



Curriculum Framework Policy

Reviewed: 11/7/21

Next Review: 04/2022

Recommended Review Cycle: 1 year

Communication Method: Induction Processes/ School Website/ Compass

Minimum Standards

1. Curriculum Statement

1.1 The core purpose of Doncaster Primary School, as defined in the Strategic Plan, is to provide an inclusive, academically rigorous learning environment that challenges and engages young people to grow as passionate learners. Our key objective is to ensure that all students leave our school with a practical knowledge of the curriculum with students displaying high levels of growth in their learning, that is evidenced based year to year. Through high quality teaching we will encourage the development of confident, articulate and independent learners who demonstrate self-discipline, self-reliance and take pride in themselves and their school.

1.2 Doncaster Primary School uses **The Victorian Teaching and Learning Model** to inform whole school improvement and classroom practice. The Victorian Teaching and Learning Model consists of four components: The Vision for Learning, Practice Principles, Pedagogical Model and HITs(High Impact Teaching Strategies) Underpinning this is the (Framework for Improving Student Outcomes) FISO Improvement Model, FISO Continua of Practice and FISO Improvement Cycle.

2.0 The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation to Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. In developing its Curriculum Plan, **the school will provide 25 hours of student instruction per week.**

3.0 The Language Program is **Mandarin** delivered by a qualified language teacher.

4.0 Curriculum Time Allocation

Victorian Curriculum 8 Learning Areas	Description	Expected Time Allocation
English	English learning will encompass the modes of Reading and Viewing, Writing, Handwriting and Speaking and Listening. This can include integrating literacy teaching across other areas of learning. Students on EAL Continuum are provided with differentiated tasks to meet their individual needs.	10 hours per week
Mathematics	Mathematics teaching will encompass the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability as outlined in the Victorian Curriculum.	5 hours per week
Science	The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum is divided as Science Understanding comprised of: Science as a Human Endeavour, Biological Science, Chemical Science, Earth and Space Sciences and Physical Sciences and Science Inquiry Skills	MAPPEN 1-2 hours per week
Humanities	The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the	MAPPEN 1-2 hours per week

	environment. Humanities include History, Geography, Civics and Citizenship and Economics and Business Humanities is taught via a Thematic Approach.	
Languages	A Mandarin language program is delivered across all year levels 4-6 by a qualified teacher. Cultural Studies & Intercultural Capabilities for Grade Prep-3	1 hour per week for each Grade
Physical Education & Health	All students participate in a specialist PE session, each week. Additionally, Year 6 participate in interschool Sport and Level 3 and 4 participate in Gymnastics for 1 term each. Health is taught via Mappen Curriculum	1 hour per week
The ARTs	The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Visual ART - Prep to 6 Performing ARTS: STOMP Grades 3 and 5 (Production) Grade 6 Graduation Dance and Productions Prep – 2 Bushwahzee Dance Performance State School Spectacular (opt in)	1 hour per week See Level Overview documents
The Capabilities	The Capabilities include, Critical and Creative Thinking, Ethical Capability, Intercultural Capability, and Personal and Social Capabilities . These Capabilities will be embedded across the whole school curriculum	Embedded across the curriculum
Technologies	Digital technologies students learn how to use technologies to create innovative solutions. In Technologies students use design thinking and technologies to generate and produce design solutions .Supported by Digital Technologies Policy	Embedded across the curriculum
Library Studies	Students learn about literature and borrow books.	1 hr per week
Tutor Learning Initiative	Two tutor teachers dedicated to delivering the Tutor Learning Initiative designed to support students impacted by disruptions in learning due to Covid-19	Teacher 1 = 3 days per week full time Teacher 2- 5 days per week till 12:30
DET Speech Junior School Literacy Program	3 x qualified DET Speech Pathologist to work with Prep teachers to deliver a quality Phonological Awareness and Synthetic Phonics program to facilitate reading acquisition	1 day per week 11:30-1:00pm Prep F Only
Extension	Embedded in Classroom Curriculum Planning and through the VHAP and Everest Programs	1 hr per week selected students
*Supporting Documents	<p style="text-align: center;">Whole School Curriculum Plan Yearly Overview Level Curriculum Document Thematic Overview Document DPS Instructional Model <i>Found on Compass under School Documentation</i></p>	

5.0 Curriculum Leaders

DPS Teaching and Learning Leaders	
Principal	
Assistant Principal: Curriculum Development Leader Professional Development Coordinator Assistant Principal : Student Welfare & Wellbeing	
Sub-school Leaders (Leading Teacher/ Learning Specialists) Drive AIP Actions, Lead PLC, Lead Data discussions, Peer Observation	
Prep Level 1-2 Level 3-4 Level 5-6	
School Improvement Team (SIT)	
Principal Assistant Principals x 2 Sub-school Leaders x 4	

6.0 CURRICULUM GOALS

- 6.1 To plan and implement a dynamic curriculum program that is:
- outcome focused- use of formative and summative assessment
 - engaging and informed by VTLM, including Vision for learning, E5, Practice Principles, and HITS
 - encompasses student wellbeing
 - provides opportunities for student voice and agency
 - ensures that students are able to think deeply and are challenged and supported
 - Makes use of the FISO improvement cycle
 - Compliant with DET policies and the Victorian Curriculum.
 - Follows the DPS Instructional model

7.0 Curriculum and Teaching Practice Review

- 7.1 DPS will use **PANORAMA Reports/ Dashboard** and the **School Strategic Plan (SSP)** (reviewed every 4 years) to inform the goals as set out in the **Annual Implementation Plan (AIP)**. The **Strategic Planning Online Tool (SPOT)** is used to evaluate curriculum practices and teacher practice. Prior to writing the Annual Implementation Plan the leadership team and teaching staff reflect upon the **Continua of Practice for School Improvement** to identify areas of practice that require attention in order to plan for and deliver improved student outcomes this may include making a decision to implement a new curriculum initiative or making adjustments to curriculum practices.
- 7.2 The leadership team comprised of Sub School leaders, Leading Teachers, Learning Specialists and Principal Class Officers will collaborate to set goals, allocate resources, set milestones and identify roles and responsibilities in implementing curriculum initiatives and teaching practice principles as related to the AIP goals. This will be done on a yearly basis. All staff will be given the opportunity to review and unpack the AIP prior to its implementation for the following year.
- 7.3 Whole staff will meet regularly (at least twice per term) to track whole school data and identify potential curriculum areas that require focus. Level teams will meet weekly to track level data and identify potential curriculum areas that require focus. **Data analysed will include, but is not limited to, NAPLAN, On Demand, PAT testing, Essential Assessment, Running Records, school based testing and teacher judgments based on moderation practices and formative assessment linked to the achievement standards in the Victorian Curriculum.**
- 7.4 **Professional Learning Communities** in Literacy, Numeracy and Wellbeing set goals at the start of each year. PLC's use the **Theory of Action Model** to effectively and logically set out the purpose, activities, inputs and outcomes of any implementation action that will be used and the steps to achieve their goals. PLC goals are informed by data

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and identified areas of need as set out in the AIP. The main purpose of PLC work is to maintain consistency of practice across the school and to ensure the use of a common language related to each curriculum area across the school. PLC's meet weekly.

7.5 The school's leadership team will oversee teacher practice via **regular walkthroughs and by viewing curriculum planning documentation and/ or by attending teacher common planning time**, in order to promote a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement. Staff will be given timely and specific feedback after each learning walkthrough. In addition, all staff are given the opportunity to reflect upon and receive feedback about their teaching practice via the staff performance and development process.

8.0 Professional Learning Theory

Doncaster Primary School promotes and supports teachers to develop their expertise and professional practice by ensuring that the appropriate cultures, processes and structures are in place. It is these supports that intentionally, collaboratively and with accountability make teacher learning and development visible and effective.

8.1 *Doncaster Primary is committed to:*

- creating and retaining a highly qualified, skilled, motivated and supported workforce
- ensuring staff in all areas have the required knowledge and skills to undertake their work and to support each other for learning, growth and achievement
- ensuring staff have access to the support and development they require to perform effectively
- providing professional learning, coaching and mentoring for aspiring and current leaders
- encouraging innovation and continuous improvement
- enhanced leadership development
- keep abreast of current trends in education
- provide opportunities for neighbouring schools, networks of schools and high schools to undertake collaborative professional learning
- provide opportunities for schools to share professional learning in departmental, systemic and national strategies.

9.0 Professional Learning Statement

Doncaster Primary School will provide professional learning opportunities that are informed by student learning data, teacher competencies and individual professional learning needs, to ensure the achievement of collective improvement goal as set out in the AIP (Annual Implementation Plan)

9.1 *Doncaster Primary school will*

- provide teachers with a **professional learning calendar** outlining the Professional Learning for each term aligned to the **Victorian Teaching and Learning Model, FISO Priorities, DPS AIP goals and school priorities and targets all of which are informed by the FISO improvement cycle**. (See Compass Documentation)
- ensure that Professional Learning will include, but is not limited to teacher attending internal, external professional learning sessions, engaging in professional reading, data analysis work for (whole school, level cohort, class and individual student), time to reflect on professional practice and to engage in purposeful collaboration and educational conversations with colleagues
- schedule **four professional practice days per year** (one full day per term, pro rata for a teacher employed part time) to release teachers from their scheduled duties to focus on the improved delivery of high quality teaching and learning.
- provide professional learning and resources for staff to participate in **Peer Observation, Feedback and Reflection**
- provide a comprehensive **Induction and Mentoring program** for new, returning and graduate teachers

- ensure that the Performance and Development process provides the opportunity for teachers to set personal professional goals, as well as team goals in order to build teacher capacity. All goals must be aligned with the **Australian Institute for Teaching and School Leadership (AITSL) standards and link to the AIP.**
- Provide staff with opportunities to be Growth Coached by PCO's who have undergone accredited Growth Coaching certification.
- will utilise 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.
- provide teachers with ongoing support, feedback to facilitate the achievement of these goals

10.0 Implementation & Development of Curriculum Initiatives/ Programs

- 10.1 Doncaster Primary School implements a variety of initiatives that address curriculum. The school identifies and caters for the different needs of cohorts of students with similar learning needs when developing its curriculum plan. In addition, the individual needs of students with specific learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English are considered and the curriculum differentiated to cater to the needs of these students.
- 10.2 The school will use the **(FISO) Improvement Cycle** to inform the decision to implement a new curriculum initiative and only consider evidenced based initiatives. The Improvement Cycle is as follows:



- 10.3 The leadership team, SIT team, and classroom teachers collaborate and contribute to the investigation of improving practice and student outcomes using the improvement cycle. Collectively agreed upon initiatives are implemented strategically and systematically across the school and link to the **AIP and SSP** goals and targets. Professional Learning opportunities are systematically scheduled and published in the **Professional Learning Calendar** comprised of a term by term overview. Teachers are given this overview at the start of the year. Teachers are coached and mentored to ensure consistency of practice is established across the school and to ensure that teachers are confident in their ability to implement the initiative in their classroom environment. Teachers are also given the opportunity to view the practice of other teachers within DPS and by visiting other schools related to the curriculum initiative.
- 10.4 To facilitate curriculum planning and practice excellence, most teachers are **allocated common level planning time**. Teachers use **Victorian Curriculum scope and sequence documents, Yearly Overview Document, the whole school assessment schedule and summative and formative assessment data to inform curriculum planning**. Teachers use pre-tests and formative assessment to target their teaching and to ensure that all students experience growth in their learning regardless of their entry point. Teachers identify the **Zone of Proximal Development** for each student, and together with the student develop achievable and measurable learning goals.
- 10.5 **Digital Technologies** is 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.
- 10.6 **Student Wellbeing and Learning at DPS encompasses all of the Child Safety Standards** and is embedded in all learning experiences through the alignment of student welfare and curriculum policies, positive education philosophy and creating an educational environment and curriculum that is inclusive and meaningful to all students.

Doncaster Primary School runs the following programs to support Student Wellbeing and Learning:

- You Can Do It program
- Cyber Safety / E-safety Program
- UBUNTU- I am because We are
- The Living the Values program
- Protective Behaviours
- Puberty Education (Levels 5 and 6)
- Literacy Ambassadors
- Therapy Dog Literacy Program
- Consent Education

11.0 Students with Disabilities

The Department of Education and Training and DPS is 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. DPS will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities. Teachers develop individual learning or behaviour plans which include specific goals and are based on individual needs. These plans are required for funded students and are shared with parents at scheduled SSG meeting and through Chronicle on Compass.

12.0 Koorie Education

DPS is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- DPS ensures that the implementation of any Koorie initiatives and programs that meet individual student needs is in partnership with the Koorie Educational School Officer (KESO).
- Each Koorie Student has an **Individualised Education Plan** and scheduled SSG (Student Support Group Meetings) throughout the year

13.0 Student Learning Outcomes Statement

At Doncaster Primary School we aim to achieve high levels of individual growth by utilising student data and interactions to inform teaching and learning.

Please refer to our DPS Student Learning Outcomes Statement Policy

14.0 EVALUATION

This policy was created in 2018 in consultation with School Council and is reviewed annually.

14.0 Resources

<http://victoriancurriculum.vcaa.vic.edu.au/>