaye Primary School (SPS). The content of the Victorian Curriculum F-10 includes both knowledge and skills. These are defined by learning areas and capabilities.
- The curriculum integrates the 'Towards Foundation Level Victorian Curriculum' directly into the curriculum and is referred to as 'Levels A to D' for students with disabilities.
- In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities, Technologies and Health. These curriculum areas are cross-referenced with the literacy and numeracy programs to ensure sufficient time is allocated to address the content.
- The skills and knowledge defined in the Capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.
- A number of specialist programs are provided including Visual Art, Library, Physical Education (including Sports), Chinese Language and Performing Arts (Music and Drama). The Department of Education and Training requirements related to the teaching of Physical Education, Sports Education, LOTE and EAL will continue to be implemented.
- School curriculum programs are designed to enhance effective learning in line with the SPS Learner Profile and Instructional Models.
- All students will receive a curriculum that is challenging and achievable. Students requiring intervention or extension activities will have these provided by the classroom teacher and this will be acknowledged in the written comment on reports and Individual Learning Plans. Some students who have diagnosed learning difficulties may be offered a modified curriculum and assessment program.
- Students who require more assistance in Literacy are catered for in intensive small groups using the suite of Multi Lit programs, including MiniLit and MacqLit

- SPS 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.
- Decisions about the teaching and learning program within that structure and individual student learning programs are the responsibility of the school principal and teachers. If an individual learning program for any student is proposed that departs from the provision model set out in the whole-school curriculum plan that decision should be made in conjunction with the student and the student's parents/carers, and must be approved by the school principal.
- The school will provide quality and meaningful education for Koorie students by use of the Marrung Aboriginal Education Plan 2016-2026. SPS ensures that every Aboriginal and Torres Strait Islander student has an individual learning plan.
- Teaching and learning teams across each year level ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams currently are responsible for core curriculum development and delivery in literacy, numeracy and integrated studies.
- The Leadership group is focused on a 4 year planning cycle (segmented annually in the Annual Implementation Plan) and continuous analysis of a range of data around school improvement.
- The Principal 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.
- Teaching and learning programs will be resourced through Program Budgets and include Professional Development.
- Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan (see Appendix A).

FURTHER INFORMATION AND RESOURCES

- SPS School Curriculum Framework plan
- SPS Teaching and Learning Handbook
- SPS Assessment, Data and Reporting Handbook
- Integrated Scope and Sequence Plan
- Student Engagement and Wellbeing Policy

REVIEW CYCLE

This framework was last updated on November 2019 and is scheduled for review in November 2022

Appendix A

Curriculum Plan – including time allocations

Foundation		Years 1 - 6	
Domain	Minutes per week	Domain	Minutes per week
Literacy, Numeracy and Integrated Inquiry	1255	Literacy, Numeracy and Integrated Inquiry	1210
Physical Education and Health	40	Physical Education and Health	60
Visual Arts	60	Visual Arts	60
Performing Arts	40	Performing Arts	40
LOTE – Chinese (30mins fortnight)	15	LOTE- Chinese	40
Library	60	Sport	60
Multi-age Group Action Projects (60mins fortnight)	30	Multi-age Group Action Projects (60mins fortnight)	30
TOTAL	1500 per week	TOTAL	1500 per week